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ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE:

"EVALUATION AND THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF 1st, 2nd and 3rd YEARS OF BACHILLERATO AT "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA". ACADEMIC YEAR 2012 -2013"

Thesis as a previous requirement to obtain the Bachelor´s Degree in Science of Education, English Language Specialization.

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CERTIFIES:

That the research work entitled: **"EVALUATION AND THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF 1ST, 2ND, AND 3RD YEARS OF BACHILLERATO AT "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA". ACADEMIC YEAR 2012-2013".** Under the responsibility of the undergraduate student: Norma Isabel Guayllas Sarango has been thoroughly revised and monitored with scientific pertinence and rigorousness; thus as, having opportunely checked the progress reports of the research, giving them back to the applicant with the necessary observations and recommendations to ensure the quality of itself; I therefore, authorize the presentation of the thesis, for its subsequent sustentation, grading, and private and public defence.

Loja. 09 de Abril de 2014

Mg. Sc. Karina Celi Jaramillo

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AUTHORSHIP

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

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DEDICATION

The present research work is dedicated to God for giving me the strength during the development of research work. Likewise, I want to dedicate it to my dear mother, who gave me life and support in order to fulfill my dreams.

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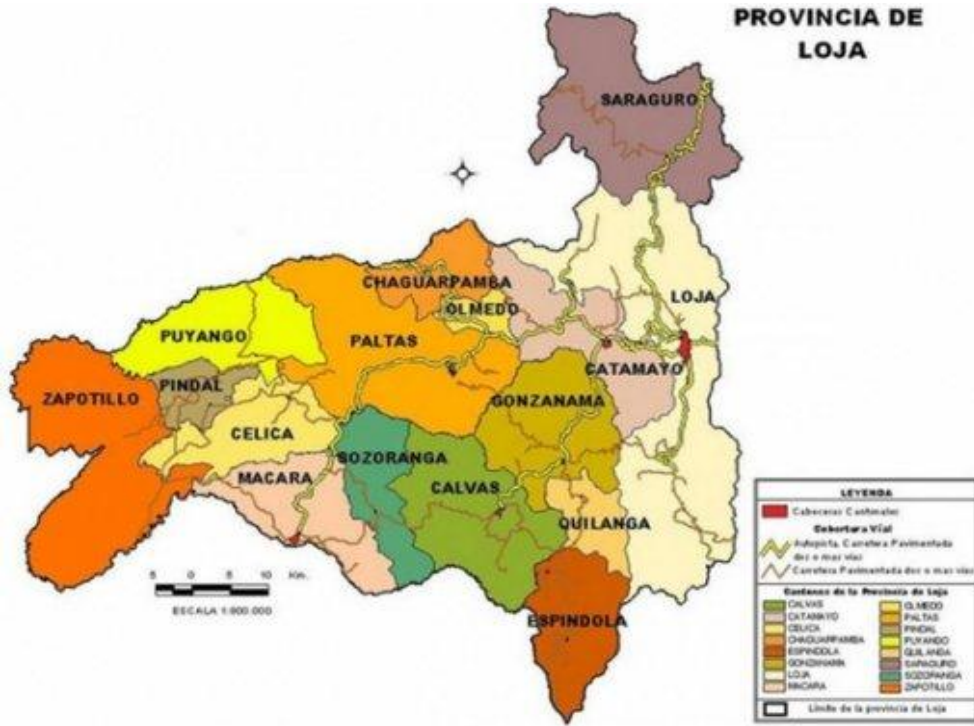
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THESIS SCHEME

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"EVALUATION AND THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF 1st, 2nd and 3rd YEARS OF BACHILLERATO AT "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA". ACADEMIC YEAR 2012 -2013"

b. RESUMEN

El presente trabajo de investigación titulado**: "EVALUACION Y EL PROCESO DE ENZEÑANZA Y APRENDIZAJE DEL IDIOMA INGLES CON LOS ESTUDIANTES DEL 1ER, 2DO, Y 3ER AÑO DE BACHILLERATO DE LA" UNIDAD EDUCATIVA ANEXA A LA UNIVESIDAD NACIONAL DE LOJA". PERIODO ACADÉMICO 2012-2013"** ha sido realizado con el propósito de analizar los tipos de evaluación que los profesores aplican en el proceso de enseñanza y aprendizaje del idioma Inglés.

Para llevar a cabo este trabajo investigativo, los siguientes métodos se aplicaron en el desarrollo del trabajo como: método científico, método analítico – sintético, método explicativo, método descriptivo y estadístico.

Además en Junio de 2012 se aplicó la técnica de la encuesta para recolectar información, la cual fue aplicada a 5 profesores de inglés y 100 estudiantes de la institución investigada.

Los resultados demostraron que tanto la evaluación formativa como la evaluación sumativa son los más aplicados por los profesores, mientras que el uso de la evaluación inicial es limitado lo cual no permite determinar conocimientos previos de los estudiantes, destrezas y sus necesidades del aprendizaje al inicio del año académico.

SUMMARY

The present research work entitled: "EVALUATION AND THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF 1st, 2nd and 3rd YEARS OF BACHILLERATO AT "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA". ACADEMIC YEAR 2012 -2013" has been done with the purpose of analyzing the types of evaluation that teachers apply in the English teaching-learning process.

In order to carry out every part of this research work, the following methods were employed: scientific, analytical-synthetic, explicative, descriptive and statistic.

Moreover, the survey technique was used to collect information which was applied to 5 English teachers and 100 students of the researched institution being done in June 2012.

The results showed that both formative and summative evaluation are the most applied by teachers, while initial evaluation use is limited which doesn't permit to determine previous students' knowledge, skills and their learning needs at the beginning of the academic year.

c. INTRODUCTION

Learning the English language has an international impact on different occupations that require the cultural and instructive development of citizens. Nowadays, we feel the need to learn English as a second language, both written and oral due to the modern technologies that are published in English language. It is important that students have interest in English, not as an obligatory subject but instead as professional development.

The present research work is about **"EVALUATION AND THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF 1st, 2nd and 3rd YEARS OF BACHILLERATO AT "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA". ACADEMIC YEAR 2012 -2013"** In this institution students face many problems with English language because many of them have the chance to take English courses but others don't have the same chance. Therefore the level of knowledge is different among students. Likewise, this is demonstrated in the differences in evaluation scores.

The evaluation is a curriculum component that compares quantitative and qualitative targets with the results achieved to improve the educational process. Moreover in learning, evaluation is considered a permanent process in the everyday life of teaching. It is a comprehensive process that identifies, analyzes and helps to make decisions regarding the achievements and short comings in processes, resources, and objectives.

The present research work has been undertaken as a contribution to improve the evaluation in English teaching learning process in the public institution where it was carried out. As well it helps to determine students' progress during teaching learning process so that teachers can analyze the objectives that students reached. Thus researcher has defined as an important theme that can help to improve education. It was also carried out in order to obtain the Bachelor's degree in sciences of Education English language specialization.

The main objective of this research work was to analyze the types of evaluation that teachers apply in the English teaching learning process with students of 1st, 2nd and 3rd years of Bachillerato at " Unidada Educativa Anexa a la Universidad Nacional de Loja" Academic year 2012- 2013.

The specific objectives established in this research work were both to analyze the instruments of evaluation that teachers apply and to know if the evaluation planning used by teachers contribute to get better students' outcomes in the English teaching learning process with students of 1st, 2nd and 3rd of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja" Academic year 2012- 2013.

 The researcher also established the general hypothesis for this work which states that "the evaluation is considered as a mean to assess the knowledge in the English teaching leaning process with students of 1st, 2nd and 3rd of Bachillerato at

" Unidad Educativa Anexa a la Universidad Nacional de Loja" Academic year 2012- 2013."

It was necessary to apply the scientific method in this research work to obtain, update and clarify the relationship between the information gathered in the research with the scientific explanation of the variables of the hypothesis and to formulate the conclusions and recommendations.

 Also, the researcher used the analytical - synthetic method to analyze the empirical information about the instruments applied in the field work; the descriptive method to describe the obtained results and to organize the information according to the hypotheses; the explicative method approve or disapprove the hypotheses through deductive explanation; and the statistic method to represent the data in chart and graphs.

The development of this report has been designed in the following order: first the summary that synthesizes the research work. Next, the introduction presents the research report that contains the general and specific goals, hypotheses and methods.

Then, literature review includes the main contents of the theoretical frame that were selected to support scientifically the development of this research work.

Following, it includes the methodology used to carry out the research, where methods, techniques, procedures and instruments were described, to obtain information about evaluation and the English teaching learning process.

Then the research work includes the main results that were obtained through the survey techniques, which were applied to English teachers and students. So the researcher analyzed, interpreted and contrasted each question with the theoretical frame. Likewise, in the discussion section the most important results were analyzed in order to verify if the stated hypotheses were accepted or denied.

It also presents conclusions which were drawn from the results obtained and the logical analysis carried out to verify the hypotheses stated.

Finally, it concludes with some recommendations or solutions to the different problems found in the researched Institution that students face with evaluation during English teaching learning process.

d. LITERATURE REVIEWING

EVALUATION

Definition

According to Sanders (2008) the evaluation is a tool for analyzing the effectiveness of the educational curriculum and for effecting change within all levels. Focusing on the performance of students alone does not tell us why a teaching procedure is or is not working. Teachers need to evaluate the whole teaching learning process in all its aspects in order to improve on the processes.

In the other hand, evaluation is a curriculum component that compares quantitative and qualitative targets with the results achieved to improve the educational process.

Moreover in learning, the evaluation is considered a permanent and comprehensive process that identifies, analyzes and makes decisions regarding the achievements and short comings in processes, resources, and results and depending on the objectives of education.

TYPES OF EVALUATION

- **Initial evaluation (diagnostic evaluation)**

Rodriguez (2006) defines as diagnostic assessment a type of evaluation which gives the teacher an understanding of the knowledge and skills that a student has

acquired to that point. This evaluation is intended to continue the learning sequence and to identify entry behaviors, to learn and integrate the topic of each class. It also requires students to study the day before the item will see the next day, in order to make a conscious integration of knowledge and practice with the frequency required to not forget what they learned. In addition it also determine students' situation at the beginning of academic year about English Language to determine the initial conditions both individual and group (what knowledge, and skills the students have) and as well the resources availability.

- **Formative evaluation**

Garrison, C (2010) the formative evaluation tries to obtain, analyze and provide us with information over the planning and development of a course, which is about a continuous performance of the students during the course. This method allows for the adoption of corrective measures with reference to the course (presentation of other learning opportunities, preparation of instructive materials, revision of curriculum, etc.) and with reference to the student (studies prescribed).

- **Summative evaluation**

Olenka (2009) points out that summative evaluation involves making necessary judgments about the worth of an education program after it is concluded. The evaluation is carried out at the end of a course or program for grading, certification and placement. It is used in making decisions regarding the future of the students teaming   or the program being developed; whether it should be continued or terminated, replicated or disseminated.

The purpose of summative evaluation is to value to each student in individual way with mark that students got during the teaching learning process or to express judgments about students' progress.

Good Educational Evaluation Tools

According to Pietro (2009) Evaluations tools help organize important information regarding your educational center's programs, activities and resources. In order to effectively evaluate an educational setting, the program must be broken apart, and the individual parts are scored dependent on how well they're working. Then, these individual scores are interpreted to decide which areas need improvement and which areas are running well.

Evaluation Worksheet

For Pietro (2009) creates an evaluation planner worksheet helps teachers work through the important information you'll need to perform an evaluation. List the names of the programs and courses that the school has, as well as who participate in the programs and who is affected by the programs. Rate each program in terms of how much it costs---give low, medium or high ratings.

Student Evaluations

Pietro (2009) states when teachers evaluate to get students' performance, he suggests the cover topics such as attendance, quality of work and grades. Rate each topic on a scale with the following options: never, sometimes, frequently and

always. Determine if the student completes his in-class and homework assignments on time; if he works independently; if he passes his tests; and if he participates in class. Students should also be rated on whether they pay attention in class and participate in after-school activities. To evaluate a student socially, notice how he engages with his peers and adults. Students should be accommodated regarding their educational needs, and the teacher should communicate with each student the same amount. Students should also be able to transition easily between activities and classes.

THE INSTRUMENS FOR THE LEARNING EVALUATION PROCESS

➢ **Written test.**

According to Rivera (1996) it is developed in writing with a number of items to which the student responds in the same way. With the written test, students demonstrate mainly cognitive learning acquired during a certain period. During the process of written test, teacher aims to collect evidence of the degree or extent to which learning is achieved. Therefore, teacher makes use to ensure achieving student performance in the course, subject, or content unit.

➢ **Oral testing.**

Landsberger (1999), Oral test is rarely tested in this institution because the task is considered too difficult with which large numbers of students and negative wash back effects on the teaching of oral skills. Here the purpose of this study is to

highlight the problems that are impeded in introducing the oral skills in the class. The issue of oral testing highlights a major problem for educators.

➢ **Objective test**

Murayama (2003) explains that objective test is a test that has right or wrong answers and so can be marked adjectively. It can be compared with a subjective test, which is evaluated by giving an opinion, usually based on agreed criteria. Therefore, objective test is popular because it is easy to prepare and take, quick to mark, and provide a quantifiable and concrete result. **For example:** True or false questions based on a text can be used in an objective test.

Casanova (2010) describes the following instruments included in tests these are:

➢ **Completion test (close test).**

It is made up of a number of true expressions given to the students, leaving out some key words. The aim of this test is that students, with their own knowledge and with the suggestions provided, be able to "supply the missing words."

➢ **Multiple choice tests.**

A multiple choice exam requires an especial method of preparation distinctly different from an essay exam. Multiple choice exams ask a student to recognize a

correct answer among a set of options that include 3 or 4 wrong answers (called distracter), rather than asking the student to produce a correct answer entirely from her/his own mind.

Students commonly consider multiple choice tests easier than an essay exam, for the following:

◆ The correct answer is guaranteed to be among the possible responses.
◆ Many multiple choices tend to emphasize basic definition or simple.
◆ Multiple choice tests usually contain many more questions than essay test, each question has a lower point value and thus offers less risk.

➢ **Association test.**

Association test refers to the representation in two columns placing a parenthesis at the right to write in the corresponding number or mark according to the expressed statements.

➢ **Selection test.**

Selection tests are used to determine the number of items that are presented to the students in order to classify according to an established questions. The students can meet some problems because the test faces, lies on the difficult for list marking.

- **Short test**

It is a simple test. Here the answer is one or two words to briefness. The data of the questions are precise and limited.

- **Assimilation test.**

It is formed by a set of statements or phrases which make up as association unit. These refer to the essential characteristics of a topic. The answer consists of just one word which is known as key word.

- **Correction mistake test.**

It has link with the True/False test. The difference in this type of test is that the students are asked to locate the error and write the correct answer in order to avoid it.

TECHNIQUES AND INSTRUMENTS OF EVALUATION.

For Avolio (1999) the techniques are procedures or activities that serve to be valued from knowledge, skills and abilities; while the instruments are the materials used to gain techniques information. Therefore, the evaluation consists in a set of strategies, techniques, instruments and decisions that keep relation with

the teaching strategies and the objectives that answer the contents (understanding by contents: skills and knowledge).

PRINCIPLES OF EVALUATION.

Bazo and Peñate, (2007). It is a process to determine the extent to which the instructional objectives have been achieved by the students. There are certain principles:

1. **Determining and clarifying what is going to be evaluated.**

A suitable device for evaluation can be selected only when it is clear to the evaluator as to what she or he wants to evaluate. The first step in the process of evaluation, therefore, is to clearly define the purpose of evaluation.

2. **Selecting evaluation techniques in terms of the purposes to be served.**

There are a number of evaluation techniques. Out of them one technique is appropriate in some cases which may not be so in others. Therefore, the evaluator needs to select the one which serves his/her purpose best. For example, if the institutional objective to be evaluated is the students' ability to organize ideas and facts into paragraphs then the written technique of test is the best choice. But if the listening of some passage with proper understanding of the content is to be tested oral testing techniques may be used.

3. Combining a variety of evaluation techniques for comprehensive evaluation.

A variety of evaluation techniques are used to evaluate students on all the aspects of achievement in a comprehensive way. Moreover, the use of a variety of techniques provides to evaluator more evidence the different aspects of students' achievement on different objectives and it helps he/she in making his/her evaluation of the students achievement more consistent, because more the evidence better the evaluation.

4. Knowing the strengths and limitations of various evaluation techniques to be able to use a particular evaluation device meaningfully.

The teacher should be aware of the limitations as well the strengths of that device for example, he/ she should know that scores on an essay type question are liable to subjectivity or in objective type questions there is always a possibility of guessing.

5. Evaluation is a means to an end, not an end in itself.

In the teaching learning process, evaluation should be done with a purpose, and not for the sake of evaluation only. Administering a test, scoring the scripts and collecting the data without making any use of this information for the students is a

waste of effort. In fact, evaluation should be used for taking decisions regarding further teaching, adoption of new materials and methods, necessity of remedial teaching, guidance to the students.

