



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARTMENT

TITLE

“ASSESSMENT TECHNIQUES AND THEIR EFFECT ON THE EVALUATION OF RECEPTIVE SKILLS OF ENGLISH LANGUAGE WITH THE STUDENTS OF 1st, 2nd AND 3rd YEARS OF BACHILLERATO AT “SARAGURO” HIGH SCHOOL. ACADEMIC PERIOD 2012-2013”.

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

AUTHOR:

María Magdalena Sarango Sarango

THESIS DIRECTOR:

Lcda.M.Sc. Karina Alexandra Celi Jaramillo

LOJA – ECUADOR
2014

CERTIFICATION

Lcda.M.Sc. Karina Alexandra Celi Jaramillo.

**PROFESSOR OF THE UNIVERSIDAD NACIONAL DE LOJA AND
THESIS DIRECTOR.**

CERTIFIES:

The present research work entitled “ASSESSMENT TECHNIQUES AND THEIR EFFECT ON THE EVALUATION OF RECEPTIVE SKILLS OF ENGLISH LANGUAGE WITH THE STUDENTS OF 1st, 2nd AND 3rd YEARS OF BACHILLERATO AT “SARAGURO” HIGH SCHOOL. ACADEMIC PERIOD 2012- 2013”, under the responsibility of the undergraduate student: María Magdalena Sarango Sarango, has thoroughly been revised and fully analyzed. I authorize its presentation and submission for the legal requirements.

Loja, june 2014



Lcda.M.Sc. Karina Alexandra Celi Jaramillo.

THESIS DIRECTOR

AUTORSHIP

I, **Maria Magdalena Sarango Sarango**, declare myself to be the author of the present thesis work, and I expressly release the Universidad Nacional de Loja and its legal representatives of possible claims or legal actions for the content of it.

Additionally, I accept and authorize the Universidad Nacional de Loja the publication of my thesis in the Institutional Digital Repository.

Author: Maria Magdalena Sarango Sarango

Signature: 

ID: 1104714066

Date: July, 2014.

**CARTA DE AUTORIZACIÓN DE TESIS POR PARTE DE LA AUTORA,
PARA LA CONSULTA, REPRODUCCIÓN PARCIAL O TOTAL, Y
PUBLICACIÓN ELECTRÓNICA DEL TEXTO COMPLETO.**

Yo Maria Magdalena Sarango Sarango declaro ser autora de la tesis titulada
“ASSESSMENT TECHNIQUES AND THEIR EFFECT ON THE
EVALUATION OF RECEPTIVE SKILLS OF ENGLISH LANGUAGE
WITH THE STUDENTS OF 1st, 2nd AND 3rd YEARS OF BACHILLERATO
AT “SARAGURO” HIGH SCHOOL. ACADEMIC PERIOD 2012- 2013”,
como requisito para optar el grado de Licenciada en Ciencias de la Educación,
Mención: Idioma Inglés: autorizo al Sistema Bibliotecario de la Universidad
Nacional de Loja, para que con fines académicos, muestre la producción
intelectual de la Universidad, a través de la visibilidad de su contenido de la
siguiente manera en el Repositorio Digital Institucional.

Los usuarios pueden consultar el contenido de este trabajo en el RDI, en las redes
de información del país y del exterior, con las cuales tenga convenio la
Universidad. La Universidad Nacional de Loja, no se responsabiliza por el plagio
o copia de la Tesis que realice un tercero.

Para constancia de esta institución, en la ciudad de Loja, a los 01 días del mes de
julio del dos mil catorce, firma la autora.

Firma: 

Autora: María Magdalena Sarango Sarango

Cédula: 1104714066

Dirección: San Lucas

Correo Electrónico: libra-27maria@hotmail.com

Teléfono: 3060583

Celular: 0982567042

DATOS COMPLEMENTARIOS

Director de Tesis: Lcda.M.Sc. Karina Alexandra Celi Jaramillo.

Tribunal de Grado: Lcda.M.Sc. María Augusta Reyes Véles

Dra.M.Sc. Carmen Edith Dávila Vega

Lcda.M.Sc. Rosa Paola Moreno Ordoñez

ACKNOWLEDGEMENTS

I would like to give my thanks, first to the Universidad Nacional de Loja, because it gave me the opportunity to study and to obtain the Bachelor's degree in English language. Next to my professors, thanks to their knowledge and effort I have been able to get one of my big goals.

Finally, I would like to thank to Lcda.M.Sc. Karina Alexandra Celi Jaramillo, who offered me all his support as thesis director to finish this research work successfully.

THE AUTHORESS.

DEDICATION

I want to dedicate this work, first to God because He has let me get one of my best wished goals. Second, to my mother who has supported me during this task. Finally, to my teachers who guided me in my educational life.

THE AUTHORESS

ÁMBITO GEOGRAFICO DE LA INVESTIGACIÓN

BIBLIOTECA: Área de la Educación el Arte y la Comunicación

TIPO DE DOCUMENTO	AUTOR/ NOMBRE DEL DOCUMENTO	FUENTE	FECHY AÑO	AMBITO GEOGRAFICO						OTRAS DEGRADACIONES	NOTAS OBSERVACIONES
				NACIONAL	REGIONAL	PROVINCIA	CANTÓN	PARROQUIA	BARRIO/ COMUNIDAD		
TESIS	SARANGO SARANGO MARÍA MAGDALENA “TECNICAS DE VALORACION Y SUS EFECTOS DE LA EVALUACION EN LAS DESTREZAS RECEPTIVAS DEL LENGUAJE INGLES CON LOS ESTUDIANTES DE 1 ^{RO} , 2 ^{DO} Y 3 ^{ER} AÑO DE BACHILLERATO EN EL COLEGIO SARAGURO PERIODO2012-2013”.	UNL	2013	ECUADOR	ZONE 7	LOJA	SARAGURO	SARAGURO	CENTRO SARAGURO	CD	Lic. Ciencias de la Educación, mención Idioma Inglés

MAPA GEOGRÁFICO



SCHEME OF THESIS

PRELIMINARES

- CERTIFICATION
 - AUTHORHIP
 - CARTA DE AUTORIZACION
 - ACKNOWLEDGEMENTS
 - DEDICATION
 - AMBITO GEOGRÁFICO DE LA INVESTIGACIÓN
 - MAPA GEOGRAFICO
 - SCHEME OF THESIS
- a. TITLE
 - b. SUMMARY
 - c. INTRODUCTION
 - d. REVIEW OF LITERATURE
 - e. MATERIALS AND METHODS
 - f. RESULTS
 - g. DISCUSSION
 - h. CONCLUSIONS
 - i. RECOMMENDATIONS
 - j. BIBLIOGRAPHY
 - k. ANNEXES

a. TITLE

**ASSESSMENT TECHNIQUES AND THEIR EFFECT ON THE
EVALUATION OF RECEPTIVE SKILLS OF ENGLISH LANGUAGE
WITH THE STUDENTS OF 1st, 2nd AND 3rd YEARS OF BACHILLERATO
AT “SARAGURO” HIGH SCHOOL. ACADEMIC PERIOD 2012-2013.**

b. SUMMARY

The present research work entitled **ASSESSMENT TECHNIQUES AND THEIR EFFECT ON THE EVALUATION OF RECEPTIVE SKILLS OF ENGLISH LANGUAGE WITH THE STUDENTS OF 1st, 2nd AND 3rd YEARS OF BACHILLERATO AT “SARAGURO” HIGH SCHOOL ACADEMIC PERIOD 2012- 2013**. Sought to analyse the techniques teachers use to evaluate the receptive skills.

The methods used for the development of the present research work were: the scientific method, the descriptive, analytic-synthetic, and explicative ones to develop the process of the research work. The survey was applied to 5 English teachers and 224 students.

The results indicated that teachers do not apply appropriate techniques to assess the receptive skills, due to they neither follow the phases of the evaluation process nor consider all the parameters to evaluate the receptive skills.

In conclusion, the assessment techniques and their effect on the evaluation of receptive skills of the English language do not help teachers to analyse the students' problems in the development of reading and listening skills.

RESUMEN

El presente trabajo de investigación titulado TÉCNICAS DE EVALUACIÓN Y SU EFECTO SOBRE LA EVALUACIÓN DE HABILIDADES RECEPTIVAS DEL IDIOMA INGLÉS CON LOS ALUMNOS DE 1^{er}, 2^{do} y 3^{er} DE BACHILLERATO EN "SARAGURO" HIGH SCHOOL PERÍODO ACADÉMICO 2012 -2013 este trabajo ha sido realizado con el objetivo de analizar las técnicas que los maestros utilizan para evaluar las habilidades receptivas.

Los métodos utilizados para el desarrollo del presente trabajo de investigación fueron: el método científico, el descriptivo, analítico-sintético, y los explicativos para desarrollar el proceso del trabajo de investigación. La encuesta se aplicó a 5 profesores de inglés y 224 estudiantes.

Los principales resultados indicaron que los maestros no aplican las técnicas adecuadas para evaluar las destrezas receptivas, debido a que no siguen las fases del proceso de evaluación, y no toman en cuenta todos los parámetros para evaluar las destrezas receptivas.

En conclusión, las técnicas de evaluación y su efecto en la evaluación de las habilidades receptivas del idioma Inglés no ayudan a los profesores a analizar los problemas de los estudiantes en el desarrollo de la lectura y la comprensión oral.

c. INTRODUCTION

This research work about “ASSESSMENT TECHNIQUES AND THEIR EFFECT ON THE EVALUATION OF RECEPTIVE SKILLS OF ENGLISH LANGUAGE WITH THE STUDENTS OF 1st, 2nd AND 3rd YEARS OF BACHILLERATO AT “SARAGURO” HIGH SCHOOL. ACADEMIC PERIOD 2012-2013”, contains relevant information about the assessment techniques and the process of evaluation of the receptive skills.

The different techniques and evaluation of receptive skills of the National Education System has problems that affect the integral development of the students, due to in the majority of cases teachers continue evaluating their students based on the traditional theories, so they do not apply appropriate assessment techniques to design the tests, which determines that the parameters and phases of evaluation process of the receptive skills are not taken into account and as a result the information gathered through the tests is isolated and it never is used to improve the evaluation process of the English receptive skills.

Therefore, the general problem of the research work is: What is the effect of the assessment techniques on the evaluation of the receptive kills of English language with the students of 1st, 2nd and 3rd year of Bachillerato at “Saraguro” high school. Academic Period 2012-2013?

The sub problems are: What kind of techniques do teachers use to assess the reading and listening skills of English language with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School Academic period 2012-2013? And Are the parameters and phases of the evaluation process used to evaluate the reading and listening skills of the English language with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School. Academic period 2012-2013?

The researcher selected this problem to analyse the techniques used by teachers to evaluate the receptive skills, due to the importance of the assessment techniques and logically their effect on the evaluation of the receptive skills of English language because teachers can apply the most appropriate tools with the purpose to verify or determine which instructional strategies are effective and which ones need to be modified.

During this research it was established two specific objectives, the first one refers to: To characterize the assessment techniques that the teachers use to assess the reading and listening skills of English language with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School. Academic Period 2012-2013, and the second refers to determine if teachers evaluate the receptive skills based on the parameters and phases of the evaluation process of the English language with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School. Academic period 2012-2013. According to the mentioned objectives

it was relevant to settle up the general hypothesis that is about: The assessment techniques influence on the evaluation of receptive skills of English language with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School. Academic Period 2012-2013.

The main method used in this work was the scientific, which remarked the systematic steps to explain logic relations of the researched object and to draw the conclusions and recommendations. It was also necessary the usage of particular methods such as: the descriptive to describe the obtained results in the field work; the analytic to analyze critically the empiric information; and, to interpret the logical implications of the hypotheses.

The present work is structured in the following way:

The first part of this work has the summary which contains a brief explanation about the topic of the research work that is assessment techniques and their effect on the evaluation of receptive skills.

Second the introduction and it is whole parts, it also describes the contextual frame of the problem that let the researcher carry out the work, furthermore it mentions the general and specific problems, specific objectives, general hypothesis, the methodology applied and the presentation of the thesis contents work.

Then, the revision of literature where it is summarized the main variables of the specific hypotheses, which were the support in the analysis of the results at the instruments applied.

Next, materials and methods that consist of materials, methods, techniques, instruments, procedures and the population considered for the research.

After that the results which refer to the tabulation, representation, interpretation and analysis that the researcher did based on the gathered data.

Finally it presents the discussion, conclusions and recommendations.

d. REVIEW OF THE LITERATURE

1. ASSESSMENT TECHNIQUES

Classroom Assessment Techniques (CATs) are generally defined as simple, non-graded, anonymous, in-class activities designed to give teachers and their students an effective and useful feedback on the teaching-learning process as it is happening. Assessment techniques require the gathering of information about students learning-during the progression of a course or program and usually repeatedly-to improve the learning of those students. Assessment techniques support students learning through constructive feedback by: 1) diagnosing student difficulties; 2) measuring improvement over time; and 3) providing information to inform students about how to improve their learning. Example: reading the first lab reports of a class to assess whether some or all students in the group need a lesson on how to make them succinct and informative.

Assessment techniques can help to maximize learning by: 1) revealing what students already know and do not know about a subject so that the teacher can focus lessons appropriately; 2) revealing what students already know and do not know about a subject so that the student can focus their study appropriately; 3) exposing misunderstandings and misconceptions in prior knowledge; and 4) making it clearer to students the type of understanding that the teacher values for this subject. This type of assessment, coupled with summative assessment, is used to determine the value-added of an educational experience.

Assessment techniques require the gathering of evidence of student performance over a period of time to measure learning and understanding. Assessment is an important educational tool in single-language or ESL classrooms. Without assessment, teachers have no way of knowing what types of help their students need, and assessing students can also gauge their progress through a course of study. Assessment provides students, parents, guardians, and teachers with valid information concerning student progress and their attainment of the expected curriculum. Meaningful assessments should:

- Provide feedback to students that helps them grow and define their understandings;
- Provide information that instructors can use to determine whether and how to adjust their teaching practices;
- Reflect disciplinary values, goals, and conventions; and
- Enable departments and programs to evaluate how well the components of their curricula are operating to prepare students for a rapidly changing workplace. Angelo and Cross (1993).

2. PURPOSE OF ASSESSMENT

Critical to educators is the use of assessment to both inform and guide instruction. Using a wide variety of assessment purposes allows a teacher to determine which instructional strategies are effective and which need to be modified. In this way,

assessment can be used to improve classroom practice, plan curriculum, and research one's own teaching practice. Of course, assessment will always be used to provide information to children, parents, and administrators' gathering, recording, interpreting, using and reporting information about a child's progress and achievement in developing knowledge, skills and attitudes learners and society at large also need reliable information which can help certify achievement and provide a basis for selection. Parents too require information which can help them understand their children's achievements and limitations. Learners themselves need to know how they are progressing and how to improve their performance but they may need to be protected from the potentially demotivating effects of negative assessment.

3. STRATEGIES OF ASSESSMENT

Strategies of assessment are methods of inquiry on learning. It involves the use strategies designed to give instructors ongoing feedback about the effect their teaching is having on the level and quality of student learning; this feedback then informs their subsequent instructional decisions. This section describes six strategies that teachers may use to assess and evaluate on student learning.

Teaching dossiers.

- ✓ Student ratings.
- ✓ Peer observations.
- ✓ Letters and individual interviews.

- ✓ Course portfolios.
- ✓ Classroom assessment.

