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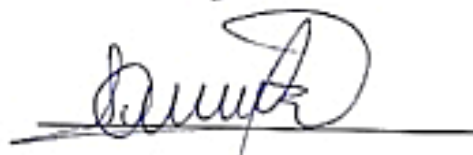
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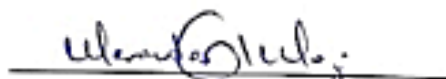
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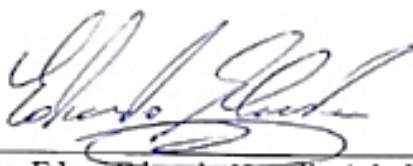


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The following investigation is dedicated to:

First of all, to God, who has given me life, wisdom, healthy, and the ability to finish this stage of my life.

To my loved parents, Rodrigo and Fanny, who are the fundamental pillar in my life. Thanks for giving advice and motivating me to continue with my professional education. Thanks for trusting and guiding me to fulfill my goals despite the difficulties along this journey. To my brothers Erick and Daniel for being with me in this process.

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With love
Jennyfer

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RESUMEN

Actualmente, el idioma Inglés es considerado un pilar fundamental del proceso educativo. En educación, la evaluación se contempla como un proceso dinámico entre el docente y el estudiante que cumple un rol significativo en la clase. De acuerdo a esta información, la prueba de diagnóstico es vital en el proceso enseñanza-aprendizaje del participante. El uso de esta evaluación en el aula de clase es útil para reconocer las fortalezas y debilidades del estudiante. A través de diferentes actividades se puede recopilar información esencial y mejorar sus habilidades lingüísticas. El docente puede interpretar los datos para determinar su rendimiento futuro. En este contexto, se propuso el estudio titulado “Analysis of strategies applied based on the results obtained in the Diagnostic tests in the English teaching-learning process of students at Décimo año “A” at Escuela de Educación Básica 21 de Abril in Riobamba city, Chimborazo province in the academic period April 2021 – September 2021”. Esta investigación tuvo como objetivo analizar las estrategias aplicadas a partir de los resultados obtenidos en las pruebas de diagnóstico en el proceso de enseñanza-aprendizaje del Inglés. Además, en este estudio fue usado un paradigma cualitativo y una investigación exploratoria. Así, para el análisis y la interpretación de resultados el investigador aplicó el método triangulación. Basado en la información antes mencionada, la entrevista y observación con sus correspondientes instrumentos como una entrevista semiestructurada y una guía de observación fueron usadas en el docente de Inglés y en los estudiantes en la institución antes mencionada. Los resultados de esta investigación se enfocaron en la importancia de la prueba de Diagnóstico dentro del aula de clases. Por lo tanto, muestra la capacidad de aplicar técnicas específicas como la retroalimentación para mejorar el proceso de enseñanza-aprendizaje del Inglés de los estudiantes.

Palabras claves: Evaluación, prueba de Diagnóstico, Proceso Enseñanza-Aprendizaje del Inglés, Retroalimentación.

ABSTRACT

Nowadays, English language is considered a fundamental pillar of the educative process. In Education, assessment is contemplated as a dynamic process between teachers and students to fulfill a significant role in the class. According to this information, the diagnostic test is vital in the participant's teaching-learning process. The use of this kind of test in the classroom is helpful to allow recognizing the student's strengths and weaknesses. Through different activities can collect essential information and improve their language skills. The teacher can interpret the data to determine their future performance. In this context, it was proposed the following study entitled "Analysis of strategies applied based on the results obtained in the Diagnostic tests in the English teaching-learning process of students at Décimo año "A" at Escuela de Educación Básica 21 de Abril in Riobamba city, Chimborazo province in the academic period April 2021 – September 2021". This research aimed to analyze the strategies applied based on the results obtained in the diagnostic tests in the English teaching-learning process. Besides, in this investigation, a qualitative paradigm and exploratory research were used. Also, the researcher adopted the triangulation method for the analysis and interpretation of these results. Based on this previous information, an interview and observation were applied with the appropriate instruments as a semi-structured interview and observation guide with the English teacher and the students in the institution beforementioned. The results of this research were focused on the importance of the Diagnostic test inside the classroom. Therefore, it shows the ability to apply specific techniques as feedback to improve students' English teaching-learning process.

Key words: Assessment, Diagnostic test, English teaching-learning process, feedback.

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CHAPTER I. INTRODUCTION

Nowadays, English is considered essential to learn in society. Each day, it is employed in different areas of knowledge and human development. It is known as a language more used around the world. Thanks to globalization, this language has an extensive impact as a communicative language. Based on that, the importance of teaching English in the education is that students can acquire a vast knowledge to participate in social practices through specific activities using the four language skills. Furthermore, teachers assess the English student's level through a diagnostic test (Riascos, 2016).

The following term diagnostic test has involved a group of techniques, procedures and items to assess students' performance and specific objectives or competences. Besides, both students and teachers are meaningful in the teaching-learning process. Furthermore, it is as an x-ray because provides meaningful and relevant learning (Brown D. , 2003). In this sense, it is clear that each student has differences in terms of referring to motivations, previous experiences, and a cultural background. There is a considerable diversity of students in the classroom talking about learning. The teacher contemplates making a diagnostic test and organizing an appropriate learning process in which all students are involved.

Education is one of the principal points to consider in the society. The English use in the students' process is meaningful in their education. Based on that, it is clear that all days, teachers deal with some problems in the classroom. They do not have the appropriate strategies to solve it. So, the diagnostic test is relevant in all educative centers as a part of the teaching-learning process (Arriaga Hernández, 2015). The educative quality is not only focused on knowledge transmitted by teachers to students. It is centered on achieving a change through a diagnostic test as a vital tool with a favorable result for the students. This quality is involved the whole educative center, that is teachers, assessment, methodology, strategies, and so on. On the one hand, students have their own learning styles. On the other hand, teachers have their methods and learning shapes. Although, the educative objective is that students learn not only by themselves. Meanwhile, teachers' help in each stage of learning is meaningful for assessing students' level with the foreign language.

The main objective of this research is to show meaningful information about the strategies applied based on the results obtained in the diagnostic tests in the English teaching-learning process. This study will be carried out with students at Décimo año “A” at Escuela de Educación Básica 21 de Abril in Riobamba city, Chimborazo Province in the academic period April 2021 – September 2021.

1.1 Problem statement

In the teaching-learning process, the English language is considered the dominant in the world. First of all, it is relevant for communicating with others. Along this time, globalization has played a fundamental role in society. This term works as a way of helping the English language has increased a lot. It is involved in different issues like education, business, science, technology, and others. For that reason, people of different countries have acquired vast knowledge of developing in a multicultural environment. In the classroom, the diagnostic test is a beneficial instrument. This term is vital to determine the student’s level with the foreign language. Besides, it offers valid information about the educational members ‘influence during the learning process. In the same way, it tries to propose changes and improvements to participants’ strengths and weaknesses in their educative performance (Gobierno Vasco. Departamento de Educación, Universidades e Investigación [DEUI], 2008).

Nowadays, in the education process must be beneficial to consider specific points about the diagnostic test. First, it should focus on the whole students' procedure in the classroom and not only on the final score. Second, it should define the participants' competencies at the beginning and at the end of the class. Third, how and where to evaluate. So, it is possible to know if it is beneficial to apply more than one instrument to collect different points of view about their interests (Orozco-Jutorán, 2006).

According to the previous information, a similar research has done by (Gallego & Murillo, 2015) “Results of the diagnostic evaluation tests in Andalusia A study in three high schools”, in which the main objective is to try to understand the actions of those centers as a result of the specified responses that follow the outcome of the diagnostic evaluation tests. Also, these researches investigated how the diagnostic evaluation process is valued by these centers and if it influences the teaching and learning processes directly.

The following research shows the importance of the diagnostic test in the classroom. But, it is necessary to consider that all members of the educative center are responsible for the participant's learning. This process should not focus only on the teacher. On the one hand, there are students to learn autonomously. On the other hand, there is no learning without students' effort (Ramsden, 2003). Despite this, the active learner's participation in all the activities proposed by the teacher is necessary.

Based on the observation practices done at Escuela de Educación Básica "21 de Abril" some problems can be evidenced by the researcher. For example, the diagnostic test is not given the importance it has. It is considered an unnecessary stage inside the classroom in the students' teaching-learning process. In some situations, it is applied just for fulfilling a requirement of the institution at the beginning of the school year. That is, the diagnostic test is answered without adequate responsibility and consciousness by the students. In the same way, it is not possible to know the participants' level appropriately with the foreign language. Along the time, it produces a deficit in their educative performance.

