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FACULTAD DE CIENCIAS DE LA EDUCACIÒN, HUMANAS Y TECNOLOGÌAS

CARRERA DE IDIOMAS

TITLE OF THE RESEARCH WORK

"The analysis of the formative assessment usage in the process of teaching and learning English: the case of Octavo Año de Educación General Básica ¨ A¨, at Unidad Educativa Miguel Ángel León Pontón, in the city of Riobamba, Chimborazo Province, in   the   Academic Period October 2022- March 2023"

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"LICENCIADA EN CIENCIAS DE LA EDUCACIÓN, PROFESORA DE IDIOMAS- INGLÉS"

AUTHOR:

LUZ ISABEL SALAZAR ALVAREZ

THESIS´ TUTHOR:

MGS. CÉSAR AGUSTO NARVÁEZ VILEMA

Riobamba, Ecuador. 2023

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Mgs. César Narváez Vilema
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DEDICATORY

I dedicate this project to my soul mother Olga who save me from the darkness when I was a kid. Despite the bad circumstances, she gives me her support, love, and enough motivation to never give up planting a seed of hope that tomorrow will be another day.

I want to dedicate a part of this work to myself because, despite academic, health, and emotional problems, I have completed this hard stage. I am aware of my capacity and believe in myself.

Luz Isabel Salazar Alvarez

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Luz Isabel Salazar Alvarez

RESUMEN

La evaluación formativa en los últimos años ha tomado relevancia en el sistema educativo, ya que es un proceso pedagógico, sistemático, instrumental, analítico y reflexivo que tiene el propósito de obtener e interpretar información significativa, con respecto a las competencias, necesidades y logros de los estudiantes; con el objetivo de reflexionar sobre los resultados obtenidos que brinda un vasto panorama sobre lo que sucede dentro del aula. En este contexto, se estableció la investigaciòn titulada "The analysis of the formative assessment usage in the process of teaching and learning English: the case of Octavo Año de Educación General Básica ¨ A¨, at Unidad Educativa Miguel Ángel León Pontón, in the city of Riobamba, Chimborazo Province, in the Academic Period October 2022- March 2023". Este estudio tuvo como objetivo analizar el proceso de la evaluación formativa y el impacto en el idioma inglés cuando es enseñado como lengua extranjera desde un enfoque cualitativo y descriptivo. Para facilitar la recolección de los datos, tres instrumentos fueron usados: dos guías de entrevistas y una ficha de observación que fueron aplicadas en la institución indicada. El análisis del discurso, categorización y triangulación de datos fueron utilizadas como técnicas de análisis de los instrumentos. Los resultados revelan que la evaluación formativa es aplicada utilizando las siguientes técnicas; pruebas de diagnóstico, cuestionarios, ejercicios de lluvia de ideas, ejemplos, preguntas formales e informales, cuestionarios, entrevistas, tareas orales, lecturas, entre otras. Las cuales hicieron posible elucidar las fortalezas, necesidades e intereses de los estudiantes y docente. Generando una doble retroalimentación que sirve de guía para planificar, reajustar o cambiar el proceso de enseñanza, en donde los estudiantes tengan la posibilidad de asumir un rol activo y consciente sobre el desarrollo de su aprendizaje ayudando a prevenir la fosilización y los malentendidos en el uso del lenguaje. Mejorando, a la vez, sus capacidades blandas y duras. Sin embargo, se ha notado que la última fase en la aplicación de la evaluación formativa presenta ciertas inconsistencias. Por este motivo, se sugiere que esta etapa, referente al análisis de los resultados, debe ser reconcebida tomando en cuenta a los estudiantes, para no perder la oportunidad de mejorar el proceso de enseñanza y aprendizaje. En este sentido, se deberían crear más actividades de reflexión para fomentar la autonomía, independencia y proficiencia de los estudiantes en el idioma inglés, preparándolos así para afrontar de manera exitosa su vida académica profesional futura.

Palabras clave: Evaluación formativa, retroalimentación, refuerzo, prueba diagnóstica, desarrollo del inglés.

Abstract

In recent years, formative assessment is being considered relevant in the educational system. It is considered a pedagogical, systematic, instrumental, analytical, and reflective process focused on obtaining and interpreting meaningful information regarding students' competencies, needs, and achievements, which permits an overview of what happens in the classroom. The basis of the research entitled "The analysis of the formative assessment usage in the teaching-learning English process of the eight-year students, parallel A, at *Unidad Educativa Miguel Ángel León Pontón*, in Riobamba, Chimborazo Province, in the Academic Period October 2022- March 2023" was proposed. This research analyzed the formative assessment process and its impact on the teaching-learning English process from a qualitative and descriptive approach. Three instruments were used to facilitate data collection. Two interview guides and an observation sheet were applied in the institution. Discourse analysis, categorization, and data triangulation were used as instrument analysis techniques. The results reveal that formative assessment is applied using the following techniques: diagnostic tests, questionnaires, brainstorming exercises, examples, formal and informal questions, questionnaires, interviews, oral tasks, and readings, among others. It also made it possible to elucidate the strengths, needs, and interests of students and the teacher. Fostering double-way feedback that guides to plan, readjust, or change the teaching process, where students can assume an active role and be aware of their learning development. Helping to prevent fossilization and linguistic misunderstandings. Improving, at the same time, its soft and hard skills. However, it has been noticed that the last phase in applying formative assessment offers certain inconsistencies. For this reason, it is suggested that, concerning the analysis of the results, this stage should be reconceived considering students so that the opportunity to improve the learning and teaching process cannot be lost. In this sense, more reflection activities should be created to promote students' autonomy, independence, and proficiency in the English language, thus preparing them to face their future professional academic life successfully.

Keywords: Formative assessment, feedback, reinforcement, diagnostic test, English development

Reviewed by:

Mgs. Lorena Solís Viteri

ENGLISH PROFESSOR

c.c. 0603356783

CHAPTER I. INTRODUCTION

In the English teaching and learning process, innovative proposals and actions are frequently adopted to be implemented in the educational system. One of these is formative assessment which may result pertinent and useful to overcome the Ecuadorian education problems thanks to all the benefits it can bring. Meskill (2010) mentioned some of them: its application provides an adequate level of support, improves students` engagement in learning, increases motivation, and reduces stress or academic misunderstandings; besides, hinders fossilization and gives students the opportunity to ask and resolve doubts, to demonstrate their knowledge in diverse ways preventing that language skills barriers appear.

Formative assessment is considered a fundamental process for monitoring students' knowledge, understanding their performance, give useful feedback, and make timely changes in instruction to ensure maximal student growth (Noyce and Hickey, 2011). In the case of EFL teaching and learning spaces, this assessment permits teachers to know about unique cultural, educational, and linguistics backgrounds of their students to enhance with linguistics knowledge and second language development to encourage and improve foreign language abilities (Aguirre et al.,2006). Moreover, it brings the possibility to be aware about weakness, straights, needs of the participants in order to foster or overcome them.

