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MAGISTER EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA
INGLES**

TEMA:

**ELABORATION AND IMPLEMENTATION OF THE MEANINGFUL
LEARNING ASSESSMENT GUIDE “BESIDE” TO BUILD UP ACADEMIC
READING AND WRITING SKILLS IN ENGLISH AS A FOREIGN LANGUAGE
IN THE STUDENTS OF THE SEVENTH SEMESTER OF THE MEDICINE
SCHOOL AT THE NATIONAL UNIVERSITY OF CHIMBORAZO IN THE
SCHOOL YEAR 2014-2015**

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I hereby certify this research paper has been written by GLORIA ISABEL ESCUDERO OROZCO with my personal advice as her tutor as a previous requirement to obtain the degree of Masters in Linguistics Applied to the English Learning with the theme: Elaboration and Implementation of the Meaningful Learning Assessment Guide “BESIDE” to build up Academic Reading and Writing skills in English as a Foreign Language in the Students of the Seventh Semester of the Medicine School at the National University of Chimborazo in the school year 2014-2015. Therefore, I declare it is appropriate for its presentation and sustentation.

This is all I can truthfully declare.

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Certifico que el presente trabajo de investigación previo a la obtención del Grado de Magíster en con el tema: Elaboration and Implementation of the Meaningful Learning Assessment Guide "BESIDE" to build up Academic Reading and Writing skills in English as a Foreign Language in the Students of the Seventh Semester of the Medicine School at the National University of Chimborazo in the school year 2014-2015, ha sido elaborado por Gloria Isabel Escudero Orozco, el mismo que ha sido elaborado con el asesoramiento permanente de mi persona en calidad de Tutor, por lo que certifico que se encuentra apto para su presentación y defensa respectiva.

Es todo cuanto puedo informar en honor a la verdad.

Riobamba Julio 5, 2016

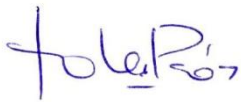


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Yo, Gloria Isabel Escudero Orozco, con cédula de identidad N.0602698904, soy responsable de las ideas, doctrinas, resultados y lineamientos alternativos realizados en la presente investigación y el patrimonio intelectual del trabajo investigativo pertenece a la Universidad Nacional de Chimborazo.



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Thanks to the University authorities for this Master's program. Thanks to my advisor MsC. Adriana Cundar for all the guidance, dedication during this project and motivation to go for big projects. I also want to thank to the Holly Spirit for being my companion during this hard work, thanks for long hours of inspiration.

GLORIA ISABEL ESCUDERO OROZCO

DEDICATORY

To my beloved husband and children, thanks for all your support and sacrifice, thanks for your endurance during these two years of a half-time wife and mom. I love you with all my heart and this is only for you.

GLORIA ISABEL ESCUDERO OROZCO

GENERAL INDEX
CONTENT

ADVISOR CERTIFICATE	i
AUTHORSHIP	iii
GRATITUDE.....	v
DEDICATORY.....	vi
GENERAL INDEX.....	vii
TABLE INDEX	ix
FIGURE INDEX.....	xi
RESUMEN.....	xiii
ABSTRACT.....	xiv
INTRODUCTION	xv
CHAPTER I.....	1
1. THEORETICAL FRAMEWORK	1
1.1. BACKGROUND.....	1
1.2. SCIENTIFIC FOUNDATION	5
1.2.1. Philosophical Foundation.....	5
1.2.2. Epistemological Foundation.....	7
1.2.3. Psychological Foundation	8
1.2.4. Pedagogical Foundation	10
1.2.5. Legal Foundation.....	11
1.3. THEORETICAL FOUNDATION	12
1.3.1. Academic Reading	12
1.3.2. Academic writing	16
1.3.3. Assessment.....	21
CHAPTER II.....	29
2. METHODOLOGY.....	29
2.1. RESEARCH PROJECT DESIGN	29
2.2. RESEARCH TYPE.....	29
2.3. RESEARCH METHODS.....	30
2.4. TECHNIQUES AND INSTRUMENTS TO COLLECT DATA.....	31
2.5. POPULATION AND SAMPLE	32
2.6. PROCEDURE FOR THE DATA ANALYSIS AND INTERPRETATION.	33

2.7.	HYPOTHESIS	34
2.7.1.	General Hypothesis	34
2.7.2.	Specific Hypothesis.....	34
CHAPTER III		35
3.	ALTERNATIVE GUIDELINES	35
3.1.	THEME.....	35
3.2.	PRESENTATION.....	35
3.3.	OBJECTIVES	36
3.3.1.	General Objective.....	36
3.3.2.	Specific Objectives.....	36
3.4.	FOUNDATION	36
3.5.	CONTENT	39
3.6.	OPERABILITY	43
CHAPTER IV.....		45
4.	RESULTS EXPOSITION AND DISCUSSION	45
4.1.	RESULTS ANALYSIS AND INTERPRETATION	45
4.1.1.	Analysis of the survey to verify the problem.	45
4.1.2.	Analysis of the pre-test and post-test	59
ANALYSIS OF WRITING PRE-TEST AND POST-TEST		73
4.1.3.	Analysis of the satisfaction survey.....	87
4.2.	HYPOTHESIS VERIFICATION	99
4.2.1.	Verification of the specific hypothesis 1.....	99
4.2.2.	Verification of the specific hypothesis 2.....	106
CHAPTER V		116
5.	CONCLUSIONS AND RECOMMENDATIONS	116
5.1.	CONCLUSIONS.....	116
5.2.	RECOMMENDATIONS.....	117
BIBLIOGRAPHY		119
ANNEXES.....		123

TABLE INDEX

CHAPTER 2: METHODOLOGY

TABLE N° 2.5. 1. POPULATION AND SAMPLE	32
--	----

CHAPTER 3: ALTERNATIVE GUIDELINES

TABLE N° 3.5. 1. CHAPTER ONE: TEXT ANALYSIS	39
---	----

TABLE N° 3.5. 2. CHAPTER 2 ESSAY WRITING	41
--	----

TABLE N° 3.6. 1. OPERATIVITY	43
------------------------------------	----

CHAPTER 4: RESULTS EXPOSITION AND DISCUSSION.

SURVEY

TABLE N° 4.1.1. 1. LEARNING OF ESSAY WRITING	46
--	----

TABLE N° 4.1.1. 2. TEXT ANALYSIS	47
--	----

TABLE N° 4.1.1. 3. CONTRIBUTION OF THE EVALUATION PROCESS	48
---	----

TABLE N° 4.1.1. 4. EVALUATION POLICES	50
---	----

TABLE N° 4.1.1. 5. EFFECTIVE FEEDBACK	51
---	----

TABLE N° 4.1.1. 6. SOURCES OF EVALUATION	52
--	----

TABLE N° 4.1.1. 7. ASSESSMENT TECHNIQUES	54
--	----

TABLE N° 4.1.1. 8. TEXT ANALYSIS AND ESSAY WRITING CONTRIBUTION TO STUDENTS MAJOR.....	55
--	----

TABLE N° 4.1.1. 9. STUDENTS ABILITY TO ANALYZE A TEXT	57
---	----

TABLE N° 4.1.1. 10. STUDENTS ABILITY TO WRITE AN ESSAY	58
--	----

READING PRE-TEST AND POST TEST

TABLE N° 4.1.2. 1. TOPIC	60
--------------------------------	----

TABLE N° 4.1.2. 2. MAIN IDEAS	61
-------------------------------------	----

TABLE N° 4.1.2. 3. SUPPORTING DETAILS	63
---	----

TABLE N° 4.1.2. 4. TYPE OF TEXT	64
---------------------------------------	----

TABLE N° 4.1.2. 5. PURPOSE OF THE TEXT	66
--	----

TABLE N° 4.1.2. 6. STRUCTURE OF THE TEXT	67
--	----

TABLE N° 4.1.2. 7. LEXICAL COMPREHENSION.....	68
---	----

TABLE N° 4.1.2. 8. AUTHOR'S ATTITUDE.....	70
---	----

TABLE N° 4.1.2. 9. DRAWING CONCLUSIONS	71
--	----

WRITING PRE-TEST AND POST TEST

TABLE N° 4.1.3. 1. ESSAY STRUCTURE.....	73
---	----

TABLE N° 4.1.3. 2. STRUCTURE OF THE INTRODUCTION	74
--	----

TABLE N° 4.1.3. 3. STRUCTURE OF THE PARAGRAPHS	75
--	----

TABLE N° 4.1.3. 4. STRUCTURE OF THE CONCLUSION.....	77
---	----

TABLE N° 4.1.3. 5. COHERENCE.....	78
-----------------------------------	----

TABLE N° 4.1.3. 6. USE OF COHESIVE DEVICES	79
TABLE N° 4.1.3. 7. USE OF VOCABULARY	81
TABLE N° 4.1.3. 8. ESSAY THESIS STATEMENT.....	83
TABLE N° 4.1.3. 9. ARGUMENTS.....	84
TABLE N° 4.1.3. 10. EVIDENCES	85

SATISFACTION SURVEY

TABLE N° 4.1.4. 1. COMFORT DURING ASSESSMENT	87
TABLE N° 4.1.4. 2. ASSESSMENT AND OBJECTIVES ACHIEVEMENT	89
TABLE N° 4.1.4. 3. TYPE OF FEEDBACK	90
TABLE N° 4.1.4. 4. EFFECTIVENESS OF FEEDBACK.....	91
TABLE N° 4.1.4. 5. SOURCES OF ASSESSMENT	93
TABLE N° 4.1.4. 6. ABILITY TO ANALYZE AN ACADEMIC TEXT	95
TABLE N° 4.1.4. 7. ABILITY TO WRITE AN ACADEMIC ESSAY	96
TABLE N° 4.1.4. 8 ASSESSMENT TECHNIQUES EFFECTIVENESS.....	97

HYPOTHESIS VERIFICATION

TABLE N° 4.2.1. 1. SPECIFIC HYPOTHESIS 1 – DATA FOR PRETEST AND POST TEST	100
TABLE N° 4.2.1. 2. SPECIFIC HYPOTHESIS 1 CALCULUS FOR PRE-TEST	101
TABLE N° 4.2.1. 3. SPECIFIC HYPOTHESIS 1 CALCULUS FOR POST-TEST.....	102
TABLE N° 4.2.1. 4. SPECIFIC HYPOTHESIS 1 - CALCULUS FOR T-STUDENT	104
TABLE N° 4.2.1. 5. SPECIFIC HYPOTHESIS 1- FINAL TABLE LEVEL OF IMPROVEMENT	105

TABLE N° 4.2.2. 1. SPECIFIC HYPOTHESIS 2 – DATA FOR PRE-TEST AND POST-TEST	107
TABLE N° 4.2.2. 2. SPECIFIC HYPOTHESIS 2 CALCULUS FOR PRE - TEST	108
TABLE N° 4.2.2. 3. SPECIFIC HYPOTHESIS 2 CALCULUS FOR POST-TEST.....	109
TABLE N° 4.2.2. 4. SPECIFIC HYPOTHESIS 2 - CALCULUS FOR T-STUDENT	111
TABLE N° 4.2.2. 5. SPECIFIC HYPOTHESIS 1- FINAL TABLE LEVEL OF IMPROVEMENT	112
TABLE N° 4.2.2. 6. FINAL COMPARISON READING AND WRITING	114

FIGURE INDEX

CHAPTER 4: RESULTS EXPOSITION AND DISCUSSION.

FIGURE N° 4.1.1. 1. LEARNING OF ESSAY WRITING	46
FIGURE N° 4.1.1. 2. TEXT ANALYSIS	47
FIGURE N° 4.1.1. 3. CONTRIBUTION OF THE EVALUATION PROCESS	49
FIGURE N° 4.1.1. 4. EVALUATION POLICES	50
FIGURE N° 4.1.1. 5. EFFECTIVE FEEDBACK.....	51
FIGURE N° 4.1.1. 6 SOURCES OF EVALUATION.....	53
FIGURE N° 4.1.1. 7. ASSESSMENT TECHNIQUES	54
FIGURE N° 4.1.1. 8. TEXT ANALYSIS AND ESSAY WRITING CONTRIBUTION TO STUDENTS MAJOR.....	56
FIGURE N° 4.1.1. 9. STUDENTS ABILITY TO ANALYZE A TEXT	57
FIGURE N° 4.1.1. 10. STUDENTS ABILITY TO WRITE AN ESSAY	58
FIGURE N° 4.1.2. 1 TOPIC IDENTIFICATION	60
FIGURE N° 4.1.2. 2. RECOGNITION OF MAIN IDEAS	62
FIGURE N° 4.1.2. 3. SUPPORTING DETAILS.....	63
FIGURE N° 4.1.2. 4. TYPE OF TEXT.....	65
FIGURE N° 4.1.2. 5. PURPOSE OF THE TEXT	66
FIGURE N° 4.1.2. 6. STRUCTURE OF THE TEXT.....	67
FIGURE N° 4.1.2. 7. LEXICAL COMPREHENSION	69
FIGURE N° 4.1.2. 8. EVALUATION OF AUTHOR'S ATTITUDE.....	70
FIGURE N° 4.1.2. 9. DRAWING OF CONCLUSIONS.....	72
FIGURE N° 4.1.3. 1. ESSAY STRUCTURE.....	73
FIGURE N° 4.1.3. 2. STRUCTURE OF THE INTRODUCTION.....	74
FIGURE N° 4.1.3. 3. STRUCTURE OF THE PARAGRAPHS	76
FIGURE N° 4.1.3. 4. STRUCTURE OF THE CONCLUSION	77
FIGURE N° 4.1.3. 5. COHERENCE.....	78
FIGURE N° 4.1.3. 6. USE OF COHESIVE DEVICES	80
FIGURE N° 4.1.3. 7. USE OF VOCABULARY.....	81
FIGURE N° 4.1.3. 8. ESSAY THESIS STATEMENT	83
FIGURE N° 4.1.3. 9. ARGUMENTS	84
FIGURE N° 4.1.3. 10. EVIDENCES.....	86
FIGURE N° 4.1.4. 1. COMFORT DURING ASSESSMENT.....	88
FIGURE N° 4.1.4. 2. ASSESSMENT AND OBJECTIVE ACHIEVEMENT.....	89
FIGURE N° 4.1.4. 3. TYPES OF FEEDBACK CONTRIBUTION	90
FIGURE N° 4.1.4. 4. EFFECTIVENESS OF FEEDBACK	92
FIGURE N° 4.1.4. 5. SOURCES OF ASSESSMENT	93
FIGURE N° 4.1.4. 6. ABILITY TO ANALYZE AN ACADEMIC TEXT.....	95
FIGURE N° 4.1.4. 7. ABILITY TO WRITE AN ACADEMIC ESSAY	97
FIGURE N° 4.1.4. 8. ASSESSMENT TECHNIQUES EFFECTIVENESS.....	98

FIGURE N° 4.2.1. 1. SPECIFIC HYPOTHESIS 1 - DATA FOR PRE-TEST AND POST-TEST	100
FIGURE N° 4.2.1. 2. SPECIFIC HYPOTHESIS 1 CALCULUS FOR PRE-TEST	101
FIGURE N° 4.2.1. 3. SPECIFIC HYPOTHESIS 1- CALCULUS FOR POST-TEST	102
FIGURE N° 4.2.1. 4. SPECIFIC HYPOTHESIS 1 - FINAL TABLE LEVEL OF IMPROVEMENT	105

FIGURE N° 4.2.2. 1. SPECIFIC HYPOTHESIS 2 - DATA FOR PRE-TEST AND POST-TEST	107
FIGURE N° 4.2.2. 2. SPECIFIC HYPOTHESIS 2 CALCULUS FOR PRE-TEST	108
FIGURE N° 4.2.2. 3. SPECIFIC HYPOTHESIS 2 - CALCULUS FOR POST-TEST	109
FIGURE N° 4.2.2. 4. SPECIFIC HYPOTHESIS 2 - FINAL TABLE LEVEL OF IMPROVEMENT	113
FIGURE N° 4.2.2. 5. FINAL COMPARISON READING AND WRITING	115

RESUMEN

El proyecto de investigación " ELABORATION AND IMPLEMENTATION OF THE MEANINGFUL LEARNING ASSESSMENT GUIDE "BESIDE" TO BUILD UP ACADEMIC READING AND WRITING SKILLS IN ENGLISH AS A FOREIGN LANGUAGE IN THE STUDENTS OF THE SEVENTH SEMESTER OF THE MEDICINE SCHOOL AT THE NATIONAL UNIVERSITY OF CHIMBORAZO IN THE SCHOOL YEAR 2014-2015 se llevó a cabo con el propósito de demostrar cuan efectiva fue la guía "BESIDE" para construir habilidades de análisis de texto y redacción de ensayos académicos. El estudio fue cuali-cuantitativo y cuasi-experimental. Se aplicaron pre-test y post-test con el fin de recopilar datos relacionados con el análisis de texto, es decir, tema del texto, ideas principales, ideas secundarias, tipo, propósito y estructura del texto, actitud del autor, y comprensión léxica. En cuanto a la escritura los estudiantes fueron evaluados en habilidades tales como: estructura del ensayo, introducción, párrafo y conclusión, coherencia, cohesión, uso del vocabulario y desarrollo de pensamiento crítico. Los tipos de ensayos en los que trabajaron los estudiantes fueron descriptivos, explicativos y argumentativos. Se aplicaron diferentes técnicas y fuentes de evaluación formativa. La retroalimentación se dio en dos tipos: metalingüística-correctiva en forma escrita utilizando "códigos de corrección" y retroalimentación basada en criterios. Los resultados mostraron que el uso de las estrategias de evaluación formativa y el proveer retroalimentación efectiva en cada paso del proceso de aprendizaje fueron eficaces para construir habilidades de escritura y lectura académica. Después de usar el método de comprobación de hipótesis T-student se comprobó que los estudiantes mejoraron más en escritura que en lectura. Pero las dos habilidades juntas mostraron un mejoramiento en las habilidades de un 30 %. Se dan sugerencias en cuanto a aplicar la teoría de aprendizaje significativo y a usar evaluación formativa y retroalimentación paso a paso para desarrollar cualquier tipo de habilidades en Inglés como lengua Extranjera (EFL).

Palabras claves: Análisis de texto - Ensayo – Evaluación formativa – Retroalimentación – Aprendizaje Significativo – Inglés Académico.



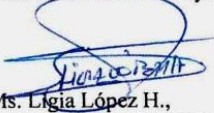
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ABSTRACT

The research project “ELABORATION AND IMPLEMENTATION OF THE MEANINGFUL LEARNING ASSESSMENT GUIDE “BESIDE” TO BUILD UP ACADEMIC READING AND WRITING SKILLS IN ENGLISH AS A FOREIGN LANGUAGE OF THE STUDENTS OF THE SEVENTH SEMESTER OF THE MEDICINE SCHOOL AT THE NATIONAL UNIVERSITY OF CHIMBORAZO IN THE SCHOOL YEAR 2014-2015 ” was conducted with the aim to prove how effective assessment strategies and feedback in the guide were in order to build up students’ academic text analysis and essay writing skills. The study was quali-cuantitative and quasi-experimental. Pre-test and post-test were applied in order to collect data related text analysis, that is, topics, main ideas, supporting details, type, purpose and structure of the text, author’s attitude, and lexical comprehension. For writing, students were tested on abilities such as: essay structure, introduction, paragraph and conclusion, coherence, cohesion, vocabulary use and critical thinking. The type of essays the students worked on, were descriptive, explanatory and argumentative. Different assessment techniques were used in order to assess students work. Sources of assessment were: teacher’s assessment, peer assessment and self-assessment. Criterion referenced feedback and metalinguistic written corrective feedback using “the writing correction code” were provided. The results showed that using formative assessment and providing effective feedback step by step of the reading and writing learning process were effective to build up academic writing skills. After using T-student method for hypothesis verifications results showed that writing accounted a better percentage of improvement compared to reading. Reading and writing together showed an improvement of 30% of increase on student’s abilities. Suggestions are given to produce meaningful learning by using assessment and feedback step by step to develop any skill of English as a Foreign Language (EFL).

Key words: Text analysis - Essay – Assessment – Feedback – Meaningful Learning – Academic English.

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INTRODUCTION

Evaluation is a very common word in the educational world. Every one of the stakeholders in the education process has been familiar with this from decades, however not only students, but also teachers have confused this term with the word “grading”. As soon as the word evaluation is pronounced, the concept of grades comes to our minds. But there is a much deeper concept we, as teachers, have to deal with in our classes “assessment” which involves a comprehensive practice where assessment techniques and sources, feedback and use of the data received play an important role in putting grading aside and focusing on learning . Students of the medicine school are in contact with reading and writing at every moment of their major and this is what makes real the objective of this research project which is to help medical students develop skills to enable them read and write academically well. In order to manage this need, this research project which encompasses meaningful learning, academic reading and writing and assessment, as the cornerstone, was essential to implement at the 7th “A” of the Medical School.

This research paper is divided into 5 chapters. The first one describes foundations on which this work relies and the different concepts about each one of the components of this study. The second chapter deals with the methodology used during the study, i.e to collect data and the way of analyzing them. Chapter number 3 outlines the proposal used as intervention, the content and operability of its implementation. Chapter number 4 presents the results analysis and discussion of the findings. Finally, chapter 5 presents some conclusions and recommendations given by the author based on the results obtained of the implementation of this project.

Every one of the components of this project played a very important role in order to achieve the objectives.

Meaningful learning encouraged the teacher and students to think about knowledge as interconnected units and not separated ones. This concept became true when students related everything they were learning with what they already know. For example, in writing, students have always studied parts of speech and sentences in their mother tongue which made it easy for them to relate and connect those concepts to English as a foreign language: This showed that elements which have been learned before, can be recalled creating a solid structure of knowledge.

Assessment techniques used in the proposal and feedback they provided helped students notice how important subjects they become in the learning process of themselves and their peers' changing the paradigm of the teacher as the only one who can provide knowledge.

Academic reading and writing were intervened in this project and the variance of students before and after the intervention is notorious, especially in structure and critical thinking both of these processes involve.

Carrying out the whole process has been a demanding but also rewarding task. Seeing students grow not only academically but also in their attitude toward learning is something that for a teacher really pays off.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1. BACKGROUND

OTHER RESEARCHES RELATED TO THIS PROJECT THEME

The topic has been explored on different sources and no research has been found specifically on the field of assessment as a tool to build up better academic reading and writing skills. However, it has been found some studies on the effects of assessment on English Language Learning which are presented below:

The Australian International Academic Centre carried out a research project to see how peer assessment affected oral presentations of Iranian English non-major students. To implement the project, 52 students age-ranged from 25 to 38 who belonged to Azad and State universities of Tabriz were selected as participants. The purpose of the research was to determine to what extent peer assessment may enhance oral presentation skills. Results suggested that, when assessment criteria are definitely established, peer assessment empowers students to evaluate the performance of their peers in a manner comparable to those of the teachers. (Fazel, 2014)

Other study developed at the Languages Center of the Universidad Pedagógica Nacional of Colombia focused on how self-assessment practices can help students reflect on their achievements. Reflection should be considered the most important aspect during the process of learning English as a foreign language. This study used journals and interviews to make students reflect about the process they were going through. According to their perceptions, when they self-assessed their performance, they could have the chance to reflect on the weaknesses and strengths. They also pointed out that when they evaluated their process, they were able to identify and work on the constraints they encounter on their way.

The Alliance for Excellent Education in Washington, DC—conducted a program to verify the extent of the implications of assessment on writing skills. Even, though they did not focus on academic writing skills, they did not make a deep difference between the assessment processes of pieces of writing. This study launched the following recommendations: 1. Teachers and peers should provide feedback about the effectiveness of students' writing. 2. Teach students how to evaluate their own writing make them have a clear understanding of the aspect they need to improve. 3. Monitor students' writing progress on ongoing basis. 4. Allow students to use the mode of writing they are proficient when completing a writing assignment; whether paper and pencil or word processor. 5. Mask the writer's identity when scoring paper to avoid the acknowledgment of who wrote the paper interfere peer's judgment. 6. Collect multiple samples of writing papers to use a variety type of genres. 7. Ensure that writing classroom assessment are reliable scored. (Steve Graham, 2011)

At local level, according to the author's research, no studies have been conducted on academic reading and writing or specifically about text analysis and essay writing at local level.

The results from the experience, observation and surveys carried out by the researcher state that medical students in The Health and Science School at the Universidad Nacional de Chimborazo (UNACH) devote long hours to read academic texts in Spanish and English, finding it difficult to have a good understanding of what they are reading, especially in English language. Besides, students are asked to effectively write documents such as essays, medical cases, scientific texts and other not only in Spanish and also in English. Some of the texts and bibliography they use to stay updated come in English and so do magazines and articles offered online.

There are some constraints students face when reading and writing. First, regarding to reading, they fail in choosing the correct article they need to read to get the correct information losing time and interest in continue reading. This happens because they did not know where to find the key lines that provide the heart of the article which is

called the thesis statement. Also, regarding to writing, they do not have any or a little knowledge of structure which make them write disorderly. This lead writers to finish talking about what comes to their minds and as soon as those ideas are over, they do not know what else to write and the text finishes being short and with no logical order.

First, when they are reading they do not know where to look for clues to see if the article has the information they are looking for. Also when they find difficult words they have to go to the dictionary to translate the word instead of using context clues to infer meaning. Furthermore, students fails to evaluate the information to read to see if what they are reading exposes facts or only opinions. According to Paul Shoebottom in his article “Helping ESL Students to understand written text” the main constrains students face are: advanced cohesion, complex noun groups, polysemy, nominalization, complex syntax, difficult concepts, lack of background knowledge and unfamiliar words. This become true in the sample students of this research work who have to read long medicine-related texts and feel frustrated when at the end they have understood only a little bit of it.

Second, when writing, constrains are even more notable. Students do not know the structure of an essay, neither the paragraph structure. If they are asked to write about a certain topic, they start doing it and as soon as they start writing their ideas are over and they do not know what to continue writing. At the end, their writing does not follow an order, the ideas lack of support and the whole writing is not at all understandable. Besides, the length of time they take for writing is unacceptable for the number of words they actually write.

Both set of constraints, for reading and writing have done the study of English for specific purposes more difficult for students in the sample. Assignments take longer than expected, students do not take the most of the readings and writings and there is little learning.

In order to verify the problem, a need analysis survey was carried out with medical students in 7th semester during the term April – August 2015. Those results showed three main aspects that are very important to consider during this project: the

students' level of English, the coverage of meaningful tasks during the English courses and the students' needs in relation to English language.

First, regarding to the level of English, students by the time they enter the seventh semester they should have finished the six levels of general English offered by the language Center. This is not the real situation though. Based on the survey, only the 50% of the students had finished all the semesters and got the sufficiency certificate. The other 50% said they had passed second, third and fourth semesters. This data show the different level of English that students have, even though they belong to the same English for Specific Purposes class. As we can see, there are two and three types of population which makes the teaching of English for specific purposes a hard task.

Regarding to the tasks they deal with during the general English courses, the survey showed that 76% of the students said the tasks during the courses are not relevant for their careers. The other 24% said that sometimes they were involved in tasks that are meaningful to them. For example, they do feel interested in music and fashion but it is not relevant for their major. Reading magazines, blogs and other entertainment readings are indeed something they like to read but it does not make a great contribution to their career. They consider meaningful task to those which help them increase their everyday vocabulary and pronunciation. Vocabulary which is related to medical expressions, settings and procedures and also activities that allow them use their English.

Finally and according to the needs analysis, the survey showed that: 59% use their English most of the time for reading and writing. The 41% are divided into the other skills (listening and speaking). This two first skills are divided into the following categories: read and write essays, medical cases, medical histories, research papers and describe objects and procedures. Students also pointed that they would like to learn how to effectively read and write in English so that they do not have to depend on a translation tool.

1.2. SCIENTIFIC FOUNDATION

1.2.1. Philosophical Foundation

Jean Piaget's theory of knowledge: it describes growth and life-long development built on a philosophy of pragmatism (Daniel L. Schawarts, 2009) it is frequently used as reference for activities that includes discovery, inquiry, exploration, and hands-on learning (Daniel L. Schawarts, 2009) Piaget postulated that cognitive abilities are acquired by the process of Assimilation - Accommodation which refer to making associations between new information and what is already known. Assimilation does not change the internal world; what is perceived in the outside world is incorporated into the internal world just by fitting in it. Accommodation, on the other hand, refers to changing the knowledge structure that is not enough to assimilate knowledge in order to make sense. These knowledge structures he called "Schemas" and schemas could be linked and woven as new learning was created. These schemas can increase, be modified and manipulated at any time. (Cooper, Lifecircles-inc.com, 2013)

Acquisition of language Piaget's position: According to Piaget, language can be produced in two stages, children's stage where the language is egocentric and includes repetition, monologues and dialogues among two or three other children, and adult stage where the language is socialized. And these can be also applied to the second language learning. (Cooper, Theories of Learning in Eduactional Psychology, 2013) He also proposes that for a whole, authentic and applicable language learning in the classroom, it is necessary to provide a rich environment for the learner to explore with activities relating to real-world situations.

Constructivism as a paradigm for teaching and learning: teacher's activities such as experiments, real-world problem-solving and inquiry-based learning activities help students construct their own understanding and knowledge of the world. When they reflect and talk about those experiences and reflect on them learning is produced. (Concept to classroom, 2011) Furthermore, it encourages the active role of the teacher where the expert's knowledge is very valuable for student to build up knowledge rather than only reproduce what they have heard in class. Teacher creates an environment

where students formulate and test their ideas, draw conclusions and inferences, and convey their knowledge in a collaborative learning environment where peers' contributions are an important part of their knowledge. (Galindo-Armendáriz, 2014) In constructivism, students become an active participant in the learning process and teacher becomes a valuable companion during this process.

Vygotsky's social constructivism: He is the author of the Zone of Proximal Development theory which is a concept that refers to a process where the students start by not being able to do a particular assignment, then they can do it with the assistance of an adult or other peer mentor, and finally they are able to do it without any assistance. The ZPD is the stage where students can do the assignment but with assistance. Thus, when students find learning challenges the action of the teacher serves to guide them to face those challenges. (Cooper, Lifecircles-inc.com, 2013)

There are four main principles in a Vygotskian classroom:

- A social collaborative activity ends up in learning and development.
- Curricular and lesson planning take the Zone of Proximal Development as cornerstone.
- Reality and problem solving are the base for classroom activity.
- There should be a relation among learning in class and any other environment at home and out of school.

Piaget and Vigotsky make important contribution to this research project since both of them contradict the traditional education proposing a learning process that needs internalization of knowledge, change of schemas and learning by stages. This project includes learning step by step. Text analysis and essay writing themes have been broken down in pieces for a better understanding of the student who were able to assimilate and accommodate knowledge. The teacher has designed activities with real topics and has given the students the opportunity to learn something that is new in a collaborative environment where teacher and peers became an important part of the learning experience.

1.2.2. Epistemological Foundation

John Seely Brown's theory of cognitive apprenticeship: Lave's situated learning theory inspired Brown to create the notion that a student needs tools in the same way an apprentice needs tools to learn to craft. This method of instruction is a synthesis of formal schooling and traditional apprenticeship. A culture of practice which is based on acquisition, development and application of cognitive tools helps to activate the learning domain and knowledge. There are two important components of learning in this model: Enculturation (social interaction) and context (learning environment). Teachers and peers provide a model and scaffold other learners. Students become more independent as they get skills and self-confidence which prepare them to learn autonomously. (Cooper, Lifecircles-inc.com, 2013)

Stephen Krashen's Monitor hypothesis: He proposed five theories of language acquisition: the reading hypothesis, the Input hypothesis, the Natural Order hypothesis, the Affective Filter hypothesis and the Monitor hypothesis. The latter hypothesis explains how acquisition and learning work. Acquisition gets an utterance but learning monitors it in order to correct it. It is always good that a learner is able to monitor its own knowledge, but sometimes, this can become a barrier to become fluent since the student may focus strictly on grammar and structure and not on communication. (Bio, 2009)

Brown and Krashen's theories were used during the project implementation, since students were provided with tools that allowed them to practice (Brown). Every topic and subtopic included one or two practices, and besides that, students were scaffolded by giving extra practices to do it at home. Then they were able to construct their own learning by monitoring it (Krashen). They were able to understand their mistakes and correct them, bringing success in the achievement of the objectives.

1.2.3. Psychological Foundation

Dr. David Ausubel's theory of meaningful learning: Rote learning theory is contradicted and cognitive structure is presented as the main concept. He states that learning means adding everything we have acquired during our lives, as well as the relationships among the particular truths, theories and values that make up that knowledge. Learning for Ausubel means to add something new to our cognitive structure and attach it to our existing knowledge that is located there. He says everything we already know is connected with what we are learning and only if we relate the former thing with the new thing there will be a production of new knowledge. (Cooper, Theories of Learning in Educational Psychology, 2013)

Ausubel also mentions that meaning involves two processes: Reception and discovery. The first one used in verbal learning and the second one helps the individual to form concepts and solve problems.

Ausubel gave emphasis to the verbal learning methods of speech, reading and writing. He proposes two subsumptions: subsumption means to put one thing on the other to form a structure. The Correlative subsumption means that new material is connected or comes from something that was learned before. The derivative subsumption where new material or relationships can be derived from the existing structure.

Information can move hierarchically, or can be linked to other concepts or information to create new interpretations or meaning. "Figuring out" is the product of creating new concepts or changing and expanding the previously existing information. (Cooper, 2013)

Ausubel's Meaningful learning theory is evidenced on students who are learning a foreign language, since they tend to learn the new content in a mechanical way and then they forget it easily and feel prevented from applying that knowledge in real

situations. For example, when students are reading an academic text, they need to go back to the pages of a dictionary to look up the translation of the word they already studied because they just have forgotten it. Furthermore, students who do not have a good basis of English have not even constructed the structure needed to build new knowledge on and consider themselves not able to infer meaning from the context of the reading. For this reason, it is important to verify that every student learns the new content comprehensibly and makes it real, only in this way they would be able to apply that content in every situation.

