



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA

COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

TITLE

“THE WAYS OF ASSESSMENT AND THE IMPROVEMENT OF THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF BACHILLERATO AT ADOLFO VALAREZO HIGHS-SCHOOL. ACADEMIC PERIOD 2012-2013. LOJA-CITY”

Thesis as a previous requirement to obtain the Bachelor's Degree in Sciences of Education English Language Department

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THESIS ADVISOR:

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CERTIFICATION

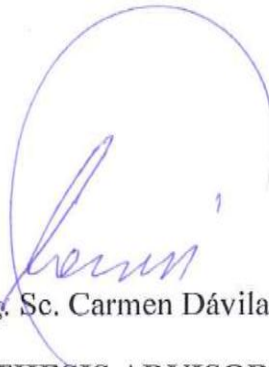
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UNIVERSIDAD NACIONAL DE LOJA**

CERTIFIES:

That the present work entitled: **“THE WAYS OF ASSESSMENT AND THE IMPROVEMENT OF THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF BACHILLERATO AT ADOLFO VALAREZO HIGHS-SCHOOL. ACADEMIC PERIOD 2012-2013. LOJA-CITY”**, undertaken by María Fernanda Gutiérrez Erazo, has been thoroughly revised. Therefore, she authorizes the presentation of the thesis, for the corresponding legal purposes, and its compliance with all the norms and internal requirements of the Universidad Nacional de Loja.

Loja, April 3rd, 2013



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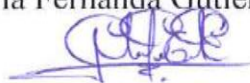
AUTHOR

I, María Fernanda Gutiérrez Erazo, declare to be the author of the present research work and I expressly release the Universidad Nacional de Loja and its legal representatives about possible claims or legal actions because of the content of this thesis.

Additionally, I accept and authorize to the Universidad Nacional de Loja, the publication of my thesis in the Repository Virtual Institutional –Library

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LETTER OF AUTHORIZATION

Yo, María Fernanda Gutiérrez Erazo declaro ser la autora de la tesis titulada: **“THE WAYS OF ASSESSMENT AND THE IMPROVEMENT OF THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF BACHILLERATO AT ADOLFO VALAREZO HIGHS-SCHOOL. ACADEMIC PERIOD 2012-2013. LOJA-CITY”**, como requisito para optar el grado de Licenciada en Ciencias de la Educación, mención Idioma Inglés; autorizo al Sistema Bibliotecario de la Universidad Nacional de Loja para que con fines académicos, muestre al mundo la producción intelectual de la Universidad, a través de la visibilidad de su contenido de la siguiente manera en el Repositorio Digital Institucional.

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THE AUTHOR

DEDICATION

I want to dedicate this work to God, who has given me health, wisdom and patience to carry out this research.

Also it is dedicated to my parents because they have given me all their support to reach one of the main goals in my life, and those who believe in the richness of the learning.

María Fernanda Gutiérrez Erazo

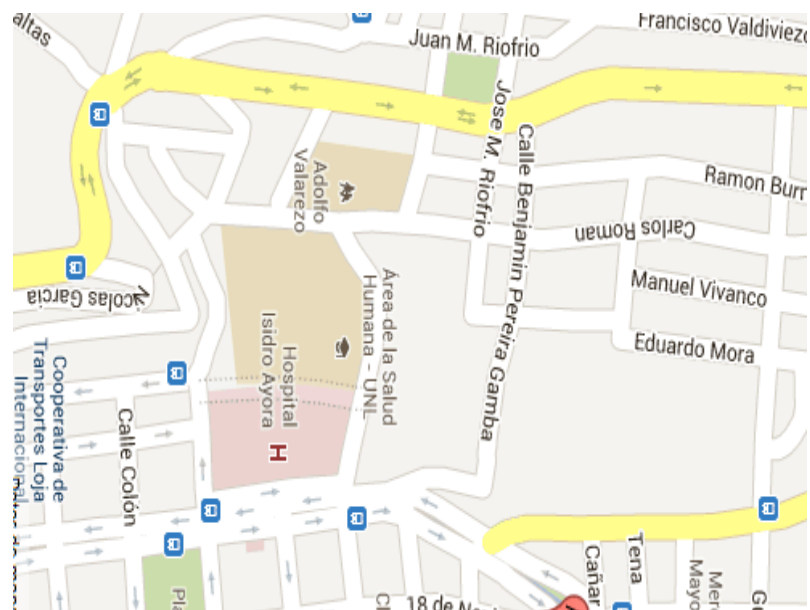
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GEOGRAPHIC MAP AND SKETCHES



CROQUIS DEL COLEGIO ADOLFO VALAREZO



OUTLINE THESIS

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a. TITLE

“THE WAYS OF ASSESSMENT AND THE IMPROVEMENT OF
THE ENGLISH TEACHING LEARNING PROCESS WITH THE
STUDENTS OF BACHILLERATO AT ADOLFO VALAREZO
HIGHS-SCHOOL. ACADEMIC PERIOD 2012-2013. LOJA- CITY”

b. RESUMEN

El presente trabajo titulado **“LAS FORMAS DE EVALUACIÓN Y EL MEJORAMIENTO DEL PROCESO DE ENSEÑANZA APRENDIZAJE DEL INGLÉS CON LOS ESTUDIANTES DE BACHILLERATO DEL COLEGIO ADOLFO VALAREZO. PERÍODO ACADÉMICO 2012-2013. CIUDAD DE LOJA”**, fue desarrollado con el propósito de determinar el rol que cumplen las formas de evaluación en el proceso de enseñanza - aprendizaje del idioma inglés. Los métodos científico, descriptivo y analítico-sintético fueron utilizados para desarrollar cada parte del proceso de investigación. Para recolectar la información, una encuesta fue aplicada a docentes y estudiantes la cual permitió verificar la hipótesis a través del análisis lógico de los resultados y la estadística descriptiva para representar los datos en cuadros y gráficos. Los principales resultados de la investigación mostraron que hay poca aplicación de formas de evaluación en el proceso de enseñanza-aprendizaje de este idioma, debido a que los profesores no están conscientes de los instrumentos de evaluación que aportan al mencionado proceso.

ABSTRACT

The present research work entitled **“THE WAYS OF ASSESSMENT AND THE IMPROVEMENT OF THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF BACHILLERATO AT ADOLFO VALAREZO HIGHS-SCHOOL. ACADEMIC PERIOD 2012-2013. LOJA-CITY”**, was developed with the purpose of determining the role of the ways of assessment in the English Teaching Learning Process. The scientific, descriptive and analytical-synthetic methods were used to develop every part of the research work. To collect the data a survey was applied to teachers and students, which permits to verify the hypotheses through a logical analysis of the results and the descriptive statistics was used to represent the data in tables and graphs. The main results showed that there is little application of ways of assessment in the English Teaching Learning Process because teachers are not aware about the assessment instruments that support the mentioned process.

c. INTRODUCTION

The present research work about the ways of assessment and the improvement of the English Teaching Learning Process with the students of Bachillerato at “Adolfo Valarezo” High-School, focuses on the role of the ways of assessment in the English teaching learning process.

This historic moment of humanity immersed in a hegemonic globalization with the consequences of economic, social and cultural disequilibrium suggests that education must be positioned as a balancing factor for building a fair and equitable society. Therefore, the educational systems and models need mechanisms that allow them to investigate, to know the subject evolution and the elements involved in it.

Being the ways of assessment indicators of the programmed advances; since they provide to the teachers self-control mechanisms that let them to know the causes of the problems or obstacles that arise during the teaching learning process of the language. Also the ways of assessment are systematic prosecutions of the validity or merit of an object, considering that they help to the teachers to identify the strengths and weaknesses, and to move towards an improvement.

Concluding that the ways of assessment facilitate the educational task and provide a feedback to the process in which the students are the protagonists of their learning. However, there is a little application of ways of assessment by teachers.

For these causes the main problem of this research was to know what is the role of the ways of assessment in the English teaching learning process, hence the sub-problems that were associated to the central problem were how the ways of assessment influence in the English teaching learning process and which are the assessment instruments that support the mentioned process.

The reason that motivated this research work is to investigate this important problem was: to determine the role of the ways of assessment in the English teaching learning process.

The specific objectives that were related to the present research were: to characterize the ways of assessment that influence in the English teaching learning process and to establish the assessment instruments that support the before mentioned process.

Furthermore, in agreement with the main problem, the general hypothesis states that the ways of assessment play an important role in the English teaching learning process.

To reach the proposed objectives and the verification of the corresponding hypotheses, it was necessary to work with different methods: the descriptive method which helped to describe the ways of assessment that teachers apply with the students of the researched high school, the empiric method to get the data through the instruments previously designed, the deductive one to give a logical

explanation of the observed facts and to establish the main conclusions, and the scientific method to develop the phases of observation, enquiry and verification of the researched object. Additionally, a survey was applied to teachers as well as to students to obtain information about the topic under research.

The present work contains the following parts:

First, the abstract which describes briefly, clearly and in an effective way the pertinence of the research and summarizes the main conclusions and outcomes that this thesis work achieved.

Next, it includes, the introduction which presents the thesis work in all its parts and also describes the main problem that motivated this research. Then, it presents, the revision of literature where the main categories of the variables mentioned in the hypotheses are synthesized.

It also contains the materials and methodology which involved the methods, techniques, instruments and population used in the research process. Next, it presents the description of the results which are presented in charts and graphs in order to facilitate the interpretation and analysis of the data.

After that, it describes the discussion of the results, which contain the descriptive analysis of the results most representatives and the verification of the stated hypotheses. In addition, it refers to the conclusions which have been stated after

having contrasted the information of the different instruments applied, establishing the logical relationship among them with the specific objectives.

Finally, it includes the recommendations or possible solutions to the found problematic and which worth the whole process of the research and can be used to improve the institutional weaknesses regarding to the ways of assessment that teachers use to improve the English teaching learning process.

d. REVIEW

❖ ASSESSMENT

- **Definition**

For SNOWMAN (1997), “assessment is the collecting information about how much knowledge and skill students have learned (measurement) and making judgments about the adequacy or acceptability of each student's level of learning (evaluation). Both the measurement and evaluation aspects of classroom assessment can be accomplished in a number of ways”.

To determine how much learning has occurred, teachers can, for example apply written exercise, oral interviews, role plays and tests”.

For COWMAN (2005), “assessment focuses on the opportunities to develop students' ability, and make judgments about their own performance and improve upon it. It makes use of authentic assessment methods and offers lots of opportunities for students to develop their skills”.

Well-designed assessments can encourage active learning especially when the assessment delivered is innovative and engaging. Discussing the ways in which teachers assess students can also help to ensure that the aims and goals of the assessments are clear. Utilizing assessment that makes use of technology, such as

the use multimedia technique, can teach students new skills. It can help ensure teachers assessing the skills and knowledge that they intended and it could open up new possibilities for different ways to assess students, some of which may be more efficient and effective than the ones they are using.

- **Ways of Assessment**

According to BIGGS (2002), “the different ways of assessment play a major role in how students learn, their motivation to learn and how teachers assess. The use of a wide variety of ways of assessment allows teachers to determine which of them are effective and which need to be modified. The various types of alternative assessments can be used with a range of science content and process skills”.

- **Multimedia**

It helps students developing English language skills to provide the English process of teaching and learning in the classroom. Multimedia classroom provides the students chances for interacting with diverse activities that include the development of the four skills. Also, the involvement of technology in the classroom cannot be denied giving positive point to improving the quality of teaching and giving more various techniques in teaching a foreign language.

➤ **Observation**

It is a way of gathering data by watching behaviour, events, or noting physical characteristics in the students. According to BIGGS (2002), "Teachers both "plan to observe" and "observe in order to plan." This is an integrated, simultaneous process. When "planning to observe," teachers determine what skills or performances they wish to observe in their classroom. Some teachers use a few simple phrases; others make a detailed list of observables itemizing the specific skills on which they are focusing".

Its prior consists on creating observables which are about significant learning and also provide the observer with an idea of what to do next. In the early stages of using observational assessment, it is easy to collect voluminous information and lose sight of purposeful learning. And also creating qualifiers that are enable the student to see growth in learning. For example, the qualifiers "Developing," "Mastered," and "Integrated" help identify at what stage a student is when a skill is being acquired and applied.

➤ **Portfolio**

Portfolios are collections of work that together represent learners' achievements over an extended period of time. It provides the real meaning of a collaborative work "teacher-student" facilitating the joint reflection. Portfolios are windows on the metacognitive process of students that can be used as part of the evaluation

process to determine what students did and did not learn, and then that information can be used to strengthen the instruction.

➤ **Written Works**

They help teachers to determine certain grammatical strengths and weaknesses in the students' writing area. So that this way of assessment can be used to evaluate from multiple perspectives and transfer of skills and integration of content using a student-centered design that can promote student motivation. Also it engages student in active learning, encourages time on academics outside of class, provides a dimension of depth not available in classroom, and promotes student creativity.

➤ **Written Exercises**

They are potential evaluators very scarce, since they are expensive application of limited validity of content of not very high reliability and also can be finished becoming just a memory exercise.

➤ **Projects**

They are a set of activities that are interrelated and coordinated, with the purpose of planning, organizing, motivating, and controlling resources to achieve specific goals. The activities can be done in written or oral way giving students the opportunity of developing and improving the writing and the speaking abilities.

➤ **Role Plays**

Another way to assess students is giving them a situation and roles to play; teachers can see how creatively students are able to use and understand the language with one another. Be listening for content and grammar as with any oral assessment, also teachers can also be attuned to how students are making creative use of their language to communicate with one another.