The following study is feasible and beneficial for the educative community because all the elements are supported this investigation and will help future studies. Teachers, participants, scientific texts, and technological resources make this research possible.

1.2. Problem formulation

What are the strategies applied based on the results obtained in the diagnostic tests in the English teaching-learning process of students at Décimo año "A" at Escuela de Educación Básica 21 de Abril in Riobamba city, Chimborazo Province in the academic period April 2021 – September 2021?

1.3 Justification

In education, assessment is considered a beneficial keyword for tracking students' performance and planning the class objective to focus on the English teaching-learning process. This term covers the way teachers assess students' progress by monitoring the steps for correct feedback.

According to (Guerrero Hernández J. A., 2019) assessment is an essential tool for helping to recognize the student's abilities and knowledge is acquiring over time. Also, it is a way of supporting learning because its benefits teachers and learners to know the future activities in the classroom.

An assessment is vital in the educative world to identify the student's level. Besides, it is a collection of the necessary information for the instructor takes better decisions to be a monitor and manager in the educative system. Therefore, it is a tool for evaluating pedagogical practice. Moreover, it allows considering the teacher's activities and can reinforce the methodologies for improving deep learning. (Miranda Rodríguez, s.f).

A diagnostic test is an instrument worked for collecting data about students' strengths and weaknesses in specific areas. The objective is to explore the knowledge and level of students. At the beginning of the educative process, it is taken place. Therefore, it helps teachers to identify the student's needs. (Brown R. , 2020).

The main objective of this research is to analyze the strategies applied in the diagnostic test by the teacher in the English teaching-learning process with students at Décimo Año "A" at Escuela de Educación Básica 21 de Abril.

1.4. Objectives

1.4.1 General objective

To analyze the strategies applied based on the results obtained in the diagnostic tests in the English teaching-learning process of students at Décimo año “A” at Escuela de Educación Básica 21 de Abril in Riobamba city, Chimborazo Province in the academic period April 2021 – September 2021.

1.4.2 Specific objectives

- To identify the strategies applied in the diagnostic tests by the teacher in the English teaching-learning process.
- To know the impact of the strategies used in the diagnostic test on the English teaching-learning process of students at Décimo año “A” at Escuela de Educación Básica 21 de Abril.
- To describe the importance of using strategies in the diagnostic test correction.

CHAPTER II. THEORETICAL FRAMEWORK

2.1 Background investigation regarding the problem to be investigated

After a deep search of the repository at Facultad de Ciencias de la Educación, Humanas y Tecnologías, similar studies were not found associated with the topic proposed. Consequently, for this investigation, it was needed to research other works from universities in Ecuador and in the world.

Even though, it was possible to find an investigation done by (Gallego & Murillo, 2015) “Results of the diagnostic evaluation tests in Andalusia A study in three high schools”, in which the main objective is to try to understand the actions of those centers as a result of the specified responses that follow the outcome of the diagnostic evaluation tests. Also, these researches investigated how the diagnostic evaluation process is valued by these centers and if it influences the teaching and learning processes directly. This study employed a qualitative research method, for describing, analyzing, and understanding that improvement actions are consequences of the diagnostic evaluation tests results. The aim is to determine the effect on students’ learning process and social dynamics in these institutions.

This inquiry provides some practical aspects to develop the following study. In this way, it is a big challenge with the principal objective to improve the quality of education and thus, contribute to society.

2.2 Theoretical foundation basis

The following theoretical framework is constructed with information about the constructivism theory. Constructivism is a dynamic and interactive process produced by everyday interaction between the environment and the student. So, they are the creator of their learning through their experience and prior knowledge (Torres, 2017).

This theory is essential for understanding how participants acquire knowledge. Each student has different experiences of their learning. Therefore, it influences their daily interaction. It has a crucial impression on his work because it supports clues about the assessment. These constructivist approaches follow different assessment strategies. Students play an active role as a creator of their knowledge.

Another study for this research work is the theory of Noam Chomsky about the human language. Also, he mentioned that factors like language and previous experience are related to the growth of other mental structures. The principal characteristics are: learning is the active process by which the participants construct their new ideas or concepts based on previous information. The most important thing is the process. All the situations that students learn must be meaningful (Villasante, 2019).

Chomsky suggests that the constructivism is the base for the assessment because language acquisition occurs to the ability that human beings have to know and assimilate the basic structure of the language during childhood. This structure constitutes the essential root of any language. Besides, he affirmed that children have an innate ability to understand the grammar language. This ability can develop through experiences and learning. It does not depend on cultural and familiar context (Regader, 2016).

Another study for this research is the theory of Douglas Brown with his work “Language Assessment Principles and Classroom Practices.” He contributed his studies about assessment because this work has an impression on this research. After all, he mentioned the constructivist theory is employed to show understandable information about meaningful principles and tools for the assessment. It gives practical knowledge to use in real-life classroom contexts. Assessment is a vital instrument to know the students’ strengths and weaknesses in the classroom (Brown D. , 2003). Also, Brown said this term is indispensable in the participants’ education because it focuses on measuring basic abilities level, specific competencies or objectives in a particular situation. This theory supports the following research. Also, it has a favorable impact on the research questions.

2.2.1 Evolution of assessment in the education

Assessment is associated as an expression that interprets global Education. It is constituted about basic procedures and dimensions to represent the teaching-learning process within the academic field. According to the previous information, assessment frames particularly regarding English as a foreign language classroom. So, this idea is defined as a dimension related to the Educational environment. Firstly, the roots of the assessment are like an exact assortment of concepts and methods for obtaining data, that is the case of

knowledge and experience in high school. So, it is clear that this movement appeared before extending as a visible movement. Besides, they fundament the orientation toward improvement and action in the classroom. These methods and techniques of the early practitioners were established and influenced the language. For that reason, they continue nowadays.

In the beginning, the evaluation program showed in the 1960s and 70s like an action research tradition. At that moment, the assessment was employed quantitative methods by researches. Also, it links with a "scientific" engagement that found some platforms within the higher education in the strategies planning way. Moreover, "system thinking" is attention to student outcomes. The program gave an additional assessment with a group of vocabulary and models. Later, the assessment program started. That is, to adopt more qualitative methods. These original approaches used interviews with open-ended questions and observations (Ewell & Cumming, 2017).

According to (Ewell & Cumming, 2017) claim in the mid-1960s appeared that mastery and competency-supported learning. In that situation, the styles for learning are based on outcomes to certify individual learners' accomplishments. Centers built different assessments to validate advanced abilities by performing tasks and group observation. The assessment movement showed two contributions. First, approaches were known as testing and measuring. Second, the meaning of the assessment was not simply a popular theory in higher education.

Additionally, in the early 1980s, the assessment aimed to certify the effectiveness of what a student knows and might do. Also, it has the purpose of analyzing the efficacy of any establishment.

2.2.2 Birth of a movement

The first Conference on Assessment in Higher Education was celebrated in Columbia, SC, in 1985. Besides, another conference known as Involvement in Learning took place. The idea of these conferences was to promote the level of the student's performance to establish the best expectations for them. It can achieve through playful environments. In this way, they will give meaningful feedback. Assessment of learning has appeared as a

variety of scholarship. Schools should be willing to participate in the assessment process as a section of their everyday work. In addition, some colleges and universities should assess the learning student's outcomes. This suggestion was an order requiring these centers. Finally, teachers found different ways for gathering information to improve their study plan (Ewell & Cumming, 2017).

2.2.3 Assessment

The assessment definition has changed in recent years due to the Education adaptation. Currently, it is defined as a dynamic process by teachers and students. That is, this term fulfills an indispensable role in the teaching-learning English. Activities applied in the classroom are considered by teachers and students because they give essential information. These activities will help to improve student's performance in their four skills. Furthermore, assessment is a vital process in which the gathering and interpreting information about participants determine both the success and enhancement of the class.

For (Knowly, 2020) assessment is described as a process for using the student's knowledge and abilities to measure attitudes, beliefs and skills. Besides, this term permits to show what the necessities to be attended in the education perspective are. In this way, they will help to progress inside the educative system.