Leonard Cohen's definition of assessment: He broadens the meaning of the term testing and describes the process of evaluation as "the collection of any data that can be used to assess the language abilities of respondents" (documents.mx, 2015). He also mentions that assessment carried out by professors is important for learning a language and must be included in the procedures of evaluating not only the students' language performance but also their EFL learning process. Also, he clearly establishes how testing and other ways to assess performance must be considered. For him, the concept of evaluation is quite different from the one we have in mind. Tests do not always show what students know, that is why we need something else to complement the process of learning. This extra thing needed in the process must be "assessing". Cohen points out that assessment practices are also very valuable for teachers who need to rely on something valid to value their teaching practices. (Barron Brigid and Linda Darling-Hammond, 2011)

Meaningful learning helped students under intervention construct a base on which they will continue to grow, learn step by step and realize what they needed to learn before starting with new content. Meaningful learning was the base of the proposal: "BESIDE" Meaningful learning assessment guide, whose chapters presented topics of Text Analysis and Essay Writing starting from the very beginning, such as identifying the main idea of the paragraph and then long texts in reading and using parts of the speech efficiently for writing. At the end of the intervention students were expected to analyze comprehensive long texts and write a complete essay.

1.2.4. Pedagogical Foundation

The Reading Approach: This approach is used for specific uses of the language, it is practical and for educational reasons. This approach is for people whose intention is reading for academic purposes. The priority in using this method is improving the reading ability and manage the content of the textbook. Grammar is not taught specifically, but in context, focused only on the one that is found in the reading. Pronunciation or gaining conversational skills in the target language have little attention. In and out of class students are asked to do a great amount of reading in L2. The vocabulary has special focus, since it is specific and increments as quickly as possible. Vocabulary is considered more important than grammatical skill. Translation may reappear in this approach since it is a procedure related to comprehension of the written text. (Moramodules.com, 2014)

Presentation, practice and production method: This is a method that include the three stages and its acronym is PPP.

Presentation stage: It usually begins by setting up the situation and eliciting knowledge. Teacher also models the new content, read it from a textbook or listen to a tape.

Practice stage: In this stage, student are provided with plenty exercises that allow them get familiar with the new content, some strategies that can be used are: are matching parts of sentences, completing sentences or dialogues and asking and answering questions using the target content.

Production stage: Students are encouraged to use the new content freely and by themselves in a real context which can be the context he or she creates or one that is similar introduced by the teacher. (Language Link, 2014)

Both methods were used during the project. The reading method where students were asked to read texts according to their major (medicine) some reading strategies were used to make reading more dynamic (jigsaw reading, one minute summary and others) Special focus was given to vocabulary and students were asked to compile a glossary of medical terms by the end of the course.

For writing, PPP methodology was used. As stated above, content was presented, exercises and practices were carried out in and out of classes and then students were asked to complete assignments individually or in group. This type of assignments were peer corrected which caused students to discuss about what they just learned in class in order to draw conclusions. They also got some help regarding to the topics they were developing on their essays. Since every student chose a topic for developing in class and in this way put together a complete essay step by step, starting by the introduction, continuing with paragraphs and finishing with the conclusions, at every stage students received feedback from peers and teachers.

1.2.5. Legal Foundation

Academic Regimen Regulation-Article 208 item c: “Once the student finishes the class course must present and support a scientific research thesis paper which shows innovation and problem originality”. (Senplades, 2013)

Good Living Plan 4.8 Goal: this goal mentions aims that 85.0% of university professors hold a fourth level degree. (Senplades, 2013)

These article support the professional development of teachers of English as a Foreign Language because it encourages them to get a fourth level degree which is mandatory to all higher-education professors.

The LOES (Superior Education Organic Law) article 124: “Values and training”: this article states the responsibility of the Superior Education Institutions to

provide the students who finish their major at any school or program, the effective knowledge of their rights and obligations and the social-economic, cultural and ecological reality of the country: the mastery of a foreign language and the effective management of informatics tools. (Uzuay.edu.ec, 2010)

Both articles stated above are directed to students and support the foreign language teaching and learning. Every Higher Education Institution must set the best conditions, based on research, to guarantee the foreign-language teaching and learning process which will lead to a knowledge internationalization.

National Plan of Good Living objective 4.8i: states that students should start learning a foreign language as early as possible within the parameters of international accreditation. (Senplades, 2013)

The study of a foreign language is based on the European Common Frame which sets the criteria of teaching English as a foreign language and the standards that every student should reach at the end of every level and every skill.

1.3. THEORETICAL FOUNDATION

1.3.1. Academic Reading

The Open University of Israel in its on-line magazine the “Road to Academic reading and writing” states that academic reading differs from reading magazines or other entertainment books. (The Open University of Israel, s.f.) In an academic text, the following aspects are usually found: intellectual questions and topics, facts and evidence to support claims, good judgment to defend positions and build arguments, a very clear structure, and key words carefully chosen to present concepts and

arguments as effectively as possible and persuasion to convince to accept the author's positions.

This concept supported the research project since students at college level are devoted to read long texts for long hours. Medicine students, who were under intervention said that the most common genres of readings they read are medical reports, scientific papers, magazines, books and other type of reading. All these types of genres include formal vocabulary that is generally most difficult than the one used in daily conversations, also structures are more complicated and content may be understood only by professionals.

Academic text analysis: It is described as the process to break down the text and study the parts. Text analysis have to consider the following aspects: identify the type of text, the author's thesis and purpose, analyze the structure of the passage by identifying all main ideas, consult a dictionary or encyclopedia to understand material that is unfamiliar, determine the purpose, evaluate the means by which the author has accomplished his purpose: describe, explain or persuade (The Open University of Israel, s.f.) It deals with reading concepts and ideas related to subjects that are studied at college or university. Text analysis usually requires a student to analyze the text to find the main idea or thesis point, identify specific details and key words, infer the purpose and structure of the text and evaluate the means the author used in order to fulfill the purpose.

Main ideas: A main idea is the most important point of the reading without all the details that back it up. It is the big picture. The most important or central thought of a paragraph or larger section of text, which tells the reader what the text is about, or what it is said about the topic. The main idea answers the question what is the point the writer is making? (K5 chalkboard, 2015) The main idea is also called the thesis, main point, central focus, gist, controlling idea, and central thought. (Pearson Education, 2015)

Sometimes the main idea can be clearly stated in the reading and other times not, and you have to infer or imply what the main idea is. (Roell, 2015)

Supporting Details: When reading, it is essential to notice important details. Supporting details are those reasons, examples, facts, steps, numbers, or any other kind of evidence that explain or add something to the main idea. (Study.com, 2015) These details are essential to develop reading comprehension. Sometimes the text does not make any sense if a detail is missed.

There are two types of details in the reading; those that are clearly read and found and those that you have to understand, imply or predict from what you read, that means reading between lines.

Topic: The specific problem, idea or person that acts as the main character of a paragraph, essay, report, or speech. (Nordquist, 2015). It is the who or the what the reading is about.

Type of the text: There are different type of texts and its classification is carried out according to the particular purposes they are designed to achieve. Its features depend on the type of text to be employed. The type of text can be one of the three major types according to the English curriculum; (BBC/skill wise, 2011)

- Descriptive/narrative,
- Expository/explicative/instructive,
- Argumentative/persuasive

Nevertheless, one type of text can fall into one or more of these categories.

Purpose of the text: Every author has a purpose for writing and every text has a reason. As there are different types of text, there are different purposes. Different genres can belong to different type of text and may have one or more purposes. (BBC/skill wise, 2011). The main purposes with which an author writes a paper are:

- Inform
- Instruct
- Convince
- Persuade.

Structure of the text: The structure of the text can be different or the same for each one of the types of texts. For example, an informative type of text can have a cause and effect structure and an argumentative type of text can have a cause and effect structure. Therefore, the structure of the text has nothing to do with the type or purpose of the text. The structures presented in this guide are the most common for academic text.

- Cause and effect:
- Compare and contrast
- Sequence /Chronological
- Problem solution
- Descriptive

Inferring meaning in the reading: There are some ways to infer meaning during the reading. The most common are inferring meaning of words from context and answering comprehension questions.

Key words: There are words in the text that are very relevant for conveying meaning. These keywords are very important for the text because they show author's bias or tone. They are also called catchwords. Those words help the reader infer meaning of the text.

Comprehension questions: they help the reader test his/her comprehension of the text. They can ask for:

- Main idea
- Supporting ideas
- Lexical Comprehension
- Inference Inference
- Application
- Logical Reasoning
- Passage Structure

Conducting a study on text analysis was relevant because of the exposure medical students have to long academic readings. When they are searching for information, they need to be trained in order to be able to evaluate all kinds of readings they find in different sources. Therefore, this project gave them the tools to be able to discriminate information according to how valuable it is or not for their purposes. For instance, learning to find main ideas, thesis, and other relevant details of text analysis enabled them to choose the topics of reading they were interested in. Text analysis has become an important skill for their major and career.

1.3.2. Academic writing

It is known as a piece of writing that is directed to a specific community. It is written by scholars and read by scholars. It has specific characteristics that make it different from other publications and it is easy recognizable among the different kinds of writing pieces. It is not easy to become a good academic writer, Simpson points that:

“Writers need to have enough language and general intellectual skills to generate and organize ideas and put those ideas into coherent, logically ordered, intelligible sentences, paragraphs, and essays” (ed States Information Agency, 2010). (Clanchy, 2012). For Dong writing academically means to be able to learn a new set of academic rules and learning how to play by these rules. However, when writing for different disciplines these rules may change, also, the audience and the purpose of writing vary according to each writing context. For non-native students, the mismatch of writing difficulties and expectations operating in their home countries compound their writing difficulties.

Academic writing includes writing effective research papers, journals, summary - reaction papers, book review synthesis, review of the literature, noted bibliography and some different kinds of essays, such as argumentative and descriptive essays.

The description of Academic Writing encompassed the type of papers and works students at the medicine school are asked to do. However, due to research purposes, this project focused on Essays. Students understood that the level of writing must be higher, the vocabulary, structure and content demanded more than writing on daily-life topics. In addition they, high order skills must be put into work in order to write effectively and produce a good piece of writing.

Academic Essays. - An essay is a piece of writing with the purpose of describing, explaining or discussing one topic. It usually states personal opinions, or report any kind of information. It explains theories or analyze and discuss and argue a subject, the tone can be serious or humorous. An essay can be written from any perspective, depending on the author's. The purpose of the academic essays is to present reasoned discourse. At college level an essay has some features is used to clarify ideas and to contribute to students' critical thinking skills. The structure of an essay usually have introduction, supporting paragraphs and a strong conclusion. (Langosch, 1999) . Many different types of essays can be discussed. The following are the most common academic-type ones:

- Descriptive
- Argumentative
- Explanatory

The descriptive essay provides details about the characteristics of something. It explicitly describes how something looks, feels, tastes, smells, or sounds. You can automatically picture what is being described. The essay could be a list-like description that provides point by point details. Or, it could function as a story, keeping the reader interested in the plot and theme of the event described. (Schroeder, 2014)

The argumentative essay tries to persuade the reader to think according to the writer's point of view. The writer will always try to convince the reader of the validity of his or her opinion. The essay may argue openly, or it may attempt to subtly persuade the reader by using irony or sarcasm. (Schroeder, 2014)

The Explanatory Essay: also called process essay describes how something is done. It generally explains actions that should be performed in a series. It can explain in detail how to accomplish a specific task, or it can show how an individual came to a certain personal awareness. The essay could be in the form of step-by-step instructions, or in story form, with the instructions/explanations subtly given along the way. (Schroeder, 2014)

The Intervention helped students be aware that an essay is one of the most common papers at college level all over the world. Learning their structure, similarities and differences, as well as their purposes gave them the skill to describe, explain and persuade confidently about a certain topic of their major. Moreover, the different types of essays made them use their thinking skills from the basic ones to the most complicated, i.e. starting by identifying and finishing in evaluating. Writing essays

gave them the confidence to communicate their thoughts, ideas and reasons in a formal, ordered and evidence-based way.

In order to have a better control of the writing process. Essay writing was broken down in the following parts:

Parts of speech: There is a classification given by traditional grammar, which classifies words based on parts of speech: the verb, the noun, the pronoun, the adjective, the adverb, the preposition, the conjunction, and the interjection. (U Otwa) It is important to know that the same word can have a function in one sentence and other function in other. (U Otwa).

Sentences: A sentence is a group of words that makes complete sense, (subject and predicate). It contains a main verb, and begins with a capital letter. Sentences can be simple, compound and complex sentences. (Oxford dictionary, 2015). There are different types of sentences and they can also be called clauses.

Simple sentence: A simple sentence normally contains one statement (known as a main clause). (Oxford dictionary , 2015)

Compound sentence: A compound sentence contains two or more similar clauses (or main clauses). They are usually joined by a conjunction such as and- or- but. (Oxford dictionary , 2015)

Complex sentence: A complex sentence consist of one or more clauses, however, these clauses are not equally balanced. They contain a main clause and one or more dependent clauses.

Independent Clauses: It can act as a sentence. It has subject, verb and predicate.
S+V+C/P

Dependent clause: They cannot stand in itself to have meaning. They consist of a subordinate, subject, verb, and complement/ predicate. S + S+V+C/P. and it needs to be connected to an independent clause to have meaning.

Phrases: They are words put together, but they do not have either a subject or a verb. A phrase cannot stand by itself, but they can be used as part of a sentence (Oxford dictionary, 2015)

Paragraphs: Paragraphs are the union of sentences. They consist of topic sentences, supporting details and conclusion. (UNC College of arts and science) Paragraphs are organized in the following way: (Sokolik, 2014)

- Topic sentence
- Supporting details
- Conclusion

Introductions: The introduction of the essay is the map for the reader. It has to provide with a background or contextual information of the topic, present the thesis statement, and the outline of the essay (Morgan, 2014).

- Background of the topic / Orientation to the topic
- Thesis statement
- Outline of the essay or purpose statement

Conclusions: The conclusion is the wrap up paper of the essay. It must be the part where the reader finds the whole summary of the essay. The conclusion paragraph is formed by these elements: Thesis + Summary + Connection (Warner, 2015)

- Reference to essay question

- Thesis: rewrite your thesis. Use synonyms.
- Summary: rewrite the topic sentences of the paragraphs.
- Connection: make a connection with the reader.

Breaking down an essay in parts played an important role during the project intervention since it helped to assess student's learning at every stage of writing until they were able to put together the whole piece of writing and doing it independently and efficiently.

1.3.3. Assessment

Assessment is an ongoing process which consist on breaking down assignments into stages to lead students to achieve their course goals step by step. It helps teachers and students gather and discuss information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning and achieve the course goals. (Burke, 2010)

Assessment can be directed to improve course-related knowledge and skills (including prior knowledge, recall and understanding; analysis and critical thinking skills; synthesis and creative thinking skills; problem solving skills; and application and performance skills) It can also assess student attitudes, values, and self-awareness (including students' awareness of their own values and attitudes; students' awareness of their own learning processes; and course-related learning and study skills awareness) finally, it can provide feedback on reactions to instruction methods (including student and peer reactions to teachers and teaching, class activities, assignments, and materials) (University I. S., 1995-2015)

Assessment was one of the cornerstones of this project. It supported the study because most of the stakeholders in the teaching and learning process had misunderstood the real meaning of evaluation and focused only on grading. Not only teacher cared for taking tests and getting grades, but also students considered to study for a grade and not for the knowledge they need to have. Furthermore, students thought that evaluation was a destructive process but not a constructive one. The term assessment, take their fear to make errors away, help them correct and use them to learn. Also, the teacher used student's errors to monitor and discover what content needed to be reinforced until it become a skill. The process of assessment taught students they can also richly contribute to their knowledge.

Sources of Assessment: There are different sources of assessment. The project considered useful to work with self-assessment, peer-assessment and teacher's assessment for better results.

Self- assessment: Self-assessment takes into account a criteria which is set and clearly explained before doing the assignment, so that students can reflect on their own work and judge how good was their performance was in relation to the assessment criteria. It is important to create opportunities for students to reflect on what they consider a good or poor performance and what their strengths and weaknesses are. Consequently, students plan what the next step is and how to take it. (University of Reading, 2015)

Peer- assessment: This type of assessment gives the student the opportunity to take responsibility for assessing their peers' work and provide meaningful feedback based on the criteria already set before the assignment. It is a good occasion to understand assessment in a better way which contributes to their own and their peer's learning and in addition increases their motivation and engagement with the learning process. Peer-assessment encourages students to compare and discuss their results and help them develop judgment skills, critiquing abilities and self-awareness. (University of Reading, 2015)

Teacher’s assessment: The Webster University in its article “Assessing Students’ Learning” describes assessment as the academic process carried out by the faculty where every professor should demonstrate subject-area knowledge, pedagogical knowledge, and professional teaching ability in order to make decisions on stating the learning outcomes for their course and the best way by which those outcomes will be accomplished by students. The professor is also engaged in documenting and assessing the type and quality of the students’ assignments and he has to include analytical moments where he or she interpret and reflect on the data from the assignments, exams or performances completed or produced by students. (University W. , 2014-2015).

These three types of assessment, gave the validity of this project. Self-assessment was used to measure two aspects of students’ advance, one in relation to the skill gain and the other in relation to the errors committed while writing. Peer-assessment was used during the whole process, peers reviewed their mates’ work and provided feedback in relation to the established criterion. Teacher’s assessment was also provided along the intervention, sometimes in a way of conference for the whole class and other times as one-to-one tutoring. These tripartite contribution made everyone feel an important part of the learning process, encouraging every person to participate actively and responsibly.

Assessment strategies used in this research project

Think pair and check

This strategy make students take a few minutes to think about their answers. Next, pair with a designated partner to compare thoughts and then share the conclusions with the whole class. (Adlit.or)

Peers check and provide feedback according to the teacher’s explanation. Teacher conferences at the end of the class to provide a more specific feedback.

Think pair and check, helped students to reflect on their answers, compare them with their peers and then analyze their errors and correct them, just like Piage's mentioned in his theory of assimilation: "make sense" and produce learning.

Information transfer.- Every student gets a paper with the reading to be analyzed. He or she identifies the requested information and transfer it to a graphic organizer. (Esol online, 2014) Peers check for coincidences, discuss the results and provide feedback. Teacher conferences at the end of the activity.

This strategy based on graphic organizers helped students realize about the main ideas and details of the readings, once they did so, they were able to manage the content of the reading more assertively.

One sentence summary .- This strategy is applied for finding main ideas of longer texts (it can also be applied for paragraphs) students have the reading, analyze it according to the practices carried out in class, and then try to summarize it in only one sentence (this sentence is the main idea of the text) (associated, 2009). Teacher checks and conferences at the end of the activity.

One sentence summary, taught students to summarize in a few words whole paragraphs and texts, giving them the opportunity to identify key words that take them to construct the main idea of the text.

Multiple choice quiz .- This multiple-choice quiz includes all kinds of supporting details and comprehension questions: main idea, details, inference, out of context, lexical, applied and affective comprehension (Mogarry, 2012) and test the level of comprehension the student have at this point.

Teachers check, grade (optional) and conference at the end. what the knowledge status at the point of the quiz was. Besides, this quizzes were graded and teacher provided feedback to make them more reliable.

Questionnaire.- From different options, students will chose the correct ones according to the information asked for. This instrument tests most of the time qualitative characteristics of the population or intervention.

These questionnaires were completed at the end of every topic, so students could measure themselves in relation to the goal attainment, reflect on how well they were doing the work and then correct if necessary.

Writing correction code.- This strategy is used to assess writing skills. It is a set of codes which optimizes learning opportunities from mistakes learners make in written assignments. (Kaye, 2007)This strategy tests how effectively students use parts of speech to write sentences and paragraphs. Peers check first and then teacher will do it too. Feedback will be provided from both parts.

The writing correction code is the following:

WW	Wrong word
WT	Wrong time
WF	Wrong form
WO	Wrong order
SP	Spelling
P	Punctuation
X	Extra word.
M	Missing word.
R	Register
?	Not clear
!	Silly mistake!
RW	Try re-writing

This strategy was used for writing, every piece of work, either checked by peers or by the teacher, provided feedback with the codes above stated. Once students got familiar with the codes, they could think about the ways to correct them.

Check list.- In education, a checklist is a list of features referred to for verifying; comparing, ordering, etc. that are taken into account to complete an assignment. Teacher provide the student with a checklist and the same students checks his/her work. The teacher discusses and provide feedback.

This check list played an important role in the writing activities, since it helped students check the structure of their work before delivering for peer-check.

Rubrics.- Rubric is a part of authentic assessment; it shows the criteria which states and describes the components of the final work. (ilearn.org, 2015).

It was used at paragraph and essay writing to give students a clear target of proficiency to aim for. This rubrics will provide feedback from three sources. At first, students themselves will assess their work based on the criteria stated in the rubric, then peers will check and provide feedback and finally the course teacher will assess student work based on the same criteria.

Feedback: A great part of formative assessment is feedback; which is all kind of helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc. "...it gives information to teachers and students about how students are doing relative to classroom learning goals" (Brookhart, 2008) Feedback can be given by professors, peers and the students by him/herself after every process of assessment. The use that the student make of this information in order to enhance their learning depends largely on the agents (teachers, classmates or the students themselves) timing, mode or content of the information received.

The effectiveness of feedback depends much on the strategies which can vary in several dimensions: timing (when and how often), amount (how many points and how much about each one), mode (written, oral and visual/demonstration), and audience (individual or in groups). (Brookhart, 2008)

Types of feedback: There are different types of feedback. Dr. Rod Ellis' in his lecture "Written corrective feedback" held in Seoul National University mentions different types of feedback, among which the following ones are found:

Metalinguistic written corrective feedback.- It provides learners with some form of explicit comment about the nature of the errors they have made: it uses error codes, i.e. abbreviated labels for different kinds of errors. Another way is by numbering errors and providing metalinguistic comments at the end of the text. (Ellis, s.f.)

This type of feedback was used during the whole intervention. Students, on one hand got familiar with the way in which they could provide this type of feedback; by marking x for incorrect answers and a check for correct ones. On the other hand, when they received this type of feedback they were obligated to think about the error, then discuss it with the peer and finally correct it.

Criterion-referenced feedback: it is to compare students work to clear criteria and it is the first comparison to be done for good feedback. This feedback help students to make a decision about setting their next goal. On one hand, teacher uses criteria to know the target they have to hit with their students, and on the other hand, students use it to know what the goal is and how close they get in the assignment. When students get an answer, learning is produced. (Brookhart, How to give effective feedback to your students , 2010)

This type of feedback came from rubrics and checklists used for writing. It contributed to understand how important is that student know well what the objectives of the course and the class are, so that they have a criterion to compare their work with and then try to achieve that goal.

CHAPTER II

2. METHODOLOGY

2.1. RESEARCH PROJECT DESIGN

There were three stages of this quasi - experimental research. The first stage comprised the problem localization and verification, the review of possible researches carried out under the same theme and the gathering of theoretical foundation that support the research. The second stage involved the project implementation, i.e. the application of the proposal to verify the behavior of the variables and collection of data to be analyzed posteriorly. Finally, there was a stage that involved the data analysis and hypothesis testing which allowed to set up conclusions and recommendations.

The research project had a quasi – experimental design. It used an experimental group and the purpose was to verify the behavior of the sample during the intervention and then compare data with an entry level test and an exit level test. Sample was not assigned randomly.

The Proposal ““BESIDE” Meaningful Learning assessment Guide for Academic Reading and Essay Writing” was applied with the intervention group, seventh “A” to probe to what extend it was useful to help students build up academic reading and writing skills.

2.2. RESEARCH TYPE

According to the level of knowledge: the research is descriptive because it describes (or measures) the characteristics of a population related to the objective proposed.

According to the Place: it is field type because it was carried out where the problem occurred. This type of implementation tries to make research the most real possible.

According to the time: it is transversal because the time of the application is short.

According to the Method: It is experimental. There is an independent variable which effects modifies a dependent variable. This implies intervention and control.

According to Objective: it is applicative, because it tries to solve a problem putting into practice the research knowledge immediately, in order to contribute to the science.

2.3. RESEARCH METHODS

The methods that were used during the project implementation were:

Scientific Method. - It helped to identify the problem at the 7th semester “A” of the Medicine School at the UNACH with the purpose of gathering relevant data, formulate a hypothesis and implement an intervention that helped students overcome the problem.

Inductive Method. – The research project moved from specific observations and measures to identify the problem, for doing this, a survey was conducted in the class and once the problem was confirmed a hypothesis was formulated and then some generalizations and theories were developed.

Descriptive Method. - The research was developed in stages, it started by describing the problem and the characteristics found in the population by using a survey. Then, after the intervention, the results and how the population changed in relation to the problem was compared with entry and exit tests and the new characteristics of the population were described.

2.4. TECHNIQUES AND INSTRUMENTS TO COLLECT DATA.

Problem verification Survey.- At the beginning of the course, a survey to verify the problem was applied. It consisted on topics related to text analysis, essay writing, assessment polices, assessment strategies and feedback used during the English courses they have taken before.

Satisfaction Survey. - At the end of the course, a survey to verify the student's satisfaction with the intervention was applied. Questions were based on how effective the assessment strategies were in order to get the course objectives, also they were asked about how much feedback received from teachers and peers contributed to the objectives and the skills they managed at the end of the course. Finally, they also gave their opinion related to which of the strategies they found more suitable to help them build up academic reading and writing skills.

Pre and post-tests. - In order to measure and verify the effectiveness of the proposal, pre-test and posttest were applied at the beginning and the end of the project implementation respectively. The pretest for reading included a medicine-related text and pre-reading strategies (barnstorming and vocabulary preview) were developed before the test application. Students were asked to answer some comprehension questions with the elements of text analysis. For posttest, the topic kept to medicine-related topic, a template with the elements of text analysis plus the same kind of comprehension questions were posted in the test, but no pre-reading strategies were applied before the test.

For writing, pretest and post-test consisted on writing a medicine-related argumentative essay. Pretest and posttest included a 300-word argumentative essay. The indicators for these essays were: structure with the subcategories introduction, paragraph and conclusion structure, the second indicator was Language Use which included the subcategories coherence, cohesion and use of vocabulary and the last category was Critical Thinking, which included the formulation of a thesis statement, arguments and evidences. A rubric was used in order to know to what extend the objective of the course was attained, which means to verify the effectiveness of the proposal and the solution of the problem.

T- Student: In order to verify the hypothesis the T-Student method was used because two small sets of quantitative data were compared and because samples were collected independently of one another.

The type of T-Students was for “paired test” because there was a direct relationship between each specific data pointed in the first set and one and only one specific data pointed in the second set. i.e. it was measured before and after the intervention.

2.5. POPULATION AND SAMPLE

TABLE N° 2.5. 1. POPULATION AND SAMPLE

N°	STUDENTS	GENDER	AGE	YEARS OF ENGLISH	ETHNICITY
1	AYALA FIERRO PAULINA VALERIA	F	24	3	M
2	BARCIA RIVERA TATIANA VALERIA	F	22	1	M
3	COBO MEDINA MARIA ALEJANDRA	F	23	2	M

4	CUTIOPALA INGA NELY ALEXANDRA	F	21	2	M
5	FIALLOS ROSERO BRIGITTE ARACELY	F	22	3	M
6	GAVILANES OLIVO NANCY ESTEFANIA	F	21	3	M
7	GUAMANQUISHPE LOPEZ JEZABEL ESTEFANIA	F	23	2	M
8	LLERENA FLORES GABRIELA ESTEFANIA	F	22	3	M
9	MAJI CANDO JIMENA LISBETH	F	21	2	M
10	MARIÑO VILEMA ESTEFANI GABRIELA	F	21	0	M
11	MONTUFAR CARRILLO KEVIN VINICIO	M	23	3	M
12	NOVILLO YÁNEZ KATHERYN ELIANA	F	21	3	M
13	ÑAMO VELASCO ERIKA JASMIN	F	22	3	M
14	PACA TIAMA MARILU ROCIO	F	21	2	M
15	PUENTE MONTES JULIO ANDRES	M	21	3	M
16	RAMIREZ MONAR GABRIELA BALTAZARA	F	21	1	M
17	SALGUERO ZAVALA VERONICA PAMELA	F	21	0	M
18	SOCASI GUANOTOA JORGE ANDRES	M	21	2	M
19	TORRES ALTA ISRAEL MARCELO	M	21	2	M
20	VACA TAPIA BYRON DAVID	M	21	3	M
21	ZABALA MAZA JOSE LUIS	M	28	3	M

Source: Universidad Nacional De Chimborazo- Secretaria Carrera de Medicina and students' interview.

Author: Isabel Escudero

The sample consisted of 21 students; 15 of them female and 6 male. They belonged to the 7th semester, class “A” of the Medicine School of UNACH. The 38% have finished the 6th level of English and the rest have completed 2, 3 or 4 levels. This shows the different level of English students have even though they are enrolled in the same ESP class.

2.6. PROCEDURE FOR THE DATA ANALYSIS AND INTERPRETATION.

- Application of a survey to verify the problem.
- Application of the Pre-test
- Proposal design

- Analysis of syllabus from other national and international universities which offer courses on academic reading and writing.
- Design of a course syllabus related to academic text analysis and essay writing using medical context which will be applied during the intervention.
- Research and selection of strategies for assessing reading and construct text analysis skills.
- Research and selection of strategies for assessing writing and construct academic essay writing s kills.
- Research and selection of assessment strategies
- Research on ways to provide feedback
- Application of the proposal
- Application of the Post test
- Application of a satisfaction survey

2.7. HYPOTHESIS

2.7.1. General Hypothesis

The elaboration and implementation of the meaningful learning assessment guide “BESIDE” helps build up the academic text analysis and essay writing in English as a Foreign Language of the students of the seventh semester “A” of the Medicine School during the school term 2015.

2.7.2. Specific Hypothesis

- The implementation of the Meaningful Learning Assessment guide “Beside” helps students build up their academic text analysis skills.
- The implementation of the Meaningful Learning Assessment guide “Beside” helps students build up their writing essays skills.

CHAPTER III

3. ALTERNATIVE GUIDELINES

3.1. THEME

“Meaningful learning assessment guide “BESIDE” for academic text analysis and essay writing”

3.2. PRESENTATION

“BESIDE” Meaningful Learning Assessment Guide for Academic Text Analysis and Essay Writing” is a collection of concepts, practice and assessment tasks that will help students build skills on academic reading and writing; Text Analysis and Essay Writing specifically. The fundamentals of this guide are Meaningful Learning and Assessment. “BESIDE” come from the Latin root “Sited Beside” which give us an idea that assessment is a procedure that involves companion, mentorship and monitoring.

“BESIDE” is a guide which is divided into two chapters. Chapter One involves all the process of text analysis with three main topics and three subtopics for each main topic. Essay writing involves four main topics and only the first main topic includes two subtopics. Each one of the subtopics includes activities for practices and for assessment.

The assessment strategies used in this edition are: think pair and check, information transfer, one sentence summary, and multiple choice quiz for reading and writing correction code, rubrics and checklists for writing. The assessment requires different sources: self-assessment, peer assessment and teacher assessment. The types of feedback provided from the assessment strategies are metacognitive feedback, criterion-referenced feedback and teacher’s conferences. At the end of the guide,

complete practices requiring the whole process of text analysis and essay writing are presented in order to be completed. Also, the tools, rubrics and checklist, for providing feedback to the whole process are offered together with the practices.

3.3. OBJECTIVES

3.3.1. General Objective

To evidence to what extent the meaningful learning assessment guide “BESIDE” helps build up the academic text analysis and essay writing skills in English as a Foreign Language of the students of the seventh semester of the medical school during the period 2015.

3.3.2. Specific Objectives

- To verify to what extent the implementation of the Meaningful Learning Assessment guide “Beside” help students build up their academic text analysis skills.
- To probe in what way the implementation of the Meaningful Learning Assessment guide “Beside” help students build up their academic essay writing skills.

3.4. FOUNDATION

“BESIDE” Meaningful Learning Assessment Guide for academic text analysis and essay writing” is based on two main premises: *Meaningful Learning* and *Assessment*.

Meaningful Learning. – It is a theory presented by Dr. David Ausubel who considers what students already knows as the cornerstone for the base to construct the new knowledge. (Learning Theories Fundamentals, 2015) He does not agree with

memorizing or rote learning theory, instead he insists on “making sense” as the cognitive structure. Rote learning and Meaningful learning, both focus on adding new knowledge to the cognitive structure, however the difference consists on that meaningful learning relates the new knowledge to the previous one, it is like they are connected or interwoven. (Rhalmi, 2011)

Meaningful learning related to the learning of foreign languages supports the contradiction established by Ausubel related to rote learning, which is only effective on a short term basis. A Foreign language skills, English in this case, to be learned needs to construct a well-defined structure that will allow students, step by step, build their own knowledge, use it, and after building a base, construct their academic skills on. Without this previous structure, constructing academic skills would be almost impossible.

When students learn something in a mechanical way (rote learning) they tend to forget easily and are not able to apply that knowledge in situations they need. For example, in reading, when students are analyzing an academic text they have to go back to the pages of a dictionary to look up the translation of the word because they do not remember it, instead of relating the meaning of the word to the context of the reading. It is even more difficult for students who do not have bases of English (have not constructed the structure needed) to build new knowledge on. For this reason, it is especially difficult for some students to read academic texts.

According to Ausubel L2 acquisition is best "assisted in the beginning by means of a slower rate of speech that is progressively accelerated as oral comprehension improves". (Meaningful Learning, 2015) This is also applied for writing which is one of the central issues of this guide. For example, if students know how to use the parts of the speech correctly, they will be able to construct effective sentences as well. If the students make effective sentences, then they will be able to write paragraphs accurately, and if the students write accurate paragraphs, the final product, essays,

will be reasonable well written. Structure-based learning is the way in which knowledge is best acquired.

Assessment.- comes from the Latin root “seated beside” (Online Etymology Dictionary, 2015) is described as the ongoing process of gathering and discussing information from diverse sources - professors, peers and the student by him/herself – so that students will develop a deep understanding of what they know, comprehend, and can do with their knowledge as a result of their experiences carried out in class or out of it; the process finishes when results are used to improve subsequent learning and achieve the course goals. (Indiana University, s.f.)