WHAT ARE THE BENEFITS OF USING CLASSROOM ASSESSMENT TECHNIQUES

BENEFITS TO FACULTY

Classroom assessment helps faculty to focus on student learning. By determining what students have learned and what is unclear, instructors can focus the class more effectively to meet the learning needs of that group. This may mean reviewing some areas, or spending less time in other areas. Unlike student evaluation surveys summative evaluations which are typically given at the end of the semester, classroom assessment provides an on-going formative evaluation. The instructor can find out what can be changed immediately to help students to learn. Angelo (1993)

BENEFITS TO STUDENTS

Students may be hesitant to ask questions during class. Classroom assessments give students opportunities to provide anonymous feedback to their instructor about their learning. Students often discover, as the instructor reviews the feedback, that others in the class had similar questions.

Classroom assessment activities can themselves be positive learning activities for students; they can be developed both to promote (and not just measure) reading skills or critical thinking skills, and to increase student motivation to take themselves and their learning more seriously. In addition, students may become more involved in their learning when they find that others in the class learned some interesting things that they had not picked up from the class session. Through greater involvement, students are likely to become more self-directed learners, and may be more motivated to successfully complete the class. Angelo (1993)

4. ASSESSMENT FOR RECEPTIVE SKILLS

Assessment receptive skills are the most common type of published reading and listening test that is available. The most common assessment involves asking a child to read or listen a passage of text that is leveled appropriately for the child, and then asking some explicit, detailed questions about the content of the text.

When developing and implementing assessment receptive skills, academic units should have at least one of three purposes in mind: to improve, to inform, and to prove. The results from an assessment process should provide information that can be used to determine whether or not intended outcomes are being achieved and how the programs can be improved. An assessment of listening and reading process should also be designed to inform departmental faculty and other decision-makers about relevant issues that can impact the program and student learning. Jason (2000)

5. TECHNIQUES TO ASSESS THE RECEPTIVE SKILLS

This technique assesses the receptive skills is the ability to analyze assigned problems by using the reading and listening skills, methods, and techniques they are learning. In addition, it assesses students' skill at communicating their analyses in a clear and concise manner.

✓ Feedback

This technique is meant to help teachers determine the most effective starting point for a given assess and the most appropriate level at which to begin instruction. By sampling the students' background knowledge before formal instruction on that topic begins, these probes also provide feedback on the range of preparation among students in a particular class

✓ Understanding

This technique provides speedy feedback on what students find least clear or most confusing. Presumably, this information helps faculty decide what to emphasize (more) and how much time to spend on topics. Students must also quickly assess what they do not understand and must be able to articulate their confusion (which is itself a complex and useful skill).

✓ **Summary**

Faculty gauge the extent to which students can summarize a large amount of information concisely and completely. Students are constrained by the rules of sentence construction and must also think creatively about the content learned. Students practice the ability to condense information into smaller, interrelated bits that are more easily processed and recalled.

✓ **Test Questions**

This technique assesses at least three aspects of student learning: Instructors see what their students consider the most important or memorable content, what they understand as fair and useful test questions, and how well they can answer the questions they have posed. This information not only provides direction for teaching but can also alert the teacher when students have inaccurate expectations about upcoming tests. Responding to this technique helps students assess how well they know the material, and receiving feedback can refocus their studying. Angelo and Cross (1993)

6. ASSESSMENT FOR ENGLISH LANGUAGE LEARNERS

Assessment can also help you to determine a learner's potential talent or capacity for learning languages. Also, it can help you to determine a student's proficiency

in a language. Using assessment can also help to identify the strengths and weaknesses a learner has. Teachers also need to use assessment to determine how well students comprehend the material that has been covered or how much information they picked up from a specific course.

Dictation exercises, strip stories, multiple choice tests and written assignments are all examples of different types of assessments suitable for English language learners. Simple dictation exercises require students to write down a passage read aloud by the teacher. These exercises offer an assessment of students' listening and writing skills. Strip stories require students to organize a short passage into the proper order after it has been taken apart and reorganized. Strip stories test reading comprehension and narrative awareness. Multiple choice tests and written assignments are good ways of assessing vocabulary, reading comprehension and listening skills. Richards (2003)

7. KINDS OF TECHNIQUES FOR ASSESSMENT.

It is a superordinate term to refer to various activities that either teachers or learners perform in the classroom. In other words, techniques include all tasks and activities. They are almost always planned and deliberate. They are the product of a choice made by teacher, and they can for their purposes as a language teacher, comfortably refer to the pedagogical units or components of a classroom session

Techniques types include:

- ✓ **Essays** are used to assess student comprehension over specific content and the ability to explain the material in their own words.
- ✓ **Writing or research papers** focus on student comprehension, ability to understand material, but depending upon the purpose of the paper, can also measure student's innovation or evaluation abilities.
- ✓ **Oral presentations** are used as a method to assess oral presentational skills, understanding of the content, and ability to organize and structure material.
- ✓ **Projects** are an exceptional method to assess student's creation or innovation abilities. For example, a student has to understand the material, apply their understanding to another context, and construct a project based upon this comprehension.
- ✓ **Case studies** are used to apply class content to a specific individual, usually themselves.
- ✓ **Labs** are an ideal method to apply abstract ideas or theories to concrete experiences.
- ✓ **Group assignments** are able to assess interpersonal, communication, and collaborative skills of students. For collaboration, a student must be able to synthesize the material from group members and help create a group solution or product. Knight (2001)

8. ASSESSMENT AND EVALUATION

It refers to defining assessment and evaluation procedures, it is valuable to

consider the characteristics of students, and the implication that those characteristics have for assessment and evaluation decisions. Secondary Level students are at various cognitive, emotional and social stages of development; therefore it is necessary to use assessment and evaluation techniques and strategies that are sensitive to this range of development and abilities. It is unrealistic to expect students who are at various stages of development to perform at the same level of competence and ability. Angelo and Cross (1993)

9. EVALUATION OF RECEPTIVE SKILLS

Evaluation the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. Evaluation is the judgment teachers make about the assessments of student learning based on established criteria. These judgments are made in relation to the achievement of curriculum and program goals, and expectations and outcomes, using information gathered by a variety of assessment tools. Treuer (200)

10. PURPOSE OF EVALUATION

Your purpose in written evaluation is not only to express your opinion or judgment about a subject, but also to convince, persuade, or otherwise influence an audience by way of that judgment. In this way, evaluation is a type of argument, in which you as a writer are attempting consciously to have an effect on your readers' ways of thinking or acting. Treuer (2000)

11. IMPORTANCE OF EVALUATION.

Evaluation as taking a snapshot of outcomes at the end of a program to prove to a funder that it worked or failed. These same people don't hold evaluation in much regard because they feel they are getting too little information too late in the day, especially if their program fell short of expectations or made no difference at all. Evaluation can, and should, however, be used as an ongoing management and learning tool to improve an organization's effectiveness.

12. PARAMETERS OF EVALUATION

Parameters of evaluation helps faculty to focus on student learning. By determining what students have learned and what is unclear, instructors can focus the class more effectively to meet the learning needs of that group. This may mean reviewing some areas, or spending less time in other areas. Unlike student evaluation surveys which are typically given at the end of the semester, parameters of evaluation provides an on-going formative evaluation. The instructor can find out what can be changed immediately to help students to learn. It helps you. Students may be hesitant to ask questions during class. Parameters of evaluation give students opportunities to provide anonymous feedback to their instructor about their learning. Students often discover, as the instructor reviews the feedback.

- **Notes done in class** helps teachers to evaluate students and through them students are aware of their own learning progress.
- **Participation in group work** helps to see what is going well and what is not going well
- **Homework completion** is a parameter that provides the input needed to learn more about what is working and what needs to be changed in the classes
- **Book report** which was marked for content, conventions, grammar process, understanding and spelling
- **Oral presentation**, evaluating reasoning, oral communication and organization is a parameter for communicating, evaluating reasoning and organizing of the speech. Mihram (1993)

13. THE EVALUATION PROCESS

Teachers as decision makers strive to make a close match between curriculum objectives, students' needs and abilities, instructional methods and assessment techniques. The evaluation process carried out parallel to instruction is a cyclical one that involves four phases: preparation, assessment, evaluation and reflection.

In the **preparation phase**, teachers decide what is to be assessed (objectives), determine the type of evaluation required (diagnostic, formative or summative), determine the criteria upon which student learning will be judged and select the most appropriate techniques for gathering the necessary information. Teachers often collaborate with students to make their decisions.

During the **assessment phase**, teachers use the selected techniques and tools to collect and collate information about students' learning and progress. Students should be consulted and/or informed about the criteria for these assessments so that they can set goals that enable them to achieve the course objectives as successfully as possible.

Teachers interpret the assessment information and make judgments about students' progress during the **evaluation phase**. These judgments (or evaluations) provide information upon which teachers base decisions about student progress toward achieving the course objectives, and to inform students and parents/guardians at reporting time.

The **reflection phase** allows teachers to consider the extent to which the previous phases have been successful. Specifically, teachers evaluate the utility, equity and appropriateness of the assessment techniques used. Such reflection assists teachers in making decisions concerning improvements or adaptations to subsequent instruction and evaluation. Donald (1976)

14. TECHNIQUES TO EVALUATE RECEPTIVE SKILL

Receptive skills are the ways in which people extract meaning from the discourse they see or hear. There are generalities about this kind of processing which apply to both reading and listening which will be addressed in this chapter but there are

also significant differences between reading and listening processes too, and in the ways it can evaluate these skills in the classroom. Treuer (2000)

READING TECHNIQUES

Reading offers additional exposure to the language that can often be stimulating, interesting in terms of vocabulary follow these techniques.

- Reading for Detail
- Skimming
- Intensive Reading
- Extensive Reading
- Read the puzzle
- Spelling words
- Anticipation.
- Linking words.
- Read the texts and match the headings to the appropriate paragraph
- Put the bits together to make the end of a story.
- Read the letters and answer the questions.
- Read the two texts and complete the family trees.
- Asking Questions. Richards (2003)

LISTENING TECHNIQUES

➤ ENCOURAGING

Definition: The use of a variety of verbal and non-verbal means to encourage others to continue talking. Teachers can use phrasal to keep the listening Encouraging utterances communicate to students that you are really listening.

➤ PARAPHRASING

Definition: Restating what student said in different words to allow them to confirm that you have understood what they intended.

➤ SUMMARIZING

Definition: This is very similar to paraphrasing but includes a restatement of more or all of a conversation and in some cases previous conversations as well.

LISTENING STRATEGIES

Pre-listening stage is the planning and preparation stage which serves as a time for students to actively engage with the listening materials.

While-listening stage is the information-collecting stage, during which students try their best to catch and collect as much information as possible to confirm or negate their predictions. Common sense can often help us to predict what the speaker will say next, what words and tense he or she will use, and what will occur next.

Post-listening stage is a stage full of different tasks, such as comparison of various answers in pairs, discussion, checking or clarifying “missed” or confusing information, summarizing what have been heard on the tape and reporting to the class. Geysler (2000)

15. READING SKILL

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Reading is an important means of communication, also offers additional exposure to the language; an exposure that can often be stimulating, interesting, and up - to date in terms of vocabulary.

Reading is making meaning from print. It requires that:

- ✓ Identify the words in print – a process called word recognition
- ✓ Construct an understanding from them – a process called comprehension
- ✓ Coordinate identifying words and making meaning so that reading is automatic and accurate – an achievement called fluency

USEFUL READING STRATEGIES

A reading lesson might reflect this process in a variety of ways. There are a lot of classroom procedures that activate and encourage pupils to realize that reading can be fun.

All reading techniques are classified according to three main types of classroom procedures:

- ✓ pre-reading
- ✓ during-reading
- ✓ After-reading

READING ACTIVITIES

- ✓ Read the puzzle. Spelling words
- ✓ Anticipation. What do you know about robots? Read and complete the chart.
- ✓ Linking words. Choose the best word.
- ✓ Read the texts and match the headings to the appropriate paragraph
- ✓ Put the following bits together to make the end of a story.
- ✓ Read the letters and answer the questions. Write an excuse.
- ✓ Read the text and write about the typical food of your country or region.
- ✓ Asking Questions to check reading comprehension and the ability to ask questions.

- ✓ Cloze Activities to create a cloze exercise, remove every fifth or seventh word from the text. Grace (1998)

16. LISTENING SKILLS

Is the ability to identify and understand spoken language. Listening is a receptive skill. The receptive skills used in language acquisition: listening and reading enable the productive skills: speaking and writing. Listening is the communication skill used most often in the assimilation of information and the most neglected in foreign language teaching. Geysler (1993)

PURPOSES FOR LISTENING

The main functions of a listening purpose should be to help learners gain confidence in their listening ability and build strategies that help them make sense of the task. The success of a listening task depends on teacher attitude. Geysler (2001)

LISTENING PROCESS

Real listening is an active process that has three basic steps.

Hearing. Hearing just means listening enough to catch what the speaker is saying.

For example, say where you listening to a report on zebras, and the speakers

mentioned that to not two are alike. If you can repeat the fact, then you have heard what has been said.

Understanding. The next part of the listening happens when you take what you have heard and understand it in your own way.

Judging. After you are sure you understand what the speakers has said, think about whether it makes sense.

LISTENING ACTIVITIES

- ✓ **Predicting through vocabulary:** give students a list of key vocabulary items and ask them to predict or guess what the dialogue is about.
- ✓ **Putting events/items in the right order:** give students a list of items or events mentioned on the tape. Ask them to read the list, listen to the dialogue, and number the events in the order that they hear them. Teacher can vary using pictures or drawings.
- ✓ **True of false statements:** this task requires a high level of attention from students to check the correct answers.
- ✓ **Multiple choice questions:** give several options to mark the correct one that students listen to the tape, it is suitable for beginning levels.
- ✓ **Opened-ended questions:** form questions about the details, then tell students to use short answers such as: **yes, she did**

- ✓ **Note- taking:** as you listen to the recorder take notes about the topic it can be names, places, food, weather, people, transportation, etc.
- ✓ **Authentic Listening:** listening for specific information based on a situation in which students might find individually the required answers.
- ✓ **Using the dictionary:** It is a great way to discover new vocabulary words when you listen to something, using a dictionary can help students to understand the listening. When you do not understand something, try to find it in the dictionary. You will discover new words and their spellings.
- ✓ **Guessing:** Use the information around the parts you don't understand to guess the meaning in context. Geysler (2000)

REASONS FOR READING AND LISTENING

When read a sign on the motorway our motives are different from when we read a detective novel; when take an audiotape guide round a museum have a different purpose in mind from when listen to a stranger giving us directions on a street corner. It can divide reasons for reading and listening into two broad categories:

- ✓ For maintaining good social relations
- ✓ For entertainment
- ✓ For obtaining information necessary for day-to-day living
- ✓ For academic purposes. Geysler (2000)

PROBLEMS AND SOLUTIONS

The teaching and learning of receptive skills presents a number of particular, problems which will need to be addressed. These are to do-with language, topic, the tasks students are asked to perform, and the expectations they have of reading and listening, as we shall discuss below. Students may be asked to read through a particular text in detail in order to answer a specific question such as 'At what time did the train depart the station?' "Intensive listening" or "listening for detail" is where the students concentrate on a small part of the tape-script in order to understand some subtle points of detail

e. MATERIALS AND METHODS

DESIGN OF THE RESEARCH

This research work is identified as a descriptive one, since the researcher did not manipulate the variables. For the development of it, some methods and techniques were applied in order to get the required data and the exposed results in this research.