2. TEACHING LEARNING PROCESS

Introduction

Bilboa (2008) defines that the teaching learning process is the heart of education. It is dependent on the fulfillment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students.

✓ **How to organize the learning process.**

For Bilboa (2008) who programs to need to start of the real life, they can link and it can serve like guide to them. Nobody can program without having very clear the following resource such as economic, human element, space and time that can contribute to the development of the program.

Moreover, teachers need to form an ideal group to each kind of activity. There will be activities that they need to be treated by big groups, or group work or individual. The importance of the motivation in the learning process is sufficiently

proved. It is necessary to attend to a motivation, so the students can improve activities in different way.

✓ **GIVING FEEDBACK**

How do teachers give feedback?

Lindsay (2000) defines that giving feedback is giving information to students about their learning. It can focus on students' language or skills, the ideas in their work, behavior, and attitude to get better learning in evaluation process. Feedback motivates students and helps them to understand what their problems are and how they can be improved. Otherwise, it should be considered every day about the last class that helps to emphasize the cognitive process in the evaluation.

✓ **To select means and suitable activities to be graded**

According to Yañes (2008) the activities are various, but it is necessary to select the most adequate way for the target that is claimed. Here are the following activities: Attendance, notebook, written test, individual work, classroom participation, and extra-class activities are used like parameters to be graded.

DEVELOPMENT OF AN EVALUATION PLAN IN THE TEACHING LEARNING PROCESS

Definition

For Patton (2008). Evaluation planning identifies and organizes questions that you have about your programs and plots a route to get answers. Most questions that organizations probe though evaluation are in three categories:

- What did we do?
- How well did we do it?
- What difference did our program make? (What changes occurred because of our program?

There are two major forms of evaluation that help to answer these questions.

a. IMPLEMENTTION EVALUATION

Implementation evaluation plan starts with the identification of the activities of the program. The activities are the actions that the program takes to achieve desired outcomes.

Performance (outputs) is the tangible products of the programs' activities. Outputs are also the evidence of the activities. In implementation evaluation and outputs are the items teacher will actually measure to evaluate your activities.

b. OUTCOMES EVALUATION What difference did you make?

Outcomes evaluation are the changes achieved that teachers anticipate seeing as a results with the students through activities developed. Outcomes are frequently expressed as changes in knowledge, skills, attitudes, behavior, motivation, decisions, policies and conditions.

STUDENTS' PORTFOLIOS

Sweet 1993 states that portfolios are collections of students' work representing a selection of performance. Portfolios in classrooms today are derived from the visual and performing arts tradition in which they serve to showcase artists' accomplishments and personally favored works. A portfolio may be a folder containing a student's best pieces and the student's evaluation of the strengths and weaknesses of the pieces. It may also contain one or more works-in-progress that illustrate the creation of a product, such as an essay, evolving through various stages of conception, drafting, and revision.

Portfolios are valued as an assessment tool because, as representations of classroom-based performance, they can be fully integrated into the curriculum. And unlike separate tests, they supplement rather than take time away from instruction. Moreover, many teachers, educators, and researchers believe that portfolio assessments are more effective than "old-style" tests for measuring academic skills and informing instructional decisions.

ASPECTS OF THE LANGUAGE

Smilkstein (2003) presents the following aspects of language, they are:

Knowledge the professor recognizes what knowledge the students bring to class and connect this existing knowledge to new knowledge being introduced and in order to make it more extensive, more accurate, and more academic. The students' knowledge is an aspect of the tasks and contents that professor takes into account to assess the students level.

Skills the students develop skills though the following aspects of grammar vocabulary, listening, speaking, reading and writing.

Aptitude with regard to aptitude, students bring limited academic skills and inaccurate language skills to college.

Likewise the professor notes students' interest in English language through the development of activities made by students inside/outside of classroom.

IMPORTANCE OF PLANNING

Lindsay (2000) states that teachers need to carry out a daily planning that helps to recognize the process of teaching and time that is important to the development

the class. For that reason, the researcher has considered to research any types of planning.

There are three types of planning:

✦ Long term plan

A long-term plan shows how units of work in a subject are sequenced and distributed across years and key stages. Schools make decisions about the order and timing of units in a subject, focusing on curriculum continuity and progression in students' learning.

✦ Medium term plan

A medium-term is a planned sequence of work for a subject (or for more than one subject) for a period of weeks that serves for a number of lessons. In addition medium-term planning focuses on organizing coherent units of work. It identifies learning objectives, outcomes and indicates the activities that will enable these to be achieved. It usually show a sequence of activities that will promote progression and some information about the amount of time needed to cover the objectives.

✦ Short term plan

Short term plan is a set of activities for a week, a day, or a lesson. Short-term planning is based on the needs of individual school and teacher. Teachers often

use short-term plan to think through the structure and content of a lesson and to note information such as key questions, resources, and differentiation and assessment opportunities.

✤ Classroom Learning Activities

(FELDER, 2010) comments a central element of classroom learning is the design of learning activities. There are a wide range of activities used both inside and outside the classroom that promote active learning.

Students learn through their participation. It can be very helpful to vary the teaching and learning activities teachers employ in the classroom.

Warm up is a short, fun game which a teacher can use with students. The purpose is to encourage the students.

Extra class-activities are an integral part of the school´s programs through them students have the chance to develop the skills and values. Students learn to be responsible for their own behavior.

Show materials help to know new words and discus what kinds of the words can be presented in this way make these general points about presenting vocabulary visually, using real objects.

Motivating students has a major influence on our behavior so it is one of the most important parts in class and thus students are more excited to learn and participate.

Integrating technology in the English teachers can use the internet, digital media tools, and common software applications to enhance students learning. Where students can create visual aids for teaching, integrate video clips into presentation, and improve access to resources, such as online libraries.

DIDACTIC MOMENTS IN TEACHING LEARNING PROCESS.

Quispe (2010) considers that the teaching practice comply a process that consist in three principal stages, corresponding with some specific tasks of the teacher. They are:

◆ **Planning** is the foresight of what must be done.
◆ **Execution** is the materialization of the exposition. The physical space of the execution is typically the classroom.
◆ **Evaluation** is the check of the development of learning**.**

e. MATERIALS AND METHODS

1. Materials

The materials used to develop this research work were: books, Internet, dictionaries, computer, copies, and flash memory.

2. Methods

The methods applied in this research were:

✓ **The scientific method** was used because it guided to the logical explanation of the relations that were recognized in the researched object and consequently, the researcher can derived conclusions and recommendations to the issue. On the other hand, scientific method was useful to deduce the conclusions based on the theoretical frame.

✓ **The analytical – synthetic method** was applied in order to analyze the empirical information about the applied instruments and thus obtain the specific conclusions according to the preference of the results in the field information.

✓ **Descriptive method** was used to collect the information, to describe the obtained results. Then it allowed organizing the information according to the hypotheses and the indicators that was found out for each one of the variables.

✓ **The explicative method** was useful, in the explanation of the logical implications of the variables of every hypothesis so in this way it was possible to approve or disapprove them, through a descriptive deduction according to the obtained results contrasted with the theoretical frame.

✓ **Finally, statistic method** was used in order to represent the data in chart and graphics, to demonstrate a better comprehension from all surveys applied with teachers and students at "Unidad Educativa Anexa a la Universiad Nacional de Loja.

3. Techniques

In order to obtain the empirical information, researcher applied a survey to students and English teachers at "Unidad Educativa Anexa a la Universidad Nacional de Loja. It was applied in order to get the suitable information about evaluation that students and teachers face in the development of the English teaching learning process.

4. Procedures

◈ **Tabulation** helped to gather the information in the field work, the researcher used descriptive statistics for closed questions and unifying criteria from the reason or explanation of every question. It contrasted the information both

students and English teachers which permitted researcher get the real information.

◈ **Organization,** after organizing the empiric information, classifying the questions that served to prove every hypothesis and keeping in mind variables as a guide that helped to prove them, the next step was performed by interpretation and analysis.

◈ **Graphic Representation,** once the data were described, the researcher represented the data in tables and graphs to provide its interpretation and consequently the critical analysis of every question. Likewise the researcher used the diagrams to illustrate the information.

◈ **Logical analysis,** the information was interpreted in quantitative way according to the percentage of the graphic presentation and also it was analyzed with theoretical frame according to the variables of the specifics hypothesis.

◈ **Hypotheses verification** was demonstrated through a deductive hypothetical process supported in the logical analysis of the field investigation, then the final results were expressed in the descriptive way.

◈ **Conclusions and recommendations** were based on a specific analysis of the results and those served to give recommendations to the authorities of the

researched institution as also to the teachers and students in order to contribute whit the solution of the problems which motivated the present research work.

◈ **Population and sample**

there were 130 students and 5 English teachers from 1st, 2nd, 3rd years of Bachillerato. However, due to the big amount of students; it was necessary to apply a formula in order to get the sample of the students that is detailed in the next chart:

"Unidad Educativa Anexa a la Universidad Nacional de Loja".			
Courses	**Population**		**Sample**
1st of bachillerato	**A**	36	28
	B	33	25
2nd of bachillerato	**C**	25	19
3rd of bachillerato	**A**	36	28
Total	**130**		**100**
Teachers' population	5		5

f. RESULTS

Students and teachers' survey

HYPOTHESIS ONE

The instruments of evaluation applied by teachers are based on the objectives of the English teaching Learning process with students of 1st, 2nd and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja".

1. Do you think that evaluation is important in the teaching learning process?

(Teachers and Students)

a. CHART 1

Importance of evaluation	Teachers		Students	
	f	**%**	**f**	**%**
Yes	5	100	94	94
No	0	0	6	6
Total	**5**	**100**	**100**	**100**

Source: Teachers and students' survey
Author: Norma Isabel Guayllas Sarango

b. GRAPH 1
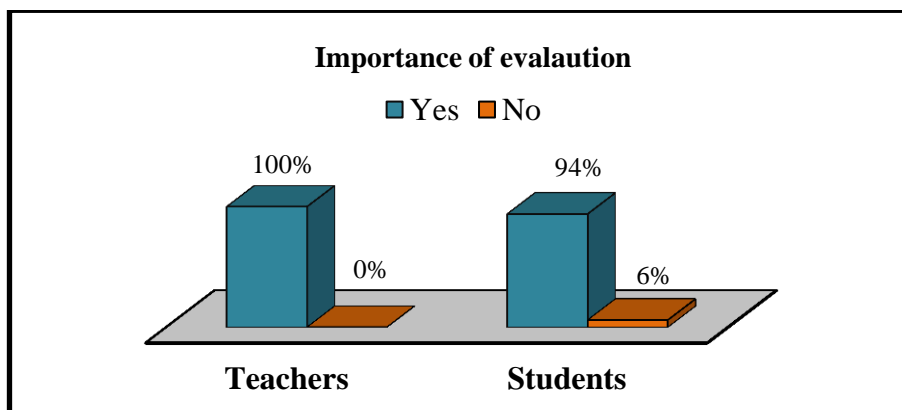
c. Logical analysis

The results show that all the teachers and the majority of students manifested that the evaluation is important in the English teaching learning process.

Sanders (2008), states that evaluation is important for learners to know that teachers are evaluating them, and to know how and when teachers are doing it. Furthermore, evaluation can tell the specific points of strength and weakness in teaching and learning about students.

2. Which of the following types of evaluation do you apply in the teaching learning process? (Teachers and Students)

a. CHART 2

Types of evaluation	Teachers		Students	
	f	**%**	**f**	**%**
Initial evaluation	4	80	47	47
Formative evaluation	4	80	96	96
Summative evaluation	5	100	67	67

Source: Teachers and Students' survey
Author: Norma Isabel Guayllas Sarango

b. GRAPH 2

Types of evalaution

■ **Teachers** ■ **Student**

Initial evaluation: 80%, 47%
Formative evaluation: 80%, 96%
summative evaluation: 100%, 67%
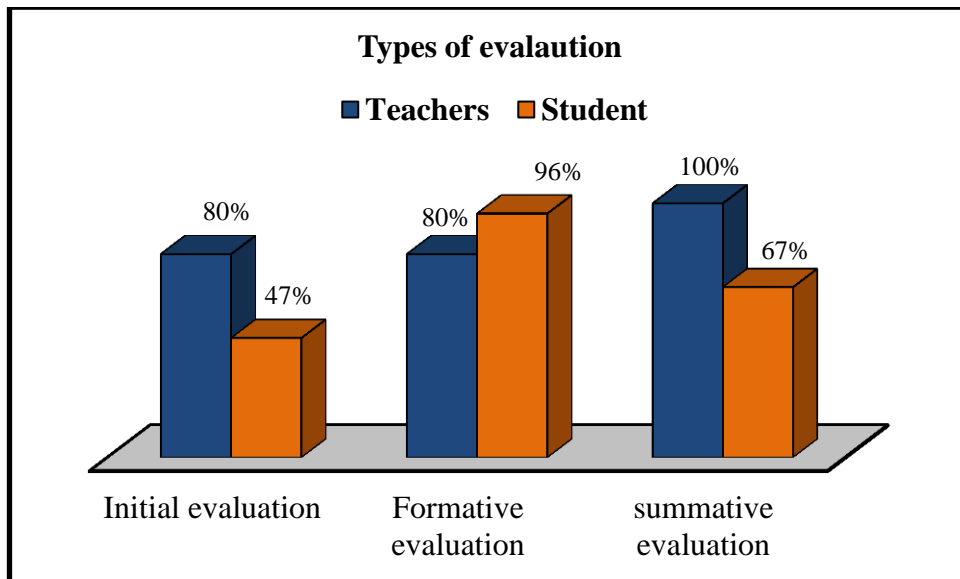
c. Logical Analysis

This question had the intention of collecting information about what types of evaluation are applied by teachers.

According to the results, all teachers responded that summative evaluation is the most applied and the majority of students reported that formative evaluation is the most applied.

Although, according to Rodriguez (2003) comments that the initial evaluation permits us to determine previous students' knowledge, skills and their learning needs, at the beginning of the school year.

Moreover, formative evaluation is a permanent evaluation developed by the teachers about activities during the process. And summative evaluation is used to get the performance of students at the end to make judgments about the worth of an education program after it is concluded.

These types of evaluation are linked in teaching learning process with the purpose collect important information about students' improvement in English language.

3. Which of the following instruments do you use to evaluate? (Teachers and Students)

a. CHART 3

Instruments used in a test	Teachers		Students	
	f	**%**	**f**	**%**
Written test	5	100	97	97
Oral test	3	60	74	74
Listening	4	80	55	55
Objective test	2	40	88	88
Completion test	3	60	97	97
Multiple choice test	4	80	85	85
Aptitude test	0	0	14	14
Association test	4	80	100	100
Logical test	0	0	20	20
Selection test	5	100	95	95
Short test	5	100	98	98
Assimilation test	0	0	29	29
Correction test	3	60	100	100

Source: Teachers and Students' survey
Author: Norma Isabel Guayllas Sarango

b. GRAPH 3

Instruments used in a test
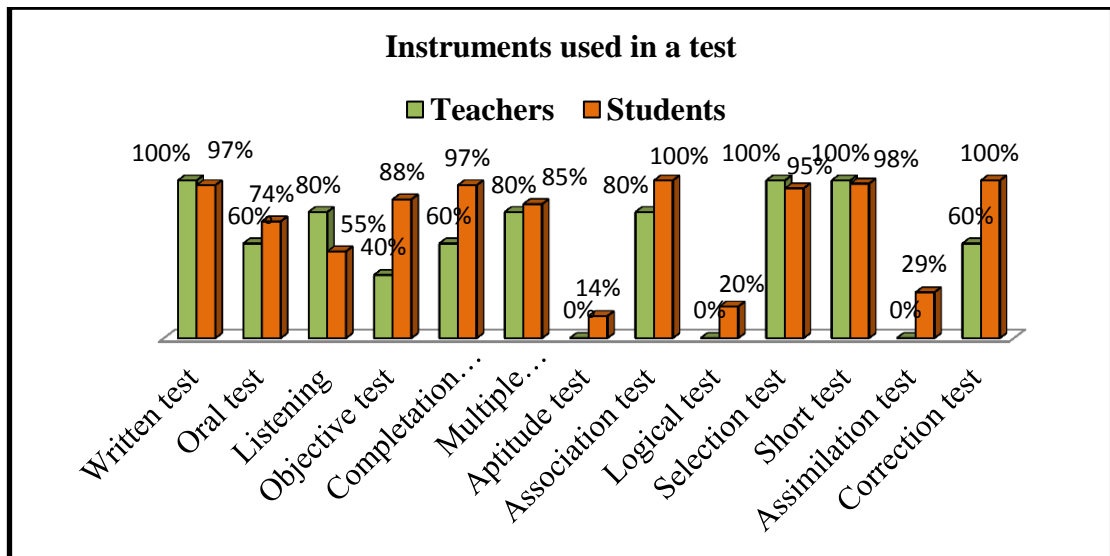
c. **Logical Analysis**

The findings demonstrate that all the teachers affirmed that written test; selection test and short test are involved in evaluation but in the other hand all students expressed that association test and correction test are considered in evaluation.