This process is important for learning a language and must be included in the procedures of evaluating not only the students' language performance but also their EFL learning process (Cohen, 1994). The author establishes how testing and other ways to assess performance must be considered. According to Cohen, the concept of evaluation is quite different from the one we have in mind. Tests not always show what students know, that is why we need something else to complement the process of learning. This extra thing needed in the process must be “assessing”. Cohen points out that assessment practices are also very valuable for teachers who need to rely on something valid to value their teaching practices.

Since assessment seems to have such a high value for teachers and students, Evaluation is set apart in this guide which presents a collection of assessment strategies (step by step practices) which will help students and teachers achieve the course objectives.

This assessment guide focuses on students' learning and offer them themes and subthemes systematically ordered, consequently, every student will be able to construct their knowledge on which he/she can support the new knowledge coming next. Learning happens when assessment is done and feedback is provided and applied by students.

3.5. CONTENT

TABLE N° 3.5. 1. CHAPTER ONE: TEXT ANALYSIS

CHAPTER 1: TEXT ANALYSIS		
TOPICS	PRACTICE	ASSESSMENT
<p>1.1. How to find Topics, Main Ideas and Details.</p> <ul style="list-style-type: none"> - What are Topics, main ideas and details. - How to find topics, main ideas and supporting details of a paragraph. - How to find topics, main ideas and supporting details of a long texts 	<p>Completing gaps to identify, topics, main ideas and details.</p> <p>Finding Topics main ideas and supporting details of a paragraph by underlining, and answering questions</p> <p>Reading “AIDS”</p> <p>Analyzing paragraphs</p> <p>Reading for details</p>	<p>Information Transfer Order and classify into topics, main ideas and details.</p> <p>Information Transfer Transfer the topic, details and main idea of the specific paragraph to the graphic organizer.</p> <p>Think pair and check Reading: SWINE FLUE H1N1 Analyzing paragraphs.</p>
<p>1.2. How to identify the type, purpose and structure of the text.</p> <ul style="list-style-type: none"> - How to identify the type of text 	<p>Information transfer about the different type of texts. Analyzing paragraphs with the type of texts and features.</p>	<p>Think Pair and check Peer-assessment Analyzing paragraphs.</p>

<ul style="list-style-type: none"> - How to find the purpose of the Text. - How to recognize the structure of the text. <p>1.3. How to infer meaning from context.</p> <ul style="list-style-type: none"> - How to infer meaning of words from context. - How to answer comprehension questions about the text. 	<p>Distinguishing the purpose of the text – leveling.</p> <p>Information Transfer</p> <p>Inferring meaning of words</p> <p>Identifying types of context clues in sentences.</p> <p>Answering comprehension questions.</p> <p>Identifying type of questions Finding answers in the text.</p>	<p>Think, pair and Check Read the passage and distinguish the purpose and features.</p> <p>One sentence Summary Complete the main ideas revealing the type of structure of every paragraph.</p> <p>Mid-intervention self-assessment</p> <p>Questionnaire</p> <p>Think, pair and check Inferring meaning of words</p> <p>Identifying context clues when reading texts.</p> <p>Think, pair and check Answering comprehension questions.</p>
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Source: Meaningful Learning Assessment Guide “BESIDE”
 Author: Isabel Escudero

TABLE N° 3.5. 2. CHAPTER 2 ESSAY WRITING

CHAPTER 2: ESSAY WRITING		
TOPICS	PRACTICE	ASSESSMENT
2.1. How to use parts of speech efficiently.	Analyzes sentences to see the use of the parts of the speech functions and positions in the sentence. Classifications of the words according to its function in the sentence	Think, pair and check Recognizing mistaken functions of the parts of the speech in sentences.
2.2. How to write effective sentences. - How to write a sentence, a clause and a phrase. - How to link sentences and ideas. - How to use commas in a sentence	Analyzing sentences according to their structure. Ordering sentences. Sentence completion Analyzing sentences looking for commas	One sentence summary Completing sentences.
2.3. How to write a paragraph - How to write an effective paragraph	Analyzing paragraphs – finding types of sentences, clauses and phrases. Coma usage. Ordering paragraphs	Writing paragraphs Think pair and check Comma usage Writing correction code

<p>2.4. How to write introductions - How to structure an introduction.</p> <p>2.5 How to write conclusions - How to structure a conclusion -</p>	<p>Analyzing introductions. Searching for elements and distinguishing types of essays.</p> <p>Analyzing conclusions. Searching for the structure</p>	<p>Rubric</p> <p>Writing Introductions Writing correction code Rubric</p> <p>Writing conclusions Rubric Writing correction code</p>
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3.6. OPERABILITY

TABLE N° 3.6. 1. OPERABILITY

TIME	MONTH 1				MONTH 2				MONTH 3				MONTH 4				MONTH 5				MONTH 6				RESPONSABLES
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.- Planning stage																									
1.1. Preliminary study	x	x																							Researcher
1.2. Papers related to the stakeholders participation.	x																								Researcher Authorities
1.3. Literature review	x	x	x	x	x																				
1.4. Project design		x	x	x	x																				Researcher
1.4 Presentation and sustentation of the project.						x																			Researcher
1.5. Project final presentation and approval							x	x	x	x	x	x													Assigned Comittee
1.6. Literature review and elaboration of the theoretical frame.						x	x	x	x	x	x	x	x	x											Researcher and tutor
1.7. Elaboration of the assessment guide.	x	x	x	x	x	x	x	x	x	x	x	x	x	x											Researcher and tutor
2.- EXECUTION														x	x	x									
2.1. Literature review																									Researcher and tutor
2.2. Application of the assessment guide.															x	x	x	x	x						Researcher
2.3. Application of the feedback															x	x	x	x							

CHAPTER IV

4. RESULTS EXPOSITION AND DISCUSSION

4.1. RESULTS ANALYSIS AND INTERPRETATION

4.1.1. Analysis of the survey to verify the problem.

Before starting the study, it was necessary to verify the existence of the problem in the sample group. The survey was designed in order to question the 21 students regarding to text analysis, essay writing and assessment which are the cornerstones of this research work. The survey consisted of 10 questions, 9 of them closed questions with four possible answers based on frequency and one open question. The answer to these questions allowed the author to have a clear idea about the presence of the problem in the sample group.

Before students take the survey, they were explained briefly what text analysis and essay writing imply, therefore both groups, the ones who did learn the abilities and those who did not were sure what the survey was about and what they know or not. They were also explained each one of the questions so that they had a better understanding on the topics in order to consciously give an answer and in this way avoid the deviation of the data.

The data analysis is presented as follows:

Tables: show the frequency of answers in each one of the categories and percentages.

Figures: Show graphically the data expressed in the charts.

Every one of the charts and figures has a caption to explain the source and the author of the charts and figures.

TABLE N° 4.1.1. 1. LEARNING OF ESSAY WRITING

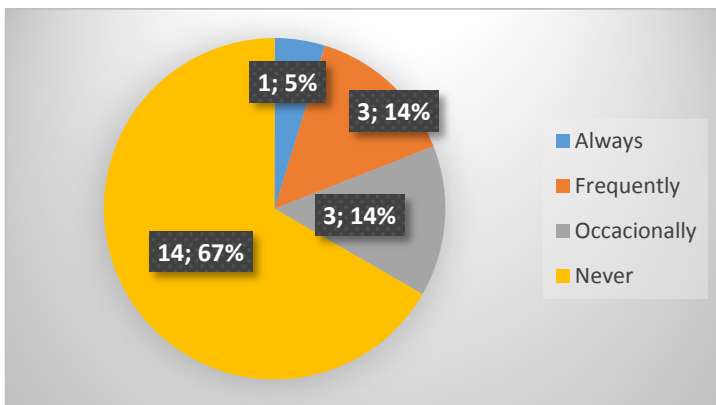
Druring the English Courses you have taken, have you ever learned to write an essay?

Category	Frequency	Percentage
Always	1	5%
Frequently	3	14%
Occasionally	3	14%
Never	14	67%
Total	21	100%

Source: Survey applied to the students of the 7th “A” of the Medicine School.
Author: Isabel Escudero

FIGURE N° 4.1.1. 1. LEARNING OF ESSAY WRITING

During the English Courses you have taken, have you ever learned to write an essay?



Source: Table 4.1.1.1.
Author: Isabel Escudero

A. Analysis

The table N° 4.1.1.1 shows that the 5% of the sample learned to write an essay during the English courses they took. Categories of “frequently” and “occasionally” show a 14% each one, and 67% of the sample have never learned how to write an essay.

B. Discussion

It is seen that the major percentage corresponds to students who have never learned to write an essay. Since, essays are papers nationally and internationally recognized, it is important that student know their structure and conventions very well. Besides, during the needs analysis survey, they said they are asked to write essays, something they do not manage well.

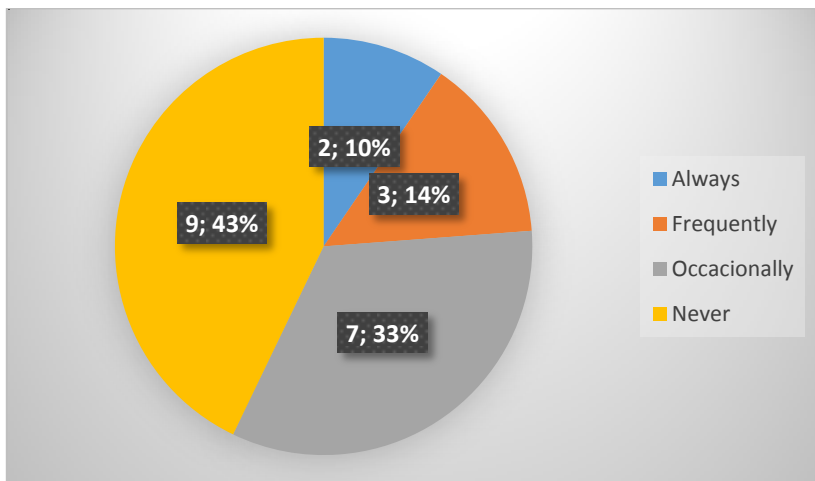
TABLE N° 4.1.1. 2. TEXT ANALYSIS

During the English courses you have taken, have you ever learned how to analyze a text related to your major?

Category	Frequency	Percentage
Always	2	10%
Frequently	3	14%
Occasionally	7	33%
Never	9	43%
Total	21	100%

Source: Survey applied to the students of the 7th "A" of the Medicine School.
Author: Isabel Escudero

FIGURE N° 4.1.1. 2. TEXT ANALYSIS



Source: Table N° 4.1.1.2

Author: Isabel Escudero

A. Analysis

The table N° 4.1.1.2 shows that the 10% of the sample learned to analyze an academic text during the English courses they took. 14% have frequently learned to do it, 33% have occasionally analyzed academic texts and 43% have never learned how to analyze an academic text.

B. Discussion

The major percentage corresponds to students who have never learned to analyze an academic text. Observation shows that medicine students are dedicated to long hours of reading, and most of the updated information comes in English that is why learning to analyze a medicine-related text is a requirement for them.

TABLE N° 4.1.1. 3. CONTRIBUTION OF THE EVALUATION PROCESS

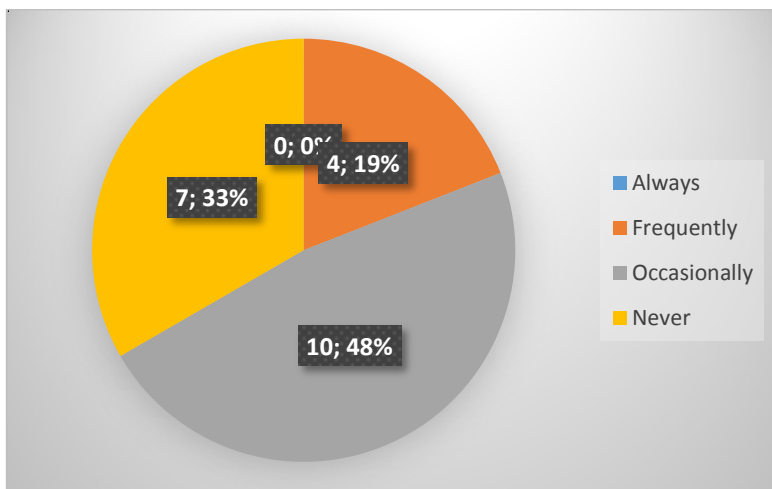
During the English courses you have taken, has evaluation contributed meaningfully to your learning process?

Category	Frequency	Percentage
Always	0	0%
Frequently	4	19%
Occasionally	10	48%
Never	7	33%
Total	21	100%

Source: Survey applied to the students of the 7th “A” of the Medicine School.

Author: Isabel Escudero

FIGURE N° 4.1.1. 3. CONTRIBUTION OF THE EVALUATION PROCESS



Source: Table N° 4.1.1.3

Author: Isabel Escudero

A. Analysis

The table N° 4.1.1.3 shows that no one in the sample thinks that evaluation during the English courses has always contributed meaningfully to their learning process, 19% think that it frequently contributed, 48% think that it occasionally has contributed and 33% thinks that it never contributed to their learning process.

B. Discussion

Most of the time evaluation is something that scares students. Contrary, this should be a process that contributes meaningfully to the learning process. Even though most of the students said that evaluation occasionally contributed to their learning process there are students who said evaluation has not always done so.

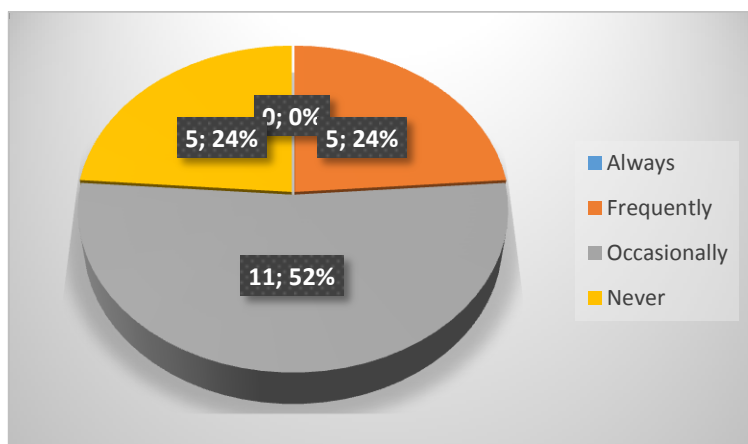
TABLE N° 4.1.1. 4. EVALUATION POLICES

During the English courses you have taken, were evaluation polices clearly determined for the course?

Category	Frequency	Percentage
Always	0	0%
Frequently	5	24%
Occasionally	11	52%
Never	5	24%
Total	21	100%

Source: Survey applied to the students of the 7th “A” of the Medicine School.
Author: Isabel Escudero

FIGURE N° 4.1.1. 4. EVALUATION POLICES



Source: Table 4.1.1.4
Author: Isabel Escudero

A. Analysis

The table N° 4.1.1.4 shows that no one in the sample thinks that evaluation polices during the English courses were clear before starting the course, 24% think that they frequently were clear, 52% think that they occasionally were clear and 24% said that they never were clear.

B. Discussion

The data show the occasionally category accounts for the highest percentage showing that it is necessary that evaluation policies are clear before starting the course so that students know what they need to do and how much every assignment is going to contribute not only to their grade, but also to their learning.

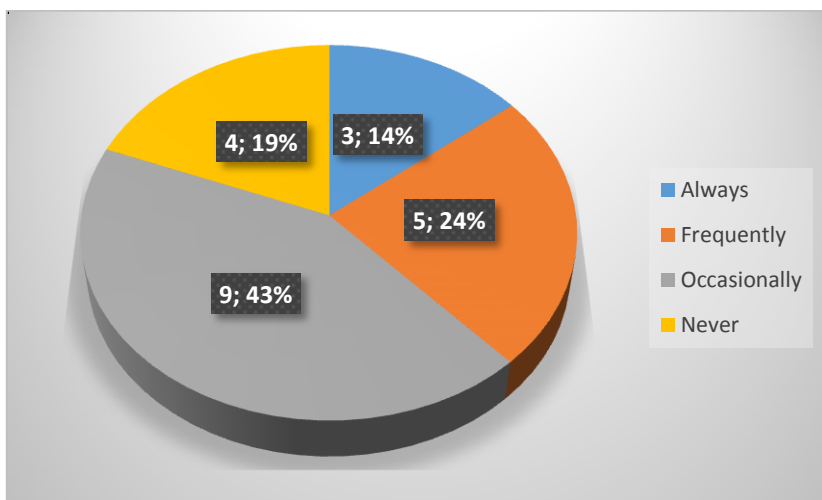
TABLE N° 4.1.1. 5. EFFECTIVE FEEDBACK

During the English courses you have taken, was feedback effective (timely, clear, specific) so that you could correct your errors before starting with the new theme?

Category	Frequency	Percentage
Always	3	14%
Frequently	5	24%
Occasionally	9	43%
Never	4	19%
Total	21	100%

Source: Survey applied to the students of the 7th “A” of the Medicine School.
Author: Isabel Escudero

FIGURE N° 4.1.1. 5. EFFECTIVE FEEDBACK



Source: Table N° 4.1.1.5

Author: Isabel Escudero

A. Analysis

The table N° 4.1.1.5 shows that 14% of the sample thinks that feedback received during the English courses was effective and allowed them to correct their errors before starting with a new theme. 24% correspond to the category of frequently, 43% correspond to the occasionally category and 19% to the never category.

B. Discussion

The figure above shows the major percentage was given to the occasionally category showing that feedback received during the courses was effective only in certain occasion. Timely, precise and clear feedback is required to cause learning. (Wiggings, 2012)

TABLE N° 4.1.1. 6. SOURCES OF EVALUATION

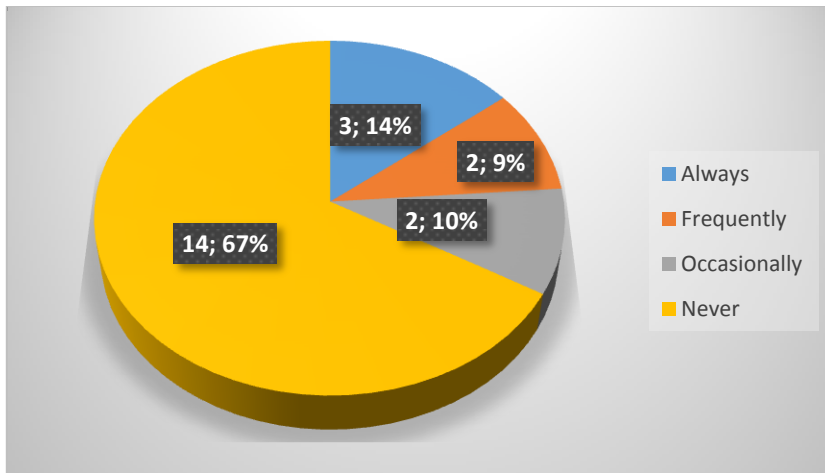
During the English courses you have taken, did evaluation and feedback come from self-evaluation, peer-evaluation and teacher's evaluation?

Category	Frequency	Percentage
Always	3	14%
Frequently	2	9%
Occasionally	2	10%
Never	14	67%
Total	21	100%

Source: Survey applied to the students of the 7th "A" of the Medicine School.

Author: Isabel Escudero

FIGURE N° 4.1.1. 6 SOURCES OF EVALUATION



Source: Table 4.1.1.6
Author: Isabel Escudero

A. Analysis

The table N° 4.1.1.6 shows that the three elements of evaluation were present in the process in the following frequency: always 14%, frequently, 9%, occasionally 10% and never 67%.

B. Discussion

Even though, the process indeed included the three elements during the evaluation process, the frequency was not the recommended one. It not always was part of the process, showing that “never” category accounted for the highest percentage of the table. It is necessary that evaluation come from different sources, so that data will be more valid and reliable and everyone involved in the learning process feels that is an active part of constructing knowledgeable experiences.

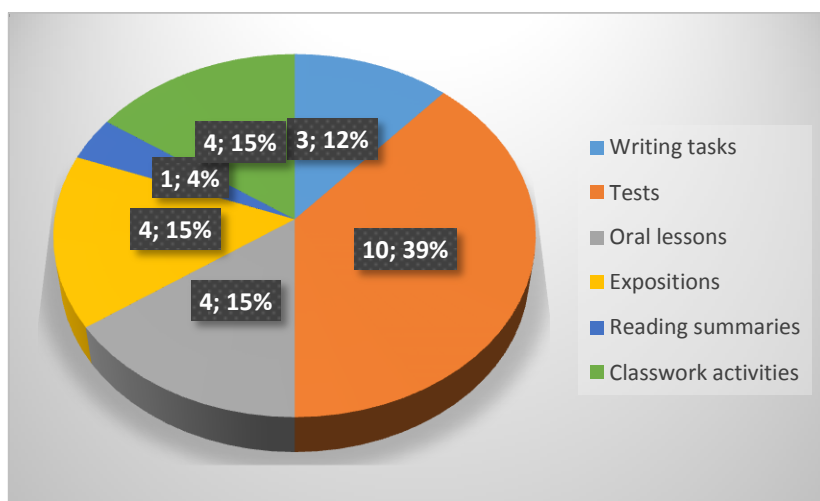
TABLE N° 4.1.1. 7. ASSESSMENT TECHNIQUES

During the English courses you have taken, what were the assessment techniques most used during the course?

Category	Frequency	Percentage
Writing tasks	3	12%
Tests	10	39%
Oral lessons	4	15%
Expositions	4	15%
Reading summaries	1	4%
Classwork activities	4	15%

Source: Survey applied to the students of the 7th “A” of the Medicine School.
 Author: Isabel Escudero

FIGURE N° 4.1.1. 7. ASSESSMENT TECHNIQUES



Source: Table 4.1.1.7
 Author: Isabel Escudero

A. Analysis

The table N° 4.1.1.7 shows the different ways in which students have been assessed during the English courses. Writing tasks account for 12%, tests 39%, oral lessons 15%, Expositions 15%, reading summaries 4% and classwork activities 15%.

B. Discussion

This was an open question, students were asked to write the assessment techniques during the English courses. It is seen that tests accounts for the highest percentage. There are some other techniques used by teachers too, however it is noticed why students relate evaluation with the term test.

TABLE N° 4.1.1. 8. TEXT ANALYSIS AND ESSAY WRITING CONTRIBUTION TO STUDENTS MAJOR

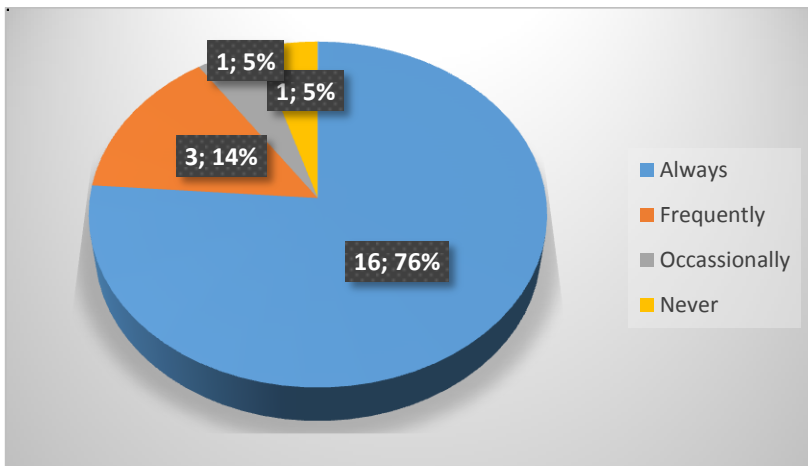
Knowing how to analyze an academic text and write an essay contribute meaningfully to your major?

Category	Frequency	Percentage
Always	16	76%
Frequently	3	14%
Occasionally	1	5%
Never	1	5%
Total	21	100%

Source: Survey applied to the students of the 7th “A” of the Medicine School.

Author: Isabel Escudero

FIGURE N° 4.1.1. 8. TEXT ANALYSIS AND ESSAY WRITING CONTRIBUTION TO STUDENTS MAJOR



Source: Table 4.1.1.8
Author: Isabel Escudero

A. Analysis

The table N° 4.1.1.8. shows student's answers in relation to knowing to analyze an academic text and write essays. 76% said it is always meaningful, 14 answered it is frequently meaningful, 5% said it is occasionally meaningful and the other 5% said it is never meaningful.

B. Discussion

The Figure 4.1.1.8 shows how meaningful is for students to learn to analyze an academic text and write an essay for their major. It is shown that the majority of the students, that is 76%, think that knowing how to analyze a text and write an essay is always meaningful. Medicine students need to be updated and most of the information come in long texts in English. Besides, they also write different kinds of academic papers being one of them essays.

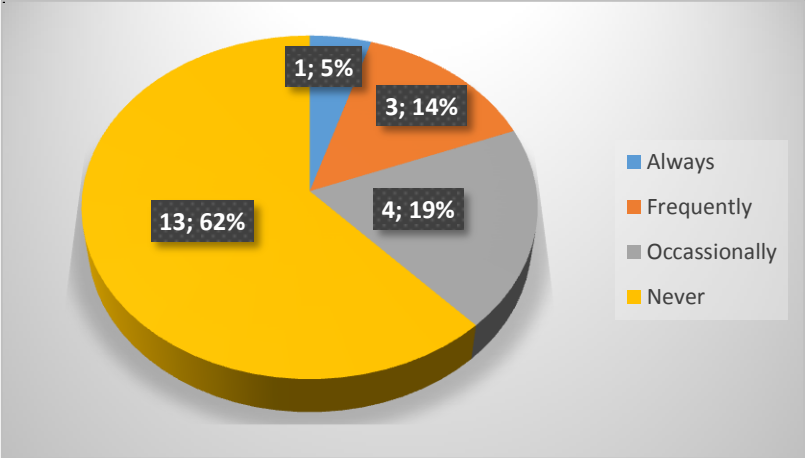
TABLE N° 4.1.1. 9. STUDENTS ABILITY TO ANALYZE A TEXT

Do you feel you are able to analyze an academic text?

Category	Frequency	Percentage
Always	1	5%
Frequently	3	14%
Occasionally	4	19%
Never	13	62%
Total	21	100%

Source: Survey applied to the students of the 7th “A” of the Medicine School.
 Author: Isabel Escudero

FIGURE N° 4.1.1. 9. STUDENTS ABILITY TO ANALYZE A TEXT



Source: Table 4.1.1.9
 Author: Isabel Escudero

A. Analysis

The table N° 4.1.1.9 shows how able students consider themselves to analyze a text. 5% said they could always analyze a text, 14% said they frequently could analyze a text, 19% said they occasionally could do it and 62% said they never could analyze a text.

B. Discussion

The major percentage accounts for the “never” category. Students do not feel able to analyze an academic text, even though they consider it is meaningful for their major. This confirms the existence of the problem in the sample.

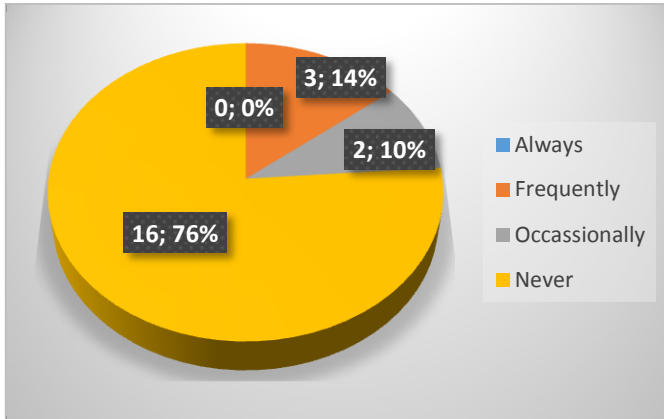
TABLE N° 4.1.1. 10. STUDENTS ABILITY TO WRITE AN ESSAY

Do you feel you are able to write an essay?

Category	Frequency	Percentage
Always	0	0%
Frequently	3	14%
Occasionally	2	10%
Never	16	76%
Total	21	100%

Source: Survey applied to the students of the 7th “A” of the Medicine School.
 Author: Isabel Escudero

FIGURE N° 4.1.1. 10. STUDENTS ABILITY TO WRITE AN ESSAY



Source: Table 4.1.1.10
 Author: Isabel Escudero

A. Analysis

The table N° 4.1.1.10 shows how able students consider themselves to write an essay. 14% said they frequently could write an essay, 10% said they occasionally could do it and 76% said they never could write an essay.

B. Discussion

The major percentage accounts for the “never” category. Students do not feel able to write an essay, even though they consider it is meaningful for their major. This confirms the existence of the problem in the sample and the necessity to implement an intervention.

4.1.2. Analysis of the pre-test and post-test

After confirming the problem, the pretest was designed according to the objectives the course had. It consisted on two parts, one for reading and one for writing. The reading pre-test tested students on the abilities to analyze a text and the writing pre-test intended to test student’s abilities to write essays.

For reading, pre-test included a medicine-related reading and it consisted of 18 multiple choice questions. Students had 45 minutes to perform the test. Pre-reading activities such as predicting, previewing and vocabulary building were carried out before taking the test. The post-test changed the reading topic and modality, this time students had to fill in the text analysis chart which was used during the intervention and had to answer 24 questions in total.

For writing, pre-test and post-test consisted on medicine-related argumentative essays. Students had to write 200 words and they had 30 minutes to do it. The basic point tested in this test were structure, language usage and critical thinking, each one with its subcategories.

ANALYSIS OF READING PRE AND POST TEST

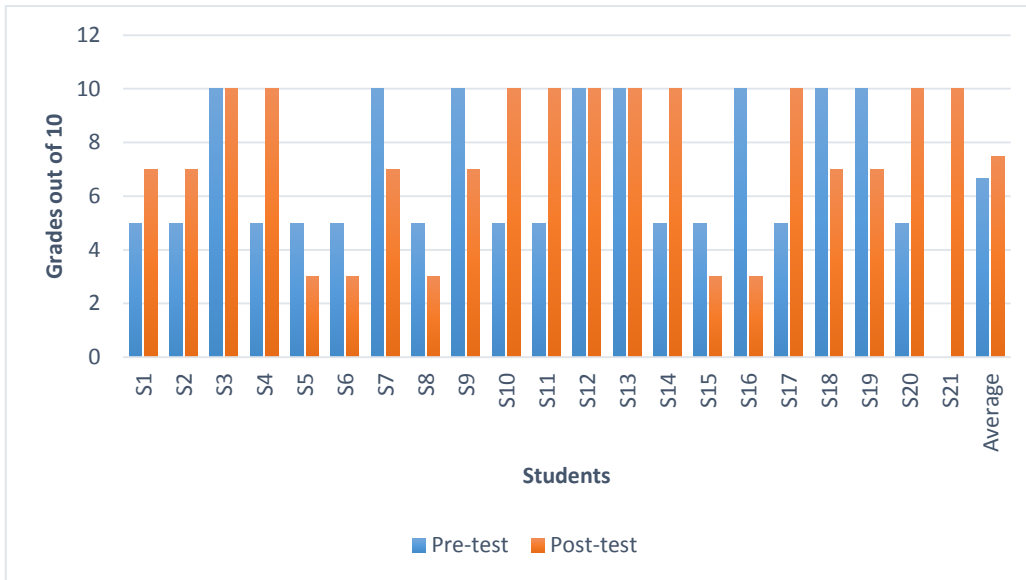
TABLE N° 4.1.2. 1. TOPIC IDENTIFICATION

Student’s ability to identify topic in a text measured on a scale from 0 to 10.

	Students																					Average
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	
Pre-test	5	5	10	5	5	5	10	5	10	5	5	10	10	5	5	10	5	10	10	5	0	6,6
Post-test	7	7	10	10	3	3	7	3	7	10	10	10	10	10	3	3	10	7	7	10	10	7,4

Source: Pre-test and post-test applied to the students of the 7th “A” of the Medicine School. Author: Isabel Escudero

FIGURE N° 4.1.2. 1 TOPIC IDENTIFICATION



Source: Table 4.1.2.1
 Author: Isabel Escudero

A. Analysis

The table 4.1.2.1 shows the different grades in the category TOPICS during the pre-test and post-test. 9 students improved their grades, 9 students lowered their grades and 3 students remained the same. The total average of students in this category improved from 6.67 in the pre-test to 7.48 that is 0.81.

B. Discussion

“Topics” is the first element to be analyzed in a text. It requires students to realize what or who the reading is about. The pre-test and posttest show that the most of students improved their grades or remained with the same maximum grade they got in the pretest. There were other 9 students who lowered their grades in the post test in relation to the pre-test and this is due to those students missed some of the classes where this topic was taught, so that they missed the exercises and feedback provided on those classes. However the final average shows a general improvement of the students in this category.

TABLE N° 4.1.2. 2. RECOGNITION OF MAIN IDEAS

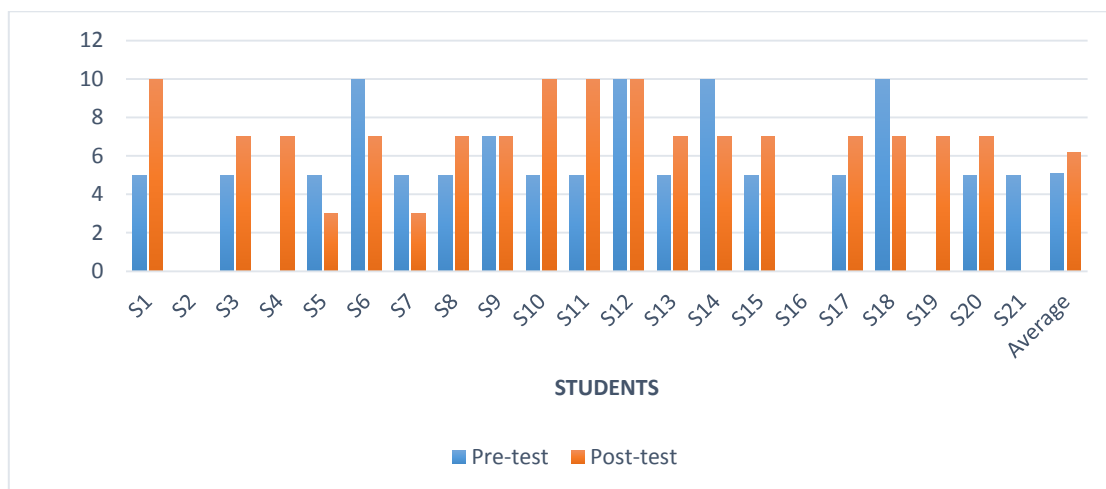
Student’s ability to identify Main ideas in a text measured on a scale from 0 to 10.