➤ **Report**

It is a document that contains information organized in a narrative, graphic or tabular form. They are used to inform, as clearly and succinctly as possible. Reports can cover a wide range of topics, but usually focus on transmitting information with a clear purpose, to a specific audience. Good reports are documents that are accurate, objective and complete. They should also be well-written, clearly structured and expressed in a way that holds the reader's attention and meets their expectations.

➤ **Class Presentation**

For BROUD (1991) “a presentation in class assesses a different aspect of spoken language. When teachers ask a student to speak in front of the class, he is able to prepare and practice what he wants to say. He can also research information on his

topic. In this case, the grade given to the student should be based on both content and presentation”.

➤ **Writing Sample**

A writing sample is another good way to assess students’ proficiency with grammar. Teachers give students an adequate amount of time to write about a subject that they assign. Teachers will then get an accurate look at their grammatical and writing proficiency. Follow up their assessment with some mini-lessons on common grammatical pitfalls that the class exhibited.

➤ **Oral Interview**

Teachers can do a one on one interview with each of their students to get a good idea of their listening and speaking abilities. Teachers can schedule these types of interviews during class (perhaps take each student into the hall to have a private discussion while the rest of the class does seat work) or schedule with students individually. Asking questions that use grammatical structures and vocabulary that their class has studied will help teachers know exactly what each student has grasped.

➤ **Pause for Student Response**

Giving students a copy of a page which they read and have them mark the text with to signify a pause. Then they need to reread, or rehearse, while consciously

attending to the chunks. It gives students time to think, so that they can be answered with a list of words and it will improve their reading skill.

➤ **Open Dialogues**

They make students develop their creativity in the speaking skill and improve their listening comprehension when teachers ask students respond questions. Also expand higher level thinking skills and more expansive answers from the student. However the students may not do well speaking in front of others, because they may not have the time to be prepared for the question.

➤ **Open Ended Sentences**

They probe and elicit expanded thinking and processing of information that are useful for involving students in deeper learning, increase understanding when students are reading and inevitably generating communication.

• **Assessment Instruments**

For ROWNTREE (2001), “The assessment instruments’ purpose is to guide the collection of quality evidence that will be used to make a judgment of the learner’s competence. It includes the specific instruments for collecting evidence, as well as information about assessment methods and the procedures to be followed in conducting the assessment and recording and reporting the outcome”.

Teachers apply two kind of measurements where the assessment instruments play an important role; in direct measures, students demonstrate an expected learning outcome (through a test or project). In indirect measures, students report their perceptions of how well a given learning outcome has been achieved (through a student survey).The following are just some of the existing assessment instruments:

➤ **Multimedia Test**

It helps students to think broadly, it is used to test many levels of learning, also it helps to diagnose the students' difficulties and provide them feedback about why they got answer wrong.

➤ **Observation Sheet**

It is a document that allows teachers to observe and record how students dealt with certain situations and/or displayed their skills by completing a particular task.

➤ **Portfolio**

There is a collection of written works that allow teachers to assess learners work as well as their growth during the process, assigning students an active role in relation to the learning process. In addition, learners are given the opportunity to assess their own work by reflecting on the strengths and weaknesses of various components.

➤ **Cloze Exam**

A cloze exam allows teachers to test the students' understanding about grammar. To write a cloze exam consists on writing an original paragraph or take one that students have used in their studies, then replace every fifth or sixth word with a blank and finally ask students to fill in the blanks with words they think would be most logical and grammatical. Teachers will see a variety of answers among students, but as long as the answers are grammatically and logically correct, the student should receive full credit.

➤ **Essay Test**

Essay tests call on such higher-level abilities as analysis, synthesis, and evaluation. Because of these demands, students are more likely to try to meaningfully learn the material over which they are tested. It reveals how well students can recall, organize, and clearly communicate previously learned information.

➤ **Online Quiz**

The online quiz is an assessment instrument that lets the continuous assessment. Teachers do not have to spend as much of their class time assessing students as was often necessary in the past. Teachers can require students to spend time at home or in a language lab period working on exercises and quizzes available online. Have students print out their final scores or e-mail them to teachers. In so

doing, students will still get feedback on their work and knowledge, but teachers will not have to give up valuable class time for it to happen.

➤ **Written Report**

Written reports may be as short as a one-minute paper and as long as a term paper. It makes students develop the writing and the speaking skill, since they can be done in an oral or written way.

➤ **Fill in the Blank Test**

This type of test is used to test a specific grammatical structure or set of vocabulary. Teachers can write individual sentences or an entire paragraph for their students, but it is probably best to provide a word bank in either case". It is better to supply more words than will be necessary to fill in the blanks to make the test more challenging. This will force your students to choose the best answers rather than matching ten words with ten blanks.

➤ **True/False Quiz**

It is used by most teachers; they make students correct the questions that they say are false. If they are making the corrections rather than just identifying the mistakes, teachers will make sure they are answering from what they know rather than making lucky guesses. Teachers can assign one point to each answer and another point to each correction on the test.

Choice Test

For DOLES (2008), “it is often chosen; not because of the type of knowledge being assessed, but they are more affordable for testing a large number of students. In addition, even if students have some knowledge of a question, they will not receive credit for knowing that information if they select the wrong answer”.

➤ **Rubrics**

Rubrics are written criteria that details expectations of what students will need to know and be able to do in order to receive a given grade. Rubrics help teachers to develop clear learning objectives for their students and if provided to students prior to the activity, serve to guide their efforts.

➤ **Knowledge Survey**

Knowledge Surveys consist of a series of questions that cover the full content of a course. The surveys evaluate student learning and content mastery at all levels: from basic knowledge and comprehension through higher levels of thinking.

❖ ENGLISH TEACHING LEARNING PROCESS

It is the most powerful instrument of education to bring about desired changes in the students. This process encourages student-faculty contact, cooperation among them and active learning. It consists of four phases:

- **Discussion:** between the teacher and the learner.
- **Interaction:** Between the learner and some aspect of the world defined by the teacher.
- **Adaptation:** Of the world by the teacher and action by the learner.
- **Reflection:** On the learner's performance by both teacher and learner.

- **Teaching Process**

It is an important part of the process of education that involves the planning and implementation of instructional activities and experiences to meet intended learner outcomes according to a teaching plan. Its principles are: using previous knowledge, providing for individual difference, readiness, meaningfulness, defining specific objectives of the lesson and proceeding from known to unknown.

- **Learning Process**

It is the lifelong process of a permanent change in an individual's behavior (knowledge, skill and attitude) that can occur at any time or place as a result of consciously. Its principles are: focusing, organization, repetition, association, learner control, imitation, active participation, motivation, individual styles and spacing. In the learning process, students firstly assimilate and they adapt the assimilated. To learn is more complex than remember; it does not mean just remind information but it is necessary too.

❖ **Motivation in the assessment**

The assessment is at the heart of the whole teaching and learning process and its motivation is given by many ways, one is through the use of different assessment instruments that allows a range of different learning outcomes to be assessed and keeps students interested and motivated.

❖ **The assessment of the four basic skills together**

When the four basic skills are assessed together they support the English teaching learning process, they are related in complementary ways; both listening and reading are receptive skills—modes of understanding, speaking and writing are productive skills- modes of communication (oral or written).

The four skills are strongly correlated, but not to the degree that a measure of one can substitute for a measure on another; they are distinct enough, both logically and empirically that they have to be measured separately. Failing to measure all of these important aspects of proficiency, therefore, may leave critical gaps in learners' language proficiency profile or generating a weaker skill than another in students' learning causing a low performance in the English Teaching Learning Process.

❖ **Types of assessment**

The assessment can be either formative or summative. Formative assessment looks at what leads to an intervention working (the process), whereas summative

assessment looks at the short-term to long-term outcomes of an intervention on the target group.

- **Formative assessment**

Formative assessment helps students to identify their strengths and weaknesses and target areas which need work in and help to recognize where students are struggling with and solve problems immediately.

- **Summative evaluation**

Summative evaluation is associated with more objective and quantitative methods. Its goal is to evaluate student learning at the end of an instructional unit comparing it against some standard or benchmark.

- ❖ **Types of Learning Styles**

It is advantageous for students to know their type of learning style, so homework and learning may become easier and less stressful in the future. Among the learning styles we have:

- **Auditory Learners: Hearing**

These students learn having music in the background and telling information out loud.

- **Visual Learners: Seeing**

It is easier for these learners to understand through looking at graphs, charts or watching a demonstration; listening an explanation could help them in their learning.

- **Kinesthetic Learners: Touching**

Into this style students learn through movement, working well with their hands. Moving their bodies activate all their muscles letting them to concentrate better and learn easily.

- ❖ **Learning Strategies**

- **Code Switching**

For KNIGHT (1995) “get language as much as possible but reverts to their native language for any word or phrase that they are unable to produce in the target language. Thus, it encourages fluency development, motivation and a sense of accomplishment by enabling students express themselves fully”.

- **Blended Learning**

Blended learning is a formal education program that combines face to face teaching with distance education through delivering of content and instruction via

digital and online media with some element of student control over time, place, path or pace.

- **Private tutoring**

Individual private tutoring has some natural benefits, since that the private tutor provides expertise, experience and encouragement, they do not provide answers, but rather assists in problem solving, in getting answers.

- ❖ **Methods of teaching foreign languages**

There are many methods of teaching languages. Some have had their heyday and have fallen into relative obscurity while others are widely used now.

- **The Grammar Translation Method**

For Glaser (1994), “the grammar translation method instructs students in grammar providing vocabulary with direct translations to memorize which must make possible to all the students to express correctly their opinion, to understand the remarks which are addressed to them and to analyze the texts which they read”.

The students can follow their progress in practicing the language by comparing their results. Thus they can adapt the grammatical rules and control little by little the internal logic of the syntactic system. The grammatical analysis of sentences constitutes the objective of the teaching of grammar at the school. Its practice

makes possible to recognize a text as a coherent whole and conditions the training of a foreign language and to understand how the mother tongue functions, in order to give them the capacity to communicate their thoughts.

- **The Direct Method**

For RACE (2009) “The direct method refrains from using the learners' native language and just uses the target language. It operates on the idea that second language learning must be an imitation of first language learning, as this is the natural way humans learn any language. A child never relies on another language to learn the first language, and thus the mother tongue is not necessary to learn a foreign language. This method places great stress on correct pronunciation and the target language from outset. It advocates teaching of oral skills at the expense of every traditional aim of language teaching”.

According to this method, printed language and text must be kept away from second language learner for as long as possible, just as a first language learner does not use printed word until he has good grasp of speech.

Learning of writing and spelling should be delayed until after the printed word has been introduced, and grammar and translation should also be avoided because this would involve the application of the learner's first language. All above recommendations must be avoided because they hind the acquisition of a good oral proficiency.

- **The audio-lingual method**

For RESNICK (2009), “The audio-lingual method has students listening to or viewing recordings of language models acting in situations. Students practice with a variety of drills and the instructor emphasizes the use of the target language at all times”.

- ❖ **ENGLISH LEARNING TECHNIQUES**

- **Self- Study**

It creates a timetable for studying and be sure to stick with it, it gives freedom to study whenever and what you consider is convenient through songs, movies and podcasts. Talking to native English speakers improves the students’ ability to speak and understand the spoken word.

- **Study in the Classroom**

The classroom setting gives students conversational practice in a controlled setting. Conversational Practice Studying in a class on or your own allows students to proceed at a steady pace and get additional conversation practice with a partner.

❖ THE NECESSITY OF LEARNING ENGLISH

All education is moving in the dual-training information. The information people provide the expertise to manage in society and get a professional allow personal development at work. One of the purposes of education is to form administrative system, drivers, doctors, computer scientists, chemists and more.

The information does not refer only to look professional, but also to the acquisition of skills and operating procedures, which allows certain human faculties perfection. For a student it is important to acquire study skills, to develop procedures and master memory speed reading techniques maintaining comprehension.

Information alone is not enough, there needs to be accompanied by an orientation. This is what it is called training. For example, sex education, not enough to know the anatomy, physiology of the reproductive and endocrine mechanisms of the organism. Teachers need to give behavioral patterns that clearly explain what it is sexuality, its integration in the human personality and purpose.

For GRABE (1998). "Education leads to the formation of a more mature man, more complete and more consistent. Man is ripe when it reaches a good balance between his intellectual faculties staff, their body and their social relationships. It's when people know full well and integrate different aspects when establishing a consistent body harmony ideas and behavior, between theory and practice. Man is made more human and spiritual, more self-possessed".

In all education is important the figure of the educator (teacher) and the self-paced task of educating himself. The power of the teacher depends less on his word than his example. Students need a model of identity, an exemplary person to whom they admire and learn. But the chief agent of education is the teacher, it is the person who formulates and develops his personal project. The means to achieve the proposed objectives are twofold: the motivation and effort. The motivation moves to act and make small effort by specific deadlines, repeated again and again until students get control of their own behavior.

The problems which encountered the work of the teacher in schools, are multiple and can be classified as primary the following:

- It is too well known, that every government in power according to their ideology, planning the education of the people, based on their political interests.
- Teachers who graduate from vocational schools in their early years will possibly work in a rural touch, but as he got more intense way to teach students in comprehensive schools, imparting knowledge and classes with a scheme applicable to one degree or parallel.
- For PALIWAL (2002), “Learning theories have forgotten that humans are social beings first and foremost and that society, culture and history are the preconditions of our lives as human beings. Learning to associate meanings can be done by trial and error, imitation or training. When using the scores, children will have the same chance of incorrect meanings

assigned to the words correct”. Reviewing different models and exploring learning take place in different communities. From these questions the idea that contextualization is a sign of learning associated with the idea that curricular knowledge is rational, different moral content that would be more typical of everyday life also teach and learn is, in his opinion, much more than an intentional transmission. In his view, not be forgotten that the des contextualization also occurs in contextualized practices.