(Surbhi, 2017) says assessment is considered a continuous and personalized process of gathering and using the information inside the teaching-learning system. Also, the principal aim is to know the adaptation of each student. Depending on these results, it is necessary to adopt new strategies for achieving objectives at each level.

Besides, the assessment is a relevant tool for making pedagogical decisions to improve student's performance. Moreover, it gives beneficial information for students and teachers to strengthen and combine learning. In this way, it helps students to achieve their goals. From this perspective, students and teachers offer concepts to build a perfect assessment model in the classroom. So, this term works as an instrument and is used to determine if educative procedures and methodologies put in practice are the best. For that reason, assessment must be considered a part of the teaching-learning process.

(Cheng & Fox, 2017) mention there are four meaningful aspects of classroom assessment. These are tools, processes, events, and decisions.

- **Assessment tools:** It offers specific ideas about the criteria used for obtaining good work. That is, they support the students' learning. Besides, they work as an instrument to gather clear evidence about students' learning. This tool is like choosing a scale to measure a particular situation in the classroom.
- **Assessment processes:** It provides the specific idea that teachers support the students' learning. Feedback is essential to the participants in the classroom. The objective is to help the integral students' development. In addition, it helps to understand the better way requirements of a task proposed by the teacher for obtaining good work.
- **Assessment events:** The teacher creates and organizes activities based on the four skills about students' needs. The teacher can support students when the instructions are successful and clear, which areas need other directions or where students would like further support for developing a specific task in a better way.
- **Assessment decisions:** It will facilitate the students' learning based on the grades shown. It can reflect what students know. Teachers will make relevant decisions about these results. On the one hand, these results could be easy or difficult. It means teachers will have the ability to make crucial decisions for the scholar's life.

2.2.4 Importance of Assessment

Nowadays, assessment is considered a clue part of the educational system. That is, this term plays a meaningful role in the learning process. It offers possibilities to strengthen and consolidate learning. Also, it helps to achieve the objectives or aims in any education field. It works as an individual evaluation system. The specific purpose of assessment is to get relevant information concerning student progress and understand the interests and needs of their learning process. After acquiring this information, teachers will show each student's level of achievement, and thus, teachers can personalize their teaching plans (Lynch, 2016).

Besides, assessment is vital because it will reinforce the effectiveness of teaching and learning. This term implies that the teacher can know about students' strengths, weaknesses, qualities, abilities, obstacles and problems. Moreover, it will aid what type of pedagogical help will be the best for the participants. Furthermore, it encourages the

understanding of teaching like a formative process with clear information from students. It creates a good relationship in the classroom. Also, assessment is considered an integral part of instruction for achieving goals (Wiggins, 2008). It should include grading, learning, and motivation for their students.

2.2.5 Dimensions of the Assessment

- **Assessment for learning:** It represents the process of explaining the information. It is applied during the learning process by teachers to determine where students are in the learning process. So, it helps to give feedback in the following procedure. Also, it allows regulating everything. Assessment for learning must always be in progress (Kampen, 2020). Furthermore, this term involves teachers using particular evidence concerning students' knowledge and different skills to indicate their teaching. In addition, it adds clear objectives for any learning activity.
- **Assessment of learning:** It shows what happens with the assessment after learning has occurred. This process determines if the students understand the topics taught in the classroom. The objective is to measure the process and the student's learning results at a particular time. In other words, this term describes the simplest way to search out or know what students have learned and if they are involved in the curriculum (Bennett, 2017). Furthermore, it is a systematic process planned which includes specific aspects like when, what, and how to carry out the assessment. In addition, it is effective for learning depending on the quality of feedback.
- **Assessment as learning:** In this process, students can learn through themselves. That is, they are their assessors. Students know what requires for their teaching. Besides, they reflect on their work, which can do through peer and self-assessment. In addition, the teacher decides when learning takes place. Students are monitoring their educative process. This term includes some characteristics like:
 - Motivate students to manage their learning.
 - Encourage students to formulate questions about their learning.
 - Involve teachers and students to create learning goals to encourage growth and development in their educative process (Rowe, 2015).

2.2.6 Types of Assessment

In general terms, the aim of the assessment is vital to determine what students learn, and what needs to improve. So, this information might facilitate teachers the decisions about students' needs. All the types of assessment have in common that they give practical information to teachers. So, it helps to understand the students at a specific time in the learning process (Tookoian, 2018). Regarding the previous information, there are three ways of defining assessment such as:

- **Formative assessment:** It is a systematic process to know the students' learning through collecting information. Besides, it works as a monitor in the student's learning. This kind of assessment has involved both teachers and students. Formative assessment is used as feedback by students to improve their learning in particular areas. The principal aim is to identify students' strengths, weaknesses, and areas that need to work (Brookhart, 2010). Moreover, it is known as part of the instructional process. For (Garrison & Ehringhaus, 2007) teachers, are helped by this assessment to determine the steps to follow during the learning process as the instruction approaches the summative assessment learning. In addition, this assessment has three specific characteristics:
 - **Participative:** It focuses on the students making the best decisions to improve in the academic context.
 - **Clear:** It has the objective to know the students' competencies to assess.
 - **Contextualized:** It is centers on simulating a physical event in the classroom. It gives ideas to infer strengths and difficulties. It helps students apply their knowledge.
- **Summative assessment:** It is a process that helps to study the learning results at the end. The principal objective is to corroborate how much students have learned in the classroom. It gives evidence that students have understood the unit's knowledge and skills. It focuses on gathering information and building a reliable assessment process. Besides, summative assessment applies by teachers to evaluate student's learning, skills, and achievements acquired at the end of a specific academic period. It means they have a point value (Cheng & Fox, 2017). Summative assessments are considered instruments to measure the effectiveness of school improvement goals. It provides information at the classroom level and makes instructional adjustments and interventions during the learning process (Garrison & Ehringhaus, 2007). Summative assessment includes:

1. A final exam
 2. A final project
 3. Oral presentations
 4. Practical activities
- **Diagnostic assessment:** It is an instrument that allows teachers to know and identify students' strengths, needs in specific areas based on their skills. It has the idea to explore knowledge or level that students have. It does at the beginning of the educative process. Besides, it helps teachers identify and understand the learning students' needs (Brown R. , 2020). In addition, this assessment uses for gathering data about what students know about any topic. An example of this assessment is a group of questions, multiple-choice or short answers for assessing students' knowledge about specific themes.

2.2.7 Tests

(Brown D. , 2003) defines a test as an instrument or method of measuring a learner's ability, knowledge, weaknesses or performance in a specific group. Besides, it helps to identify groups who need educational improvements. These tests show a view of the level and quality of the educative system and participants.

In general terms, this test is a way of discovering what students know through questions or practical activities. Besides, a test is considered a relevant resource that assists both teachers and students. Some tests can measure general abilities, others are focused on measuring different goals.

2.2.8 Types of Tests

- **Diagnostic tests:** This test determines the student's strengths and weaknesses. This result helps teachers to make decisions about learners' education. This test uses to diagnose what student knows and does not know. Besides, this test happens at the beginning of the teaching-learning process. It occurs when students start a new topic or unit. Moreover, teachers use different assessment instruments to gather previous participants' knowledge (O'Malley, 2015).

Based on that, teachers can create meaningful lessons and use relevant material that helps to fulfill the learning outcomes of the course. In addition, this test is a helpful

tool for giving feedback about the content taught in class and which areas will need improvement.

- **Placement test:** It is a free self-assessment test. It is recommended students take it before signing up in the class. Thus, the teacher can know the level that a student has. It uses to evaluate students' skill levels in a specific subject. It provides basic knowledge that is needed to follow in the academic period. Besides, the principal aim is to place a participant into any section of their learning. Also, it measures skills like grammar, vocabulary, listening, speaking, and writing. In addition, the English as a Second Language Placement Test (ESLPT) at San Francisco State University is an example of this test. It is composed of three parts. Each one fulfills a specific role (Brown D. , 2003).
- **Progress or achievement test:** For (Cherry, 2021) an achievement or progress test is designed to measure a participants' level of skill, accomplishment, or knowledge in a specific area. Based on this definition, this kind of test evaluates the skills and activities planned by teachers in the classroom. Besides, it is applied in educational and training settings by teachers. These tests can determine if students are ready to enter a particular educative level. Moreover, the objective of this test determines what student has achieved the specific learning objectives set for a given period within the framework of a language course.