	Students																					Average
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	
Pre-test	5	0	5	0	5	10	5	5	7	5	5	10	5	10	5	0	5	10	0	5	5	5,10
Post-test	10	0	7	7	3	7	3	7	7	10	10	10	7	7	7	0	7	7	7	7	0	6,19

Source: Pre-test and post-test applied to the students of the 7th “A” of the Medicine School.

Author: Isabel Escudero

FIGURE N° 4.1.2. 2. RECOGNITION OF MAIN IDEAS



Source: Table 4.1.2.2

Author: Isabel Escudero

A. Analysis

The table 4.1.2.2 shows the different grades in the category “MAIN IDEAS” during the pre-test and post-test. 12 students improved their grades, 6 students lowered their grades and 3 students remained the same. The total average of students in this category improved from 5.10 in the pre-test to 6.16 that is 1.06 points.

B. Discussion

“MAIN IDEAS” is the second element to be analyzed in a text. It requires students to discover what is said about the topic. The comparison of the pre-test and post-test show that the three quarters of the sample have improved or remained with the same grade. The rest of students lowered their grades in the post test. Some aspects affecting this last group of students are the ability they have to use key words to relate one to another and construct

new concepts and the lack of vocabulary, structures and cohesive devices they found in the reading which they were not familiar with due to the fact that observation showed their level of English during the intervention was generally low.

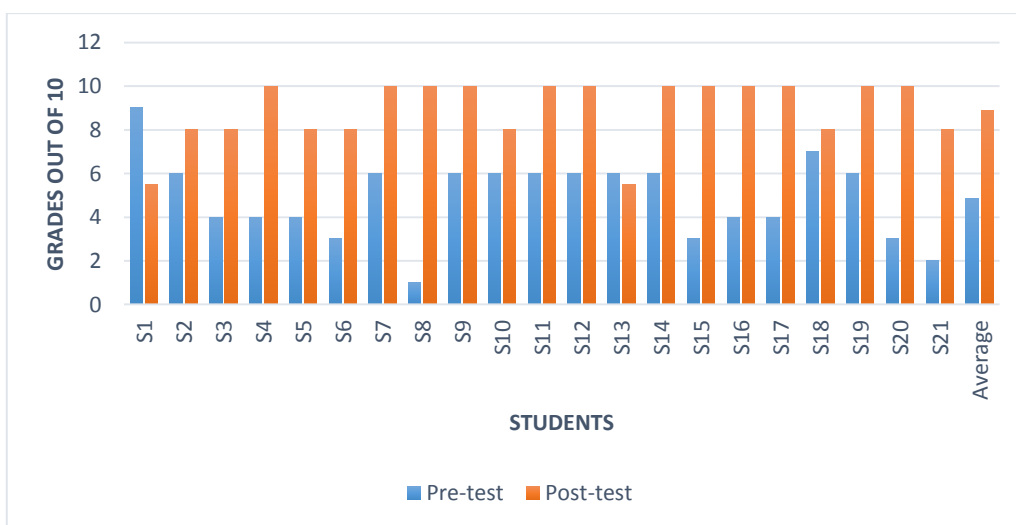
TABLE N° 4.1.2. 3. SUPPORTING DETAILS

Student’s ability to identify Supporting Details in a text measured on a scale from 0 to 10.

	Students																					Average
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	
Pre-test	9	6	4	4	4	3	6	1	6	6	6	6	6	6	3	4	4	7	6	3	2	4,86
Post-test	5,5	8	8	10	8	8	10	10	10	8	10	10	5,5	10	10	10	10	8	10	10	8	8,90

Source: Pre-test and post-test applied to the students of the 7th “A” of the Medicine School.
 Author: Isabel Escudero

FIGURE N° 4.1.2. 3. SUPPORTING DETAILS



Source: Table 4.1.2.3
 Author: Isabel Escudero

A. Analysis

The table 4.1.2.3 shows the grades obtained by the students in the sample regarding to the category “SUPPORTING DETAILS ” during the pre-test and post-test. 19 students improved their grades and 2 students lowered their grades. The total average of students in this category improved from 4.86 in the pre-test to 8.90 that is 4.04 points.

B. Discussion:

Text analysis also requires students to analyze arguments that support the main idea or thesis statement. The pre-test and post-test included questions which answers needed the students to discriminate less probable answers. As seen, most of students’ performance in this task in the posttest overpassed the one in the pre-test thanks to the discussions students bring up in class during the intervention. Students learned to discriminate between distractors and details that support the argument.

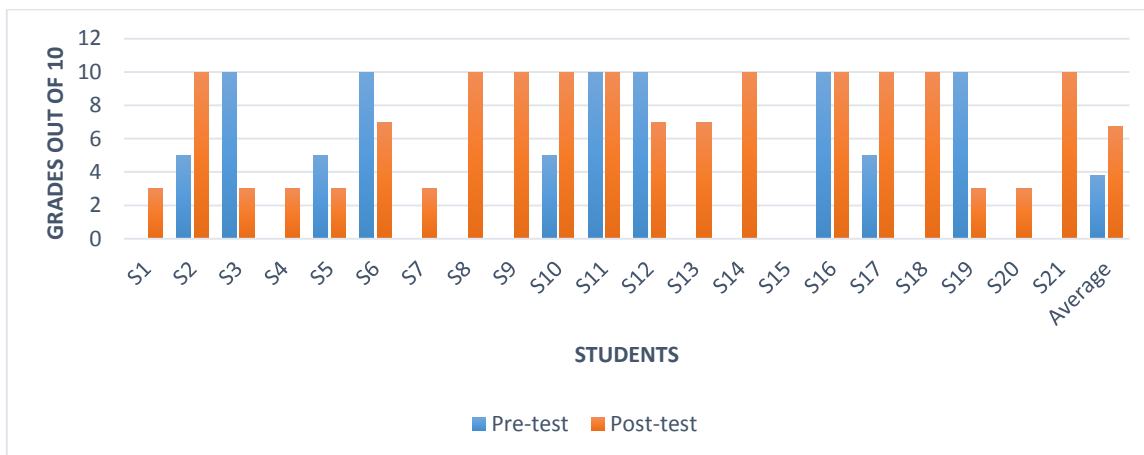
TABLE N° 4.1.2. 4. TYPE OF TEXT

Student’s ability to identify the Type of text measured on a scale from 0 to 10.

	Students																					Average
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	
Pre-test	0	5	10	0	5	10	0	0	0	5	10	10	0	0	0	10	5	0	10	0	0	3,81
Post-test	3	10	3	3	3	7	3	10	10	10	10	7	7	10	0	10	10	10	3	3	10	6,76

Source: Pre-test and post-test applied to the students of the 7th “A” of the Medicine School. Author: Isabel Escudero

FIGURE N° 4.1.2. 4. TYPE OF TEXT



Source: Table 4.1.2.4
 Author: Isabel Escudero

A. Analysis

The table 4.1.2.4 shows the grades obtained by the students in the sample regarding to the category “TYPE OF TEXT” during the pre-test and post-test. 13 students improved their grades, 5 students lowered their grades and 3 student remained with a grade of 10. The total average of students in this category improved from 3.81 in the pre-test to 6.76 that is 2.95 points.

B. Discussion

The types of academic texts dealt with during the intervention were informative, explanatory and argumentative. The pre-test shows the lack of knowledge they had at the beginning of the course and how much they improved at the end. There was a general improvement of almost three points. During the determination of the type of text, learning the specific characteristics of each one of the type of texts played an important role in differentiating one from another. The students who lowered their grades found it difficult to assimilate all the characteristics of each type, especially because they are students who do not manage a good English Level.

TABLE N° 4.1.2. 5. PURPOSE OF THE TEXT

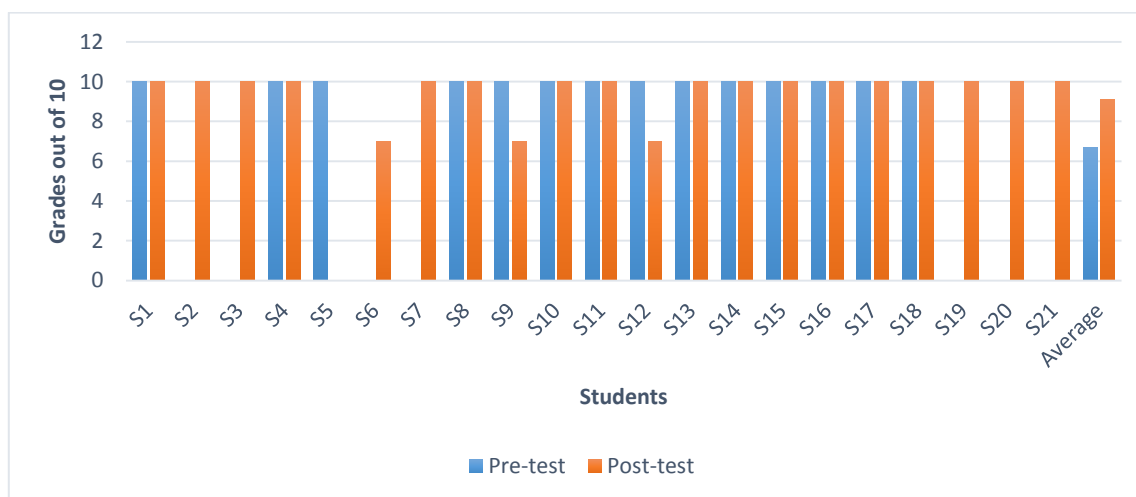
Student’s ability to identify Purpose of the Text measured on a scale from 0 to 10

	Students																					Average
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	
Pre-test	10	0	0	10	10	0	0	10	10	10	10	10	10	10	10	10	10	10	0	0	0	6,67
Post-test	10	10	10	10	0	7	10	10	7	10	10	7	10	10	10	10	10	10	10	10	10	9,10

Source: Pre-test and post-test applied to the students of the 7th “A” of the Medicine School.

Author: Isabel Escudero

FIGURE N° 4.1.2. 5. PURPOSE OF THE TEXT



Source: Table 4.1.2.5

Author: Isabel Escudero

A. Analysis

The table 4.1.2.5 shows the grades obtained by the students in the sample regarding to the category PURPOSE OF TEXT comparing the pre-test and post-test, 7 students improved their grades, 11 students remained with the same average of 10 and 3 students lowered their grades. The total average of students in this category improved from 6.67 in the pre-test to 9.10 in the post test that is 2.43 points of improvement.

B. Discussion

Students had to differentiate among three purposes of the text according to what they learned: inform, explain and convince or persuade. The pretest showed that most of students were able to identify the purpose of the text before the intervention because there were 11 students who got 10 in this category in the pre-tests. Yet, after the intervention this number increased to 18. Three students lowered their grades due to the fact they were not able to answer all the questions for this category correctly.

An aspect to make it clear is that one text can have different purposes that is why students could it find it find it easy to determine the type of text in the pretest. Or, for others, especially for those who lowered their grades, this may be a confusing situation.

TABLE N° 4.1.2. 6. STRUCTURE OF THE TEXT

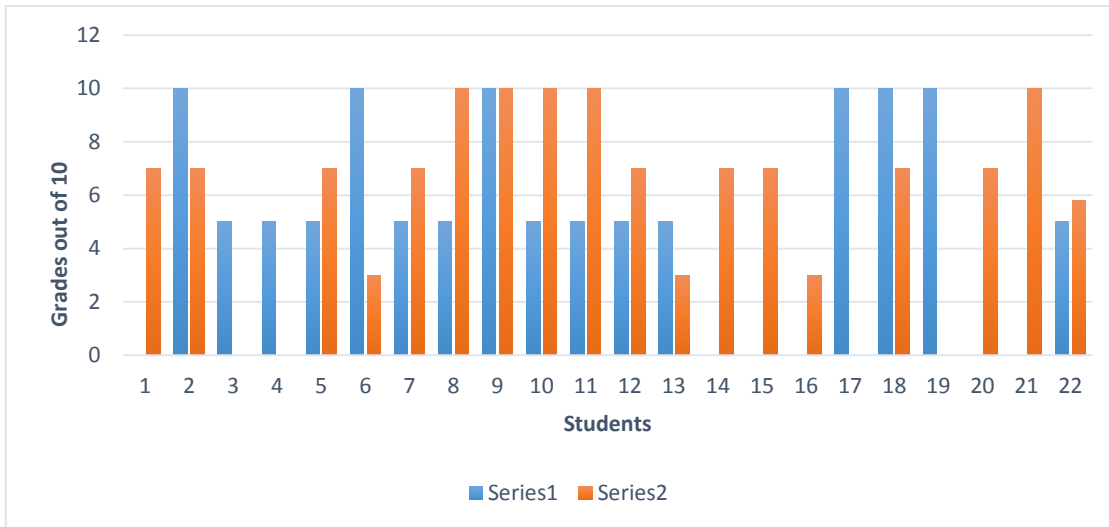
Student's ability to identify the Structure of the Text measured on a scale from 0 to 10.

	Students																					Average
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	
Pre-test	0	10	5	5	5	10	5	5	10	5	5	5	5	0	0	0	10	10	10	0	0	5,00
Post-test	7	7	0	0	7	3	7	10	10	10	10	7	3	7	7	3	0	7	0	7	10	5,81

Source: Pre-test and post-test applied to the students of the 7th "A" of the Medicine School.

Author: Isabel Escudero

FIGURE N° 4.1.2. 6. STRUCTURE OF THE TEXT



Source: Table 4.1.2.6
 Author: Isabel Escudero

A. Analysis

The table 4.1.2.6 shows the grades obtained by the students in the sample regarding to the category STRUCTURE OF TEXT comparing the pre-test and post-test, 14 students improved their grades, 1 student remained with the same average of 10 and 6 students lowered their grades. The total average of students in this category improved from 5.00 in the pre-test to 5.81 in the post test that is 0.81 points of improvement.

B. Discussion

During intervention students learned to differentiate the structure of the text: cause and effect, descriptive, problem solution, compare and contrast, sequence or chronological. On one hand, Students showed they improved their grades in a range that went from 3-5 points for the half of the students that improved in this category, 4 of them improved in 7 points and only one passed from 0 to 10. On the other hand, there were 8 students who lowered their grades in a range from 3-5 points. And one student kept the grade he obtained in the pretest.

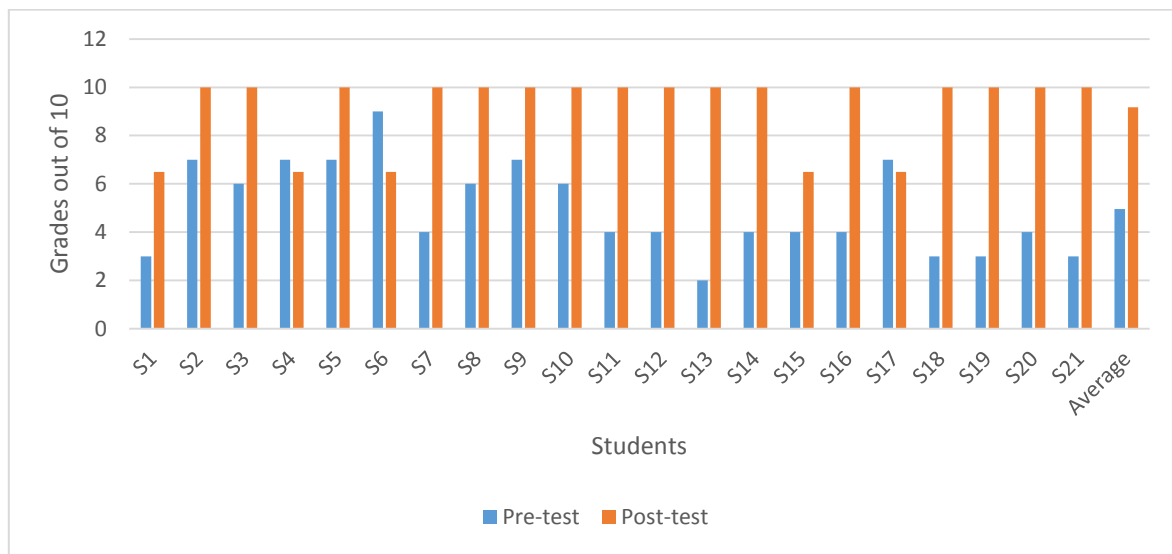
TABLE N° 4.1.2. 7. LEXICAL COMPREHENSION

Student's ability to identify the Structure of the Text measured on a scale from 0 to 10.

	Students																					Average
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	
Pre-test	3	7	6	7	7	9	4	6	7	6	4	4	2	4	4	4	7	3	3	4	3	4,95
Post-test	6,5	10	10	6,5	10	6,5	10	10	10	10	10	10	10	10	6,5	10	6,5	10	10	10	10	9,17

Source: Pre-test and post-test applied to the students of the 7th “A” of the Medicine School. Author: Isabel Escudero

FIGURE N° 4.1.2. 7. LEXICAL COMPREHENSION



Source: Table 4.1.2.7
 Author: Isabel Escudero

A. Analysis

The table 4.1.2.7 shows how students improved in this category. 19 students of the sample improved in this category. And two lowered their grades in an average of 2 points. The total average of students in this category improved from 4.95 in the pre-test to 9.17 in the post test that is 4.22 points of improvement.

B. Discussion

Inferring meaning of words from context is a skill students worked on during the intervention. The pre-test and post-test included questions of lexical comprehension to measure this ability. This table shows that most of students improved this category with the use of context clues. Two students lowered their grades in a 20% of average.

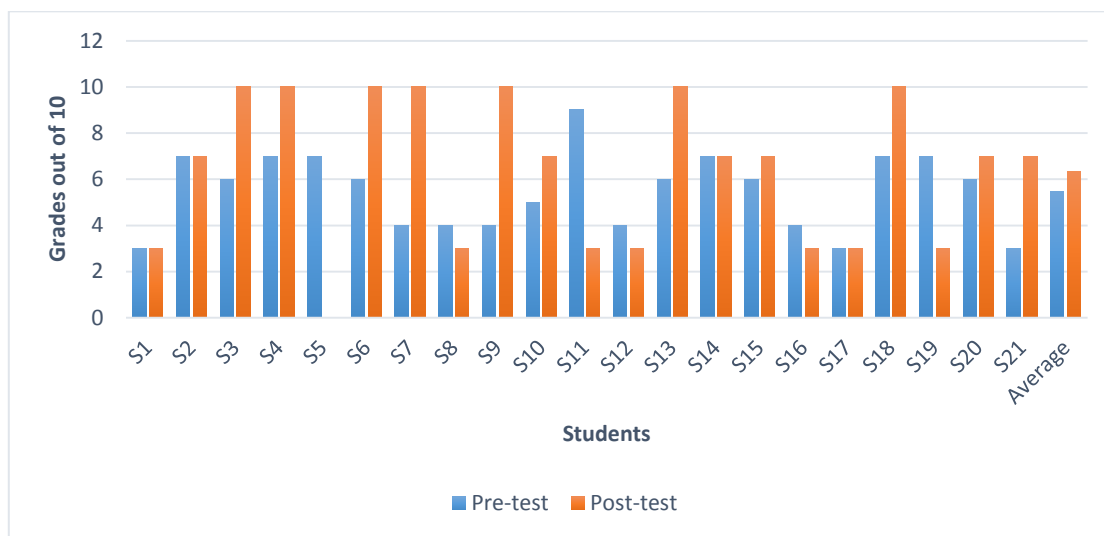
TABLE N° 4.1.2. 8. EVALUATION OF AUTHOR’S ATTITUDE

Student’s ability to identify the author’s attitude measured on a scale from 0 to 10.

	Students																					Average
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	
Pre-test	3	7	6	7	7	6	4	4	4	5	9	4	6	7	6	4	3	7	7	6	3	5,48
Post-test	3	7	10	10	0	10	10	3	10	7	3	3	10	7	7	3	3	10	3	7	7	6,33

Source: Pre-test and post-test applied to the students of the 7th “A” of the Medicine School.
 Author: Isabel Escudero

FIGURE N° 4.1.2. 8. EVALUATION OF AUTHOR'S ATTITUDE



Source: Table 4.1.2.8
 Author: Isabel Escudero

A. Analysis

The table 4.1.2.8 show that 11 students improved in this category. 6 lowered their grades and 4 remained with the same grade. The total average of students in this category improved from 5.48 in the pre-test to 6.33 in the post test that is a difference of 0.85.

B. Discussion

Author's attitude is the intent to discover which statements of the reading text are opinions and which ones are facts. And to see if this opinion causes possible vies. Students who improved in this category showed a range between 3 to 6 points of improvement being able to answer most of the questions in the tests correctly. Those who lowered their grades showed an average of 3.3 points of failure. This skill ask students the ability to judge among different criteria

TABLE N° 4.1.2. 9. DRAWING OF CONCLUSIONS

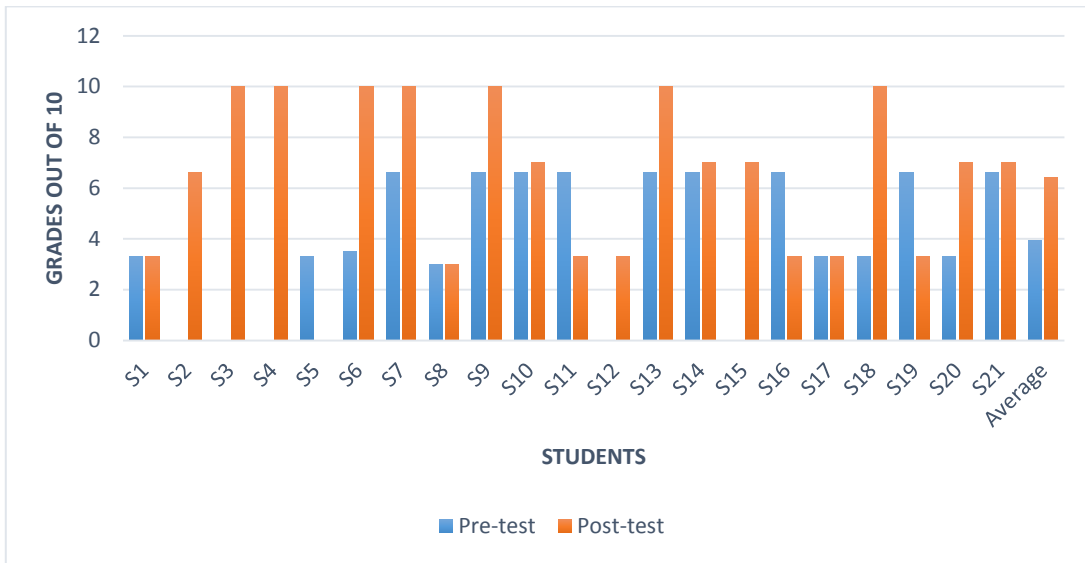
Student's ability to draw conclusions measured on a scale from 0 to 10.

	Students																					Average
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	
Pre-test	3,5	0	0	0	3,5	3,5	6,5	3	6,5	6,5	6,5	0	6,5	6,5	0	6,5	3,5	3,5	6,5	3,5	6,5	3,93
Post-test	3	7	10	10	0	10	10	3	10	7	3	3	10	7	7	3	3	10	3	7	7	6,33

Source: Pre-test and post-test applied to the students of the 7th "A" of the Medicine School.

Author: Isabel Escudero

FIGURE N° 4.1.2. 9. DRAWING OF CONCLUSIONS



Source: Table 4.1.2.9
 Author: Isabel Escudero

A. Analysis

The table 4.1.2.9 show that 14 students improved in this category. 3 lowered their grades in an average of 3.3 and 4 remained with the same grade 3.3. The total average of students in this category improved from 3.94 in the pre-test to 6.40 in the post test, that is a difference of 2.46

B. Discussion

Drawing conclusions is one of the skills the reader develops through the reading. Most of students improved their ability to do it by using the strategies to assess their aptitude regarding to coming to a conclusion. The students who remained with the same grade, which is a low grade, added to the ones who lowered their grades make the third part of the sample. Since this is a high order skill, seems to be difficult to develop it in only some sessions. However, comparing the pre and posttests questions, they failed when they had to fill in the answers in the blank chart.

ANALYSIS OF WRITING PRE-TEST AND POST-TEST

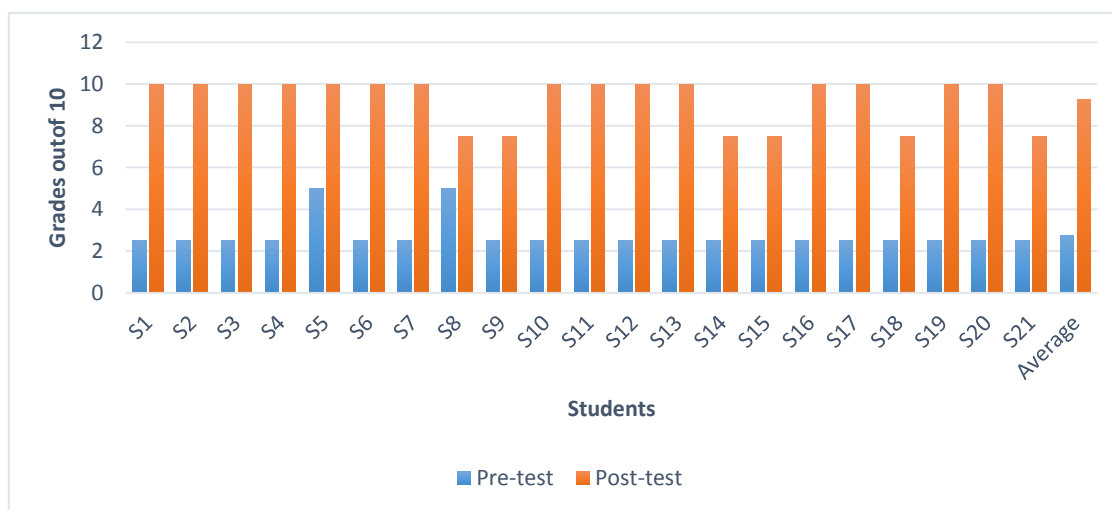
TABLE N° 4.1.3. 1. ESSAY STRUCTURE

Student's ability to structure an essay (introduction, paragraphs and conclusion) measured on a scale from 0 to 10.

	Students																					Average
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	
Pre-test	2,5	2,5	2,5	2,5	5	2,5	2,5	5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,74
Post-test	10	10	10	10	10	10	10	7,5	7,5	10	10	10	10	7,5	7,5	10	10	7,5	10	10	7,5	9,29

Source: Pre-test and post-test applied to the students of the 7th "A" of the Medicine School.
 Author: Isabel Escudero

FIGURE N° 4.1.3. 1. ESSAY STRUCTURE



Source: Table 4.1.3.1
 Author: Isabel Escudero

A. Analysis

The table 4.1.3.1. shows the different grades students got in the pre-test and post-test in the category STRUCTURE the subcategory is WHOLE ESSAY. 21students improved their

ability to create the essay structure. The average of the students' improvement in this category is 6.57 points.

B. Discussion

“Essay Structure” is the first subcategory to be analyzed in the essay. It is noticed that only two students had previous knowledge on how to structure an essay. The rest of them wrote about the topic but with no structure. At the end of the intervention, as it is seen on the post-test, all of them wrote the essay with the basic structure.

TABLE N° 4.1.3. 2. STRUCTURE OF THE INTRODUCTION

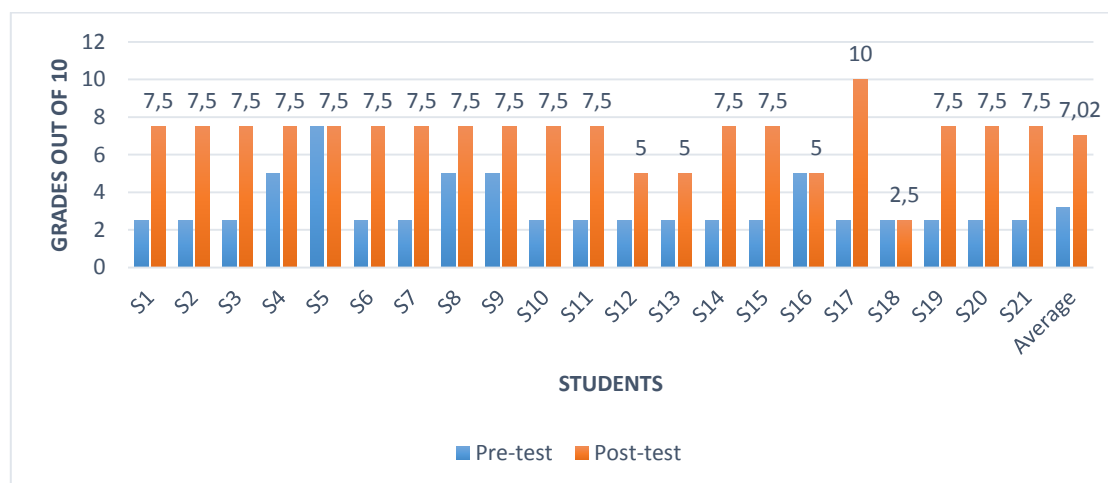
Student's ability to structure the introduction of an essay measured on a scale from 0 to 10.

	Students																					Average
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	
Pre-test	2,5	2,5	2,5	5	7,5	2,5	2,5	5	5	2,5	2,5	2,5	2,5	2,5	2,5	5	2,5	2,5	2,5	2,5	2,5	3,21
Post-test	7,5	7,5	7,5	7,5	7,5	7,5	7,5	7,5	7,5	7,5	7,5	5	5	7,5	7,5	5	10	2,5	7,5	7,5	7,5	7,02

Source: Pre-test and post-test applied to the students of the 7th “A” of the Medicine School.

Author: Isabel Escudero

FIGURE N° 4.1.3. 2. STRUCTURE OF THE INTRODUCTION



Source: Table 4.1.3.1

Author: Isabel Escudero

A. Analysis

The table 4.1.3.1. shows the students' grades in the pre-test and post-test in the category STRUCTURE the subcategory ESSAY INTRODUCTION. 19 students improved their ability to structure an essay introduction. 3 of them remained with the same grades. The average of the students' improvement in this category is 3,8 points.

B. Discussion

This category took into account the topic background, thesis statement and outline. Not all of students wrote it perfectly, some of them missed the background, some others lacked the outline, a very few lacked the thesis statement and only one wrote a perfect introduction, however all of them had a notorious improvement. Two students remained with the same grade, one was because her pre-test was as good as her posttest and the other because of her poor language skills.

TABLE N° 4.1.3. 3. STRUCTURE OF THE PARAGRAPHS

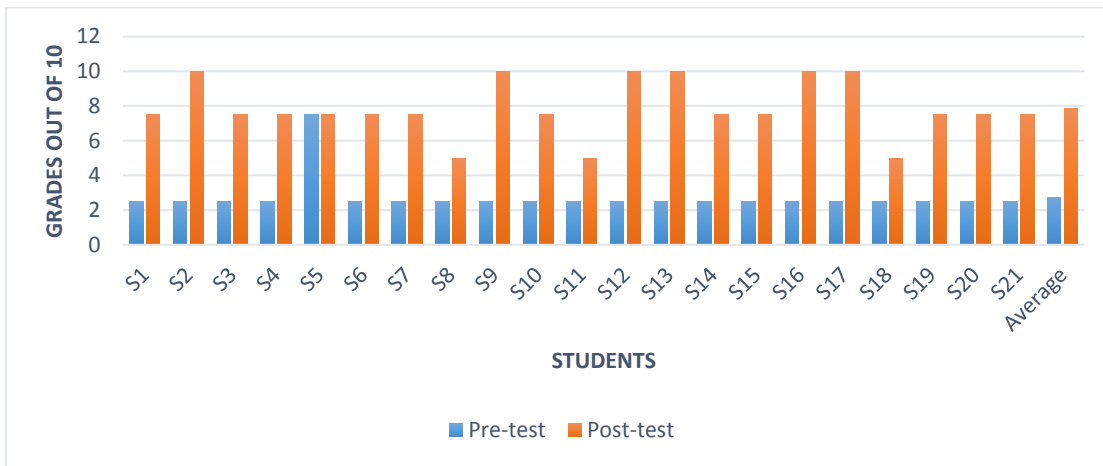
Student's ability to structure a paragraph of an essay measured on a scale from 0 to 10.

	Students																					Average
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	
Pre-test	2,5	2,5	2,5	2,5	7,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,74
Post-test	7,5	10	7,5	7,5	7,5	7,5	7,5	5	10	7,5	5	10	10	7,5	7,5	10	10	5	7,5	7,5	7,5	7,86

Source: Pre-test and post-test applied to the students of the 7th "A" of the Medicine School.

Author: Isabel Escudero

FIGURE N° 4.1.3. 3. STRUCTURE OF THE PARAGRAPHS



Source: Table 4.1.3.3
 Author: Isabel Escudero

A. Analysis

The table 4.1.3.3. shows the students’ grades in the pre-test and post-test in the category STRUCTURE the subcategory is PARAGRAPH STRUCTURE. 20 students improved their ability to structure a paragraph. 1 of them remained with the same grade. The average of the students’ improvement in this category is 5.2 points.

B. Discussion

This category took into account the ability to write the topic sentence, the supporting sentences and concluding sentence in a paragraph. The pretest suggested that only one student had previous knowledge on how to structure a paragraph. The others wrote a paragraph taking into account the topic but they did not clearly show any structure which evidently suggest a betterment of the students in this category.