- The Master and family should consider as main goal to establish the child to achieve optimal oral communication. Since this will facilitate other processes involved in the school curriculum. This requires you to set some goals as:
 - Accustom students to express ideas.
 - Development and vocabulary enrichment.
 - Using simple phrases of different types of enunciation,
 - Exclamation and interrogation.
 - Stimulate the ability to relate facts, incidents and events.
 - Using socially constructed forms: greetings, asking for something, say thank you, goodbye.
 - Accustom students to express themselves through good intonation, gestures, facial expression.
- For BATRA(2005), “Get the kids talk to each other and with the teacher

"no longer a question of priority as school knowledge that facilitates mental abilities as contextualization, but to recognize that each stage has its own special education and the knowledge gained in them is inseparable from a set of practices".

❖ CURRICLUM MODELS IN THE ENGLISH TEACHING LEARNING PROCESS

For Haferkamp (1992), "Models are patterns or pattern representative of a psychological or educational theory. The educational models are then historical-cultural forms of realization or realization of an approach, a stream, a paradigm; This makes them closed, limited and approaches. The models are more focused on curricular aspects of education place emphasis on one dimension or component of the training or learning the English language, around which everything else turns. For example the integration component where pedagogical models are implemented by governments".

A classic in the history of the traditional pedagogy, content or programs focused on the technological model, focused on objectives and naturalistic model, focusing on students freedom and spontaneity. A pedagogical model differs from other forms of education by the following aspects;

It is closed more concrete approach. It is normally derived from a pedagogical approach, although it can also be from a current or an educational trend. Moreover oriented curriculum proposal that the concept of education.

Approaches, methods, strategies, techniques and activities, they all must be adapted to the students' needs, and it is the teacher the "magician", who uses them appropriately.

❖ **Alternative Assessment Techniques**

For ROTH (1995). " Standardized tests, criterion-referenced tests, diagnostic tests, cloze exercises, unit tests, worksheets – these are some of the assessment tools frequently used in evaluating language proficiency. The following four alternative assessment techniques build on classroom activities to provide insight to student learning".

• **Retellings**

After students read a story or have one read to them, ask them to retell it as if they were telling it to a friend who never heard it before. It is important to let students know in advance that they will be asked to do this. To analyze the retelling quantitatively, use a checklist of important elements in the story (setting, plot, resolution, etc.) and assign a score for each.

For Beckman (2002). “Qualitative evaluation focuses on students' deeper understanding of the story and ability to generalize and interpret its meaning. This type of evaluation can be noted in the form of comments at the bottom of the checklist. Retellings can be done individually or in groups. Teacher prompts may be required to help lead some students through the story”.

- **Portfolios**

Portfolios are systematic collections of student work over time. These collections help students and teachers assess student growth and development. It is essential that students develop a sense of ownership about their portfolios so they can understand where they have made progress and where more work is needed.

- **Portfolio Content**

The content of portfolios will vary with the level of the student and will depend on the types of assignments they are given in class. In addition to completed reports, poems, letters, and so forth, portfolios often contain first and second drafts. Reading logs and audiotape recordings can also be included. As portfolios are assembled, it is important that students keep them in a place where they have easy access to them. Students should be encouraged to browse through their portfolios and share them with classmates.

➤ **Criteria for Selecting Items for Portfolios**

Although almost all work may initially be included, portfolios can quickly become unmanageable if they are too large. Portfolios that will form the basis for assessment can be assembled at the end of each term and at the end of the school year. A specific number of items for inclusion (often five or six) and criteria for selecting them should be agreed to by the teacher and students.

➤ **Evaluation of Portfolios**

Portfolio evaluation often occurs at three levels: the student, the student's peers, and the teacher. For each piece selected, students may be asked to describe briefly why they chose it, what they learned, and what their future goals are. Students can also be asked to prepare an overall evaluation of their portfolio.

➤ **Classmates are frequently enlisted**

Their evaluation can focus on what they see as the special strengths of the portfolio, their personal response to some item in the portfolio, and a suggestion of one thing their classmate could work on next.

Portfolio evaluation by the teacher should build on that of the student's and peer's. Although the teacher evaluation may result in a grade, it is important that an opportunity be found for discussion with the student. This discussion should culminate in agreement on future goals.

Although not a part of the formal evaluation process, it is helpful, particularly for elementary school children, for parents to review the portfolios. Portfolios can be sent home or they can be reviewed at the time of the parent-teacher conferences. It is essential that teachers take steps to help parents understand that their role should be to provide encouragement and that they should focus on the positive and not be critical.

e. MATERIALS AND METHODS

HUMAN RESOURCES

- The research conformed by María Fernanda Gutiérrez.
- The students of “Adolfo Valarezo” High School.
- The English teachers of “Adolfo Valarezo” High School.

MATERIAL RESOURCES

The main materials for the research work were:

- Bibliographic acquisition (Internet)
- Office supplies
- Text rise (copies, paper, etc.)
- Publishing
- Binding of the thesis project
- Unforeseen, (printings, etc.)

INSTITUTIONAL RESOURCES

- Universidad Nacional de Loja and its Library.
- “Adolfo Valarezo” High School
- Cyber

DESIGN OF THE RESEARCH

This work was characterized as non-experimental, because it is a socio-educative work and it was developed in a descriptive way. The researchers did not have the chance to manipulate the variables of the work, it was necessary to apply a survey and study of documents and the description of the facts in the same way that they show themselves in the researched reality to discover the data and the obtained results in the work.

METHODS, TECHNIQUES AND PROCEDURES

METHODS

As a general method the **scientific** one was used, which permitted to develop a set of procedures oriented to discover, demonstrate and verify the knowledge that the science states in a systematic way about the researched object. Through this method the phases of observation, questioning of the object were developed in the same way as it is in the reality and the verification on the hypotheses relating to the variables through empiric data and the theoretical referents. It also was useful to deduce the conclusions under the basis of the theoretical referents and the tendencies of the obtained results in the field research.

The **descriptive method** was also used to pick up the information, describe the obtained results in the applied instruments and it let the researcher organize the

information according to the hypotheses and the indicators that were found out for each one of the variables.

It gave the rules to demonstrate the meaning of the investigation, describe the problematic that the group found in this educative institution, the description of the variables the independent as well the dependant and it was possible to describe coherently in all the researching work presenting the results and supporting the conclusions. This method served to describe the ways of assessment that teachers use to improve the English Teaching Learning Process.

The **Deductive Method** was used to observe and analyse the whole collected data in order to determine how teachers of the high school can develop the English teaching Learning Process through the use of different ways of assessment. And the Empiric Method was used to get the data through the instruments previously designed.

TECHNIQUES AND INSTRUMENTS

In order to get enough empiric information about the researched object, the researcher used the most appropriate techniques and instruments.

Survey: It was used as main research technique because it is widely used for collecting data in most areas of social inquiry; it was elaborated with its instrument the questionnaire to get enough information about the indicators that permitted to prove the specific hypotheses.

The survey was applied to all English teachers and students of Bachillerato at “Adolfo Valarezo” High School to know about the ways of assessment that teachers are using to improve the English teaching learning process. It was applied through a questionnaire that was elaborated with opened and closed questions about the indicators that guided the research work. To apply the survey the researcher explained the purpose and the intention of obtained data in the survey, due to people involved on it, may be able to collaborate actively and this facilitated the development of the research process.

PROCEDURES

After, the researcher picked up all the information through the research instruments; it was possible to develop the following procedures:

Tabulation

To tabulate the obtained information the researcher used the descriptive statistics to classify the questions by categories in order to facilitate their interpretation. The tabulation of all the applied instruments permitted the researcher contrast the obtained information as from the teachers as well the students and make the respective inferences.

Organization

Once the information was tabulated, the researcher organized it by analyzing the questions that served of supporting to prove every hypothesis and keeping in mind the variables as a guide that helped the researcher to prove them.

Description

The obtained data was organized; those were described in statistic tables that displayed the frequency and the percentage of the obtained indicators in the applied instruments. All these allowed representing the information graphically.

Graphic representation

After that, the tabulated empiric information was represented in tables and graphs which facilitated the readers to see the results in bar diagrams and interpreted in percentages for every question in the survey.

Interpretation and analysis

Once the information was represented graphically, every question was analysed considering two points of view: the teachers and students' opinion contrasted with the theoretical referents that guided the process of the research work.

Hypothesis verification

The verification of the hypotheses was done through the analytic-deductive method with a description of the indicators with major tendency and contrasting them with the information of the theoretical frame of the project.

Conclusions and Recommendations

The conclusions were drawn on base of a specific analysis of the results of each question and they served to give respective recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute with the solution of the problem that motivated the development of the present research work.

To elaborate the final report it was necessary to integrate all the components of the investigative process trying logic integration among them; this process required a new revision of the theme, objectives, hypotheses and theoretical frame so the researcher was able to get a good relation of them.

POPULATION AND SAMPLE

The population considered in the field work was constituted by 4 teachers and 454 students. Due to the students' population was big, it was necessary to take a sample of them, applying the following formula:

$$n = \frac{PQ * N}{(N - 1) \frac{E^2}{K^2} - PQ}$$

$$n = 168$$

The sample of students and population of teachers is presented in the following chart:

| COURSES | PARALLEL | POPULATION | SAMPLE |
|--------------------------------------|-----------------|-------------------|---------------|
| 1 st year of Bachillerato | “A” | 41 | 15 |
| 1 st year of Bachillerato | “B” | 40 | 15 |
| 1 st year of Bachillerato | “C” | 41 | 15 |
| 1 st year of Bachillerato | “D” | 40 | 15 |
| 1 st year of Bachillerato | “E” | 40 | 15 |
| 2 nd year of Bachillerato | “A” | 33 | 13 |
| 2 nd year of Bachillerato | “B” | 28 | 10 |
| 2 nd year of Bachillerato | “C” | 27 | 10 |
| 2 nd year of Bachillerato | “D” | 27 | 10 |
| 2 nd year of Bachillerato | “E” | 27 | 10 |
| 3 rd year of Bachillerato | “A” | 21 | 8 |
| 3 rd year of Bachillerato | “B” | 46 | 17 |
| 3 rd year of Bachillerato | “C” | 24 | 9 |
| 3 rd year of Bachillerato | “D” | 19 | 8 |
| TOTAL | | 454 | 168 |
| Teachers' Population | | 4 | |

f. RESULTS

Teachers' and students' surveys

HYPHOTESIS No. 1

The little application of ways of assessment affects the English teaching learning process with the students of Bachillerato at “Adolfo Valarezo” High-School. Academic Period 2012-2013.

1. How do you define assessment in the English teaching learning process?

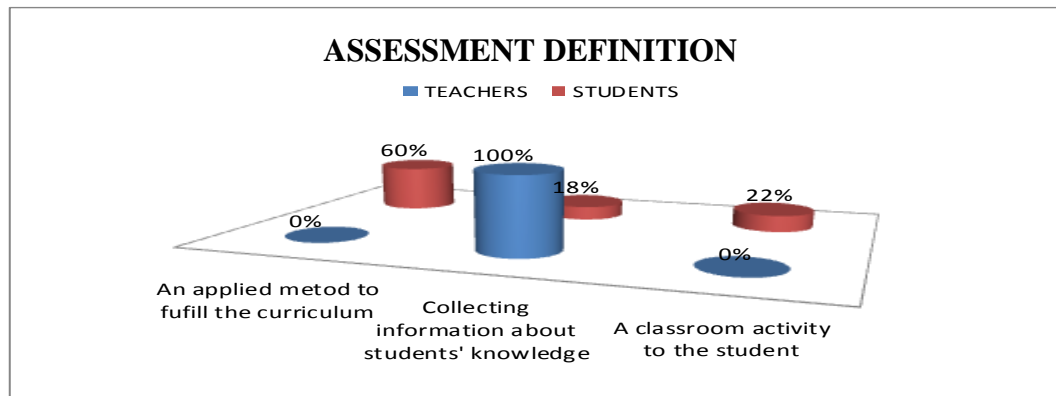
a) Chart 1

| ASSESSMENT DEFINITION | TEACHERS | | STUDENTS | |
|----------------------------------------------------------------------------------------------|----------|------------|------------|------------|
| | f | % | f | % |
| a) It is an applied method to fulfill the curriculum | 0 | 0 | 100 | 60 |
| b) It is the collecting information about how much knowledge and skill students have learned | 4 | 100 | 30 | 18 |
| c) It is a classroom activity to the students | 0 | 0 | 38 | 22 |
| TOTAL | 4 | 100 | 168 | 100 |

Source: Teachers and Students Survey at “Adolfo Valarezo” High-School.

Researcher: María Fernanda Gutiérrez Erazo.

b) Graphic 1



c) Logical Analysis

According to the results, all teachers know what assessment means, while half of students do not have any idea about it. Teachers do not explain students what assessment consists in, the importance, role and the implications that the assessment has within the English Teaching Learning Process. For KETELE (2001), "assessment is the collecting information about how much knowledge and skill students have learned (measurement) and making judgments about the adequacy or acceptability of each student's level of learning (evaluation). Both the measurement and evaluation aspects of classroom assessment can be accomplished in a number of ways". The lack of knowledge to define the assessment makes students be not aware when the evaluation process is given, causing a low students' achievement.