METHODS, TECHNIQUES AND INSTRUMENTS

As a general method was used the **scientific** one, which developed a set of procedures oriented to find out, demonstrate and verify the knowledge that the science states in a systematic way about the researched object. Through this method were developed the phases of the survey, questioning of the object in the same way it was in the reality and the verification on the hypothesis relating to the variables through empiric data and the theoretical referents. In addition, it was used to deduce the conclusions under the basis of the theoretical referents and the tendencies of the obtained results in the field research.

The **descriptive method** was used in the observation of facts, phenomenon and cases, as well as, to describe the problem statement, which, let us to organize the information, showing the results according to the hypothesis and the indicators that were found out in accordance to the variables.

Another method was the **analytic-synthetic**, which served to analyze the empiric information from the applied instruments and therefore I could derive the respective conclusions according to the tendencies of the results in the field information. It also was used to analyze the components of assessment techniques and their effect of the receptive skills to develop in the researched institution.

In the same way **explicative method** was applied to explain the logical implications of the variables in every hypothesis consequently we able to prove the same ones, through a descriptive deduction according to the obtained results contrasted with the theoretical referents.

Finally, the descriptive statistics was developed to represent the data in tables and graphs to get a better comprehension of the information.

TECHNIQUES AND INSTRUMENTS

To obtain the empiric information it was applied a survey to get information about the assessment techniques which gave us the guidelines to find out about the effect on the evaluation and receptive skills, to know what are the students learning at “Saraguro” high school. The surveys were applied to teachers and students with a previous elaborated questionnaire that contains different types of closed and opened questions about the topic that we investigated.

PROCEDURES

To make the present research work the following procedures were developed:

Tabulation of the data making use of the descriptive statistics in the case of the closed questions and to the additional criteria it was necessary to classify them by categories in order to facilitate their interpretation. The tabulation of all the applied instruments permitted a contrasting of the information and the analysis of one indicator of view.

After, it **organized** and classified the empiric information and kept in mind the variables as a guide that helped us to prove the hypothesis, in this way, it facilitates the next step, the interpretation and analysis.

Once obtained the data was organized and **described** in statistic tables that will show the frequency and the percentage of the obtained indicators in the applied instruments. This lends to represent the information graphically.

After the data described it is **represented graphically**, so it establishes the interpretation and consequently the critical analysis of every question, for this is used the bars diagram to show this information.

When it has presented the information in tables and graphs, it will was analyzed according to the obtained percentages taking into account the categories of the

theoretical frame, the major tendencies in the results and the variables of the specific hypothesis.

The **hypothesis** was demonstrated through a deductive hypothetical process supported in the logical analysis of the field investigation whose final results were expressed in a descriptive way.

The **conclusions** were based on a specific analysis of the results and gave some recommendations to the authorities of the researched institution, also to the teachers and students in order to contribute with the solution of the problem that motivated the present research.

POPULATION AND SAMPLE

The “Saraguro” High School has 5 English teachers and all of them were considered to carry out this research, also 224 students who belong to 1st, 2nd and 3rd Years of Bachillerato. The table below indicates the population.

COURSES	POPULATION
1 st Year of Bachillerato	90
2 nd Year of Bachillerato	80
3 rd Year of Bachillerato	54
TOTAL	224
Teachers' population	5

f. RESULTS

TEACHERS AND STUDENTS SURVEY

A: HYPOTHESIS No. 1

There is no application of appropriate techniques to assess the reading and listening skills of English language with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School, academic period 2012-2013.

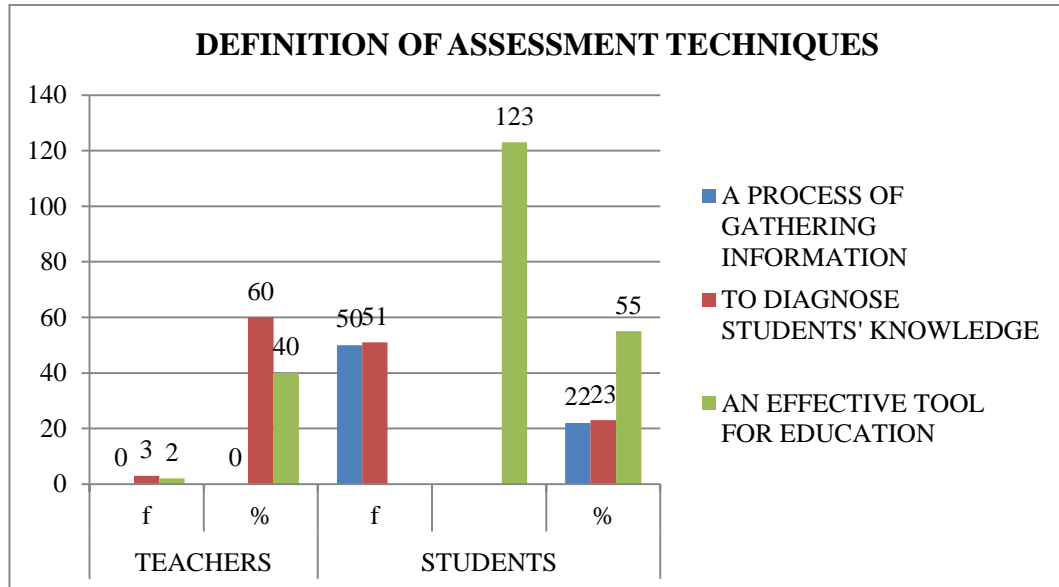
1. Which option is the most appropriate to define the assessment techniques?

a. CHART 1

DEFINITION OF ASSESSMENT TECHNIQUES	TEACHERS		STUDENTS	
	f.	%	f.	%
A PROCESS OF GATHERING INFORMATION	0	0	50	22
TO DIAGNOSE STUDENTS' KNOWLEDGE	3	60	51	23
AN EFFECTIVE TOOL FOR EDUCATION	2	40	123	55

Source: Teachers' and students' survey
Author: María Magdalena Sarango.

b. GRAPH 1



c. LOGICAL ANALYSIS

Analyzing the graphic representation more than half of the students took into account, effective tool for education, and more than half of the teachers took into account, to diagnose students' knowledge

The obtained outcomes indicate that the students do not know what assessment techniques are; because when they were asked about this question, students did not answer properly. It means that they are not familiar with this kind of techniques due to teachers are not implementing these methods to increase students' learning in a proficient way and to improve the development of the receptive skills. According to Angelo (1993), classroom assessment techniques (CATs) are generally defined as simple, non-graded, anonymous, in-class

activities designed to give teachers and their students an effective and useful feedback on the teaching-learning process as it is happening. Moreover, assessment techniques require the gathering of information about students learning-during the progression of a course or program and usually repeatedly-to improve the learning of those students. Furthermore, assessment techniques support students learning through constructive feedback by three steps: 1) diagnosing student difficulties; 2) measuring improvement over time; and 3) providing information to inform students about how to improve their learning.

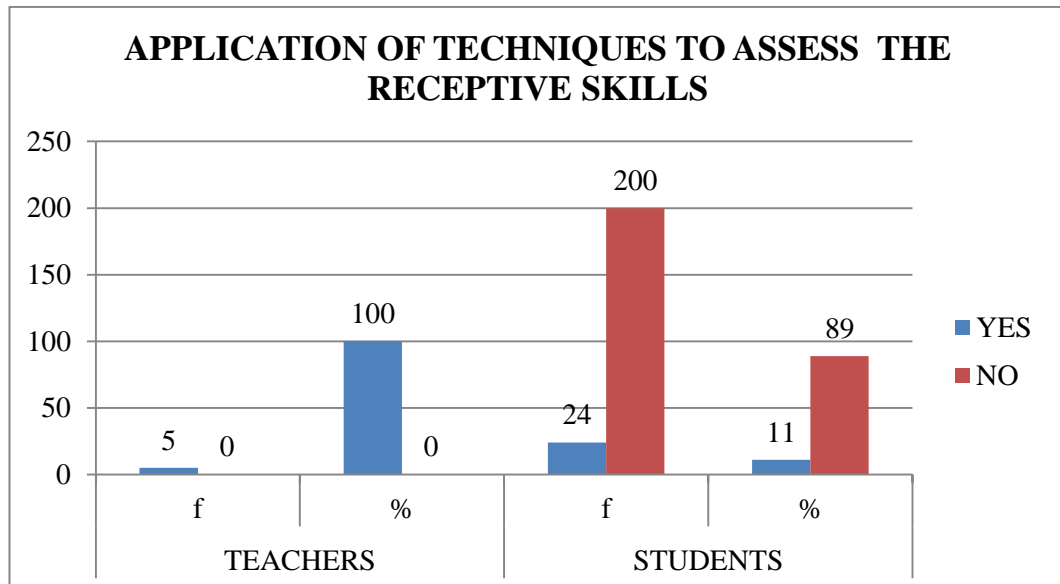
2. Do you apply specific techniques to assess the receptive skills?

a. CHART 2

APPLICATIONS OF TECHNIQUES TO ASSESS THE RECEPTIVE SKILLS	TEACHERS		STUDENTS	
	f.	%	f.	%
YES	5	100	24	11
NO	0	0	200	89
TOTAL	5	100	224	100

Source: Teachers' and students' survey
 Author: María Magdalena Sarango.

b. GRAPH 2



c. LOGICAL ANALYSIS

In accordance to this question, all teachers express that, they apply specific techniques to assess the reading and listening skills and most of students express that the teachers do not apply techniques to evaluate the receptive skills.

According to the results, there is not an agreement between teachers and students, which means that the techniques to assess the receptive skills are not being applied appropriately. These techniques are into the new educative regulation, which help teachers to know the level of the students' knowledge. Batters (2000) points out in his book "Methods of Assessment" that using a wide variety of assessment techniques allows teachers to determine which instructional strategies are effective and which need to be modified.

3. What techniques do you use to assess the receptive skills?

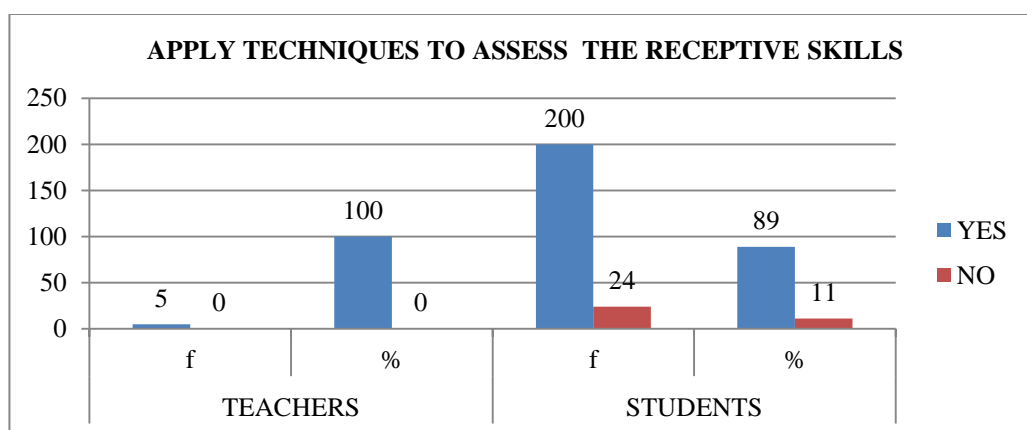
a. CHART 3

TECHNIQUES TO ASSESS THE RECEPTIVE SKILLS	TEACHERS		STUDENTS	
	f.	%	f.	%
FEEDBACK	5	100	100	45
UNDERSTANDING	0	0	50	22
SUMMARY	0	0	74	33
TEST QUESTIONS	0	0	0	0

Source: Teachers' and students' survey

Author: María Magdalena Sarango.

b. GRAPH 3



c. LOGICAL ANALYSIS

Regarding the results obtained according to the questions, all teachers use feedback to assess the receptive skills while several students say feedback, and summary.

It is evident that teachers are not applying all appropriate techniques to assess the receptive skills. They are only considering the feedback. Therefore, the techniques to assess the receptive skills are not being developed in a suitable way.

Johnson (1976) indicates that **Feedback** helps teachers determine the most effective starting point for a given assess and the most appropriate level at which to begin instruction. **Understanding** helps faculty decide what to emphasize and how much time to spend on topics. Students must also quickly assess what they do not understand and must be able to articulate their confusion (which is itself a complex and useful skill). **Summary**, students practice the ability to condense information into smaller, interrelated bits that are more easily processed and recalled. **Test Questions** helps students assess how well they know the material, and receiving feedback can refocus their listening and reading.

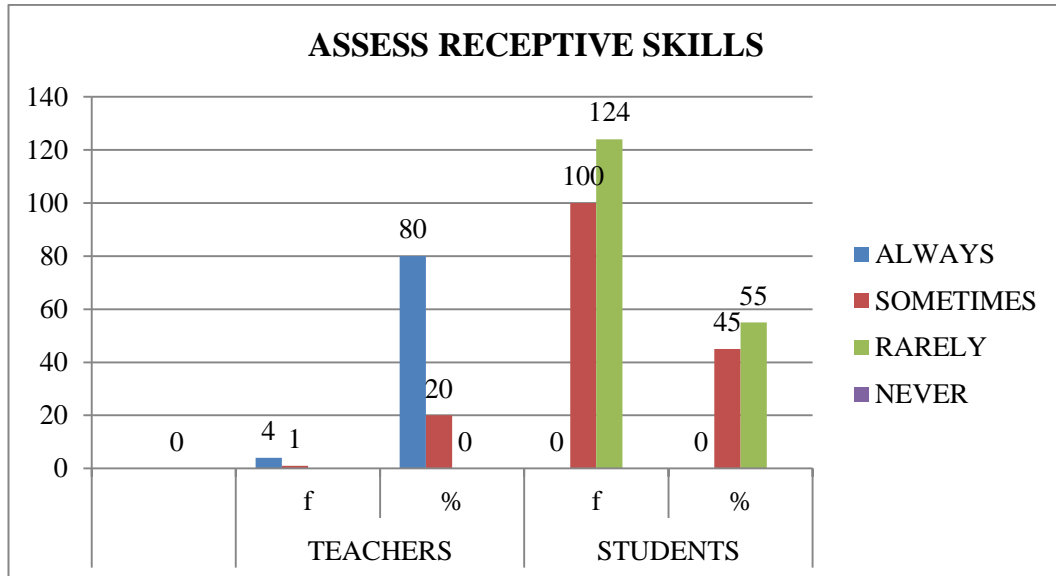
4. How often do you emphasize on the assessment of the receptive skills

a. CHART 4

TIME FOR ASSESSING RECEPTIVE SKILLS	TEACHERS		STUDENTS	
	f.	%	f.	%
ALWAYS	4	80	0	0
SOMETIMES	1	20	100	45
RARELY	0	0	124	55
NEVER	0	0	0	0

Source: Teachers' and students' survey
 Author: María Magdalena Sarango.

b. GRAPH 4



c. LOGICAL ANALYSIS

In accordance to this question, many teachers expressed that, they always emphasize on the assessment of the receptive skills, about the students more than half manifested never, and several of them manifested that their teachers sometimes emphasize on the assessment of the receptive skills.

This means that teachers are not continuously reinforcing and adjusting the listening and reading processes. According to Geyser (2000), assessing receptive skills with a specific period of time and applying the appropriate techniques help teachers to do the necessary adjustments to the teaching and the assessment process too.