TABLE N° 4.1.3. 4. STRUCTURE OF THE CONCLUSION

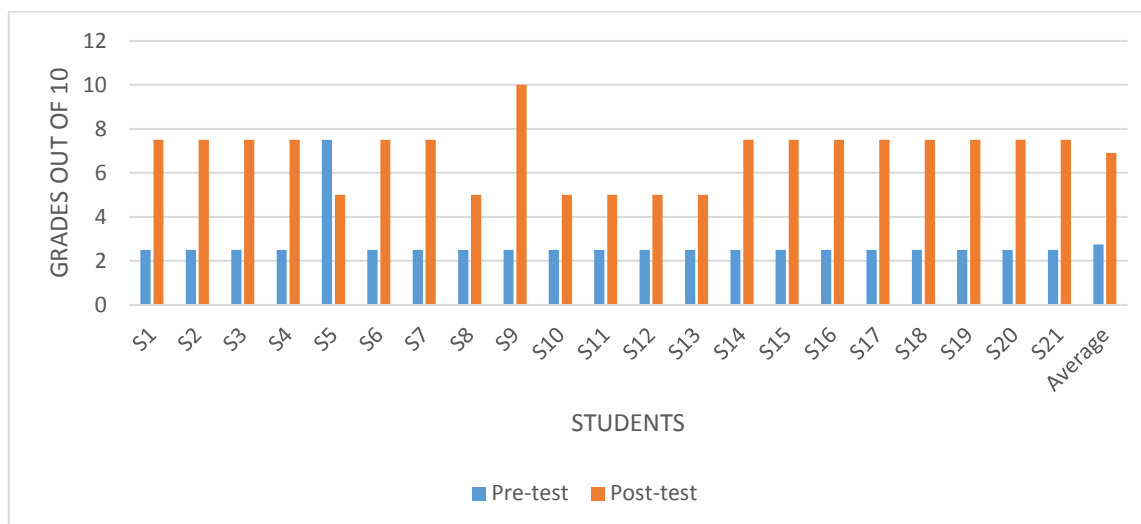
Student’s ability to structure a conclusion of an essay measured on a scale from 0 to 10.

	Students																					Average
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	
Pre-test	2,5	2,5	2,5	2,5	7,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,7
Post-test	7,5	7,5	7,5	7,5	5	7,5	7,5	5	10	5	5	5	5	7,5	7,5	7,5	7,5	7,5	7,5	7,5	7,5	6,9

Source: Pre-test and post-test applied to the students of the 7th “A” of the Medicine School.

Author: Isabel Escudero

FIGURE N° 4.1.3. 4. STRUCTURE OF THE CONCLUSION



Source: Table 4.1.3.4

Author: Isabel Escudero

A. Analysis

The table 4.1.3.4. shows the students’ grades in the pre-test and post-test in the category STRUCTURE the subcategory is STRUCTURE OF A CONCLUSION. 20 students improved their ability to structure a conclusion and 1 of them lowered her grade. The average of the students’ improvement in this category is 4.2 points.

B. Discussion

This category took into account the ability to write a conclusion in relation to the research question summarizing the arguments and stating a strong connection with the reader. Even though the level of improvement was not as high as the other subcategories of the essay structure, there were a solid advancement done by students. One of the student lowered her grade and it was due to the self-confidence students tent to have when they start the course with an acceptable level of knowledge on the theme. She missed some of the classes and some of the assignments related to conclusion writing.

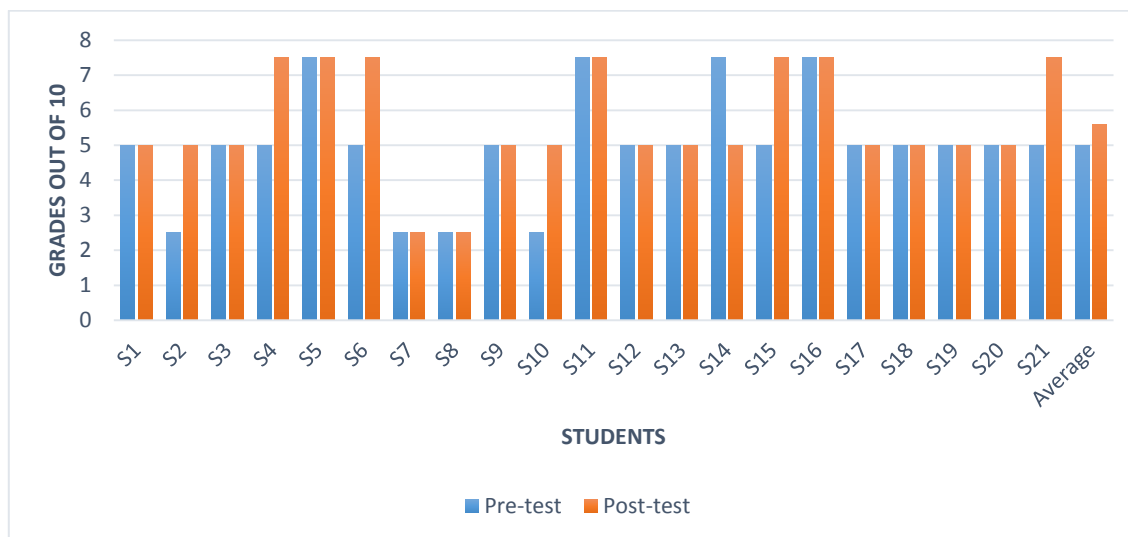
TABLE N° 4.1.3. 5. COHERENCE

Student's ability to write an essay coherently measured on a scale from 0 to 10.

	Students																					Average
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	
Pre-test	5	2,5	5	5	7,5	5	2,5	2,5	5	2,5	7,5	5	5	7,5	5	7,5	5	5	5	5	5	5,0
Post-test	5	5	5	7,5	7,5	7,5	2,5	2,5	5	5	7,5	5	5	5	7,5	7,5	5	5	5	5	7,5	5,6

Source: Pre-test and post-test applied to the students of the 7th "A" of the Medicine School.
 Author: Isabel Escudero

FIGURE N° 4.1.3. 5. COHERENCE



Source: Table 4.1.3.5
 Author: Isabel Escudero

A. Analysis

The table 4.1.3.5. shows the students' grades in the pre-test and post-test in the category LANGUAGE USE the subcategory is COHERENCE. 6 students improved their ability to write coherently, 12 remained with the same grade and 1 of them lowered his grade. The average of the students' improvement in this category is 0.6 points.

B. Discussion

This category was one of the hardest ones to work on. When doing self-assessment and peer assessment, they said they neither feel able to correct their own mistakes nor their peers'. They do not know the correct grammar in order to provide feedback to others. Students also mentioned they are not sure if what they know is correct or not. Students showed confidence in using simple tenses but failed on using the more complex tenses. Even though they had teacher's feedback, this feedback was metalinguistic, i.e. students had to realize what the mistake is, and since they do not have the knowledge to correct their mistakes, they could not do much. Some of the most frequent errors, were language interference related to the order of adjectives, lack of subjects and objects and false friends. Students who did have an improvement was due to their interest in searching help and conferencing with the teacher. During these conferences, all their doubts related to coherence were dealt with.

TABLE N° 4.1.3. 6. USE OF COHESIVE DEVICES

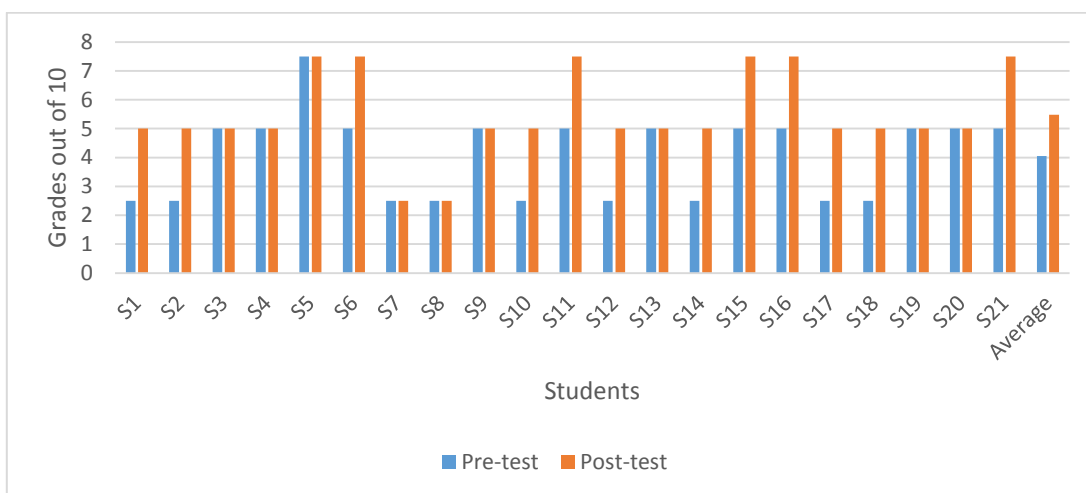
Student's ability to use cohesive devices when writing an essay measured on a scale from 0 to 10.

	Students																					Average
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	
Pre-test	2,5	2,5	5	5	7,5	5	2,5	2,5	5	2,5	5	2,5	5	2,5	5	5	2,5	2,5	5	5	5	4,0
Post-test	5	5	5	5	7,5	7,5	2,5	2,5	5	5	7,5	5	5	5	7,5	7,5	5	5	5	5	7,5	5,5

Source: Pre-test and post-test applied to the students of the 7th "A" of the Medicine School.

Author: Isabel Escudero

FIGURE N° 4.1.3. 6. USE OF COHESIVE DEVICES



Source: Table 4.1.3.6.

Author: Isabel Escudero

A. Analysis

The table 4.1.3.6 shows the students' grades in the pre-test and post-test in the category LANGUAGE USE the subcategory is COHESION. 12 students improved their ability to use cohesive devices and 12 students remained with the same grade they had in the pretest. The average of the students' improvement in this category is 1.5 points.

B. Discussion

This category dealt with cohesive devices such as prepositions, transition words, punctuation and others. Students had to show the abilities to connect ideas and words. Most of the students improved their abilities to do so. Some students did not use cohesive devices at all in the pretest and in the posttest they used at least some and most of them were used correctly. Other students did use some devices in the pretest, however these devices were more correctly used than in the pre-test. The most common mistakes in this subcategory was the usage of "and" and "but". Punctuation and capitalization are aspects students need more training.

TABLE N° 4.1.3. 7. USE OF VOCABULARY

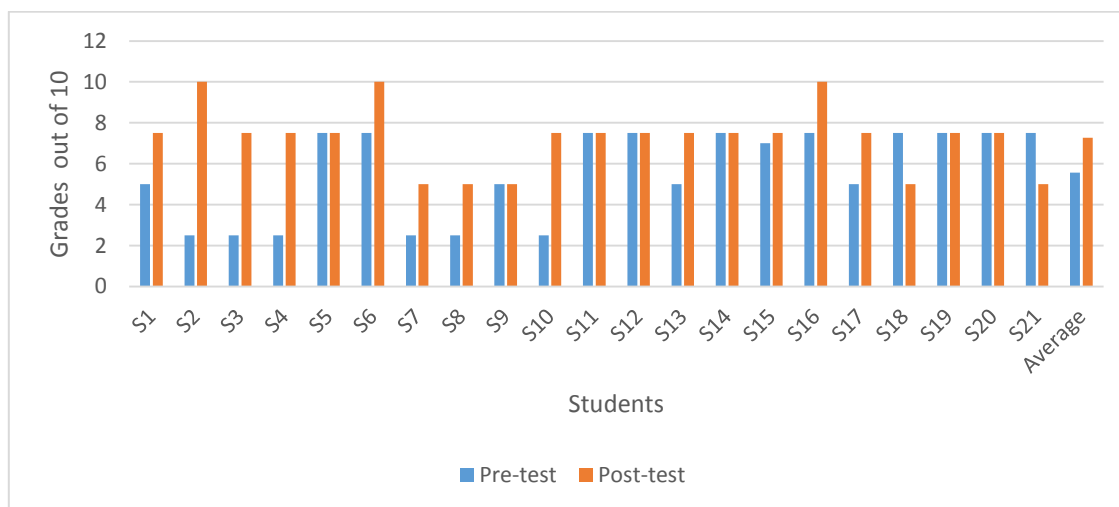
Student’s ability to use vocabulary measured on a scale from 0 to 10.

	Students																					Average
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	
Pre-test	5	2,5	2,5	2,5	7,5	7,5	2,5	2,5	5	2,5	7,5	7,5	5	7,5	7	7,5	5	7,5	7,5	7,5	7,5	5,6
Post-test	7,5	10	7,5	7,5	7,5	10	5	5	5	7,5	7,5	7,5	7,5	7,5	7,5	10	7,5	5	7,5	7,5	5	7,3

Source: Pre-test and post-test applied to the students of the 7th “A” of the Medicine School.

Author: Isabel Escudero

FIGURE N° 4.1.3. 7. USE OF VOCABULARY



Source: Table 4.1.3.7

Author: Isabel Escudero

A. Analysis

The table 4.1.3.7. shows the students’ grades in the pre-test and post-test in the category LANGUAGE USE the subcategory is VOCABULARY. 13 students improved their ability to use correct vocabulary and number of words, 6 students remained with the same grade

and 2 of them lowered their grades. The average of the students' improvement in this category is 1.7 points.

B. Discussion

The sub category VOCABULARY was measured with two aspects: the number of words compared with the length of time they had in the pretest and posttest and the quality of words they used.

In relation to the first aspect, students who improved were able to write more words in less time, that is, during the pretest and posttest students were asked to write a 300-word essay and the time was 90 minutes, nevertheless no one wrote more than 200 words in the pretest. Contrasting the posttest, students were able to write the 300 words and no one of them took longer than an hour. It is necessary to notice that one factor influencing this improvement was the fact that students, in the posttest, write structurally and they have clear arguments to write about. Students whose essays included the introduction and conclusion paragraphs increased the length of their essay easily.

The second aspect taken into account in this subcategory was the quality of words. Since this is an academic essay, students were expected to use specialized words of the medical field and also interesting and well-chosen words. Students who improved in this category showed to use more specialized words in the posttest than in the pretest, their words were also not very common and made the essay interesting to read.

There were students who stayed with the same grade and it was due to the fact that they were good before the intervention and some of them did not show commitment to the application of the feedback received.

There were students who lowered their grades and that was due to the other exam they were taken an hour after the Posttest application. They had to leave the class earlier than the whole group, they also feel nervous and stressed about taking two important test at the same time.

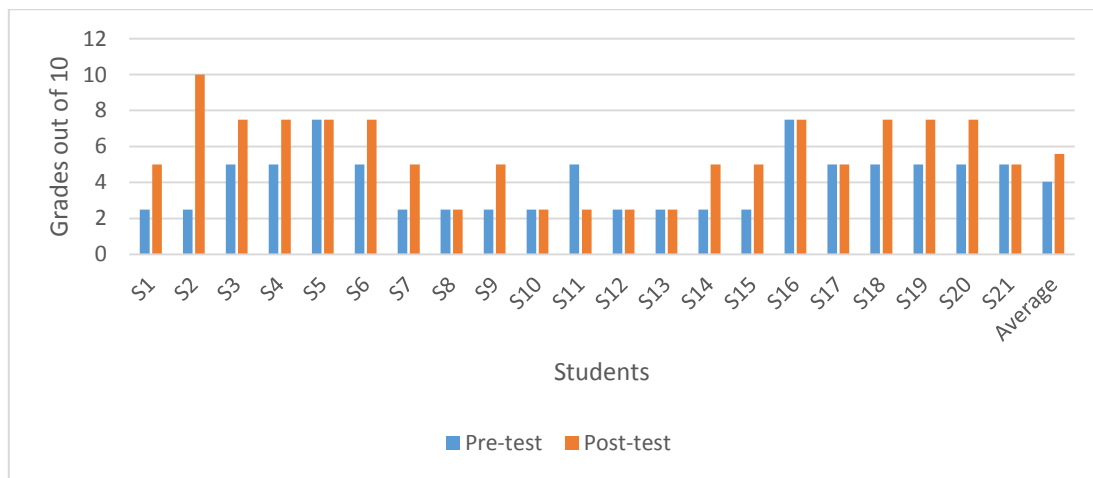
TABLE N° 4.1.3. 8. ESSAY THESIS STATEMENT

Student’s ability to formulate a thesis statement measured on a scale from 0 to 10.

	Students																					Average
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	
Pre-test	2,5	2,5	5	5	7,5	5	2,5	2,5	2,5	2,5	5	2,5	2,5	2,5	2,5	7,5	5	5	5	5	5	4,0
Post-test	5	10	7,5	7,5	7,5	7,5	5	2,5	5	2,5	2,5	2,5	2,5	5	5	7,5	5	7,5	7,5	7,5	5	5,6

Source: Pre-test and post-test applied to the students of the 7th “A” of the Medicine School.
 Author: Isabel Escudero

FIGURE N° 4.1.3. 8. ESSAY THESIS STATEMENT



Source: Table 4.1.3. 8
 Author: Isabel Escudero

A. Analysis

The table 4.1.3.8. shows the students’ pretest and post-test grades in the category CRITICAL THINKING the subcategory is THESIS STATEMENT. 13 students improved

their grades, 7 students remained with the same grades and 1 student lowered his grade. The total improvement in this subcategory is 1.6.

B. Discussion

This category consisted on formulating a thesis statement which shows the author’s attitude and arguments related to the topic. The post-test showed that only a few of them wrote an effective thesis statement on their essays, but at the end most of them wrote a thesis statement according to the parameters they were taught. Some of the students did not showed any improvement, their thesis statements, in the posttest, did not show the required elements. Most of the students in this group misses the classes where this topic was explained and since they had no guidance the results reflect their lack of knowledge.

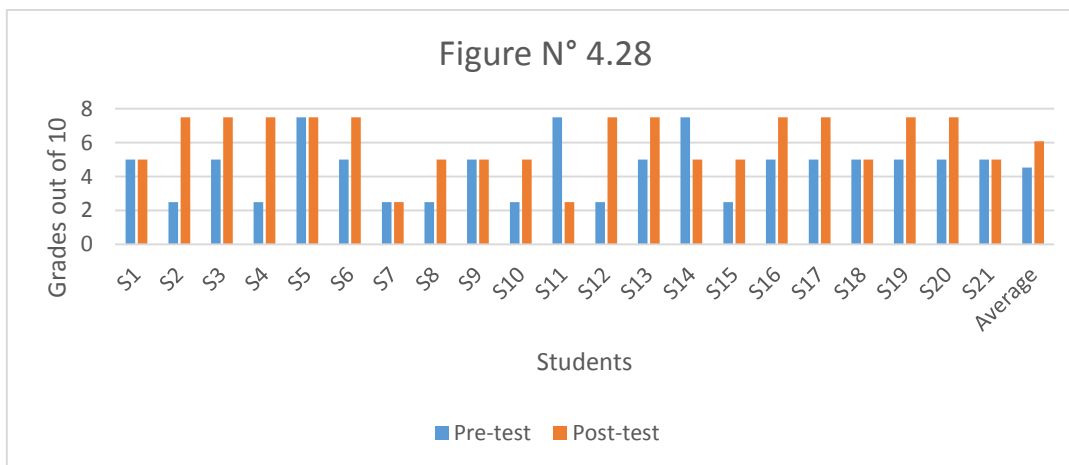
TABLE N° 4.1.3. 9. ARGUMENTS

Student’s ability to pose arguments measured on a scale from 0 to 10.

	Students																					Average
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	
Pre-test	5	2,5	5	2,5	7,5	5	2,5	2,5	5	2,5	7,5	2,5	5	7,5	2,5	5	5	5	5	5	5	4,5
Post-test	5	7,5	7,5	7,5	7,5	7,5	2,5	5	5	5	2,5	7,5	7,5	5	5	7,5	7,5	5	7,5	7,5	5	6,1

Source: Pre-test and post-test applied to the students of the 7th “A” of the Medicine School.
 Author: Isabel Escudero

FIGURE N° 4.1.3. 9. ARGUMENTS



Source: Table 4.1.3.9
 Author: Isabel Escudero

A. Analysis:

The table 4.1.3.9 shows the students' pretest and post-test grades in their ability to pose arguments and support them. The category is CRITICAL THINKING the subcategory is ARGUMENTS. 13 students improved their grades, 7 students remained with the same grades and 1 student lowered his grade. The total improvement in this category is 1.6.

B. Discussion:

This category consisted on formulating a thesis statement which shows the author's attitude and arguments related to the topic. The post-test showed that only a few of them wrote an effective thesis statement on their essays, but at the end most of them wrote a thesis statement according to the parameters they were taught. Some of the students did not showed any improvement, their thesis statements, in the posttest, did not show the required elements. Most of the students in this group misses the classes where this topic was explained and since they had no guidance the results reflect their lack of knowledge.

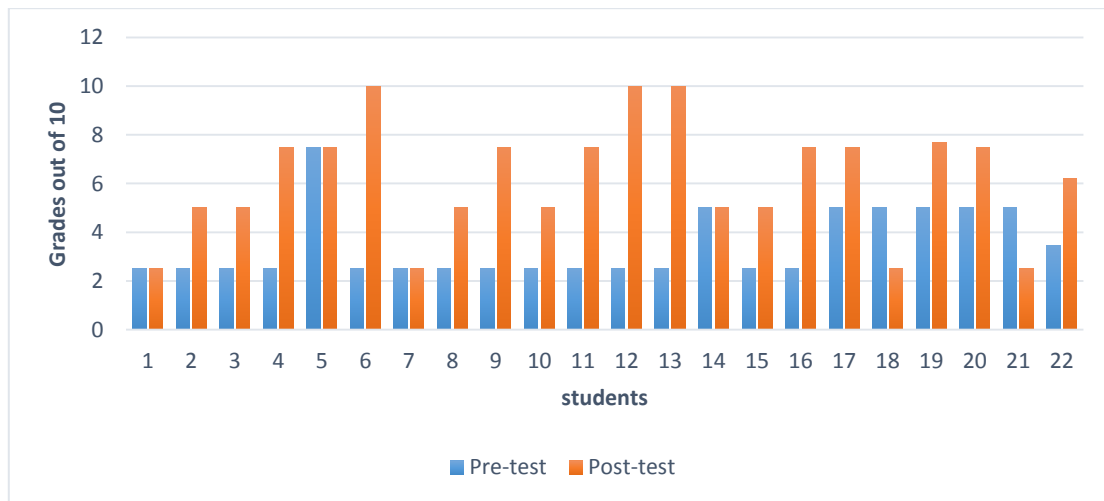
TABLE N° 4.1.3. 10. EVIDENCES

Student's ability to set up evidences to their arguments measured on a scale from 0 to 10.

	Students																					Average
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	S15	S16	S17	S18	S19	S20	S21	
Pre-test	2,5	2,5	2,5	2,5	7,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	2,5	5	2,5	2,5	5	5	5	5	5	3,5
Post-test	2,5	5	5	7,5	7,5	10	2,5	5	7,5	5	7,5	10	10	5	5	7,5	7,5	2,5	7,7	7,5	2,5	6,2

Source: Pre-test and post-test applied to the students of the 7th “A” of the Medicine School.
 Author: Isabel Escudero

FIGURE N° 4.1.3. 10. EVIDENCES



Source: Table 4.29
 Author: Isabel Escudero

A. Analysis

The table 4.29 shows the students’ pretest and post-test grades in their ability to set up evidences to their arguments. The category is CRITICAL THINKING the subcategory is EVIDENCES. 15 students improved their grades, 4 students remained with the same grades and 2 student lowered their grade. The total improvement is 2.7.

B. Discussion:

This category consisted on setting up evidences to support their arguments. These evidences should be scientific evidences which gives the arguments more validity. The pretest shows that only a few students knew how what kind of evidences they can use to support their arguments and what format to use. During the intervention they learned what and how to cite in order to use it as a reference. Students who kept the same grades in the pretest and posttest have a limited language level and it is difficult for them to find the correct evidence and use the correct format to cite. Students who lowered their grades was because the pretest they used an example as evidence which was not bad but the posttest needed more scientific proves.

4.1.3. Analysis of the satisfaction survey

At the end of the intervention, a survey to verify the achievement of the objectives and the student's level of satisfaction during the intervention was carried out. This survey consisted on 7 questions based on frequency and 1 open question. It also asked students to give a brief explanation of their answer.

TABLE N° 4.1.4. 1. COMFORT DURING ASSESSMENT

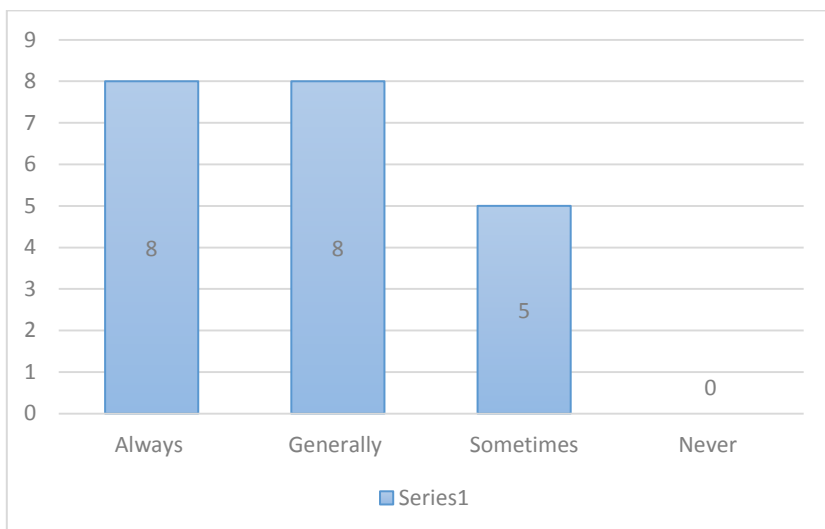
Question 1: Did you feel comfortable being assessed after every topic dealt in class?

Category	Frequency	Percentage
Always	8	19%
Frequently	8	19%
Occasionally	5	12%
Never	0	0%
Total	21	

Source: Survey applied to the students of the 7th "A" of the Medicine School.

Author: Isabel Escuder

FIGURE N° 4.1.4. 1. COMFORT DURING ASSESSMENT



Source: Table 4.1.4.1
Author: Isabel Escudero

A. Analysis

The table N° 4.1.4.1 shows student’s answers in relation to the feeling of comfort during the assessment practices at the end of every topic. 38% of students said they always felt comfortable, other 38 % said they generally felt comfortable, and 24% said they only sometimes felt comfortable. No one said they never felt comfortable.

B. Discussion

The Figure 4.1.4.1. shows that most of the students under intervention felt comfortable during the assessment practice. When asked why not all of them felt in the same way, the answer was because they still relate assessment with grades and they still feel nervous and scare about not getting the necessary average of grades to pass the semester. When students were asked why they felt comfortable, they said because they knew they were learning from their errors. Also they mentioned they felt more comfortable when assessed by their peers. However there were some answers saying they trust the teacher advise more than their classmates’.

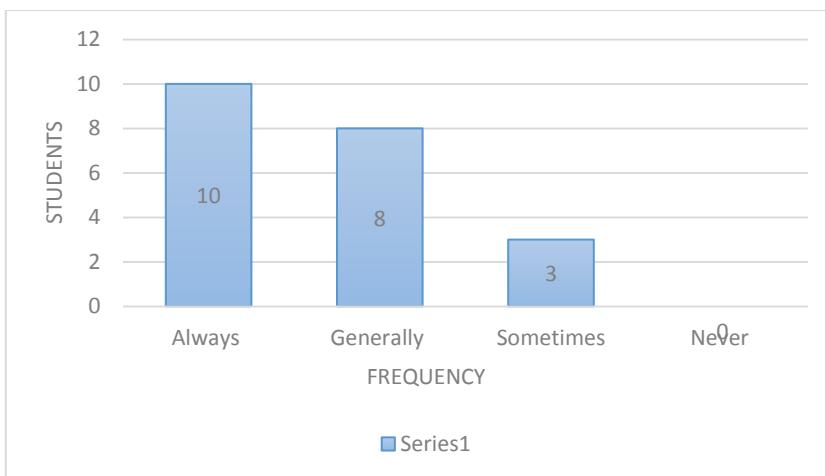
TABLE N° 4.1.4. 2. ASSESSMENT AND OBJECTIVES ACHIEVEMENT

Question 2: Do you think the assessment process of the course helped you achieve the objectives?

Category	Frequency	Percentage
Always	10	48%
Frequently	8	38%
Occasionally	3	3%
Never	0	0%
Total	21	100%

Source: Survey applied to the students of the 7th “A” of the Medicine School after the intervention.
Author: Isabel Escudero

FIGURE N° 4.1.4. 2. ASSESSMENT AND OBJECTIVE ACHIEVEMENT



Source: Table 4.1.4.2
Author: Isabel Escudero

A. Analysis

The table N° 4.1.4.2 shows student’s answers in relation to their feeling about assessment helping them achieve the objectives. 48% of students think they achieved the objectives thank to the assessment process of the course which always helped them. 38% said it generally helped them and 14% said it sometimes helped them archive the objectives of the course.

B. Discussion

Most of students think the assessment project used in the course helped them achieve the objectives. They also mentioned they felt more confident at the end of the classes in relation to the learning they had during the class. Some other students mentioned it generally helped them achieve the objectives because they needed to do extra activities to reinforce what they learned in class and only then they felt confident enough about learning. The last group, mentioned the process helped them only sometimes because not all the feedback received especially from peers was useful, they had always to go back to the teacher or to the guidebook in order to better understand the content of the class.

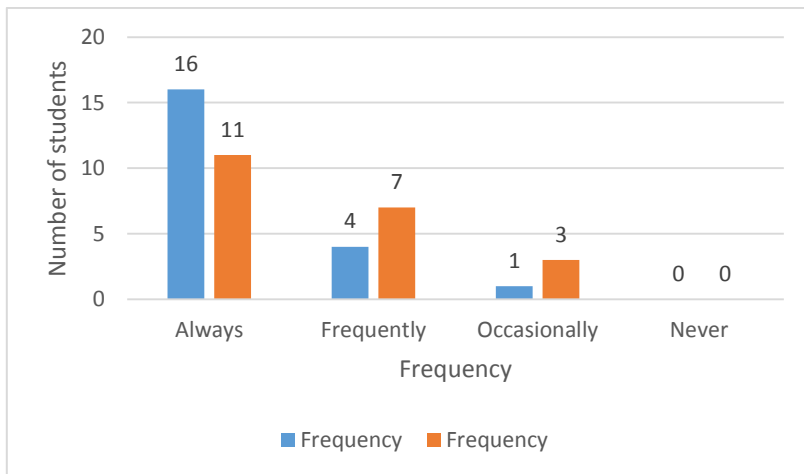
TABLE N° 4.1.4. 3. TYPE OF FEEDBACK

Question 3: What type of feedback most contributed to the achievement of your objectives?

Category	Frequency	
	Metacognitive feedback	Criterion-referenced feedback
Always	16	11
Frequently	4	7
Occasionally	1	3
Never	0	0
Total	21	21

Source: Survey applied to the students of the 7th “A” of the Medicine School after the intervention.
Author : Isabel Escudero

FIGURE N° 4.1.4. 3. TYPES OF FEEDBACK CONTRIBUTION



Source: Table 4.1.4.3.
 Author: Isabel Escudero

A. Analysis

Figure 4.1.4.3 shows which one of the two types of feedback most contributed to students' objective achievement. 16 students answered metacognitive feedback always contributed to the learning process. 4 of them answered it frequently contributed and only one said that it contributed only sometimes. The other kind of feedback was criterion referenced. 11 students answered it always contributed to attain their objectives, 7 answered it generally contributed and only 1 students sad it contributed only sometimes. The type of feedback most contributed was metacognitive feedback.

B. Discussion

It is seen that both types of feedback did contribute to their learning process. Metacognitive feedback accounted for the highest number of students to whom this type of feedback always contributed.

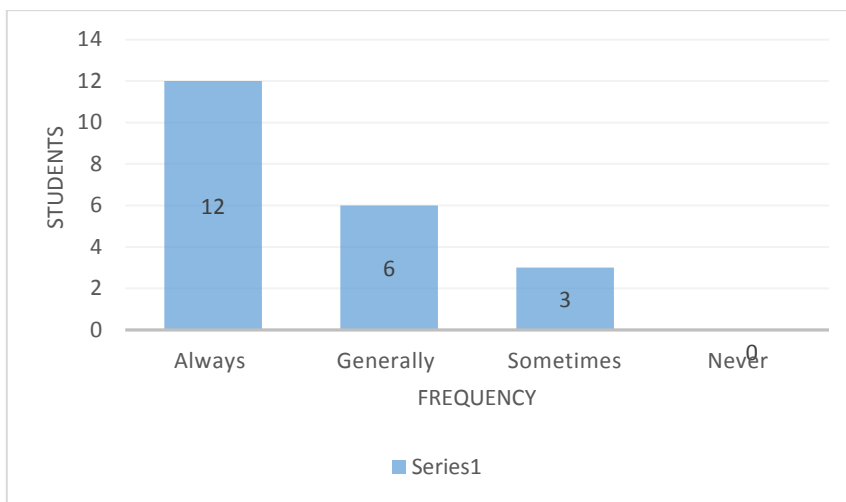
TABLE N° 4.1.4. 4. EFFECTIVENESS OF FEEDBACK

Question 4: The feedback you have received during the course has been effective (timely, specific, and clear) and has allowed you to correct your mistakes and errors.

Category	Frequency	Percentage
Always	12	57%
Frequently	6	29%
Occasionally	3	14%
Never	0	0%
Total	21	100%

Source: Survey applied to the students of the 7th “A” of the Medicine School.
 Author: Isabel Escudero

FIGURE N° 4.1.4. 4. EFFECTIVENESS OF FEEDBACK



Source: Table 4.1.4.4.
 Author: Isabel Escudero

A. Analysis

The table N° 4.1.4.4 shows student’s answers in relation to the feedback students received during the intervention. 57% agreed the feedback received was always effective to correct their mistakes. 29% said it was generally effective to correct their mistakes. 14% answered that feedback was sometimes effective and no one said it was never effective.

B. Discussion

The assessment process includes feedback, this should be timely, specific and clear in order to be effective: Most of students answered it certainly was always timely because feedback was delivered right after the task was carried out. They also mentioned that since the assessment process was after every topic, this was also focused only on the item they learned during the class. And finally it was clear because peers and the teacher helped them understand and correct what they did wrongly. On the other hand. There were some students who answered that only sometimes feedback was effective. When asked why, they mentioned some of the constraints they had during the classes with classmates who do not have a good level of English and who are not able to provide effective feedback.