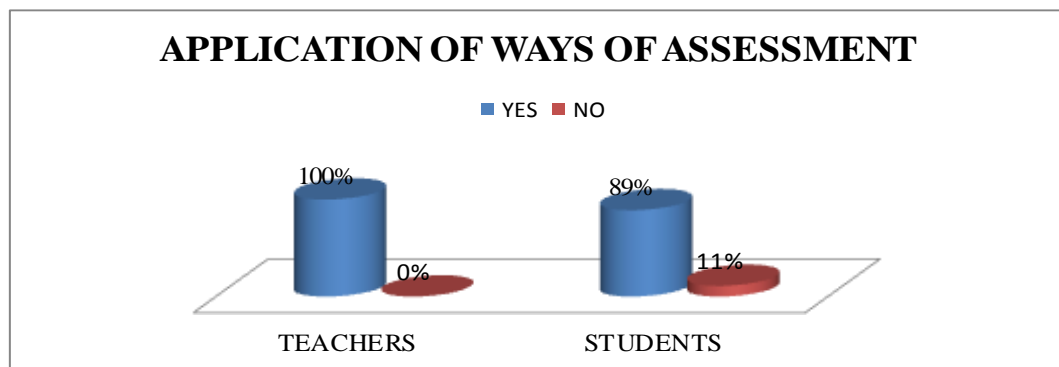
2. Do you think that the application of different ways of assessment allows to improve the English teaching learning process? Why?

a) Chart 2

| APPLICATION OF WAYS OF ASSESSMENT | TEACHERS | | STUDENTS | |
|-----------------------------------|----------|------------|------------|------------|
| | f | % | f | % |
| YES | 4 | 100 | 150 | 89 |
| NO | 0 | 0 | 18 | 11 |
| TOTAL | 4 | 100 | 150 | 100 |

Source: Teachers and Students Survey at “Adolfo Valarezo” High-School.
 Researcher: María Fernanda Gutiérrez Erazo.

b) Graphic 2



c) Logical Analysis

The results establish that all teachers estimate that the application of different ways of assessment allows them to improve the English teaching learning process and also many students agree with the same. Analyzing this, teachers and students

know that the application of different ways of assessment helps to the improvement of the English teaching learning process, since the diversity lets teachers identify students' weaknesses and strengths. For Celman (2000), "the different ways of assessment play a major role in how students learn, their motivation to learn and how teachers assess. The use of a wide variety of ways of assessment allows teachers to determine which of them are effective and which need to be modified". Hence, the application of different ways of assessment permits teachers to find out how to improve the English teaching learning process.

3. Mark the ways of assessment that you apply to assess the listening skill?

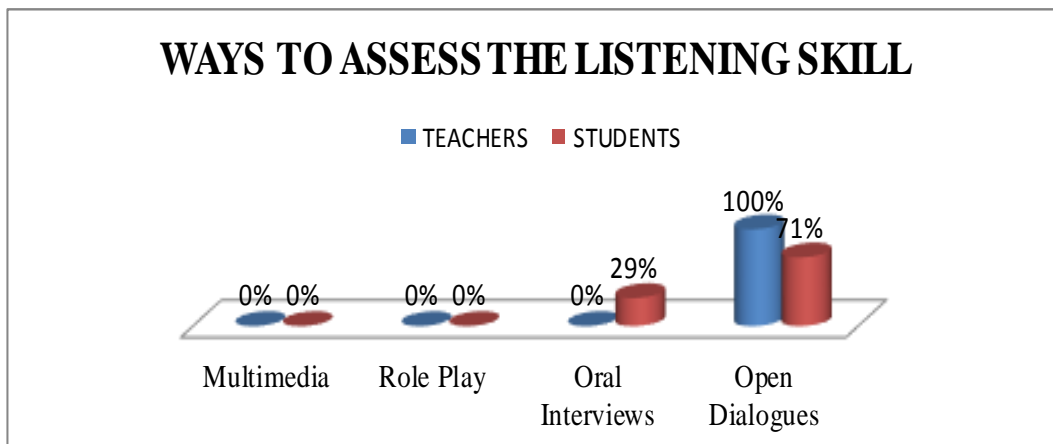
a) Chart 3

| WAYS TO ASSESS THE LISTENING SKILL | TEACHERS | | STUDENTS | |
|------------------------------------|----------|------------|------------|------------|
| | F | % | f | % |
| Multimedia | 0 | 0 | 0 | 0 |
| Role Play | 0 | 0 | 0 | 0 |
| Oral Interviews | 0 | 0 | 48 | 29 |
| Open Dialogues | 4 | 100 | 120 | 71 |
| TOTAL | 4 | 100 | 168 | 100 |

Source: Teachers and Students Survey at "Adolfo Valarezo" High-School.

Researcher: María Fernanda Gutiérrez Erazo.

b) Graphic 3



c) Logical Analysis

Regarding outcomes, all teachers assess the listening skill only through open dialogues; as well many students manifested the same. The application of only one way of assessment does not allow to improve the English teaching learning process, since the purpose of applying different ways of assessment is to know how students are in the learning process, how much they have learned and how much they need feedback in order to achieve the intended learning outcomes. The open dialogues make students develop their creativity in the speaking skill and improve their listening comprehension. However, the other ones that they do not apply are very useful to assess the listening skill, like the multimedia that provides the students opportunities for interacting with diverse activities to develop the skill; the role plays let teachers see how creatively students are able to use and understand the language, and the oral interviews allow teachers to get a good idea of the students' listening ability. Consequently, the little application of ways of assessment affects the English teaching learning process.

4. What ways of assessment do you use to assess the speaking skill?

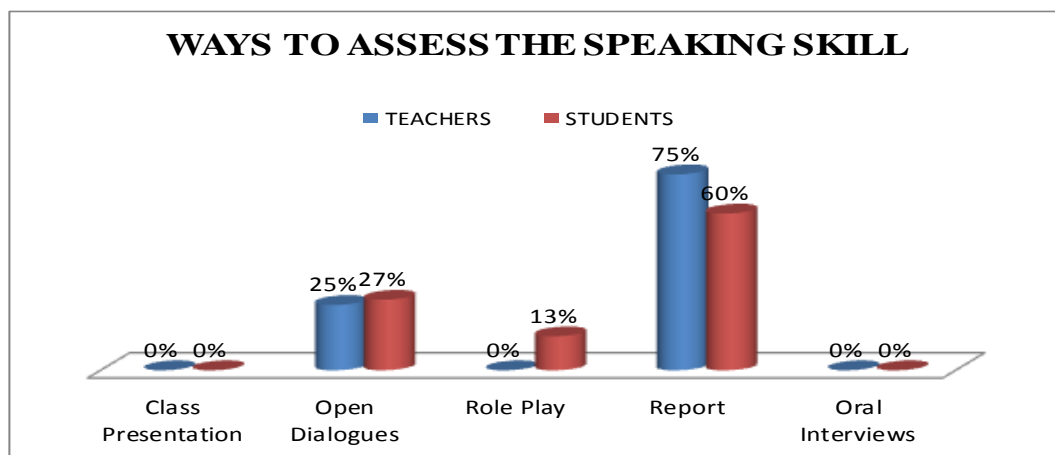
a) Chart 4

| WAYS TO ASSESS THE SPEAKING SKILL | TEACHERS | | STUDENTS | |
|-----------------------------------|----------|------------|------------|------------|
| | f | % | f | % |
| Class Presentation | 0 | 0 | 0 | 0 |
| Open Dialogues | 1 | 25 | 45 | 27 |
| Role Play | 0 | 0 | 22 | 13 |
| Report | 3 | 75 | 101 | 60 |
| Oral Interviews | 0 | 0 | 0 | 0 |
| TOTAL | 4 | 100 | 168 | 100 |

Source: Teachers and Students Survey at “Adolfo Valarezo” High-School.

Researcher: María Fernanda Gutiérrez Erazo.

b) Graphic 4



c) Logical Analysis

The acquired results confirm that many teachers and more than half of students agree that the report is applied as a way to assess the speaking skill. This means

that the evaluation process is not being carried properly through the use of just one way of assessment. The projects, role plays and oral interviews are the ones that give students the opportunity of developing and improving the speaking skill. With the class presentation, students are able to prepare and practice what they want to say and teachers can evaluate different aspects of spoken language.

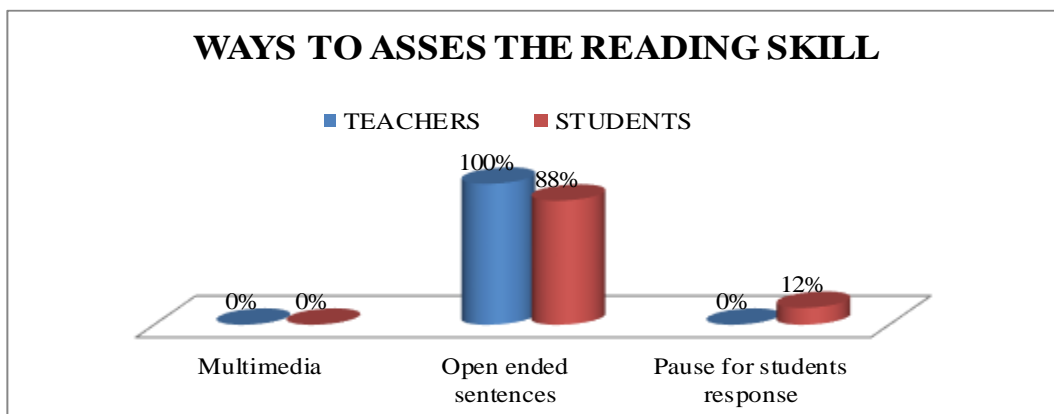
5. Which of the following ways of assessment do you apply to assess the reading skill?

a) Chart 5

| WAYS TO ASSESS THE READING SKILL | TEACHERS | | STUDENTS | |
|----------------------------------|----------|------------|------------|------------|
| | f | % | f | % |
| Multimedia | 0 | 0 | 0 | 0 |
| Open ended sentences | 4 | 100 | 148 | 88 |
| Pause for student response | 0 | 0 | 20 | 12 |
| TOTAL | 4 | 100 | 168 | 100 |

Source: Teachers and Students Survey at “Adolfo Valarezo” High-School.
Researcher: María Fernanda Gutiérrez Erazo.

b) Graphic 5



c) Logical Analysis

Concerning results, all teachers and almost all students express that just the open ended sentences, are used to assess the reading skill. The open ended sentences probe and elicit expanded thinking and processing of information that are useful for involving students in deeper learning and increase understanding when students are reading. But there are other ways of assessment that help to evaluate in a better way the reading skill, and carry out the evaluation process in a proper way, like the multimedia and the pause for student –response that provide students chances for interacting with diverse activities and make them to read, reread and rehearse in order to develop and improve the reading skill. So, the application of different ways of assessment supports the English teaching learning process.

6. Which of the following ways of assessment do you use to assess the writing skill?

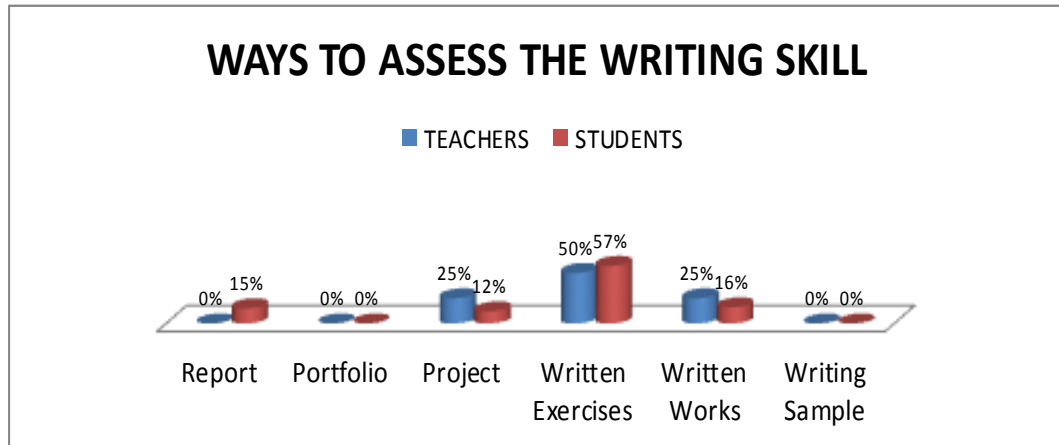
a) Chart 6

| WAYS TO ASSESS THE WRITING SKILL | TEACHERS | | STUDENTS | |
|----------------------------------|----------|------------|------------|------------|
| | f | % | f | % |
| Report | 0 | 0 | 25 | 15 |
| Portfolio | 1 | 25 | 20 | 12 |
| Written Exercises | 2 | 50 | 95 | 57 |
| Written Works | 1 | 25 | 28 | 16 |
| Writing Sample | 0 | 0 | 0 | 0 |
| TOTAL | 4 | 100 | 168 | 100 |

Source: Teachers and Students Survey at “Adolfo Valarezo” High-School.

Researcher: María Fernanda Gutiérrez Erazo.

b) Graphic 6



c) Logical Analysis

The analysis of the results shows that half of the teachers apply the written exercises to assess the writing skill and more than half of students confirm it. As we can see, teachers consider that written exercises is the way of assessment that let them to assess students the writing skill. The written exercises have limited validity of content and also can be finished becoming just a memory exercise. The effective ways to assess writing like written works, help teachers to determine certain grammatical strengths and weaknesses in the students' writing area, and promotes their motivation engaging them in an active learning. The other one is the writing sample that lets teachers to assess students' proficiency with grammar. And the portfolio provides the real meaning of a collaborative work "teacher-student" facilitating the joint reflection. The results show that the evaluation process is not being conducted properly, affecting the English teaching learning process.

