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CARRERA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Formative assessment for dealing fossilization of English as a foreign language.

Trabajo de Titulación para optar al título de Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros

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Riobamba, Ecuador. ***2024***

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TUTORA

DEDICATORY

I want to dedicate my research work to the most important people in my life.

Starting with my family, mainly my maternal grandfather for giving me the security of being able to do what I love, my parents and sisters for being my support in my goals and never stopping believing in me.

Also, to Juanjo, for being the most important person in my university life, for guiding my project, his unconditional love and support, and to my friend Vale for never leaving me alone.

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Finally, to me, for my daily struggle, effort and dedication in this project and my entire university career.

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RESUMEN

La evaluación y la retroalimentación son cruciales para evaluar las actividades de aprendizaje y garantizar el éxito de los estudiantes. Sin embargo, la evaluación sumativa tradicional, centrada en calificar, limita la capacidad de los estudiantes para indagar sobre los errores y participar en procesos reflexivos.

El marco de evaluación formativa aborda la fosilización lingüística, especialmente en la Unidad Educativa "Capitán Edmundo Chiriboga". Se implementará una estrategia de evaluación formativa mediante un enfoque de investigación mixta, combinando métodos cualitativos y cuantitativos. El estudio busca ofrecer recomendaciones para mejorar la compresión de la evaluación formativa como herramienta de mejora continua.

La investigación se utilizará un enfoque de investigación mixta, dado que los objetivos implican el análisis de aspectos cualitativos y cuantitativos. Las técnicas incluirán pruebas antes y después para comparar situaciones iniciales y finales, así como una sección de retroalimentación para evaluar la efectividad de las actividades mediante evaluaciones formativas.

Palabras claves: Fosilización Lingüista, Evaluación Formativa, Interlenguaje, Refuerzo, Diagnóstic.

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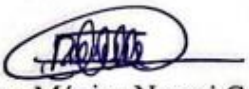

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ABSTRACT

Evaluation and feedback are crucial for assessing learning activities and ensuring student success. However, traditional summative assessment, focused on grading, limits students' ability to explore their mistakes and engage in reflective processes. The formative assessment framework addresses linguistic fossilization, particularly in the "Capitán Edmundo Chiriboga" Educational Unit. A formative assessment strategy will be implemented through a mixed-methods research approach, combining qualitative and quantitative methods. The study aims to offer recommendations for improving the understanding of formative assessment as a tool for continuous improvement.

The research will use a mixed-methods approach, as the objectives involve the analysis of both qualitative and quantitative aspects. Techniques will include pre- and post-tests to compare initial and final situations, as well as a feedback section to evaluate the effectiveness of activities through formative assessments.

Keywords: Linguistic Fossilization, Formative Evaluation, Interlanguage, Reinforcement, Diagnostic

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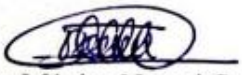

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CHAPTER I.

1.1 Introduction

Linguistic fossilization is a phenomenon that causes students' interlanguage to remain static. Despite being in constant exposure to the target language, they continue to produce significant errors when producing the language. This phenomenon is caused by linguistic transfer, communicative pressure, lack of opportunities to learn, and the type of feedback received. Also, how the teacher made feedback on student's assessments. For instance, the teacher just gives the score. In this way, they both do not put attention to the information of the assessments' results. As a result, the teacher does not consider the students' errors to notice their interlanguage formations stop. However, students also provoked their fossilization, there is a lack of attention and poor knowledge. Consequently, it can reduce the students' opportunity to get a level of communicative competencies. (Selinker, 1978)

As well as the results of the assessment help teachers and students to create strategies for solving common student mistakes. And so, reducing linguistic fossilization. Therefore, a possible solution is a formative assessment. Because it is a systematic process that allows the teacher and students to identify constant shortcomings. In such a manner, teachers personalize the learning of each student. Thereupon, achieving a learning progress based on the collection and using the assessment information, then, creating linguistic awareness. In this regard Wang (2019) mentioned that students can notice when they are making mistakes, while they are using the language because there is immediate feedback in the lesson. In this regard, this constitutes the general target of this research.

1.2 Problem Statement

Assessment is essential to recognize if the activities carried out in learning are adequate and successful for students. Likewise, feedback is done based on scores. On this wise, it limits students from asking about their mistakes and reflecting on them. On the other hand, the summative assessment is not the most adequate to build knowledge, because it is focused on grading and giving the final score. (López, 2010)

In this regard, formative assessment is used for encouraging the learning process and creating a better image of evaluation. Whereby, it stops being taken as an obstacle for the students, can enjoy it, and becoming aware is a fundamental step for them to improve their difficulties. Also, Black & William (1998) showed the clinical sense appears, because the students can continuously compare their performance with what they should achieve. For this, they take action for the information collected does not remain static. Moreover, it is analyzed and create a cycle in which the students compare their initial situation with the aim situation.

Along with this, the information collected from the assessment's results will be used to deal with linguistic fossilization. Withal, this phenomenon occurs when second language learners are unconsciously making mistakes, while they are learning SL and even learners have a lot of SL exposure. For example, they use incorrect grammatical constructions and non-native pronunciation. It provokes that students do not achieve an adequate level of competence, and they persist in making the same mistakes at a certain point in their interlanguage development. (Gipps,1994)

The application of the formative assessment considers communicative benefits in the development of students' interlanguage. Nonetheless, Gipps (1994) recalled the ignorance of how to apply prejudice the academic foundations. Whence, that makes students focus on grades not on

their learning process and how to improve it. Also, it takes a long time to consider all the weaknesses of each student to avoid remaining in a static process and not developing their communicative skills.

Therefore, it is difficult to put it into practice since the disinformation not helping students even teachers to take the results further. In addition, according to United Nations Educational, Scientific, and Cultural Organization UNESCO (2020) the context in which the students' interlanguage is developed, English is recognized as a foreign language. Because English cannot be used outside the classroom in Latin countries, which is why the goals of the methodologies used in formative evaluation can be seen as an alternative for students to promote their autonomy. In this sense, the learning process allows students to see their progress and eventually contributes to the adaptation that compromises a different evaluation method.

Clear examples are being given in the "Capitán Edmundo Chiriboga" Unidad Educativa, such as Tercero de Bachillerato General Unificado students persist in omitting the -s of the verb, in the third person singular in the present tense. Additionally, students use the same order to describe, for example, they write "She has hair long" instead "She has long hair". Lastly, English words are pronounced like they were said in Spanish causing misunderstanding. Whereby, formative assessment will be used as a methodological strategy for dealing with fossilization for helping students to internalize and improve their constant mistakes.

The research approach was applied. In this regard, it was applicable to identify if the activities reduce students' fossilization or not. In addition, the research was conducted under a mixed research approach because of the objectives, since they suggest analyzing qualitative and quantitative aspects. The techniques were applied, the test at pre and post-stage to compare the initial and final situation. Also, feedback section to identify the effectiveness and the range of

activities to apply through formative assessment were applied. Finally, the personal aim to perform formative assessment is to give importance to the formative assessment, teachers and students should be able to give recommendations to face fossilization.

1.3 Problem Formulation

How useful is formative assessment to deal with fossilization of English as a foreign language in students of Tercero de Bachillerato class "A" of Unidad Educativa" Capitán Edmundo Chiriboga" in the period 2023-2024?

1.4 Justification

The implementation of formative assessment offers information that the teacher must consider when making decisions, since it suggests being an extension in the methodology of teaching English as a foreign language. However, it has not had a massive reach in ESL classrooms, even though the material took many years to appear, it contributes to the construction of communicative activity in students (Álvarez, J, 2001).