Therefore, regarding the theoretical frame, Casanova (2010) suggests that tests should include a variety of instruments in order to check the ability of students during the test. These instruments have a purpose of improving some skills with students in the English Language.

However, oral test, listening; objective test, completation test, multiple choice test and assimilation test. These instruments are not used in the same frequency of the others mentioned above.

4. When you take a test you review contents: (Teachers and students)

a. CHART 4

Reviewing of the contents in a test	Teachers		Students	
	f	**%**	**f**	**%**
Before	5	100	23	23
After	1	20	34	34
Sometimes	0	0	30	30
Never	0	0	13	13

b. GRAPH 4

Reviewing of the contents to take a test
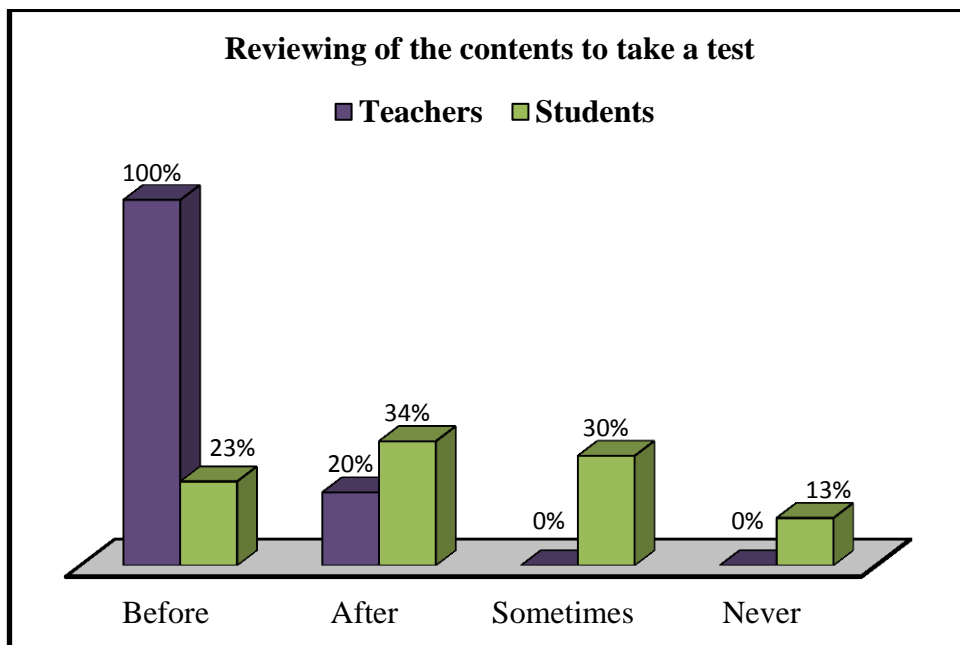
■ Teachers ■ Students

c. Logical Analysis

The graph shows that all the teachers do reviewing of the contents before and less than half of students said that teachers do reviewing of the contents after of taking a test.

Lindsay (2000) points out that reviewing content is to motivate students and to help them understand what their problems are and how they can improve. Therefore, it should be considered every day about the last class that helps to emphasize the cognitive process in the evaluation.

It helps students to remember better about topics studied last class or unit and feels more motivated during the test.

5. Which of the following activities do you consider to be graded? (Teachers and Students)

aCHART 5

Activities considered to be graded	Teachers		Students	
	f	**%**	**f**	**%**
Uniform	0	0	49	49
Notebook	2	40	85	85
Group work	4	80	64	64
Written test	5	100	99	99
Attendance	3	60	40	40
Individual work	5	100	91	91
Exposition	3	60	35	35
Classroom participation	5	100	91	91
See types of social life	0	0	5	5
Extra-class activities	5	100	99	99

Source: Teachers and Students' survey
Author: Norma Isabel guayllas Sarango

b. GRAPH 5

Activities considered to be graded

Teachers ▪ Students

Uniform: Teachers 0%, Students 49%
Notebook: Teachers 40%, Students 85%
Group work: Teachers 80%, Students 64%
Written test: Teachers 100%, Students 99%
Attendance: Teachers 60%, Students 40%
Individual work: Teachers 100%, Students 91%
Exposition: Teachers 60%, Students 35%
Classroom...: Teachers 100%, Students 91%
See types of social life: Teachers 0%, Students 5%
Extra-class activities: Teachers 100%, Students 99%

c. Logical Analysis

This question had the purpose of gathering information about activities considered by teachers in order to be graded in the teaching learning process.

The graph shows that all the teachers answered that they use written test, individual work, classroom participation and extra-class activities, therefore most of the students coincide with extra-class activities and written test that teachers consider to be graded.

As for theory reference, Yañez (2008) documents the activities are various but also it is necessary to select the most adequate way for the target that is claimed.

Here are the following activities: Attendance, notebook, written test, individual work, classroom participation, and extra-class activities are used like parameters to be graded. Through those activities students demonstrate their progress that teachers hope to reach with them. Regarding students' results indicate that teachers consider activities as efforts from students in order to be graded.

HYPHOTESIS TWO

The evaluation planning used by teachers contribute to get better learning' outcomes in the English teaching learning process with students of 1st, 2nd and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012 – 2013.

6. Do you draw up an evaluation plan in the teaching learning process? (Teachers and Students)

a. CHART 6

Evalaution plan	Teachers		Students	
	f	**%**	**f**	**%**
Yes	5	100	72	72
No	0	0	28	28
Total	**5**	**100**	**100**	**100**

Source: Teachers and Students' survey
Author: Norma Isabel Guayllas Sarango

b. GRAPH 6

Evalaution plan

■ Yes ■ No

100%

72%

28%

0%
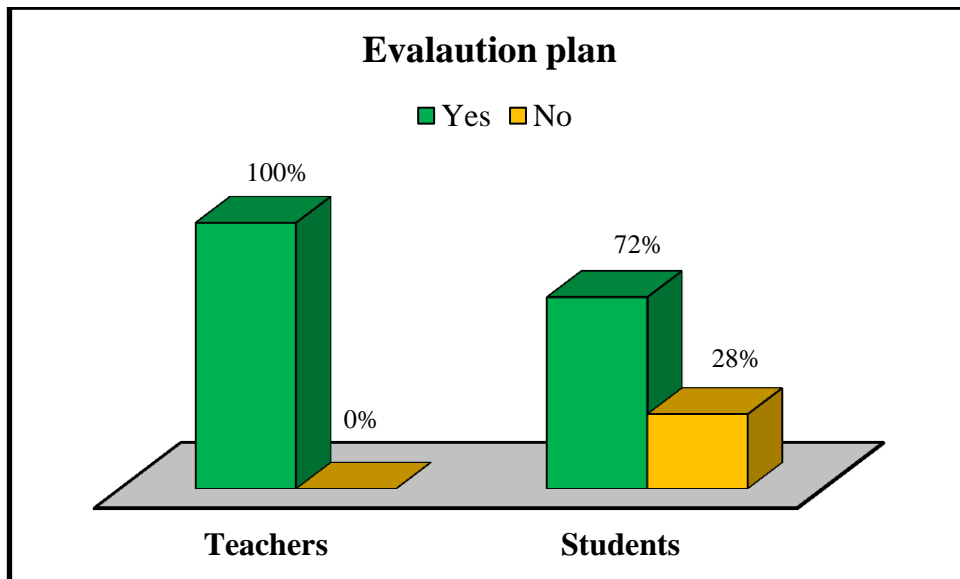
Teachers   **Students**

c. Logical Analysis

The data demonstrates that all teachers said that they draw up an evaluation plan in the teaching learning process while the majority of students agree with teachers' answers.

Earl (2002) describes that evaluation plan helps to organize questions that teachers have about their programs and plot a route to get answers. The purpose of evaluation planning is to identify questions that will permit students to find answers. Likewise, evaluation plan helps teachers organize resources, the time and activities that can be developed with students during the class.

7. Which of the following types of planning do you apply in the teaching learning process? (Teachers and Students)

a. CHART 7

Type of planning	Teachers		Students	
	f	**%**	**f**	**%**
Long-term plan	3	60	27	27
Medium-Term plan	3	60	43	43
Short-Term plan	5	100	98	98

Source: Teachers and Students' survey.
Author: Norma Isabel Guayllas Sarango

b. GRAPH 7
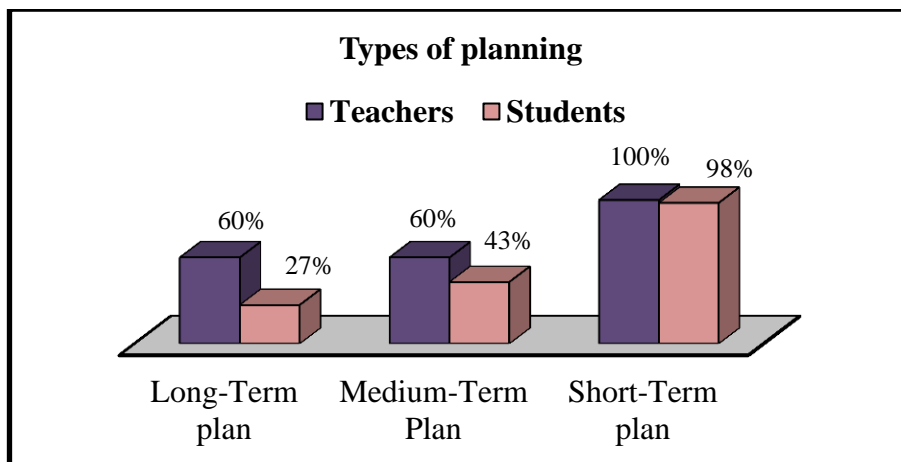
c. Logical Analysis

According to the results, all the teachers and majority of students express that short-term plan is the most applied in the teaching learning process.

Therefore, Brown (2001) comments the following types of planning: Long-term plan is considered to make a decision about the order and timing of units in a subject, focusing on curriculum continuity and progression in students' learning. A medium-term plan identifies learning objectives and outcomes. In addition, short-term plan is a set of activities for a week, a day, or a lesson organized to develop while teaching.

Types of planning help to design or select the most appropriate activities putting them in the best order and choose the most suitable teaching.

8. Which of the following activities contribute to the improvement of students' skills during the class? (Teachers and Students)

a. CHART 8

Activities contribute to the improvement of students' skills	Teachers		Students	
	f	%	f	%
Warm up	4	80	29	29
Collect the homework	4	80	88	88
Show suitable material	4	80	15	15
Topic presentation	5	100	88	88
Make some celebration	1	20	21	21
Give extra-class activities	3	60	93	93
Explain only English	2	40	57	57
Make to participate the students	5	100	88	88
Use technology resources	2	40	15	15
Motivate the students	5	100	65	65
Check attendance of students	4	80	65	65
Teachers' explanation is satisfactory	2	40	57	57

Source: Teachers Students' survey
Author: Norma Isabel Guayllas Sarango

b. GRAPH 8

Activities contribute to the improvement of students' skills
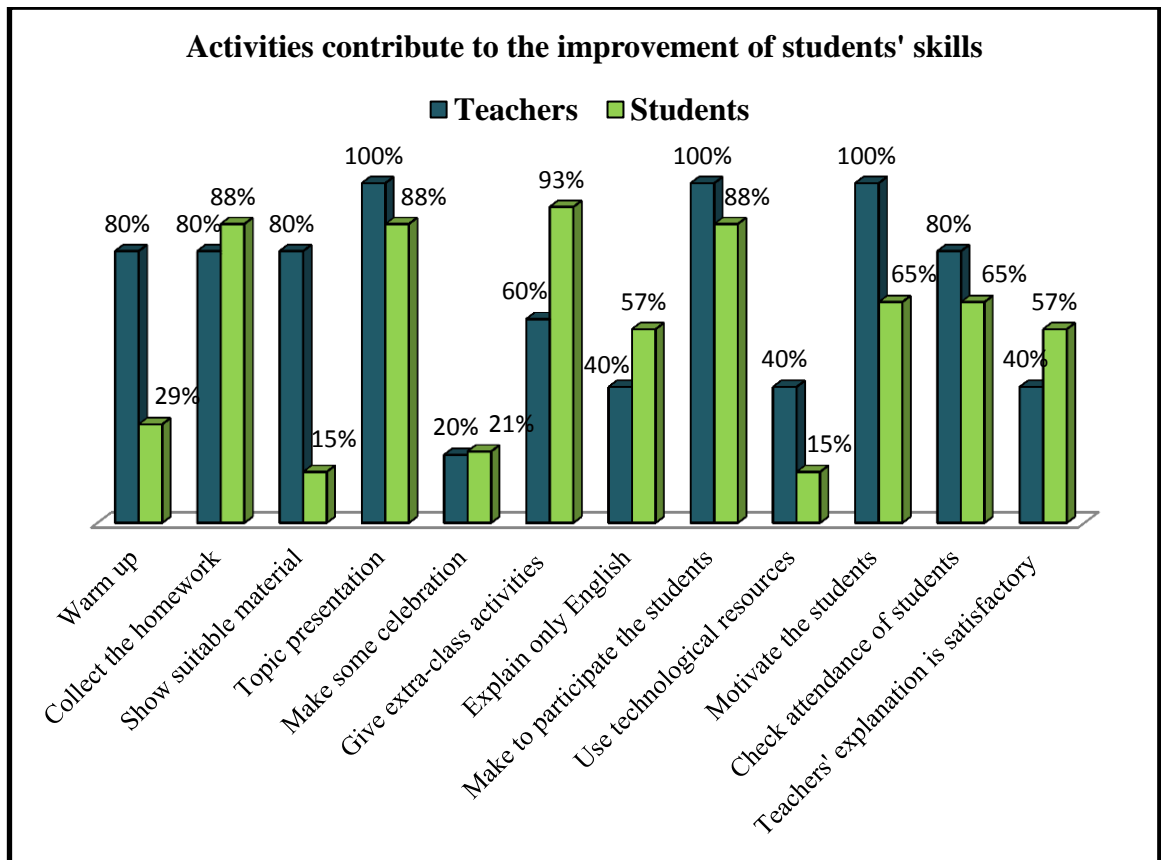
c. Logical Analysis

The graph shows that all the teachers said that following activities: presenting the topic, make students participate, and motivating students, them help to the improvement of students' skills but the majority of students answered that teachers give extra-class activities during the class.

Acoording to (Felder, 2010), a central element of classroom learning is the design of activities. There is a wide range of activities that are involved in lesson plan in order to produce some abilities both inside and outside the classroom with

students and they get more involved to participate in those. However, it is evident that teachers and students are taking into account the activities as an important part to carry out the class in the English teaching learning process.

9. What aspects of the language do you evaluate in the English teaching learning process? (Teachers and Students)

a. CHART 9

Aspects of language used to evaluate	Teachers		Students	
	f	%	f	%
Knowledge	5	100	93	95
Skills	5	100	58	58
Attitude	3	60	56	56
Grammar Vocabulary	5	100	95	95
Interest about English	3	60	61	61

Source: Teachers and students' survey
Author: Norma Isabel Guayllas Sarango

b. GRAPH 9

42
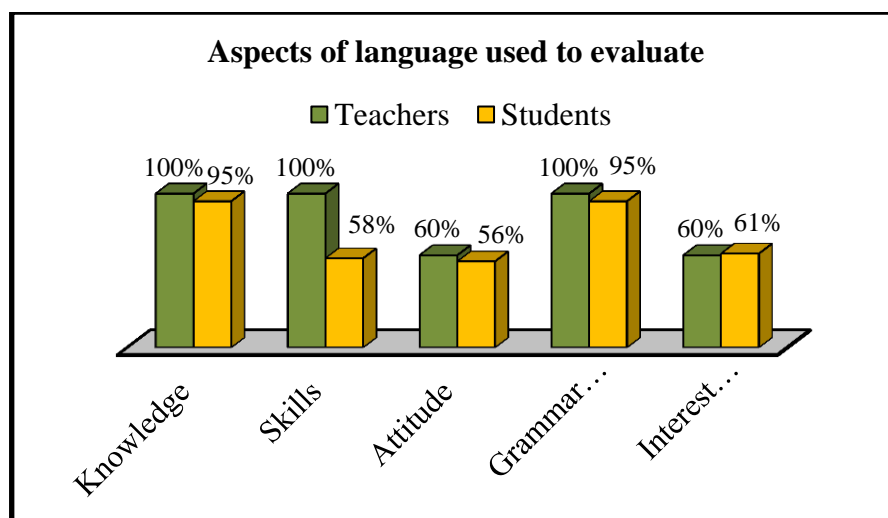
c. Logical Analysis

The graph shows that all the teachers affirmed that they evaluate knowledge, skills and grammar vocabulary as aspects of language and also the majority of students answered that knowledge and grammar vocabulary are evaluated in the English teaching learning process.