B. HYPOTHESIS N. 2

The evaluation of receptive skills applied by teachers does not take into account the parameters and phases of the evaluation process with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School. Academic period 2012-2013.

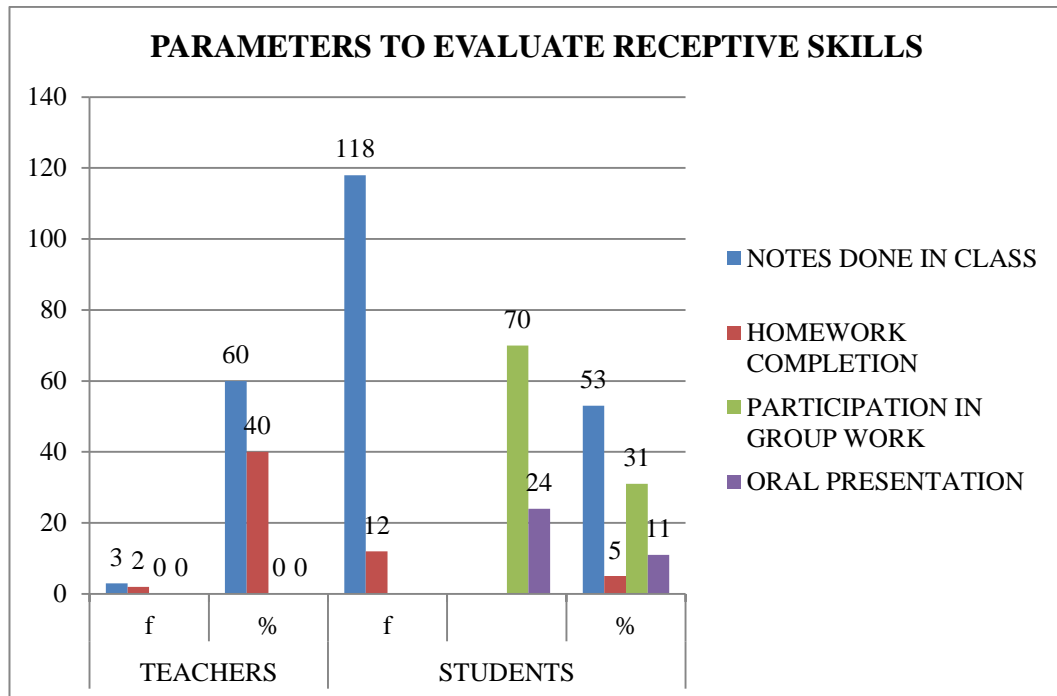
5. Which parameters do you consider to evaluate the receptive skills? Tick them.

a. CHATR 5

PARAMETERS TO EVALUATE RECEPTIVE SKILLS	TEACHERS		STUDENTS	
	f.	%	f.	%
NOTES DONE IN CLASS	3	60	118	53
HOMEWORK COMPLETION	2	40	12	5
PARTICIPATION IN GROUPWORK	0	0	70	31
ORAL PRESENTATION	0	0	24	11

Source: Teachers' and students' survey
Author: María Magdalena Sarango.

b. GRAPH 5



c. LOGICAL ANALYSIS

More than half of teachers and students pointed out, notes done in class, and several teachers and a few students matched, homework completion; as the parameters considered for evaluating the receptive skills.

It is evident that teachers are not taken into account all the parameters of the evaluation process, the use of all the parameters to evaluate receptive skills by teachers help them to determine what students have learned and what is unclear, reviewing some areas, or spending less time in other activities.

Mihram (1993) mentions that it is necessary to emphasize that, the notes done in class, help teachers to evaluate students and through them students are aware of their own learning progress. The homework completion is a parameter that provides the input needed to learn more about what is working and what needs to be changed in the classes, participation in group work, help to see what is going well and what is not going well and oral presentation is a parameter for communicating, evaluating reasoning and organizing of the speech.

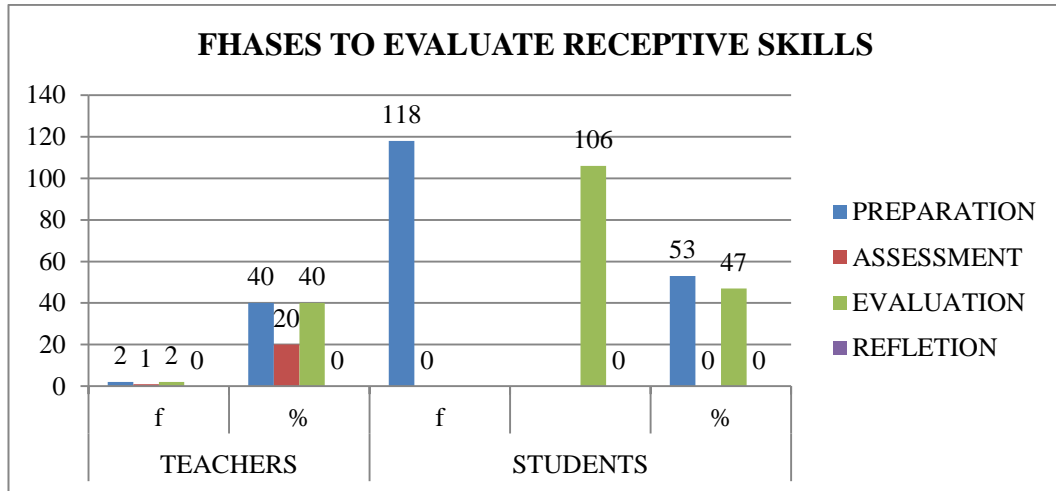
6. What phases of the evaluation process do you take into account to evaluate the receptive skills?

a. CHART 6

PHASES TO EVALUATE RECEPTIVE SKILLS	TEACHERS		STUDENTS	
	f.	%	f.	%
PREPARATION	2	40	118	53
ASSESSMENT	1	20	0	0
EVALUATION	2	40	106	47
REFLECTION	0	0	0	0

Source: Teachers' and students' survey
 Author: María Magdalena Sarango.

b. GRAPH 6



c. LOGICAL ANALYSIS

Analyzing the graphic representation, more than half of students marked evaluation and several teachers took into account preparation and evaluation, to evaluate the receptive skills.

According to the results obtained it is evident that teachers do not take into account the phases to evaluate the receptive skills, so that, it is important to follow specific phases in the process of evaluation. In the **preparation** phase teachers decide what to assess and determine the type of evaluation required. During the **assessment** phase teachers select techniques and tools to evaluate learning. In the **evaluation** phase teachers interpret the assessment information and make judgments about the students' progress. And the **reflection** phase allows teachers to consider the extent to which the previous phases have been successful. Johnson (1976).

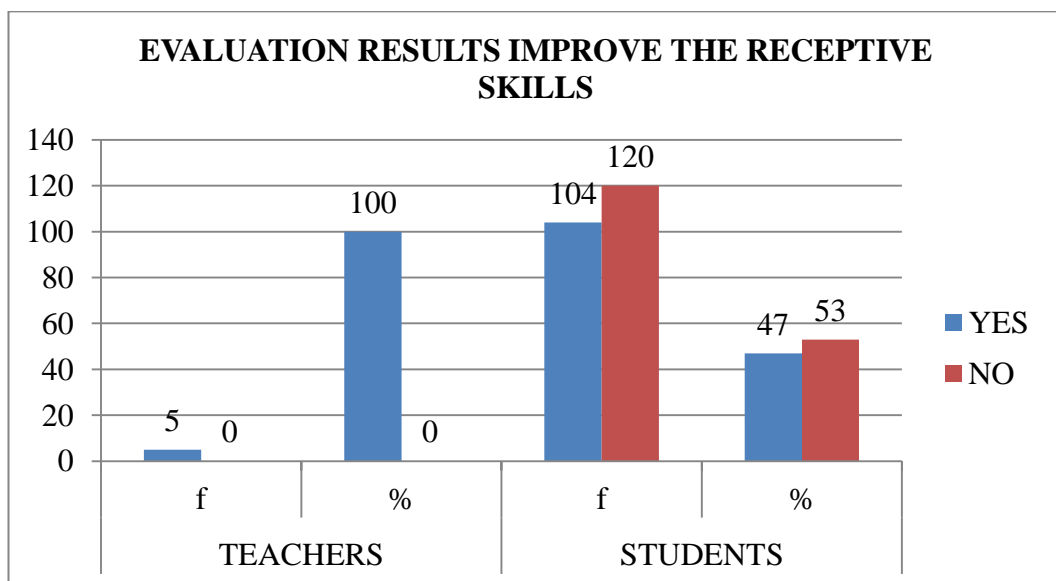
7. Are the reading and listening evaluation results helpful to improve the receptive skills?

a. CHART 7

EVALUATION RESULTS IMPROVE THE RECEPTIVE SKILLS	TEACHERS		STUDENTS	
	f.	%	f.	%
YES	5	100	104	47
NO	0	0	120	53
TOTAL	5	100	224	100

Source: Teachers' and students' survey
 Author: María Magdalena Sarango.

b. GRAPH 7



c. LOGICAL ANALYSIS

In accordance to this question, all teachers expressed that the results of reading and listening evaluation are helpful to improve the receptive skills and more than half of students pointed out that they are not helpful to improve the receptive skills.

The outcomes show that there is a contradiction between teachers and students' answers, since teacher said that the evaluation of receptive skills is advantageous in the teaching, but the students expressed the opposite. This indicates that teachers do not evaluate the students listening and reading to improve skills. Evaluation results are vital because it provides guidance on ways of using tests and alternative forms of evaluation.

Geyser (2000) indicates that there are specific techniques to evaluate the listening and reading skills, they can be developed both to promote and not just measure read skills or critical thinking skills, and to increase student motivation to take themselves and their learning more seriously. In addition, students may become more involved in their learning when they find that others in the class learned some interesting things that they had not picked up from the class session.

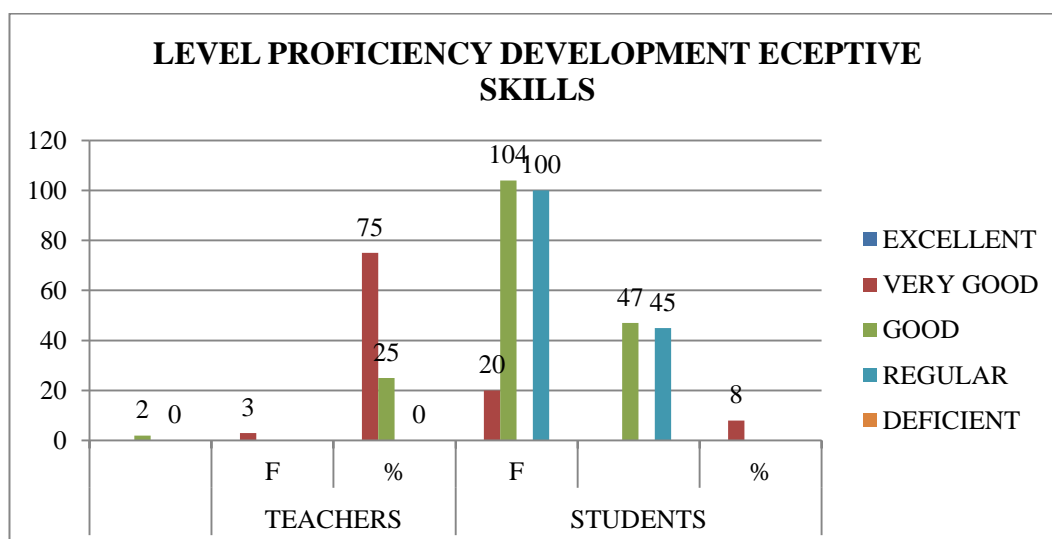
8. What is the level of proficiency of your students' development receptive skills?

a. CHART 8

LEVEL THE PROFICIENCY DEVELOPMENT RECEPTIVE SKILLS	TEACHERS		STUDENTS	
	f.	%	f.	%
EXCELLENT	0	0	0	0
VERY GOOD	3	75	20	8
GOOD	2	25	104	47
REGULAR	0	0	100	45
DEFICIENT	0	0	0	0

Source: Teachers' and students' survey
 Author: María Magdalena Sarango.

b. GRAPH 8



c. LOGICAL ANALYSIS

The results obtained according to the questions, many teachers pointed out that the level of proficiency in the receptive skills is very good, and several students indicated that their level is good, and regular.

With the results obtained from this question it is evident that the level of proficiency of the students about listening and reading is good and regular, what means that there are some difficulties in develop the receptive skills because the teachers do not use the appropriate techniques.

Develop receptive skills work well in learner-centered classrooms because they are based on the idea that students can evaluate their own learning and learn from the evaluation process. These methods give learners opportunities to reflect on both their linguistic development and their learning processes (what helps them learn and what might help them learn better). Alternative evaluation gives instructors a way to connect assessment with review of learning. Geysler (2000)

g. DISCUSSION

Once presented, discussed and analysed the results obtained from the collected data through the surveys applied to teachers and students at “Saraguro” high school the researcher presents the questions that helped to prove or reject each hypothesis stated in the project.

HYPHOTHESIS ONE.

a) Statement.

There is no application of appropriate techniques to assess the reading and listening skills of English language with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School academic period 2012-2013.

b) Demonstration.

In the question **ONE**, 60% of the teachers know the definition about the assessment techniques and 55% of the students do not know what assessment techniques are. These results show that teachers do not take into consideration the fundamental assessment techniques to develop the students’ knowledge efficiently in the English language learning process.

In question **TWO**, 100% of teachers expressed that, they apply specific techniques to assess reading and listening, and 89 % of the students say the

teachers do not apply techniques to assess the receptive skills, these results show that there is not an agreement between teachers and students.

In the question **TREE**, 100% of teachers are implementing feedback to assess the receptive skills, 45% of students agree with teachers' answers, considering the results obtained from the teachers and students' survey it is noticed that teachers are only using feedback, which is an appropriate technique for teaching English language also it helps teachers to determine the most effective starting point for a given assess and the most appropriate level at which to begin instruction, although it does not help effectively to assess reading and listening.

In question **FOUR**, 80% of teachers expressed that, they always emphasize on the assessment of the receptive skills, 55% of students indicated that their teachers rarely assess the receptive skills and 45% of them manifested that their teachers sometimes emphasize on the assessment of the receptive skills, these results show that teachers are rarely emphasizing on the assessment of receptive skills. This means are not continuously reinforcing and adjusting the listening and reading processes.

c) Decision.

Taking into account the above obtained outcomes in the described questions relating to teachers and students' survey; hypothesis **ONE** is confirmed. Due to it

has been demonstrated that there is no application of the appropriate techniques in order to assess the reading and listening skills of English language with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” high school, Academic Period 2012-2013. Since, according to a high number of the students’ survey answers that were interviewed, they manifest that their English teachers do not apply these essential techniques to assess the receptive skills in daily classes.

HIPOTHESIS TWO.

a). Statement.

The evaluation of receptive skills applied by teachers does not take into account the parameters and phases of the evaluation process with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School. Academic period 2012-2013

b). Demonstration.

In question **FIVE**, which was about the parameters that teachers consider to evaluate the receptive skills, 60% of them pointed out, notes done in class, and 53% of students indicated notes done in class too, consequently teachers, are not considering all the parameters to evaluate the receptive skills.