HYPHOTESIS No. 2

The assessment instruments that teachers use support the English Teaching Learning Process with the students of Bachillerato at “Adolfo Valarezo” High School. Academic Period 2012-2013

7. What is the assessment instruments’ purpose in the English teaching learning process?

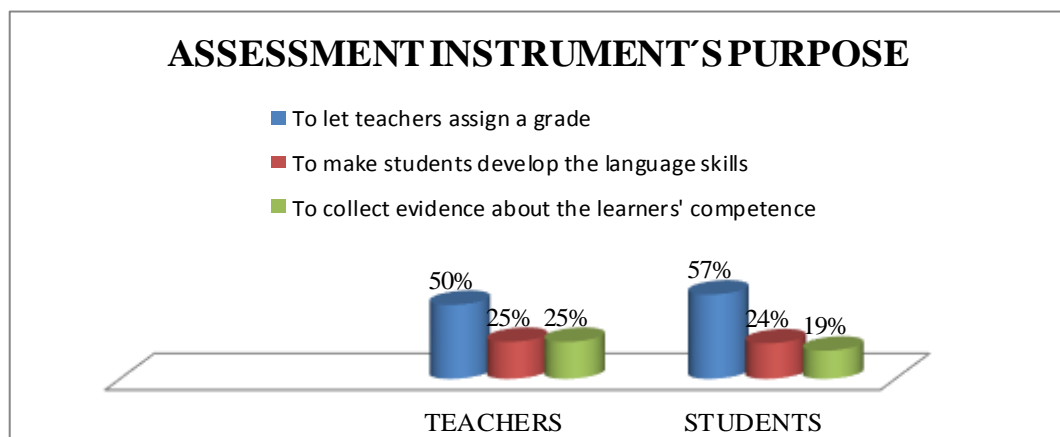
a) Chart 7

| ASSESSMENT INSTRUMENTS’ PURPOSE | TEACHERS | | STUDENTS | |
|-----------------------------------------------------------------------------------------------|----------|------------|------------|------------|
| | f | % | f | % |
| a) To let teachers assign a letter or numerical grade to each student | 2 | 50 | 95 | 57 |
| b) To make students develop the language skills | 1 | 25 | 41 | 24 |
| c) To guide the collection of quality evidence to make a judgment of the learners’ competence | 1 | 25 | 32 | 19 |
| TOTAL | 4 | 100 | 168 | 100 |

Source: Teachers and Students Survey at “Adolfo Valarezo” High-School.

Researcher: María Fernanda Gutiérrez Erazo.

b) Graphic 7



c) Logical Analysis

The research states that half of the teachers and more than half of the students do not identify the purpose of the assessment instruments. This means that teachers and students are not aware about the purpose of the assessment instruments within the English Teaching Learning Process. For Camilloni (1998), “The assessment instruments’ purpose is to guide the collection of quality evidence that will be used to make a judgment of the learner’s competence. It includes the specific instruments for collecting evidence, as well as information about assessment methods and the procedures to be followed in conducting the assessment and recording and reporting the outcome”. Moreover the purpose is neither let assign a grade nor makes students develop the language skills.

8. Do you think that the application of different assessment instruments support the English teaching learning process?

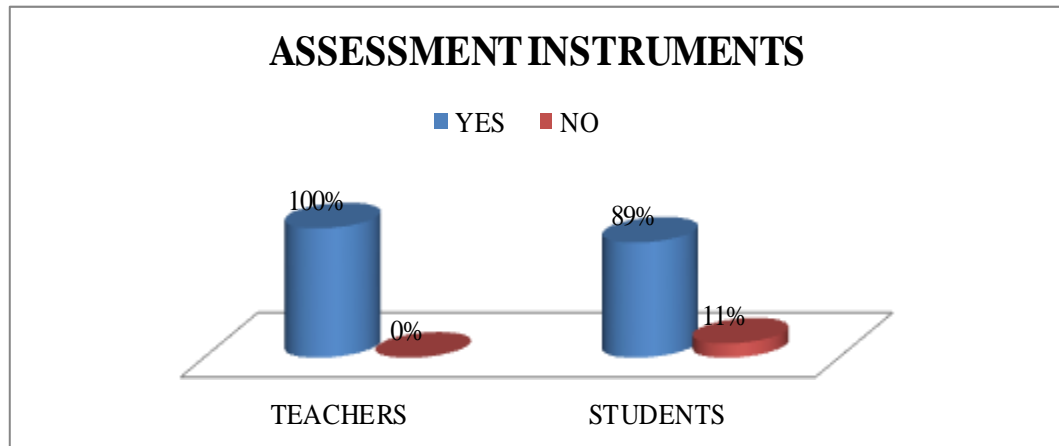
a) Chart 8

| ASSESSMENT INSTRUMENTS | TEACHERS | | STUDENTS | |
|------------------------|----------|------------|------------|------------|
| | f | % | f | % |
| YES | 4 | 100 | 150 | 89 |
| NO | 0 | 0 | 18 | 11 |
| TOTAL | 4 | 100 | 168 | 100 |

Source: Teachers and Students Survey at “Adolfo Valarezo” High-School.

Researcher: María Fernanda Gutiérrez Erazo.

b) Graphic 8



c) Logical Analysis

Regarding outcomes, all teachers and almost all students estimate that the application of different assessment instruments support the English teaching learning process. The results indicate that both teachers and students give importance to the different assessment instruments. The assessment instruments yield a deeper and more meaningful understanding of what students know and are able to do. Also they let teachers to determine if students have mastered specific competences and to identify areas that need additional attention; providing ongoing feedback that can be used by teachers to improve their teaching and by students to enhance their learning. Therefore, the use of assessment instruments supports the English teaching learning process.

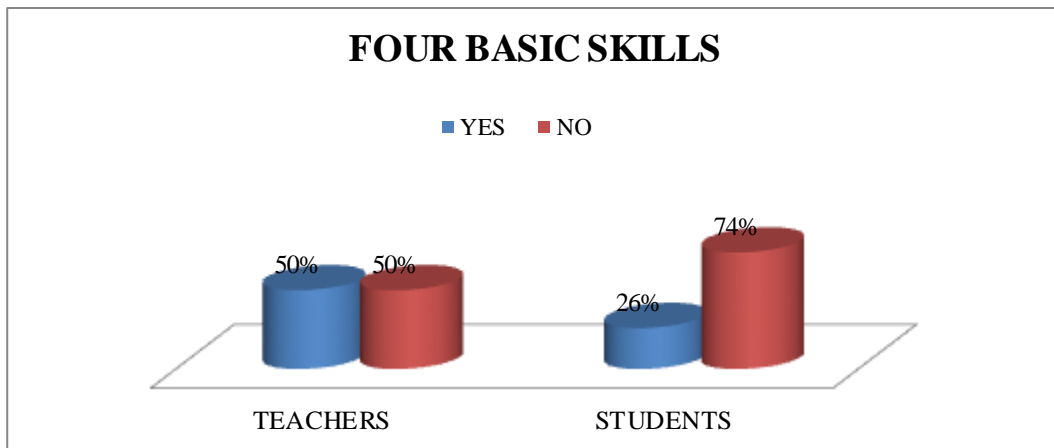
9. Do you assess the four basic skills together?

a) Chart 9

| FOUR BASIC SKILLS | TEACHERS | | STUDENTS | |
|-------------------|----------|------------|------------|------------|
| | f | % | f | % |
| YES | 2 | 50 | 43 | 26 |
| NO | 2 | 50 | 125 | 74 |
| TOTAL | 4 | 100 | 168 | 100 |

Source: Teachers and Students Survey at “Adolfo Valarezo” High-School.
Researcher: María Fernanda Gutiérrez Erazo.

b) Graphic 9



c) Logical Analysis

The analysis affirms that half of teachers use assessment instruments to evaluate the four basic skills together, while half of them and half of students say the opposite. As we can see, half of teachers are carrying out the evaluation process properly, while the other half is not assessing students correctly. The four basic

skills assessed together, support the English Teaching Learning Process, since they are related in a complementary way; both listening and reading are receptive skills—modes of understanding, speaking and writing are productive skills—modes of communication (oral or written). The four skills are strongly correlated, but not to the degree that the measurement of one can be substituted for the measurement of another. Accordingly, to support the English teaching learning process is needed to assess the four basic skills together through the different assessment instruments.

10. Which of the following assessment instruments do you apply in classes?

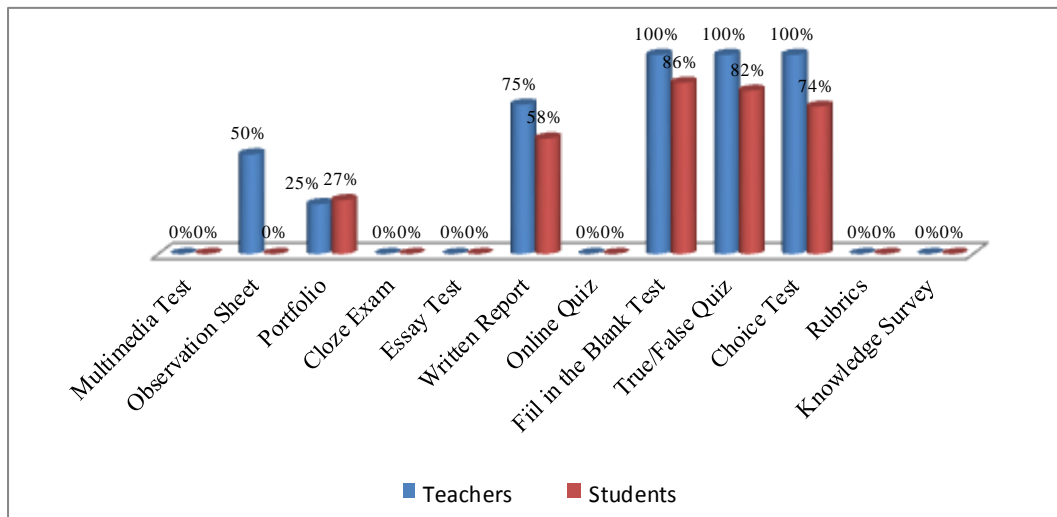
a) Chart 10

| ASSESSMENT INSTRUMENTS | TEACHERS | | STUDENTS | |
|------------------------|----------|-----|----------|----|
| | f | % | f | % |
| Multimedia Test | 0 | 0 | 0 | 0 |
| Observation Sheet | 2 | 50 | 0 | 0 |
| Portfolio | 1 | 25 | 45 | 27 |
| Cloze Exam | 0 | 0 | 0 | 0 |
| Essay Test | 0 | 0 | 0 | 0 |
| Written Report | 3 | 75 | 98 | 58 |
| Online Quiz | 0 | 0 | 0 | 0 |
| Fill in the Blank Test | 4 | 100 | 144 | 86 |
| True/False Quiz | 4 | 100 | 137 | 82 |
| Choice Test | 4 | 100 | 125 | 74 |
| Rubrics | 0 | 0 | 0 | 0 |
| Knowledge Survey | 0 | 0 | 0 | 0 |

Source: Teachers and Students Survey at “Adolfo Valarezo” High-School.

Researcher: María Fernanda Gutiérrez Erazo.

b) Graphic 10



c) Logical Analysis

The results indicate that all teachers and many students say that the assessment instruments applied are: fill in the blank test, true/false quiz and the choice test. The different ways of assessment that teachers apply are suited to assess, but there are others that also test many levels of learning and students' ability to integrate information, diagnose a student's difficulty with certain concepts. For CELMAN (2000), these ways of assessment provide test takers with feedback about why they missed or got answer correct, sustaining effectively the English teaching learning process. Hence, the implementation of many assessment instruments support the English teaching learning process.

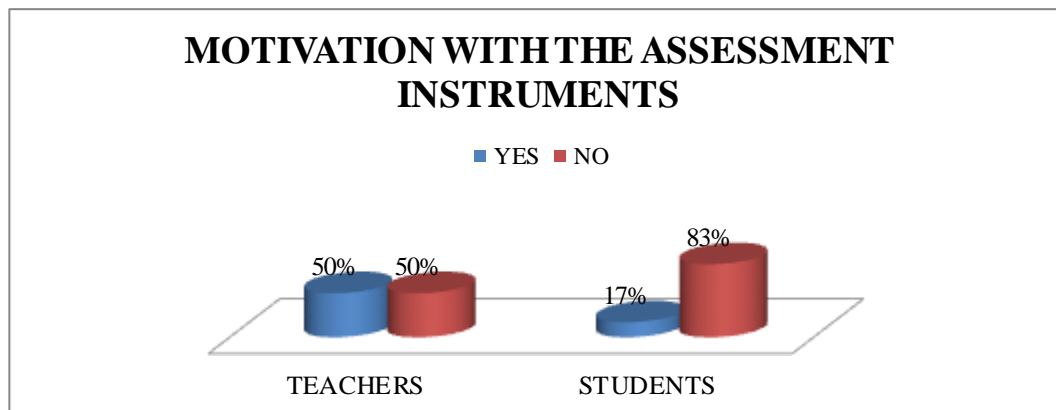
11. Do your students feel motivated with the assessment instruments that you use to assess them?

a) Chart 11

| MOTIVATION WITH THE ASSESSMENT INSTRUMENTS | TEACHERS | | STUDENTS | |
|--------------------------------------------|----------|------------|------------|------------|
| | f | % | f | % |
| YES | 2 | 50 | 28 | 17 |
| NO | 2 | 50 | 140 | 83 |
| TOTAL | 4 | 100 | 168 | 100 |

Source: Teachers and Students Survey at “Adolfo Valarezo” High School.
Researcher: María Fernanda Gutiérrez Erazo.

b) Graphic 11



c) Logical Analysis

Half of teachers manifest that the students feel motivated with the assessment instruments that they use, while the other half of them and most students say the opposite. The results show that the assessment instruments that teachers use are

not being suitable to raise students' interest for learning. The assessment is at the heart of the whole teaching and learning process and the application of the assessment instruments let students demonstrate an expecting learning outcome and report their perceptions of how well a given learning has been achieved, keeping students interested and motivated during the assessment process. Therefore, the use of different assessment instruments motivates students to learn and support the English teaching learning process.

g. DISCUSSION

HYPOTHESIS ONE

a) Statement

The little application of ways of assessment affects the English teaching learning process with students of Bachillerato at “Adolfo Valarezo” High-School. Academic Period 2012-2013.

b) Demonstration

The first hypothesis has two variables: The first one is the little application of ways of assessment and the second one is the English teaching learning process.