TABLE N° 4.1.4. 5. SOURCES OF ASSESSMENT

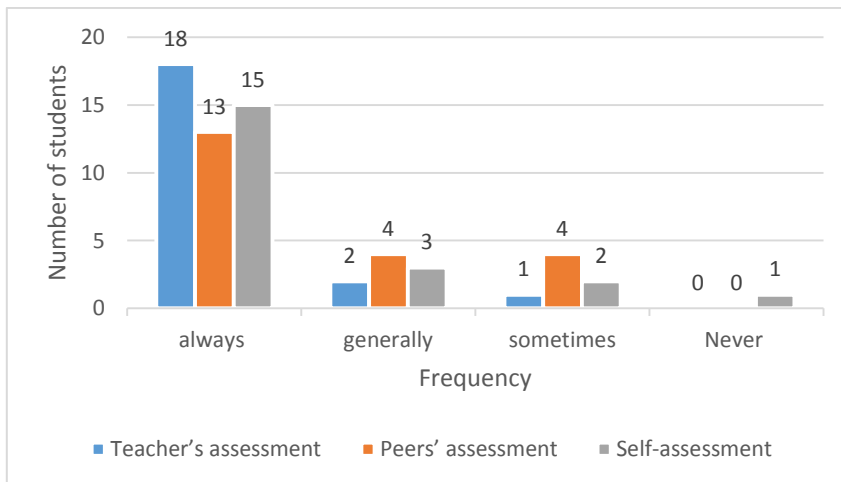
Question 5: The assessment during the course came from different sources, can you rate, according to your criteria, in what percentage were each one of them effective?

Category	Always	Generally	Sometimes	Never	Total
Teacher's assessment	18	2	1	0	21
Peers' assessment	13	4	4	0	21
Self-assessment	15	3	2	1	21

Source: Survey applied to the students of the 7th "A" of the Medicine School.

Author: Isabel Escudero

FIGURE N° 4.1.4. 5. SOURCES OF ASSESSMENT



Source: Table 4.1.4.5.
 Author: Isabel Escudero

A. Analysis

Figure 4.1.4.5. shows the effectiveness of different sources of assessment. 18 students said teacher’s assessment was always effective, 2 said it was generally effective and 1 said it was sometime effective. The category “peer-assessment” accounts for 13 students who answered it was always effective, 4 who answered it was generally effective and other four who answered it was sometimes effective. The last category “self-assessment” accounted for 13 for the highest number of students who think the three sources of assessment were was 15 students who thought it was always effective, 3 students who thought it was generally effective, 2 students who though it was sometimes effective and 1 students who though it was never effective.

B. Discussion

As it is seen, most of students think that feedback provided from every source was always effective, however Teachers’ assessment accounted for the highest number. When they were asked “why?” they answered “because professors are experts and they have the knowledge to correctly feedback on errors”. Peer assessment and self-assessment also accounted for the major number of students on the “always” category however it was in a lower degree than teacher’s assessment. When asking students why they did not consider

peer-assessment and self-assessment as valuable as teacher’s assessment, they said “feedback from those two sources were valuable but they sometimes commit some errors due to the lack of knowledge”

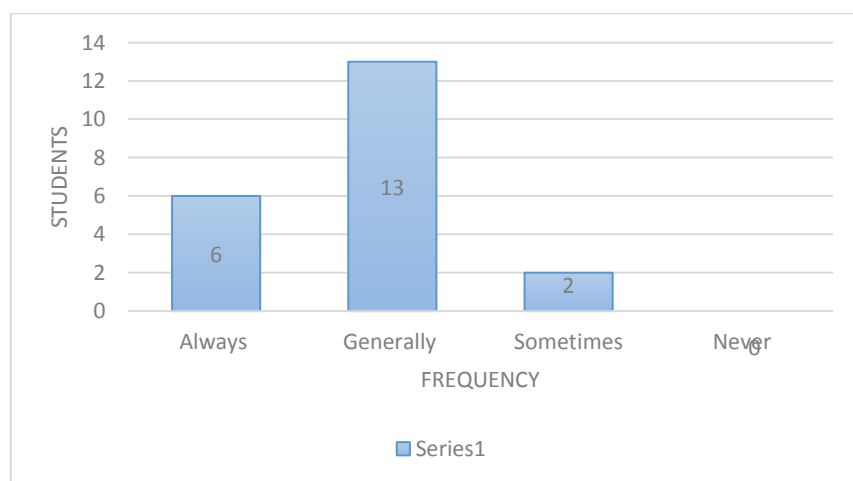
TABLE N° 4.1.4. 6. ABILITY TO ANALYZE AN ACADEMIC TEXT

Question 6: Do you think they are able to analyze an academic text?

Category	Frequency	Percentage
Always	6	57%
Frequently	13	29%
Occasionally	2	14%
Never	0	0%
Total	21	100%

Source: Survey applied to the students of the 7th “A” of the Medicine School.
 Author: Isabel Escudero

FIGURE N° 4.1.4. 6. ABILITY TO ANALYZE AN ACADEMIC TEXT



Source: Table 4.1.4.6.
 Author: Isabel Escudero

A. Analysis

The Figure 4.1.4.6 shows the student's feeling regarding to their ability to analyze an academic text. 19% said they feel they will always be able to analyze an academic text. 62% said answered they will generally be able to do it and 9% said they only sometimes will be able to analyze an academic text. Nevertheless, no one said they were not able to analyze an academic text.

B. Discussion

When students were asked for their ability to analyze and academic text before the intervention, only a few of them said they had some knowledge regarding to this kind of analysis. Contrary, at the end of the intervention, the majority of them said they are able to do it. There are a few of them who do not feel confident about their skills and their reasons were the lack of knowledge of English and their little commitment to reading academically.

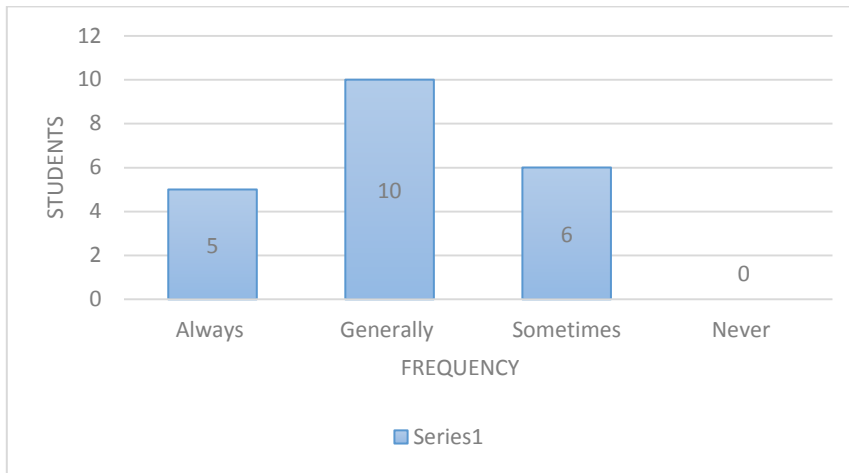
TABLE N° 4.1.4. 7. ABILITY TO WRITE AN ACADEMIC ESSAY

Question 7: Do you think they are able to write an academic essay?

Category	Frequency	Percentage
Always	6	57%
Frequently	13	29%
Occasionally	2	14%
Never	0	0%
Total	21	100%

Source: Survey applied to the students of the 7th "A" of the Medicine School.
Author: Isabel Escudero

FIGURE N° 4.1.4. 7. ABILITY TO WRITE AN ACADEMIC ESSAY



Source: Table 4.1.4.7.
Author: Isabel Escudero

A. Analysis

The figure 4.1.4.7. shows the percentages and number of students who feel confident about writing academic essays. 24% answered they feel they will always be able to write an academic essay. 48% answered they will generally be able to do it too, 28% said they will sometimes be able to write this type of paper and no one said they will never be able to do it.

B. Discussion

Most of students felt confident to write this type of academic papers weather in a 100% or less. It is remarkable that no one said it is not able to do it. Contrasting with the problem verification survey where they said they are not able to do it at all. Students felt happy with their achievements. They also said, not it is easier for them to start writing, now that they know the structure and how to write systematically.

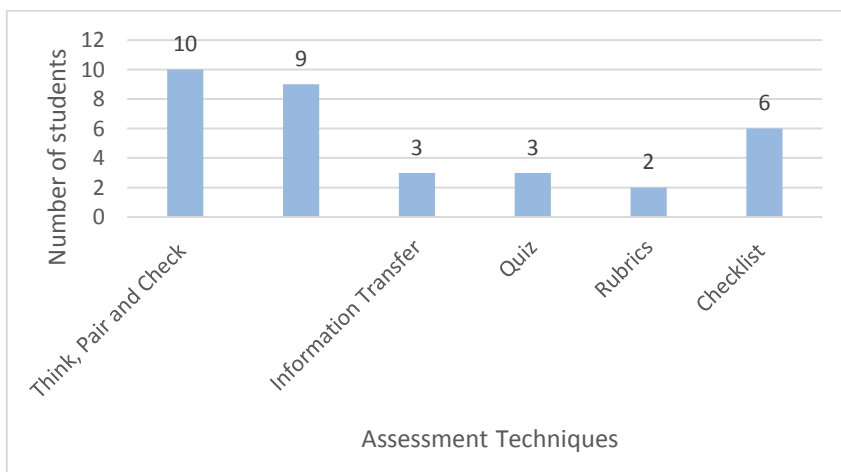
TABLE N° 4.1.4. 8 ASSESSMENT TECHNIQUES EFFECTIVENESS.

Question 8: which one of the assessment techniques worked better for you in order to achieve the course objectives?

Assessment techniques	Frequency
Think, Pair and Check	10
One sentence Summary	9
Information Transfer	3
Quiz	3
Rubrics	2
Checklists	6

Source: Survey applied to the students at the end of the intervention.
 Author: Isabel Escudero

FIGURE N° 4.1.4. 8. ASSESSMENT TECHNIQUES EFFECTIVENESS



Source: Table 4.1.4.8.
 Author: Isabel Escudero

A. Analysis

Figure N° 4.1.4.8. shows the results about student's considerations concerning to which of the assessment techniques they consider most effective to achieve their objectives. Assessment techniques: think, pair and check and one sentences Summary accounted for the highest number of students, followed by checklists, Information transfers and rubrics.

B. Discussion

According to this survey, students felt comfortable with the whole process of assessment, however there were times that made them feel even more confident and this depended on the assessment technique they were using at that moment. Most of them mentioned some technique they enjoyed working with were: Think pair and check and One sentence summary which are peer-assessment techniques and which were used mostly for reading. The other technique that accounts a great number of votes was checklist and this was more used for writing. Students also mentioned they did not felt very comfortable using quizzes because they are mostly quantitative and surprisingly rubrics accounted for the lowest number of votes. This is because students said they do not understand rubrics very well and they prefer a checklist which is easier to manage.

4.2. HYPOTHESIS VERIFICATION

4.2.1. Verification of the specific hypothesis 1

Research Hypothesis

The implementation of the Meaningful Learning Assessment guide “Beside” helps students build up their academic text analysis skills.

Null Hypothesis

The implementation of the Meaningful Learning Assessment guide “Beside” does not help students build up their academic text analysis skills.

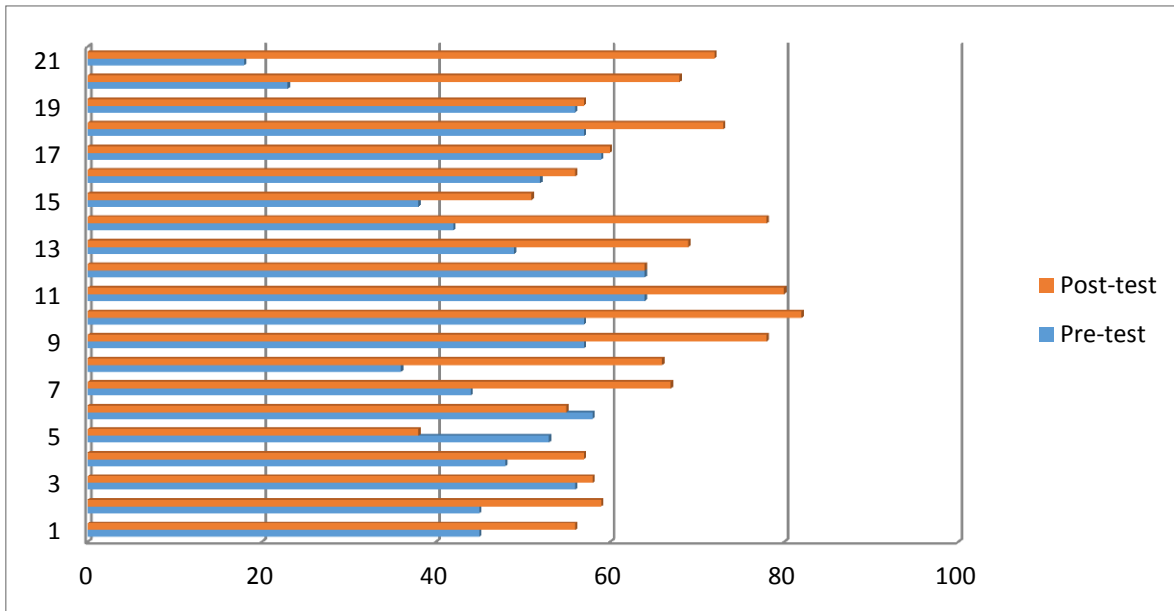
TABLE N° 4.2.1. 1. SPECIFIC HYPOTHESIS 1 – DATA FOR PRETEST AND POST TEST

Students	Reading	
	Pre-test	Post-test
1	45	56
2	45	59
3	56	58
4	48	57
5	53	38
6	58	55
7	44	67
8	36	66
9	57	78
10	57	82
11	64	80
12	64	64
13	49	69
14	42	78
15	38	51
16	52	56
17	59	60
18	57	73
19	56	57
20	23	68
21	18	72

Source: Data analysis pre-test and post- test taken by students of the 7 “A” of Medicine School

Author: Isabel Escudero

FIGURE N° 4.2.1. 1. SPECIFIC HYPOTHESIS 1 - DATA FOR PRE-TEST AND POST-TEST



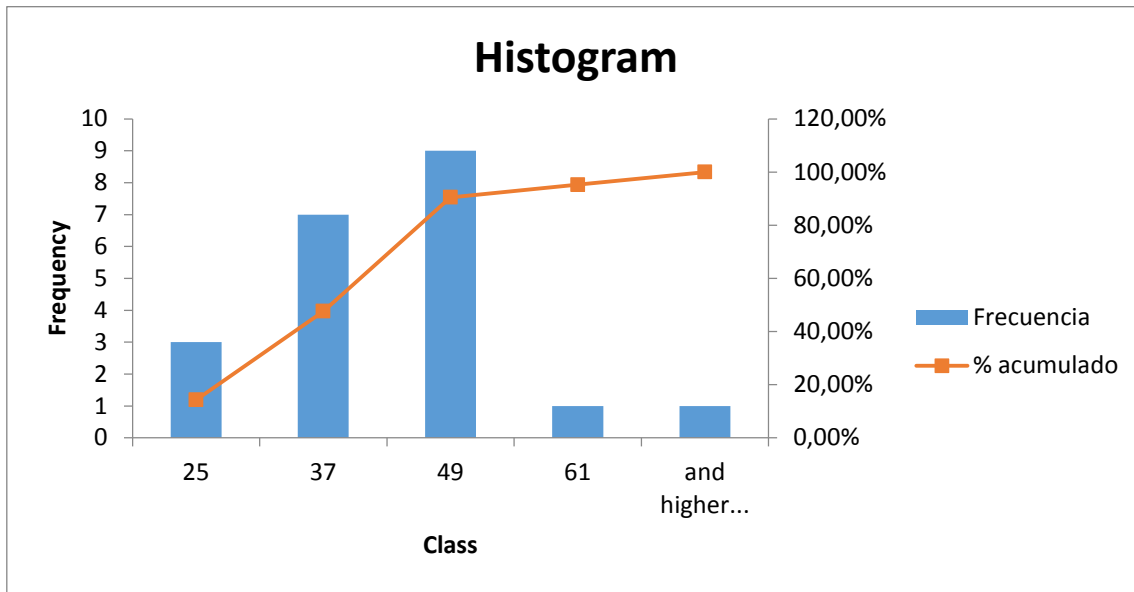
Source: Table 4.2.1.1
 Author: Isabel Escudero

TABLE N° 4.2.1. 2. SPECIFIC HYPOTHESIS 1 CALCULUS FOR PRE-TEST

Grades	Frequency	% Total
25	3	14,29%
37	7	47,62%
49	9	90,48%
61	1	95,24%
and higher...	1	100,00%

Source: Data analysis pre-test taken by students of the 7 “A” of Medicine School
 Author: Isabel Escudero

FIGURE N° 4.2.1. 2. SPECIFIC HYPOTHESIS 1 CALCULUS FOR PRE-TEST



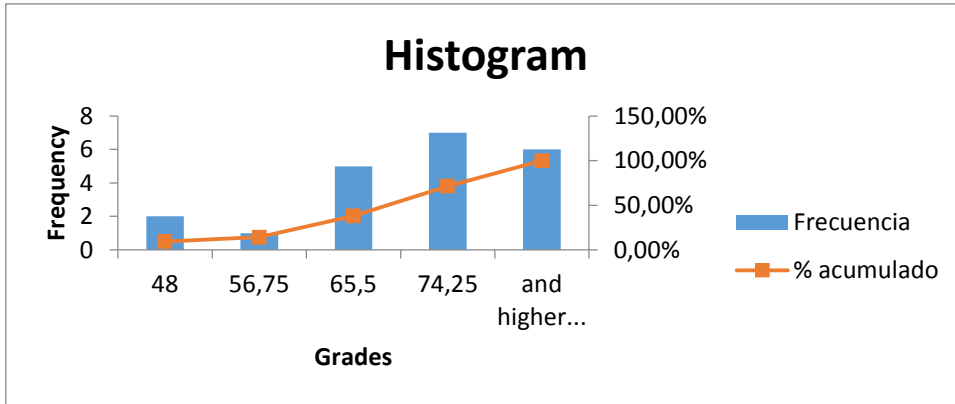
Source: Table 4.2.1.2
 Author: Isabel Escudero

TABLE N° 4.2.1. 3. SPECIFIC HYPOTHESIS 1 CALCULUS FOR POST-TEST

<i>Clase</i>	<i>Frequency</i>	<i>% Total</i>
48	2	9,52%
56,75	1	14,29%
65,5	5	38,10%
74,25	7	71,43%
and higher...	6	100,00%

Source: Data analysis pre-test taken by students of the 7 “A” of Medicine School
 Author: Isabel Escudero

FIGURE N° 4.2.1. 3. SPECIFIC HYPOTHESIS 1- CALCULUS FOR POST-TEST



Source: Table 4.2.1.3
 Author: Isabel Escudero

CALCULUS FOR T – STUDENT

$\alpha = 0.05$

$$S_{Y1} - S_{Y2} = \frac{n_1 - 1 * \text{varianza 1} + n_2 - 1 * \text{varianza 2}}{n_1 + n_2 - 2} \frac{1}{n_1} + \frac{1}{n_2}$$

$$S_{Y1} - S_{Y2} = \frac{21 - 1 * 148,85 + 21 - 1 * 120}{21 + 21 - 2} \frac{1}{21} + \frac{1}{21}$$

$$S_{Y1} - S_{Y2} = \frac{5377}{40} (0.095)$$

$$S_{Y1} - S_{Y2} = (134,42)(0.095)$$

$$S_{Y1} - S_{Y2} = \overline{12,77}$$

$$S_{Y1} - S_{Y2} = 3.573$$

$$t = \frac{x - \mu}{\frac{S_x}{n}}$$

$$t = \frac{39,09 - 38}{\frac{10,55}{21}}$$

$$t = \frac{1,09}{\frac{10,55}{4,58}}$$

$$t = \frac{1,09}{2,3034}$$

$$t = 0,47$$

TABLE N° 4.2.1. 4. SPECIFIC HYPOTHESIS 1 - CALCULUS FOR T-STUDENT



Grados de libertad	0.25	0.1	0.05	0.025	0.01	0.005
1	1.0000	3.0777	6.3137	12.7062	31.8210	63.6559
2	0.8165	1.8856	2.9200	4.3027	6.9645	9.9250
3	0.7649	1.6377	2.3534	3.1824	4.5407	5.8408
4	0.7407	1.5332	2.1318	2.7765	3.7469	4.6041
5	0.7267	1.4759	2.0150	2.5706	3.3649	4.0321
6	0.7176	1.4398	1.9432	2.4469	3.1427	3.7074
7	0.7111	1.4149	1.8946	2.3646	2.9979	3.4995
8	0.7064	1.3968	1.8595	2.3060	2.8965	3.3554
9	0.7027	1.3830	1.8331	2.2622	2.8214	3.2498
10	0.6998	1.3722	1.8125	2.2281	2.7638	3.1693
11	0.6974	1.3634	1.7959	2.2010	2.7181	3.1058
12	0.6955	1.3562	1.7823	2.1788	2.6810	3.0545
13	0.6938	1.3502	1.7709	2.1604	2.6503	3.0123
14	0.6924	1.3450	1.7613	2.1448	2.6245	2.9768
15	0.6912	1.3406	1.7531	2.1315	2.6025	2.9467
16	0.6901	1.3368	1.7459	2.1199	2.5835	2.9208
17	0.6892	1.3334	1.7396	2.1098	2.5669	2.8982
18	0.6884	1.3304	1.7341	2.1009	2.5524	2.8784
19	0.6876	1.3277	1.7291	2.0930	2.5395	2.8609
20	0.6870	1.3253	1.7247	2.0860	2.5280	2.8453
21	0.6864	1.3232	1.7207	2.0796	2.5176	2.8314
22	0.6858	1.3212	1.7171	2.0739	2.5083	2.8188
23	0.6853	1.3195	1.7139	2.0687	2.4999	2.8073
24	0.6848	1.3178	1.7109	2.0639	2.4922	2.7970
25	0.6844	1.3163	1.7081	2.0595	2.4851	2.7874
26	0.6840	1.3150	1.7056	2.0555	2.4786	2.7787
27	0.6837	1.3137	1.7033	2.0518	2.4727	2.7707
28	0.6834	1.3125	1.7011	2.0484	2.4671	2.7633
29	0.6830	1.3114	1.6991	2.0452	2.4620	2.7564
30	0.6828	1.3104	1.6973	2.0423	2.4573	2.7500
31	0.6825	1.3095	1.6955	2.0395	2.4528	2.7440
32	0.6822	1.3086	1.6939	2.0369	2.4487	2.7385
33	0.6820	1.3077	1.6924	2.0345	2.4448	2.7333
34	0.6818	1.3070	1.6909	2.0322	2.4411	2.7284
35	0.6816	1.3062	1.6896	2.0301	2.4377	2.7238
36	0.6814	1.3055	1.6883	2.0281	2.4345	2.7195
37	0.6812	1.3049	1.6871	2.0262	2.4314	2.7154
38	0.6810	1.3042	1.6860	2.0244	2.4286	2.7116
39	0.6808	1.3036	1.6849	2.0227	2.4258	2.7079
40	0.6807	1.3031	1.6839	2.0211	2.4233	2.7045
41	0.6805	1.3025	1.6829	2.0195	2.4208	2.7012
42	0.6804	1.3020	1.6820	2.0181	2.4185	2.6981
43	0.6802	1.3016	1.6811	2.0167	2.4163	2.6951
44	0.6801	1.3011	1.6802	2.0154	2.4141	2.6923
45	0.6800	1.3007	1.6794	2.0141	2.4121	2.6896
46	0.6799	1.3002	1.6787	2.0129	2.4102	2.6870
47	0.6797	1.2998	1.6779	2.0117	2.4083	2.6846
48	0.6796	1.2994	1.6772	2.0106	2.4066	2.6822
49	0.6795	1.2991	1.6766	2.0096	2.4049	2.6800

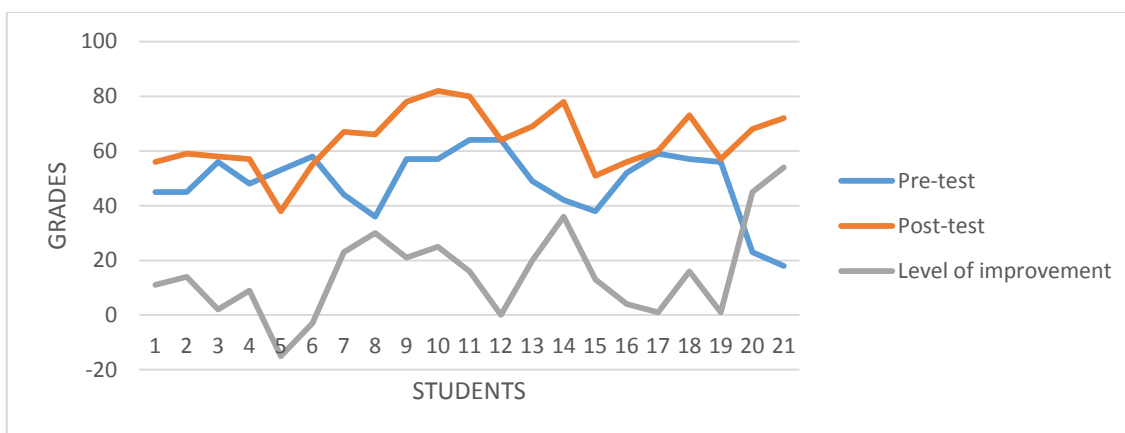
Source: Data analysis pre-test taken by students of the 7 "A" of Medicine School
 Author: Isabel Escudero

TABLE N° 4.2.1. 5. SPECIFIC HYPOTHESIS 1- FINAL TABLE LEVEL OF IMPROVEMENT

Students	Pre-test	Post-test	Δ	δ^2
1	45	56	-11	121
2	45	59	-14	196
3	56	58	-2	4
4	48	57	-9	81
5	53	38	15	225
6	58	55	3	9
7	44	67	-23	529
8	36	66	-30	900
9	57	78	-21	441
10	57	82	-25	625
11	64	80	-16	256
12	64	64	0	0
13	49	69	-20	400
14	42	78	-36	1296
15	38	51	-13	169
16	52	56	-4	16
17	59	60	-1	1
18	57	73	-16	256
19	56	57	-1	1
20	23	68	-45	2025
21	18	72	-54	2916
			$t = 1,72$	

Source: Data analysis pre-test taken by students of the 7 “A” of Medicine School
 Author: Isabel Escudero

FIGURE N° 4.2.1. 4. SPECIFIC HYPOTHESIS 1 - FINAL TABLE LEVEL OF IMPROVEMENT



Source: Table 4.2.1.5
 Author: Isabel Escudero

ANALYSIS:

The post-test bars show that after the application of the intervention better results are obtained. According to the general level of knowledge, post-test lines show a decrease from 90% to 71% as it is shown in the histogram for reading. However, according to the grades, students indeed improved their skills and those levels of improvement are statistically accepted.

DECISION:

Research hypothesis is accepted since $P = 0.47$ and significance $\alpha = 0,05$ so P is $< \alpha$, with the calculated table, 20 degrees of freedom is found and the level of significance is 0.05 and a probability of 0.47. Null hypothesis is rejected.

4.2.2. Verification of the specific hypothesis 2

Research Hypothesis

The implementation of the Meaningful Learning Assessment guide “Beside” helps students build up their writing essays skills.

Null Hypothesis

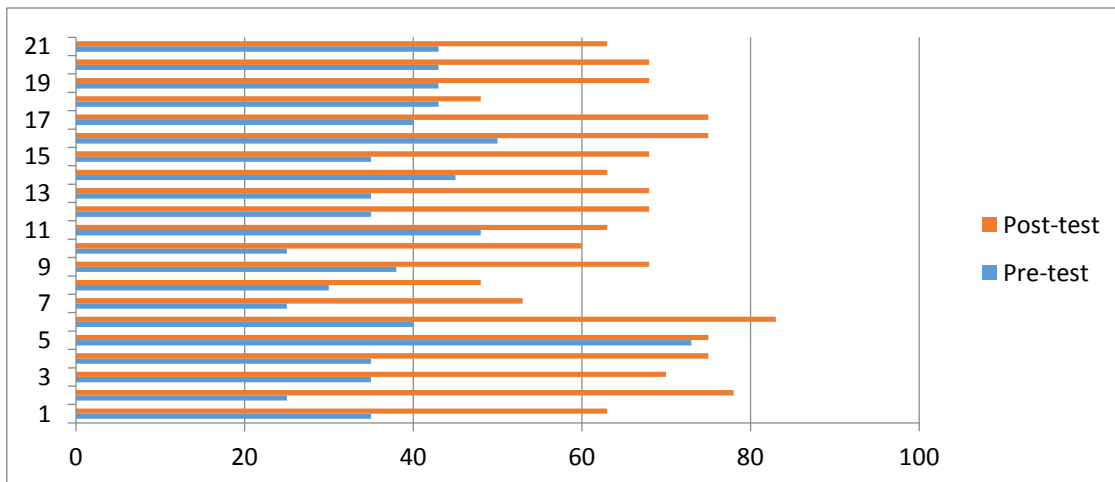
The implementation of the Meaningful Learning Assessment guide “Beside” does not help students build up their writing essays skills.