Additionally, according to Alcazar, C (2018) the incorporation of an evaluation, it allows the teacher and the student to improve their academic purposes and at the same time competent communication and thus face the massive errors that students make when using the language. At this stage the student is considered part of the process. Therefore, students are defined as being able to use the information collected through assessment to improve their performance, and consciousness students to develop more interesting standards built for the relevance and effectiveness of learning. Furthermore, motivation was included within the formative evaluation, this allows students to carry out their process with confidence and with the desire to learn from

their mistakes. Therefore, it promotes reducing the fossilization of students' linguistic characteristics to recognize as a strategy to reduce students' interlanguage stagnation.

The practice of formative assessment as mentioned by Cabrera, R. (2023) that is used by the teacher during a knowledge measurement process provides teachers with results for their interpretation. However, it is vitally important to know the reality of the students to design strategies that respond to the limitations. Based on this, the resources and strategies in the educational process must be regulated to modify timely decisions. In addition, formative assessment uses timely measurement to allow for refinement of both the outcome and the student process.

Finally, formative evaluation is a reorientation work in which the learning rate that students present when developing the measurement activities that are presented in the didactic planning is visualized. Also, the feedback of the process that is taken by the teacher, this emphasizes the learning route that the student must take to develop their abilities, skills or competencies at the level of achievement that is planned. These should be focused on the proposals for the different activities that have been carried out. In addition, providing timely follow-up in the students' process verifies the effectiveness of this process for the detection and reinforcement of weakness. (Torres R., 2013)

1.5 Objectives

1.5.1 General Objetive

To apply formative assessment for dealing with the fossilization of English as a foreign language at Tercero de Bachillerato class "A" of Unidad Educativa" Capitán Edmundo Chiriboga" in the period 2023-2024.

1.5.2 Specific Objectives

To diagnose if the students present fossilization during the speech.

To apply formative assessment to decrease fossilization.

To evaluate the effectiveness of formative assessment regarding fossilization problems.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 Theoretical Background

According to Braulio Castillo in his research work The Effects of Fossilization on English Language Learning. In 2021, Central del Ecuador University mentioned how educational training is found and how this determines the incidental appearance of fossilization in interlanguage. He intended to check the characteristics of this phenomenon and understand it (Castillo B., 2021). Based on this he could determine strategies to combat and prevent it. Although his study has been bibliographic, it is similar to my research work, since I also want to acquire the main causes and reduce them.

Additionally, Sánchez Iglesias Jorge in his work Errors, correction, and fossilization in the teaching of related languages: analysis of errors in the written expression of Italian e/le students. In 2003 at Salamanca University, he mentions that the study of second language acquisition is the base of the epistemological criticisms against the error analysis (Sánchez J., 2003). That represents usefulness in my work. The errors made by the students will be analyzed to create methodological strategies, this being the formative assessment in which the students' work is systematically criticized to subtract your errors.

Moreover, Salazar Alvarez Luz Isabel in her work The analysis of the formative assessment usage in the process of teaching and learning English: the case of Octavo Año de Educación General Básica “A”, at Unidad Educativa Miguel Ángel León Pontón, in the city of Riobamba, Chimborazo Province, in the Academic Period October 2022- March 2023 at Universidad Nacional de Chimborazo, she stated that the formative assessment take place a great impact in educational process. Even in teaching and learning processes. Moreover, it promotes the student’s

motivation in learning English, because they have opportunities for asking for clarification about the doubts. In this way, this process reduces stress and misinterpretation (Salazar, L.,2023). This is an essential contribution in my work, because of the two variables. Further, all scientific knowledge that she presents in her research is useful. Although, methodological part is different, it is really helpful.

2.2 Theoretical Foundations

2.2.1 The main approaches for enriching formative assessment involved fossilization

2.2.1.1 Formative Approach

Formative approach focuses on measurement in the formative context of assessment. It refers to teachers assigning a numerical value to aspects of learning development. Such as knowledge, skills, values, and attitudes. Students achieved within a particular period. It definitively separates from the function that exists in the summative approach. It is based on the attainment of knowledge. The degree that each student has for this evaluative trait (Bennett, R., 2015). On the other hand, the function of formative evaluation in measuring. This process will make it easy to just get a score. Also, according to Carnegie Mellon University (2022) this will be presented as numerical evidence to compare with references of the student's performance. These references were previously selected. It also allows making judgments about what the student learned or not.

2.2.1.2 Performance Evaluation Approach

The authentic nature of performance evaluation. This is directly linked to the originality of the works. In line with The Editors (2019) since both are based on the creation of concepts or projects that students carry out. This can be evaluated with a list of requirements. The teacher will

evaluate with the criteria of the list. This allows students to know the points they need to work on before finishing their project. Allowing them to build a project or task based on the knowledge they have and that they are developing.

2.2.1.3 Partial and Global Approach

The partial approach of the evaluation is focused on a certain component. Conforming to Jiménez (2022) this means that a single component is evaluated with several criteria. The student creates solid components with the help of the teacher to finally have a whole. Even though, the global approach mentions being holistic. That represents the distribution of the criteria to be evaluated in all the components. Thus, measuring the abilities of the students, no longer one by one but if each one of them has a favor so that it is total.

2.2.1.4 Nativist approach

The nativist is an approach was introduced by Noam Chomsky. In this regard, Zhao (2022) explained that there was an unexpected contradiction between behaviorist theory based on imitation. Moreover, in this approach the children's developed mind is the same process as the other biological processes that exists. Additionally, in the language learning process Chomsky emphasized that the children's mind is white paper. And so, they already have the adequate system to acquire language knowledge.

2.2.1.5 Interactionist Dynamic approach

It is a pedagogical approach that integrates evaluation with the construction of a relationship between the student and the teacher. In this approach, Schmidt (2010) refers to the teacher will act as a mediator. Because its purpose is the qualitative interpretation of the results. It is based on Vygotsky's Zone of Proximal Development (ZPD). It focuses on facilitating student performance so that they can achieve it optimally. The first level will be developed by the student

independently and autonomously. To get the next one and this will be done with the help of the teacher. Stimulating negotiated interactions with the mediator.

2.2.1.6 Communicative Approach

Communicative approach is a didactic model. This pretends to train the student to a real communication. This focuses on oral and written forms. Using resources that allow the student to carry out a production attached to reality outside the classroom. It is based on meaningful purposes in real and genuine interaction. However, Jabeen (2014) mentioned that this approach is not usually use for the teacher in teaching language. Additionally, the pressure that students present in the communicate skills because of the poor previous experiences.

2.2.2 Theories guided by formative assessment to reduce constant mistakes.

2.2.2.1 Constructivist theory

The constructivist idea infers the evidence or actions of the student's performance. This is related to curricular theory since it also seeks to transfer knowledge within the classroom to the real world. This also refers to the construction of knowledge based on mental schemes. It is the result of various constructions made by the student. Although, there are many perspectives about constructivist though Jean Piaget or Maria Montessori. This theory was defined as the way the objects perceptions can vary in interpretation and Assimilation. (Ültanır, 2012)

2.2.2.2 Dialectic interactionism theory

Dialectical interactionism or also called contextual dialectics is the knowledge that has an origin in dialectical interaction. In accord with López (2022) it is a relationship that the subject and object reciprocally. In which the objective activity transforms the object and the carrier, who is the subject. Also, Vigosky presents a scheme in which the relationship between subject and

object is shown. This is measured based on instruments and signs. The subject is able to use the signs and confirm the relationship between them.

2.2.2.3 Learning theory

This learning theory is defined for Goel (2017) how knowledge is received, also, as how students process knowledge during learning processes. It is based on three principal foundations. Those are models of instructional design. The influence of these learning strategies focuses on behaviorist, cognitive, and constructivism.