In addition, according to Smilkstein (2003) to evaluate students, teachers must take into account some aspects like: knowledge, skills, attitudes, grammar vocabulary and interest about English. These are the main aspects involved in the English Language that teachers and students demonstrate.

The aspects entail the development of a particular skill with students in the teaching learning process.

10. What is the students' performance in the English language teaching learning process? (Teachers and Students)

a. CHART 10

Students' performance	Teachers		Students	
	f	%	f	%
(9-10) Outstanding	1	20%	14	14%
(8-7)Very good	4	80%	61	61%
(6-5)Little Satisfactory	2	40%	21	21%
(4-1) Deficient	0	0%	4	4%

Source: Teachers and Students' survey
Responsible: Norma Isabel Guayllas Sarango

b. GRAPH 10

Students' Performance

■ **Teachers**　■ **Students**

80%			
	61%		
		40%	
20%		21%	
	14%		0%　4%
(9-10) Outstanding	(8-7) Very good	(6-5) Little Satisfactory	(4-1) Deficient
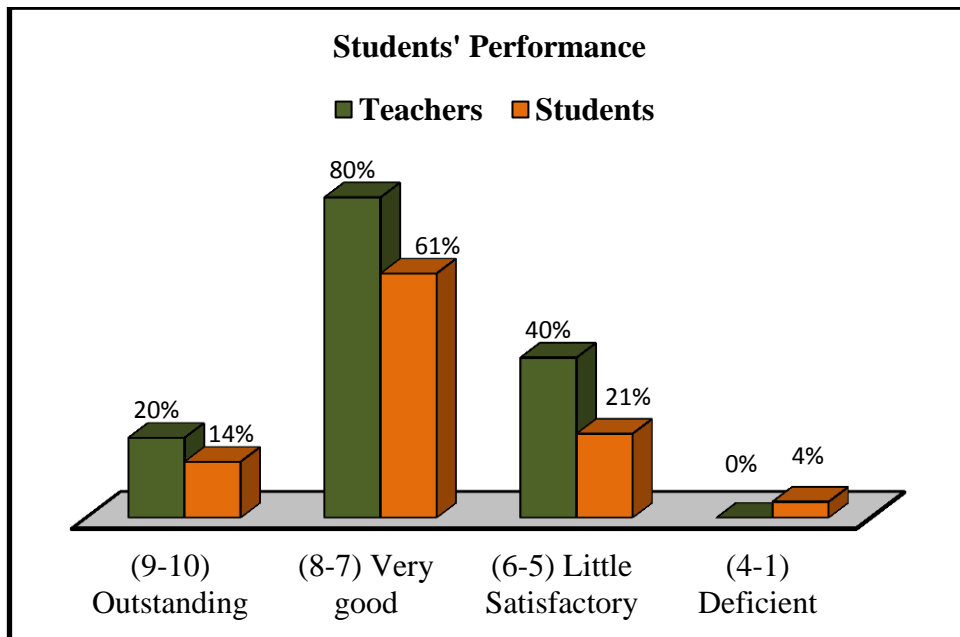
c. Logical Analysis

According to the results, the majority of teachers and more than half of students agree that the students' performance is very good.

Regarding to the theory, Sweet (1993) describes that students' work represents a selection of performance in classroom derived from the visual and performing arts tradition in which they serve personally favored works. They can be fully integrated into the curriculum with their respective grade.

g. DISCUSSION

HYPOTHESIS ONE

a. STATEMENT

The instruments of evaluation applied by teachers are based on the objectives of the English-teaching learning process with students of 1st, 2nd and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012-2013.

b. DEMONSTRATION

The first hypothesis has two variables. The first one is the instruments of evaluation applied by teachers based on objectives, and the second one is the teaching learning process with students of 1st, 2nd and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012-2013.

To verify it, the following questions were examined:

➢ In question **number ONE**, it was about the importance of evaluation in the English teaching learning process, 100% of teachers and 94% of students said that it is important. It is notable that teachers are conscious that evaluation helps them to notice about students´ strength and weakness.

➢ In question **number TWO,** where 100% of teachers answered that they apply summative evaluation and 96% of students stated that teachers apply formative evaluation. Analyzing this, it doesn´t mean that teachers don´t apply the other types of evaluation: initial and formative, students believe that the most used evaluation is called formative.

➢ In question **number THREE,** 100% of teachers expressed that they include: written test, selection test and short test. However, 100% of students voiced that association and correction test are being included too. Then, the results determine that instruments are limited in the language learning process.

➢ In question **number FOUR**, which was about reviewing of contents to take a test**,** 100% of teachers review the contents before while 34% of students stated that teachers review the contents after taking a test. This means that teachers are reviewing the contents with students; moreover, teachers motivate students during the test to accomplish the objectives of the teaching learning process.

➢ In question **number FIVE**, 100% of teachers said that written test, individual work, classroom participation and extra-class activities are being considered as graded activities, 99% of students revealed that teachers consider the following activities to be graded: written test and extra-class activities. It is easy to understand that teachers appreciate students' efforts in order to be graded and these activities contribute to better students' progress.

c. DECISION

Based on the results and analysis, **the first hypothesis is accepted** because it has been demonstrated that the instruments of evaluation applied by teachers are based on the objectives of the English teaching learning process with students of 1st, 2nd and 3rd years of bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012-2013.

HYPOTHESIS TWO

a. STATEMENT

The evaluation planning used by teachers contributes to get better learning' outcomes in the English teaching learning process with students of 1st, 2nd and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012 – 2013.

b. DEMONSTRATION

The second hypothesis has two variables the first one: evaluation planning used by teachers and the second one to get better learning' outcomes in the English teaching learning process.

➢ Question **number SIX**, was about evaluation planning drawn up by teachers, 100% of teachers design evaluation plan, while 72% of students indicated that

teachers design an evaluation plan. It means that during the teaching learning process teachers do an evaluation planning to identify and organize questions that they have about their programs and plots a route to the students get answers.

➢ In question **number SEVEN**, the results indicated that 100% of teachers and 98% of students have said that short term plan is used frequently during a class. It is easy to appreciate that short term plan is involved in evaluation planning being the most applied by teachers as support to develop daily activities of the program with students. It doesn't mean that teachers don't apply other types of planning.

➢ Question **number EIGHT**, which was about activities contribute to the improvement of students' skills during the class, 100% of teachers develop the activities called topic presentation, motivate the students and make to participate the students, while 93% of students stated that teachers give extra-class activities. This is notable that teachers' activities involve students´ participation, and also motivate them in the class giving chance to get better learning' outcomes.

➢ In question **number NINE**, which refers to aspects of language, 100% of teachers pronounced that knowledge; skills and grammar vocabulary are aspects of language to evaluate, while 95% of students stated that grammar vocabulary is considered to evaluation. Here it is evident that teachers evaluate students the majority of the aspects of English language.

> Finally, in question **number TEN**, which was about performance of students, 80% of teachers and 61% of students said that students' performance is very good (8 -7). It is easy to understand that students are at an acceptable level of English Language knowledge.

c. DECISION

Through the results obtained with teachers and students, after the respective demonstration of the questions applied, **the second hypothesis is approved** which confirms that the use of evaluation planning used by teachers are contributing to get better learning' outcomes in the English teaching learning process with students of 1st, 2nd and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012 – 2013.

h. CONCLUSIONS

The research work has been concluded that:

- Types of evaluation influence on students' knowledge; for teachers evaluation is very important, however students do not realize about the types of evaluation that teachers apply in the English teaching learning process with students of 1st, 2nd, and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012 – 2013.

- Teachers use only some instruments of evaluation which permit to know the students' ability in a test. In other words, these are applied with the purpose of improving learners' skills in the teaching learning process.

- In the English teaching-learning process teachers apply long term, medium term and short term planning. It is essential to mention that the short term plan is the mostly used; with it teachers plan activities to achieve the desired outcomes and also to get better learning results during the evaluation process.

- Teachers evaluate students' aspects like knowledge, skills and grammar vocabulary which are good. On the other hand attitude and interest about English are also taken into account, but less frequently which contributes to the teaching-learning process anyway.

i. RECOMMENDATIONS

According to the conclusions obtained, the researcher mentions the following recommendations:

+ Authorities of this Establishment should plan a workshop concerning the types of evaluation in order to familiarize students about when the types of evaluation take place within the teaching learning process. And through them, teachers can check students' progress helping them to overcome the learning difficulties.

+ Teachers should do research on innovation instruments of evaluation, and as well, they should use all the instruments they know in order to facilitate students' chance to demonstrate their productive skills. That way, teachers would be able to appreciate the needs that students have with English language. So that, students could reach excellent levels of knowledge.

+ Teachers should incorporate in their evaluation planning a variety of activities with the purpose to prepare students to the evaluation process, helping them to get good learning' outcomes and improve their speech.

+ Teachers should explain students about which are the aspects of English language that they take into account to evaluate. In order to make aware students are more responsible with their aspects inside / outside of classroom that as students could demonstrate their learning strengths.

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k. **ANNEXES**

UNIVERSIDAD NACIONAL DE LOJA

Área de la Educación El arte y la Comunicación

ENGLISH LANGUAGE CAREER

THEME

"EVALUATION AND THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF 1st, 2nd and 3rd YEARS OF BACHILLERATO AT "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA". ACADEMIC YEAR 2012 -2013"

Thesis project as a previous requirement to obtain the Bachelor´s Degree in Science of Education, English Language Specialization

Author: **Norma Isabel Guayllas Sarango**

LOJA – ECUADOR
2013

a. THEME

"EVALUATION AND THE ENGLISH TEACHING LEARNING PROCESS WITH THE STUDENTS OF 1st, 2nd and 3rd YEARS OF BACHILLERATO AT "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA". ACADEMIC YEAR 2012 -2013"

b. PROBLEM STATEMENT

Background

To the development of the thesis project. It is convenient to point out the Educational Institution and do a brief description where it will be carried out. "UNIDAD EDUCATIVA ANEXA A LA UNIVERSIDAD NACIONAL DE LOJA" was founded on September 28th, of 1971 through resolution of the H. Consejo Universitario from Universidad Nacional de Loja as attached establishment named Faculty of Philosophy, Letters and Educational Sciences of that time.

The high school began its academic work with fifteen teachers, one rector and his was Lic. Mario Enrique Jimenez, three vocals and a secretary; the intention was to form a better center to train teachers as professionals in Initial, Basic General Education and Bachillerato. In addition, it has a purpose of helping to the citizenship of Loja city in south of Ecuador.

The Ministry of Education and the culture, had given the support to the appeal of the principle authorities of these time. So, it has authorized the function of eight year of Basic Education, from academic year 1971-1972, through Resolution Number 95 on January 29th, 1972.

In the1977 year the authorities had the need of extending the University, with the one purpose of linking the Universidad with the community. In this time "Unidad

Educativa Anexa a la Universidad Nacional de Loja" was extended in Motupe area branch to generate change alternatives to elevate the life conditions of this important area of the city.

Considering the aspiration of students, the community requirements and the scientific technology advancements, the technical Unidad Educativa Anexa a la Universidad Nacional de Loja was created through an agreement of Sub-Secretaria Regional de Educación and culture of the Austro N° 041 on March 29th, 2001.

Nowadays, this public Institution is structured like "Unidad Educativa Anexa a la Universidad Nacional de Loja" that offers the following specialties:

Science Specialties:

- ✓ Physics- Mathematics
- ✓ Chemist –Biology
- ✓ Social Sciences

However, "Unidad Educativa Anexa a la Universidad Nacional de Loja" has increased a great amount of teachers that corresponds to eighty educators; they are contributing to the development of the education in order to form quality students in different specialties.

The mission of the" Unidad Educativa Anexa a la Universidad Nacional de Loja " is to give integral education to the students that study in the Basic Education and Bachillerato, under a scientific conception of the world, society, science, knowledge and learning, that facilitate in the students, the development of values such as: responsibility, critical reflective attitudes, the moral and social values that work and productive life demand; to contribute as a center of the practice to the educators and educative investigation; to offer serves of improving, researching and pedagogical cooperation in the influenza area.

The vision of this educative institution is to offer quality educative services in the scientific technical order and the formation of values like the defense of the human rights, social justice, conservation and development of the environment dignity, liberty and responsibility with they count on a highly qualified professional profile. It also has a sufficient and pertinent infrastructure to contribute to the human development.[1]

✿ CURRENT SITUATION OF THE RESEARCH.

The English language is recognized as a second official language of communication around the world, since it is mainly used to understand and to produce scientific, technical and educational information. For that reason, the English has become one of the most spoken Languages around the world.

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[1]Magazine of "Unidad Educativa Anexa a la Universidad Nacional de Loja" High School.

In the last decade, the evaluation has become an important part in some fields in order to know the level of knowledge, experience and result that can contribute in different function.

Nonetheless, many people through evaluation have got prize and certificate by their good progress in different field that has been relevant to institution. In Ecuador, the evaluation has been considered as a real process and but also, it is an indispensable phase in daily activities in our life such as: individual and group. In our country, the Education of Ministry has been analyzing to students and teachers in teaching –learning process through evaluation, with the proposal to improve the education.

For that reason the researcher as future English teacher needs to be involved in the problematic of the Evaluation, and the researcher tries to look for solutions to the main problems that are presented in the English teaching learning process.

As a conclusion, the researcher has considered an actual systematic process that evaluation should be permanent to teachers. Besides, it helps to determine if in fact certain changes take place in the students. On the other hand, the students should be more responsible with the evaluation. Because researcher considers that it is the main of problem that affects to the students.

✪ THE RESEARCH PROBLEM.

After have analyzed the problem, the researcher has detected as a mainly problem is the following:

What are the types of evaluation considered by teachers in the English teaching learning process with students of 1st, 2nd, and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012- 2013?

✪ DELIMITATION OF THE RESEARCH.

- **Temporal.**

The present thesis project will be carried out at "Unidad Educativa Anexa a la Universidad Nacional de Loja".Academic year 2012-2013.

- **Spatial.**

There search will be carried out at "Unidad Educativa Anexa a la Universidad Nacional de Loja",which is located at ciudadela Universitaria Guillermo Falconi Espinosa Reinaldo Espinoza and Pio Jaramillo Alvarado Avenue, s/n. Área de Educación, Arte y Comunicación.

- **Observation units.**

The people who will be involved in the present thesis project are: five English teachers and One hundred students of 1st, 2nd and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja".

✿ SUB-PROBLEM

- ✓ What are the instruments of evaluation that teachers apply in the English teaching Learning process with students of 1st, 2nd and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012-2013?

- ✓ Does the evaluation planning used by teacher contribute to get better learners' outcome in the English teaching learning process with the 1st, 2nd and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012-2013?

c. JUSTIFICATION.

The duty of Universidad Nacional de Loja is to offer professionals of quality with strong bases Scientifics, techniques and values that contributes to the needs of citizenship and find solutions of the students' problem that is presenting nowadays.

Over the last two decades, evaluation has become a major issue for academics, legislative, public organizations and businesses throughout the world. Otherwise, evaluation was launched to support dialogue internationally and to build bridges within this expanding field.

Through evaluation, Ecuadorian people have been dismissed from their function by mistakes that these have not been contributing in a good way the development to our country.

The evaluation, however, can be applied to everybody might be in: economic, political, ideological, social and including cultural.

Nevertheless, Ecuador has the need to be evaluated by being a producer and exporting country. So that people can improve the development of our country through workshops, seminaries, and other ways.

This research has a purpose of getting a real knowledge about **"Evaluation and the English teaching learning process with students of 1st, 2nd and 3rd years of**

Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012- 2013".

Researcher has chosen this problem because researcher thinks that this investigation will facilitate to researcher to determine the importance of evaluation and at the same time to find strengths and weaknesses that are in the teaching learning process.

Moreover, evaluation is an essential issue into educational field and it can help both teachers and students to develop their skills in a better way and accomplish their objectives in the professional life. Besides, evaluation permits measuring the teachers´ knowledge and how much students are learning to get good results during teaching learning process.

On the other hand, English teachers must research new ways of evaluating to their students to find what the most students' common mistakes are with purpose of solving those problems adequately and that students have the facility to develop it.

d. Objectives.

General:

To analyze the types of evaluation that teachers apply in the English teaching learning process with students of 1st , 2nd and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja".Academic year 2012-2013.

Specifics:

✓ To analyze the instruments of evaluation that teachers apply in the English teaching-learning process with students of 1st, 2nd, and 3rd years of Bachilleratoat "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012- 2013.

✓ To know if the evaluation planning used by teachers contribute to get better learning' outcomes in the English teaching-learning process with students of 1st, 2nd, and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012- 2013.