In question **ONE** concerning the definition of assessment in the English teaching learning process, 100% of teachers know what assessment means, while 60% of students do not have idea about it. The results show that there is a lack of knowledge of what evaluation is. Teachers know the assessment meaning, but they do not share this essential information with the students; which does not allow students participate properly in the English teaching learning process.

According to question **TWO** which was about the application of different ways of assessment, 100% of teachers confirm that the ways of assessment allow them to improve the English teaching learning process, and 89% of students agree with the

same. This means that both teachers and students know that the application of different ways of assessment benefit the English teaching learning process, making students reflect upon their own learning and progress.

In question **THREE** regarding the ways of assessment for the listening skill, 100% of teachers only apply the open dialogues and 71% of students assert the same. It is easy to see that teachers just apply the open dialogues to assess students' listening skill, which does not help to reinforce and develop this appropriately and therefore the improvement of the English teaching learning process.

In question **FOUR**, about the ways of assessment for speaking skill, 75% of teachers and 60% of students agree that the report is applied as a way to assess this skill. These results show that there is little application of ways of assessment for the speaking skill, because they only apply the report to assess this skill.

According to question **FIVE** about the ways of assessment for reading skill, 100% of teachers and 88% of students express that the open ended sentences are used to assess this skill. This indicates that teachers don't vary the ways of assessment, which does not give students the opportunity to demonstrate their knowledge and skills across a range of assessments.

In question **SIX**, in relation to ways of assessment for writing skill, 50% of teachers apply the written exercises, and 57% of students confirm it. This means

teachers are not diversifying the ways to assess the writing skill, which not supports the English teaching learning process.

c) Decision

Based on the analyzed results, the hypothesis number one is accepted, which states: The little application of ways of assessment affects the English teaching learning process, because of the following reasons: first, students are not aware of the role of the assessment, which does not contribute to have a good students' performance within the English teaching learning process. Second teachers are not diversifying the ways of assessing the four basic skills, even though they consider that the application of different ways of assessment allow them to improve the English teaching learning process.

HYPOTHESIS TWO

a) Statement

The assessment instruments that teachers use, support the English Teaching Learning Process in the students of Bachillerato at “Adolfo Valarezo” High-School. Academic Period 2012-2013

b) Demonstration

In question **SEVEN** about the purpose of the assessment instruments in the English teaching learning process, 50% of teachers and 57% of students do not know what assessment purpose is. This is why the English teaching learning process is not being carried out suitably.

Regarding to question **EIGHT** dealing with the application of different assessment instruments, 100% of teachers and 89% of students estimate that the application of different ways of assessment supports the English teaching learning process. The results indicate that both teachers and students are conscious about the importance of applying different ways of assessment, which support the English teaching learning process.

In question **NINE** associated with the assessment of the four basic skills together, 50% of the teachers assess these four skills joint, while the rest 50% of teachers and 74% of students clarify that the four skills are not assessed all together. The results indicate that half of teachers are assessing appropriately the four basic skills, but the rest of teachers are not performing the English teaching learning process rightly.

In question **TEN** regarding to the applied assessment instruments in class, 100% of teachers and 86% of students say that the fill in the blank test is the one applied instrument. As it can be seen, few assessment instruments are applied in the

evaluation process, which do not help to reinforce the improvement of the English teaching learning process.

According to question **ELEVEN** relating to the motivation of students through the use of assessment instruments, 50% of teachers manifest that students feel motivated with the assessment instruments that they apply, while the other 50% of teachers and 83% of students do not agree with the same statement .This shows that the assessment instruments applied by teachers are not motivating students sufficiently at the moment of the assessment, therefore it does not support the English teaching learning process; since when students do not feel motivated, their performance is low within this process.

c) Decision

All the analysis done in the described questions, **rejects** the second hypothesis which states that the assessment instruments that teachers use, support the English teaching learning process, for the following reasons: students do not know the assessment instruments' purpose, also teachers do not assess the four basic skills together, and teachers do not diversify the assessment instruments, although they consider that the application of different assessment instruments have a great importance in the development of the English teaching learning process.

h. CONCLUSIONS

After the analysis of the obtained results from the instruments applied to teachers and students, the researcher establishes the following conclusions:

- ✓ The ways of assessment that influence in the English teaching learning process are: open dialogues, report, open ended sentences and written exercises; ways of assessment that involve students in deeper learning and permit teachers identify students' weaknesses and strengthens within the English teaching learning process according to the teachers. Also the application of these ways of assessment finishes becoming just a memory exercise and causes a low students' achievement.

- ✓ Even though teachers and students are conscious that the application of different ways of assessment allows the improvement of the English teaching learning process, teachers just apply four ways of assessment to assess the four basic skills; which, do not permit teachers realize what have or have not been learned by students and to find out how to improve the English teaching learning process.

- ✓ Fill in the blank test, true/false quiz and choice test are the assessment instruments applied by teachers, but these do not support the English learning process at all; since students do not know the assessment instruments' purpose and also the ones applied do not motivate students

sufficiently at the moment of the assessment, therefore their performance is low within this process.

- ✓ Teachers apply the choice test, true/false quiz and fill in the blank test as assessment instruments, which according to the teachers support the English teaching learning process, but the application of these few ones do not allow teachers to determine if students have mastered specific competences and to identify the ones that need additional attention providing feedback.

i. RECOMMENDATIONS

1. The institution should provide teachers workshops about the ways of assessment that support the English teaching learning process in order to apply and share this essential information with their students, in such a way students enjoy the learning and could participate properly in the assessment process and achieve the intended learning outcomes.
2. Teachers should implement the application of diverse ways of assessment like multimedia, role plays, pause for student response and portfolio to achieve a good development of the four basic skills and therefore a correct students' performance into their learning. The variety of ways of assessment provides students several forms to express the learned knowledge and permit teachers see the students' progress.
3. Teachers should apply more assessment instruments such as multimedia test and cloze exam to raise students' interest for learning, so that students report their perceptions of how well a given learning has been achieved, keeping students interested and motivated during the assessment process.
4. Teachers should be trained about the assessment instruments that support the English teaching learning process, thereby, they could diagnose the students' difficulties and provide feedback about why they missed or got a

correct answer sustaining effectively the English Teaching Learning Process.

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k. ANNEXES

Annex 1. Project



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THEME

“THE WAYS OF ASSESSMENT AND THE IMPROVEMENT OF THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF BACHILLERATO AT ADOLFO VALAREZO HIGHS-SCHOOL. ACADEMIC PERIOD 2012-2013. LOJA-CITY”

Thesis as a previous requirement to obtain the Bachelor's Degree in Sciences of Education English Language Department

AUTHOR:

María Fernanda Gutiérrez Erazo

Loja – Ecuador

2013

a. THEME

“THE WAYS OF ASSESSMENT AND THE IMPROVEMENT OF THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF BACHILLERATO AT ADOLFO VALAREZO HIGHS-SCHOOL. ACADEMIC PERIOD 2012-2013. LOJA-CITY”

b. PROBLEM

1. BACKGROUND

The present research work will be carried out at “Adolfo Valarezo” High School, which is located in Miraflores Neighborhood, Sagrario Parish in the east of Loja City.

The Adolfo Valarezo High school appeared on stage in 1964 by Ministerial Decree No. 3231 on October 28th of the same year. It began as an annexed high school to the Faculty of Philosophy, Letters and Science of the Universidad Nacional de Loja. It was named in honor to the university teacher Dr. Adolfo Valarezo who was recognized by his contributions to the science development.

After six years the High school was nationalized by Decree No. 518 on September 28th in 1970. Then it was separated from the National University of Loja which encouraged and supported in all aspects during the early years and later it took a new direction, to acquire its own identity brilliant academic, administrative and economic order to serve society; being its first rector the Dr. Homero Pozo Veléz and its current rector is the Dr. Vicente Reatégui.

Nowadays the institution has about 1029 students; it also counts with 52 full time teachers and 5 specialized English teachers, placed in the third and fourth level of Education, all of them with degrees in different educational areas and 11 administrative staff.

The eighth, ninth and tenth years perform according to the curriculum reform for basic education with the optional such as: woodworking, ceramics, crafts, mechanical and painting. The Bachillerato counts with specialty of Physics and Mathematics, Chemical-Biological, Social Sciences and General Sciences.

From its creation it has graduated thousands of Bachelors, and for its classrooms students have been formed who are professionals in different fields, and with their capacity and strengthens give the prestige of the school that contributes to the greatness of Loja.

The vision of the high school is to build a school that offers to society, people with the principles of liberating education who are trained with the highest level of scientific, technical and axiological Education.

The mission is based on the principles of educational freedom, democratic and liberating that emphasizes the development of full potential, ensuring a comprehensive education of young Lojano, based on development of intelligence and creativity by confronting problems that will enable to meet with success in life.

2. PROBLEM

The present research is about ways of assessment and the improvement of the English teaching learning process. The real disinterest for learning a language and the lack of application of ways of assessment affect students in the mentioned Process.

This historic moment of humanity immersed in a hegemonic globalization with the consequences of economic, social and cultural disequilibrium suggests that education must be positioned as a balancing factor for building a fair and equitable society. Therefore, the educational systems and models need mechanisms that allow them to investigate, to know the subject evolution and the elements involved in it.

Being the ways of assessment indicators of the programmed advances, since they provide to the teachers self-control mechanisms that let them to know the causes of the problems or obstacles that arise during the teaching learning process of the language. Also the ways of assessment are systematic prosecutions of the validity or merit of an object, considering that they help to the teachers identify the strengths and weaknesses, and to move towards an improvement.

Concluding that the ways of assessment facilitate the educational task and provide a feedback to the process in which the students are the protagonists of their learning. However, there is a little application of ways of assessment by teachers.

3. RESEARCH PROBLEM

Teachers do not know the importance of the ways of assessment in the English Teaching Learning Process. So that we have selected as the subject of our research study the following problem: “WHAT IS THE ROLE OF THE WAYS OF ASSESSMENT IN THE ENGLISH TEACHING LEARNING PROCESS WITH STUDENTS OF BACHILLERATO AT “ADOLFO VALAREZO” HIGH-SCHOOL. ACADEMIC PERIOD 2012-2013”

4. DELIMITATION OF THE RESEARCH

i. Temporal

The researcher work will be carried out during the academic period 2012-2013.

ii. Spatial

The research will be realized at Adolfo Valarezo High-School, which is located in Miraflores neighborhood.

iii. Observation units

According to the nature and characteristics of the research work, it is necessary to involve in the process the following people:

- Teachers of the English Area

- Students of 1st, 2nd, and 3rd years of Bachillerato.

iv. Sub problems

- How do the ways of assessment influence in the English teaching learning process with students of Bachillerato at “Adolfo Valarezo” High-School? Academic Period 2012-2013.
- Which are the assessment instruments that support the English teaching learning process with students of Bachillerato at “Adolfo Valarezo” High-School? Academic Period 2012-2013.

c. JUSTIFICATION

This research about study ways of assessment and the improvement of the English teaching learning process with the students of Bachillerato at “Adolfo Valarezo” High-School has been chosen because it is an interesting educational theme that has not been researched before.

It is justified because the researcher has detected that there is little application and diversification of ways of assessment and instruments at the moment to assess the English Language learning.

From the **scientific** point of view, it is important to carry out this research project because we will get enough information to give some theoretical elements that will let us state some alternatives of the solution to the problematic found around the application of ways of assessment inside the English language teaching learning process.

Seeing as the **educational** point of view, it is so important to develop the present project because the evaluation is an important process that works together with the teaching because it let the teachers know the students’ progress in their learning.

The present research is also **pertinent**, because it is a theme that can help teachers to solve many problems around the English language teaching through an introduction of different ways of assessment and instruments that let them to

gather enough information to know the real level of knowledge of the students of the English language.

The project is also **possible** because, the English language department of the Universidad Nacional de Loja provides undergraduates with enough literature and skillful to solve this problematic in nowadays.

Finally it is also a previous requirement for us, in order to get the Bachelor's degree in Sciences of Education, English language specialization.

d. OBJECTIVES

1. GENERAL

- To determine the role of the ways of assessment in the English teaching learning process with students of Bachillerato at “Adolfo Valarezo” High-School Academic Period 2012-2013.

2. SPECIFICS

- To characterize the ways of assessment that influence on the English teaching learning process with students of Bachillerato at “Adolfo Valarezo” High-School. Academic Period 2012-2013.
- To determine the assessment instruments that support the English language learning with students of Bachillerato at “Adolfo” High-School. Academic Period 2012-2013.

e. THEORETICAL FRAMEWORK

CHAPTER I

1. Assessment

1.1. Definition

For SNOWMAN (1997), “assessment is the collecting information about how much knowledge and skill students have learned (measurement) and making judgments about the adequacy or acceptability of each student's level of learning (evaluation). Both the measurement and evaluation aspects of classroom assessment can be accomplished in a number of ways.