2.2.2.4 Linguistic theory

Noam Chomsky bases his theory on competition and not performance. The performance does not explain how the language is used. Chomsky mentions that human beings have an innate mental structure that allows us to understand and produce statements. Statements must be in whatever natural language we know. (Villvillasante, 2019).

2.2.3 Evaluation

It is defined as a process to evaluate performance. According to Naciones Unidas (2017) it is the systematic evaluation of the conception, the activity carried out, and the results of an intervention. This can be developed both in the institutional and educational systems. The instrumental perspective states that it can be considered as a set of technical actions to achieve an objective. The instrumental perspective states that it can be considered as a set of technical actions to obtain, process, and analyze relevant information.

2.2.4 Evaluation Types.

The types of evaluation are defined by the objective or proposal. The diagnostic evaluation or pre-evaluation evaluates the student before the training. This helps to detect strengths,

knowledge, and skills as starting points to define the knowledge they must acquire in the training process. On the other hand, training is one that occurs regularly within the student's training. The summative measures the performance at the end of the student's instruction process. These are the best known, but there are also Evaluations by means, Evaluation based on objectives, and Intermediate or reference evaluations. (Guerrero,2022)

2.2.5 Formative Assessment

Formative evaluation is defined for Díaz & Barriga (2002) as a carried out alongside the teaching process. Provides evidence of student performance. This serves to contrast whether the students are being able to receive the information or not. This allows the teacher to make decisions that benefit the student's performance. In which you can choose different methodologies or resources for learners to improve their performance.

2.2.5.1 Teaching role in formative assessment

The activity of the teacher is fundamental in the evaluation process. The teacher must be aware that this approach does not serve to judge or express prejudice based on the results of the assessment. The fundamental roles that she takes are planning and analyzing evidence. The formative evaluation cannot be carried out without planning, therefore the teacher must plan in a didactic sequence so that the student can reach the knowledge. Analyzing evidence is an essential step. Because it permits students and teachers to become aware if they are performing the learning-teaching process is useful or if it could be changed to improve their performance. (Mendoza, 2021)

2.2.6 Linguistic Fossilization

As reported by Palacios et al. (2019) it is a product of aspects within language learning. The learner does not achieve a proficiency level. It is the unconscious way of producing errors

when producing the language that is being learned. It is an obstacle for the speaker to remain in a static state of his interlanguage.

2.2.6.1 Characteristics

The characteristics of fossilization are Inevitability and Persistence. Inevitability is defined as the absence of linguistic contact. The learner is not in the environment in which the language he is learning is presented. Which produces errors when speaking and writing. On the other hand, Persistence is the moment in which the errors appear again after they have already been corrected and erased from the process of the learners. (Wei,2008)

2.2.7 Strategy for dealing with fossilization.

Project-based learning should be a mandatory resource in formative assessment. Encouraging students to use creativity when presenting their projects. Further, students are building their own knowledge and allowing the teacher to only improve their final product. The teacher must create a matrix with the minimum requirements of his project. This should be based on development and theoretical content. Therefore, Guo et al. (2020) mentioned that students' performance will be evaluated individually. In this way, this allows that throughout their academic period, they do not make the same mistakes that were corrected in previous projects, thus giving them the linguistic awareness, they need to improve their interlanguage. If the persistence of these errors would lead to a fossilization of the language, the teacher provides them with technological or didactic tools in order for the students to achieve their initial objective.

In this way, the teacher will be a provider of knowledge and a knowledgeable student. In agreement with Subsecretaría de Educación Básica de la Secretaría de Educación Pública (2013) at the end of all the projects, students will be given general feedback on concepts that are difficult for everyone. And individually when they make their presentation of the completed project, which

improves the understanding of the students so as not to persist in the errors that limit their linguistic competence. With which the two basic principles of formative evaluation are fulfilled. Students are able to build their own knowledge and the teacher is a helper in decision making. With these two principles, work will be done to reduce fossilization, through the content of the feedback after being evaluated.

2.2.8 Formative assessment to deal with fossilization.

In our country there are parameters determined by an evaluation plan. In which the formative approach is based on the authenticity of the work and essential questions. In the institution, the internal policies are the same as those offered by the Ecuadorian Ministry of Education (2011). This allows teachers to include individual, pair, or group work. since they are based on an initial version of the exhibition plan with an evaluation matrix.

In addition, this allows evaluation of the work of each of the students in their presentation, not giving a grade but a percentage of what is expected of the student's knowledge. In agreement with Ministerio de Educación Ecuador (2011) it is important to recognize that this work is used in project-based learning, which allows teachers and learners to evaluate their process continuously and systematically so that at the end of the semester their summative evaluation will be successful. Despite this, the essential step within the formative approach is not carried out. This is to analyze the results of the matrices and the percentage of knowledge that each student obtains.

Therefore, it is proposed to integrate a strategy in which the teacher is not the only one to evaluate, that is, to consider a co-evaluation in pairs so that the same students can provide their classmates with more explanations of what they have to improve in performance. Reducing the teacher's work, allowing him to be a monitor in the process, and helping to respond to weaknesses that are perceived in general in the classroom.

CHAPTER III

3. Methodological Framework

3.1 Research Approach

The research was carried out gender a mixed investigative approach, since for the objectives were feasible to understand and analyze quantitative data, but also to analyze the qualitative characteristics that was presented in the research.

The mixed approach determines the collection and analysis of quantitative and qualitative data. The former, quantitative research collects information to analyze the proposal presented, which was inferred with numerical measurement and statistics, which was applied in the present investigation because tests with closed questions were developed that was yield numerical data that must be analyzed. On the other hand, the latter, qualitative research is a description of situations or realities usually presented, focused on the construction of the previous reality. Therefore, within the activities that were carried out with the teacher and students chosen for this research. In this way, it is used to recognize arguments, criticisms, and descriptions of the evolutionary strategy that was put into practice. (Ramos, 2015)

3.2 Research Modalidity

The bibliography modality was used in this research because as Ponluisa, D. (2021) stated that it requires a scientific base. Moreover, all the theoretical base was taken from similar research works and those were taken in the direct formats, such us, digital sources, books, articles or papers. In order to, connecting theoretical knowledge with the variables in the research work. Also, all the information collected was useful to develop the application.

Additionally, this research was developed in field modality. Because as Ponluisa, D. (2021) mentioned it focused of the topics directly, therefore, they help to find answers and possible solutions that occur around the phenomenon to be studied, it was allow to collect data that is not different from the reality that the participants live without altering them and that was taken in the place where the Fossilization phenomenon occurs. It is also understood as the place where our research was developed, which was involved direct observation of the population, surveys of students within the field was investigated, recording data in relation to the phenomenon, which makes it easier to understand correctly why an artificial environment or simulation of the place we want to study is not created.

3.3 Level Research

The level of this research is applied, it has been chosen according to the objectives of the research. According Vargas (2009) to search for Problem-solving in which knowledge is based on the application that is acquired. Also, it is linked to theoretical or pure basic research since it needs a theoretical framework in which the foundation is consistent with the collection and interpretation of information from the application of knowledge. It also refers to finding and achieving efficiency in the usefulness of specific criteria.

In addition, the applied type means the adaptation of theoretical knowledge to practical that can be used in society. In the same way, analyzes the conceptualization that is required at the time of making known the theory and the contents that are covered related to activities that was applied to the students and the fossilization that are analyzed as the subject of the investigation. In accordance with Lozano (2017) stated that it is necessary an evaluation prior to the intervention to diagnose the success or how feasible was the proposed solution. That is from the point of view of the researcher, a positive result can be achieved when applying the set of knowledge that has been

chosen. In this regard, the activities that are proposed in this research work are presented in a planning model. Additionally, they have the purpose of reducing linguistic fossilization in students, which was applied as production and reception activities in 40-minute classes.