This test constitutes by the following aspects:

- The lesson is being assessed, the objectives of the unit.
 - The importance assigned to each objective.
 - The tasks engaged in the classroom lessons.
 - The time frame for the test and turnaround time (Brown D. , 2003).
- **Proficiency test:** (Brown D. , 2003) says this test uses to determine the participants' language skills. Thus, they know the possibilities to function in real-life situations by applying what they know. Besides, it measures the knowledge that students have learned the English language in any place. In this way, they will develop the necessary skills for better communication. It consisted of standardized multiple-choice items on grammar, vocabulary, reading comprehension, listening, and speaking. However, the test evaluates how a student or learner can use the correct

language in everyday situations. Furthermore, a proficiency test is standardized for using around the world. The most common proficiency tests are:

- Test of English as a Foreign Language (TOEFL).
- International English Language Testing System (IELTS).
- Certificate of Advanced English (CAE).
- Certificate of Proficiency in English (CPE).

2.2.9 Purpose of Assessment

The purposes of the assessment include understanding how and what results are achieved in a specific period. Assessment contributes in a meaningful way to develop knowledge and educative learning. Besides, it makes decisions to improve present and future activities, projects, programs, and strategies in the class. It also provides three main aims of the assessment in our educational classroom.

- **Formative or instructional:** That is the most meaningful purpose of our assessment practice. It helps to obtain relevant information about students' skills and understanding. The principal objective will require teachers to use assessment tools for collecting data on students' learning. All the time in the classroom, we are involved in this kind of assessment. Also, it provides feedback to teachers and students about the progress for supporting future learning.
- **Student-centered:** Diagnostic assessment is the process of gathering students' strengths and weaknesses. Based on that, the teacher may build on diagnostic assessment techniques to adapt and improve instructions for the activities in the classroom. In this way, it will help to meet their students' needs. Besides, it gives some information about the level of the students' achievements at a specific period at school.
- **Administrative:** Grading is considered the process of summarizing students' achievements using a particular scale. It is a complex process where teachers need to express their point of view about judgments involved in the effectiveness of participants' learning. This term is used to communicate to parents about students' achievements. Besides, grades are an essential clue in classroom assessment. Finally, it happens at the end of the process (Lambert & Lines, 2001).

2.2.10 High-quality Assessment

In the endeavor to have a deep understanding of the current educational reality is vital to know the characteristics of a high-quality assessment. In the same way, the correct alignment within the content and context with the Ecuadorian environment. This assessment must promote the student's skills development to contribute productively in their daily classroom activities.

The high-quality assessment practices are the most meaningful because they promote students' learning results. There are fundamental aspects of high-quality assessment like:

- **Alignment:** It focuses on the relationship between curriculum and assessment. In this way, it is necessary to choose clear learning goals and appropriate assessment methods to achieve alignment.
- **Validity:** A high-quality assessment process is trustworthy based on the assessment results. In that case, the assessment is related to the specific objectives. That is gathering, interpreting, and using helpful information. Assessment should be the best representation of the knowledge (Darling - Hammond, y otros, 2013).
- **Reliability:** It is meaningful to consider that the consistency and stability of the assessment results are always related to reliability. This term protects against the multiple errors of the assessments. It can happen when we review the student's work. Besides, it tries to achieve reliability when there is explicitness regarding learning outcomes and assessment criteria (Rust, 2002).
- **Fairness:** It can achieve when the students show their achievements in the classroom. In this way, assessment produces scores to present the students' performance. Fair assessment avoids problems in students' procedures and tasks. It needs perfect transparency because all the students will know the learning targets, the criteria, what, when, and how they assess.
- **Consequences:** It is related to the use of assessment results. The best interpretation of these results focuses on students' cases. Assessment could motivate in the students' life. If it is a low-quality can demotivate students in the learning. Besides, the relationship between teacher-student is a common factor in the assessment. Research regarding the consequences of large-scale testing

focuses on interpreting the test effects together with social results (Cheng & Fox, 2017).

- **Practicality and efficiency:** A teacher's life in the classroom is busy. It influences to choose the assessment tools and processes. The teacher's role consists of helping students to take responsibility for their learning. Furthermore, teachers are facilitators for self-student assessments (Cheng & Fox, 2017).

2.2.11 Assessment Tools

The principal purpose is to support student's learning. These tools provide students with clear ideas about what to learn. Besides, it is vital to understand the criteria to develop good work in the classroom. Assessment tools are techniques used to measure the students' abilities in a particular subject. That is the case of the progress toward academic proficiency. Therefore, assessment tools can show which methods are the best to help students in their learning goals and know how to use them (Cheng & Fox, 2017). The idea is to use more than one assessment tool in the classroom. In addition, assessment is considered the most meaningful and practical tool for providing better feedback and motivation to students.

2.2.12 Assessment Methods

Assessment defines into three categories in the education literature. In the beginning, teacher-made assessment methods. Second, student-conducted assessment methods for involving their participation. Third, there are standardized tests in four skills. These practices are helpful and influence students' learning in the classroom (Cheng & Fox, 2017).

A well-designed assessment method gives meaningful information about student learning. It is relevant to mention that there are three ways in which we can categorize assessment methods:

Teacher-student conversation:

- Conferences
- Interviews
- Group discussions
- Class meetings

Observation

- Group discussions
- Independent work
- Rehearsal
- Daily work

Student products

- Performances
- Presentations
- Tests

2.2.13 Assessment and Feedback

Feedback is a purposeful element in the teaching-learning process. It obtains and gathers information about students' achievements and aspects to improve. This information allows teachers to make decisions based on their teaching practice. Besides, it increases learning when the student is the principal character in the classroom (Palomino, 2017).

Therefore, feedback is considered a constructive and formative process that searches to know students' skills in a specific activity. Good feedback allows changes in the participants' life. In this way, it offers information to teachers about the effectiveness of interacting in the formative process.

Moreover, this term has a significant key element in student learning. It works in the assessment process because it provides meaningful information about how teachers can improve in their future classes. In that case, feedback is not focused on the performance of a job but it is related to skills and abilities. In addition, it gives a comprehension of students' performance in the classroom by offering understandable information (Bijami, Hosein, & Sharafi, 2013).

Furthermore, the assessment shows what student knows and does not know. The teacher uses the best strategies to beat the students' learning difficulties in the class. Thus, it will help to build their learning correctly. Also, it is beneficial for achieving meaningful

and quality teaching-learning. Feedback expresses students' opinions, weaknesses, and strengthens.

Finally, correct feedback should give in three specific situations:

1. When the students think and do any activity. That is, during at the moment of doing any homework.
2. When a student or a group of students make an oral presentation (debates, conferences, and others).
3. At the end of a specific activity, a presentation or project.

2.2.14 Types of Feedback

Teacher used seven types of feedback that are beneficial for the student's learning in the classroom.

1. **Recast:** It is corrective feedback focused on discreetly reformulating the learners' error.
2. **Translation:** It is similar to recasts because this fulfills the function of reformulating learners' words or phrases. The idea is to give correct information about the utterances used by students. For that reason, it has a lot of translations.
3. **Clarification request:** It searches for the reformulation or repetition of the mistake from the student. So, it is vital to clarify the error to avoid an inadequate understanding of the task. The typical phrases used for this clarification are I do not understand, and I am sorry.
4. **Metalinguistic feedback:** It gives comments, useful information by teachers to improve the student's learning without providing the correct answer.
5. **Elicitation:** It is a meaningful technique that influences the student can self-correct. There are three ways to obtain the correct answer:
 - a. When the teacher lets the student complete the sentences.
 - b. When there are open questions.
 - c. When the teacher needs a reformulation of the error.
6. **Explicit information:** The teacher provides a specific signal when the students make an error in their task. He offers a clear explanation to the learner of where the error is and gives the correct answer.

- 7. Repetition:** The teacher repeats the learner's wrong answer with a different tone of voice (Panova & Lyster, 2002).

CHAPTER III. METHODOLOGICAL FRAMEWORK

3.1 Research approach

On the one hand, the ontological position is in flux centered on interpretivism because the phenomenon has different realities. So, each reality can be explored and built through participants' interactions or experiences. Reality is supposed to exist in the social and mental distinguishable constructions. These shapes are focused on by the individuals' possess interactions (Guba & Lincoln, 1994). This study is applied to understand the students' real life and behavior about the object of study.