TABLE N° 4.2.2. 1. SPECIFIC HYPOTHESIS 2 – DATA FOR PRE-TEST AND POST-TEST

Writing		
Students	Pre-test	Post-test
1	35	63
2	25	78
3	35	70
4	35	75
5	73	75
6	40	83
7	25	53
8	30	48
9	38	68
10	25	60
11	48	63
12	35	68
13	35	68
14	45	63
15	35	68
16	50	75
17	40	75
18	43	48
19	43	68
20	43	68
21	43	63

Source: Data analysis pre-test and post- test taken by students of the 7 “A” of Medicine School
Author: Isabel Escudero

FIGURE N° 4.2.2. 1. SPECIFIC HYPOTHESIS 2 - DATA FOR PRE-TEST AND POST-TEST



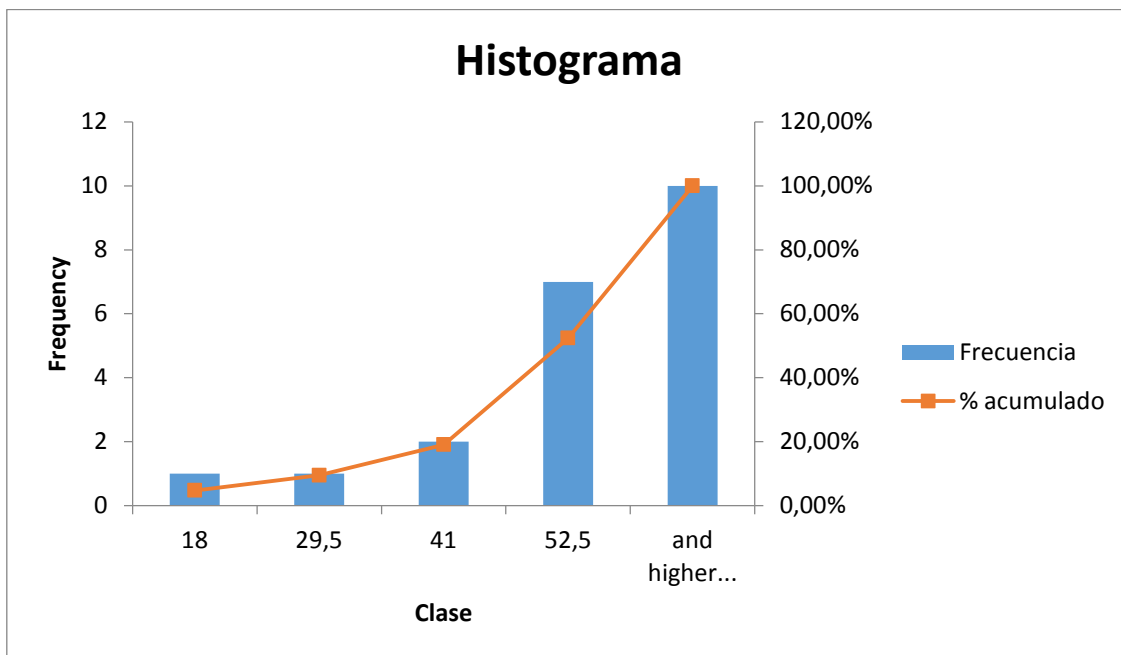
Source: Table 4.2.6.
Author: Isabel Escudero

TABLE N° 4.2.2. 2. SPECIFIC HYPOTHESIS 2 CALCULUS FOR PRE - TEST

<i>Grades</i>	<i>Frequency</i>	<i>% Total</i>
18	1	4,76%
29,5	1	9,52%
41	2	19,05%
52,5	7	52,38%
and higher...	10	100,00%

Source: Data analysis pre-test taken by students of the 7 “A” of Medicine School
 Author: Isabel Escudero

FIGURE N° 4.2.2. 2. SPECIFIC HYPOTHESIS 2 CALCULUS FOR PRE-TEST



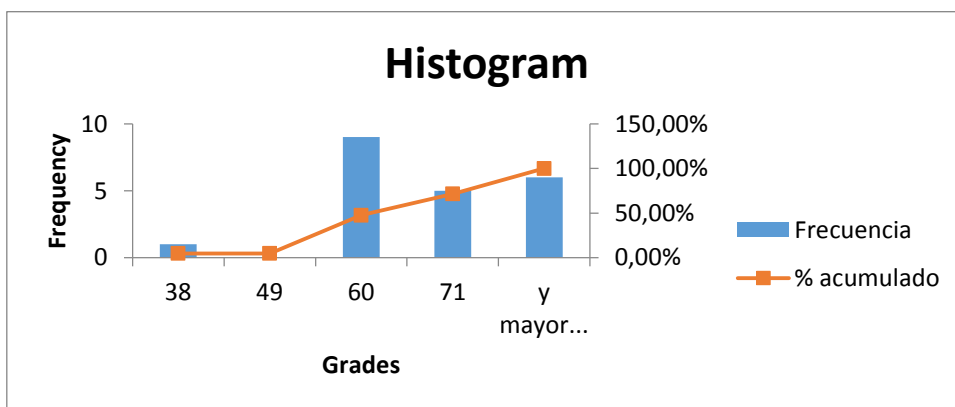
Source: Table 4.2.2.2
 Author: Isabel Escudero

TABLE N° 4.2.2. 3. SPECIFIC HYPOTHESIS 2 CALCULUS FOR POST-TEST

<i>Grades</i>	<i>Frequency</i>	<i>% Total</i>
38	1	4,76%
49	0	4,76%
60	9	47,62%
71	5	71,43%
And higher...	6	100,00%

Source: Data analysis pre-test taken by students of the 7 "A" of Medicine School
 Author: Isabel Escudero

FIGURE N° 4.2.2. 3. SPECIFIC HYPOTHESIS 2 - CALCULUS FOR POST-TEST



Source: Table 4.2.2.3
 Author: Isabel Escudero

CALCULUS FOR T – STUDENT

$\alpha = 0.05$

$$S_{Y1} - S_{Y2} = \frac{n_1 - 1 * \text{varianza 1} + n_2 - 1 * \text{varianza 2}}{n_1 + n_2 - 2} \frac{1}{n_1} + \frac{1}{n_2}$$

$$S_{Y1} - S_{Y2} = \frac{21 - 1 * 111,29 + 21 - 1 * 83,83}{21 + 21 - 2} \frac{1}{21} + \frac{1}{21}$$

$$S_{Y1} - S_{Y2} = \frac{3902,4}{40} (0,095)$$

$$S_{Y1} - S_{Y2} = (97,56)(0,095)$$

$$S_{Y1} - S_{Y2} = \overline{9,2682}$$

$$S_{Y1} - S_{Y2} = 3,044$$

$$t = \frac{x - \mu}{\frac{S_x}{n}}$$

$$t = \frac{39,09 - 38}{\frac{10,55}{21}}$$

$$t = \frac{1,09}{\frac{10,55}{4,58}}$$

$$t = \frac{1,09}{2,3034}$$

$$t = 0,47$$

TABLE N° 4.2.2. 4. SPECIFIC HYPOTHESIS 2 - CALCULUS FOR T-STUDENT

Tabla t-Student



Grados de libertad	0.25	0.1	0.05	0.025	0.01	0.005
1	1.0000	3.0777	6.3137	12.7062	31.8210	63.6559
2	0.8165	1.8856	2.9200	4.3027	6.9645	9.9250
3	0.7649	1.6377	2.3534	3.1824	4.5407	5.8408
4	0.7407	1.5332	2.1318	2.7765	3.7469	4.6041
5	0.7267	1.4759	2.0150	2.5706	3.3649	4.0321
6	0.7176	1.4398	1.9432	2.4469	3.1427	3.7074
7	0.7111	1.4149	1.8946	2.3646	2.9979	3.4995
8	0.7064	1.3968	1.8595	2.3060	2.8965	3.3554
9	0.7027	1.3830	1.8331	2.2622	2.8214	3.2498
10	0.6998	1.3722	1.8125	2.2281	2.7638	3.1693
11	0.6974	1.3634	1.7959	2.2010	2.7181	3.1058
12	0.6955	1.3562	1.7823	2.1788	2.6810	3.0545
13	0.6938	1.3502	1.7709	2.1604	2.6503	3.0123
14	0.6924	1.3450	1.7613	2.1448	2.6245	2.9768
15	0.6912	1.3406	1.7531	2.1315	2.6025	2.9467
16	0.6901	1.3368	1.7459	2.1199	2.5835	2.9208
17	0.6892	1.3334	1.7396	2.1098	2.5669	2.8982
18	0.6884	1.3304	1.7341	2.1009	2.5524	2.8784
19	0.6876	1.3277	1.7291	2.0930	2.5395	2.8609
20	0.6870	1.3253	1.7247	2.0860	2.5280	2.8453
21	0.6864	1.3232	1.7207	2.0796	2.5176	2.8314
22	0.6858	1.3212	1.7171	2.0739	2.5083	2.8188
23	0.6853	1.3195	1.7139	2.0687	2.4999	2.8073
24	0.6848	1.3178	1.7109	2.0639	2.4922	2.7970
25	0.6844	1.3163	1.7081	2.0595	2.4851	2.7874
26	0.6840	1.3150	1.7056	2.0555	2.4786	2.7787
27	0.6837	1.3137	1.7033	2.0518	2.4727	2.7707
28	0.6834	1.3125	1.7011	2.0484	2.4671	2.7633
29	0.6830	1.3114	1.6991	2.0452	2.4620	2.7564
30	0.6828	1.3104	1.6973	2.0423	2.4573	2.7500
31	0.6825	1.3095	1.6955	2.0395	2.4528	2.7440
32	0.6822	1.3086	1.6939	2.0369	2.4487	2.7385
33	0.6820	1.3077	1.6924	2.0345	2.4448	2.7333
34	0.6818	1.3070	1.6909	2.0322	2.4411	2.7284
35	0.6816	1.3062	1.6896	2.0301	2.4377	2.7238
36	0.6814	1.3055	1.6883	2.0281	2.4345	2.7195
37	0.6812	1.3049	1.6871	2.0262	2.4314	2.7154
38	0.6810	1.3042	1.6860	2.0244	2.4286	2.7116
39	0.6808	1.3036	1.6849	2.0227	2.4258	2.7079
40	0.6807	1.3031	1.6839	2.0211	2.4233	2.7045
41	0.6805	1.3025	1.6829	2.0195	2.4208	2.7012
42	0.6804	1.3020	1.6820	2.0181	2.4185	2.6981
43	0.6802	1.3016	1.6811	2.0167	2.4163	2.6951
44	0.6801	1.3011	1.6802	2.0154	2.4141	2.6923
45	0.6800	1.3007	1.6794	2.0141	2.4121	2.6896
46	0.6799	1.3002	1.6787	2.0129	2.4102	2.6870
47	0.6797	1.2998	1.6779	2.0117	2.4083	2.6846
48	0.6796	1.2994	1.6772	2.0106	2.4066	2.6822
49	0.6795	1.2991	1.6766	2.0096	2.4049	2.6800

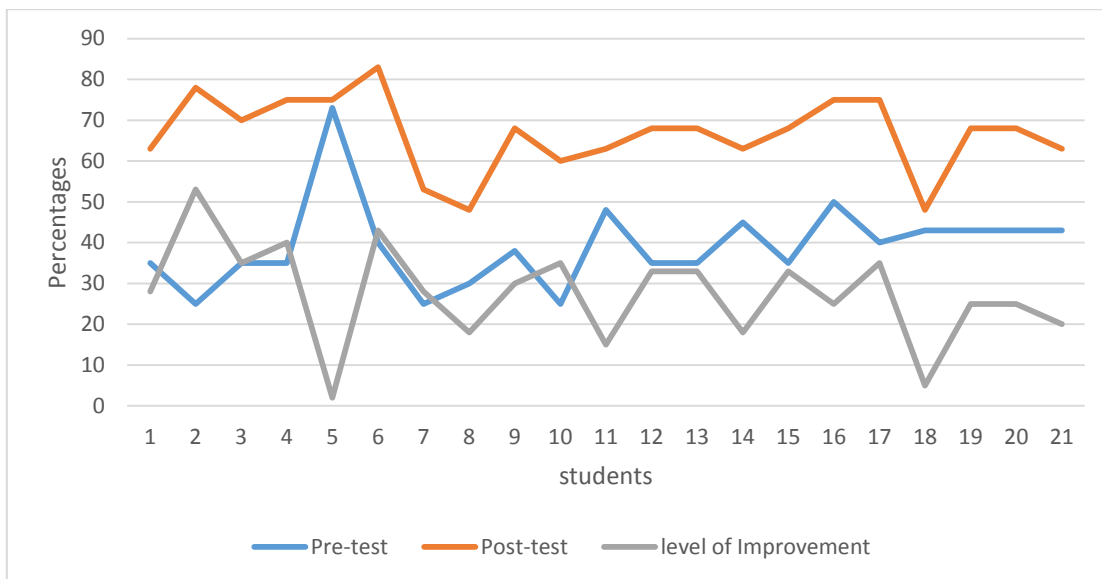
Source: Data analysis pre-test taken by students of the 7 "A" of Medicine School
 Author: Isabel Escudero

TABLE N° 4.2.2. 5. SPECIFIC HYPOTHESIS 1- FINAL TABLE LEVEL OF IMPROVEMENT

Students	Pre-test	Post-test	Δ	$\bar{\delta}2$
1	35	63	-28	784
2	25	78	-53	2809
3	35	70	-35	1225
4	35	75	-40	1600
5	73	75	-2	4
6	40	83	-43	1849
7	25	53	-28	784
8	30	48	-18	324
9	38	68	-30	900
10	25	60	-35	1225
11	48	63	-15	225
12	35	68	-33	1089
13	35	68	-33	1089
14	45	63	-18	324
15	35	68	-33	1089
16	50	75	-25	625
17	40	75	-35	1225
18	43	48	-5	25
19	43	68	-25	625
20	43	68	-25	625
21	43	63	-20	400
			-579	18845
				t= 1,71

Source: Data analysis pre-test taken by students of the 7 "A" of Medicine School
 Author: Isabel Escudero

FIGURE N° 4.2.2. 4. SPECIFIC HYPOTHESIS 2 - FINAL TABLE LEVEL OF IMPROVEMENT



Source: Table 4.2.2.5
 Author: Isabel Escudero

ANALYSIS

As it is seen in the post test figure, there is an improvement from 52% to 71% as it is seen in the histogram of writing.

DECISION:

Research hypothesis is accepted since $P = 0.47$ y significance $\alpha = 0,05$ therefore P is $< \alpha$, the calculated table shows 20 degrees of freedom and the level of significance is 0.05 and the probability is 0.47. The research hypothesis is accepted and the null hypothesis is rejected.

Making the comparison between the Reading and Writing values, it was determined that the Application of the Meaningful Learning Assessment Gide “BESIDE” helped students to build up academic reading and writing skills in a level from 35% to 65%. The total average of improvement was 30% which is superior to the 25% that is usually improved with the application other methods.

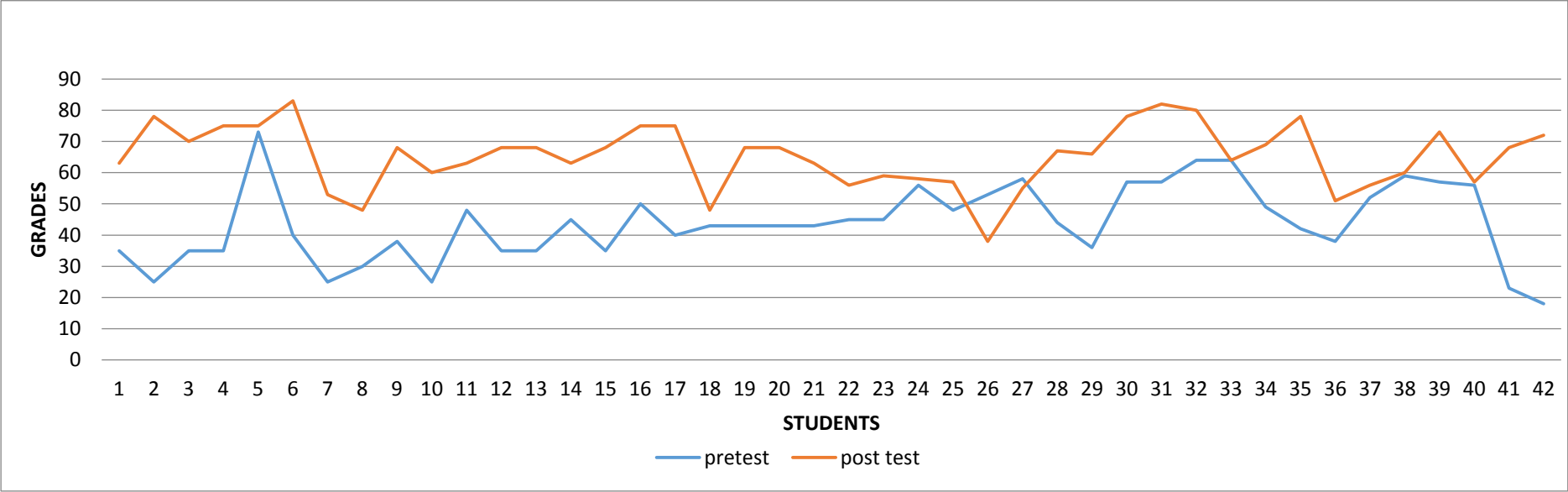
TABLE N° 4.2.2. 6. FINAL COMPARISON READING AND WRITING

<i>Grades</i>	<i>Frequency</i>	<i>% Total</i>
38	15	35,71%
48	13	66,67%
48	0	66,67%
51	2	71,43%
53	2	76,19%
55	0	76,19%
56	2	80,95%
56	0	80,95%
57	3	88,10%
57	0	88,10%
58	1	90,48%
59	1	92,86%
60	0	92,86%
60	0	92,86%
63	0	92,86%
63	0	92,86%
63	0	92,86%
63	0	92,86%
64	2	97,62%
66	0	97,62%
67	0	97,62%
68	0	97,62%
68	0	97,62%
68	0	97,62%
68	0	97,62%
68	0	97,62%
68	0	97,62%
68	0	97,62%
68	0	97,62%
68	0	97,62%
69	0	97,62%
70	0	97,62%
72	0	97,62%
73	1	100,00%
75	0	100,00%
75	0	100,00%
75	0	100,00%
75	0	100,00%
78	0	100,00%
78	0	100,00%
78	0	100,00%
80	0	100,00%
82	0	100,00%
83	0	100,00%
and higher...	0	100,00%

Source: Data analysis pre-test taken by students of the 7 "A" of Medicine School

Author: Isabel Escudero

FIGURE N° 4.2.2. 5. FINAL COMPARISON READING AND WRITING



Source: Table 4.2.2.6
Author: Isabel Escudero

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

This research project was directed to evidence to what extent the meaningful learning assessment guide “BESIDE” helps build up the academic text analysis and essay writing skills in English as a Foreign Language. The application of the intervention reached the objectives set at the beginning of the project and the following conclusions are set:

- It was evident that meaningful learning assessment guide “BESIDE” helped build up the academic text analysis and essay writing skills in English as a Foreign Language of the students of the seventh semester of the medical school during the term 2015. The average of improvement from pre-test to post-test was 43.81%.
- It was verified that “Beside” helped students build up their academic text analysis skills by using assessment strategies such as think, pair and check, one sentence summary and information transfer and providing metacognitive feedback based on codes. The total improvement on this skill was 16.24% and the higher level of improvement were accounted for lexical comprehension with 4.22 points of improvement and identification of supporting details with 4.04 points of improvement.
- Data probed the implementation of the Meaningful Learning Assessment guide “Beside” helped students build up their academic essay writing skills by using assessment strategies such as rubrics and checklist and providing criterion referenced and metacognitive feedback. The total improvement on this skill was 27.57%. Data demonstrated there was a better acceptance of writing vs. reading. Student’s best

acquired skills were for writing in the subcategories: Essay structure with 6.75 points of improvement and lexical comprehension with a total of 4.22.

5.2. RECOMMENDATIONS

After the implementation of the project the following recommendations are given:

- Consider the “Meaningful Learning Assessment Guide Beside” to build up academic text analysis and essay writing skills in English as a foreign Language.
- Use assessment techniques such as Think Pair and Check, One Sentence Summary and Information Transfer to assess students’ knowledge and provide metacognitive feedback so that students will be able to build up text analysis skills.
- Take into account using assessment strategies such as rubrics and checklist and providing criterion referenced and metacognitive feedback based on standards and codes respectively in order to help students build up essay writing skills.

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ANNEXES

Annex 1. Thesis project

Annex 2. Data collection Instruments and validation of instruments

Annex 3. Proposal



UNIVERSIDAD NACIONAL DE CHIMBORAZO

VICERRECTORADO DE POSGRADO E INVESTIGACIÓN

INSTITUTO DE POSGRADO

**PROGRAMA DE MAESTRÍAS EN LINGÜÍSTICA APLICADA AL
APRENDIZAJE DEL IDIOMA INGLES**

DECLARACIÓN DEL PROYECTO DE INVESTIGACIÓN

TEMA:

**ELABORATION AND IMPLEMENTATION OF THE MEANINGFUL LEARNING
ASSESSMENT GUIDE “BESIDE” TO BUILD UP ACADEMIC READING AND
WRITING SKILLS IN ENGLISH AS A FOREIGN LANGUAGE IN THE
STUDENTS OF THE SEVENTH SEMESTER OF THE MEDICINE SCHOOL AT
THE NATIONAL UNIVERSITY OF CHIMBORAZO IN THE SCHOOL YEAR 2014-
2015.**

PROPONENTE:

Gloria Isabel Escudero Orozco

RIOBAMBA-ECUADOR

2015

DECLARACIÓN DEL PROYECTO DEL TRABAJO DE GRADUACIÓN

1. TEMA.

ELABORATION AND IMPLEMENTATION OF THE MEANINGFUL LEARNING ASSESSMENT GUIDE “BESIDE” TO BUILD UP ACADEMIC READING AND WRITING SKILLS IN ENGLISH AS A FOREIGN LANGUAGE IN THE STUDENTS OF THE SEVENTH SEMESTER OF THE MEDICINE SCHOOL AT THE NATIONAL UNIVERSITY OF CHIMBORAZO IN THE SCHOOL YEAR 2014-2015.

2. PROBLEMATIZACIÓN.

2.1 Ubicación del sector donde se va a realizar la investigación

This research Project will be carried out at the 7th Semester of the Medicine School of the Health and Science Faculty at the National University of Chimborazo in Riobamba – Chimborazo – Ecuador during the school year 2015.

2.2 Situación Problemática

Students at college level have to develop a good understanding of what writing and reading academically implies since those are skills students have to manage not only during their years of major but also during their whole career. A good management of reading skill in English expects a student to do much more than just understand the text and make a summary of the main ideas. Readers at college or university level are also expected to identify the author's purpose and probable bias, discriminate between what is real and what is only the author's opinions, evaluate probable consequences of the author's claims, incorporate information from multiple sources, identify author's hypotheses, possible contradictions and conflicting points of view and evaluate evidence and draw their own conclusions instead of simply accepting what the author says. This is what is called text analysis and carrying out all these tasks is not easy. The

easiness or difficultness for students depends on some factors such as the level of management of their high order skills and of course their level of English language; both features plus a good teacher's guide will lead students to a successful text analysis.

On the other hand, a student who is ready to write academically is ready to write effective research papers, journals, summary - reaction papers, book review synthesis, review of the literature, noted bibliography and some different kinds of essays, such as argumentative and descriptive essays. Academic writing is not a skill that students can develop without the aid of other processes and it includes many complex activities such as categorizing, measuring reactions against to a subject, making new connections, building key terms and concepts for a subject, conceptualizing, figuring out meaning, and developing arguments—among others. Our highest cognitive functions are developed and supported through active and interconnected use of language skills. Specifically, writing argumentative essays takes into account the skill to build up arguments and stand on them proving scientifically the validity of those arguments.

In conclusion, what it is said is that reading and all the processes this implies are the spring of good pieces of writing, and writing in all its varieties can be the way to understand reading. Reading and writing can be practiced together and sequenced effectively to support the learning experience in an academic setting.

No studies have been done on academic reading and writing or specifically about text analysis and essay writing at local level and the National University of Chimborazo, maybe because most of the students at the language center are not being trained on these areas. However, now that the government is giving college students the possibility to go for a master degree in other countries, it seems very useful to conduct a study to see in what way students can efficiently manage the two skills described above and which are tested on standardized tests which are the door that opens the opportunity to gain one of those scholarships. Results from the experience, observation and surveys carried out by the researcher are stated at this point.

Medical students in the medicine school of the Health and Science Faculty at the National University of Chimborazo devote long hours to read academic texts in

Spanish and English, finding it difficult to have a good understanding of what they are reading, especially in English language. Besides, students are asked to effectively write documents such as essays, medical cases, scientific texts and other. They are asked to do it Spanish and also in English. Some of the texts and bibliography they use to stay updated come in English and so do magazines and articles offered online. For them it is really challenging to manage these two skills, those who cope with them effectively will improve their grades and consequently their learning process, achieving in this way, the objectives stated at the beginning of the course.

Medical students take General English as part of their major and also two semesters of English for Specific Purposes: Medical English. Students now have the possibilities to apply for a master's degree or a specialty and they face a serious problem when applying to a postgraduate program whether here or abroad, especially if they apply to go to an English-speaking country —passing the English test— Reading and writing academically are two skills students are tested on every English test, however, students are more familiar with communicational language than are with academic language and they do not feel ready to use their English academically or take Standardized English Tests, for this reason, they miss not only the chance to study whether here or abroad but also the chance to become better professionals.

Overcoming all the problems stated above and getting the objectives seems to be a titanic task; that is why assessment, which comes from the Latin words “seated beside” is proposed as a way to face and solve the struggles students are facing. Assessment is described as an ongoing process in which teachers evidence progressively the achievements of every student. Furthermore, the teacher becomes a companion who teaches, corrects, reinforces and feedbacks the actions taken by the students with the purpose to get the objectives. The students also witness how their effort becomes knowledge and how that knowledge becomes skills.

In order to verify the problem a need analysis interview was carried out last semester with medical students in 7th semester during the period October 2014 – February 2015. Those results showed three main aspects that are very important to consider during this project: the students' level of English, the coverage of meaningful tasks during the English courses and the students' needs in relation to English language.

First, regarding to the level of English, students by the time when they enter the seventh semester they will have finished the six levels of general English offered by the language center. This is not the real situation though. Based on the survey, only the 50% of the students have passed all the semesters, getting the sufficiency certificate. The other 50% says they have passed second, third and fourth semesters. This data show the different level of English that students have even though they belong to the same English for Specific Purposes (ESP) class. As we can see, there are two and three types of population which makes the teaching of English for specific purposes a hard task.

Regarding to the tasks they deal with during the English classes at the levels, the survey showed that 76% of the students thinks the tasks during the courses are not relevant for their careers. The other 24% says that sometimes they were involved in tasks that are meaningful to them.

Finally and according to the needs analysis, the survey showed that: 59% use their English in a frequently for reading and writing. The 41% are divided into the other skills (listening and speaking). This two first skills are divided into the following categories: writing essays, writing medical cases, describe objects and procedures and read critically respectively. Students also pointed that they would like to learn how to effectively write essays so that they do not have to depend on a translation tool.

During this semester, the scientific method was used in order to verify the problem and a survey was carried out in the 7th semester “A” of the medicine school. This class includes 28 students, who due to the small number make up the whole population and sample. 50% of the sample are men and the other 50% are women. All the students’ age ranges between 20 and 23 years old. This survey showed the following results: 64% have never learned how to write an essay, 29% have sometimes learned it and 11% says teachers generally included how to write essays in their syllabus. Regarding to reading analysis; only the 17% said they have never learned how to analyze a text, 64% said they sometimes learned how to do it and the 17% said they generally learned how to analyze a text in their general English classes. All of them stated that they really would like to learn how to analyze texts and write essays.

Dealing with assessment and evaluation, 17% answered the assessment contributed meaningfully to their learning process, 23% said it generally contributed to the learning process, 35% said it sometimes contributed to the learning process and 23% said it never contributed to the learning process. Students also mentioned that only the 17% of the feedback received from the assessment process has been timely provided and has allowed students revise and improve their errors. Finally, the students mentioned that most of the methods of evaluation has been oral and written tests.

The elaboration and implementation of the meaningful learning assessment guide “beside” to build up academic reading and writing skills in English as a foreign language is presented as a research project of this master’s program. The purpose is to assess the meaningful learning of the students in these two areas; academic reading and writing. The guide will focus on assessment strategies to help students build up text analysis and essays writing skills. At the end of the project implementation we will be able to verify to what extents the guide was effective to contribute to students’ academic reading writing skills.

2.3 Formulación del problema

The problem is proved to exist at the 7th semester of the Medicine School of the national University of Chimborazo. It is characterized by the lack of knowledge to analyze academic texts and write essays in English. It is assumed that it’s more important causes are that most of the students have never learned how to write an essay neither how to analyze a text, and the other have learned how to do it, but never in a meaningful way i.e. the structures of academic reading and writing have never been learned as well as to be a basis for the rest of the knowledge required to manage these two skills.

This project proposes to apply a series of assessment strategies that will help students to build up a structure that will lead them to meaningfully learn how to analyze academic text and write essays.

After the project implementation the researcher will be able to prove the following research question: **To what extend meaningful learning assessment strategies help to build up academic text analysis and essay writing in English as a foreign**

language in the students of the seventh semester of the Medicine School at the National University of Chimborazo in the school year 2014-2015?

2.4 Problemas derivados

- 2.4.1. To what extent the implementation of the Meaningful Learning Assessment guide “Beside” helps students build up their academic text analysis skills.
- 2.4.2. To probe in what way the implementation of the Meaningful Learning Assessment guide “Beside” helps students build up their academic essay writing skills.

3. JUSTIFICACIÓN

This project is relevant for students and teachers. College student need to build up skills on academic reading and writing because these are skills that are not easy to acquire and it is proved to be essential during their major and even after; when they become professionals. Now, they are exposed to lots of major-related material, however, they need to differentiate between what is an academic text and what is not. It does not only consist on “goggling” and read what appears, or copy and paste to complete a writing assignment. Reading and writing academically goes beyond that, and that is why this project is important because the students will be able to draw conclusions and find arguments in the readings and then state their own opinions and arguments on a paper. That is why the elaboration and implementation of the Meaningful Learning Guide “BESIDES” search to solve the problem found in the 7th semester “A” of the medical school related to text analysis and essay writing.

On the other hand it is very important for college level professors since writing academic articles are now mandatory. Nowadays, a professor not only reads magazines, books and on line articles but also have to contribute with the results of their research findings and arguments. Reading and writing skills have great importance in the life of every scholar, for these reasons, an assessment guide that provides clear direction on

how to achieve the learning outcomes meaningfully in these two skills is very important.

This project contributes with the Meaningful Learning Assessment Guide “BESIDE” which includes the foundations for academic text analysis and essay writing and strategies to assess the steps students take in order to build up a well learned structure that will help them build up abilities to text analysis and essay writing. The guide presents a comprehensible response to the need of teachers working with these two skills at college level, in order to progressively achieve the objectives planned in the course syllabus through a correct applications of the strategies described in the assessing guide.

This thesis intends to prove if the assessment strategies planned in the guide will help to solve the problem found in the students of the seventh semester “A” related to text analysis and essay writing. The results can be used as reference by any professor working on these two skills.

This research project is feasible because it is carried out at the National University of Chimborazo with the students in the seventh semester of the Medicine School. The authorities have opened the doors to this research and students are willing to collaborate and become the subjects of the study. Also, there is enough bibliography related to the theme on articles, magazines, and books found on internet. Also due to the fact that the researcher counts on the knowledge acquired during the master’s program, which is very applicable and valuable to conduct this research. This project will take 10 months and the researcher counts on the time and technological and economic resources to the implementation of the research project.

This paper work is so much beneficial for the author, first, because conducting a research project is an experience that will increase knowledge and give practice to future research projects. Second, because the students under the researcher’s responsibility will learn more effectively and it is considered that the achievements

reached by the students are also the teachers' achievements. Finally, the results showed after the implementation of the project will be written, shared and used as reference for future investigations. This guide is completely written by the author, it is 100% original but it shows and represents thought of other authors whose names and thoughts are referenced in the text and shown in the bibliography.

4. OBJETIVOS

4.1 Objetivo General

To evidence to what extent the meaningful learning assessment guide “BESIDE” helps build up the academic text analysis and essay writing skills in English as a Foreign Language of the students of the seventh semester of the medical school during the period 2015.

4.2 Objetivos específicos

4.2.1. To what extent the implementation of the Meaningful Learning Assessment guide “Beside” helps students build up their academic text analysis skills.

4.2.2. To probe in what way the implementation of the Meaningful Learning Assessment guide “Beside” helps students build up their academic essay writing skills.

5. FUNDAMENTACIÓN TEÓRICA

5.1 Antecedentes de Investigaciones anteriores

As it was mentioned above, not much research has been done on the field of assessment as a tool to build up better academic reading and writing skills. However, there are

some other studies on the effect of assessment on English Language Learning. For instance, Australian International Academic Centre carried out a research project to see how peer assessment affected oral presentations of Iranian English non-major students. To implement the project, 52 students age-ranged from 25 to 38 who belonged to Azad and State universities of Tabriz were selected as participants. The purpose of the research was to determine to what extent peer assessment may enhance oral presentation skills. Results suggested that, when assessment criteria are definitely established, peer assessment empowers students to evaluate the performance of their peers in a manner comparable to those of the teachers.

Other study developed at the Languages Centre of the Universidad Pedagógica Nacional of Colombia focused on how self-assessment practices can help students reflect on their achievements. Reflection should be considered the most important aspect during the process of learning English as a foreign language. This study used journals and interviews to make students reflect about the process they were going through. According to their perceptions, when they self-assessed their performance, they could have the chance to reflect on the weaknesses and strengths. They also pointed out that when they evaluate their process, they were able to identify and work on the constraints they encounter on their way.

The Alliance for Excellent Education in Washington, DC—conducted a program to verify the extent of the implications of assessment on writing skills. Even, though they did not focus on academic writing skills, they did not make a deep difference between the assessment processes of pieces of writing. This study launched the following recommendations: 1. Teachers and peers should provide feedback about the effectiveness of students' writing. 2. Teach students how to evaluate their own writing make them have a clear understanding of the aspect they need to improve. 3. Monitor students' writing progress on ongoing basis. 4. Allow students to use the mode of writing they are proficient when completing a writing assignment; whether paper and pencil or word processor. 5. Mask the writer's identity when scoring paper to avoid the acknowledgment of who wrote the paper interfere peer's judgment. 6. Collect multiple samples of writing papers to use a variety type of genres. 7. Ensure that writing classroom assessment are reliable scored.

5.2 Fundamentaciones científicas (F. Epistemológica, F. Axiológica, etc.)

5.2.1 Fundamentaciones Epistemológicas: It is very important to start citing what the epistemological foundations of teaching English as a Foreign Language are because they will give a guide about the basis on which English learning is constructed. The objective of the Second or Foreign Language Didactic is critically reflect not only the nature, the foundations, validity and limits of the scientific knowledge produced in the second or foreign language learning didactic, but also about the origin, theories and hypothesis, research methods, limits and values.

In the decade of 1960 the study of the foreign language adopted and applied the knowledge taken from the Linguistics and Psychology as foundations. However, some years later when the special didactics started to reflect on the ways in which they produce knowledge and analyze some teaching and learning methods it started to produce scientific knowledge. Some historians of languages such as (Howatt, 1984) stated that in the decade of 1920 a research process already started in Great Britain in which it was talked about some methods and approaches on foreign languages teaching. Harold Palmer, in 1917 in his study proposed the scientific study of the languages under the title “The Scientific Study and Teaching of Languages”. But the decade of 1950 is when the research about the Foreign Language teaching is more consistent and deliberated according to Stern (1984).

One of the theories our study relies on is constructivism from Jean Piaget whose theory of knowledge describes growth and life-long development built on a philosophy of pragmatism (Daniel L. Schawarts, 2009) In the context of formal education, it is frequently used as pedagogical label for sense-making activities including discovery, inquiry, exploration, and hands-on learning (Daniel L. Schawarts, 2009)

Constructivism encourages the active role of the teacher or the value of expert knowledge, so that teachers help students to build up knowledge rather than to only reproduce what they heard in class. In the constructivist process teacher provides tools such as problem-solving and inquiry-based learning activities with which students

formulate and test their ideas, draw conclusions and inferences, and convey their knowledge in a collaborative learning environment. Constructivism transforms the student from a passive recipient of information to an active participant in the learning process and teacher becomes a companion during this process. That is what is called assessment and which is proposed as the cornerstone of this project.

Other theory on which this study is based is Stephen Krashen's who developed a theory of language acquisition based on 6th hypothesis: Acquisition-Learning hypothesis, the Monitor hypothesis, the reading hypothesis the Input hypothesis, the Natural Order hypothesis, and the Affective Filter hypothesis. This study focuses on what monitor hypothesis says: "The acquisition system initiates an utterance and the learning system 'monitors' the utterance to inspect and correct errors." Krashen states that "monitoring can make contribution to the accuracy of an utterance but its use should be limited". (Krashen, 1982)

This theory is very important for the study because it gives us an idea that the same person who is the learning subject indeed monitors his/her own learning process bringing success in the achievement of objectives. This is precisely what is pretended to reach through assessment; the student monitors his own growth, check for errors, correct them and enhances his performance in the language skills.

Other aspect about assessment focuses on is meaningful learning. Dr. David Ausubel contradicts the rote learning theory and presents the cognitive structure as key concept. He says that learning is the sum of all kind of knowledge we have acquired as well as the relationships among the facts, concepts and principles that make up that knowledge. Learning for Ausubel means to add something new to our cognitive structure and attach it to our existing knowledge that is located there. He says everything we already know is connected with what we are learning and only if we relate the former thing with the new thing there will be a production of new knowledge. (Ausubel, 1967)

Meaningful learning related to learning of foreign languages establishes a contradiction with rote learning of a foreign language which is only effective on a short term basis. This is true because when students learn something in a mechanical way they tend to forget easily and are not able to apply that knowledge in situations they would need it. For example when students are reading an academic text, they need to go back to the

pages of a dictionary to research on the translation of the word instead of relate the meaning of the word to the context of the reading. Furthermore, students who do not have basis of English haven not even constructed the structure needed to build new knowledge on. For this reason it is especially difficult for some students to read or write academic texts.