In question **SIX**, 40% of the teachers point out that they consider preparation and

evaluation to evaluate the receptive skills, 53% of the students matched preparation and 47% of them mention evaluation. It is evident that teachers of the surveyed institution do not take into account the phases of the evaluation process for the receptive skills because they do not consider them as useful techniques.

Question **SEVEN** was directed to demonstrate if reading and listening tests improve the receptive skills. The result obtained according to the questions is: 100% of teachers expressed that, reading and listening tests are helpful instruments to improve the receptive skill, and 53% of the students manifested that reading and listening are not supportive techniques to improve the receptive skills, these results show that students do not consider reading and listening test for improving the receptive skills.

In question **EIGHT**, 75% of teachers pointed out that the level of proficiency of their students in the receptive skills is very good, while 47% of students indicated that their level is good, and 45% answered regular, these results indicate that teachers do not follow the evaluation process appropriately which would help to develop the level of proficiency in the receptive skills.

d. Decision.

After analyzing and supporting the above examined results from the teachers and students survey answers, hypothesis number **TWO** is confirmed, since it has

clearly been proven that the evaluation of receptive skills applied by teachers does not take into account the parameters and phases of the evaluation process with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School, Academic period 2012-2013. It is evident that teachers are not bearing in mind the significance and importance of reading and listening for improving the receptive skills and also teachers do not implement the most useful resources to develop the level of proficiency in the before mentioned skills.

h. CONCLUSIONS

After analyzing the results of the obtained data about the Assessment techniques and their effect on the evaluation of the receptive skills of the English language the researcher gives the following conclusions.

- The most used technique by teachers is only feedback, although it is not specific technique to evaluate and develop the receptive skills and also they do not take into account understanding, summing for teaching English language, so the students do not have a clear knowledge about what assessment technique are in the English language learning process.

- Teachers do not implement the most appropriate techniques for evaluating the reading and listening students' skills, as well teachers are not aware about the connotation of the assessment techniques as a tool that offer and give students abundant opportunities to work and develop effectively the different activities in the daily classes in order to achieve an excellent learning of the English language.

- Teachers do not take into consideration as an advantageous tool the phases of the evaluation process because they are just interested in doing the same activities without considering the phases of the evaluation process: preparation, assessment, evaluation and reflection.

- Teachers do not take into account all the parameters of evaluation that are very essential in the teaching and help to focus on student learning by determining what pupils have learned and what is unclear in order to teacher can focus the class more effectively to meet the learning needs of that students group. Teachers of the researched institution are rarely emphasizing in the parameters of evaluation. Therefore, they are not working efficiently with the assessment techniques.

i. RECOMMENDATIONS

With the purpose to use the appropriate assessment techniques and get good results on students though the evaluation of the receptive skills the researcher points out the following suggestions:

- Teachers should use feedback, understanding, summary, testing and evaluating as a useful tool to assess the receptive skills through class activities by using graded readings, which could be often accompanied with audio material, radio, and TV broadcasts, podcasts and songs. The class activities will let students become more responsible and aware that through them they can improve their knowledge and be active students during the class development on reading and listening skills.
- It is recommended that teachers give more guidance and support to students in the class activities by suggesting good sources by building up scaffolding principals, by application self-regulation and autonomy skills, by forming good study habits and by giving students to be an active part of their class activities in the development of the receptive skills.
- Teachers should take into consideration the four phases of evaluation process such as: preparation, assessment, evaluation and reflection so that evaluate efficiently the receptive skills on the students because it is a tool that help

learners in the development the reading and listening skills in the learning process.

- Teachers should take some training about the use of the technology and multiple tools that offer to diversify the extra class activities so that they can look for more information and they would apply to develop the receptive skills. Students nowadays have more knowledge about technology and interactive activities because they are digital natives and teachers should take advantage of these skills to support lifelong learning and give students more power and autonomy in assess the receptive skills in order to be updated and get better students' results.

j. BIBLIOGRAPHICAL REFERENCES

- ✓ BADDERS, William (2000) Methods of Assessment. Retrieved January 3, 2012, from <http://www.real.gold.ac.uk/listening/strategies.htm#Beforelistening>
- ✓ JOHNSON, Donald (Aug 1976) Retrieved January 4, 2012, from <http://www.Hpt.wikipedia.org/wiki/Reading>
- ✓ MIHRAM, Danielle (2006) parameters of evaluation p. 8 Retrieved February 7, 2012, from <http://www.sasked.gov.sk.ca/docs/mla/assess.html>
- ✓ GEYSER, Jason (2001) strategies listening. Pag. 0073 Retrieved March 4, 2012, from <http://www.thecradleproject.org>
- ✓ GEYSER, Jason (2000) the Receptive Skills pag. 58-106 Retrieved February 3, 2012, from www.coe.int/lang
- ✓ GRACE, Stovall Burkart, (1998) Retrieved March 4, 2012, from <http://iteslj.org/Techniques/Kilickaya-AutenticMaterial.html>
- ✓ HARMER, Jeremy, (2001) "How to Teach English", pag.52-125 Retrieved March 2, 2012, from http://robertkozma.com/images/kozma_millennium_villages_report.pdf
- ✓ KNIGHT, P.T. (2001) A Briefing Formative and Summative assessment Retrieved January 15, 2012 from <http://www.igi-global.com/journal/international/journal/information/communication/technology/1082>.
- ✓ TREUER, Paul (2000) listening and reading skill Retrieved March 4, 2012, from http://robertkozma.com/images/kozma_millennium_villages_report.pdf
- ✓ RICHARDS, Jack (2003) Foreign Language Teaching In Schools. 1. Vol.26 Retrieved March 4, 2012, from <http://www.monografias.com>

- ✓ THOMAS, A. Angelo and K. Patricia (1993) Cross Assessment Techniques [2nd Ed p. 105] Retrieved March 5, 2012, from <http://www.cis.doshisha.ac.jp/kkitao/online/internet/art-use.htm>



k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARMENT

THEME

“ASSESSMENT TECHNIQUES AND THEIR EFFECT ON THE EVALUATION OF RECEPTIVE SKILLS OF ENGLISH LANGUAGE WITH THE STUDENTS OF 1st, 2nd AND 3rd YEARS OF BACHILLERATO AT “SARAGURO” HIGH SCHOOL. ACADEMIC PERIOD 2012/2013”.

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

AUTHORESS: María Magdalena Sarango Sarango.

LOJA- ECUADOR

2013

a. THEME

“ASSESSMENT TECHNIQUES AND THEIR EFFECT ON THE EVALUATION OF RECEPTIVE SKILLS OF ENGLISH LANGUAGE WITH THE STUDENTS OF 1st, 2nd AND 3rd YEARS OF BACHILLERATO AT “SARAGURO” HIGH SCHOOL. ACADEMIC PERIOD 2012-2013”.

b. PROBLEM STATEMENT

BACKGROUND

With the creation of "Saraguro" High School, the community of Saraguros reached its development in the economic, social, cultural and mainly in the humanistic aspects. The actions to get a high school at Saraguro town in Loja canton of Loja Province, the authorities and the community started building in 1973 which involved some trips to Quito Capital to Minister of Education

To request the creation of the high school, consequently, on august 14-1974 they got this particular mixed high school only with eighth, ninth and tenth years of Basic Education, according to the ministerial N° 2332 that was signed by the General. Gustavo Vasquez Minister of Education and Culture.

The High School began with 37 students and 3 teachers, as a consequence of the lack of budget from the state for the education, at the beginning of the activities the Priest Cristobal Zambrano as Headmaster, Leopoldo Guzman" and FernandoOrdóñez, build the high school in this sector.

Nowadays "Saraguro" high school has 54 teachers 11 administrative staff and 5 employees of service staff. The new headmaster is the teacher Miguel Alvarado, who has collaborated in the development of this high school.

The "Saraguro" High school has five English teachers and 1067 students, 843 students in the basic level and 224 in the Bachillerato.

The vision at Saraguro high school. Is to plan it's education offering to men and women with identity and mentality of change in the humanistic, scientific environments, technologic cultural, social able to contribute to the development of themselves, the society and the protection of the nature, giving the challenges of the life creative, in form practice, responsible and fundamental of the values.

The mission at Saraguro high school. Is to Form men and women with capacity of leadership and reflection and practices of values and formation, scientific technology and cultural, using methodologies technical of inter-learning that allows them perform efficiency with the family and society

➤ **PROBLEM STATEMENT**

At the present time our country is immersed in a crisis that affects all the aspects of social life as: economic, political, moral and educational. The politicians, bad government, and corruption have reached worrying levels. Also, the globalization promoted by the industrialized countries and the multilateral organisations such as the "International Monetary Fund" and the World Bank that continue affecting more and more the economic, social and cultural development of countries like Ecuador.

The problem of education cannot be isolated from the socioeconomically structure and current political problems, since it constitutes a reflection of it and has a direct relationship with the general crisis in which we live. It means that involves life's conditions, work and poverty which affect a large number of the population.

The different techniques and evaluation of receptive skills of the National Educational System has problems that affect the integral development of the students so; it is not applied according to the economic, political or cultural reality of the regions. In Saraguro High School It could observed some of the following issues.

There is no concrete or specific information that serves as basic input for reaching a proposals solution to this crisis. In the development of the methodologies, strategies and techniques of receptive skills are all still based on the traditional theories.

The High school has maintained a passive attitude in connection with the general actions determined by the Minister of Education, where they are the main element to achieve the teaching learning process, techniques in order to develop meaningful learning. The problems of appropriate techniques to assess that could be associated with the teacher's skills in test construction and administration, and their attitudes toward the assessment approach and record keeping.

The Minister of Education organizes workshops on test construction and administration as in-service training for serving teachers.

Apart from the skills of test construction measuring cognitive aspects of learning, teachers should also be able to measure the learners' affective attributes such as attitudes, motives, interests, values and other personality characteristics.

Such characteristics could be as important as others associated with intelligence. In the development of the methodologies, strategies and techniques of teaching-learning process, evaluating, are all still based on the traditional theories. The Ecuadorian Educational System is governed through plans and programs emanated by the Ministry of Education. These ones are not elaborated according to the necessities and demands of students and the local necessities where they live.

CURRENT SITUATION OF THE RESEARCH PROJECT

Ecuador is improving and deserves a better destiny. The Education is indispensable if it takes into account that people try to improve the quality and standard of student's life since the English language is very useful and necessary.

Although the language is clear and progresses along the course, the aim is to enable students to read, listen to, and express what is relevant and interesting to them at their particular age, so that they enjoy the language learning process. It

provides a broad range of materials to engage students in challenging, but achievable tasks. The different topics that have been included give the students the opportunity for cross-curricular and cross cultural work so that they can learn about life and the world at the same time as they learn English State Educational institutions to work with the text, level 1 for Basic Education and level 2 for the Bachillerato of Department of Education, these text books contain six units and the corresponding achievement tests.

Considering the teaching Learning Process in the Basic Education and Bachillerato as an essential part of the knowledge and personal development; it needs to consider, how the activities, materials and methodology help to obtain a good development of the four basic skills on the English language at High School.

The present research work is focused on around the found problems in the institution such as: the period of each class is very short for that reason the teachers do not have the enough time to apply and carry on activities to develop the reading and listening, which will help to students to understand and use the English language in a better way.

The English laboratory is an excellent resource to practice the receptive skills, so that the institution does not have this important audio resource to improve the listening and speaking skills, students sometimes work on them according to different assignments that teachers send them.

The listening and reading assessment techniques are not considered in the text books, there are only few activities about the language, so that it is not helping students to improve the receptive skills, furthermore teachers at Saraguro High School are not designing their own tests, which will determine if students are learning the English language.

RESEARCH PROBLEM

WHAT IS THE EFFECT OF THE ASSESSMENT TECHNIQUES ON THE EVALUATION OF RECEPTIVE SKILLS OF ENGLISH LANGUAGE WITH THE STUDENTS OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT “SARAGURO” HIGH SCHOOL. ACADEMIC PERIOD 2012 - 2013

DELIMITATION OF THE RESEARCH

a) Temporal

The present research will be carried out during the period 2012 -2013.

b) Spatial

The research will be done at “Saraguro” High School which is placed in Saraguro canton.

c) Observation Units

According to the nature and characteristics of the object of investigation, it is necessary to involve in the process to the 5 English teachers and all the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High school.

d) Sub - problems

What kind of techniques do teachers use to assess the reading and listening skills of English language with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School Academic period 2012-2013?

Are the parameters and phases of the evaluation process used to evaluate the reading and listening skills of the English language with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School Academic period 2012-2013?

c. JUSTIFICATION

This research has been chosen because it's about the **assessment techniques and their effect on the evaluation of receptive skills of the English language** and its influence the development of the receptive skills at "Saraguro" High School academic period 2012-2013, because it is an interesting educational theme that has not been researched before.

It is relatively easy to carry out this research because. It can count with the collaboration of the students and teacher. It is also very beneficial to us because it will improve the academic formation through the use of the different scientific, technological and bibliography resources which guide us to get a clear understanding about assessment, evaluation and techniques to develop the receptive skills.

It will also contribute to the academic improvement of the mentioned institution, especially within the English Area, therefore, students will be benefited, because, the aims are focused on improving the quality of education in the foreign language learning.

Since the **scientific** point of view, it is important to carry out this research project because it will get enough information to give some theoretical elements that will let it's state some alternatives of the solution to the problematic found around the

application of the evaluation inside the English language teaching learning process.

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

The present research is also pertinent, because it is a theme that can help the English teachers to solve many problems around the teaching of the English language through an introduction of different techniques and instrument that let them to gather enough information to know the real level of knowledge of the students of the English language.

Finally, it is a previous requirement to obtain the English Teaching Licentiate Degree, English Language specialization and I count with the enough economical budgets to carry out all the process that this research involves.

d. OBJECTIVES

GENERAL OBJECTIVE

- ✓ To analyse the techniques used to evaluate the receptive skills of English language with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School. Academic period 2012-2013.

SPECIFICS OBJECTIVES

- ✓ To characterize the assessment techniques that the teachers use to assess the reading and listening skills of English language with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School. Academic period 2012-2013.
- ✓ To determine if teachers evaluate the receptive skills based on the phases of the evaluation process of English language with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School. Academic period 2012-2013.

e. THEORETICAL FRAME

ASSESSMENT TECHNIQUES

Definition

The word “assessment techniques” has taken on a variety of meanings within higher education. The term can refer to the process faculty use to grade student course assignments, to standardized testing imposed on institutions as part of increased pressure for external accountability, or to any activity designed to collect information on the success of a program, course, or University curriculum. These varied uses have, unfortunately, moved us away from a focus on the central role that assessment should play in educational institutions the gathering of information to improve institutional practices¹².

"Assessment Techniques" is a formative rather than a summative approach to assessment. Its purpose is to improve the quality of student learning, not to provide evidence for evaluating or grading students. It provides faculty with feedback about their effectiveness as teachers, and it gives students a measure of their progress as learners. The aim of classroom assessments is to provide faculty with information on what, how much, and how well students are learning. Such assessments are created, administered, and analyzed by teachers themselves¹³.

¹²OAPA Handbook Program-Based Review And Assessment • Umass Amherst 7 / 2001

¹³Thomas A. Angelo and K. Patricia Cross **Assessment Techniques** 1993 [Second Edition p. 105].

Such participation makes it possible and more likely that students will set accurate and realistic personal learning goals. It is also important for teachers to discuss the data that they have collected regarding each student's abilities and needs. Assessment and evaluation is an important educational tool in single-language or ESL classrooms.