On the other hand, the epistemological position in this research is focused on constructivism. Each student has an active role in the learning with the knowledge acquired in the classroom. That is, each one of them will construct relevant information. It is an interactive process produced by the everyday interaction between nature and the student. They are the creator of their learning through their experience and prior knowledge. In addition, it will not apply any alternative for collecting data in the classroom. The idea is to obtain trustworthy information.

The design of the following study is a qualitative paradigm because it focuses on the social phenomena that occur today. That is, they are facts based on experiences. Therefore, the researcher applied a micro-ethnography for interpreting and analyzing the main reasons, beliefs, behaviors, and practices provided by a population or group. Moreover, this method describes how the students interact in the classroom every day (Garcez, 2017). This approach will be used in Education by the researcher because it is applied to observe where the problem occurs specifically and how the people interact to obtain and interpret the data understandable and coherently.

This study will be applied in an Ecuadorian school because it creates a short and dynamic interaction between the researcher and the object of the study. Moreover, it focuses on a specific group of students in the same grade who participate in this process. This research because it will support and explain the strategies applied based on the results obtained in the diagnostic tests in the English teaching-learning process.

3.2 Level of research

Exploratory research: This study utilized descriptive research to analyze and explain the present actions or situations. It focuses on dominant ideas and perceptions of the specific group with a correct revision of the literature. This research tries to show a general vision about a specific reality (Ibarra, 2011). Furthermore, classroom observation and interviews are applied to collect the data. Qualitative research is employed to understand and explain the object to be studied. It is employed because it shows a description of the strategies applied in the diagnostic tests in the English teaching-learning process in Décimo Año “A” at Escuela de Educación Básica “21 de Abril”.

3.3 Methods of research

Micro-ethnography method: A micro-ethnographic design is a qualitative research procedure for describing, analyzing, and interpreting the participants' patterns of behavior, beliefs, ideas, and language for providing detailed activities that are happening with the specific group to be studied by an ethnographer or researcher (Creswell, 2011). This fieldwork envisioned the previous approach since it focuses on interpreting and observing the phenomenon in a specific setting. Qualitative research is employed to understand and describe classroom practice and what teachers and students do in the same context. Based on that, this study will be carried out in Décimo Año “A” at Escuela de Educación Básica “21 de Abril”, because in this place there is an object of the study the usage of strategies based on the results obtained in the diagnostic tests in the English teaching-learning process.

3.4 Population

Population: This research will be employed by the researcher in Escuela de Educación Básica “21 de Abril” located in Riobamba city, with students of Décimo Año “A” constituted by 25 students approximately and 1 teacher. As mentioned earlier, the participants are students of the same group. This class has the best references for being a collaborative group.

3.5 Sample

This fieldwork employed the whole group by the ethnographer because the population is small and shares the same characteristics. These participants are focused on collecting the data through observation and interviews.

3.6 Ethical considerations

Additionally, the ethical considerations are meaningful in this fieldwork. This study works with the Belmont principles regarding the protection of the participants by the researcher. The investigation with human beings will follow an ethical way. Three basic principles of Belmont's report is used with the participants in the study by the researcher. Respect people's points of view, ideas, and decisions in a polite way. The beneficence principle involves the well-being of participants to defend against any possible harm. Finally, the justice principle mentions all the participants have the same rights and fair outcomes (Belmont, 1979). I will get permission from the Director where the study is applied. In addition, participants will know the benefits of this investigation.

3.7 Techniques and instruments for collecting data

This research work will employ two instruments for the success of this study: observation and interviews.

TECHNIQUES

Observation is a technique to observe and explain the behavior of the phenomenon. It is a way of collecting relevant information and data during this process. It is also known as a participatory study because the researcher demonstrates a connection with the participant (Bhasin, 2020).

In this fieldwork this technique will apply since it helps to validate the most meaningful information. I will carry out an observation of the diagnostic tests because it permits the researcher to observe what strategies the teacher in Décimo Año "A" at Escuela de Educación Básica "21 de Abril" uses in the classroom.

Interview: It is the most common data collection in qualitative research. The interview defines as a qualitative research technique that refers to the execution of individual interviews with a small number of respondents to explore their perspectives on a particular idea, situation or problem (Boyce & Neale, 2006).

This technique will use to obtain information from the teacher's and students' points of view, thoughts, experiences and feelings about the strategies applied by the teacher in the class based on the results obtained in the diagnostic tests at Décimo Año "A" in Escuela de Educación Básica "21 de Abril".

INSTRUMENTS

Observation guide: It is used for collecting data which helps a detailed analysis of a specific situation. It is applied as an instrument to collect relevant information on the phenomenon. Besides, this instrument is meaningful in the teaching-learning process because it provides the researcher an understandable reality about the situation in the classroom. In this way, it allows answering the fundamental questions of the study (Rojas, 2021).

The following observation is based on the most meaningful information from the literature review to validate the data obtained. The literature was my starting point to arrange the statements to be observed. It includes parameters related to the objectives of this research work employed at Decimo Año "A" in Escuela de Educación Básica "21 de Abril" in the city of Riobamba. The main objective is to collect information about strategies employed by the teacher in the class based on the results obtained in the diagnostic tests. So, the principal indicators are student's level, student's strengths and weaknesses, student's interests, skills, information and feedback. Each one of them establishes a clear explanation for better comprehension. Besides, each one of these instruments is built by the author of the investigation and validated by the thesis tutor and committee members.

Semi-structured interview: A semi-structured interview guide will employ by considering the previous observation. It will occur in a specific environment to collect information in which the interviewee must answer open-ended questions in their own words. This instrument will work as a guide that serves as a checklist to ensure all participants

provide information on the same topics. It is useful when there is a need to regard in-depth data systematically from several interviewers' (Easwaramoorthy & Zarinpoush, 2006).

The following interview also considered the main details of the literature to build a meaningful instrument. So, the idea is to use the specific information to add the best parameters and help the study in a better way. It allows for collecting the teacher's and students' opinions about the strategies used in the diagnostic tests in the Escuela de Educación Básica "21 de Abril" in the city of Riobamba. Each one of these questions is related to the investigation for collecting appropriate answers. Therefore, these instruments are validated by the thesis tutor and committee members.

3.8 Triangulation

The previous observation guide, and the interview were applied for collecting relevant data for the study about the participants and the teacher. Based on that, the interpretation of these results was done through a triangulation of the observation of the tests, the student's and the teacher's points of view and the significant information of the literature that supports this investigation.

It is a significant analysis of data technique that centers on contrast points of view, visions, or perceptions of the data collected. The purpose of this method is to corroborate the results of the problem. It helps to provide comparisons between two groups in different contexts. The methodological triangulation is focused on using different methods to investigate for analyzing a specific phenomenon. This triangulation employed the information for interpreting and understanding the results in a better way (Benavides & Gómez-Restrepo, 2005).

CAPITULO IV. RESULTS AND DISCUSSION

4.1 Analysis of the observation guide results

The following information was collected about the observation process. The previous observation guide is focused on analyzing the results obtained in the diagnostic tests about strategies employed by the teacher in the class at Decimo Año “A” in Escuela de Educación Básica “21 de Abril” in the city of Riobamba. In this research, the qualitative data had been applied for collecting meaningful information focused on the theoretical framework of this study.

In the observation guide, the researcher utilized adverbs of frequency for each answer. It is vital to recognize that each one of them fulfills a specific percentage used for understanding clearly based on the following chart:

ADVERBS OF FREQUENCY	PERCENTAGE
Always	100%
Often	60%
Seldom	10%
Never	0%

OBJECTIVE N° 1: To identify the strategies applied in the diagnostic tests by the teacher in the English teaching-learning process.

ITEM	RESULT	ANALYSIS	DATA CONSTRAST
1. The teacher considers the student's level for building the diagnostic test.	Always	According to the previous observation guide, the student's level is always considered by the teacher for building the diagnostic test. Based on this information, it is meaningful to think about this part because it is easy to identify in which part students need reinforcement about topics. Besides, the diagnostic test is mandatory because the teacher will know the problems that they will have.	In this way, this parameter fulfills the main objective of the assessment, that is, to get relevant information concerning student progress and understand the interests and needs of their learning process. After acquiring this information, teachers will show each student's level of achievement, and thus, teachers can personalize their teaching plans (Lynch, 2016).
2. The teacher considers the student's strengths and weaknesses for building the diagnostic test.	Always	According to the observation guide the teacher always consider the student's strengths and weaknesses for building the diagnostic test. This part is necessary to pay attention because it helps to know the students' learning style and improve their abilities in the four skills (listening, reading, speaking and writing). The	In education, assessment is contemplated as a vital tool to reinforce the student's teaching – learning process. It helps the teacher identify students' strengths, weaknesses, qualities, abilities, obstacles and problems. Besides, it helps to know what type of pedagogical help will be the

idea is to prevent the future problems with the students.

best for the participants and create a good relationship in the classroom. Also, assessment is considered an integral part of student's instruction for achieving goals (Wiggins, 2008). It should include grading, learning, and motivation for their students.