For Huang (2016), this kind of assessment provides students and teacher a vast view of the course and permits to plan according to educational objectives, changing the traditional quantitative grading paper systems for a qualitative one. It means that learners have the possibility to receive constructive feedback through different strategies which permit to show students' potential or bad experiences got in previous sessions. Similarly, teachers can realize about the appropriateness of the teaching methodology and techniques to make readjustments in the whole process (O'Sullivan, 2012).

In the framework of its application, an important fact to be highlighted is that, commonly, the results obtained are ignored due to lack of knowledge about the process or the time destined for these effects. Because of this, the true objective of the formative assessment is usually lost. For instance, to analyze, motivate, and improve language learning giving the light of a constructive approach which permits to involve students in the real world fostering their autonomy and creativity, avoiding memorizing material which are forgotten later easily; consequently, the growth of soft skills, like critical thinking, cooperative work, solving problems, decision making, is raised (Adam, et., 2019).

With the background on the palestra, this study aimed to analyze how FA is applied in the 8th EGB level when English is taught as a foreign language considering actions and reactions of the participants which in the end come to be the direct beneficiaries of the research. To accomplish the objectives observations and interviews were used as data collection instruments which ascribed themselves into a qualitative

approach of scientific research and had the characteristics of a descriptive and interpretative study. The mentioned instruments were applied to the participating English teacher and students who were willing to collaborate from the very beginning. Some important issues to be mentioned is that the optimum development of the study was connected to the availability of the necessary human, bibliographic, technological, political, and economic resources.

For a good understanding of the study, the information has been organized in five chapters, which are presented as follows:

In **Chapter I,** general contents like introduction, problem statement and objectives are exposed. The theoretical framework which contains the enough background and epistemology foundations are posted in **Chapter II.** In the **Chapter III** the research methodology including the approach, research level, modality, population, techniques, and instruments and its features are exposed. Then in **Chapter IV** the analysis and discussion of the principal results can be found. Finally, in **Chapter V** the main conclusions and recommendations are presented.

1.2. RESEARCH PROBLEM

Formative assessment has not been taken into necessary attention many times due to the lack of training of the teachers since it is confused or used in an erroneous way. Activities like diagnostic tests, brainstorming, asking questions, observation class, repetitive writing activities are applied into the classroom. However, results obtained with these activities are forgotten or the necessary attention is not paid to improve or adjust the teaching to the needs and interests of students when a foreign language is taught, thus losing the objectiveness and purpose for which the activity is applied, leading to the great contribution formative assessment offers, without any academic achievement.

1.3. OBJECTIVES:

General objective:

To analyze how formative assessment is applied by teachers of the 8th Educación General Básica when teaching English as a foreign language at Unidad Educativa Miguel Ángel León, located in the city of Riobamba, Chimborazo province, during the academic period 2022-2023.

Specific Objectives:

- To describe the usage of formative assessment in the teaching and learning English process from the contributions of the participants.

- To determine the strategies and activities applied for formative assessment and students' responses to these proposals when teaching English as a foreign language.

- To identify, from teachers' professional experience, the academic potentials of formative assessment when teaching English as a foreign language.

CHAPTER II. THEORETICAL FRAMEWORK

2.1. MAIN THEORIES OF EDUCATION AND ITS RELATIONSHIP WITH EVALUATION

Behaviorism learning theory

Behaviorism refers to observable change in behavior. It believes that learning provides information in a reproductive pattern full of memorization that leads to knowledge. It exposes individuals to external stimuli until a desired response is received (Muhajirah,2020). In these schools, the teacher transfers the knowledge, while the student is a passive participant. Students as an object, depriving it of intentionality and autonomy. At the end, student is evaluated to corroborate his previous knowledge, his progress and his final mastery of the knowledge or skills taught. It focuses on the products of learning, not the processes (Guney,2012).

Cognitivism learning theory

For Clark (2018) cognitive theory focuses on an active mental process through activities that allow thinking, remembering, reasoning, perceiving, interpreting, and solving problems based on the relationship of objects and the interaction between them and information about something is learned by solving the problem. As consequence of that, cognitive assessment is based on cognitive psychology and cognitive sciences that provide the theoretical elements for assessment, in particular for the choice of assessment content. This method in the context of education, has the objective of knowing the academic level of the students to determine their cognitive weaknesses and strengths (McLeod, 2003).

Constructivism learning theory

The idea central of constructivism theory is that students must find and transform the information that is facilitated by the teachers becomes into their own. The principal objective is learning must be focused on construct rather than received ideas focusing on how much students acquire and remember knowledge (Muhajirah,2020). Moreover, Constructivist evaluation is considered by realizing the active role of the student as a creator of meanings, and developer of their own ideas according to the social context. Therefore, it is closer to formative evaluation. This is more interested in the processes and progress of the subjects of learning to encourage the personal construction of the knowledge where critical thinking, autonomy, creativity, and imagination are immerse in the process (Gonzalez and Hernández, 2007).

Humanism learning theory

Humanism trusts that human beings are different and have unique abilities that differentiate them from animals, seeking that student reach self-realization through self-knowledge and self-determination (values and intentions) (Muhajirah,2020). For Gage & Berliner (1991) there are five objectives that this theory emphasis independence, responsibility, creativity, curiosity, and interest in the arts. In this approach self-evaluation is the only meaningful tool where students can be conscious about your progress and knowledge (Huitt,2009).

2.2. EPISTEMOLOGY OF EVALUATION

Evaluation definition

For Rosales and Lopez (1990) evaluation is a process to obtain information and to be able to make value judgments and make decisions about the educational process, taking into account that not only knowledge must be evaluated but also the skills and aptitudes of the participants, where it allows knowing the characteristics of the process and do not focus only on the result. The principal characteristics that evaluation must have been integrative, formative, continuous, continuous, recurring, criterial, decision-making, and cooperative. (Arredondo, Diago and Cañizal, 2010).

Summative and formative assessment

Formative assessment is an active and intentional learning process that partner the teacher and the students to gather evidence of learning continuously and systematically with the express goal of improving student achievement (Brookhart, Moss and Long, 2008). In addition, Levant and Ertok (2020) consider it as a process and improves students' learning through tasks and activities and conclude that formative assessment is a qualitative approach. On the other hand, Summative assessment considers evaluation as a product and evaluates students' achievements through exams and tests this takes at the end of the session and students are evaluated from a part or whole syllabus for getting a quantitative result (Sadler,1998).

Advantages of using formative assessment in class

Bhat (2019) expresses when formative assessment is used into the classroom give many advantages like providing sufficient information, formulating individual and group remedial programs, providing feedback to students and teachers, facilitating retention and transfer of learning, readjusting teaching process according to the needs of students, learners can modify their behavior after feedback, giving a reinforcement to high achievers, working as a self-evaluation device for learners.

2.3.   TEACHING AND LEARNING PROCESS

Formative assessment process

Formative assessment is a frequent process, based on in pedagogical interactions between teacher and students, and among the students themselves, which allow evidence to be collected on the achievement of learning and make timely decisions. First, these key questions must be taken into account: Where are we going? Where we are? And how do we keep moving forward? Then, these steps process must be followed: 1) share learning goals 2) clarify achievement criteria 3) collect and interpret data 4) identify the learning gap 5) provide feedback to students 6) adjust teaching and 7) close the educational gap (Heritage,2010).