For educators, assessing students' progress is as necessary as planning engaging activities or building lessons around core themes. Without assessment teachers have no way of knowing what types of help their students need, and assessing students can also gauge their progress through a course of study¹⁴. This is true in ESL classrooms as well as in single-language settings. There are a wide range of options for ESL educators to choose from when assessing their students' grasp of the English language.

Assessment is to improve student learning. Assessment provides students, parents guardians, and teachers with valid information concerning student progress and their attainment of the expected curriculum. Assessment should always be viewed as information to improve student achievement. Assessments are based on the levels of achievement and standards developed for those curricular goals appropriate for the grade or those listed.

Assessment and evaluation measure whether or not learning and/or learning objectives are being met. One could look at assessment and evaluation as the

¹⁴(Wolffe, Sacks, & Fernandes, 1999)

journey (assessment) versus the snapshot (evaluation). Assessment requires the gathering of evidence of student performance over a period of time to measure learning and understanding. Evidence of learning could take the form of dialogue, journals, written work, portfolios, tests.

Classroom Assessment is an approach designed to help teachers find out what students are learning in the classroom and how well they are learning it.

Purpose of Assessment

Critical to educators is the use of assessment to both inform and guide instruction. Using a wide variety of assessment purpose allows a teacher to determine which instructional strategies are effective and which need to be modified. In this way, assessment can be used to improve classroom practice, plan curriculum, and research one's own teaching practice. Of course, assessment will always be used to provide information to children, parents, and administrators¹⁵.

Characteristics of Classroom Assessment

- ✓ Learner Centered its focus is on observing and improving learning, rather than on observing and improving teaching
- ✓ Teacher-Directed the individual teacher decides what to assess, how to assess, and how to respond to the information gained through the assessment

¹⁵William Badders Methods of Assessment pag. 4 Año2000

- ✓ Mutually Beneficial students reinforce course content and strengthen their self-assessment skills; faculty sharpen their teaching focus by asking 3 questions: “What are the essential skills and knowledge I am trying to teach?”, “How can I find out whether students are learning them?”, and “How can I help students learn better?”
- ✓ Formative its purpose is to improve the quality of student learning, not to provide evidence for evaluating or grading students; it Provides information on what, how much, and how well students are learning.
- ✓ Context--Specific the assessment technique is chosen to fit the subject matter and the needs of the particular class
- ✓ Ongoing it is an ongoing process, i.e. the creation and maintenance of a classroom “feedback loop”; as this approach becomes integrated into everyday classroom activities, the communications loop between faculty (teaching) and students (learning) becomes more efficient and effective; it provides early feedback before students are evaluated for grades so that necessary adjustments can be made
- ✓ Effective assessment begins with clear goals. It usually takes some hard thinking before teachers can articulate the specific skills and competencies they hope to teach through the course content what is most important to teach and what students should really learn.
- ✓ Classroom Assessment Techniques give faculty feedback on how well they are achieving their teaching goals.

Strategies of Assessment

Strategies of assessment are methods of inquiry on learning. It involves the use strategies designed to give instructors ongoing feedback about the effect their teaching is having on the level and quality of student learning; this feedback then informs their subsequent instructional decisions. This section describes six strategies that teachers may use to assess and evaluate on student learning¹⁶:

- ✓ Teaching dossiers.
- ✓ Student ratings.
- ✓ Peer observations.
- ✓ Letters and individual interviews.
- ✓ Course portfolios.
- ✓ Classroom assessment. .

Assessment for receptive skills

Assessment receptive skills are the most common type of published reading and listening test that is available. The most common assessment involves asking a child to read or listen a passage of text that is leveled appropriately for the child, and then asking some explicit, detailed questions about the content of the text.

¹⁶Thomas A. Angelo Classroom Assessment Techniques 2nd Ed

When developing and implementing assessment receptive skills, academic units should have at least one of three purposes in mind: to improve, to inform, and to prove. The results from an assessment process should provide information that can be used to determine whether or not intended outcomes are being achieved and how the programs can be improved. An assessment of listening and reading process should also be designed to inform departmental faculty and other decision-makers about relevant issues that can impact the program and student learning

Techniques to assess the receptive skills

This technique assesses the receptive skills is the ability to analyze assigned problems by using the reading and listening skills, methods, and techniques they are learning. In addition, it assesses students' skill at communicating their analyses in a clear and concise manner¹⁷.

✓ Feedback

This technique is meant to help teachers determine the most effective starting point for a given assess and the most appropriate level at which to begin instruction. By sampling the students' background knowledge before formal instruction on that topic begins, these probes also provide feedback on the range of preparation among students in a particular class

¹⁷Thomas A. Angelo andK.Patricia Cross **Assessment Techniques** 1993 [Second Edition p. 105].

✓ **Understanding**

This technique provides speedy feedback on what students find least clear or most confusing. Presumably, this information helps faculty decide what to emphasize (more) and how much time to spend on topics. Students must also quickly assess what they do not understand and must be able to articulate their confusion (which is itself a complex and useful skill).

✓ **Summary**

Faculty gauge the extent to which students can summarize a large amount of information concisely and completely. Students are constrained by the rules of sentence construction and must also think creatively about the content learned. Students practice the ability to condense information into smaller, interrelated bits that are more easily processed and recalled.

✓ **Test Questions**

This technique assesses at least three aspects of student learning: Instructors see what their students consider the most important or memorable content, what they understand as fair and useful test questions, and how well they can answer the questions they have posed. This information not only provides direction for teaching but can also alert the teacher when students have inaccurate expectations

about upcoming tests. Responding to this technique helps students assess how well they know the material, and receiving feedback can refocus their studying.

Assessment for English Language Learners

Dictation exercises, strip stories, multiple choice tests and written assignments are all examples of different types of assessments suitable for English language learners. Simple dictation exercises require students to write down a passage read aloud by the teacher. These exercises offer an assessment of students' listening and writing skills. Strip stories require students to organize a short passage into the proper order after it has been taken apart and reorganized. Strip stories test reading comprehension and narrative awareness. Multiple choice tests and written assignments are good ways of assessing vocabulary, reading comprehension and writing skills.

Assessment can also help you to determine a learner's potential talent or capacity for learning languages. Also, it can help you to determine a student's proficiency in a language. Using assessment can also help to identify the strengths and weaknesses a learner has. Teachers also need to use assessment to determine how well students comprehend the material that has been covered or how much information they picked up from a specific course.

Learning can and often does take place without the benefit of teaching and sometimes even

inspiteofit but there is no such thing as effective teaching in the absence of learning. Teaching without learning is just talking.

Assessment that could be used with ESL

Students include dictation, cloze tests, multiple-choice tests, strip stories, role plays, writing samples, and portfolios.

- ✓ Dictation is when a teacher reads a passage aloud and the students write what the teacher is saying.
- ✓ Cloze tests are passages in which every nth word (ex. fifth, sixth, etc) is deleted and a blank is inserted in its place. The student must decide the appropriate words for the blanks.
- ✓ Multiple-choice tests can be used the same way for ESL students that they are in the regular classroom.
- ✓ Strip stories are passages that are cut apart sentence by sentence for the ESL students to put back in the correct order.
- ✓ Role plays allow the ESL learners to be put in realistic situations and act them out in English.
- ✓ Using writing samples helps teachers to determine certain grammatical strengths and weaknesses.
- ✓ Portfolios are collections of your students' work which show their progress and achievements in one or more areas.

- ✓ Portfolios help students to see the growth that they have experienced in their language development.

Assessment is an approach designed to help teachers find out what students are learning in the classroom and how well they are learning it .Characteristics of Classroom Assessment.

Assessment is the culminating act of interpreting the information gathered during daily assessment for the purpose of making decisions or judgments about students' learning and progress. Assessment often occurs at the end of an activity, a unit or a reporting period, and provides information to students, teachers, parents and others about students' progress to date.

Techniques for assessment.

It is a superordinate term to refer to various activities that either teachers or learners perform in the classroom. In other words, techniques include all tasks and activities. They are almost always planned and deliberate. They are the product of a choice made by teacher, and they can for their purposes as a language teacher, comfortably refer to the pedagogical units or components of a classroom session

Techniques types include:

- ✓ **Essays** are used to assess student comprehension over specific content and the ability to explain the material in their own words.

- ✓ **Writing or research papers** focus on student comprehension, ability to understand material, but depending upon the purpose of the paper, can also measure student's innovation or evaluation abilities.
- ✓ **Oral presentations** are used as a method to assess oral presentational skills, understanding of the content, and ability to organize and structure material.
- ✓ **Projects** are an exceptional method to assess student's creation or innovation abilities. For example, a student has to understand the material, apply their understanding to another context, and construct a project based upon this comprehension.
- ✓ **Case studies** are used to apply class content to a specific individual, usually themselves.
- ✓ **Labs** are an ideal method to apply abstract ideas or theories to concrete experiences.
- ✓ **Group assignments** are able to assess interpersonal, communication, and collaborative skills of students. For collaboration, a student must be able to synthesize the material from group members and help create a group solution or product.

Assessment and Evaluation

When implementing assessment and evaluation procedures, it is valuable to consider the characteristics of students, and the implication that those

characteristics have for assessment and evaluation decisions. Secondary Level students are at various cognitive, emotional and social stages of development; therefore it is necessary to use assessment and evaluation techniques and strategies that are sensitive to this range of development and abilities. It is unrealistic to expect students who are at various stages of development to perform at the same level of competence and ability.

Students should be reassured that they are not being compared to their peers, but that their learning goals are set based upon their individual needs and the curriculum objectives, and that they are striving to improve their performance or increase their understanding or skill beyond what they last achieved. Insensitive evaluation techniques can result in adolescents feeling low self-worth and a lack of confidence in their abilities to succeed, which often causes them to give up trying rather than risk failure.

Regular feedback, presented in positive terms, encourages students to identify the degree to which they have achieved personal learning goals and curriculum objectives. Students usually will respond positively to a regular system of continuous assessment and evaluation because they find it more realistic and satisfying to strive for immediately achievable goals, rather than long-term goals. Effective educators are astute observers who use a variety of assessment techniques and tools to monitor all areas of student development including knowledge, skills, attitudes, thinking and research processes, and concept

attainment. ¹⁸Well organized, concise and accessible records accommodate the large quantities of data likely to be collected, and assist teachers' decision-making processes and reporting procedures.

EVALUATION OF RECEPTIVE SKILLS

Definition.

Evaluation the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. Evaluation is the judgment teachers make about the assessments of student learning based on established criteria. These judgments are made in relation to the achievement of curriculum and program goals, and expectations and outcomes, using information gathered by a variety of assessment tools

Purpose of Evaluation

Your purpose in written evaluation is not only to express your opinion or judgment about a subject, but also to convince, persuade, or otherwise influence an audience by way of that judgment. In this way, evaluation is a type of argument, in which you as a writer are attempting consciously to have an effect on your readers' ways of thinking or acting

¹⁸(Wolffe, Sacks, & Fernandes, 1999)www.thecradleproject.org

Importance of Evaluation.

Evaluation as taking a snapshot of outcomes at the end of a program to prove to a funder that it worked or failed. These same people don't hold evaluation in much regard because they feel they are getting too little information too late in the day, especially if their program fell short of expectations or made no difference at all. Evaluation can, and should, however, be used as an ongoing management and learning tool to improve an organization's effectiveness.

Well-run organizations and effective programs are those that can demonstrate the achievement of results. Results are derived from good management. Good management is based on good decision making. Good decision making depends on good information. Good information requires good data and careful analysis of the data. These are all critical elements of evaluation.

Evaluation refers to a periodic process of gathering data and then analyzing or ordering it in such a way that the resulting information can be used to determine whether your organization or program is effectively carrying out planned activities, and the extent to which it is achieving its stated objectives and anticipated results

Parameters of evaluation

Parameters of evaluation helps faculty to focus on student learning. By determining what students have learned and what is unclear, instructors can focus

the class more effectively to meet the learning needs of that group. This may mean reviewing some areas, or spending less time in other areas. Unlike student evaluation surveys which are typically given at the end of the semester, parameter of evaluation provides an on-going formative evaluation. The instructor can find out what can be changed immediately to help students to learn.

Students may be hesitant to ask questions during class. Parameters of evaluation give students opportunities to provide anonymous feedback to their instructor about their learning. Students often discover, as the instructor reviews the feedback, that others in the class had similar questions¹⁹.

- Notes done in class
- Participation in group work
- Homework completion
- Book report which was marked for content, conventions, grammar process, understanding and spelling
- Reflects the mean average of 3 quizzes given
- Oral presentation, evaluating reasoning, oral communication and organization
- Spelling and grammar quizzes

The Evaluation Process

Teachers as decision makers strive to make a close match between curriculum objectives, students' needs and abilities, instructional methods and assessment

¹⁹ Danielle Mihram, parameters of evaluation p. 8 Año 1993

techniques. The evaluation process carried out parallel to instruction is a cyclical one that involves four phases: preparation, assessment, evaluation and reflection²⁰.

In the **preparation phase**, teachers decide what is to be assessed (objectives), determine the type of evaluation required (diagnostic, formative or summative), determine the criteria upon which student learning will be judged and select the most appropriate techniques for gathering the necessary information. Teachers often collaborate with students to make their decisions.

During the **assessment phase**, teachers use the selected techniques and tools to collect and collate information about students' learning and progress. Students should be consulted and/or informed about the criteria for these assessments so that they can set goals that enable them to achieve the course objectives as successfully as possible.

Teachers interpret the assessment information and make judgments about students' progress during the **evaluation phase**. These judgments (or evaluations) provide information upon which teachers base decisions about student progress toward achieving the course objectives, and to inform students and parents/guardians at reporting time.

²⁰ Johnson Donald. Techniques for evaluating their communication skills. Vol 121(4), Aug 1976, 409-424

The **reflection phase** allows teachers to consider the extent to which the previous phases have been successful. Specifically, teachers evaluate the utility, equity and appropriateness of the assessment techniques used. Such reflection assists teachers in making decisions concerning improvements or adaptations to subsequent instruction and evaluation.

As language teachers know that language skills cannot be taught separately but are tackled simultaneously within that language teaching process. In the assignment It would like to discuss the two receptive skills of reading and listening. Judging from past experience. Find these skills very demanding for learners., but essential to master in their language acquisition. In analyzing some of the key issues related to reading and listening. It also try to point out some of the problem associated with the teaching of the skills and discuss possible solutions with particular reference to my own teaching context

Evaluating Receptive Skills

Receptive skills are the ways in which people extract meaning from the discourse they see or hear. There are generalities about this kind of processing which apply to both reading and listening and which will be addressed in this chapter but there are also significant differences between reading and listening processes too, and in the ways It can evaluate these skills in the classroom.

For to read a story or a newspaper, listen to the news, or take part in conversation it employ our previous knowledge as it approach the process of comprehension, and deploy a range of receptive skills; which ones we use will be determined by our reading or listening purpose.

Receptive skills include understanding when you listen and when you read. You receive the language and decode the meaning to understand the message. Evaluation involves values and therefore there is usually no answer to questions involving evaluation

READING SKILL

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Reading is an important means of communication, also offers additional exposure to the language; an exposure that can often be stimulating, interesting, and up - to date in terms of vocabulary.