To determine how much learning has occurred, teachers can, for example apply written exercise, oral interviews, role plays and tests”.

For COWMAN (2005), “assessment focuses on the opportunities to develop students' ability, and make judgments about their own performance and improve upon it. It makes use of authentic assessment methods and offers lots of opportunities for students to develop their skills”.

Well-designed assessments can encourage active learning especially when the assessment delivered is innovative and engaging. Discussing the ways in which

teachers assess students can also help to ensure that the aims and goals of the assessments are clear. Utilizing assessment that makes use of technology, such as the use multimedia technique, can teach students new skills. It can help ensure teachers assessing the skills and knowledge that they intended and it could open up new possibilities for different ways to assess students, some of which may be more efficient and effective than the ones they are using.

1.2.Ways of assessment

According to BIGGS (2002), “the different ways of assessment play a major role in how students learn, their motivation to learn and how teachers assess. The use of a wide variety of ways of assessment allows teachers to determine which of them are effective and which need to be modified. The various types of alternative assessments can be used with a range of science content and process skills”.

1.2.1 Multimedia

It helps students developing English language skills to provide the English process of teaching and learning in the classroom. Multimedia classroom provides the students chances for interacting with diverse activities that include the development of the four skills. Also, the involvement of technology in the classroom cannot be denied giving positive point to improving the quality of teaching and giving more various techniques in teaching a foreign language.

1.2.2 Observation

It is a way of gathering data by watching behaviour, events, or noting physical characteristics in the students. According BIGGS (2002), "Teachers both "plan to observe" and "observe in order to plan." This is an integrated, simultaneous process. When "planning to observe," teachers determine what skills or performances they wish to observe in their classroom. Some teachers use a few simple phrases; others make a detailed list of observables itemizing the specific skills on which they are focusing".

Its prior consists on creating observables which are about significant learning and also provide the observer with an idea of what to do next. In the early stages of using observational assessment, it is easy to collect voluminous information and lose sight of purposeful learning. And also creating qualifiers that are enable the student to see growth in learning. For example, the qualifiers "Developing," "Mastered," and "Integrated" help identify at what stage a student is when a skill is being acquired and applied.

1.2.3 Portfolio

Portfolios are collections of work that together represent learners' achievements over an extended period of time. It provides the real meaning of a collaborative work "teacher-student" facilitating the joint reflection. Portfolios are windows on the metacognitive process of students that can be used as part of the evaluation

process to determine what students did and did not learn, and then that information can be used to strengthen the instruction

Written Works

They help teachers to determine certain grammatical strengths and weaknesses in the students' writing area. So that this way of assessment can be used to evaluate from multiple perspectives and transfer of skills and integration of content using a student-centered design that can promote student motivation. Also it engages student in active learning, encourages time on academics outside of class, provides a dimension of depth not available in classroom, and promotes student creativity.

1.2.4 Written Exercises

They are potential evaluators very scarce, since they are expensive application of limited validity of content of not very high reliability and also can be finished becoming just a memory exercise.

1.2.5 Projects

They are a set of activities that are interrelated and coordinated, with the purpose of planning, organizing, motivating, and controlling resources to achieve specific goals. The activities can be done in written or oral way giving students the

opportunity of developing and improving the writing and the speaking abilities.

1.2.6 Role Plays

Another way to assess students is giving them a situation and roles to play; teachers can see how creatively students are able to use and understand the language with one another. Be listening for content and grammar as with any oral assessment, also teachers can also be attuned to how students are making creative use of their language to communicate with one another.

1.2.7 Report

It is a document that contains information organized in a narrative, graphic or tabular form. They are used to inform, as clearly and succinctly as possible. Reports can cover a wide range of topics, but usually focus on transmitting information with a clear purpose, to a specific audience. Good reports are documents that are accurate, objective and complete. They should also be well-written, clearly structured and expressed in a way that holds the reader's attention and meets their expectations.

1.2.8 Class Presentation

Foe BROUD (1991) “A presentation in class assesses a different aspect of spoken language. When teachers ask a student to speak in front of the class, he is able to

prepare and practice what he wants to say. He can also research information on his topic. In this case, the grade you give your student should be based on both content and presentation.

1.2.9 Writing Sample

A writing sample is another good way to assess students' proficiency with grammar. Teachers give students an adequate amount of time to write about a subject that they assign. Teachers will then get an accurate look at their grammatical and writing proficiency. Follow up their assessment with some mini-lessons on common grammatical pitfalls that the class exhibited.

1.2.10 Oral Interview

Teachers can do a one on one interview with each of their students to get a good idea of their listening and speaking abilities. Teachers can schedule these types of interviews during class (perhaps take each student into the hall to have a private discussion while the rest of the class does seat work) or schedule with students individually. Asking questions that use grammatical structures and vocabulary that their class has studied will help teachers know exactly what each student has grasped.

1.2.11 Pause for Student Response

Giving students a copy of a page which they read and have them mark the text with to signify a pause. Then they need to reread, or rehearse, while consciously attending to the chunks. It gives students time to think, so that they can be answered with a list of words and it will improve their reading skill.

1.2.12 Open Dialogues

They make students develop their creativity and the speaking skill and improve their listening comprehension when teachers ask the students questions to respond to. It allows for higher level thinking skills and more expansive answers from the student, and assists those students who do not do well with test taking. However the students may not do well speaking in front of others, because they may not have the time to be prepared for the question.

1.2.13 Open Ended Sentences

They probe and elicit expanded thinking and processing of information that are useful for involving students in deeper learning, increase understanding when students are reading and inevitably generating communication.

1.3. Assessment Instruments

For ROWNTREE (2001), “The assessment instruments’ purpose is to guide the collection of quality evidence that will be used to make a judgment of the learner’s competence. It includes the specific instruments for collecting evidence, as well as information about assessment methods and the procedures to be followed in conducting the assessment and recording and reporting the outcome”. Teachers apply two kind of measurements where the assessment instruments play an important role; in direct measures, students demonstrate an expected learning outcome (e.g. through a test or project). In indirect measures, students report their perceptions of how well a given learning outcome has been achieved (e.g. through a student survey). The following are just some of the existing assessment instruments:

1.3.1 Multimedia Test

It helps students to think broadly, it is used to test many levels of learning, also it helps to diagnose the students’ difficulties and provide them feedback about why they got answer wrong.

1.3.2 Observation Sheet

It is a document that allows teachers to observe and record how students dealt with certain situations and/or displayed their skills by completing a particular task.

1.3.3 Portfolio

There is a collection of written works that allow teachers to assess learners work as well as their growth during the process, assigning students an active role in relation to the learning process. In addition, learners are given the opportunity to assess their own work by reflecting on the strengths and weaknesses of various components.

1.3.4 Cloze Exam

For Foucault (1998), “A cloze exam allows teachers to test the students’ understanding about grammar. To write a cloze exam consists on writing an original paragraph or take one that students have used in their studies, then replace every fifth or sixth word with a blank and finally ask students to fill in the blanks with words they think would be most logical and grammatical. Teachers will see a variety of answers among students, but as long as the answers are grammatically and logically correct, the student should receive full credit.”

1.3.5 Essay Test

Essay tests call on such higher-level abilities as analysis, synthesis, and evaluation. Because of these demands, students are more likely to try to meaningfully learn the material over which they are tested. It reveals how well students can recall, organize, and clearly communicate previously learned

information.

1.3.6 Online Quiz

The online quiz is an assessment instrument that lets the continuous assessment. Teachers do not have to spend as much of their class time assessing students as was often necessary in the past. Teachers can require students to spend time at home or in a language lab period working on exercises and quizzes available online. Have students print out their final scores or e-mail them to teachers. In so doing, students will still get feedback on their work and knowledge, but teachers will not have to give up valuable class time for it to happen.

1.3.7 Written Report

Written reports may be as short as a one-minute paper and as long as a term paper. It makes students develop the writing and the speaking skill, since they can be done in an oral or written way.

1.3.8 Fill in the Blank Test

This type of test is used to test a specific grammatical structure or set of vocabulary. Teachers can write individual sentences or an entire paragraph for their students, but it is probably best to provide a word bank in either case". It is better to supply more words than will be necessary to fill in the blanks to make

the test more challenging. This will force your students to choose the best answers rather than matching ten words with ten blanks.

1.3.9 True/False Quiz

It is used by most teachers; they make students correct the questions that they say are false. If they are making the corrections rather than just identifying the mistakes, teachers will make sure they are answering from what they know rather than making lucky guesses. Teachers can assign one point to each answer and another point to each correction on the test.

1.3.10 Choice Test

For DOLES (2008), “it is often chosen; not because of the type of knowledge being assessed, but they are more affordable for testing a large number of students. In addition, even if students have some knowledge of a question, they will not receive credit for knowing that information if they select the wrong answer”.

1.3.11 Rubrics

Rubrics are written criteria that details expectations of what students will need to know and be able to do in order to receive a given grade. Rubrics help teachers to develop clear learning objectives for their students and if provided to students

prior to the activity, serve to guide their efforts.

1.3.12 Knowledge Survey

Knowledge Surveys consist of a series of questions that cover the full content of a course. The surveys evaluate student learning and content mastery at all levels: from basic knowledge and comprehension through higher levels of thinking.

CHAPTER II

2. English Teaching Learning Process

It is the most powerful instrument of education to bring about desired changes in the students. This process encourages student-faculty contact, cooperation among them and active learning. It consists of four phases:

Discussion: between the teacher and the learner.

Interaction: Between the learner and some aspect of the world defined by the teacher.

Adaptation: Of the world by the teacher and action by the learner.

Reflection: on the learner's performance by both teacher and learner.

2.1. Teaching Process

It is an important part of the process of education that involves the planning and implementation of instructional activities and experiences to meet intended learner outcomes according to a teaching plan. Its principles are: using previous knowledge, providing for individual difference, readiness, meaningfulness, defining specific objectives of the lesson and proceeding from known to unknown.

2.2. Learning Process

It is the lifelong process of a permanent change in an individual's behavior (knowledge, skill and attitude) that can occur at any time or place as a result of consciously. Its principles are: focusing, organization, repetition, association, learner control, imitation, active participation, motivation, individual styles and spacing. In the learning process, students firstly assimilate and they adapt the assimilated. To learn is more complex than remember; it does not mean just remind information but it is necessary too.

2.3. Motivation in the assessment

The assessment is at the heart of the whole teaching and learning process and its motivation is given by many ways, one is through the use of different assessment

instruments that allows a range of different learning outcomes to be assessed and keeps students interested and motivated

2.4. The assessment of the four basic skills together

When the four basic skills are assessed together they support the English Teaching Learning Process, they are related in complementary ways; both listening and reading are receptive skills—modes of understanding, speaking and writing are productive skills- modes of communication (oral or written).

The four skills are strongly correlated, but not to the degree that a measure of one can substitute for a measure on another; they are distinct enough, both logically and empirically that they have to be measured separately. Failing to measure all of these important aspects of proficiency, therefore, may leave critical gaps in learners' language proficiency profile or generating a weaker skill than another in students' learning causing a low performance in the English Teaching Learning Process.

HYPOTHESES

1. GENERAL

- The ways of assessment play an important role in the English teaching learning process with students of Bachillerato at “Adolfo Valarezo” High-School Academic Period 2012-2013.

2. SPECIFICS

- There is little application of ways of assessment that affects the English teaching learning process with students of Bachillerato at “Adolfo Valarezo” High-School. Academic Period 2012-2013.
- The assessment instruments that teachers use support the English teaching learning process with students of Bachillerato at “Adolfo Valarezo” High-School. Academic Period 2012-2013.

f. METHODOLOGY

1. DESIGN OF THE INVESTIGATION

This research will be descriptive, explanatory, and projective because it is immersed in education, in addition, for the search of the empirical information will use interviews, surveys, literature review about this topic, studying documents and information given by sectors and the description of the facts that will present to investigate the reality, also will seek to know and understand the object of study to discover the processes and results, because based on these will construct alternative guidelines that allow to innovate the study habits and learning techniques for improving the English Teaching Learning Process.

3. METHODS, TECHNIQUES AND PROCEDURES

2.1. Methods

In the development of this study, the researcher will use the **scientific method** to be the most suitable to describe, understand and explain the reality of the problem, since there is a lack of conceptual and methodological foundation organizational development for the existence of the theory, to practice English.

Also the researcher will use the hypothetical **deductive method**, because he/she starts from the hypothesis that will be proved during the development of research.

It should be noted in the same way that the researcher will use the **synthetic analytical method** because he/she breaks down the main elements and parts of the problem, for his careful scrutiny and essential, and thus understand their specific and logical relationships that are established in order to investigate.

It has been characterized as explanatory research and qualitative, consequently make use of descriptive statistics as soon as you need to analyze and interpret the various aspects mentioned in the assumptions used above.

Throughout the research such as this, the methods used in a unified and synthetic, since in the research process will be based on the observation of the problem to be investigated, based on a theory, and then make the analytical study, draw conclusions as a basis for the planning and definition of our research.

2.2. Techniques and instruments

In the development of this research will employ the following techniques:
A *Survey*: It will use as main research technique because it is widely used for collecting data in most areas of social inquiry; it will be elaborated with its instrument the questionnaire to get enough information about the indicators that permitted to prove the specific hypotheses.

The survey will be applied to all English teachers and students of Bachillerato of the “Adolfo Valarezo” High School to identify the ways of assessment and the instruments that support the English Teaching Learning Process. It will be applied through a questionnaire that will be elaborated with questions about the indicators that will guide the research work.