Formative assessment techniques

Useful formative assessment techniques can be approached with common educational initiatives in search of precise instruction to bridge educational gaps so that decisions are made in a timely manner, these are the following: Check for understanding through oral language (daily interactions), questions (oral and non-verbal expressions), writing (essay, summary, raft, brain storming), projects or performances (goals, abilities, participation), and test (diagnostic test) (Fisher and Frey, 2014).

Teachers´ role

The teacher plays an important role in the formative evaluation since the process must be clearly understood so that it can be applied correctly and meet the objectives of this activity, acting as a facilitator, guide and monitor where he plans evaluation processes, socializes and applies, analyzes the results obtained, provides feedback and readjusts their praxis based on the results obtained to achieve better learning (Mendoza, 2021).

Students´ role

The role of students in the formative assessment process is fundamental throughout the process. For Quintana (2018) in the formative evaluation: the duty of the students is not only to carry out the evaluation but also to analyze, to assume an active role in learning when attending the activities that are proposed, it implies practicing and committing to learning to be able to analyze personally and then as a team the processes developed, sharing what they have learned in a communicative environment, sharing their experiences in a natural way.

The purpose of using formative assessment in the classroom

Formative assessment is the pedagogical, systematic, instrumental, analytical and reflective process with the purpose of obtaining and interpreting significant information, regarding to competences, needs and achievements of the students achieved with the

objective of reflecting on the results obtained, establish value judgments and finally make timely decisions about the teaching and learning process adjusted to the needs of students taking into account educational, social, family, cultural and socio-economic realty and environment so that students are actively involved in the teaching process -learning since the priority for all teachers must be to promote new learning to improve the educational process (Bastidas and Guale, 2019).

2.4. FORMATIVE ASSESSMENT IN THE TEACHING ENGLISH AS FOREING LANGUAGE

Formative assessment as a tool to improve English as foreign language

Formative assessment is considered as a contingent teaching and learning which makes available essential information for understanding where teachers can determine students' developmental gap in second language development, the ZPD, where learning occurs. In this gap, teachers provide scaffolding, support, and feedback to support learners scope their potential development (Alvarez et Al.,2014). Moreover, FA permits that teacher knows about unique cultural, educational, and linguistics backgrounds of their students to enhance with linguistics knowledge and second language development to encourage, motive and improve second language abilities (Aguirre et Al.,2006).

Formative assessment activities applied in the teaching of the English language

In formative assessment practices carried out into EFL classroom teachers should consider using the following strategies to encourage their students' progress in both content and language: Observations of student language usage abilities, use of visuals to represent conceptual understanding, questioning, observation checklists, student demonstrations, critical dialogues or conversations, interviews, student work samples, self-reflections, games, journals, think-pair-share activity, picture interpretation, graphic organizers or brainstorming, note taking, project, work, in-class activities, audio-tapes of discussions, videos, role-plays, learning logs, anecdotal record and so on (Montalvo,2012).

Formative assessment process in EFL

Formative assessment help to students finding an effective instruction and assessment of EFL students. There are three stages. First one related to the process: 1) articulation of the construct including learning goals and success criteria being taught and assessed, 2) elicitation of evidence about EFL students' learning, and 3) interpretation of this evidence for future instruction. Second one related to desire changes: 1) content and language development, 2) teachers` pedagogical assessment knowledge and skills, 3) students' progress related to the learning language goals, 4) enhance academic content and language development to improve language skills, 5) adjustments, 6) engage students in the whole process. Third one called ultimate impact: improved the language learning

development in academic language and literacy concepts about English language proficiency (Alvarez et al, 2014).

Benefits of using formative assessment in the English language teaching and learning process

The use of formative assessment gives teachers insight into the skills students need to overcome their obstacles and maximize their potential to improve language skills and abilities. There are some befits when this assessment process is developed into the EFL classroom: inspiring students   to participate   more in language learning, helping students develop a positive attitude to the subject, assessing the students' quality of the learning method, identifying whether have mastered certain concepts or language skills according to standards (Ismali and Tini, 2020).

CHAPTER III. METHODOLOGY

3.1. APPROACH

The present research project was of qualitative approach. According to López (2017) qualitive approach focuses on describing the events or qualities that occur in a certain population and obtaining meanings from the actions that taking place. To support the idea, Guerrero (2016) mentions that it is based on unstructured and non-numerical data and emphasizes the process or how things happen focusing on the attitude, beliefs, and thoughts about how people make sense of their experiences about a specific issue. In the case of this research sought to find information, characteristics, strategies, and experiences about how formative assessment process are applied at Unidad Educativa Miguel Ángel León when English is taught as foreign language considering the contributions of teacher and reaction of students when it was used into the classroom.

3.2. RESEARCH MODALITY

The modality for this project was field and interactive. According to Arias (2012) defines field and interactive research modality as a collection of data directly from the investigated subjects or from the reality of the facts in their own scenario of the study. In this case, taking into a count the points of view and the real interaction of the participants of 8th Educación General Básica the Unidad Educativa Miguel Ángel León when formative assessment was applied in English teaching spaces which facilitates comparing real information with the theoretical foundations and achieve the objectives of the project.

3.3. RESEARCH LEVEL

The research owns the characteristics of a descriptive one, belonging to the qualitative categorization proposed by Kim et al. (2017). The authors explain that studies ascribed to this level of research focuses on generating data that describe the "who, what, and where of events or experiences from a subjective perspective" (Kim et al., 2017, p. 23). To support this idea Arias (2012) complements saying that it consists of characterizing an event, phenomenon, or social group with the purpose of describing population behavior and specific situation that are immersed in the research. This level of research permitted to obtain particular information about how formative assessment is being applied at Unidad Educativa Miguel Ángel León and its relationship with the English subject. Similarly, Polit and Beck (2014) emphasize that this level has particular relevance when information is required directly from those experiencing the event in the investigation.

3.4. POPULATION

This research project was developed with the participation of 30 students of the 8th Educación General Básica "A" and the English teacher of the level at " Unidad Educativa Miguel Ángel León ", located in the city of Riobamba. The institution was chosen since in the development of the pre-professional practices formative assessment could be observed at this level, which facilitated the collection of information about the process, reactions, and experiences when English is taught as second language.

3.5. SAMPLE

The sample was not necessary, since the research was carried out with a delimited population and not with the whole institution.

3.6 .DATA COLLECTION TECHNIQUES AND INSTRUMENTS

The technique for the first specific objective was an interview. According to Terecilla (2006) defines an interview as a form of meeting, communication, and human interaction of character interpersonal and intergroup with some purpose such as exchanging experiences and information through dialogue, expressing points of view based on experience and reasoning, and asking questions. As an instrument used a semi-structured interview that consists of making a script of basic questions related to the research topic where there is freedom to question the interviewee about those topics that interest you or skip some topics according to your criteria (Bernal,2010). The interview was applied students of 8th Educación General Básica ´´A´´ at Unidad Educative Miguel Angel Leòn, in the academic period 2022-2023, in the city of Riobamba for getting information about how formative assessment usage was perceived in the teaching and learning English process.