3.4 Study Population

Population was the students of Tercero de Bachillerato General Unificado paralelo “A”, belonging to the Unidad Educativa “Capitan Edmundo Chiriboga”. They were chosen because of the research purpose is to improve the educational level so that they collect the necessary experience to identify general causes of fossilization. And to be able to give them a more dynamic and entertaining vision of the evaluation to create linguistic awareness.

3.5 Sample Size

The sample was not necessary for this research since the participants are not the necessary amount to require this section.

3.6 Techniques and Instruments for Collecting Data

Test is a tool used to measure cognitive variables, such as knowledge, skills, performance, and so on. This is used with a questionnaire, which is formed based on questions or items that provide information about the answers that are given. Therefore, the function that is chosen from the test for this research is a measurable tool in which a connection can be created between the level of development of the student after a certain time, this also provides information about the success of the teaching programs that are applied in a teaching process. (Hayati et al., 2020)

These were used for the first and third objectives, that the first is to diagnose the level or the characteristics that the students have fossilized, and the third is to evaluate whether or not the

proposal that defines this research was feasible. Also, a rubric was used to check students' performance in pre and post last station for ordering information by selected skills.

Additionally, a technique to cover the second objective was a "feedback section", that is a strategy to collect information about student's performance. In this regard, as Owen (2016) it is vital to use feedback in the formative assessment, so that the teacher can know the student's weaknesses when carrying out the activities. That is why it was carried out after each lesson. In order to, solving all the doubts or the content that is more difficult for the students by more activities or resources, thus completely avoiding that they do not internalize the mistakes they make when carrying out the proposed.

Moreover, the instrument that was used in this technique was be the survey. This tool is used to collect information about the perceptions of the participants, it is commonly quantitative but it can be varied using open questions to get qualitative data. This information is obtained individually or may be by groups. (Ponto, 2015)

3.7 Data analysis and interpretation techniques

The main technique was used for analyzing the information is Triangulation, because as Arias (2000) mentioned it is a process that involves many different bibliographic resources to obtain diverse perspectives on a topic for validation purposes, data triangulation is sought, which involves corroborating a theory at different times using longitudinal or cross-sectional data. This strengthens validity by examining the phenomenon in different temporal contexts. In this regard, triangulation is really useful in the project research for analyzing the theoretical framework to contrast the bibliographic resources with the real context involved formative assessment and fossilization.

Additionally, content analysis as a research technique in which the aim is to analyze the documents in a particular way in which it does not focus on the textual analysis of the words that are presented when analyzing but rather what is intended to be expressed with the same. can be quantified. Moreover, this suggests the interpretation in which greater interest should be created in the rigor of objectivity and the fruitfulness of subjectivity in which the instruments respond to the concerns that arise in the research project, this has a composition of organization and dynamism (Lopez, F.,2002). Finally, it has a great relationship with the research project presented, since the instruments are made known as content. However, the analysis of this content forms the implicit interpretation, which refers to taking the words described as a set of characteristics that describe a process but not the explicitness of the responses.

CHAPTER IV

4. Results and Discussion

4.1 Results

The study population was chosen based on the fossilization characteristics that they present through the development of their language and English. They accepted activities such as grammar and pronunciation in order to consciously improve the errors that they are making.

Firstly, the activities were planned based on the needs and characteristics that the students present, that is why in grammar, examples have been presented in which their level of cognition is easy to understand. Also, games were developed that facilitate the memorization of parts specific to grammar, such as pronouns, verbs, and structure. In addition, activities were carried out on worksheets to reinforce the students' knowledge and ensure that their learning had been formed correctly so that they could use it in the final evaluation.

Additionally, pronunciation was developed with activities that allow students to improve the evaluation parameters that were already imposed such as fluency, spelling and sounds. In that sense, certain activities were used to improve each evaluation parameter. In the first case, the sounds in which lingual position exercises were used in which the students had to make certain sounds by placing the tongue correctly. In addition, in fluency, tongue twisters were used to improve the speed with which students commonly speak. In this exercise, the degree of difficulty was increased so that they had fluency when expressing their complete ideas. Finally, to improve spelling, activities were used in which students, based on their knowledge of the international phonetic alphabet, carried out the production of sounds and spelling.

4.1.1 Diagnostic Stage of the procedure to recognize deficiencies in learning the English Language

The diagnostic phase in an educational process as defined by Orozco, M (2006) is the initial period where data is collected to evaluate the needs, skills and prior knowledge of students, providing a basis for effective planning and adaptation of teaching. However, it is preferable to focus on characteristics and not on a net score. Therefore, an evaluation rubric was developed in which parameters are displayed according to the categories such as grammar and pronunciation. For each category, the guidelines by which their students were specific to be evaluated.

Additionally, the initial phase shows in what state the students are in reference to the indicated categories in which they demonstrated shortcomings. In the following tables that were created based on the parameters and guidelines of the evaluation, the number of students who use correctly the guidelines in grammar and pronunciation.

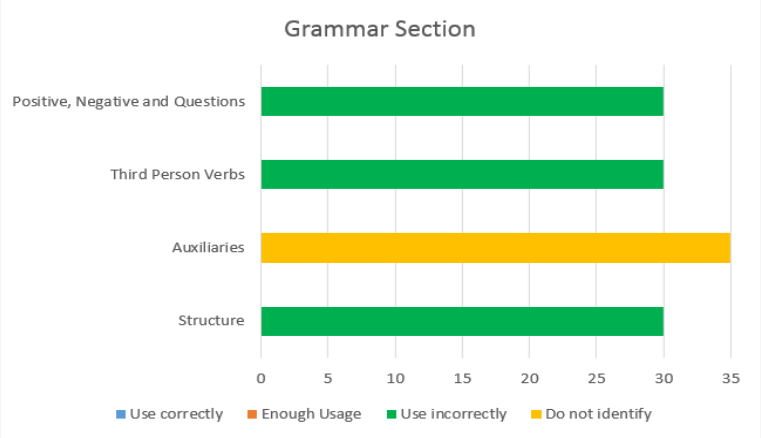

Figure 1: Grammar Section Diagnostic

Graph number one was showed the evaluation indicators with respect to the grammar section. First, in a population of 35 students, 85% of them incorrectly use the structure of a sentence. For example, many of them did not know the location of the verb in questions and negative sentences in the present simple. Additionally, 100% of the students do not identify auxiliary ones that should be used for the simple present such as Do and Does, since they randomly chose the auxiliaries to complete the sentences of the evaluation, they were not able to identify the pronouns for the correct use of Do and Does.

Finally, in the present simple, the correct use of the third person in the verbs is necessary so that the grammatical structures are used correctly. However, 85% of the students did not know how to use it correctly, for example, many of them increased the S to the verbs go or have. Also, they were not able to recognize the correct endings to add *s*, *es* or *ies* to the verbs as appropriate.