✓ To establish the corresponding conclusion and recommendation.

1. EVALUATION

Definition

Evaluation involves assessing the strengths and weaknesses of programs, policies, personnel, products, and organizations to improve their effectiveness.

So, Evaluation is defined variously, depending on the subject matter, applied methodology or the application of its results. In general, the definition of evaluation can be stated as judgement on the value of a public intervention with reference to defined criteria of this judgement.

On the other hand, evaluation is a curriculum component compares quantitative and qualitative targets with the results achieved to improve the educational process.

Moreover in learning, the evaluation is considered a permanent and comprehensive process that identifies, analyzes and makes decisions regarding the achievements and short comings in processes, resources, and results and depending on the objectives of education.

In this sense, the traditional numerical or conceptual quantification of the knowledge acquired by the learner is not only partial but the meaning is far deeper

than is the evaluation process by processes and values, since this part of student growth as a person managing and aware of their own construction, and therefore knowing your mental, emotional, volitional and psychomotor development to their personal development and knowledge acquisition.

This self-assessment is essential, because the same students need to identify and support their strengths and correct their mistakes to become aware of their development and training as an autonomous person, capable of self-education permanently.

As regards to the subject's assessment processes and values go far beyond identifying the teacher makes the subject knowledge taught. It includes a comprehensive and permanent, self-assessment of all the power supported educable student's learning processes, their development and growth in every one of its processes, learning to educate themselves as the most important of the training areas, and through the processes, curriculum content as simulated by the learner.

They must evaluate all curriculum components and resources such as curriculum, textbooks, grants, teaching, methodology, evaluation, community and all that in some way involved in the learning process.[2]

2.SANDERS, J.R. 2008. Evaluating school programs: An educator's guide. New-bury Park, CA: Corwin Press.
CASANOVA, M. A La evaluación garantía de calidad para el centro educativo.Zaragooza, Edelvives. 2010.

Importance

Evaluation is important for learners to know that teachers are evaluating them, and to know how and when teachers are doing it. Vocabulary, language skills, motivation and general progress against each learner's name.

STEPS TO THE DEVELOPMENT OF THE EVALUATION.

The sequence may also vary and in fact develop several steps simultaneously. Suggested steps are:

- Defining what is going to be evaluated, this is the essential step of the evaluation process. It is necessary to establish what content to include in the evaluation.

- Determination of procedures, from the first step you can set the most favorable situation and the type of instruments that can best serve to collect relevant information.

- Development of the instrument, the instrument should be developed with a password or code answers.

- Definition of parameters, to establish the minimum level which is acceptable that students have to reach.

- Implementation of the instrument, it should be in the best conditions for the student to demonstrate their actual capacity, given enough time and ensuring an environment that allows maximum concentration and tranquility.

- Review, the teachers' hall review and rating assignment.

- The position is the culminating trial analysis of the achievement of objectives for a given stage of development of the teaching-learning process.[3]

TYPES OF EVALUATION

◈ **Initial evaluation (diagnostic evaluation)**

The teacher evaluates by writing to all students about knowledge, prerequisites for the class topic. This evaluation is intended to continue the learning sequence and to identify entry behaviors, to learn and integrate the topic of each class. It also requires students to study the day before the item will see the next day, in order to make a conscious integration of knowledge and practice with the frequency required to not forget what they learned.

◈ **Formative evaluation**

The formative evaluation tries to obtain, analyze and provide us with information over the planning and development of a course, which is about a continuous performance of the students during the course. This method allows for the adoption of corrective measures with reference to the course (presentation of other

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[3]DEOLIVEIRA LIMA, (2008). Lxvm, MutacionesaiEdumaon, lidit. I Lumanistas, Buenos Aires, pag.53.

learning opportunities, preparation of instructive materials, revision of curriculum, etc.) and with reference to the student (studies prescribed).

However, the formative evaluation may be fulfilled by means of repeated tests which the student himself will correct and subsequently the student will discuss with the professor; it can also be processed by means of the students' self-evaluation, interacting with computer terminals.[4]

◆ **Summative evaluation**

It is important to keep records of evaluation, especially in larger classes, so that we have the information we need to report or give feedback on our learners' progress. These records can be quite simple, with headings for example: grammar, Summative evaluation involves making necessary judgments about the worth of an education program after it is concluded. Although it comes late to make some difference for the program in question too. Therefore it offers more possibilities for extended and detailed evaluation of the teaching learning experience.

For example, after a program has been completed, the final critiques of participants can be reviewed in-depth; performance evaluations such as: quizzes or exams can be statistically tabulated for composite data; and follow up questionnaires can be set out to participants six to eighteen months later to see if

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[4]GARRISON,C. EHRINGHAUS,M.(1995)www.sil.org/.../WhatIs**FormativeEvaluation**.htm –*Crooks.*

any changes have occurred in their attitudes or behaviors since the time of the learning activity. The purpose of summative evaluation is to value to each student in individual way with mark that students got during the teaching learning process or to express judgments about students' progress [5]

EVALUATION TOOLS

❖ **Evaluation worksheet**

Create an evaluation planner worksheet to help you work through the important information you will need to perform an evaluation. List the names of the programs and courses that the school has, as well as who participants in the programs and who is affected by the programs.

Rate each program in terms of how much it costs--- give low, medium or high ratings. [6]

❖ **Student evaluation**

When evaluating students for performance, cover topics such as attendance, quality of work, and grades. Rate each topic on a scale with the following options: never, sometimes, and frequently and always. Determine if the student completes

[5]http://jeritt.msu.edu/documents/08Pearson.pdf
[6]PIETROLUONGO Lindsay http://www.ehow.com/list_7373789_good-educational-evaluation-tools.html#ixzz2Haipkws1

his in-class and homework assignments on time; he works independently; if he passes his test; and if he participates in class. Besides, students should also be rated on whether they pay attention in class and participate in after- school activities. To evaluate a student socially, notice how he engages with his peers and adults. But also, student should be accommodated regarding their educational needs, and the teacher should communicate with each student the same amount. Student should also be able to transition easily between activities and classes.[7]

THE INSTRUMENTS IN THE LEARNING EVALUATION PROCESS.

➢ **Written test.**

It is to state in writing a number of items to which the student responds in the same way. With the written test, students demonstrate mainly cognitive learning acquired during a certain period. The teacher in the process aims to collect evidence of the degree or extent to which learning is achieved. The test is to be an instrument in this sense. Therefore, teacher makes use to ensure achieving student performance in the course, subject, or content unit.

The written test has become the measuring instrument mostly used by teachers. It is likely that such widespread use reflects the importance of this is given in teaching and learning, to the point of favoring its use over other types of evidence

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[7]PIETRO   Lindsay   (2009).   http://www.ehow.com/list_7373789_good-educational-evaluation-tools.html#ixzz2HanmCuev

(oral, execution, etc...) And other instruments measurement (scales, lists, records).This is one reason, too, that necessarily leads to worry about aspects like its construction, its usefulness and its scope.

The written test is characterized by:

Allowing verify the models achieving predetermined targets. Find learning measure only limits that appear raised in the objectives and vision of the teacher from that school directs.

It is a tool for the evaluation, because it provides information that serves the educator to support actions such as assign ratings, form criteria to promote the student; improve teaching and redirect processes so as to achieve the objectives proposed.

It is a tool that provides useful results for feedback aspects involved in the educational process.[8]

➢ **Oral testing.**

It is rarely tested in this institution because the task is considered too difficult with which large numbers of students and negative wash back effects on the teaching

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[8]RIVERA Yarith (1996). http://www.apse.or.cr/webapse/docum/docu08.htm

of oral skills. Here the purpose of this study is to highlight the problems that are impeded in introducing the oral skills in the class.

Furthermore, the term assessment usually refers to gathering and synthesizing the information about students and classroom. Information can be collected by teachers through both formal and informal means such as: homework, tests, written reports, observation, or verbal exchange.

One of the assessments is **oral testing**. It is defined as evaluation of a student's speech production exclusively. It does not concern listening skill, which are sometimes confused with oral testing when the evaluator uses the second language to test listening comprehension. The issue of oral testing highlights a major problem for educators.[9]

➢ **Objective test.**

An objective test is a test that has right or wrong answers and so can be marked adjectively. It can be compared with a subjective test, which is evaluated by giving an opinion, usually based on agreed criteria. Therefore, objective test is popular because it is easy to prepare and take, quick to mark, and provide a quantifiable and concrete result. **For example:** True or false questions based on a text can be used in an objective test.

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[9]MOHMMAD Asif (2011).http://www.slideshare.net/asimano/oral-testing-in-the-class

In the classroom. Marking objective test together in the class is a useful way to exploit them further as it gives the learners the opportunity to discuss answers, try to justify choices, and help each other.[10]

➢ **Completion test (close test).**

It is made of a number of true expressions given to the students, leaving out some key words. The aim of this test is that students, with their own knowledge and with the suggestions provided, be able to "supply the missing words."

Example of a close test:

High School: …………………………………………..

Student's Name: ……………………………….....................

Cycle: …………………………. Grade: …………………….

Writing the missing word or words to complete the statement, in each one on the blanks.

Complete the dialogue

Teacher: Good ……………….., …………….

Children: …………….. morning, ……………

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[10]DAVIDSON Martin (2011).http://www.teachingenglish.org.uk/knowledge-database/objective-test

Advantages

- The guessing or random possibility is almost totally eliminated. It could be used for the most part of the teaching topics. It is widely applied for the production of formulas, roles, poems, spelling exercises, etc.
- Reasoning and association play a role in this type of test.
- The own natural of the test establish it as "a natural way of questioning which runs parallel to the students' thinking process.

Disadvantages

- Without precaution, this test could become less adjective.
- Without care, it could become a general intelligence test, letting students to answer not by knowing the subject, but by text interpretation.
- Due to its special form it is difficult to grade it fast.

➢ **Multiple choice tests.**

A multiple choice exam requires an especial method of preparation distinctly different from an essay exam. Multiple choice exams ask a student to recognize a correct answer among a set of options that include 3 or 4 wrong answers (called distracter), rather than asking the student to produce a correct answer entirely from her/his own mind.

For many reason, students commonly consider multiple choice test easier than essay exam. The most obvious reasons are that:

♦ The correct answer is guaranteed to be among the possible responses.

♦ Many multiple choices tend to emphasize basic definition or simple.

♦ Because multiple choice test usually contain many more questions than essay test, each question has a lower point value and thus offers less risk.

Example:

Choose the best term that best fit each statement related to environmental problem.

Don't throw plastic along the road. It will take years to……

a.Contaminate

b. Pollute

c. Decompose

You can …. gas or oil by turning out lights when you leave a room.

a. Recycle
b. Conserve
c. Consume

➢ **Association test.**

Association test refers to the representation in two columns placing a parenthesis at the right to write in the corresponding number or mark according to the expressed statements. **Example**:

> **In the parenthesis, write the letter that corresponds to form sentence.**
>
> a. Garage ( ) fish
> b. Sea ( ) flowers
> c. Restaurant ( ) buy medicine
> d. Garden ( ) car
> e. Drugstores ( ) have a meal

➢ **Selection test.**

The students can meet some problems because the test faces, lies on the difficult

for list marking.

Example:

> **Complete the chart below according the topic.**
>
> Lower Television Cellphone Living room
>
> Garage Doctor Kitchen Chef
>
> Radio Roof Dentist News Paper

Media	House	Profession

➢ **Short test**

It is a simple test. Here the answer is one or two words to briefness. The data of

the questions are precise and limit.

Example:

Read carefully the following statements and answer just what is being asked. Try to do it as soon as possible.

> Answer the in negative or affirmative form the following questions. Change the nouns to personal pronouns.
>
> **1.** - Is Carlos your father? ………………
>
> **2. -** Are you teacher? ……………………

➢ **Assimilation test.**

It is formed by a set of statements or phrases which make up as association unit. These refer to the essential characteristics of a topic. The answer consists of just one word which is known as key word.

Example:

Read carefully the following phrases. They are written in groups each of them referring to a part of a topic.

> ✓ Use plastic objects several times it is necessary
>
> ✓ Put the garbage in the wastebasket
>
> ✓ Don't cut down the tree
>
> ✓ These instruction are to prevent …………………..

- **Correction mistake test.** It has link with the True/False test. The difference in this type of test is that the students are asked to locate the error and write the correct answer in order to avoid it.[11]

- **Accreditation.**

Accreditation makes reference to the task of verifying certain evidences of learning, determined synthesis about the fundamental learning's, which are directly related to the formation of the student and as extend to the professional practice. It analyzes the terminal objectives of a course and this action derives in determining a set of learning evidences about coherent activities such as:

a). Exams

b). Extra-class activities

c).Classroom participation

d). Individual and group work

e).Practices

f). Theoretic researches

g). Expositions, etc...

Test should serve both evaluative and educational functions. Unfortunately, many tests are designed primarily to dispense grades. Typically, students take a test at the end of one semester and receive a grade with no comments a few weeks later.

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[11]CASANOVA,M.A.La evaluacion garantia de calidad para el centro educativo.Zaragooza, Edelvives. 2010.

TECHNIQUES AND INSTRUMENTS OF EVALUATION.

They are means used to evaluate learning. The techniques are procedures or activities that serve to be valued from knowledge, skills and abilities; meanwhile, the instruments are the materials used to gain techniques information. Therefore, the evaluation consists in a set of strategies, techniques, instruments and decisions that keep relation with the teaching strategies and the objectives that answer the contents (understanding by contents: skills and knowledge).

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                          ┌─────────────┐
                          │ Techniques  │
                          └─────────────┘

      ┌─────────────┐              ┌──────────────────────┐
      │ Observation │─────────────▶│ Scales, attendances  │
      └─────────────┘              │ register, anecdotes. │
                                   └──────────────────────┘

      ┌─────────────┐              ┌──────────────────────┐
      │   Survey    │─────────────▶│    Questionnaries    │
      └─────────────┘              └──────────────────────┘

      ┌─────────────┐              ┌──────────────────────┐
      │  Interview  │─────────────▶│    Questionnaries    │
      └─────────────┘              └──────────────────────┘

      ┌─────────────┐              ┌──────────────────────────┐
      │    Tests    │─────────────▶│ Written: objectives and  │
      └─────────────┘              │ essay.                   │
                                   │ Oral:structure and no    │
                                   │ structured base.         │
                                   │ Practices: informs       │
                                   └──────────────────────────┘

      ┌──────────────────┐         ┌──────────────────────┐
      │ Alternatives and │────────▶│ File, attitudes scale│
      │ graphicorganization│        │ Matrix of register   │
      └──────────────────┘         │ from logic structure.│
                                   └──────────────────────┘