2. The teacher considers the difficulty a vital factor before planning the diagnostic test.

Often

According to the observation guide, the teacher often considers the difficulty a vital factor before planning the diagnostic test because the test is shown some questions focused on the student's level and others not. Based on that, it can produce that the students cannot answer all the questions and feel frustrated. At the beginning of planning a diagnostic test the difficulty is a meaningful tool to determine the complexity of questions. On the other hand, it is vital for optimizing the process of creating the items. In the current educational reality, it is meaningful to consider the difficulty in the diagnostic test for alignment within the content and context with the Ecuadorian environment.

Assessment is known as a value judgment about a student's academic work. Based on that, it shows students' and teachers' work performance in the class. The idea is not focused on only giving scores. In agreement with assessment criteria, they are essential for judging the student's quality, process, and results (Contreras, 2010).

3. Emblematic Ecuadorian character is involved in the questions by the teacher for building the diagnostic test.

Seldom

In accordance with the observation guide, the teacher seldom involves the Emblematic Ecuadorian character in the questions for building the diagnostic test. It happens because some students do not like the Ecuadorian culture. They prefer information about another country like United States and others. For instance, in the following diagnostic test, there are not questions about any character. It is only focused on vocabulary, grammar part and translation.

In the teaching-learning process, there are some aspects like competencies and objectives must be achieved by students at the end of the school year. According to this part, a high-quality assessment suggests that the diagnostic test must need to fulfill two aspects. On the one hand, the alignment, this term focuses on the relationship between curriculum and assessment. In this way, it chooses clear learning goals and appropriate assessment methods for the students. On the other hand, the validity, of this process is trustworthy based on the assessment results. In that case, the assessment is related to the specific objectives. That is gathering, interpreting, and using helpful information (Darling - Hammond, y otros, 2013).

4. Information is simultaneous, meaningful and constructive for the student's life.

Always

Following the observation guide, the information is always simultaneous, meaningful, and constructive for the student's life. In the diagnostic test, this fragment is evidenced in the questions because each one is useful for the student's performance. Besides, the topics must involve their needs. The information will help students get into society. High-quality information represents a valuable element for the acquisition of knowledge and research. For this reason, all students must be selective, critical, and active with their content for interpreting and making sense.

Education is a daily process in which the student is immersed in their educative life. In society, the building of knowledge must be dynamic. Based on that, it is vital to manage all the content in our hands. Teaching and researching information are essential as a tool for creating learning. The main objective of obtaining clear information is achieving that students generate their knowledge and have the ability to produce and share new ideas (Quiñones Martínez, 2018).

5. Topics are based on student's interests and likes by the teacher.

Always

Referring to the observation guide, in the diagnostic test the topics are always based on the student's interests and likes. It is meaningful to know well the interests and academic needs of students for choosing strategies that help their achievement in the class. When the teacher can recognize what the student prefers, the environment will be ideal for helping them in a better way. For teachers, it works as a key for knowing their students.

Around the world, all teenagers in educative life can learn through different techniques. For this reason, each learning method must be unlike for each student. It is taking into mind that it is principal to know the student's likes for the content of their knowledge will be effective. The learning styles help them to do activities in a better way. Also, the parents play a successful role in obtaining better results. The importance of knowing these styles promotes learning and helps to create an adequate method for each one. In this way, it encourages their academic goals and their success. (World Vision Ecuador, 2021). Besides, each method is the best to help students in their learning goals and know how to use them.

6. The four skills (reading, listening, writing and speaking) are applied in the diagnostic test by the teacher.

Often

According to the observation guide, the four skills (reading, listening, writing, and speaking) are often applied in the diagnostic test by the teacher. In the class, these skills use through different activities. Each of these competencies has a level of difficulty. For that reason, it is necessary enough time to develop some strategies to create a beneficial environment for improving their language. Besides, it is meaningful to consider these skills in the students 'learning English but do not forget other skills like clear communication, positive attitude, self-control, conflict resolution, and empathy. They are focused on fulfilling a specific goal and help to students to domain the English language.

The four skills are essential in the student's teaching-learning process. Each one of them gives the participants bases for acquiring a new language through didactic strategies. The idea is that these strategies create pedagogical learning based on the context and the daily situations to improve communication in the class. In this way, the learning process will be the best because it can increase creativity and imagination in the students. Through the use of ludic activities in the classroom, students improve and enjoy participation during the classes along the educative process in each linguistic ability of the language (Aldana Pérez, 2018).

7. Explicit feedback is provided in the diagnostic test by the teacher based on the student's answers obtained.

Always

By the observation guide, explicit feedback is always provided in the diagnostic test by the teacher. For example, the teacher solves students' doubts about the correct writing of the regular verbs in the past tense. This aspect is meaningful in the students' performance because it helps them to improve in some details. Besides, it is beneficial to use feedback depending on the activities. Furthermore, it works as a productive process when it is applied immediately after any task. This term makes learning will be meaningful. In this case, the results are efficient.

Feedback is a primary educative element in which the teacher gives students information about their performance. Besides, it is significant in the teaching-learning process because it offers suggestions for improvement in the class. Moreover, it helps them to carry off their objectives, learning, and evaluation process. Furthermore, this term implies a reflection in the group where the rights and errors are emphasized in different activities (González-Larrea, 2020). In simple words, feedback has a significant key in student learning. It provides meaningful information about how teachers can improve in their future classes.

Objective 2: To identify the strategies applied in the diagnostic tests by the teacher in the English teaching-learning process.

The following data was collected through face-to-face interaction with the English teacher. It was interpreted the teacher's answers or points of view about the strategies applied in the diagnostic tests in the English teaching-learning process in the classroom at Escuela de Educación Básica "21 de Abril" in the city of Riobamba. It is vital to mention that the following steps are related with the previous aspects of the observation guide.

ITEM	TEACHER'S ANSWER	ANALYSIS	DATA CONSTRAST
<p>1. According to your criteria do you think is useful a diagnostic test in the school year?</p>	<p>Teacher said, "Yes, of course, because through this, I can establish the students 'level of knowledge. Also, I can know the student's strengths and weaknesses. So, I can reinforce making feedback on each students' necessities. I can focus on the improvement of the courses".</p>	<p>Based on the teacher's answer, it is essential a diagnostic test in the school year because it shows some important aspects about the students' life. Therefore, it can promote the strategies to know in which topics the teacher starts.</p>	<p>At the beginning, this kind of test determines the student's strengths and weaknesses. This result helps teachers to make decisions about learners' education. This test uses to diagnose what student knows and does not know. Moreover, teachers use different assessment instruments to gather previous participants' knowledge (O'Malley, 2015). Furthermore, the diagnostic test is the starting point for the development of the educative process and also, it is mandatory to know the students' problems.</p>

<p>2. What are the parameters do you consider before planning the diagnostic test?</p>	<p>Teacher said, “I establish the grammatical level, skill level and communication of the techniques applied previously”.</p>	<p>In the teaching-learning process, the use of these parameters helps to evaluate students integrally and develop their knowledge before the planification of the test. The information is collected about it to show the student's competencies. Besides, these parameters assist teachers for taking decisions regarding the student's performance in the class.</p>	<p>In the classroom, it is beneficial to consider some parameters that help students ‘performance. Objectives, activities, level of difficulty, and age are the principal parameters that the teacher considered before planning the diagnostic test. It is involved a high-quality assessment and the correct alignment within the content and context with the Ecuadorian environment. Besides, a test with these parameters must promote the students' skills to contribute to their daily classroom activities. It works in a meaningful way to improve their education (Darling - Hammond, y otros, 2013).</p>
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<p>3. How do you identify the topics your students prefer to learn?</p>	<p>Teacher said, “I identify by the age and the books ‘level. I try to use realia in conversations and analyze the level of each one. I identify</p>	<p>Based on the teacher's point of view, it is meaningful to recognize the student's interests. Also, this information can obtain through</p>	<p>Nowadays, the student is the central part of the teaching-learning process, and the role of education has been progressing to improve the scholar's performance.</p>
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what could be the perfect topics to bring into the class for the students”.

different techniques like social media-post information, direct questions or a funny survey on a particular topic in order to realize in a deeper way what the students are up to. It helps to get specific details in a better way.