Reading is making meaning from print. It requires that:

- ✓ Identify the words in print – a process called word recognition
- ✓ Construct an understanding from them – a process called comprehension
- ✓ Coordinate identifying words and making meaning so that reading is automatic and accurate – an achievement called fluency

USEFUL READING STRATEGIES

A reading lesson might reflect this process in a variety of ways. There are a lot of classroom procedures that activate and encourage pupils to realize that reading can be fun.

All reading techniques are classified according to three main types of classroom procedures:

- ✓ pre-reading
- ✓ during-reading
- ✓ After-reading

Pre-reading- activities

They precede the reading of the text: web maps, brainstorming, warming -ups, describing pictures, puzzles, questions, questionnaires, making lists, memory games, anticipation, predicting, etc.

- ✓ **Overviews:** Discussing information about the selection or assignment prior to reading must take place. This may take the form of class discussions, printed previews, photographs, outlines, or films. Never give an assignment before this step has been completed. Spend enough time before the students begin the assignment to insure understanding of it.

- ✓ **Vocabulary Previews:** Unfamiliar key words need to be taught to students before reading so that new words, background information, and comprehension can improve together.
- ✓ List all words in the assignment that may be important for students to understand. Arrange words to show the relationships to the learning task. Add words students probably already understand to connect relationships between what is known and the unknown. Share information with students. Verbally quiz them on the information before assigned reading begins.
- ✓ **Structural Organizers:** Before reading an assignment, basic frameworks which are included in the text should be pointed out such as cause-effect or problem-solution. It can be beneficial to call attention to specific plans of paragraph or text organization such as signal words, main idea sentences, highlighted phrases, headings and subtitles. A review of skimming techniques might also be appropriate as these various areas are covered.
- ✓ **A Purpose for Reading:** When students have a purpose for reading a selection, they find that purpose not only directs their reading towards a goal, but helps to focus their attention. Purposes may come from teacher directed questions, questions from class discussions or brainstorming, or from the individual student.
- ✓ **Author Consideration:** Depending upon the content area, a discussion of the author of the particular work can be helpful to the understanding of it. What is the author trying to say? What is his point of view and his reason for writing the particular work?

- ✓ **KWL:** This strategy consists of three metacognitive steps for students to use with expository text:

What do **Know**? What do **Want** to learn? What did **Learn**?

During-reading activities

These are designed to scan, skim, reassemble jumbled sentences and texts, think of a suitable title, jig-saw reading, locate a key sentence/paragraph, complete a chart, examine punctuation and grammar.

After-reading

After reading technique is traditionally consisted of questions now answer the questions, multiple-choice questions, put the instructions in order, deducing information, read and write a report/ a letter / a project, etc., These techniques remind readers of what they do in fact know and think, encourage them to be active and reflective, realize that reading can be enjoyable and fun.

READING TECHNIQUES

- ✓ **Reading for Detail:** reading all of a particular text to find out specific information. It is used for a very particular purpose; To give instructions, to describe situations, to report events, to generalize

- ✓ **Scanning:** reading quickly in order to find a specific point or item. It is a technique you often use when looking up a word in the telephone book or dictionary. You search for key words or ideas. In most cases, you know what you're looking for, so you're concentrating on finding a particular answer. Scanning involves moving your eyes quickly down the page seeking specific words and phrases. Scanning is also used when you first find a resource to determine whether it will answer your questions. Once you've scanned the document, you might go back and skim it. When scanning, look for the author's use of organizers such as numbers, letters, steps, or the words, first, second, or next. Look for words that are bold faced, italics, or in a different font size, style, or color. Sometimes the author will put key ideas in the margin.

- ✓ **Skimming:** reading quickly to get a general idea of what the text is about. There are many strategies that can be used when skimming. Some people read the first and last paragraphs using headings, summarizes and other organizers as they move down the page or screen. You might read the title, subtitles, subheading, and illustrations. Consider reading the first sentence of each paragraph. This technique is useful when you're seeking specific information rather than reading for comprehension. Skimming works well to find dates, names, and places. It might be used to review graphs, tables, and charts. These strategies depend on the purpose of reading and should be taught adequately.

- ✓ **Intensive Reading:** we read intensively when we are concerned about detail. The text may be having particular interest for us because it contains needed information. But in language teaching, we often have other reasons for the intensive reading of texts:
 - To examine the use of specific grammatical features, like verbs, tenses or forms.
 - To infer meaning of new vocabulary and gain understanding of new words and context.
 - To learn about discourse markers (how phrases are used to introduce other phrases)

- ✓ **Extensive Reading:** reading fluently to get the gist or general understanding of a text. Extensive reading is often done individually for the purpose of enjoyment, with little teacher involvement. This type of reading is important because it adds to and widens the learners' exposure to the language. Extensive reading aims to acquisition rather than conscious learning.

READING ACTIVITIES

- ✓ Read the puzzle. Spelling words
- ✓ Anticipation. What do you know about robots? Read and complete the chart.
- ✓ Linking words. Choose the best word.

- ✓ Read the texts and match the headings to the appropriate paragraph
- ✓ Put the following bits together to make the end of a story.
- ✓ Read the letters and answer the questions. Write an excuse.
- ✓ Read the two texts and complete the family trees.
- ✓ Read the text and write about the typical food of your country or region.
- ✓ Asking Questions to check reading comprehension and the ability to ask questions.
- ✓ Cloze Activities to create a cloze exercise, remove every fifth or seventh word from the text. The aim of this activity is to cloze the gap by filling the blanks with the missing words or phrases. We can remove key vocabulary, tenses or structural items.

Listening skills

Is the ability to identify and understand spoken language. Listening is a receptive skill. The receptive skills used in language acquisition: listening and reading enable the productive skills: speaking and writing (Saricoban, 1999). Listening is the communication skill used most often in the assimilation of information and the most neglected in foreign language teaching (Norris, 1993)²¹.

PURPOSES FOR LISTENING

- ✓ **Listening for gist:** or global understanding.

²¹ Jason Geyser The Receptive Skills pag. 58-106 (2000)

- ✓ **Listening for specific information:** listening to an announcement at a bus station.
- ✓ **Listening to establish the context:** listening to know the aspects that are involved in the dialogue.
- ✓ **Listening to provide information for a later discussion:** applying games or dynamics to exchange information.

The main functions of a listening task should be to help learners gain confidence in their listening ability and build strategies that help them make sense of the task. The success of a listening task depends on teacher attitude²².

LISTENING TECHNIQUES

ENCOURAGING

Definition: The use of a variety of verbal and non-verbal means to encourage others to continue talking. Teachers can use phrasal to keep the listening "Uh-huh", "I see", or repeat key words uttered, etc. The benefits of encouraging:

- ✓ Encouraging utterances communicate to students that you are really listening.
- ✓ A restatement of key words may direct students' progress.

²² Evaluation Of The Teaching Learning Process, Module 5 2006-2007, Uni; Pp 18-19

PARAPHRASING

Definition: Restating what student said in different words to allow them to confirm that you have understood what they intended.

The benefits of paraphrasing:

- ✓ Encouraging students to continue because you are listening.
- ✓ Stopping students from continuing to repeat the same statement over and over.
- ✓ Encouraging students to explore and clarify.

The tone of your voice will also convey to students whether you want them to continue or further explore and clarify or move on to a different point of discussion. Similarly, non-verbal gestures, in face to face contact, will have this effect.

An accurate paraphrase usually includes the following four elements:

- ✓ A sentence stem (examples: looks like... sounds like... are you saying that?... do you mean that?)
- ✓ A repetition of the main ideas using some of the key words used by the client to describe the situation or person.
- ✓ The essence or a summary of what the record said. Transform what may have been confused statements into meaningful statements.

- ✓ A check for accuracy. A question, at the end of the paraphrase, to ensure that you have understood correctly.

SUMMARIZING

Definition: This is very similar to paraphrasing but includes a restatement of more or all of a conversation and in some cases previous conversations as well.

Example: A week after the client's call, you call to see how things went.”²³

LISTENING STRATEGIES

Pre-listening stage is the planning and preparation stage which serves as a time for students to actively engage with the listening materials. Modes of engagement can range from simple “tuning in” activities to more advanced activities in accordance with the listening material itself and the teaching demands of a certain listening lesson. The purpose of this stage is to help the students to comprehend and learn from the listening material by encouraging them to prepare and plan their pre-listening activities such as: situation description, background presentation, extrapolation, deductive and critical thinking, common sense and prediction, prediction and common sense are the most important listening strategies.

²³ Jason Geyser strategies listening.Pag.0073 (2001).

Teachers can find many things to help themselves, such as: the topic of the unit, pictures and sometimes body languages used by the people in the pictures, some sentences in the exercises, and even the teacher's explanation and instruction. If teachers do predict correctly, then they may form a general understanding of what the dialogue is about and the dialogue is between who and who beforehand. With the general understanding formed, the students will be able to access and process the input information easily and successfully. It will help the students to develop a detailed information .Gradually it can help the students to build their self-confidence and do a better job in future.

While-listening Strategies

- ✓ **While-listening stage** is the information-collecting stage, during which students try their best to catch and collect as much information as possible to confirm or negate their predictions. Common sense can often help us to predict what the speaker will say next, what words and tense he or she will use, and what will occur next.

Post-listening Strategies

- ✓ **Post-listening stage** is a stage full of different tasks, such as comparison of various answers in pairs, discussion, checking or clarifying “missed” or confusing information, summarizing what have been heard on the tape and reporting to the

class. In order to complete these tasks successfully, students have to activate their previous knowledge and existing vocabulary, and use the language heard on the tape to express their answers to the questions well. Moreover, it is well known that a person's listening skill can never be improved without improving his or her speaking, reading and writing skills at the same time. So it is necessary to make the post-listening stage serve as a bridge between listening activity and activities of speaking and writing in particular. As a result, a very important strategy, the combination of listening with speaking and writing.

Having employed the above-mentioned listening strategies in the listening activities, teacher will have the next result:

- ✓ The listening strategies can help the listening process become more efficient and save valuable classroom time, although it takes time for both teachers and students to get used to them in the beginning.
- ✓ The listening strategies can help students to develop good learning habits that allow students to comprehend and process the information caught on the tape better.
- ✓ The listening strategies can help students to make greater achievement. Students will experience more successes, which in turn will help them to form the sense of achievement and gradually build up their self-confidence. Their sense of achievement and self-confidence will then inspire them to make greater progress.

- ✓ The development of the listening skill depends on the application of good strategies. Some of the above-mentioned strategies have already been incorporated in the listening activities. Nobody can neglect them or keep them from being employed. Instead, we must study them and make the best use of them.²⁴

INTEGRATING METACOGNITIVE STRATEGIES

Before listening: Plan for the listening task

- ✓ Set a purpose or decide in advance what to listen for
- ✓ Decide if more linguistic or background knowledge is needed
- ✓ Determine whether to enter the text from the top down (attend to the overall meaning) or from the bottom up (focus on the words and phrases)

During and after listening: Monitor comprehension

- ✓ Verify predictions and check for inaccurate guesses
- ✓ Decide what is and is not important to understand
- ✓ Listen/view again to check comprehension
- ✓ Ask for help

After listening: Evaluate comprehension and strategy use

²⁴ Richards Jack Foreign Language Teaching In Schools 2003. 1. Vol. 26

- ✓ Evaluate comprehension in a particular task or area
- ✓ Evaluate overall progress in listening and in particular types of listening tasks
- ✓ Decide if the strategies used were appropriate for the purpose and for the task
- ✓ Modify strategies if necessary

LISTENING PROCESS

Real listening is an active process that has three basic steps²⁵.

Hearing. Hearing just means listening enough to catch what the speaker is saying. For example, say you are listening to a report on zebras, and the speaker mentioned that not two are alike. If you can repeat the fact, then you have heard what has been said.

Understanding. The next part of the listening happens when you take what you have heard and understand it in your own way.

Judging. After you are sure you understand what the speaker has said, think about whether it makes sense.

²⁵ Paul Treuer listening skills pg. 302 Año 2000

Using Materials and Situations for listening

Authentic materials and situations prepare students for the types of listening they will need to do when using the language outside the classroom.

Materials:

- ✓ Radio and television programs
- ✓ Public address announcements (airports, train/bus stations, stores)
- ✓ Speeches and lectures
- ✓ Telephone customer service recordings Procedure:
- ✓ Help students identify the listening goal: to obtain specific information; to decide whether to continue listening; to understand most or all of the message
- ✓ Help students outline predictable sequences in which information may be presented: who-what-when-where (news stories); who-flight number-arriving/departing-gate number (airport announcements); "for [function], press [number]" (telephone recordings)
- ✓ Help students identify key words/phrases to listen for

In authentic two-way communication, the listener focuses on the speaker's meaning rather than the speaker's language. The focus shifts to language only when meaning is not clear. Note the difference between the teacher as teacher and the teacher as authentic listener in the dialogues in the popup screens.

LISTENING ACTIVITIES

- ✓ **Predicting through vocabulary:** give students a list of key vocabulary items and ask them to predict or guess what the dialogue is about.
- ✓ **Putting events/items in the right order:** give students a list of items or events mentioned on the tape. Ask them to read the list, listen to the dialogue, and number the events in the order that they hear them. Teacher can vary using pictures or drawings.
- ✓ **True of false statements:** this task requires a high level of attention from students to check the correct answers.
- ✓ **Multiple choice questions:** give several options to mark the correct one that students listen to the tape, it is suitable for beginning levels.
- ✓ **Opened-ended questions:** form questions about the details, then tell students to use short answers such as: **yes, she did**
- ✓ **Note- taking:** as you listen to the recorder take notes about the topic it can be names, places, food, weather, people, transportation, etc.
- ✓ **Authentic Listening:** listening for specific information based on a situation in which students might find individually the required answers.
- ✓ **Using the dictionary:** It is a great way to discover new vocabulary words when you listen to something, using a dictionary can help students to understand the listening. When you do not understand something, try to find it in the dictionary. You will discover new words and their spellings.
- ✓ **Guessing:** Use the information around the parts you don't understand to guess the meaning in context

Reasons for reading and listening

When read a sign on the motorway our motives are different from when we read a detective novel; when take an audiotape guide round a museum have a different purpose in mind from when listen to a stranger giving us directions on a street corner. It can divide reasons for reading and listening into two broad categories:

- ✓ For maintaining good social relations
- ✓ For entertainment
- ✓ For obtaining information necessary for day-to-day living
- ✓ For academic purposes

Different sub- skills of listening and reading

The processes is goes through Use of these different skills will frequently depend on what reading or listening for.

Identifying the topic: good readers and listeners are able to pick up the topic of a written or spoken text very quickly. With the help of their own schemata they quickly get an idea of what is being talked about. This ability allows them to process the text more effectively as it progresses.

Predicting and guessing: both readers and listeners sometimes guess in order to try and understand what is being written or talked about, especially if they have

first identified the topic. Sometimes they look forward, trying to predict what is coming; sometimes they make assumptions or guess the content from their initial glance or half-hearing - as they try and apply their schemata to what is in front of them. Their subsequent reading and listening helps them to confirm their expectations of what they have predicted or to read just what they thought was going to happen in the Light of experience.

Reading and listening for general understanding: good readers and listeners are able to take in a stream of discourse and understand the gist of it without worrying too much about the details. Reading and listening for such 'general' comprehension means not stopping for every word, not analyzing everything that the writer or speaker includes in the text. A term commonly used in discussions about reading is skimming

Reading and listening for detailed information: sometimes we read and listen in order to understand everything we are reading in detail. This is usually the case with written instructions or directions, or with the description of scientific procedures; it happens when someone gives us their address and telephone number and we write down all the details.