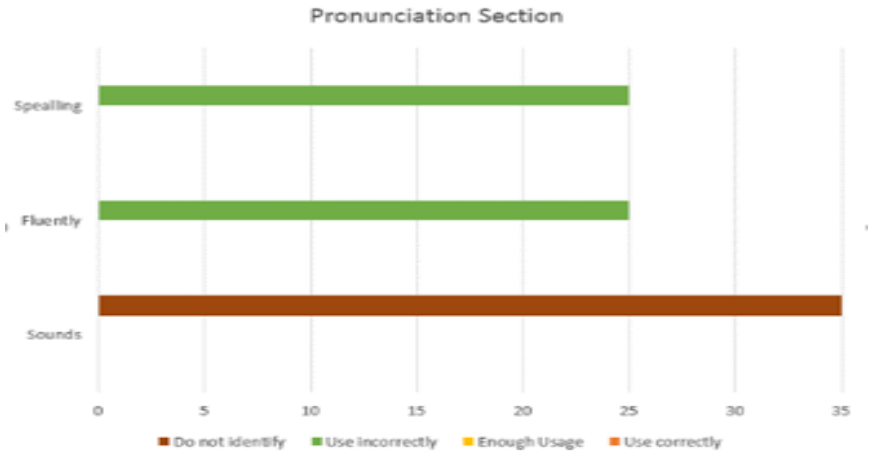

Figure 2: Pronunciation Section Diagnostic

Chart number 2 which demonstrates the pronunciation section corresponds to the following indicators, sounds, fluency and spelling. First, it appears that the students cannot identify the sounds, since they confuse the sounds of the alphabet in Spanish and those in English. For instance, the sound of *f, j* and *p*, they pronounce it as they would in Spanish since 100% of Students do not recognize letter sounds in English. Additionally, they do not have correct fluency when reading sentences, in this section a tongue twister was used to know the fluency that the students present. Moreover, 70% do not have adequate fluency, being that, they read word by word with very noticeable pauses.

Finally, they do not have an adequate spelling for the pronunciation of words. Since they cannot distinguish the writing of the words, this causes poor pronunciation and therefore ineffective communication. An example is words that contain double P, PH and vowels, so they do not identify the correct pronunciation of the aforementioned.

4.2 Discussion

The application of strategies or resources that allow the student to interact consciously with their learning process which are oriented towards reflection on their own performance. Therefore, certain activities were determined based on the diagnosis that allow improvement. (Torres, R., 2013) The criteria presented in the evaluation rubric such as structure, auxiliary, positive/negative/questions and the third person of verb in present simple with grammar and while in the pronunciation part we have the sounds, fluency and spelling.

Grammar Section

The activities that are carried out as a partial and global approach in which Jiménez (2022) mentions that several parts of a specific component of the evaluation allow students to be able to create a whole at the end. That is why the grammar activities were carried out using parts of the whole structure, it was started in personal pronouns that facilitate the relationship and connection of the auxiliaries.

Structure, Positive/ Negative/ Questions and Auxiliaries

This activity was applied by the Guided Discovery approach in which an inductive analysis is provided in which students can find the rule by themselves as mentioned by Bustos, A. (2020). That is why, several examples were presented recycling the knowledge and activity of the previous pronoun game, thus presenting sentences in which they alone could identify the use of the correct structure in present simple. In this sense, the photograph was placed at the beginning of the sentence and not in the middle of the verb, with the purpose that they identify a base structure in the sentences that are the subject, the verb and at the end the complement.

Table 1: Discussion Grammar Part- Activity 1

Activities		Content	Use correctly	Enough usage	Use incorrectly	Do not identify	Total Students
Pre-test	1. Circle the correct option	Auxiliaries				35	35
		Structures			30	5	
Post-test	1. Circle the correct option	Auxiliaries	35				35
		Structures	30	5			

Third Person Verbs

The use of verbs was demonstrated through an analogy of basic knowledge in which students could understand and recognize that situations from their social or natural environment can be linked to language learning. In this regard, as Ibáñez, R. & Vásquez, L. (2022) mentioned that the experiences that the students present based on their empirical knowledge of areas such as the social or family context allow motivation for learning since they complement their vision of something specific about the language and the information enters the students so that it is a contribution to force the understanding of specific topics such as in this case the third person and the grammatical rules of the groups in the present simple. In this regard, an analogy was used with prior knowledge that they have about rain, clouds, drops that help them remember for a long time the activity that was carried out for learning the third person and the rules since the clouds are shown in the that with the appropriate pronouns in the third person certain rules are used for verbs in the present simple.

Moreover, Flashcards game was used in which they identified famous artists with the correct pronoun, which allowed them to remember favorably the most well-known people in their social environment with the correct pronoun.

Table 2: Discussion Grammar Part- Activity 2

Activities		Content	Use correctly	Enough usage	Use incorrectly	Do not identify	Total Students
Pre-test	2. Write the verbs in the 3rd person.	Third person verbs rules			30	5	35
Post-test	2. Write the verbs in the 3rd person.	Third person verbs rules	35				35

Pronunciation Section

Sounds

The non-native student's production of sounds that they usually make related to their native language, which is why one of the activities that was carried out to improve was the position of the tongue. According to Tapias, E. (2020) this process can make students aware of resorting to a contrastive phonology in which they associate the production of sounds between the target language and the mother tongue. In such a manner, the students listened to sounds in Spanish and English to notice the differences between both, words in which the difference in sounds between the mother tongue and the foreign language are very different, such as F, Y and G, were also shown. Therefore, it was suggested to perform lingual position exercises so that they produce vowel and consonant sounds in English correctly, and the practice of these lingual exercises helps students consciously incorporate sounds that there are not in Spanish.

Table 3: Discussion Pronunciation Part - Activity 3

Activities	Content	Use correctly	Enough usage	Use incorrectly	Do not identify	Total Students
Pre-test	3. Read the following words.	Sounds			35	35
Post-test	3. Read the following words	Sounds	35			35

Spelling and Fluently

Fundamental parts of pronunciation are spelling and fluency, while activities were used to improve these sub-skills. Therefore, for spelling activities with phonetic discrimination using the international phonetic alphabet (IPA). As Tapias, E. (2020) discussed this international phonetic alphabet tool makes it easier to distinguish between different phonemes, avoiding confusion in spelling patterns in the English language. This also encourages students to improve their auditory sensitivity through visual resources such as in this case the letters in the spelling exercise. This was used with a variation because the students should spell the word but not mentioning the name of the letter, but the phonetic sound. Resulting in students being able to consciously identify their own phonetic patterns.

Regarding fluency, one of the most recognized strategies was used for the development of this sub-skill and in which tongue twisters are used as a didactic tool to improve the students' oral expression. The implementation of tongue twisters in the teaching of the English language can be presented with certain degrees of difficulty, in which students without exerting any pressure consider it as a game, students have significant progress based on the improvement of the

articulation they have in the process of repetition of tongue twisters, since this allows for more fluid reading and adequate oral interpretation (Pinogarte, C., 2022). In the same way, tongue twisters were applied with a certain degree of difficulty that at the beginning focused on phonetic sounds similar to those that students have in their native language and with the development of the classes, tongue twisters were implemented with sounds that do not exist in the Spanish language in this case, the students, through continuous repetition and with the development of their listening skills, were able to greatly improve fluency.

Table 4: Discussion Pronunciation Part- Activity 4

Activities		Content	Use correctly	Enough usage	Use incorrectly	Do not identify	Total Students
Pre-test	4. Say the following tongue twister.	Spelling				35	
		Fluently			30	5	35
Post-test	4. Say the following tongue twister.	Spelling	35				
		Fluently	30	5			35

Feedback

The feedback section was essential to strengthen the students' weaknesses, in which Owen (2016) mentioned that the concept of formative evaluation is reinforced since in the process of their learning in which concerns were resolved on certain topics that were not clear to the students. In this sense, the way of obtaining anonymous information from the students in the surveys that were carried out was very useful since they fearlessly expressed their doubts and concerns towards the teacher.