This information can show fundamental conditions for achieving ideal learning. Motivation encourages the development of learning and the wish to learn in a free and willing way. Students and teachers fulfill a specific role in the classroom for learning that will be active and meaningful (Jiménez Vega, 2014).

4. Is the Ecuadorian reality considered in the questions of the diagnostic test? Why?

Teacher said, “Yes, because in the text to stay includes several topics like culture, food, costumes, tourism about Ecuador but it can out just since new modules appeared in the government”.

Based on this information, it is helpful to include questions about Ecuadorian characters as a biography of Pedro Vicente Maldonado. These topics are focused on socio-cultural context to show the most representative people of each region or city. First, it is favorable because the students know the culture, customs, and traditions of Ecuador. Also, they learn vocabulary through reading about tourist places to acquire knowledge, skills, attitudes, values, and daily experiences. This situation fulfills a clear role in developing all the language skills. Furthermore, it is meaningful to include general information about other continents like America or Europe.

Ecuadorian reality is considered a beneficial key in the student's life. Besides, this reality has changed over time, and it considers the teacher's point of view about the educative system in this country. There are changes involved with the educational quality standards as an educative evolution for the Ministry of Education. These standards want to develop participants' knowledge, abilities, and attitudes in specific situations and contexts for solving problems in the classroom. At the end of the scholar year, students are ready to develop competencies in professional life (Barrera Erreyes, Barragán García, & Ortega Zurita, 2017).

5. What activities do you use to include the four skills (reading, listening, speaking, and writing) in the diagnostic test?

Teacher said, “For writing, we use transcriptions of English and stories about daily life. For reading, the use of translation English-Spanish, reading comprehension, and main ideas. For listening, using songs, singing a song, complete paragraphs through listens. For speaking, through pronunciation (read paragraphs) in a louder voice”.

In education, language skills (Listening, Speaking, Reading and Writing) are involved in the student’s performance. Each student prefers different activities to develop their abilities with the language. In the English language, these skills work in a group in the learning process. For this reason, it is necessary to practice all the time in a fun way. It is fundamental to be immersed in daily situations to distinguish sounds and words and practice fluency and pronunciation to develop a better English level. For reading, it is possible to acquire new vocabulary in an essential procedure with storytimes. The teacher can recognize the best activities for the students to deal with daily life.

Linguistic abilities are known as basic language skills. Effective learning is matching for developing the four skills (Listening, Speaking, Reading and Writing). In the teaching-learning process of language is helpful that these abilities are focused on the integration of each one in different natural contexts. Besides, it is necessary to join all the abilities to work in a better way (Garro Garita, 2019).

6. What strategies do you use when scoring the diagnostic test?

Teacher said, “I use a rubric form to evaluate the difficulties level of each questions, the check and cross”.

Assessment tools are designed and structured to collect vital information to value the student’s performance through specific criteria. The teacher can create instruments according to the necessities. Familiar examples are rubrics, journal classes, observation guides, checklists, and others (Guerrero Hernández J. , 2021). These tools are beneficial to allow following students’ knowledge and abilities using any strategies in education. They are involved in the curricula with learning strategies. First, they allow each student to value their learning process as a formative assessment evaluation and give trustworthiness and validation at the scoring process.

Based on this information, the principal purpose is to support students' learning. Besides, it is vital to understand the criteria for developing good work in the classroom. Assessment tools are techniques used to measure the student's abilities in a particular subject. Therefore, assessment tools can show which methods are the best to help students with their learning goals and know how to use them (Cheng & Fox, 2017). In addition, assessment is considered the most meaningful and practical tool for providing better feedback and motivation to students.

7. What benefits have you gotten from strategies applied in the diagnostic test in the students' teaching-learning process?

Teacher said, "I know how to treat and improve the students with a low level of English. At the same time, I can reinforce students 'skills and strategies to participate in class and learn English".

According to this answer, these tools help obtain better results in their participant's performance. It is considered a learning evaluation process to identify aspects are taking the learners' decisions in the appropriate place. The previous tools are centered on collecting and analyzing different sources to help students' learning and the teacher's performance. Evidently, these tools follow a criterion to evaluate specific student's aspects based on the educative purposes according to the curricular design.

In education, assessment tools are considered beneficial instruments for giving control of the student's abilities. The appropriate use of the following assessment tools helps teachers in the student's process to know what to do and how to evaluate. The most meaningful reason for assessment tools is for students to realize what needs to be successful in class (Hernández, 2018).

8. What kind of feedback do you use with your students in a diagnostic test?

Teacher said, “I separate the topics, identify in the process as difficult for the students. Besides, I identify students ‘learning process problems or difficulties to treat the learning personally. For each student in low level, it is necessary wake up the students ‘interests and the study of the subject to generate interest about topics”.

In the classroom, feedback is evident because it is a process that constructively facilitates the participant’s learning. At the end of the diagnostic test, feedback was oral and written through specific information and focused on any question. This information was clear, accurate, and brief in a particular stage for describing the student’s performance. Besides, feedback is a powerful tool for the best development of the class through questions and answers for achieving active participation to increase knowledge. In the feedback process, it is necessary to focus on the student’s reflection during the teaching-learning process. Also, it helps teachers for evaluating the effectiveness of the

Feedback is considered a constructive and formative process that searches to know students' skills in a specific activity. Good feedback allows changes in the participants' life. In this way, it offers information to teachers about the effectiveness of interacting in the formative process. Therefore, the following term is a meaningful key in student learning. In the assessment process, it provides meaningful information about how teachers can improve in their future classes. Therefore, it gives a comprehension of students’ performance in the classroom by offering understandable information (Bijami, Hosein, & Sharafi, 2013).

methodological strategies used in the class.

Objective 3: To describe the importance of using strategies in the diagnostic test correction.

It was an interview applied to students in the classroom at Decimo Año “A” in Escuela de Educación Básica “21 de Abril” in the city of Riobamba. The data were collected to describe the importance of using strategies in the diagnostic test correction of students’ answers. This information was used since there are 25 students interviewed for interpreting in a better way the data obtained. Besides, it was created an instrument with only five questions in order to answer the objective. it is considered these questions because there are the most beneficial with the study.

ITEM	STUDENTS’ ANSWERS	ANALYSIS	DATA CONTRAST
<p>1. Do you remember if your teacher applied a diagnostic test at the beginning of the school year? Could you tell me how did you feel?</p>	<p>Based on the data collected shows that the majority of students remember the diagnostic test. According to this test, they said to feel nervous, anxious, and stressed because they do not remember all the topics from last year and do not know if they answered well or badly. The other part of the students said they feel normal because they look</p>	<p>This information is significant for the teacher because the test supports the student’s learning but should not work as a fear factor. Previous points on this text mention that a diagnostic test is a tool for knowing the student’s strengths and weaknesses. An assessment is necessary in the</p>	<p>Therefore, the assessment is a summary of information for taking decisions to improve learning. In the same way, students must have the ability to answer the test in a free way without stress. In this situation, students should get over challenges and prepare well for the test. That is, it is a good idea to</p>

back on some vocabulary and can develop their speaking skill in the class. educational world to assess the students' level of knowledge. have study habits and techniques for catching all the topics in the classroom (Hoffses, 2018).

2. Do you think that the use of flashcards has improved your knowledge of English in class? Why? According to the students' interview, the majority of students said that the use of flashcards for the vocabulary is easy because it helps to learn something new words and can learn to speak. Other students said that it is sometimes difficult to remember the whole phrases and something words they do not how to write and pronounce. The use of flashcards in Education is a meaningful technique for the student's performance for acquiring knowledge in a fun and vital way. Creativity is a beneficial factor for designing these flashcards, as didactic material for the information will be helpful. This technique is used to summarize the most important concepts about any topic. Based on the experts, it is considered the best learning and memorization method because it is fast and easy. Nowadays, learning English is indispensable in education. For that reason, teachers are involved in the educative world. Based on that, the importance of didactic material is meaningful for the student. Also, it helps for learning the English language through flashcards. That is, participants can learn the keywords quickly (Badillo Miranda & Cano Hernández, 2022).