Reading and Listening for Gist: Here, students read or listen for an overall, general understanding of a particular text, story or tape-script. Students are encouraged to devote less attention to the individual meaning of words and phrases. With regard to reading, this idea is also referred to as skimming. Students

may be asked to "speed - read" through a particular text in order to answer a general question such as 'Is this text about the advantages or disadvantages of CCTV surveillance?'"

Students must develop a tolerance for guessing. Give the students time limits in order to ensure that they skim. Listening to an entire tape-script, with the intention of acquiring an overall understanding of what it is about, may be referred to as "extensive listening" or "listening for gist."

Reading and Listening for Specific Information: Here, students read or listen for specific information. Students are encouraged to understand information or specific language items in more detail. With regard to reading, this idea is also referred to as scanning.

Problems and solutions

The teaching and learning of receptive skills presents a number of particular, problems which will need to be addressed. These are to do-with language, topic, the tasks students are asked to perform, and the expectations they have of reading and listening, as we shall discuss below.

Students may be asked to read through a particular text in detail in order to answer a specific question such as 'At what time did the train depart the station?'"

"Intensive listening" or "listening for detail" is where the students concentrate on a small part of the tape-script in order to understand some subtle points of detail.

HYPOTHESIS

GENERAL

THE ASSESSMENT TECHNIQUES INFLUENCE ON THE EVALUATION OF RECEPTIVE SKILLS OF ENGLISH LANGUAGE WITH THE STUDENTS OF 1ST, 2ND AND 3RD YEARS OF BACHILLERATO AT “SARAGURO” HIGH SCHOOL. ACADEMIC PERIOD 2012-2013

ESPECIFIC HYPOTHESES

There is no application of appropriate techniques to assess the reading and listening skills of English language with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School. Academic period 2012-2013.

The evaluation of receptive skills applied by teachers does not take into account the phases of the evaluation process with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School. Academic period 2012-2013

f. METHODOLOGY

DESIGN OF THE INVESTIGATION

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

METHODS, TECHNIQUES AND PROCEDURES

METHODS

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

As particular methods will be used the descriptive, analytic - synthetic and explicative.also use the descriptive statistics as a tool.

Use the descriptive method to pick up the information, describe the obtained results in the applied instruments and it will help to organize the information according to the hypotheses and the indicators that we will find out for each one of the variables.

It will give the rules to demonstrate the meaning of the investigation, describe the problematic that the group found in this educative institution, the description of the variables the independent as well the dependant and it can describe coherence in all the researching work presenting the results and supporting the conclusions. This method will serve to describe how the teachers are developing the assessment techniques and their effect on the evaluation inside the English teaching learning process.

Use the analytic-synthetic method, which will serve to analyse the empiric information from the applied instruments and therefore it can derive the respective conclusions according to the tendencies of the results in the field information. It will also be used to analyse the components of the assessment techniques that the teachers develop in the researched institution.

The explicative method will be also used, in the explanation of the logical implications of the variables of every hypothesis and in this way it will be able to

prove the same ones, through a descriptive deduction according to the obtained results constructed with the theoretical referents.

Use the descriptive statistics which will serve to represent the data in tables, squares and graphs to get a better comprehension of the information.

TECHNIQUES AND INSTRUMENTS

To obtain the empiric survey will be applied to obtain information about the assessment techniques and their effect on the evaluation which will give us the guidelines to find out about receptive skills process and to know what is the students' learning achievement at "SARAGURO" high school. It will be applied to teachers and students with a previous elaborated questionnaire, which will contain different types of closed questions about the problematic that it help to know throughout the research work.

PROCEDURES

Once recover the empiric information it will process it following these phases:

TABULATION

In the tabulation of the data obtained in the field research will use the descriptive statistics for the closed questions and theoretical frame from the reason or

explanation of every question, and it will contrast the information of the teachers and students which will let us to get the right information.

The tabulation for count of applied data to the teachers, students and the realized observation, will allow the crossing of information and the analysis of indicator from three points of view what will favor the hypotheses confirmation

Organization

After organizing the empiric information classifying the questions that will serve to prove every hypothesis and keeping in mind the variables of the same one as a guide that will help to prove them. In this way it will facilitate the next step, the interpretation and analysis.

Description

The obtained data once have organized them will be described in statistic tables that will show the frequency and the percentage of the obtained indicators in the applied instruments. This will permit to representative the information graphically.

Graphic Representation

After describing the data, it will be represented graphically, so it will facilitate the interpretation and consequently the critical analysis of every question. The bars

diagram will be used to show this information.

Interpretation and analysis

Once the information is presented in tables and graphs, it will be studied according to the obtained percentages and it will be analysed taking into account the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypothesis.

Hypotheses verification

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

Formulation of conclusions and elaboration of the report

The conclusions will be drawn based on a specific analysis of the results and they will serve to give some recommendations to the authorities of the researched institution and also to the teachers and students in order to contribute to the solution of the problem that motivated us the present research.

Finally the elaboration of the final report will be designed through chapters that let the understanding of the theory and the results that it will obtain in the present

research work which can be used to develop more researchers in the future.

POPULATION

The research is going to be applied with the whole population because it is necessary to check are hypothesis and to contrast the information.

CHART N °1

COURSES	POPULATION
1 st year of Bachillerato	90
2 nd year of Bachillerato	80
3 rd year of Bachillerato	54
TOTAL	224
Teachers' population	5

Consequently to take the whole population because the number of students and teachers is the necessary for our research.

g. TIME TABLE 2012-2013

MONTHS ACTIVITIES	2013								2014																							
	Nov				Dec				Jan				Feb				Mar				Apr				May				Jun			
	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
Presentation of the Project			x																													
Write the recommendation to the project					x																											
Checking and redesign of the research instruments									x					x																		
Application of the research														x																		
Processing of the research															x																	
Drawing conclusion																		x														
Elaboration of the thesis																						x										
Private qualification of the thesis																										x						
Writes the recommendation																											x					
Public sustentation and graduation																														x		
Presentation of the thesis																																x

h. ORGANIZATION AND MANAGEMENT OF THE INVESTIGATION

RESOURCES

HUMAN RESOURCES

- ✓ Researcher name; Maria Sarango
- ✓ Thesis Director; Lcda.M.Sc. Karina Alexandra Celi Jaramillo
- ✓ English teacher of “Saraguro” high school
- ✓ The students of 1st, 2nd, and 3rd year of Bachillerato at “Saraguro” high school
- ✓ Teachers and coordinator of the English language department at UNL:

MATERIAL

- ✓ Bibliography
- ✓ Office implements
- ✓ Book
- ✓ Copies
- ✓ Paper
- ✓ Folders
- ✓ Paper and clips.

TECHNICAL

- ✓ Computer
- ✓ Internet
- ✓ Printer
- ✓ Flash memory

✓ Cds

BUDGET

Impression of the first, draft	\$	100
Impression of the second draft	\$	200
Impression of the final work	\$	400
Unforeseen	\$	500
TOTAL	\$	1200

FINANCING

The expenses derived from the present work will be assumed by the researcher.

i. BIBLIOGRAPHICAL REFERENCES

- ✓ DANIELLE Mihram, parameters of evaluation p. 8 Año 1993
- ✓ GEYSE Jason rstrategies listening. Pag. 0073 (2001).
- ✓ GEYSER Jason the Receptive Skills pag. 58-106 (2000)
- ✓ HARMER Jeremy, "How to Teach English" , pag. 52-125 Año 2001
- ✓ KNIGHT, P.T. (2001) A Briefing on Key Concepts: Formative and Summative assessment
- ✓ PAUL TREUER listening skills pg. 302 Año 2000
- ✓ RICHARDS Jack Foreign Language Teaching In Schools 2003. 1. Vol. 26
- ✓ RICHARDS Jack,. Approaches and Methods in Language Teaching pag. 65-102-2001.
- ✓ RICHARDS, Jack, Strategic Reading, Cambridge University.
- ✓ THOMAS A. Angelo and K. Patricia Cross Assessment Techniques 1993 [2nd Ed p. 105].
- ✓ THOMAS A. Angelo Classroom Assessment Techniques 2nd Ed
- ✓ WINER, B.J. Statistical principles in experimental design New York: McGraw-Hill, 1962.
- ✓ www.monografias.com
- ✓ www.real.gold.ac.uk/listening/strategies.htm Before listening
- ✓ www.sasked.gov.sk.ca/docs/mla/assess.html
- ✓ www.Hpt.wikipedia.org/wiki/Reading
- ✓ www.thecradleproject.org

ANNEXES 2:



**NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION, ART AND COMUNICAITON
ENGLISH LANGUAGE CAREER**

TEACHER'S SURVEY

As undergraduate student of the English Language Career, want to get information from English Teachers about the **ASSESSMET TECHNIQUES AND THEIR EFFECT OF THE EVALUATION OF RECEPTIVE SKILLS WITH THE STUDENTS OF 1ST, 2ND, AND 3RD YEAR OF BACHILLERATO**. It help me to development my thesis work

HYPOTHESIS N. 1

There is no application of appropriate techniques to assess the reading and listening skills of English language with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School. Academic Period 2012-2013.

1. which option in the most appropriate to define the assessment techniques

DEFINITIONS OF ASSESSMENT TECHNIQUES	
Process of gardening information	
To diagnostic students' knowledge	
Effective tool for education	

2. Do you apply specific techniques to assess the receptive skills?

Yes: ()

No: ()

Why?

3. What techniques do you use to assess the receptive skills?

Feedback ()

Understanding ()

Summary ()

Test questions ()

Why?

4. How often do you emphasize on the assessment of the receptive skills

Always ()

Sometimes ()

Rarely ()

Never ()

Support your answer

HYPOTHESIS N. 2

The evaluation of receptive skills applied by teachers does not take into account the parameter and phases of the evaluation process with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School. Academic period 2012-2013

5. Which parameters do you consider to evaluate the receptive skills? Tick them.

Notes done in class ()

Homework ()

Class work ()

Oral presentation ()

Why?

6. What do you take into account to evaluate the receptive skills?.

- Reflection ()
- Preparation ()
- Assessment ()
- Evaluation ()
- Exposition ()

Why:.....

7. Are the reading and listening test helpful to improve the reading skills?

- Yes; ()
- No ()

Support your answer:.....

8. What is the level of proficiency of your students in the development of receptive skills?

LEVEL OF PROFICIENCY DEVELOPMENT RECEPTIVE SKILLS	LISTENING	READING
Excellent		
Very good		
Good		
Regular		
Deficient		

Why:.....

Thanks for your collaboration.



NATIONAL UNIVERSITY OF LOJA
AREA OF EDUCATION, ART AND COMUNICAITON
ENGLISH LANGUAGE CAREER

STUDENTS SURVEY

As undergraduate student of the English Language Career, want to get information from English Teachers about the **ASSESSMET TECHNIQUES AND THEIR EFFECT OF THE EVALUATION OF RECEPTIVE SKILLS WITH THE STUDENTS OF 1ST, 2ND, AND 3RD YEAR OF BACHILLERATO**. It help me to development my thesis work

HYPOTHESIS N. 1

There is no application of appropriate techniques to assess the reading and listening skills of English language with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School. Academic Period 2012-2013.

1. What is assessment techniques for you?

DEFINITIONS OF ASSESSMENT TECHNIQUES	
Process of gardening information	
To diagnostic students' knowledge	
Effective tool for education	

Give your opinion?

2. Does your teacher apply specific techniques to assess the receptive skills?

Yes: ()

No: ()

Why?

3. What techniques does your teacher use to assess the receptive skills?

Feedback ()

Understanding ()

Summary ()

Test questions ()

Why?

4. How often does your teacher assess the receptive skills

Always ()

Sometimes ()

Rarely ()

Never ()

Support your answer

HYPOTHESIS N. 2

The evaluation of receptive skills applied by teachers does not take into account the parameter and phases of the evaluation process with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School. Academic period 2012-2013

5. What activities does your teacher consider to evaluate the receptive skills? Tick them.

Notes done in class ()

Homework ()

Class work ()

Oral presentation ()

Why?

6. What does your teacher take into account to evaluate the receptive skills?.

- Reflection ()
- Preparation ()
- Assessment ()
- Evaluation ()
- Planning ()
- Valuation ()

Why:.....

7. Are the reading and listening test helpful to improve the reading skills?

- Yes; ()
- No; ()

8. What is the level of proficiency in your development of receptive skills?

LEVEL OF PROFICIENCY DEVELOPMENT RECEPTIVE SKILLS	LISTENING	READING
Excellent		
Very good		
Good		
Regular		
Deficient		

Why:.....

Thanks for your collaboration.

CONSISTENCY MATRIX

THEME: ASSESSMENT TECHNIQUES AND THEIR EFFECT ON THE EVALUATION OF RECEPTIVE SKILLS OF ENGLISH LANGUAGE WITH THE STUDENTS OF 1st, 2nd AND 3rd YEARS OF BACHILLERATO AT “SARAGURO” HIGH SCHOOL, ACADEMIC PERIOD 2012 -2013.

PROBLEMS	OBJECTIVES	HYPOTHESIS	VARIABLES	INDICATORS
What is the effect of the assessment techniques on the evaluation of receptive skills of English language with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School. Academic period 2012-2013?.	To analyse the techniques used by teachers to evaluate the receptive skills of English language with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School. Academic period 2012-2013.	The assessment techniques influence on the evaluation of receptive skills of English language with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School. Academic period 2012-2013		
SUBPROBLEMS What kind of techniques do teachers use to assess the reading and listening skills of English language with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School Academic period	To characterize the assessment techniques that the teachers use to assess the reading and listening skills of English language with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School.	There is no application of appropriate techniques to assess the reading and listening skills of English language with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High	Assessment techniques Assessment of reading and listening skills	<ul style="list-style-type: none"> ✓ Concept ✓ Techniques ✓ Strategies ✓ Predicting ✓ Skimming ✓ Scanning

<p>2012-2013?</p> <p>Are the parameters and phases of the evaluation process used to evaluate the reading and listening skills of English language with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School. Academic period 2012-2013?</p>	<p>Academic period 2012-2013.</p> <p>To determine if teachers evaluate the receptive skills based on the phases of the evaluation process of English language with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School. Academic period 2012-2013</p>	<p>School. Academic period 2012-2013.</p> <p>The evaluation of receptive skills applied by teachers does not take into account the parameter and phases of the evaluation process with the students of 1st, 2nd and 3rd years of Bachillerato at “Saraguro” High School. Academic period 2012-2013</p>	<p>Evaluation of the receptive skills</p> <p>Phases for the evaluation process</p>	<ul style="list-style-type: none"> ✓ Excellent ✓ Very good ✓ Good ✓ Regular ✓ Preparation ✓ Assessment ✓ Evaluation ✓ Reflection
--	--	--	--	--

ÍNDIX

CERTIFICATION	ii
AUTORSHIP	iii
CARTA DE AUTORIZACIÓN	iv
ACKNOWLEDGEMENTS	v
DEDICATION	vi
ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN	vii
SCHEME OF THE THESIS	ix
a. TITLE	1
b. SUMMARY	2
c. INTRODUCTION	4
d. LITERATURE REVIEW	8
e. MATERIALS AND METHODS	29
f. RESULTS	33
g. DISCUSSION	48
h. CONCLUSIONS	53
i. RECOMMENDATIONS	55
j. BIBLIOGRAPHY	57
k. ANNEXES	59