              ┌──────────────────────┐
              │  Teacher and students│◀────────
              └──────────────────────┘
```
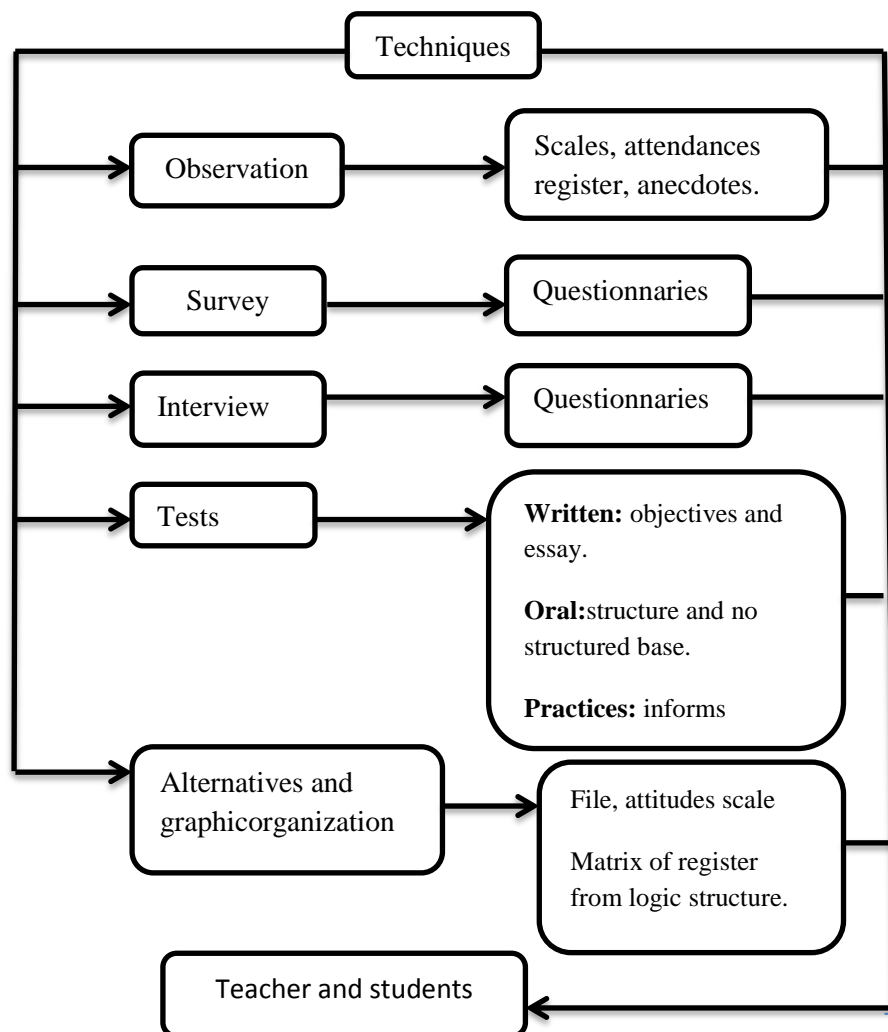
To carry out the models of evaluation planned (teaching and learning), it is essential to pay attention to the way in which the information is based. Furthermore, if the evaluation is continuous and the information collected it also must be. There are some instruments that better are adapted. These must fulfill some requisites:

- To be varied
- To offer concrete information about what is hopped.
- To use different way so that they are adapted to styles of learning of the students (oral, verbal, written, graphic…)
- That could apply to daily situations of the school activity.

Function: Those allow learning transference to different context.

◆ **Instruments to the evaluation of the teaching.**

Questionnaires: students

Personal reflection

External observer

Experiences difference with partners

◆ **Instruments for the evaluation of the learning.**

Direct and systematical observation: scales, attendance, register of anecdotes.

Learners' production analysis: summaries, works, notebook of class, resolution of exercises and problems, oral test, motive, musical test…

Oral exchanges with students: interview, dialogue, put together…

Recordings

External observer

Questionnaires[12]

PRINCIPLES OF EVALUATION.

It is a process to determine the extent to which the instructional objectives have been achieved by the students. There are certain principles which may provide direction to the process of evaluation and they may also serve as the criteria for adopting a particular technique of evaluation**.**

1. Determining and clarifying what is going to be evaluated

A suitable device for evaluation can be selected only when it is clear to the evaluator as to what she or he wants to evaluate. The first step in the process of evaluation, therefore, is to clearly define the purpose of evaluation.

2. Selecting evaluation techniques in terms of the purposes to be served

There are a number of evaluation techniques. Out of them one technique is appropriate in some cases which may not be so in others. Therefore, the evaluator

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[12]VYGOSTKY.http://www.unl.edu.ec/educativa/wp-content/uploads/2010/06/Taller-PLANIFICACION%cc%81N-MICROCURRICULAR.pdf

needs to select the one which serves his/her purpose best. For example, if the institutional objective to be evaluated is the students' ability to organize ideas and facts into paragraphs then the written technique of test is the best choice. But if the listening of some passage with proper understanding of the content is to be tested oral testing techniques may be used.

3. Combining a variety of evaluation techniques for comprehensive evaluation.

A variety of evaluation techniques are needed to evaluate students on all the aspects of achievement in a comprehensive way. Therefore, to make evaluation comprehensive, different types of evaluation procedures should be adopted depending on their suitability for testing the various objectives. Moreover, use of a variety of techniques provides an evaluator more evidence of different aspects of students achievement on different objectives and it helps he/she in making his/her evaluation of the students achievement more consistent, because more the evidence better the evaluation.

4. Knowing the strengths and limitations of various evaluation techniques to be able to use a particular evaluation device meaningfully.

The teacher should be aware of the limitations as well the strengths of that device for example, he/ she should know that scores on an essay type question are liable

to subjectivity or in objective type questions there is always a possibility of guessing.

Once the evaluator knows the limitations of his/her tools, she/he minimizes their weaknesses by constructing and using them skillfully to serve his/her purpose meaningfully.

5. Evaluation is a means to an end, not an end in itself.

In the teaching learning process, evaluation should be done with a purpose, and not for the sake of evaluation only. Administering a test, scoring the scripts and collecting the data without making any use of this information for the students is a waste of effort. In fact, evaluation should be used for taking decisions regarding further teaching, adoption of new materials and methods, necessity of remedial teaching, guidance to the students.[13]

FUNCTIONS AND CHARACTERISTICS OF EVALUATION.

FUNCTION.

The teachers' role is to promote to the students' learning, which should be the role of the teacher at the moment of evaluating? Since there are different viewpoints,

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[13]Bazo and Peñate, (2007).http://www.egyankosh.ac.in/bitstream/123456789/26476/1/Unit-23.pdf

the researcher considers that the function is to produce information able to be used when taking educational decision. The task has more than just submit the students to exams, but it implies systematic actions like;

- Clarification of learning's that good performance in a particular field.
- Development and use of different ways to obtain evidences about the changes produced in the students.
- Appropriate resources to analyze and interpret these evidences.
- Use of information obtained about if the students are progressing or not in order to improve the study program and the teaching.

The evaluation provides a clear vision of errors to correct them, of obstacles to overcome and successes to improve. Then, if evaluation has the valuable function of becoming an instrument for decision taking, sometimes permanent, it is necessary to redefine its function or role in a way that it responds to the needs of every situation and the individual and social transcendence of students.

CHARACTERISTICS.

The types and purpose of evaluation lead to researcher to arrive at the following characteristics of a good evaluation program in high school.

a) Evaluation is an Objective- based Process.

In high school, the researcher is interested in knowing about the development of students´ personality and her/his educational achievements. These are reflected in terms of intended learning outcomes or the instructional objectives. In order to be meaningful, all evaluation in high school must be geared to these instructional objectives.

When institution' objectives provide direction to both teaching and evaluation. It is for achieving the instructional objectives that the instruction is given and it is to see whether the instructional objectives have been achieved and to what extent, that the evaluation is made. The selection of evaluation techniques and tools are also based on the objectives to be evaluated.

b) Evaluation is a Continuous Process

Since growth is a continuous process, the teacher must remain cognizant of the changes that take place from time to time. Therefore, Continuous evaluation is essential for getting reliable evidence about students' growth and development. To serve this purpose evaluation needs to be integrated with teaching. And it contributes the development of teaching and learning process.

The researcher considers that the improvement in learning is not possible without continuous evaluation besides, evaluation should not be considered as an end-of-the-course activity.

c) **Evaluation is a Comprehensive Process**.

The students have different dimensions of growth – intellectual, emotional and physical. These aspects represented in the form of different objectives. Unless evaluation provides information on all the aspects, it cannot be considered comprehensive enough. Thus a good evaluation programme should evaluate both scholastic and non-scholastic aspects of students' growth.

d) **Evaluation is a Cooperative Process.**

Since comprehensive evaluation seeks evidence on all the aspects of students' development, the teacher alone cannot get all the evidence required about his/her growth. To collect evidence regarding social relationships, emotional behavior, initiative, scientific attitudes, social attitudes, likes and dislikes, etc. collaboration of the students , his/her peers, parents, other teachers and all those who watch him/her grow and develop is required.

e) **Evaluation is a Dynamic Process.**

Evaluation is based on instructional objectives but at the same time it helps researcher to judge whether those objectives are appropriate for a particular group of students. Similarly, though evaluation is based on learning experience provided in the class. It provides evidences as to the effectiveness of that learning experience. Thus, evaluation keeps validating the whole teaching-learning process through regular feedback. A good evaluation brings in dynamism and leads to continuous improvement in total educational process.

f) Evaluation is a Decision Making Process.

At every step of the teaching- learning process appraisal is necessary. Before the instruction is started, it is necessary to determine the entry behavior of students to decide the strategies, learning material and even appropriate objectives of teaching.

The diagnostic and formative evaluation has to go hand in hand for this purpose.
At the end of the session, summative evaluation needs to be made to classify, grade, promote and certify students. Thus, evaluation helps the teachers to make judgments and take decisions at different stages in a students' educational career.[14]

PARTICIPANTS IN THE EVALUATION PROCESS.

The researcher can point out two types of participants are typically involved in evaluation are**:**

a. Insiders: Refers to teachers, students, and anyone else closely involved in the development and implementation of the program. An important factor in successful program evaluation is often the involvement of key insiders in the process of designing and carrying out the evaluation, because as a consequence, they will have a great degree of commitment to acting on its results.

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[14]Bazo and Peñate, (2007).http://www.egyankosh.ac.in/bitstream/123456789/26476/1/Unit-23.pdf

b. Outsiders: Are others who are not involved in the program but who may be asked to give an objective view of aspects of the program. They may be consultants, to inspectors, or administrators whose job it is to supplement the teachers' perceptions of what happened in a course with independent observation and opinion.[15]

TEACHING AND LEARNING EVALUATION.

◆ **Evaluation of the teaching.**

Generally everyone asks **what to evaluate?**

The evaluation processes take as an object both learning of the students and the processes themselves of education. The information that provides the evaluation serves to those professors' equip has excellent information in order to analyze critically its own educational intervention and take decision on this matter.

For it, it will be necessary to contrast the information given by the continuous assessment of the students with the educational intention who are claimed and with the plan of action to carry out them. Therefore it is evaluated, the programming of the education process and the intervention of the teacher like entertainer of this process, the recourse used, the spaces, the due times, the learners group, the criteria and instruments of evaluation, the organization… To

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[15]**WEIR, C., and J. Roberts.**1994, Evaluation in ELT. Oxford: Blackwell.
SHAW and DOWSETT (1986),Curriculum design and evaluation of the English language teaching.Module 6.

be exact, it is evaluated all those that is limited the teaching learning process. Likewise, the evaluation of the teaching learning process permits to find out needs of human recourse and materials, of forming and infrastructure, etc.

When to evaluate?

The educative evaluation must be continuous and, therefore, it is suitable moment to collect information during the process to do the pertinent changes.

On the other hand, it is necessary to realize an initial evaluation to the beginning of the academic year in order to know students' level and it can help to continue the next class taking into account supplementary materials, learners' situation, infrastructure, etc.

The information record to evaluate development of the process has important moments as there can be the end of each didactic unit, course or cycle.

◈ **Evaluation of learning.**

What to evaluate?

It is necessary to establish the type and grade of learning researcher as teacher hope that the learners have reached with regard to these capacities, becoming a more precise modality. Therefore, it is evaluated to specific contents that are

considered to be especially important for their development. Besides, there are indicators about what it is what the students must reach. [16]

2. TEACHING LEARNING PROCESS

Introduction.

Teachers are passing through a great transition. The old becoming obsolete and new is still in the process of emergence. The old ways of learning and teaching are found to be too rigid and too out-dated. A greater opportunity of psychological principle is being really demanded. It has been urged that the training of the young requires on the part of teacher a deep psychological knowledge.

Teaching learning process is the heart of education. It is dependent on the fulfillment of the aims and objectives of education. It is the most powerful instrument of education to bring about desired changes in the students.

Essential aspects of the teaching-learning process

The instructor needs to know some aspects of the teaching-learning process. There are:

    a. Discussion – between the teacher and student

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[16]HOPKINS,David(1989).www.uclm.es/varios/revistas/.../pdf/.../EVALUACION_Halcones.doc

91

b. Interaction _ between the learners in some aspects of the world defined by the teacher.

c. Adaptation _ of the world by the teacher and action by the students. Reflection _ on the learners' performance by both teacher and student.[17]

TEACHING.

The researcher needs to be involved with teaching. The researcher considers that is important know the teaching in educative institution. The teaching is a change that happens, with certain stability, in each person and with respect to his or her conduct rules.

However, a person who learns something, can happen a situation and achieve a new chance, that is to say, he/she will be able to improve her or his behavior.

Situation of students.

In general, all normally suppose what the students know, be and do, paying special attention about students' academic qualification, or in the fact of being in a group where the majority they perform a certain part.

It is necessary to know the conducts and capacities that the students have really, since the targets of learning, they perceive from them. The major and more real is

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[17]BILBOA Purita P. http://es.scribd.com/doc/5769721/teaching-learning-process-LINDSAY(2000) Planning of the English language teaching-learning process. Module 5.

the most guessed right knowledge they are going to be, undoubtedly, the decision that take during learning process are:

a) To know what wants to be achieved of the student.

The educators are who must become the vague goals into conducts and valuable observable. There are several reasons such as:

► Because there one possibility of measuring the space that we must cover between what is and what must be a student.
► Because it makes chance to organize learning systematically facilitating the targets formulation.
► Because it is as well as once realized the learning process, we can observe how it is happened, and to what extent.

b) To organize the objectives in form sequential

After that defined the different conducts that have to achieve the student, the following fundamental activity, it is to organize sequential, in reason to a logical learning in the space and time.

c) To formulate in the correct way the objectives

Is possible formulate the objectives. It is essential to take forward of teaching process.

There are three reasons:

- ✓ Because it forces us to fix clearly the final conduct in operative terms.

- ✓ Because the students can know what we expect from them, which are motivated elements and that centers to a great level their efforts.

- ✓ Because it is the one way what teachers and students could observe and evaluate in any moment in order to know the achievements obtained and also in what phase the learning process is.

HOW TO ORGANIZE THE LEARNING PROCESS.

Who programs need to star of the real life, they can link and it can serve like guide to them. Nobody can program without having very clear the following resource such as economic, human element, space and time that can contribute to the development of the program.

Moreover, teachers need to form an ideal group to each kind of activity. There will be activities that need to be treated by big group, or group work or individual. In an interaction process of teacher and student, teacher's and student's role must change with sufficient flexibility. Of the traditional attitude: teacher is who gives knowledge and student is who receives passively, it passes to a multiplicity of activities that need an attitude change in the participants.

The importance of the motivation in the learning process is sufficiently proved. It is necessary to attend to a motivation, so the students can improve activities in different way.

GIVING FEEDBACK

How do teachers give feedback?

Giving feedback is giving information to students about their learning. It can focus on students' language or skills, the ideas in their work, their behavior, their attitude to learning or their progress. Feedback motivates students and to help them understand what their problems are and how they can improve. Otherwise, it should be considered every day about the last class that helps to emphasize the cognitive process in the evaluation. The purposes of feedback are to motivate students and to help them understand what their problems are and how they can improve. LINDSAY (2000).

To select means and suitable activities to be graded

According to Yañes ,Lizbeth (2008) The activities are various, but it is necessary to select the most adequate way for the target that is claimed. Here are the following activities are used like parameters to be graded.

 Attendance is defined as the presence of the students in the test and in all activities developed in the classroom. The absence and to be late must be accounted or no.

Classroom participation is a work developed by students with teacher's help. This work is observed in continua way during task developed as part of the learning process.

Tests are instruments device which purpose is that the students demonstrate the progressive development of four skills. Both the written test and the oral test must be solved individually.

Extra-class activities are works planned and faced by teacher, whose intention is that students revise the topics developed by the teacher in agreement with the objective. The student need to research out of class, these activities must consist of short tasks faced to reaffirm the developed learning during the class.

THE ELEMENTS OF THE TEACHING LEARNING PROCESS

These elements are necessary to be able to make teaching and learning possible. It is so important that the presence of these elements is presented in the teaching process, considering that all of them play an important role in the system.

The elements of teaching and learning process are **the teacher**, **the student and as well as the good learning environment**. It is being considered that learning occur when there is established relationship among these three elements. The teaching as well as the learning activity depends upon how these elements works together.

 a). **The teacher** is considered as the element that has the main role in the teaching-learning process. In another way, the teacher is the one that facilitates the whole learning process. He or she guides its movement and serve as main control of the teaching learning process.

b) Therefore, **the students** are considered as the key participant in the teaching and learning process. Also, they are considered as the primary subject or the main reason why the process is implemented.

c) The presence of **a** good environment is so much important in the teaching and learning process. Because it provides a smooth movement of communication between the learners and the teachers, thus it facilitates a well-executed teaching and learning process.[18]

TEACHING TECHNIQUES

Introduction

Teaching technique is a fun and motivational strategy for helping students and the learning (memorization) process of new vocabulary words. To help students learn the meaning of new vocabulary words you can use a teaching technique.

◈ **The natural approach in the classroom**

The Natural approach is designed to develop basic communication skills .The development stages are:

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[18]http://www.educationoasis.com/curriculum/assessment/typestests.htm
LINDSAY,Paul. Teaching English Worldwide.2000 Alta Book Center Publishers.
YAÑES OLIVERA, Lizbeth 2008 «Calificación y reprobación» *Pagina de información*<http://www.monografia.com.pe />.

1. COMPREHENSION (preproduction)

To maximize opportunities for comprehension experiences. Natural Approach instructors (1) create activities designed to teach students to recognize the meaning in words used in meaningful contexts, (2) and teach students to guess at the meaning of phrases without knowing all of the words and structures of the sentences.