Another technique that was used in the project was the observation since it is a procedure of observing and describing the behavior of the study participants, it is an alternative for collecting information and data that were relevant during this process with the aim of contemplating, searching, exploring, admiring, comparing information (observe to know) Guerrero (2016). The instrument was an observation guide because it facilitated the action of observing certain parameters established in the project through columns with the most relevant information that favor the organization of the collected data (Guerrero, 2016). A series of observations was carried out of the 8th ´´A´´ Educación General Básica at Unidad Educativa Miguel Ángel León, located in the city of Riobamba, Chimborazo province, during the academic period 2022-2023 for determining the strategies and activities applied for formative assessment and students' responses to these proposals when teaching English as a foreign language.

The interview technique and its instrument, which was a semi-structured interview guide, was used for the second time for identifying teachers' professional experience and the academic potentials that formative assessment can give when English was taught through a series of questions that inquire about results, achievements, challenges that the teacher of the 8th Educación General Básica at Unidad Educative Miguel Angel Leòn, in the academic period 2022-2023 has faced to apply this process and the benefits that it provides to the development of the students' English language skills.

3.7. ANALYSIS AND INTERPRETATIONS TECHNIQUES

For the analysis and interpretation of the information, "Discourse analysis" was used. This technique contributed to understand the findings getting in social communitive context, its aim was to analyze theoretical contents, specific data exposed of collecting instruments "interview guide" in real conversation "students` and teacher interview" getting significant participant responses from their experience about the topic which permit to evidence and contrast relevant aspects that enriching the research.

Likewise, another technique applied is the categorization, it consists in cluster the information according to some similarities following a previous conceptual framework which facilitate its organization, analysis, and discussion permitting to assimilate and reflect on it.

Similarly, triangulation was applied. It allows that some authors´ points of view, instruments, techniques, and empirical materials could be combined, seeking to give more validity and veracity by stated Cabrera (2005). In this case, literature review, interview guides and interviews were analyzed together three data sources for finding clear conclusions where presuppositions were clarified minimizing the shortcomings of single-source research.

Prior to the instruments` application to the participants, an informed consent was signed, which informs them about the investigation. For the analysis of the instruments the subsequent identification was used; in the case of the teacher, the usage of her identity was accepted, remaining as follows (Abarca, N., Interviewed Teacher 2023). However, for the analysis of the students` instrument the following codification was established (INT-S-1) INT =interview, S= student and 1 = the number of the list, since the Código De la Niñez y Adolecia (2017) forbids free use of the minors' identity. Moreover, student instrument was applied using the mother tongue Spanish previous of the review by an expert teacher of the area because, some factors like language level, students age and public system education working as barrier resting English language usage in it.

CHAPTER IV. RESULTS AND DISCUSSION

4.1. RESULTS

FORMATIVE ASSESSMENT USAGE IN THE ENGLISH TEACHING AND LEARNING PROCESS.

This research focuses on analyzing how formative assessment (FA) is applied in the English classroom and how it is perceived by the participants of the study. The study was proposed for the utilities that FA offers to English teachers. In terms of Bizarro and Sucari, (2019), this kind of evaluation offers the opportunity to identify, on time, the hindrances occurring in the class and consequently making changes or readjustments in the teaching methodology looking that students get a meaningful learning. In addition, this tool permits to enhance the development of language skills, since, as Ozan and Kinjal (2018) explain, it promotes students to be conscious of their deficiencies, needs, weaknesses, which, through reflection activities, can be diminished and/or solved, bringing to learners the possibility to receive constructive feedback through different strategies which permit to show students' potential or bad experiences got in previous sessions (O'Sullivan, 2012).

With the basis there in and for the nature of the objectives the study follows, three instruments were applied. First, an observation which helped describe the usage of formative assessment in the study context. Then, two interviews were implemented to students and the teacher to determine from their perspectives the potentials of FA. The principal results are presented as follows.

Formative Assessment; an image from students' standpoints

There is no doubt that students play a fundamental role in education. Similarly, Ruan (2015) considers they constitute the principal characters when formative assessing. The author explains that through FA students are offered a space in which English is taught in a pertinent and contextualized way. This, due to, in FA their interests, needs, likes, and dislikes are considered. Moreover, as Quintana (2018) explains, students can be aware and conscious about their weakness and strengthens, and to self-identify their academic problems and in this regard, look for their own possible solutions.

These remarkable facts awaken the need to know how FA is persevered from the students´ perspectives. The first formulated inquiry focused on identifying students' interest on English since, as affirmed Samper (2020), students' interests, on a specific subject, can be modified if they have the opportunity to know more about it, get clear reasons on what they should learn, to what pay attention, the activities to develop, and principally, if knowing about the real utilities derived of what they learn. The results reflect a high level of significance attributed to English and besides, to the possibilities derived when learning it.

> Me gusta y aprendo inglés porque las clases son divertidas e interactivas ….con ese idioma puedo aprender otros…. y seguir alguna carrera…para viajar a otro país y poder comunicarme. (INT-S- 17)

Students understand that nowadays English is not one more school subject. They see it as an opportunity for their future. But is this an aleatory event? For Ushioda (2012) it is not. The author manifests that motivation and FA have a strong connection for learning a language. The author explains that Formative assessment aims to motivate students to practice and learn English avoiding bad conceptions or feelings which appear and work as academic barriers (Samper, 2020).

However, when ignoring the utilities of FA, traditional strategies for evaluation appear on the palestra triggering students' indifference to the subject.

> No me gusta porque es difícil…no entiendo…confundo las palabras…además las clases son aburridas…y no me gustan las actividades… el idioma no es igual al español (INT-S-15)

What is expressed by the students can be attributed to summative assessment because it mainly focusses on measuring content, memory, and retention. Feedback is limited to assigning grades without any single opportunity to analyze and reflect on the problems students presented in the evaluation making them feel frustrated and incompetent (Kikuchi, 2019). The root of these problematics, according to Gearing (2019), would be the results of bad experiences in previous classes, inadequate didactic resources, lack of motivation, and others, which have not been identified and overcome.

One of the primary activities proposed in formative assessment is getting a broad overview regarding students' backgrounds and believes, since usually and especially in 8th EGB, these courses are compounded with children who come from different elementary educative centers and social spaces, where several ways of teaching are practiced and receipted to the learners. Giving as a result a multi-diverse classroom (Jang and Sinclair ,2021). Taking that into a count, a second question was posted for identifying the start point activities which were developed at the beginning of the school year.

> Los primeros días realizamos algunas actividades referentes al año electivo pasado … como la prueba diagnóstica que fue tomada para saber cuánto aprendí y recordaba, pero nunca supimos que pasó con esta… Además, seguimos con el repaso de temas de 7mo. (INT-S-20)

It is evident that the first activities applied for the teacher focused on knowing the academic level of students regarding the previous school year. In accordance with what is fostered by Brendefur (2018) who explains that diagnostic tests describe and show learning gaps, explores possible difficulties, and assesses if students are ready for the next

learning tasks. Furthermore, it is often followed by a different strategies and techniques that eliminate learning barriers through supportive activities along the whole period.