3. What activities applied by the teacher Based on the student's answers, the majority students at Decimo "A" prefer vocabulary, sing a song, Based on that information, different activities help students to be interested in the language. In the class, ludic activities as a methodological strategy are meaningful in the student's

in the diagnostic test do you enjoy the most?	reading paragraphs, translation (English-Spanish), choose the correct answers and complete blank spaces. Each one of them fulfills an important role in the student's life because it helps to develop the four skills of the language.	These activities as songs, choosing the best answers, completing blank spaces, reading paragraphs, and translating English-Spanish are beneficial for catching students' attention in the classroom. It plays a significant role in what students know and what they do not to develop their confidence and autonomy.	emotional development. It helps to improve the teaching-learning process because it gives significant knowledge. All the activities need effort by the students. These activities increase students' concentration, visual memory, and confidence. Besides, they guide integral formation for a better learning environment. Therefore, each one of these activities offers free and spontaneous knowledge (Paredes Bermeo , 2020).
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4. What benefits have you gotten from making a diagnostic test?	According to these answers, the students mention that it is meaningful to remember and reinforce the topics are failed in the diagnostic test. Also, it helps to learn more and improve with the language.	Nowadays, the diagnostic test is considered a necessity in education to know the student's level of knowledge. It is beneficial inside the educative aspects to evaluate some competencies in the participants. The following test	A diagnostic test is applied to know the student's characteristics during the learning process. It is related to the abilities, competencies, interests, and motivations for the English language. Besides, it guides the
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helps to obtain specific data for taking the best decisions for developing the learner's education.

teacher's performance in some aspects as didactic decisions for improving the learning process. Applying and analyzing the diagnostic test results offers the ability to formulate objectives, contents, activities, didactic strategies, and the educative system during the school year. Furthermore, it is considered a valid instrument in the English teaching-learning process (Lara-freire, Rojas-Yumisaca, & Cabezas-Arévalo, 2020).

5. Does the teacher give feedback at the end of the diagnostic test?

Based on the student's answers they mention that the feedback is given by teacher about the topics which they do not understand. It helps a lot to reinforce their knowledge and improve the four skills of the language.

Effective feedback can have a beneficial impact on learning by being specific and clear. Giving appreciable information to students is a professional ability that needs experience and reflection. Also, it is evident there

Feedback is an educative element where the teacher gives information about a student's performance. This term is joined to the evaluation process. Besides, it is helpful to the student to fulfill the objectives and improve

are different types of feedback but learning. In summary, it is the teacher can choose the better fundamental to recognize for the student according to strengths and weaknesses and motivational factors. propose solutions for avoiding frustration and stress. Moreover, feedback will offer specific information about where teachers and students are involved in this process (Meneses, 2020).

CHAPTER V. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- Diagnostic test plays a meaningful role in the English teaching-learning process. First of all, this kind of test helps to know the student's level of foreign language. However, it is a stressful factor for the learners, but, the use of strategies like flashcards about vocabulary, rubrics, and feedback by the teacher has improved students' English learning in the class. It is beneficial to the teacher's role to identify the student's strengths and weaknesses for guiding their educative process.
- The impact of the strategies used in the diagnostic test was significant in the student's English teaching-learning process. It has allowed learners to be interested in the foreign language and improve their learning process in a fun way through the four language skills using dynamic activities like singing a song and reading short paragraphs. However, all the skills cannot be considered in the classroom because there is not enough time which causes a lack of knowledge in specific areas of students.
- As mentioned in this research, assessment plays a purposeful role for the teacher in the class. On the one hand, rubrics are built on specific criteria to evaluate the student's performance. On the other hand, feedback is a process that constructively facilitates the participant's learning. These two points are relevant to the teaching-learning process to recognize mistakes and acquire vital knowledge in the learner's educative process through specific techniques.

5.2 Recommendations

- The diagnostic test should be applied at the beginning of the school year to know the student's level. Besides, it can be motivated students to learn and acquire relevant knowledge. Therefore, it helps the teacher recognize which topics should focus on starting the student's learning.
- The four language skills (listening, speaking, reading, and writing) should be taught frequently in the classroom. In the educative process, students must learn about these meaningful abilities to develop in different contexts outside the class. It should be learned to increase knowledge and use language in everyday situations.
- It is suggested to maintain the use of these strategies (rubrics and feedback) to aid in the student's process. In this way, it helps to recognize the learner's difficulties and give the appropriate method to solve this situation. Therefore, these strategies provide specific information about their interests and possible doubts. On this wise, the teacher can find techniques to catch the students' attention and motivate a lot around their learning with the English language.

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ANEXXES



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
LICENCIATURA EN IDIOMAS

OBSERVATION GUIDE

Description: The following instrument is built to the previous theoretical framework to collect data. It is composed of 8 indicators focused on the research.

Objective 1: To identify the strategies applied in the diagnostic tests by the teacher in the English teaching-learning process.

N°	INDICATORS	ALWAYS	OFTEN	SELDOM	NEVER
1	The teacher considers the student's level for building the diagnostic test.				
2	The teacher considers the student's strengths and weaknesses for building the diagnostic test.				
3	The teacher considers the difficulty a vital factor before planning the diagnostic test.				
4	Emblematic Ecuadorian character is involved in the questions by the teacher for building the diagnostic test.				
5	Information is simultaneous, meaningful and constructive for the student's life.				
6	Topics are based on student's interests and likes by the teacher.				
7	The four skills (reading, listening, writing and speaking) are applied in the diagnostic test by the teacher.				
8	Explicit feedback is provided in the diagnostic test by the teacher based on the student's answers obtained.				

Done by: Jennyfer Quiguirí



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TEACHER'S INTERVIEW GUIDE

Description: The following instrument is built to the previous theoretical framework to collect data. It is composed of 8 questions focused on the research.

Objective 2: To identify the strategies applied in the diagnostic tests by the teacher in the English teaching-learning process.

Instruction: Answer the following questions according your opinion.

QUESTIONS

1. According to your criteria do you think is useful a diagnostic test in the school year?

.....

2. What are the parameters do you consider before planning the diagnostic test?

.....

3. How do you identify the topics your students prefer to learn?

.....

4. Is the Ecuadorian reality considered in the questions of the diagnostic test? Why?

.....

5. What activities do you use to include the four skills (reading, listening, speaking, and writing) in the diagnostic test?

.....

6. What strategies do you use when scoring the diagnostic test?

.....

7. What benefits have you gotten from strategies applied in the diagnostic test in the students' teaching-learning process?

.....

8. What kind of feedback do you use with your students in a diagnostic test?

.....

Done by: Jennyfer Quiguiri



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GUÍA DE ENTREVISTA

Descripción: El siguiente instrumento está diseñado en base al marco teórico usado en esta investigación para recolectar información. Consta de 5 preguntas enfocadas en dicho trabajo investigativo.

Objective 3: Describir la importancia del uso de estrategias en la corrección de las pruebas de diagnóstico.

Instrucción: Responda las siguientes preguntas de acuerdo a su opinión.

PREGUNTAS

1. **¿Recuerdas, si tu profesor aplicó una prueba de diagnóstico al inicio del año lectivo? ¿Me puedes decir cómo te sentiste?**

.....
.....
.....
.....

2. **¿Consideras que el uso de fichas de vocabulario ha mejorado tu conocimiento con el inglés en la clase? ¿Por qué?**

.....
.....
.....
.....

3. **¿Qué actividades aplicadas en las pruebas de diagnóstico, te gustan más?**

.....
.....
.....
.....

4. **¿Qué beneficios crees tú que obtienes al realizar una prueba de diagnóstico?**

.....
.....

.....
.....

5. ¿Al finalizar tu prueba de diagnóstico, recibes una retroalimentación por parte del profesor?

.....
.....
.....
.....

Done by: Jennyfer Quiguirí

¡Gracias por su colaboración!

EVIDENCES ABOUT OBSERVATION TESIS

IMAGE 1: OBSERVATION GUIDE



Description: It was used observation in the classroom by the researcher to mark vital aspects of principal activities applied by the teacher.

IMAGE 2: TEACHER'S INTERVIEW



Description: It was applied an interview with the teacher at Décimo Año for collecting information about the principal aspects used in the diagnostic test.

IMAGE 3: STUDENT'S INTERVIEW



Description: It was employed an interview by the researcher for 25 students of Decimo Año at Escuela de Educación Básica “21 de Abril”. It was collected meaningful information about the diagnostic test.