a. ALWAYS USE THE VISUAL AIDS (pictures, realia, gestures).

b. MODIFY YOUR SPEECH to aid comprehension speaks more slowly, emphasize key words, simplify vocabulary and grammar, use related ideas, and do not talk out of context.

c. DO NOT FORCE PRODUCTION. Student will use English when they are ready. They sometimes experience a "silent period" which can better last days or weeks.

d. FOCUS ATTENTION ON KEY VOCABURALY.

2. EARLY SPEECH

In non-threatening environments, students move voluntarily into early speech. Early speech begins when students begin using English words to give:

   a. Yes/no answers

   b. One-word answers

c. List of words

d. Two words strings and short phrases

The following are **instructor questions techniques** to encourage the transition from comprehension to early speech.

Example:

a. Yes/ no questions (Is Mayra wearing a sweater today?)

b. Choice questions (Is this a pencil or an eraser?)

c. Questions which can be answered with a single word. (What does the woman hand in her hand? Book, where? When? Who?)

d. General questions which encourage lists of words. (What do we see on the table now?)

e. Open sentence with pause for students response.(Mike is wearing a blue shirt, but Ron is wearing a …………… shirt.) During the Early Speech Stage, the instructor must give a meaningful and understandable input which will encourage the transition to stage 3. Therefore all students' responses should be expanded if possible.

3. SPEECH EMERGENCE

In the Speech Emergence stage, speech production will be normally in both quantity and quality. The sentences that students produce become longer, more

complex and they use a wider range of vocabulary. Finally, the number of errors will be slowly decreased.

Students need to be given the opportunity to use oral and written language whenever possible. When they reach the stage in which speech is emerging beyond the two-word stage, there are many sorts of activities which will foster more comprehension and speech. It is necessary to mention some suggestions are:

a) Preference ranking

b) Games of all sorts

c) Problem-solving charts, tables graphs, maps

d) Advertisements and sings

e) Skits (finger plays, flannel boards, puppets)

f) Music , radio, television, filmstrips, slides

g) Writing exercises (especially Language Experience Approach)

h) Reading

i) Culture (content, subject matter, new information)

How to use dialogues or conversations

Dialogues are very useful teaching techniques once an initial set of vocabulary is understood. The purpose of using a dialogue is to present a situation of real language in which the student role plays in a safe environment before being met by the real thing.

Therefore, by using role- playing dialogues, the students come to own the language- to internalize the phrases used so they become a part of their repertoire of English. For this reason, dialogues should be performed with books closed allowing for the students' total attention to be focused in the oral language presented. They should be short, easily repeatable, and use every day language with a wide application.[19]

TEACHING AND LEARNING STRATEGIES

Teaching strategy.

Teaching strategic describes instructional process that focus directly on fostering students thinking, goes well beyond that. Teaching and learning strategic are inevitably linked. A strategic teacher has an understanding of the variables of instruction and is aware of the cognitive requirements of learning. The strategic of teacher is one who:

- Is a thinker and decision maker
- Possesses a rich knowledge base
- Is a modeler and a mediator of instruction

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[19]BLANTON Linda (1990).http://www.oneonta.edu/faculty/thomasrl/YaTeachTech.pdf

⚜ **Learning strategy**

Strategy learning is a highly probable result of effective strategic teaching. On the other hand, strategic learning is learning in which students construct their own meanings, and in the process, become aware of their own thinking. The link between teaching, thinking and learning is critical. As a teacher, if he/she is not using his/her students to think about what he/she is preparing, discussing, demonstrating , mediating, guiding, or directing, then he or she is not doing an effective job.

Teachers must be more than a dispenser of information. Besides, they must create conditions and an environment that encourages thinking, deepens and broadens it, and which causes students to become aware of how they think. The process of thinking about how we think is referred to as metacognition.[20]

THE ADVANTAGES AND DISADVANTAGES IN TEACHING ENGLISH.

This is clearly seen in the multitude of institutions and centers that offer English courses as well as in the great number of learners who go to English classes. Due to some of their characteristics the teaching of English to this group of adult learners has some advantages and disadvantages as follows.

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[20]KIZLIK Bob (2013).Strategic Teaching and Learning http://www.adprima.com/strategi.htm

Jones, B.F.,et. Al., Eds.Strategic Teaching and Learning.

Advantages.

The learners can study English for a variety of reasons. For some students, the motivation may be in the form of integrative motivation because they wish to integrate themselves in to the culture of an English-speaking country.

Learners can transfer those study skills and learning strategies they have acquired in their first language to their study of English. Students can make use of whatever kind of knowledge they have accumulated in their own language. Students' life experience can contribute much to their learning a foreign language.

Disadvantages

English learning makes a strong demand on learners in terms of time. As a matter of fact, it is really difficult for students to make time to learn English.

In another factor that can interfere with or even impede students' learning English is their fear of failure and frustration with lack of progress.

In addition, the lack of the well- qualified teachers and the poor physical conditions of the classrooms at some English language schools and centers can be damaging to student motivation.

Both teacher and student need to be aware of these findings of the analysis so that they can find ways to maximize the advantages and minimize the disadvantages.

Only in this way teachers deliver quality English language programs for students to benefit from.[21]

THE DEVELOPMENT OF EVALUATION PLAN IN THE TEACHING LEARNING PROCESS.

Introduction

Evaluation planning identifies and organizes questions you have about your programs and plots a route to get answers. Most questions that organizations probe though evaluation are in three categories:

- What did we do?

- How well did we do it?

- What difference did our program make? (What changes occurred because of our program? Your program's logic models will form the foundation of your evaluation plan. As you look at your logic model, you will find questions about your program that you hope to answer. The purpose of evaluation planning is to identify these questions and plan a route to finding the answers.

LOGIC MODEL Resources Activities Outputs Outcomes

Evaluation plans:

Implementation Activities Outputs Data collection method

Outcomes Outcomes Indicators Data collection method effort

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[21]http://language123.blogspot.com/2009/03/advantages-disadvantages-teaching.html
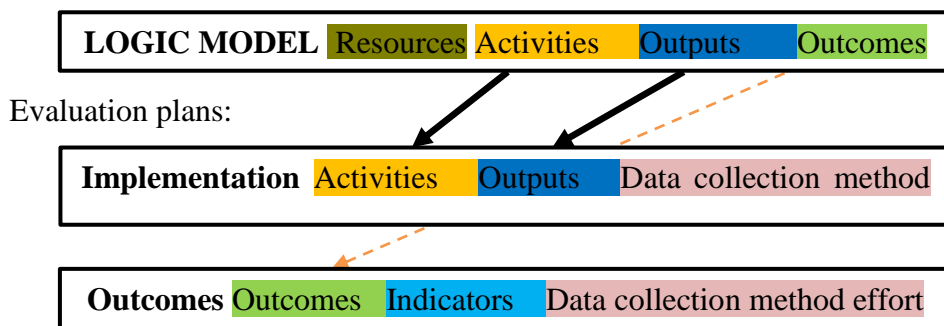
There are two major forms of evaluation help answer these questions.

a. IMPLEMENTATION EVALUATION. Are you performing the services or activities as planned? Are you reaching the intended target population? Are you reaching the intended number of participants? Is it leading to the products you expected? How do the participants perceive these services and activities? These questions are about implementation.

The purpose of implementation evaluation is to understand how <u>well</u> you did it.

b. OUTCOMES EVALUATION: is your target audience experiencing the changes in knowledge, attitudes, behaviors, or awareness that you wanted? What are the results of your work? What is it accomplishing among your target audience? These questions are about outcomes.

The illustration above outlines the components of your implementations evaluation plan.

WHAT YOU DID: ACTIVITIES AND PERFORMANCE **(outputs)**

Your **implementation** evaluation plan   starts with the identification of the **activities** of your program. The activities are the actions that the program takes to achieve desired outcomes. If your program entails many activities, you may have

organized these activities into **activity categories** _ closely related groups of activities in your programs.

Your **performance (outputs)** is the tangible products of your programs' activities. Outputs are also the evidence of your activities. In implementation evaluation and outputs are the items you will actually measure to evaluate your activities. Measuring outputs answer the question: what did we do? This is often the easiest and most direct process in evaluation.

Evaluating outcomes: what difference did you make?

It is important to spent time developing a plan to measure the achievement of outcomes. In your logic model, you identified your desired outcomes – the changes you expect to see as a result of your work. Outcomes are frequently expressed as changes in knowledge, skills, attitudes, behavior, motivation, decisions, policies, and conditions.

INDICATORS

In order to evaluate how successfully you have achieved your outcomes, you will need to determine **indicators** for your outcomes.

An indicator is the evidence or information that will tell you whether your program is achieving its intended outcomes. Indicators are measurable and

observable characteristics. They answer the question: How will we know change occurred?

DATA COLLECTION METHODS:

What is the best way to collect the information you need? So far, you have identified what you want to evaluate and what you will measure in implementation evaluation; these are activities and their related outputs and additional question.

Now you will consider methods to collect the data. Data collection methods are **how** will measure these.

The goal in data collection is to minimize the number of collection instruments you use and maximize the amount of information you collect from each one.

There are the most common data collection strategies:

1. Review documents

Analysis of printed material including programs records, research reports, budgets. Document review is a common method of collecting data about activities and performances for implementation evaluation.

2. Observe

Observing situations, behaviors and activities in a formalized and systematic way. Usually using observational checklist and trained observers. This is a good method to use in settings where experiencing actual events. It is an important part of evaluation.

3. Talk to students

Collect to verbal responses from participants through interviews. This method is helpful when students have different opinion and check any doubts.

4. Collect written responses from students

Collect written responses through test. This method is often used when teacher needs to know students skills during the teaching learning process.[22]

STUDENTS' PORTFOLIOS

According to Sweet (1993) portfolios are collections of students work representing a selection of performance. Portfolios in classrooms today are derived from the visual and performing arts tradition in which they serve to

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[22] PATTON, 2008.Evaluation_plan_workbook.pdf – Adobe Reader

showcase artists' accomplishments and personally favored works. A portfolio may be a folder containing a student's best pieces and the student's evaluation of the strengths and weaknesses of the pieces. It may also contain one or more works-in-progress that illustrate the creation of a product, such as an essay, evolving through various stages of conception, drafting, and revision.

Portfolios are valued as an assessment tool because, as representations of classroom-based performance, they can be fully integrated into the curriculum. And unlike separate tests, they supplement rather than take time away from instruction. Moreover, many teachers, educators, and researchers believe that portfolio assessments are more effective than "old-style" tests for measuring academic skills and informing instructional decisions. The portfolio also provides a clear means for students to express their goals, growth, skills, and interests to the world in a professional manner.[23]

ASPECTS OF THE LANGUAGE

Knowledge the professor recognizes what knowledge the students bring to class and connect this existing knowledge to new knowledge being introduced and in order to make it more extensive, more accurate, and more academic. The students' knowledge is an aspect of the tasks and contents that professor takes into account to assess the learners' level.

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[23]Sweet (1993). C:\Users\Usuario\Downloads\Archived STUDENT PORTFOLIOS CLASSROOM USES.htm

Skill the students develop skills through the following aspects of grammar vocabulary, listening, speaking, reading, and writing.

Aptitude with regard to aptitude, students bring limited academic skills and inaccurate language skills to college.

The professor notes students' interest in English language through the development of activities made by students inside /outside of classroom.[24]

IMPORTANCE OF PLANNING

The teacher needs to carry out a daily planning that helps to recognize the process of teaching and time that is important to the development the class. For that reason, the researcher has considered to research any planning elements.

There are three types of planning.

⬤ **Long term plan called key stage plans (Macro-Planning)**

Long-term plan programs the work in all subjects covering every year group in a school. Schools develop their own individual curriculum plans to reflect their context and characteristics.

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[24] SMILKSTEIN (2003) http://books.google.com.ec/books............

Likewise, a long-term plan shows how units of work in a subject are sequenced and distributed across years and key stages. Schools make decisions about the order and timing of units in a subject, focusing on curriculum continuity and progression in students' learning.

- **Medium term plans (unit and topics) (Meso-Planning) .**A medium-term is a planned sequence of work for a subject (or for more than one subject) for a period of weeks that serve for a number of lessons. In addition medium-term planning focuses on organizing coherent units of work. It identifies learning objectives, outcomes and indicates the activities that will enable these to be achieved. They usually show a sequence of activities that will promote progression and some information about the amount of time needed to cover the objectives.

- **Short term plan, also called (Micro-Planning).** Short-term plan is a set of activities for a week, a day, or a lesson. Short-term planning is based on the needs of individual schools and teachers. Teachers often use short-term plans to think through the structure and content of a lesson and to note information such as key questions, resources, and differentiation and assessment opportunities.[25]

- **Classroom Learning Activities** A central element of classroom learning is the design of learning activities. There are a wide range of activities used both inside and outside the classroom that promote active learning.

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[25]Planning of the English language teaching-learning process. Module 5

Students learn through their participation in the attainment of knowledge by gathering information and processing it by solving problems at pronouncing what they have discovered. It can be very helpful to vary the teaching and learning activities you employ in the classroom.

Warm up is a short, fun game which a teacher can use with students. The purpose is to encourage the students.

Extra class-activities are an integral part of the school´s programs through them students have the chance to develop the skills and values needed to become valued students within the school community. Students learn to be responsible for their own behavior and each one of them is expected to take excellent care of their activities.

Show materials help to know new words and discus what kinds of the words can be presented in this way make these general points about presenting vocabulary visually, using objects real.

Motivating students has a major influence on our behavior so it is one of the most important parts in class, students who are not motivated will not learn effectively while motivating students are more excited to learn and participate.

Integrating technology in the English teachers can use the internet, digital media tools, and common software applications to enhance students learning.

Where students can create visual aids for teaching, integrate video clips into presentation, and improve access to resources, such as online literature libraries.[26]

DIDACTIC MOMENTS IN TEACHING LEARNING PROCESS.

The teaching practice comply a process that consist in three principal stages, corresponding to some specific tasks of the teacher such as: **PLANNING, EXECUTION AND TEACHING EVALUATION.** In each of these three stages must be considered at least seven dimensions of the teaching: the objectives, space – temporary frame, the subject that learns the contents, the resources, the didactic strategies and evaluation strategies of the learning.

◈ **Planning** is the foresight of what must be done.

◈ **Execution** consists to the materialization of the exposition.

◈ **Evaluation** is the check of the development of learning.

[26] FELDER, Richard. Classroom Learning Activities. 2010.
(http://www.youtube.com/watch?v=1J1URbdisYE)

The didactic moments must be valued in following way:

Order	Didactic Moments	Mark
1	**PLANNING** (Competencies , time of education and to the class)	25
2	**EXECUTION**	20
	1. Contents (Suitable materials and correction of language)	
	2. Teaching techniques	
	(Used techniques, organization and leading of the class)	25
	3. Students' reacction	
	(Participation and discipline in class)	15
3	**EVALUATION** (Verified or probable achievement)	15
	TOTAL	**100**

Objectives. -The teaching objectives are used at the moment of the planning and before any other thing, given that the contents and everything else will depend on them. The objectives can be general and specifics. With regard to the general objective, in the planning it will have to pay special attention if the intention of the teaching is to form students of quality. The specific objective is pointed out in order to teach concepts, skills and attitudes.

Spatial-temporary framing. -Points out where and when will be developed the teaching. The spatial framing consists to questions like the available physical resources (overhead projectors, chalks, etc.) the desks distribution (for example circle form) , the place of the board , lighting, etc., while temporary framing consist to the schedules of take a break, the turn, the academic yeartime,etc.,In general, teachers have major freedom to choose time and space.

The subject that learns .-Although the teacher have the same objectives, the same classroom and the same time, it will not be the same to teach the children that to_adolescents, adults or elders, to delayed that to extremely gifted, to secondary that to university students, etc., and the teaching planning should take into account these profiles.

Contents. - The planning can keep on specifying the contents that will be taught. It can be conceptual, procedural and attitudinal. The conceptual contents teach knowledge, and therefore they affect our knowledge. Besides, the procedural contents teach to do, and therefore they will affect our workmanship and skills. Finally, the attitudinal contents teach attitudes, that is to say, ways of thinking, to feel and to act about certain situations. And therefore they will affect our personality.

Resources. - The resources can be material and human. The material resources are used such as: board, overhead projector, videos, desks, color chalks and even

the classroom as physical space. The human resources are teacher, students and other person who possibly can take the replace of teacher.

Didactic strategies. -The function of these will be used to teach. A little arbitrary, there are two big groups of didactic strategies like: first consist of something that the teacher has to do (for example to give an exposition class, to show a video, etc.,) and the second consist that teacher makes to do to the students during the class (for example group discussion, investigation, etc.,)

Teaching evaluation strategies. -At end of the planning has been considered teaching evaluation strategies that will be applied to students in the last minutes of class. However, the instrument allows to teacher to know if the students really have learned.

There are strategies that evaluate only the process and other that focus on the results of learning. When teacher tries to evaluate if a student learned to add and teacher pay attention only in the correct result, but teacher is not evaluating the cognitive process that the students did to add.

EXECUTION