At the end of the grammar part, a general review was carried out of the topics mentioned in the student surveys that were not clear. Therefore, reinforcement activities such as worships or more examples were carried out so that the students produced correct input with all the information they obtained. In the same way in pronunciation part, activities were presented to improve specific parts of this skill such as reviewing proper tongue position and spelling of words they already knew. The main aim of these activities was mentioned by Morris et al. (2021) this allowed the students to be able to use it correctly in the final evaluation and not to have internalized any errors and to have established their knowledge in a concrete way.

CHAPTER V

5. Conclusions and Recommendations

5.1 Conclusions

The most constant problems that students have when they use the language were identified in the diagnostic phase. If they are not identified in time, the students present the mistakes for a long time. Through the diagnostic was possible to identify what the most common errors are made in grammar and pronunciation.

Activities were applied that allowed students internalized knowledge and recognized the correct way to used it, so that they did not continue making the same mistakes and avoided fossilization, in which topics were reinforced that allowed students to consciously recognize their shortcomings and improve them.

It was shown that the application of activities with a specific objective improve the quality of student learning. Therefore, they reduce the internationalization of common errors that students make when using English as a foreign language.

5.2 Recommendations

The diagnostic stage is the basis on which students and teachers can make decisions with the results and information collected. However, it is important to ensure that this diagnostic stage is not just an evaluation, but that it is measurable based on the criteria of an evaluation rubric that allows students' errors to be focused on.

The application of activities must be over a longer period since these activities allow students to improve not only based on grammar but also on exercises that allow them to internationalize the information and be able to use it in the correct way. These activities must be developed based on the skills presented in the English language since they cannot develop a single skill but must be managed together for the benefit of student learning.

The final stage is inexcusable to know the effectiveness of the application process that is carried out. The evaluation rubric is also necessary to know by what amount each of the criteria that is proposed was improved based on the diagnosis and thus be able to Make a comparison in which you can know if it was successful or not.

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ANEXXES

- **Intruments**
  - **Pre-test and Post Test**

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PEGAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

TEST

Objective: To diagnose the linguistic signs or parts of speech where students present fossilization.

Circle the correct option.

- Bob always **drink/drinks** a cup of water in the morning.
- What **does/do** she **likes/like** in her breakfast?
- My brother **does not/ do not** brush his teeth.
- They often **wake up/wakes up** at seven o'clock.
- We sometimes **do not/does not** eat bread in the breakfast.
- Where **do/does** your parents prefer to take coffee?

Write the verbs in the 3rd person.

Climb		**Run**	
Do		**Wash**	
Eat		**Fly**	
Have		**Drink**	
Watch		**Write**	

Pronunciation

Read the following words

- Take
- Buy
- Ran
- Apple

- Photograph

Say the following tongue twister.

Susie works in a shoeshine shop. Where she shines she sits, and where she sits she shines

Elaborated by Lilian Parra

- **Test Rubric**

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Grammar Section

Teacher covered this section about student's performance in general, each indicator will be Rank over 4 to 1. In this way, 4 means excellent, and 1 means is not enough knowledge

Indicators	**Achievement level**			
	Use correctly	Enough usage	Use incorrectly	Do not identify
Structure				
Auxiliaries				
Third Person Verbs				
Positive, Negative and Questions				

Pronunciation Section

Teacher covered this section about student's performance in general, each indicator will be Rank over 4 to 1. In this way, 4 means excellent, and 1 means is not enough knowledge

Indicators	**Achievement level**			
	Use correctly	Enough usage	Use incorrectly	Do not identify

Sounds

Fluently

Spelling

Elaborated by Lilian Parra

- Survey

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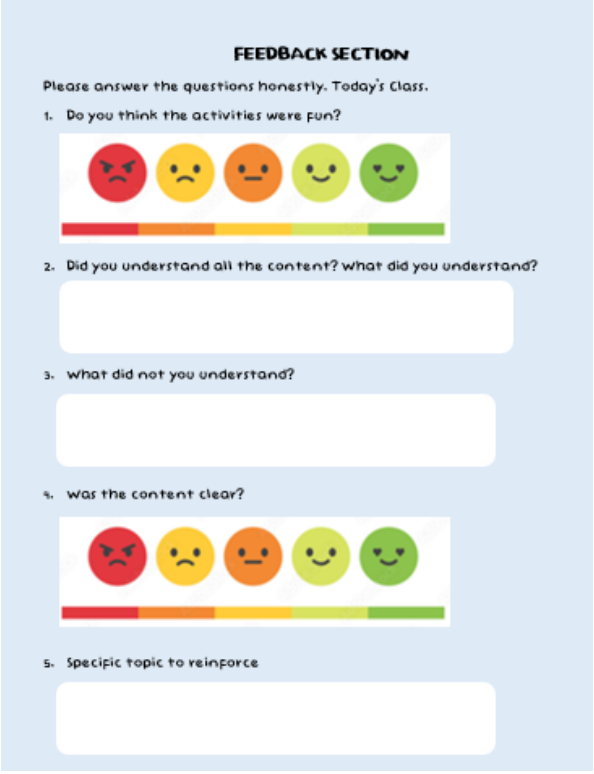


FEEDBACK SECTION

Please answer the questions honestly. Today's Class.

1. Do you think the activities were fun?

2. Did you understand all the content? what did you understand?

3. What did not you understand?

4. Was the content clear?

5. Specific topic to reinforce

Elaborated by Lilian Parra

- **Photographs**

Diagnostic Phase

Ilustración 2: Student perform the grammar part

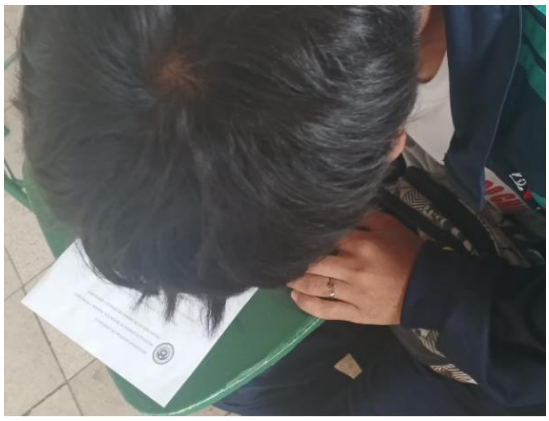


Ilustración 1: Student did the diagnostic test

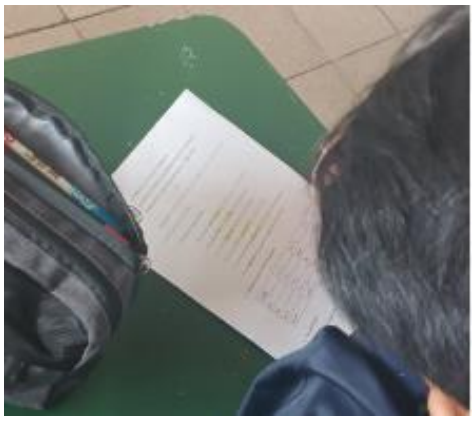
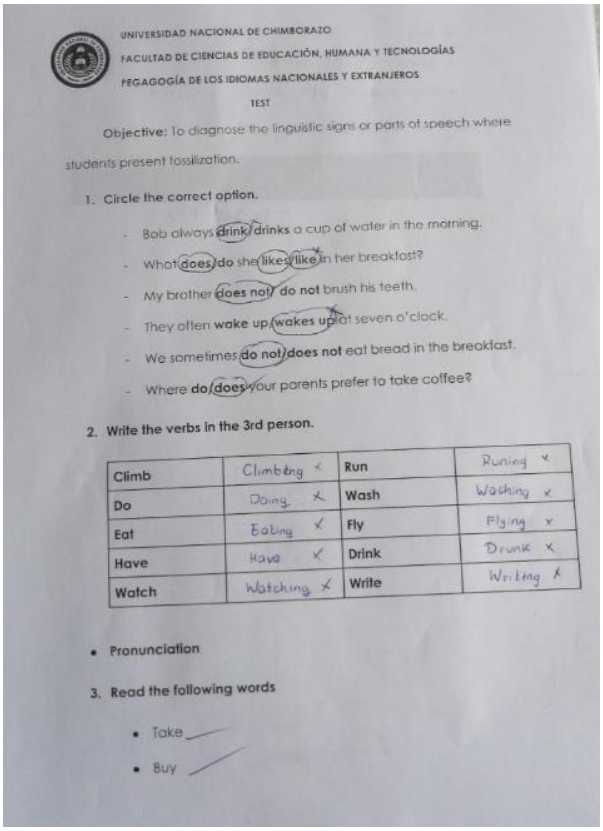