In the same context, Ausubel (1968, pg.60) affirms that, "The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly", that is why, Jang and Sinclair (2021) explain that a good diagnosis permits to determine students' differences, previous knowledge and English level giving a start point in a real time for determining a successful learning option to encourage a meaningful teaching in a heterogeneous classroom. However, the results of this kind of assessment are not thoroughly analyzed and reflected with students losing the opportunity to know specifically the factors in which students need more rehearsal, as stated in one of the principles of FA in which it is stated the need to foster students' capability to be aware and conscious about what happens in their daily performance (Quintana, 2018).

In this regard, a third question was established for gathering information about how sensitive students are on their subject progress and English skills difficulties.

A mí me va bien en inglés porque me gusta la materia… atiendo a clases…realizo las actividades y las presento a tiempo…lo que más cuesta del idioma es escuchar y hablar por su pronunciación... suelo confundirme mucho. (INT-S-04)

Yo tengo malas notas porque no me gusta la materia…además mi comportamiento no me ayuda… me distraigo y no atiendo a la clase…luego no sé qué hacer…o hago mal las actividades… a mí me cuesta más escuchar y hablar…leo como está escrito… y cuando habla la profe no entiendo… y todo se me hace más difícil. (INT-S-11)

The opinions posted in this regard reflected two totally opposite paradigms which elucidate students' personal positions regarding the subject. But the most important factor derived from this question is that learners do know and recognize their strengths, weakness, and the possible reasons for these conditions; even though, the evidence suggests that nothing is done to, based on this linguistic consciousness, construct a plan to deal with hindering factors. When FA is applied properly, it helps students assume an active role in the academic process and self-assess their practiced and identify solutions or strategies for overcoming their educational problems (Quintana, 2018). Other authors like Peters (2000) and McMillan (2010) explain that the metacognition immersed in this kind of assessment, give students the opportunity to monitoring performance and learning by themselves.

The results also show that speaking and writing are most complicated skills for children, since the pronunciation and grammar are perceived as a challenge for the differences with their mother tongue. Another interesting fact, as posted by Radford

(2015), after learners identify the areas where they are experimenting some academic problems, through FA they have the chance to reflect and find, by their own or with the help of their teacher, the most optimum strategy to face the situation and improve their academic performance.

Continuing with the covering of the results gathered in this study, it is important to highlight the importance of communication in the English teaching and learning process. It is broadly asserted that a successful classroom environment has a good communication between the participants. It means, a place where dialogue spaces can be developed, in which doubts, questions, and misunderstandings can be solved. FA brings this amazing possibility, through this assessment teachers can realize the problems their pupils are experimenting and adopt some actions to solve them (Brown, 2004). Considering these points of view, the fourth enquiry was displayed aiming to discover the relationship between students and teacher, the possible academic gaps, and actions taken to work them out.

> Cuando tenemos malas notas nos pregunta que pasa…, porque estamos mal…, luego nos refuerza o explica de nuevo con paciencia…, nos manda actividades de recuperación que nos ayudan a mejorar (INT-S-24)

The expressed demonstrates that when academic problems appear, the teacher concerns to know the reasons for this to happen and that looks for some strategies to mitigate these conditions. Issues which can be understood as elements of FA since regular feedback to improve the misunderstandings is permanently practiced (Begum and Farooqui, 2012). However, asking questions not reflect the true level or problems of students since who have low confidence can not express your opinions, questions, or doubts.

When considering the principles of FA, some factors like activities, materials, students, and teacher performance are closely interrelated and hang together to contribute to the successfulness of the subject. With these facts in mind, another interrogation was formulated. The results revealed what is exposed as follows:

> Las clases son divertidas y me gustan …, empieza por tomarnos lista y realizamos actividades de acuerdo que nos toque taller o inglés …, nos explica los temas en pizarrón con ejemplos o hay que traducir párrafos del libro, repetir vocabulario, oraciones, cantar canciones, contestar las preguntas del libro o de las hojitas …, para lo cual utilizamos materiales como el diccionario, libro, vocabulario, cuaderno, lápiz y borrador (INT-S-07).

The interest on English of the majority of students would be the result of the variety of activities which are developed. Reality, derived from the teacher's evaluation philosophy which perfectly can be related to the logics of formative assessment. In terms

of Heritage (2008), FA allow to educators make a revision and readjustment on activities and materials facilitating the learning progress. In addition, it allows to overcome learning gaps and complete desired outcomes (Elliott and Yu, 2013).

But, for this to happen, it is important to elucidate how feedback and reinforcement are being proposed and thus, how learners' linguistic consciousness is being fostered.

Primero nos pregunta por qué no entendimos …, luego nos repite otra vez el tema con los mismos ejemplos …, con paciencia y despacio en español …, además nos manda trabajos de investigación para reforzar. (INT-S-06)

The results fit to what is stated by Torres (2019). The author suggests that FA appropriate feedback and reflection activities increases language abilities, delay fossilization, and give students the opportunity to ask and resolve doubts.

Similarly, Formative assessment allows teachers to know the interests and needs of students. Therefore, learning preferences can be detected, creating the possibility of suggesting strategies or activities to improve the target Language.

Si nos ha recomendado algunas activades para mejorar el idioma, utilizar el diccionario, el traductor solo para buscar palabras y no traducir los textos completos …, hacer lo que nos gusta en inglés como navegar en páginas de internet, escuchar canciones y ver videos, leer cuentos o historias …, hacer y responder preguntas con nuestras propias palabras …, utilizar el idioma en la vida real. (INT-S-03)

What is mentioned, not only evidence the fostering of frequent-language-practice but also its practice through real life topics which may result joyful for them. In this point, it was necessary to question about the characteristics and conditions the subject would fulfill to be interesting and enjoyable for all the students. What was expressed comes to be of great relevance, its consideration may result in a paradigmatical shift in education.

A mi si me gustaría hacer actividades sin nota para practicar y mejorar el idioma … en donde no tenga la presión o el miedo de hacer mal. Además, pueda preguntar y aprender bien algo difícil con calma mejorando mi autoestima …, para llegar a participar más en clases (INT-S-29)

What students manifested, can be translated as a hope to learn and practice losing the fear and anxiety of a grade. Reflecting on previous idea, *what is grade?* This term is more related to summative assessment its intention is to show achievements and if the student have the capability according to an established standards get a good qualification (Hattie, 2003). So, it causes sometimes that students adopt and passive role and feel

frustrated or frightened to get a bad grade. That is why, Gareis (2007) supports the usage of FA since this kind of assessment reduces students' anxiety an encourages them to assume an active role without feeling the pressure for making mistakes (Boston (2002).

Another important issue derived in this regard is students' preferences in terms of activities and resources.

> A mí me gustaría practicar el idioma con actividades divertidas …, como cantar, jugar, hacer diálogos, ver videos, usar apps, trabajar en grupo, escribir párrafos, practicar con un nativo, traducir, leer sobre cultura de otros países …, hablar y aprender sobre temas importantes de la sociedad los derechos humanos y de la mujer …en donde pueda reforzar el idioma, utilizar mi imaginación y aprender más. (INT-S-15)

This final fact evidence that, even the teacher does many activities that fit to those fostered in FA, there are others that should be reconceived and improved. In terms of Gonzalez and Hernández (2007), it would be necessary to analyze what students really like and not only consider what the teacher consider they like, prefer, or need. Furthermore, promote autonomous learning by using soft skills such as: critical thinking, creativity, imagination, cooperative work, and so forth.