The execution is to take the practice to the planning. Even if the above mentioned is not fulfilled by such a witch. While the planning (first stage) and teaching

evaluation (third stage) these can carry out in any place. The physical space of the execution is typically the classroom. It is the one phase of the teaching process that remains exhibited in tangible form front to the learners.

In execution, the teacher must evaluate the students' performance to check her/his actuation in classroom and the same time look for solutions to common problem in permanent form.

▣ EVALUATION

In the last phase the teacher evaluates the effectiveness of the education that teacher gave. For example: were the original objectives fulfilled? Was the time suitable to teach the contents foreseen? Were the material and human resources, the didactic strategies and evaluation strategies used? Was taught in accordance with the profile of the students? Were included objectives, framing, contents that were not foreseen in the planning? The teacher can realize that her/his did not expire with his expectation. Then the difference between teaching and learning evaluation: the first one point to evaluate the teacher while second one to evaluate the students.[27]

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[27]QUISPE Jorge (2010).
http://www.educabolivia.bo/educabolivia_v3/images/archivos/publicaciones/documento/3038c0b7c727e6a36
defa35888b69f90.pdf
VYGOSTKY.http://www.unl.edu.ec/educativa/wpcontent/uploads/2010/06/Taller-
PLANIFICACION%cc%81N-MICROCURRICULAR

HYPOTHESES

GENERAL

The evaluation is considered as a mean to assess the knowledge in the English teaching-learning process with students of 1st , 2nd and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012-2013.

SPECIFICS:

- The instruments of evaluation applied by teachers are based on the objectives of the English teaching learning process with students of 1st , 2nd and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012 – 2013.

- The evaluation planning used by teachers contribute to get better learning' outcomes in the English teaching learning process with students of 1st , 2nd and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012 – 2013.

f. METHODOLOGY.

DESIGN OF THE RESEARCH.

This research work will be carried out through some methods that will contribute during the process.

The research work is a social educational work and it will be developed in a descriptive way. Researcher will apply surveys in order to get information about the researched object. And it will help to the researcher to develop a critical analysis of the results to establish conclusions and recommendations.

✓ **Methods, Techniques and Instruments:**

The main method that the researcher will use in the research work is the scientific method, because this will facilitate the development of a set of procedures oriented to determine, establish and confirm the knowledge that the science states in a systematic way about the researched object.

It will also guide to the logical explanation of the relations that are recognized in the researched object and consequently, the researcher can derive conclusions and recommendations to the issue. The scientific method will be useful to deduce the conclusions based on the theoretical frame.

✓ As particular methods the researcher will use the **analytical- synthetic method,** which will contribute to analyze the empirical information about the applied instruments and thus obtain the specific conclusions according to the preference of the results in the field information. It will also help to analyze the students' English language learning through evaluation.

✓ Therefore, the researcher will use the **descriptive method** to collect the information, to describe the obtained results in the applying instruments. Then it will let organize the information according to the hypotheses and the indicators that will be found out for each one of the variables.

✓ The **explicative method** will also be used, in the explanation of the logical implications of the variables of every hypothesis so in this way it will be possible to approve or disapprove them, through a descriptive deduction according to the obtained results contrasted with the theoretical frame.

✓ Finally, researcher will use the **descriptive statistic** which will serve to represent the data in chart and graphics to demonstrate a better comprehension from all surveys applied with teachers and students at "Unidad Educativa Anexa a la Universidad Nacional de Loja".

• **TECHNIQUES:**

The technique that researcher will use in the development of the present thesis project is:

Survey: it will be used for collecting data in the educative area, but also it will facilitate in order to obtain the suitable information and continue developing the scientific process.

Therefore survey will be used to make in a direct form to the English teachers and students that will permit to know their opinions about Evaluation and the English teaching learning process.

All the information will be collected to be studied with the appropriate results and analysis of each question.

- **Instruments:**

The instruments of the field investigation will be applied according with the appropriate techniques, because the questionnaires are general to collect data.
The surveys will be constituted in relation with the two variables.

- **Procedures :**

After the researcher will apply the investigation tool, thus the researcher will process the data through:

- **The tabulation**

To achieve the tabulation of the information obtained in the field, the researcher will use the descriptive statistics for the closed questions and unifying criteria from the reason or explanation of every question. It will contrast the information of the English teachers and students which let her to get the real information.

- **The organization**

Then researcher will organize the empiric information taking into account the questions that will serve to prove every hypothesis and keeping in mind the variables as a guide that will help to prove them, the next step will be performed with the interpretation and analysis.

- **Graphic representation**

Furthermore, the researcher will represent them graphically, so it will provide the interpretation and consequently the critical analysis of every question. Therefore the researcher will use the bar diagram to demonstrate this information.

- **Interpretation and analysis**

Then, the researcher will proceed to interpret according to the categories of the theoretical reference, the major tendencies in the results and the variables of the specific hypothesis.

- **Hypothesis verification**

  The hypothesis will be demonstrated through a deductive hypothetical process supported in the logical analysis of the field research whose final results are expressed in the descriptive way.

- **Conclusions and recommendation**

  Finally, the researcher will draw the conclusions based on a specific analysis of the results and they will serve to give recommendations to the authorities of the researched institution and also to the teachers in order to contribute with the solution of the problem that will motivate this project.

- **Population and sample**

  The sample of the population that researcher will take are 100 students from 1st, 2nd and 3rd year of Bachillerato who will be taken at random in every courses. As regards to the teachers the researcher will work with five teachers because the researcher has considered they are a small group to her research. In order to get the sample of the students' population from 1st, 2nd and 3rd years of bachillerato it is necessary to apply the following formula:

N =Population

$$n = \frac{N}{1+N(e)}$$

e=Maximum error admissible (0.0025)

n =sample size

$$n = \frac{130}{1 + 130(0,0025)}$$

$$n = \frac{130}{1.3}$$

$$n = 100$$

To get the sample by courses the researcher will use the following formula:

$n =$ sample size $\qquad f = \frac{n}{N}$

$f =$ distribution factor

$N =$ population

$$f = \frac{100}{130}$$

$$f = 0.76$$

This factor was multiplied by students' population of every year of Bachillerato therefore in this way the researcher obtained the sample per course.

The researcher details the sample in the next chart:

"Unidad Educativa Anexa a la Universidad Nacional de Loja".			
Courses	**Population**		**Sample**
1st of bachillerato	**A**	36	28
	B	33	25
2nd of bachillerato	**C**	25	19
3rd of bachillerato	**A**	36	28
Total	**130**		**100**
Teachers' population	5		5

g. TIMETABLE

N	ACTIVITIES	November				April				May				July				October.				January				March				April				June				July.				October.				Dicember			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
N	**PHASE I: THESIS PROJECT**																																																	
1	Design of director to thesis project				X																																												
2	Approval of thesis project						x																																											
	PHASE II:THESIS DEVELOPMENT																																																	
3	Design of thesis advisor										x																																						
4	Application of instruments														x																																		
5	Thesis Development																			x	x																												
	Tabulation																						X																										
	Elaboration of the tables and graphs																							X																									
	a. Theme																								X																								
	b.Introduction																								X																								
	c. Summary																									x																								
	d. Review of the Literature																									X																								
	e. Materials and Methods																										X																							
	f. Results																										X																							
	g. Discussion																										X																							
	h. Conclusions																											X																						
	i. Recomendations																											X																						
	j.Bibliography																												X																					
	k.Annexes																												X																					
	PHASE III: REVISION AND APROVAL																																																	
6	Thesis revision																													X																				
7	Thesis presentation																													X																				
8	Thesis approval																															X																		
	PHASE IV: PHASE OF INCORPORATION																																																	
9	Submission of the folders																																X	x																
10	Private qualification																																		X															
11	Corrections																																		X	x														
12	Second submission of the folders																																					X												
13	Second private qualification																																							X										
14	Corrections																																									x		x						
15	Public sustentation and Incorporation																																															x		

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h. ORGANIZACION AND MANAGEMENT OF THE RESEARCH

1. RESOURCES

❖ **Human resources**

Researcher: Norma Isabel Guayllas Sarango, teachers and students of 1^{st},2^{nd} and 3^{rd} years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja".

❖ **Material Resources**

The materials are: copies, papers, folders, books, dictionary, and magazine and office material.

❖ **Technical Resources.**

These are: computer, printer, internet, flash memory, scanner and transport.

❖ **Institutional Resources.**

- Área de educación el arte y la comunicación.
- "Unidad Educativa Anexa a la Universidad Nacional de Loja".
- Libraries.

2. BUDGET

✓ Internet	$250
✓ Printing of the first draft	$10
✓ Printing of the second draft	$50
✓ Bus	$450
✓ Printing of the final work	$ 470
✓ Other things	$ 390
TOTAL	$ <u>1,620</u>

3. FINANCING

The expenses derived from this work will be assumed by the research.

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CONSISTENCY MATRIX

THEME: "Evaluation and the English teaching learning process with the students of 1st , 2nd and 3rd years of Bachillerato at "Unidad Educativa

Anexa a la Universidad Nacional de Loja". Academic year 2012-2013"

PROBLEM	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
Main Problem What are the types of evaluation considered by teachers in the English teaching learning process with students of 1st, 2nd, and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012- 2013?	**General** To analyze the types of evaluation that teachers apply in the English teaching learning process with students of 1st , 2nd and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012-2013.	**General** The evaluation is considered as a mean to assess the knowledge in the English teaching-learning process with students of 1st , 2nd and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012-2013.	**Independent** Evaluation	■ Concept of evaluation ■ Types of evaluation ■ Instruments of evaluation .
Sub-problems ● What are the instruments of evaluation that teachers apply in the English teaching Learning process with students of 1st , 2nd and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012-2013?	**Specifics** ● To analyze the instruments of evaluation that teachers apply in the English teaching-learning process with students of 1st, 2nd, and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012- 2013.	**Specifics** ● The instruments of evaluation applied by teachers are based on the objectives of the English teaching Learning process with students of 1st , 2nd and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja".	**Dependent** English teaching learning process	■ Teaching learning process ■ Evaluation plan ■ Types of planning

		Academic year 2012 – 2013.		
• Does the evaluation planning used by teacher contribute to get better learning' outcomes in the English teaching learning process with the 1st, 2ndand 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012-2013?	• To know if the evaluation planning used by teacher contribute to get better learning' outcomes in the English teaching learning process with students of 1st, 2nd, and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja. Academic year 2012- 2013.	• The evaluation planning used by teachers contribute to get better learning' outcomes in the English teaching learning process with students of 1st , 2nd and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012 – 2013.		

UNIVERSIDAD NACIONAL DE LOJA

Área de la Educación el Arte y la Comunicación

English Language Department

Survey for student

Dear student read and answer the following questions. This information will serve to carry out the present thesis project about "Evaluation and the English teaching learning process with students of 1st, 2nd and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012-2013". So I express you my thankfulness.

HYPOTHESIS ONE:

The instruments of evaluation applied by teachers are based on the objectives of the English teaching Learning process with students of 1st, 2nd and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja".

1. Do you think that evaluation is important in the teaching learning process?

   Yes (   )   No (   )

Why?

……………………………………………………………………………………………

……………………………………………………………………………………………

…..

2. Which of the following types of evaluation does your teacher apply in the teaching learning process?

Tick the items.

- ■ Initial evaluation   (   )
- ■ Formative evaluation   (   )
- ■ Summative evaluation   (   )

Others:

…………………………………………………………………………………..

3. Which of the following instruments does your teacher use to take a test?

- Written test   ( )   Association test   ( )
- Oral test   ( )   Logical test   ( )
- Listening   ( )   Selection test   ( )
- Objective test   ( )   Short test   ( )
- Completion test   ( )   Assimilation test   ( )
- Multiple choice test ( )   Correction test   ( )
- Aptitude test   ( )

4. When your teacher takes a test he/she reviews contents:

Before ( )   After ( )   Sometimes ( )   Never ( )

Why?

………………………………………………………………………………………

…

5. Which of the following activities does your teacher consider to be graded?
Point out with an (x).

- a. Uniform   ( )   Individual work   ( )
- b. Notebook   ( )   Exposition   ( )
- c. Group work   ( )   Classroom participation( )
- d. Written test   ( )   See type of social life ( )
- e. Attendance   ( )   Extra-class Activities ( )

HYPOTHESIS TWO:

The evaluation planning used by teachers contribute to get better learning' outcomes in the English teaching learning process with students of 1st, 2nd and 3rd years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012 – 2013.

6. Do you think that your teacher draws up an evaluation plan in the teaching learning process?

Yes ( )   No ( )

Why?:

…………………………………………………………….............................

7. Which of the following types of planning does your teacher apply in the teaching learning process?

Tick the items.

- Long term plan   ( )
- Medium term plan   ( )
- Short term plan   ( )

Other: ……………………………………………………………………………

8. Which of the following activities contribute to the improvement of students' skills during the class?

Mark with an (x).

- Warm up   ( ) Explain only English   ( )
- Collect the homework   ( ) Make to participate the students   ( )
- Show suitable material   ( ) Use technology resources   ( )
- Topic presentation   ( ) Motivate the students   ( )
- Make some celebrations ( ) Check students' attendance   ( )
- Give extra-class activities ( ) Teachers' explanation is satisfactory ( )

9. What aspects of the language does your teacher evaluate in the English teaching learning process?

Point out with an (x).

- Knowledge   ( )
- Skills   ( )
- Attitudes   ( )
- Grammar vocabulary   ( )

- Behaviors ( )
- Interest about English( )

Others:

…………………………………………………………………………………

10. What is your performance in the English language teaching learning process?

Tick the items (√)

a. (9-10) Outstanding ( )

b. (8-7) Very good ( )

c. (6-5)Little satisfactory ( )

d. (4-1) Deficient ( )

Thank for your help

UNIVERSIDAD NACIONAL DE LOJA

Área de la Educación el Arte y la Comunicación

English Language Department

Survey for teacher

Dear teacher read and answer the following questions. This information will serve to carry out the present thesis project about "Evaluation and the English teaching learning process with students of 1^{st}, 2^{nd} and 3^{rd} years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012-2013". So I express you my thankfulness.

HYPOTHESIS ONE:

The instruments of evaluation applied by teachers are based on the objectives of the English teaching Learning process with students of 1^{st}, 2^{nd} and 3^{rd} years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional de Loja". Academic year 2012-2013.

1. Do you think that Evaluation is important in the teaching learning process?

   Yes ( )   No ( )

Why?…………………………………………………………………………………

……………………………………………………………………………..............

2. Which of the following types of evaluation do you apply in the teaching learning process?

Tick the items.

- ■ Initial evaluation   ( )
- ■ Formative evaluation   ( )
- ■ Summative evaluation ( )

Others: ……………………………………………………………………..

3. Which of the following instruments do you use to take a test?

Mark with an (x).

- Written test ( )   Association test ( )
- Oral test ( )   Logical test ( )
- Listening ( )   Selection test ( )
- Objective test ( )   Short test ( )
- Completion test ( )   Assimilation test ( )
- Multiple choice test ( )   Correction test ( )
- Aptitude test ( )

4. **When you take a test you review contents:**

 Before ( )   After ( )   Sometimes ( )   Never ( )

Why?

……………………………………………………………………………………………

5. Which of the following activities do you consider to be graded?

a. Uniform   ( )   Individual work ( )
b. Notebook   ( )   Exposition ( )
c. Group work   ( )   Classroom participation( )
d. Written test   ( )   See type of social life ( )
e. Attendance   ( )   Extra-class Activities ( )

HYPOTHESIS TWO:

The evaluation planning used by teachers contribute to get better learning'
outcomes in the English teaching learning process with students of 1^{st}, 2^{nd} and
3^{rd} years of Bachillerato at "Unidad Educativa Anexa a la Universidad Nacional
de Loja". Academic year 2012 – 2013.

6. Do you draw up an evaluation plan in the teaching learning process?

Yes ( )   No ( )

Why? :…………………………………………………………………………………

7. Which of the following types of planning do you apply in the teaching learning process?

Tick the items.

- Long term plan ( )
- Medium term plan ( )
- Short term plan ( )

Other: …………………………………………………………………..

8. Which of the following activities contribute to the improvement students' skills during the class?

Tick the items.

- Warm up ( ) Explain only English ( )
- Collect the homework ( ) Make to participate the students ( )
- Show suitable material ( ) Use technology resources ( )
- Topic exposition ( ) Motivate the students ( )
- Make some celebrations ( ) Check attendance ( )
- Give extra-class activities ( ) your explanation is satisfactory ( )

9. What aspects of the language do you evaluate in the English teaching learning process?

Point out with an (x).

- Knowledge ( )
- Skills ( )
- Attitudes ( )
- Grammar vocabulary ( )
- Behaviors ( )
- Interest about English ( )

Others:

………………………………………………………………………………

10. What are students' performances in the English language teaching learning process?

Tick the items (√)

    a. (9-10) Outstanding   ( )

    b. (8-7) Very good   ( )

    c. (6-5) Little satisfactory   ( )

    d. (4-1) Deficient   ( )

Thank for your help

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