Ilustración 3: Examples of Grammar Section Diagnostic Test



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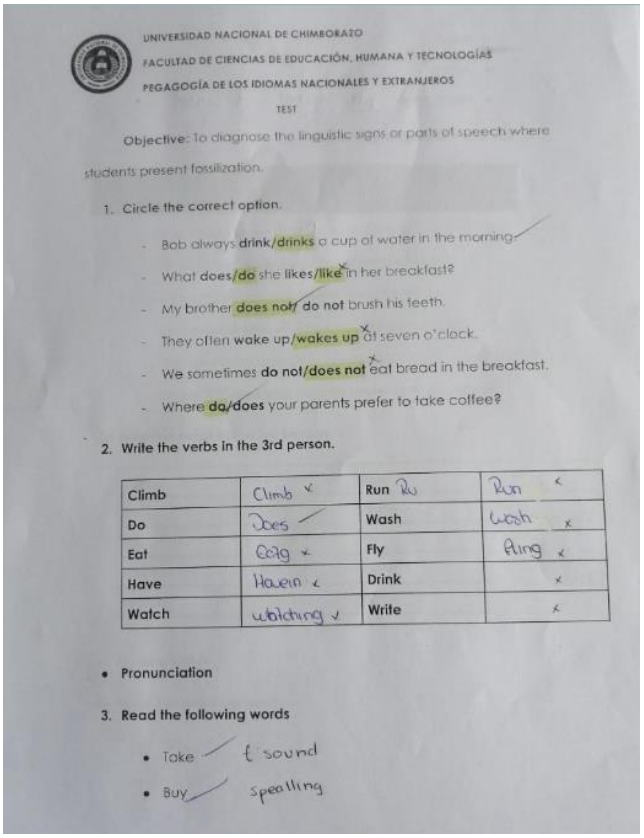
Objective: To diagnose the linguistic signs or parts of speech where students present fossilization.

1. Circle the correct option.
   - Bob always drink/drinks a cup of water in the morning.
   - What does/do she likes/like in her breakfast?
   - My brother does not/ do not brush his teeth.
   - They often wake up/wakes up at seven o'clock.
   - We sometimes do not/does not eat bread in the breakfast.
   - Where do/does your parents prefer to take coffee?
2. Write the verbs in the 3rd person.

Climb	Climbing ✗	Run	Runing ✗
Do	Doing ✗	Wash	Washing ✗
Eat	Eating ✓	Fly	Flying ✗
Have	Have ✗	Drink	Drunk ✗
Watch	Watching ✓	Write	Writing ✗

- Pronunciation

3. Read the following words
   - Take
   - Buy



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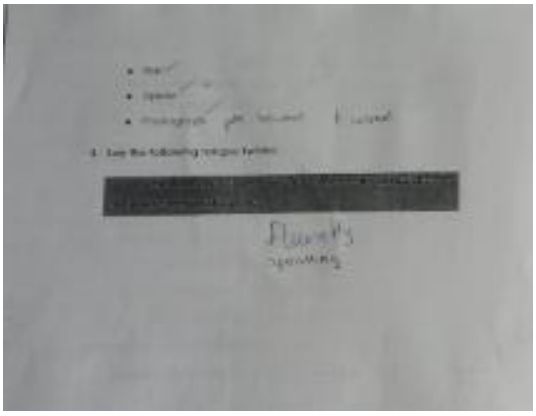
   - They often wake up/wakes up at seven o'clock.
   - We sometimes do not/does not eat bread in the breakfast.
   - Where do/does your parents prefer to take coffee?
2. Write the verbs in the 3rd person.

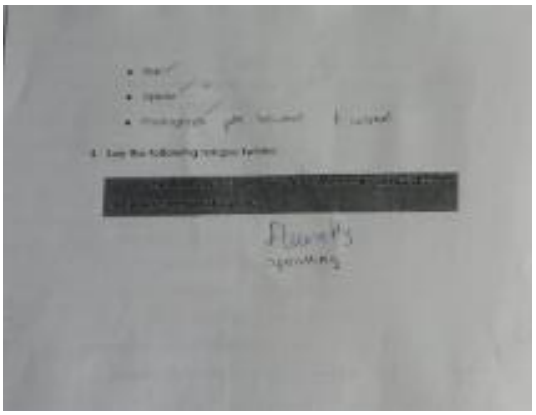
Climb	Climb ✗	Run	Run ✗
Do	Does ✓	Wash	Wash ✗
Eat	Eag ✗	Fly	Fling ✗
Have	Haven ✗	Drink	✗
Watch	Watching ✓	Write	✗