Formative assessment: teacher knowledge, experiences, and standpoints when it is applied.

Teachers constitute a fundamental factor in any educational process. Undoubtedly, in formative assessment in not the exception. According to Mendoza (2021), in FA, a teacher assumes roles like facilitator, guide, and monitor which look to help and support students giving the opportunity to be responsible and independent. Moreover, it is of their responsibility, to analyze and reflect on the students' academic results and be creative enough to adapt and create pertinent educative changes to a qualified teaching and learning process (Medina, 2021).

Teaching is a noble profession which involves the passion for teaching and inspiring each single student to be better all the time considering conceptual, altitudinal, procedural aspects which help them to be ready for facing real life challenges (Medina and Deroncele, 2019). Nevertheless, there are teachers who chose this profession for they could not find another option and believed that, through Education, they can help to change the society and world.

> Economic and social factor didn't permit me follow the career that I desired .... However, I'm conscious that through Education many changes can be developed …, I prepare students for the life, giving them tools to break up the limitations related to lack of knowledge. (Abarca, N., Interviewed Teacher 2023)

From what is specified by the interviewee, it is evident that the desire to be a teacher was not present from the beginning. However, as time has passed out, she become an excellent professional who pretends educating her pupils for life and society challenges, which corroborates the famous phrase *"No one is born a teacher or destined to be one. People are trained as educators through permanent practice and reflection on it."* by Paulo Freire.

Teaching experience is undoubtedly a strength and an advantage in education, since the only way to combine theoretical knowledge with real life is by exercising the profession for which people studied. For that, knowing how long she is teaching English to Ecuadorian youth resulted important.

> I have been teaching English for about 23 years …, along this time, I have found some challenges like academic performance and learning difficulties that work as a barrier in the process. (Abarca, N., Interviewed Teacher 2023)

Her experience reflects her quality as teacher and the way her views on evaluation. FA need enough training and experience since as it is a process that have some steps, if one of them fails, the essence and its objectivity will be lost, blocking improvement to language skills and the academic performance in the same way (Restrepo et al., 2013).

A well-known characteristic of formative evaluation is the continuous frequency and move towards real learning, in which teacher and student work are shown, giving a quick guide, and presaging what future actions must be taken (Yambi, 2018). So, it is pertinent to know how often students are evaluated.

> I evaluated my student's performance all the time since I need to know some academic information…, if they understood the topics or need reinforcement …, their interests… if they like or not the class. (Abarca, N., Interviewed Teacher, 2023)

These facts are directly related to the proposals of Medina (2009) who explains that through FA not only curricula contents should be assessed but cognitive points too, which show the learning circumstance and differences immersed in the population (Dixson and Worrell, 2016). But why does this teacher apply FA?

> The main purpose of formative assessment is to monitor the learning and teaching process … giving the opportunity to provide feedback … helping both parts …teachers can change or adapt their methodology and learners can recognize their strengths and weaknesses to improve weak areas (skills). (Abarca, N., Interviewed Teacher, 2023)

From the stated, it could be understood that FA is perceived as a monitor tool which helps students' learning difficulties and abilities can be recognized, bearing in mind that language abilities can be promoted with a correct reinforcement, and analyzing if the teaching methodology works to accomplish the objectives. For Heritage (2007) when it is practiced, doble feedback appear one for students' performance and the other for teaching practices (Cizek, 2010)

When teaching encounters are pedagogically analyzed, three principal stages are distinguished, pre, while and post teaching, each one with its own importance and relevance (Radford, 2015). Thus, it is relevant to know how these stages are carried out and how FA assessment appears along the whole process.

> I started with motivational activities to engage students and catch their attention… while developing the activities I look for information that alerts me about students' understanding...And finally I evaluate their learning and reinforce when necessary. (Abarca, N., Interviewed Teacher, 2023)

From what is expressed, some suggestions would be given, for instance, as all process have steps; sharing goals and giving the necessary instructions would be necessary at the beginning. Besides, assessing to what extent they know the previous topics, how much they understand the setting, and if they have any previous idea about the new thematic (Heritage,2010). At the end of the academic encounter, double way feedback should be practiced, and the information derived from this process must be analyzed and reflected to idealize the most suitable strategies to overcome hindrances if identified (Cizek, 2010)

> When considering FA, the techniques, strategies, and activities should be planned considering that in the class there are different realities, backgrounds, learning styles, multiple intelligences, and others. That is why, it was necessary to enquire about the activities the teacher uses in this regard.

> I applied differents activities like asking questions, differents types of feedback, quizzes, problem solving activities, brainstorming, interview, flashcards, oral and writing activities, exemplification, and much more (Abarca, N., Interviewed Teacher, 2023)

The activities highlighted by the educator are those proposed by Pryor (2012). But, as stated by, Purpura (2016), for an effective application of this doings, a good teaching training and an adequate language level are required. In this context, it is relevant to ask, which is the reality in the study population?

> When I apply the activities already mentioned, I have realized that there are groups who understands faster and the others who need more time and patience to learn… Through these strategies and techniques, I identify the possible

problems in learning and the language abilities they are having complications; thus, I have noticed that speaking and listening are the skills where they have more limitations, so I have had to change my teaching methodology. (Abarca, N., Interviewed Teacher, 2023)

The results evince, one more time, the benefits derived from the usage of FA. As Veldhuis et al., (2019) arguments, what the teacher is performing helps her monitoring the instructional process, helps comprehend better students' understanding and misconceptions. In the same way, the teacher can realize about the appropriateness of her teaching methodology and doing readjustments when necessary (O'Sullivan, 2012).

Two of the most important features of FA is the information gathered along process and the decisions made in this regard. Issues that in most of institutions are minimized or omitted. Therefore, it was necessary to ask about the destiny of the data resulting when assessing to the population.

When I got the results or information, I focus my efforts on students who have low grades and problem to complete the English tasks …, based on the analysis of the results, I organize and prepare my reinforcement activities. (Abarca, N., Interviewed Teacher, 2023)

The expressed is a clear example of the favorable usage of FA, due to the teacher make methodological adjustments based on her students' necessities as fostered by Aguirre et Al. (2006). The teacher's answer exposes the importance of analyzing the results and consequently paying more attention in students who experiment complications in their learning and then, looking for reinforcement activities, or the necessary strategies to overcome these hindrances (Mendoza, 2019). In the same context, the teacher sustains that:

After the process I explain the results to students and the importance of the subject …, looking that reinforcement activities will be done …, motivating them little more effort on English …, if I have to change the teaching methodology, I do it. (Abarca, N., Interviewed Teacher, 2023)

Continuing with the analysis of the last component of FA, it comes to be of great relevance to mention that, when FA happens, students understand and reflect on their English progress by their own and with the feedback received (Arias ,2012). Knowing all the aspects of formative assessment and the advantages it offers, the last questions arose to figure out the feasibility of its usage.