2.3. PROCEDURES

Once the empiric information is gathered, it will be developed, following these stages:

2.3.1. Tabulation

In the obtained data, will use the descriptive statistics for the closed questions and joining criteria from the reason or explanation of every question, also the information of the teachers and students will contrast in order to get the right information.

2.3.2. Organization

After the empiric information is organized, the questions will classify appropriately that will help to prove every hypothesis and to keep in mind the variables of the same ones as a guide that will support to prove them.

2.3.3. Description

The obtained data are organized; those will be described in statistic tables that will display the frequency and the percentage of the obtained indicators in the applied instruments. All these will allow representing the information graphically.

2.3.4. Graphic representation

After the data are described, those will be represented graphically, so it will facilitate the interpretation and consequently the critical analysis of every question. The bars diagram will use to show this information.

2.3.5. Interpretation and analysis

Once the information is presented in tables and graphs, it will be interpreted regarding percentages and it will be analyzed according to the categories of the theoretical frame, the main tendencies in the outcomes and the variables of the specific hypothesis.

2.3.6. Hypothesis verification

The hypothesis will be proved through a deductive hypothetical process supported in the logical analysis of the field investigation whose final findings are expressed in a descriptive mode.

2.3.7. Formulation of conclusions and elaboration of the report

The conclusions will be developed based on a specific analysis of the outcomes and those will give some recommendations to the authorities of the researched institution as also to the teachers and students in order to contribute with the solution of the problem of the present research.

Finally, the final report will be designed through chapters that allow the understanding of the theory and of the outcomes that the present research will obtain, which can be used to develop more research in the future.

4. POPULATION AND SAMPLE

This research will be carried out at “Adolfo Valarezo High School” with a population of 454 students. Nevertheless to make the information manageable it will be taken a sample of students, for that it will be necessary to apply the following formula:

$$n = \frac{PQ * N}{(N - 1) \frac{E^2}{K^2} - PQ}$$

$PQ =$ First quartile (0,25)

$N =$ Population

$N =$ Sample Size

$K =$ Proportionality Constant (2,58)

$E =$ Sample Error (0.08%)

$$n = \frac{(0.25)(454)}{(454 - 1) \cdot \left(\frac{0.08^2}{2.58^2}\right) + 0.25}$$

$$n = 167,56$$

$$n = 168$$

Therefore, research will work with the sample that is 166 students from Bachillerato.

3.1. Sample distribution

To get the sample by course the following formula is used:

$$F = \frac{n}{N}$$

$F =$ distribution factor

$n =$ sample size

$N =$ population

$$F = \frac{166}{454}$$

$$F = 0.366$$

This factor is multiplied by student's population of every year of basic education of the "Adolfo Valarezo" High-School, therefore in this way we obtain the sample per course.

The sample was detailed in the next chart:

| COURSES | PARALLEL | POPULATION | SAMPLE |
|--------------------------------------|-----------------|-------------------|---------------|
| 1 st year of Bachillerato | "A" | 41 | 15 |
| 1 st year of Bachillerato | "B" | 40 | 15 |
| 1 st year of Bachillerato | "C" | 41 | 15 |
| 1 st year of Bachillerato | "D" | 40 | 15 |
| 1 st year of Bachillerato | "E" | 40 | 15 |
| 2 nd year of Bachillerato | "A" | 33 | 12 |
| 2 nd year of Bachillerato | "B" | 28 | 10 |
| 2 nd year of Bachillerato | "C" | 27 | 10 |
| 2 nd year of Bachillerato | "D" | 27 | 10 |
| 2 nd year of Bachillerato | "E" | 27 | 10 |
| 3 rd year of Bachillerato | "A" | 21 | 8 |
| 3 rd year of Bachillerato | "B" | 46 | 17 |
| 3 rd year of Bachillerato | "C" | 24 | 9 |
| 3 rd year of Bachillerato | "D" | 19 | 7 |
| TOTAL | | 454 | 168 |
| Teachers' Population | | 4 | |

✓ **Universe investigated**

The research instruments were applied to the population of: 4 teachers and a sample of 168 students.

h. BUDGET AND FINANCING

1. RESOURCES

1.1. Human

The resources that will be part of this project are:

- The research conformed by María Fernanda Gutiérrez Erazo.
- Coordinator of the project: Dr. Carmen Ojeda
- The students of “Adolfo Valarezo” High-School.
- The English teachers of “Adolfo Valarezo” High-School.

1.2. Material

The main materials for the research work are:

- ❖ Bibliographic acquisition (Internet)
- ❖ Office supplies
- ❖ Text rise (copies, paper, etc.)
- ❖ Publishing
- ❖ Thesis project edition (computer, transportations, etc.)
- ❖ Binding of the thesis project
- ❖ Unforeseen, (printings, etc.)

1.3. Institutional

- Universidad Nacional de Loja.
- “Adolfo Valarezo” High-School
- Cyber cafes

2. BUDGET

| MATERIAL | Cost |
|----------------------------------------------------------|------------------|
| Bibliographic acquisition (Internet) | \$300,00 |
| Office supplies | \$200,00 |
| Text rise (copies, paper, etc.) | \$150,00 |
| Publishing | \$50,00 |
| Thesis project edition (computer, transportations, etc.) | \$200,00 |
| Binding of the thesis project | \$150,00 |
| Unforeseen, (printings, etc.) | \$150,00 |
| TOTAL ESTIMATED BUDGET | \$1200,00 |

3. FINANCING

The financing of the expenses derived from the present work will be assumed completely by the research author.

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Annex 2. Teacher's survey



UNIVERSIDAD NACIONAL DE LOJA

**AREA DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN**

**ENGLISH LANGUAGE DEPARTMENT
TEACHER'S SURVEY**

Teacher: As student of English Language Department of the National University of Loja, ask you very politely, to answer the following survey in a clear and sincere way, due to the obtained information will be used for the development of the research work only with educational purposes.

H1: There is little application of ways of assessment that affects the English teaching learning process with the students of Bachillerato at "Adolfo Valarezo" High-School. Academic Period 2012-2013.

1. How do you define ways of assessment in the English teaching learning process?

- a) It is an applied methods to fulfill the curriculum ()
- b) It is the collecting information about how much knowledge and skill students have learned ()
- c) It is a classroom activity to the students ()

2. Do you think that the application of different ways of assessment allows to improve the English teaching learning process?

YES ()

NO ()

Why?

3. Mark the ways of assessment that you apply to assess the listening skill?

- a) Multimedia ()
- b) Role Play ()
- c) Oral Interviews ()
- d) Open Dialogues ()

4. What ways of assessment do you use to assess the speaking skill?

- a) Class Presentation ()
- b) Open Dialogues ()
- c) Role Play ()
- d) Report ()
- e) Oral Interviews ()

5. Which of the following ways of assessment do you apply to assess the reading skill?

- a) Multimedia ()
- b) Open Ended Sentences ()
- c) Pause for student response ()

6. Which of the following ways of assessment do you use to assess the writing skill?

- a) Report ()
- b) Portfolio ()
- c) Written Exercises ()
- d) Written Works ()
- e) Writing Sample ()

H2:The assessment instruments that teachers use support the English teaching learning process with the students of Bachillerato at “Adolfo Valarezo” High-School. Academic Period 2012-2013

7. How do you can define assessment instruments in the English teaching learning process?

- a) To let teachers assign a letter or numerical grade to each student ()
- b) To make students develop the language skills ()
- c) To guide the collection of quality evidence to make a judgment of the learners’ competence ()

8. Do you think that the application of different assessment instruments support the English teaching learning process?

YES ()

NO ()

Why?

9. Do you assess the four basic skills together?

YES ()

NO ()

Why?

10. Which of the following assessment instruments do you apply in classes?

- a) Multimedia Test ()
- b) Observation Sheet ()
- c) Portfolio ()
- d) Cloze Exam ()
- e) Essay Test ()
- f) Written Report ()
- g) Online Quiz ()
- h) Fill in the Blank Test ()
- i) True/False Quiz ()
- j) Choice Test ()
- k) Rubrics ()
- l) Knowledge Survey ()

11. Do your students feel motivated with the assessment instruments that you use to assess them?

YES ()

NO ()

Why?.....

THANKS FOR YOUR COLLABORATION

Annex 3. Student's survey



UNIVERSIDAD NACIONAL DE LOJA

**AREA DE LA EDUCACIÓN, EL ARTE Y LA
COMUNICACIÓN**

**ENGLISH LANGUAGE DEPARTMENT
STUDENT'S SURVEY**

Mr. /Ms. Student this is a research instrument about the “WAYS OF ASSESSMENT AND THE IMPROVEMENT OF THE ENGLISH TEACHING LEARNING PROCESS”. The purpose of this questionnaire is to help you get information about how well you study right now. As you examine the results, you will discover your areas of strength and of weakness. Please answer these questions:

H1: There is little application of ways of assessment that affects the English Teaching Learning Process with the students of Bachillerato at “Adolfo Valarezo” High-School. Academic Period 2012-2013.

1. How do you can define ways of assessment in the English teaching learning process?

- a) It is an applied method to fulfill the curriculum ()
- b) It is the collecting information about how much knowledge and skill students have learned ()
- c) It is a classroom activity to the students ()

2. Do you think that the application of different ways of assessment allows teachers to improve the English teaching learning process??

YES ()

NO ()

Why?.....

3. Mark the ways of assessment that your teacher apply to assess the listening skill?

- e) Multimedia ()
- f) Role Play ()
- g) Oral Interviews ()
- h) Open Dialogues ()

4. What ways of assessment does your teacher use to assess the speaking skill?

- a) Class Presentation ()
- b) Open Dialogues ()
- c) Role Play ()
- d) Report ()
- e) Oral Interviews ()

5. Which of the following ways of assessment does your teacher apply to assess the reading skill?

- a) Multimedia ()
- b) Open Ended Sentences ()
- c) Pause for student response ()

6. Which of the following ways of assessment does your teacher use to assess the writing skill?

- a) Report ()
- b) Portfolio ()
- c) Written Exercises ()
- d) Written Works ()
- e) Writing Sample ()

H2: The assessment instruments that teachers use support the English teaching learning process with the students of Bachillerato at “Adolfo Valarezo” High-School. Academic Period 2012-2013.

7. What is the assessment instruments’ purpose in the English teaching learning process?

- a) To let teachers assign a letter or numerical grade to each student ()
- b) To make students develop the language skills ()
- c) To guide the collection of quality evidence to make a judgment of the learners’ competence ()

8. Do you think that the application of different assessment instruments support the English teaching learning process?

YES ()

NO ()

Why?

9. Do you assess the four basic skills together?

YES ()

NO ()

Why?

10. Which of the following assessment instruments does your teacher apply in classes?

- a) Multimedia Test ()
- b) Observation Sheet ()
- c) Portfolio ()
- d) Cloze Exam ()
- e) Essay Test ()
- f) Written Report ()
- g) Online Quiz ()
- h) Fill in the Blank Test ()
- i) True/False Quiz ()
- j) Choice Test ()
- k) Rubrics ()
- l) Knowledge Survey ()

11. Do you feel motivated with the assessment instruments that your teacher use?

Yes ()

No ()

Why?.....

THANKS FOR YOUR COLLABORATION

Annex 4. Consistence matrix

THEME: “THE WAYS OF ASSESSMENT AND THE IMPROVEMENT OF THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF BACHILLERATO AT ADOLFO VALAREZO HIGHS-SCHOOL. ACADEMIC PERIOD 2012-2013. LOJA-CITY”

| PROBLEMS | OBJECTIVES | HYPOTHESIS | VARIABLES | INDICATORS |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Problem:</p> <ul style="list-style-type: none"> • What is the role of the ways of assessment in the English teaching learning process with students of Bachillerato at “Adolfo Valarezo” High-School? Academic Period 2012-2013. <p>Sub-problems:</p> <ul style="list-style-type: none"> • How do the ways of assessment influence on the English teaching learning process with students Bachillerato at “AdolfoValarezo” High-School? Academic Period 2012-2013. • Which are the assessment instruments that support the English teaching learning process with students of Bachillerato at “Adolfo Valarezo” High-School? Academic Period 2012-2013. | <p>General:</p> <ul style="list-style-type: none"> • To determine the role of the ways of assessment in the English teaching learning process with students of Bachillerato at “Adolfo Valarezo” High-School Academic Period 2012-2013. <p>Specifics:</p> <ul style="list-style-type: none"> • To characterize the ways of assessment that influence on the English teaching learning process with students of Bachillerato at “Adolfo Valarezo” High-School. Academic period 2012-2013. • To determine the assessment instruments that support the English language learning with students of Bachillerato at “Adolfo” High-School. Academic Period 2012-2013. | <p>General:</p> <ul style="list-style-type: none"> • The ways of assessment play an important role in the English teaching learning process with students of Bachillerato at “Adolfo Valarezo” High-School Academic Period 2012-2013. <p>Specifics:</p> <ul style="list-style-type: none"> • There is little application of ways of assessment that affects the English English teaching learning process with students of Bachillerato at “Adolfo Valarezo” High-School. Academic Period 2012-2013. • The assessment instruments that teachers use to support the English teaching learning process with students of Bachillerato at “Adolfo Valarezo” High-School. Academic Period 2012-2013. | <p>Ways of Assessment</p> <p>English Teaching Learning Process</p> | <ul style="list-style-type: none"> ➤ Assessment ✓ Definition ✓ Ways of assessment ➤ English teaching learning process <ul style="list-style-type: none"> ➤ Assessment Instruments ➤ Teaching Process ➤ Learning Process ➤ Motivation in the assessment ➤ The assessment of basic skills together |

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