- Pronunciation

3. Read the following words
   - Take ✓ t sound
   - Buy ✓ Spelling

Ilustración 4: Examples of Pronunciation Section Diagnostic Test





Application

Ilustración 6: Sounds Activity

Ilustración 5: Pronunciation activity

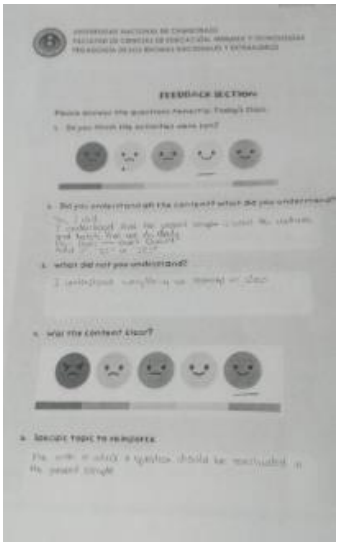
Reinforcement Feedback Section

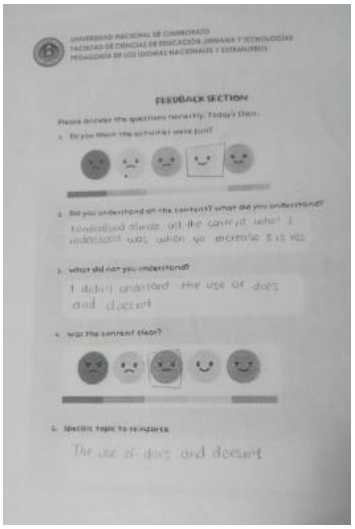
Ilustración 8: Grammar Activities

Ilustración 7: Tongue Twister Activiy

Ilustración 10: Reinforcemnt activiy Grammar

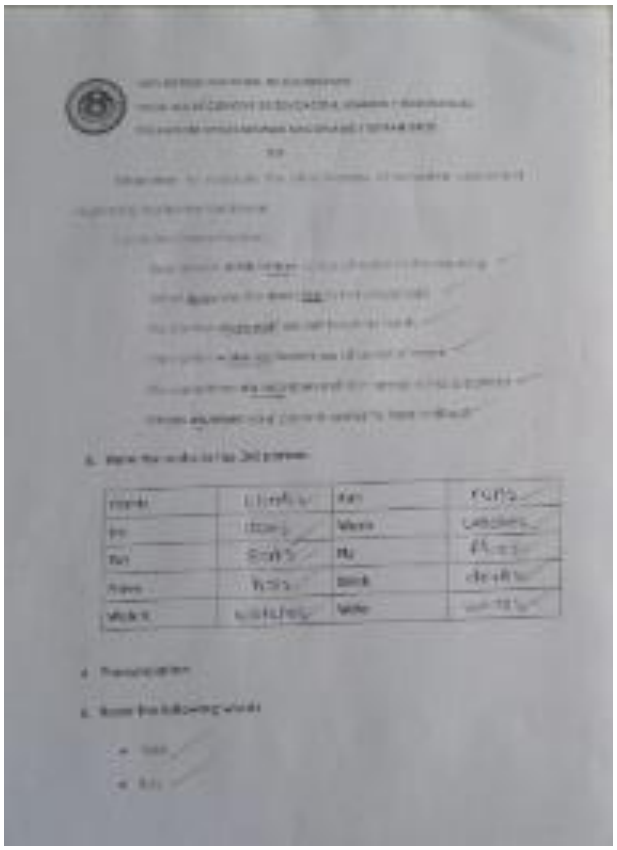
Ilustración 9: Feedback Section Examples

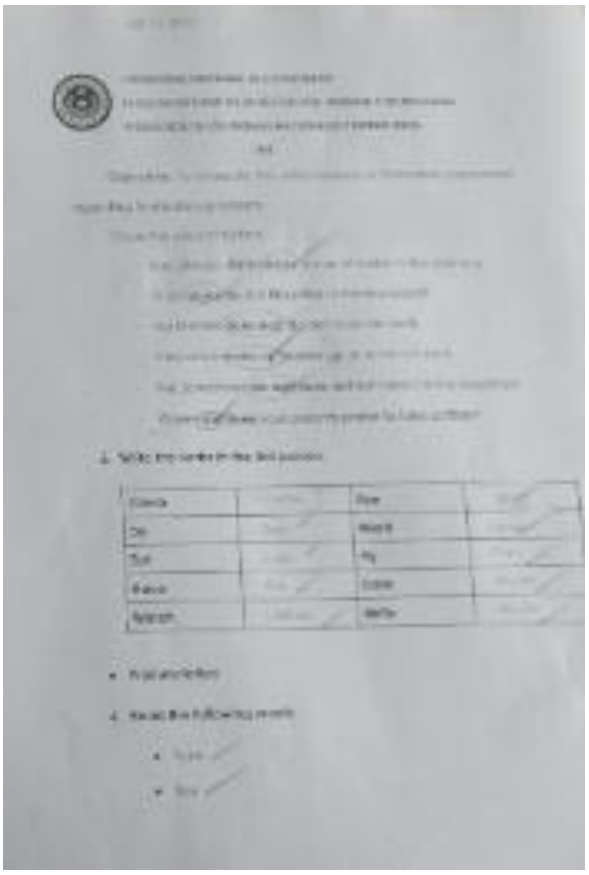




Final Evaluation Phase

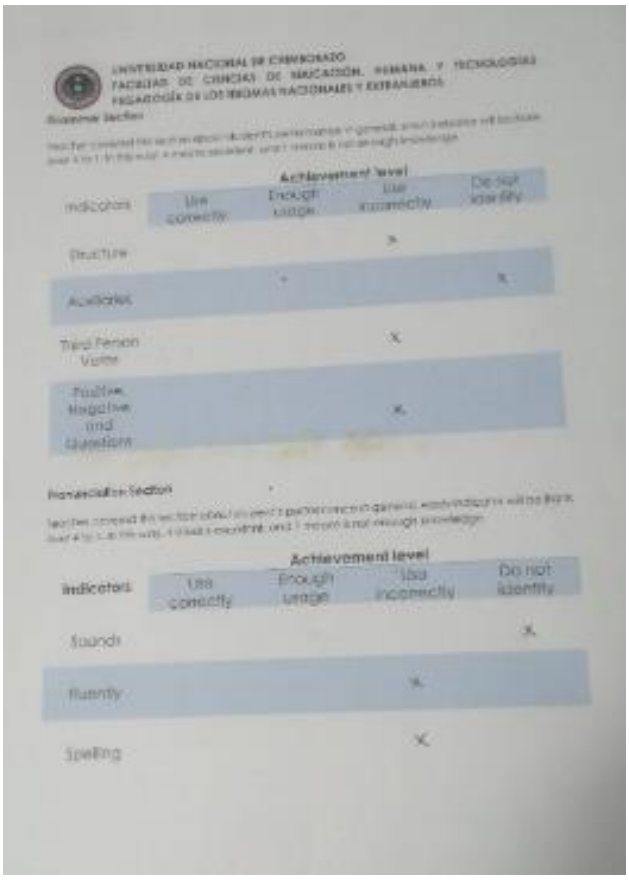
Ilustración 11: Examples Final Test





Evaluation rubric

Ilustración 13: Initial Phase



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Grammar Section

Achievement level

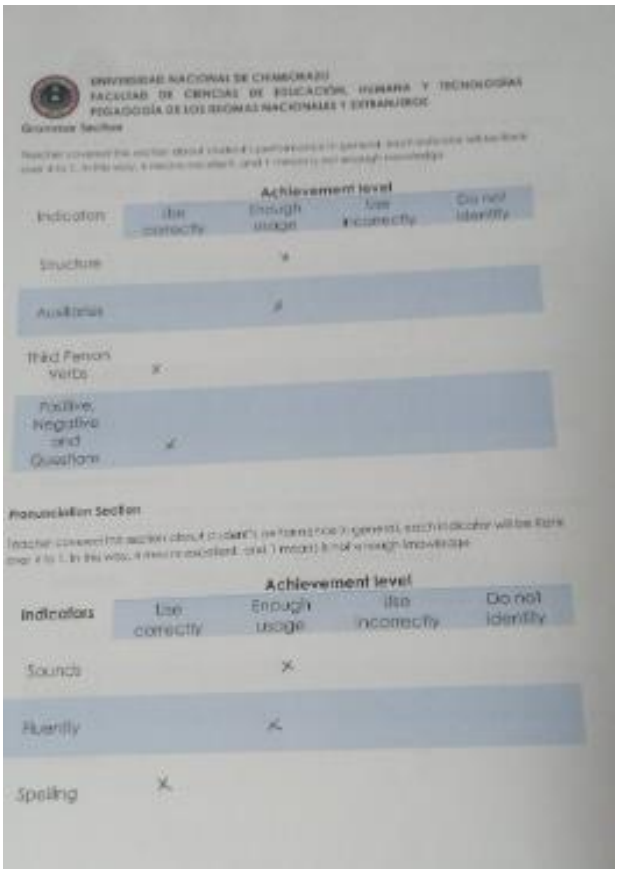
Indicators	Use correctly	Enough usage	Use incorrectly	Do not identify
Structure		x		
Auxiliaries				x
Third Person Verbs		x		
Positive, Negative and Questions			x	

Pronunciation Section

Achievement level

Indicators	Use correctly	Enough usage	Use incorrectly	Do not identify
Sounds				x
Fluently			x	
Spelling			x	

Ilustración 12: Final Phase



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Grammar Section

Achievement level

Indicators	Use correctly	Enough usage	Use incorrectly	Do not identify
Structure		x		
Auxiliaries		x		
Third Person Verbs	x			
Positive, Negative and Questions	x			

Pronunciation Section

Achievement level

Indicators	Use correctly	Enough usage	Use incorrectly	Do not identify
Sounds		x		
Fluently		x		
Spelling	x			