I recommended this kind of assessment since it permit teachers monitor and identify students' weakness to change them into a strength …, obtaining a good

classroom environment and relevant learning outcomes. (Abarca, N., Interviewed Teacher, 2023)

Definitely, it can be concluded that formative assessment brings the chance to work on in all aspects involving the English teaching and learning process, breaking down the barriers that prevent the correct development of language ability and moving forward to educational quality as suggested by Crossouard and Pryor (2012).

Formative assessment; reality in the classroom

The observation process was applied in search of a deeper, real, and closer view about how the FA is carried out in regular classes. It was developed in four sections, with the purpose to identify the process, techniques, strategies, and activities applied and of course, the participants' actions and reactions regarding FA.

The results reflect that the starting activities are oriented to improve language skills and get information about previous classes. At beginning of the class, when registering the assistance, students are challenged to create a sentence related to last topic instead of saying the common *present.* For example: Simple past *I read a book yesterday.* Subsequently, students are involved in reading but starting by eliciting what they already know about the topic to be covered. Along the reading, the question, *do you have any doubt?* was frequently asked to assure students were understanding the reading. After that, open and reflective questions were posted to check students' understanding.

Regarding grammar teaching, the topic was presented and explained in a deductive way, grammar rules are explained with real life examples. If questions or misunderstandings appeared, the class are repeated using the same examples and metholodology, and the last minutes are dedicated to do formative activities such as: *writing real examples of today´s grammar point,* this activity allowed to know how is going on the teaching and learning process and take future decision to the next section. However, these activities lose their focus when they are worth as a simple stamp to be counted as part of the final grade.

The second observation was directed to identify the activities, techniques, and strategies used in the while teaching phase. The activities identified are qualified as informal and formal in FA. Regarding the former, *observation students' behavior, quickly questions,* and *asking examples* were proposed. On the other hand, *questionaries, writing activities, repetitions of words, and translations* were applied. The activities already mentioned aimed to identify students' language barriers or abilities. One of them was a questionnaire regarding the unit 5 in which students had to answer 10 questions with their own words, E.g. *Could you write 5 usages of water? Which one is the tallest in your family? Why is important to have basic service in a house? Write a reason. If you have to write a graffiti, which emotions would you like to express? List 5 emotions.* These questions benefited the usage of language in a freeway; furthermore, it can be said that

they encourage the development of autonomy and soft skills. Nevertheless, as early mentioned, the results gathered from these activities are not assessed, analyzed, and/or reflected with students triggering the development of multiple gaps on students' learning.

The third observation aimed to know how the relationship between participants is. The data collected evidence they have a good communication as students' interests, likes, weaknesses, and strengthens are considered superficially. Without a good communication, these features cannot even be recognized even thought it would be necessary to analyze what students really like and not only consider what the teacher consider they like. When the while class is on process, it was observed that the teacher adopts different roles. For instance, as facilitator when explaining some particular misunderstandings about the topic but unfortunately using the same examples many times.

Finally, it was observed the impact and importance of FA on the development of language proficiency. The results show that students' mastery cannot be achieved as desired, since results are analyzed in an independent way and sometimes not paying enough attention. Even though students seemed to be conscious of their potentials and academic problems they do nothing with this information. It means, if knowing their weaknesses look for a personalized strategy to overcome them; if knowing their potentials, work harder to improve them time by time; if knowing their ways of learning, think about the activities and resources that work better for them. To conclude with, it is important to manifest that there are some students that due to their personal attitudes and predisposition are not benefited and continue to have problems, not only academic ones but also, personal, and interactive.

4.2. DISCUSSION

Considering the principial outcomes derived of this research, it can be affirmed that Formative Assessment is very useful. Its correct and regular application in EFL scenarios can trigger a great positive impact on students and teacher's performance, attitude, and willingness, not only to learn or teach the foreign language but for re-configuring and re-signifying its usage.

It also may be upheld that by the means of FA, the EFL process experiments a constant progress that seeks to overcome traditional logics such as monotony, old-fashioned ideas, and the privilege of good marks over meaningful learning. In the basis of this kind assessment, gathering information regarding to students' interest, progresses, limitations, strengthens, weaknesses, likes, and dislikes, comes to be fundamental. Since this data provides to the teachers a vast approach about their courses, permitting them to plan according to students' preferences and desires. Which can benefit not only to the development and improvement of their hard skills but, principally, their soft ones. Fostering the accomplishment of a meaningful and conscious learning.

The results showed that trough FA, teachers can identify, monitor, and support their pupils' language abilities and challenges from the very beginning. For example, by using diagnostic tests, questionaries, brainstorming activities, formal and informal questions, among others. Teachers can identify what their students already know, how they know, and what are the things they can do with this knowledge, to improve it results should be shared with students. In consequence, educators can affirm, reformulate, and/or adapt their teaching methodology and didactic strategies on time; thus, guarantying, in some way, the successfulness of the teaching and learning encounter but if it is not completely put in practice, the results will hardly be accomplished.

In the "while" phase of the class, FA opens the possibility to a doble way feedback. In the case of teachers, this offers multiple signals (behavioral, attitudinal, performative, etcetera) to elucidate how the class is going on, and similarly affirm, reformulate, and/or adapt the planned strategies. Besides, it helps teachers to identify, monitor, and support their learners' progress when necessary. In the case of students, this doble way feedback fosters the capability of them to self-assess and recognize their own weakness and strengthens and thus adopting an active role and being co-responsible of their learning.

A crucial principal in this kind of assessment is the analysis and reflection of the results derived from its application and the decisions made in this regard. For the results obtained in this study, it is possible to affirm that, in the case of the participating teacher,

these results are analyzed without the involvement of students. Consequently, the desired achievements were not reached since the main characters of the educational process are not involved in this last stage. It can be interpreted as an incomplete application. It means, even though the teacher worries about her students' previous knowledge, interests; even when she proposed activities proposed of FA; if she omits the analysis, reflection, and decision-making phase, the desired results will never be accomplished.

To conclude, it can be acknowledged that, the usage of Formative Assessment in the Unidad Educativa Miguel Angel Leon, evidence some potentials of this process. However, it presents troubles related to the analysis of results since students are not immersed in this part, two clear findings support this idea; diagnostic test was taken but its results were unknow to the students, the decisions after a bad academic performance is the repetition of the class using the same examples and methodology where learning difficulties are not socialized to learners losing the chance to analyze and reflect on what they did wrong. These facts evidence, FA is well known theoretically but the reality in the classroom is different. Moreover, it can be noticed that not all the students reacted favorably to the practiced activities and besides, it was evidenced that when students faced learning gap, they struggled to find a solution by themselves because the root is not clear. For that, some students continue believing that every activity must have a grade to show their mistakes. This fact, believe it or not, elucidate that some traditional logics continue being immersed in the XXI century educational system.

CHAPTER V. CONCLUSIONS

5.1. CONCLUSIONS

Formative assessment is constantly used to discern students' language strengths, weakness, and needs in their educational performance. The information gathered offers to the teacher a significant overview to plan, adjust, or change her teaching based on her students' realities.

A variety of based-on-formative-assessment activities are carried out being the most important diagnostic tests, questionaries, brainstorming exercises, examples, formal and informal questions, quizzes, interviews, oral tasks, readings, and writing classwork. These create adequate spaces for the participants to recognize their abilities and barriers; thus, construct strategies to strengthen their potentials and/or to overcome their hindrances.

Formative Assessment, in the basis of a double-way-feedback, results reflection very useful to identify students' English preferences, academic level, and to analyze their performance, considering the students' participation on it. These facts help teacher and students preventing fossilization and linguistic misunderstandings; and to improve their teaching and learning capabilities, as well.

5.2. RECOMMENDATIONS

Formative assessment should be applied considering all of its stages. On some occasions, the results analysis is forgotten losing the chance to readjust the teaching and learning process.

More reflection activities should be promoted where students had the possibility to be immersed in thinking, problem solving, and error-correction tasks in order promote their autonomy, independence, and proficiency.

Formative assessment should be a strategy considered in all of the curriculum and as a means to overcome summative evaluation problems.

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ANNEXES

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓ, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS
TEACHER'S INTERVIEW GUIDE

This instrument aims to gather information about how formative assessment is used when teaching and learning English and to identify, from teachers' professional experience, its academic potentials.

FORMATIVE ASSESSMENT IN THE TEACHING AND LEARNING ENGLISH PROCESS

Ice breaking questions

1) Why did you decide to be an English teacher?

2) How long have you been teaching English?

Focused questions

3) How do you usually evaluate your students' knowledge?

4) What do you know about formative assessment?

5) Which are the considerations a teacher should take before, while and after using formative assessment?

6) What are the techniques, strategies, or activities are used in formative assessment? Why do you use them?

7) How useful have been these techniques, strategies, or activities for identifying your students' weaknesses and strengthens? Would you explain your answer?

8) How useful are these techniques, strategies, or activities for enhancing students' academic performance and their language proficiency?

9) What do you do with the results obtained through this assessment?

10) How conscious are students about the results obtained through this assessment?

Projecting questions

11) Would you recommend to other teachers using formative assessment? Why?

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓ, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

STUDENTS' INTERVIEW GUIDE

This instrument aims to describe the usage of formative assessment in the teaching and learning of English from the contributions of the students.

FORMATIVE ASSESSMENT IN THE TEACHING AND LEARNING ENGLISH PROCESS

Ice breaking questions

1) ¿Le gusta la materia de inglés? ¿Por qué si o por qué no?

Focused questions

2) ¿Puede describir las actividades que su profesor/a de inglés realizó al inicio del año escolar?

3) ¿Cómo le va en esta asignatura? ¿Qué le cuesta más leer, escuchar, escribir o hablar? ¿sabe por qué?

4) ¿Su docente sabe de sus problemas con la materia? En el caso de que la respuesta sea Sí ¿qué ha hecho su docente al respecto?

5) ¿Podría describir cómo son las clases de inglés? ¿Qué actividades realizan? ¿qué material utilizan? ¿Le gustan? ¿Por qué?

6) ¿Qué actividades hace la docente cuando no entienden un tema de clases?

7) ¿La profesora le ha recomendado alguna estrategia para mejorar su nivel de inglés?

Projecting questions

8) ¿A usted le gustaría realizar actividades que no son calificadas? ¿Porqué?

9) ¿Cómo le gustaría practicar el idioma inglés?

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

OBSERVATION SHEET

This instrument seeks to gather information about formative assement and its process, strategies, activities, students' responses when English is though as a foreign language.

Nº	PARAMETERS TO OBSERVE	FINDINDS
1	**Type of assessment** • Formal • Informal • Both	
2	**PROCESS OF FORMATIVE ASSESSMENT.**	
	Beginning: • Purpose • Planification • Clarify achievements criteria • Materials	
	Middle: • Strategies • Gather evidence • Analysis of results	
	Ending: • Provide feedback • Methodological readjustments • Impact	
3	**Techniques and strategies** • Activities • Materials	
4	**Teacher role** • Facilitator • Monitor • Guide	
5	**Students´ role and reactions** • Active • Passive • Aware of the process • Self-assessment	
6	Relationship among formative assessment, students' academic performance, and English proficiency.	

EVIDENCE

TEACHER'S INTERVIEW

STUDENTS' INTERVIEW

FROM THE PRACTICE, OBSERVATIONS

Image 1 (top-left)

Week 3

ENGLISH

Role of the State and parents

States and parents have to respect the choices of thought, conscience and religion of children and adolescents

States cannot intervene in the exercise of their freedoms.

Parents have a duty to guide their children:

• Towards freedom of thought and conscience: parents have to transmit and make their children discover the principles and values that will allow them to have a healthy life both physically and mentally.

• Towards freedom of religion: parents have to guide their children and protect them from dangers such as sects and beliefs that preach harmful principles for their health.

The restrictions of freedoms

- These recognized freedoms for both adults and children are what we call rights and freedoms, that is, rights that imply that States do not intervene and allow people to fully enjoy these freedoms.

- However, the good exercise of these freedoms, the maintenance of public order and the security of the country, the preservation of moral values as well as the respect for the rights of others necessarily lead to some restrictions on these freedoms.

- Only freedom of thought, conscience and opinion find no real restrictions. Everyone is free to think what they want and cannot suffer any restriction as long as their thoughts and opinions remain within the scope of their mind.

- Access to information is an important aspect of the right to the free exchange of ideas and information. Today, it is important to guarantee this right to children, protecting them from harmful information that could have dire consequences

Image 2 (top-right)

for their psychology. The new communication tools, the disappearance of taboos and the dissemination of information that does not hide anything about reality and the atrocities of the world of adults encourage young people to adopt extreme behaviors. Thus, it is necessary to limit and filter the information in order to offer young people information that is useful for their development and that can safely distract them.

- Freedom of religion knows restrictions regarding the way in which people wish to express it. The manifestation of religion must not act against customs, public order and the rights of others. The choice of religion is a freedom that should know no restriction.

ACTIVITY

(5)

INDIVIDUAL (Todos los estudiantes)

Students, on the worksheets, answer the following questions:

13. PROPOSE actions that promote freedom of expression in the family

Image 3 (bottom-left)

DEPORTES   TECNOLOGÍA

SPORT

Image 4 (bottom-right)

Reading

What are some ways to describe members of a family?

Describing a Family

1. Your little brother dropped the cards to the left. Help him reorganize them by writing the words in their corresponding space. When you finish, compare with a partner.

Physical traits: Give examples of people that have these traits.

1. elegant
2. Polite
3. Pretty

Personality: What are behaviors that demonstrate these personality traits?

1. Generous
2. Handsome
3. Cute

2. You are a good painter and your friend Rosie asks you to make a portrait of her family using the information below. Before you start drawing, circle the physical traits and underline the personality descriptions of each member.

Answer the following questions:
- How many sisters does Rosie have?
- How old is Rosie's grandmother?
- Who is Carlos?
- Describe Rosie physically.
- What does Carlos do as a job?

Rosie's Family

Lic. Nancy Abarca
DOCENTE

3. Now you're ready to draw Rosie's family in the picture frame.

Vocabulary

trait, characteristic

portrait, a painting, photograph, drawing of a person

cook, a person who prepares and cooks food as a job or in a specific way

pet, a domestic animal that lives in a house as company