Since, this thesis paper deals with assessment of meaningful learning, it is essential to cite Cohen who says that assessment carried out by professors is important for learning a language and must be included in the procedures of evaluating not only the students' language performance but also their EFL learning process. Also, he clearly establishes how testing and other ways to assess performance must be considered. For him, the concept of evaluation is quite different from the one we have in mind. Tests not always show what students know that is why we need something else to complement the process of learning. This extra thing needed in the process must be “assessing”. Cohen points out that assessment practices are also very valuable for teacher who need to rely on something valid to value their teaching practices. (Cohen, 1994)

The foundations for the type of research is being carried out, better matches the action research. Cohen and Manion (Louis Cohen, 2011) define action research as "a short scale intervention in the real world with the purpose of examining the effects of that intervention"; similarly, in 1994 the same authors stated that action research takes into account situational, collaborative, participatory and self-evaluative aspects. Considering that this project has these characteristics, action research is the model used for developing this intervention and reaching the objectives. Furthermore, it is important to emphasize that action research also consider a reflection period (other aspect of assessment) which in this study is going to be present across the whole intervention period; at the begging, when teacher and students reflect about their beginning state, every time after teachers and students' practices and of course, at the end when the results of the intervention are shown.

5.2.2. Fundamentaciones Axiológicas.- The axiological foundations of this research are taken from the Bible, “the book of books”. Every individual should take it as basis for a successful life. For instance, it clearly states that this is a book to acquire wisdom

which is described in proverbs 1:1 (The Bible, 2011). Furthermore, this books speaks directly to the hearts and invite individuals to grow every day in knowledge and grace just like Jesus did when he was in his human nature (The Bible, 2011)(Luke 2:51) this means that every individual should prepare him/herself to be ready for life it.est, learn, apply and constantly improve what he or she is good at. According to the same verse, individuals also must grow in grace, meaning that everything should look for the good of others. The bible teaches not only wisdom but the basic principles and values such as respect, tolerance, affection, and many other necessary for a good life here and eternal life there.

The Bible is also related to assessment (the focal point of this study) because it encourages its believers to continuously assess their lives. For example, the verse in 1st Corinthians 1:28 mentions “But let a man examine himself” and that is true because we have to examine our lives and hearts and the works we do every day. That is what is called self-assessment. Moreover, if we read Luke 17:3 the Bible teaches “if someone do wrong; rebuke him”, everyone must feel responsible to make his/her friends realize the errors he or she is committing. This verse is a clear base for peer assessment. Considering Romans 8:27 “And He that searched the hearts knows what is the mind of the Spirit” it can be seen that there is an evaluation that comes from a superior force being this God. Evaluation according the Bible take us to a process, God is the one who knows everything and can be figured as the teacher who indeed does not know everything but has the experience and knowledge to assess students, peers who according to established parameters can judge the work of their mates and of course the same individual, who realizes and corrects the possible errors in his/her paper work.

5.2.3. Fundamentaciones Legales.- The legitimacy of this study for the researcher lies on the article 208 of the regulation of the academic regimen, item c) that literally says “Once the class courses are over, every student must present and support a scientific research thesis paper which shows innovation and problem originality”. Furthermore, the Good Living Plan Goal 4.8 is “To achieve 85.0% of university professors with an education fourth level title. (Senplades, 2013)

The LOES (superior Education Organic Law) supports the research subject participation with the article 124.- “ Values and right training”.- it is the responsibilities of the Superior Education Institutions to provide the students who finish their major at any school or program, the effective knowledge of their rights and obligations and the social-economic, cultural and ecological reality of the country: the mastering of a foreign language the mastery of a foreign language and the effective management of informatics tools. Also, the National Plan of Good Living objective 4.8i says “Promote learning a foreign language within the parameters of international accreditation from early education to the next level. (Senplades, 2013) We all know that the study of a foreign language is based on the European Common Frame which marks the criteria of teaching English as a foreign language and the standards that every student should reach at the end of every level and every skill.

5.3 Fundamentación teórica (Respaldo Teórico)

5.3.1. Meaningful learning: Meaning is created through some form of representational equivalence between language (symbols) and mental context. Two processes are involved:

1. Reception, which is employed in meaningful verbal learning, and
2. Discovery, which is involved in concept formation and problem solving.

Ausubel's gave emphasis to the verbal learning methods of speech, reading and writing. He proposes two subsumptions: 1. Correlative subsumption - new material is an extension or elaboration of what is already known. 2. Derivative subsumption - new material or relationships can be derived from the existing structure. Information can be moved in the hierarchy, or linked to other concepts or information to create new interpretations or meaning. From this type of subsumption, completely new concepts can emerge, and previous concepts can be changed or expanded to include more of the previously existing information. This is "figuring out". (MarcadorDePosición3)

5.3.2. Academic Reading: The Open University of Israel in his magazine the “Road to Academic reading and writing” states that academic reading differs from reading magazines or other entertainment books. In an academic text it is usually found the following aspects: abstract questions and issues, facts and evidence to support claims, logic to build arguments and defend positions, clearly-defined structure, and carefully

chosen words carefully to present arguments as effectively as possible, persuasion to convince to accept the author's positions.

5.3.4. Academic text analysis.- It is described as the process to break down the text and study the parts. (htt) Text analysis have to consider the following aspects: identify the type of text, the author's thesis and purpose, Analyze the structure of the passage by identifying all main ideas, consult a dictionary or encyclopedia to understand material that is unfamiliar, determine the purpose, evaluate the means by which the author has accomplished his purpose: describe. Inform, persuade or entertain.

5.3.5. Academic writing.-It is known as a piece of writing that is directed to a specific community. It is written by scholars and read by scholars. It has specific characteristics that make it different from other publications and it is easy recognizable among the different kinds of writing pieces. It is not easy to become a good academic writer, Simpson points that: "Writers need to have enough language and general intellectual skills to generate and organize ideas and put those ideas into coherent, logically ordered, intelligible sentences, paragraphs, and essays" (ed States Information Agency, 1998). (Clanchy, Teaching International Students: A Brief Guide for Lecturers and Supervisors, 1997). Dong states that academic writing: involves learning a new set of academic rules and learning how to play by these rules. Often, these rules change from discipline to discipline, and the audience and the purpose of writing vary according to each writing context. For non-native students, the mismatch of writing difficulties and expectations operating in their home countries compound their writing difficulties.

Academic writing includes writing effective research papers, journals, summary - reaction papers, book review synthesis, review of the literature, noted bibliography and some different kinds of essays, such as argumentative and descriptive essays.

53.6. Academic Essays. - An essay is a short piece of writing that analyzes, discusses or describes one topic. It can discuss a subject directly or indirectly, seriously or humorously. It can describe personal opinions, or just report information. An essay can be written from any perspective. The purpose of the academic essay is to persuade by reasoned discourse. At college level an essay has some features is used to clarify ideas

and to contribute to students' critical thinking skills. The structure of an essay usually have introduction, supporting paragraphs and a strong conclusion. (Langosch, 1999) . There are many different kinds of essays. The following are some of the most common ones:

- Descriptive
- Cause/Effect
- Argumentative
- Narrative
- Compare/Contrast
- Process

The descriptive essay provides details about the characteristics of something. It explicitly describes how something looks, feels, tastes, smells, or sounds. These essays generally use a lot of sensory details. You can automatically picture what is being described. The essay could be a list-like description that provides point by point details. Or, it could function as a story, keeping the reader interested in the plot and theme of the event described. (Schroeder, 2014)

The cause/effect essay explains why or how something happened, and what resulted from that something. This essay is a study of the relationship between two or more events or experiences. The essay could discuss both causes and effects, or it could simply discuss the causes or the effects. A cause essay usually discusses the reasons why something happened. An effect essay discusses what happens after a specific event or circumstance. (Schroeder, 2014)

An argumentative essay tries to persuade the reader to think according to the writer's point of view. The writer will always try to convince the reader of the validity of his or her opinion. The essay may argue openly, or it may attempt to subtly persuade the reader by using irony or sarcasm. (Schroeder, 2014)

The narrative essay tells a story. It can also be called a "short story." Generally the narrative essay is informal in style, and tells of a personal experience. It is most

commonly written in the first person (uses I). This essay could tell of a single, life-shaping event, or simply a mundane daily experience. (Schroeder, 2014)

The compare/contrast essay discusses the similarities and differences between two things, people, concepts, places, etc. The essay could be an unbiased discussion, or an attempt to convince the reader of the benefits of one thing, person, or concept. It could also be written simply to entertain the reader, or to arrive at an insight into human nature. The essay could discuss both similarities and differences, or it could just focus only on the differences or the similarities, then they become a comparison essay or a contrasts essay respectively. (Schroeder, 2014)

A process essay describes how something is done. It generally explains actions that should be performed in a series. It can explain in detail how to accomplish a specific task, or it can show how an individual came to a certain personal awareness. The essay could be in the form of step-by-step instructions, or in story form, with the instructions/explanations subtly given along the way. (Schroeder, 2014)

5.3.7. Assessment .- The Webster University in its article “Assessing Students’ Learning” describes academic assessment as a faculty activity where skilled professors make decisions on stating the learning outcomes for their course and the best way by which those outcomes will be accomplished for their students. Academic Assessment also reveals how professors are documenting and assessing the type and quality of the students under their responsibility. It also refers to the analytical moments where the faculty engage in obtaining and interpreting data – reflecting the assignments, the exams or the performances completed or produced by their students. (University W. , 2014-2015) Assessment is an ongoing process which consists of breaking down assignments into stages to lead students to achieve their course goals step by step. Assessment is the ongoing process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning and achieve the course goals. (Mary E. Huba, 2000)

Assessment can be directed to improve course-related knowledge and skills (including prior knowledge, recall and understanding; analysis and critical thinking skills;

synthesis and creative thinking skills; problem solving skills; and application and performance skills) It can also assess student attitudes, values, and self-awareness (including students' awareness of their own values and attitudes; students' awareness of their own learning processes; and course-related learning and study skills awareness) finally, it can provide feedback on reactions to instruction methods (including student and peer reactions to teachers and teaching, class activities, assignments, and materials) (University I. S., 1995-2015)

5.3.8. Feedback: A great part of formative assessment is feedback; which is all kind of helpful information or criticism that is given to someone to say what can be done to improve a performance, product, etc. "...it gives information to teachers and students about how students are doing relative to classroom learning goals" (Brookhart, 2008) Feedback can be given by professors, peers and the students by him/herself after every process of assessment. The use that the student make of this information in order to enhance their learning depends largely on the agents (teachers, classmates or the students themselves) timing, mode or content of the information received.

Research done on this topic has drawn us to the conclusion about some types of feedback: effective, descriptive, evaluative and motivational. (Universidad de Wisconsin). The effectiveness of feedback depends much on the strategies which can vary in several dimensions: timing (when and how often), amount (how many points and how much about each one), mode (written, oral and visual/demonstration), and audience (individual or in groups). (Brookhart, 2008)

Feedback to be effective should be focused on correct student's errors, reflect on them and produce learning. Corrective feedback allow students improve their input. It is divided into six categories according to Lyster & Ranta, (1997) 1). Explicit correction: Any explicit correction is "any feedback technique that involves a teacher simply providing a student with the correct answer". 2). Recast: it is defined as "a more implicit feedback technique that involves the teacher's reformulation of all or part of it 3). Clarification request: "feedback type in which the teacher asks a question indicating to the student that there is a problem with the language utterance". 4). Repetition: is "the type of the feedback that involves a teacher repeating wrong utterance highlighting it with intonation" 5). Metalinguistic feedback: it "involves a teacher making comments or indicating to the student that there is an error in the language output (e.g., Can you

find an error?)”. 6). Elicitation: “a feedback type when teachers ask for completion of their own sentence by pausing and allowing students to correct themselves; they may also ask questions to elicit correct form and help students to reformulate an ill-formed utterance” (Ranta, 1997).

Dr. Rod Ellis’ in his lecture “Written corrective feedback” held in Seoul National University mentions that corrective feedback can be direct written corrective feedback, indirect written corrective feedback and metalinguistic corrective feedback. Direct writing correction feedback: Teachers provide correct form, i.e. crossing out the wrong word, phrase or morpheme and writing the correct form above or near to the inaccurate form. Indirect written corrective feedback: involves indicating that the learner has made an error but the teacher does not show the correct form. He/she can underline the errors or use cursors to show omissions in the learners’ text or place a cross in the margin next to the line containing the error. Metalinguistic written corrective feedback: Provides learners with some form of explicit comment about the nature of the errors they have made: it uses error codes, i.e. abbreviated labels for different kinds of errors placed. Another way is by numbering errors and providing metalinguistic comments at the end of the text. (Ellis, s.f.)

6. HIPOTESIS

6.1 Hipótesis general

The elaboration and implementation of the meaningful learning assessment guide “BESIDE” helps build up the academic text analysis and essay writing in English as a Foreign Language of the students of the seventh semester “A” of the medical school during the period 2015

6.2.Hipótesis específicas

6.2.1.The implementation of the Meaningful Learning Assessment guide “Beside” helps students in the seventh semester of the Medicine School build up their academic text analysis skills in English as a foreign Language.

6.2.2. The implementation of the Meaningful Learning Assessment guide “Beside” helps students in the seventh semester of the Medicine School build up their academic essay writing skills in English as a foreign Language.

7. OPERACIONALIZACION DE LA HIPOTESIS

7.1. Operaciónalizacion de la Hipótesis de Especifica 1.

VARIABLE INDEPENDIENTE	CONCEPTO	CATEGORIA	INDICADOR	TECNICA DE INSTRUMENTO
Meaningful Learning	It is to add new material or any relationship that can be derived from the existing structure. Information can be moved in the hierarchy, or structure to other concepts or information to create new interpretations or meaning.	Hierarchy to create new concepts	<p>For reading</p> <ul style="list-style-type: none"> -identifying - Infering -Analysing <p>For writing</p> <ul style="list-style-type: none"> Sentences Paragraphs Essays 	

7.2. Operacionalización de la Hipótesis de Especifica 2

VARIABLE INDEPENDIENTE	CONCEPTO	CATEGORIA	INDICADOR	TECNICA DE INSTRUMENTO
Assessment	<p>Assessment is the ongoing process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning and achieve the course goals. (Mary E. Huba, 2000)</p>	<p>Ongoing process</p> <p>Sources of assessment</p>	<p>Assessment Frequency</p> <p>Authentic assessment:</p> <p>Teacher's peer</p> <p>Self</p> <p>Observation</p> <p>Interviews</p> <p>Performance task</p> <p>Journals</p> <p>Teacher-created tests</p> <p>Self- and peer-assessment</p>	<p>Survey</p> <p>Questionary</p> <p>Observation matrix</p>

7.3. Operacionalización de la Hipótesis Especifica 3.

VARIABLE INDEPENDIENTE	CONCEPTO	CATEGORIA	INDICADOR	TECNICA DE INSTRUMENTO
Feedback	<p>Feedback is all kind of helpful information or criticism that is given to students after assignments to say what can be done to improve a performance, product, etc.</p> <p>There are different ways of passing this information to teachers and students to know how students are doing relative to classroom learning goals.</p> <p>The students based on feedback given are able to analytically revise and improve their work.</p>	<p>Information given to students after assignment</p> <p>Type of feedback</p>	<p>Frequency of feedback given.</p> <ul style="list-style-type: none"> • Focused feedback Conferences Direct and indirect feedback Metalinguistic correction. Analytical moments 	<p>Survey</p> <p>Portfolio</p>

VARIABLE DEPENDIENTE	CONCEPTO	CATEGORIA	INDICADOR	TECNICA/ INSTRUMENTO
Academic Writing: Essays	An essay is a short piece of text that analyzes, discusses or describes one topic. The structure of an essay usually have introduction, supporting paragraphs and a strong conclusion. (Langosch, 1999) Academic essays usually make good use of language and intellectual abilities	Type of essays Language use Intellectual abilities	Text Structure -Introduction -Supporting paragraphs -Conclusion Coherence Cohesion Use of vocabulary Analysis Synthesis Evaluation	Rubrics Portfolio

VARIABLE DEPENDIENTE	CONCEPTO	CATEGORIA	INDICADOR	TECNICA DE INSTRUMENTO

Academic reading: Academic Text Analysis	<p>It deals with reading concepts and ideas related to subjects that are studied at college or university.</p> <p>Text analysis usually requires that a student identifies the type, the purpose, the structure of the text and to use the established criteria to evaluate the author's efficiency on passing the message.</p>	Critical analysis	<ul style="list-style-type: none"> -Main idea -Supporting details -Type and purpose of text - inferring meaning -Difference between facts and author's opinions 	<p>Observation</p> <p>Test</p> <p>Portfolio</p>
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8. METODOLOGIA

8.1. Tipo de Investigación.

Quali-quantitative

8.2. Diseño de la investigación.

Quasi – experimental

The research will use two groups. The experimental group and the control group.

8.3. Población y muestra

Cuadro N1.1

Students	Teachers
28	1
Total	29

Fuente: Universidad Nacional De Chimborazo- secretaria Carrera de Medicina

8.4 Muestra.

Due to the population is not large the whole population is considered the sample for this research.

8.5 Métodos de Investigación.

- The method used for this research is action research.
- Inductive
- Deductive

8.6 Técnicas e Instrumentación de recolección de datos

- Application of a survey to verify the presence of the problem.
- Application of the Pre-test
- Application of the proposal
- Analysis of syllabus from other national and international universities that offer courses on academic reading and writing.
- Design and application of a course syllabus related to academic text analysis and essay writing using medical context which will be applied during the intervention.
- Design and application of strategies for assessing reading and construct text analysis skills.
- Design and application of strategies for assessing writing and construct academic essay writing skills.
- Provide feedback on the two skills.

- Students revise and correct their mistakes on every skill related to the intervention.

- Application of the Post test
- Application of a satisfaction survey

8.7 Técnicas y procedimientos para el análisis de resultados

- Organization of the information.
- Analysis of the information collected in the pre-test.
- Analysis of the evidences collected from the students during the proposal implementation.
- Analysis of post-test.
- Design of tables, charts and graphs.
- Drawn of conclusions.

9. RECURSOS HUMANOS Y FINANCIEROS

9.1. Human Resources

9.1.1. **Tutor** – He/she controls the advance of the research Project. Corrects and suggest changes until the paper work is finish and ready to its dissertation. The thesis tutor will review the paper for three times; once the work has advanced in a 25%, 50% and 100%. After each time the tutor will issue a certification. He/she will also be part of the jury who will be in charge of grading the work, besides he should be present when the student presents the project sustentation.

9.1.2. **Postgraduate student** – Carries out the thesis project.

9.1.3. **University authorities:** are in charge to make decisions about the research paper work and to assign dates for the project presentation.

9.2. Material Resources

- Books
- Magazines
- Computer
- TICs
- Library supplies
- Flash memory

9.3. Recursos humanos

- Tutor
- Graduate student
- Authorities
- Students (sample)

9.4. Recursos Financieros (pre supuesto)

Graphic Designer	\$300
Thesis advisor	\$ 500
SUBTOTAL	\$1830

MATERIALES

Paper	\$ 20
Text	\$200
Ink and printing	\$ 50
4 covers	\$30
Flash drive	\$18
Anillados	\$20
Copies	\$20
Photos	\$20
SUBTOTAL	\$ 378

OTROS

Transportation	\$300
TOTAL	\$ 1508

To carry out this thesis project will cost 1508 dollars approximately which will be paid by the researcher.

10. CRONOGRAMA

TIME	MONTH 1				MONTH 2				MONTH 3				MONTH 4				MONTH 5				MONTH 6				RESPONSABLES
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.- Planning stage																									
0. Preliminary study	x	x																							maestrante
0. Papers related to the stakeholders participation.	x																								Maestrante, Autoridades de la institución educativa
0. Literature review	x	x	x	x	x																				
1. Project design		x	x	x	x																				maestrante
1.4 Presentation and sustentation of the project.						x																			maestrante
2. Project final presentation and approval							x	x	x	x	x	x													Comisión de carrera
3. Literature review and elaboration of the theoretical frame.						x	x	x	x	x	x	x	x	x											Maestrante y tutor
4. Elaboration of the assessment guide.	x	x	x	x	x	x	x	x	x	x	x	x	x	x											Maestrante y tutor

11. MATRIZ LOGICA

FORMULACION DEL PROBLEMA	OBJETIVO GENERAL	HIPOTESIS GENERAL
<p>To what extent does the elaboration and implementation of the meaningful learning assessment guide “Beside” contribute to build up academic reading and writing skills in English as a Foreign language in the students of the seventh semester of the medicine school at the National University of Chimborazo in the school year 2014-2015.</p>	<p>To evidence to what extent the meaningful learning assessment guide “BESIDE” helps build up the academic text analysis and essay writing skills in English as a Foreign Language of the students of the seventh semester “A” of the medical school during the period 2015</p>	<p>The elaboration and implementation of the meaningful learning assessment guide “BESIDE” helps build up the academic text analysis and essay writing in English as a Foreign Language of the students of the seventh semester “A” of the medical school during the period 2015.</p>
PROBLEMAS DERIVADOS	OBEJETIVOS ESPECIFICOS	HIPOTESIS ESPECIFICA
<p>What is the real situation of student’s performance in English related to academic text analysis and essay writing in the seventh semester “A” of the medical school at the National University of Chimborazo during the period 2015.</p>	<p>To diagnose the student’s performance in English that may affect to the development of academic text analysis and essay writing of the students of the seventh semester “A” of the medical school at the National University of Chimborazo during the period 2015.</p>	<p>The accuracy of the students’ performance in English is a barrier to develop academic text analysis and essay writing.</p>

<p>To what extent are the assessment strategies planned for the course in the meaningful learning assessment guide “Beside” suitable to help students build up their academic text analysis and essay writing?</p>	<p>To evidence how suitable are the assessment strategies planned in the meaningful learning assessment guide “Beside” to help students build up their academic text analysis and essay writing.</p>	<p>The assessment strategies planned for the course in the meaningful learning assessment guide “Beside” help students build up their academic text analysis and essay writing.</p>
<p>The feedback provided to the students from the assessment strategies in the guide “Beside” help students build up their academic text analysis and essay writing skills.</p>	<p>To prove in what way feedback from assessment strategies in the assessment guide “Beside” help students build up their academic text analysis and essay writing skills.</p>	<p>The feedback provided to the students from the assessment strategies in the guide “Beside” help students build up their academic text analysis and essay writing skills.</p>

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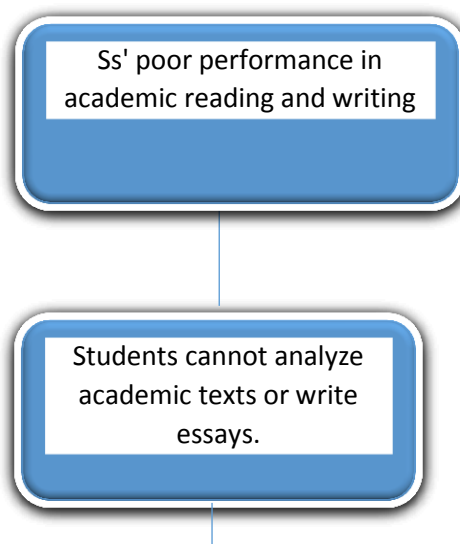
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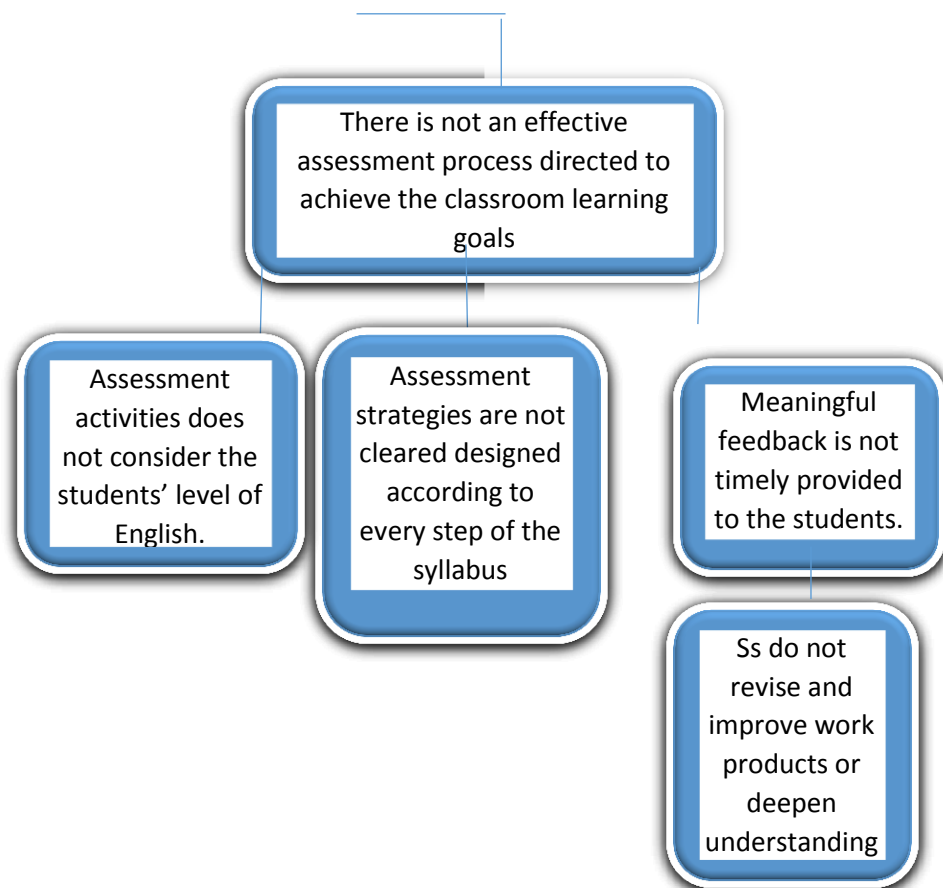
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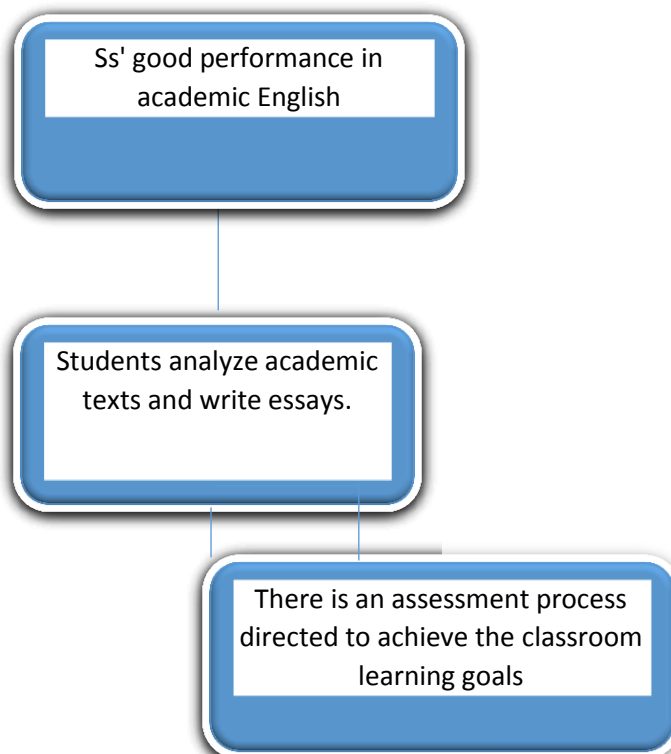
Anexos

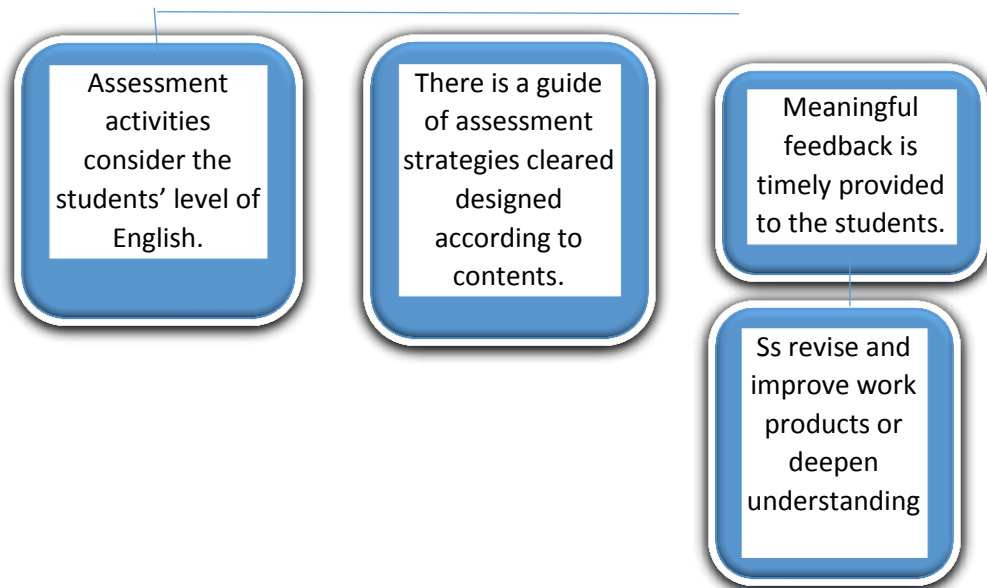
Problem tree





Objective tree





	PROJECT SUMMARY	INDICATORS	MEANS OF VERIFICATION	RISKS / ASSUMPTIONS
Goal	Contribute student's performance in academic English	At the end of the project 75% of the students of the seventh semester A get grades higher than 7 in the medical English course.	Teacher grade records	
Outcomes	Improve the students' academic texts analysis and essay writing skills.	At the end of the project 70% of the students can analyse academic texts and write essays.	Comparison of academic reading and writing pre-test and post-test.	The background knowledge of general English make the learning of academic English easier.
Outputs	Publication of the "Beside Assessment Strategies Guide" of academic text analysis and essay writing.	At the end of the project the 100% of the students and teacher in the seventh semester A of the medical school will have been part of the evaluation process using the assessment strategies described in the guide.	Students portfolios Teacher portfolio Unit records of feedback given by the teacher to the students after the different activities evaluated in the course.	Every stakeholder participate of the evaluation process. The stakeholders apply the assessment strategies properly The beneficiaries apply feedback from the assessment strategies to improve their skills in academic reading and writing.
Activities	Diagnosis of actual situation Design a course syllabus for academic text analysis and essay writing. Students use feedback from the assessment strategies to revise and improve work products and deepen understandings. Teachers in the area validate the guide	At the beginning of the course the syllabus will have been clearly designed according to the student's needs. At the end of the project every assessment strategy established in the course syllabus have been applied. At the end of the project 75% of the students have been used feedback from the assessment strategies to revise and improve work products and deepen understandings	Validated syllabus Teacher's portfolio Ss' portfolio	The activities are carried out according to the plan: time, quality, quantity. During the project implementation the stakeholders keep engaged in the project.

Logical Framework Matrix

ANNEX 2



PRE-TEST

**UNIVERSIDAD NACIONAL DE CHIMBORAZO
MEDICINE SCHOOL
SEVENTH SEMESTER
MEDICAL ENGLISH COURSE**

This test is taken by the students of the seventh semester “A” of the Medicine School and it has the objective to assess the abilities of academic reading and writing of academic text.

Name:

Date:

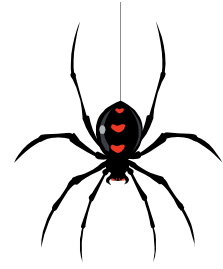
READING SECTION

Part A: INSTRUCTIONS: Read the text and then answer the questions by selecting the option you consider the most appropriate for the question.

PHOBIAS

Passage 1

When a particular situation causes you an intense fear or feeling of anxiety, you suffer from a phobia. This might can be logical as a fear of heights, or as illogical as a fear of the color blue. At other times anxiety is not present all the time. For example, a person who has a phobia of spiders (millions of people do), she or he only feels anxious when there's a spider around, otherwise the person is fine.



About one in ten people has a significant phobia, however only a few people seek treatment.

Each phobia has its own name. Some (of a very long list) include: Musophobia which is fear of mice. Fear of bald people is called Peladophobia. Amathophobia is fear of dust. Pnigophobia is when a person is scared of choking or smothering. Maieusiophobia is fear of childbirth. Fear of fog is known as Homichlophobia, and you can even hear about Arachibutyrophobia which is the fear of peanut butter sticking to the roof of the mouth.

People who suffer from a phobia tend to avoid situations they know will make them anxious, but this can make the phobia worse. The precautions a person takes to avoid the situation, can increasingly dominate the person's life. You may know there's no real danger and you may feel embarrassed by your fear, but you're still unable to control it. It's better to confront your fears, even if it's in a very careful way or with the help of a trained therapist.

A phobia is more likely to go away if it began after a distressing or traumatic event.

What's the treatment?

A 'talking treatment' known as Cognitive Behavioural Therapy – helps you to learn all about the thing or situation you are scared of and how to change your behaviour – the rate success in treating phobias is high. Your General Practitioner can refer you.

1. **The purpose of the text is to ... (purpose of the text)**
 - a. give information about phobias
 - b. give instructions for people with phobias
 - c. persuade people with phobias to seek help
2. **What is the main message of this article? (main idea)**
 - a. Some people have phobias and live in fear of certain things.
 - b. If you have a phobia you should see a therapist.
 - c. What a phobia is and how to treat it.
3. **A phobia ... (details)**
 - a. happens to everyone when they are frightened
 - b. happens only in certain situations
 - c. only happens to people who are anxious

4. **Phobias ... (details)**
 - a. are logical
 - b. are not logical
 - c. can be logical or not logical
5. **The number of people who have phobias is ... (details)**
 - a. five out of ten people
 - b. ten people
 - c. 10 percent of the population
6. **The writer advises people with phobias to ... (author's attitude)**
 - a. consult a psychotherapist
 - b. avoid situations that make them anxious
 - c. confront the fear rather than avoid it
7. **Avoiding treating phobias mean that: (drawing conclusion)**
 - a. People do not know they suffer from phobias
 - b. It can make the phobia worse
 - c. Phobias does not have cure
8. **Which of phrases best describe the authors' attitude toward phobias? (author's attitude)**
 - a. A phobia is an intense fear or feeling of anxiety
 - b. It's better to confront your fears
 - c. Each phobia has its own name
9. **This text might be found under which heading on the BBC website? (topic)**
 - a. Physical health
 - b. Mental health
 - c. You and your therapist
10. **What is a the best conclusion of the article? (drawing conclusions)**
 - a. Phobias are only in the person's mind.
 - d. Phobias can be dangerous if not treated.
 - e. Phobias are difficult to treat.

Passage 2

1. **After reading the sentences, circle the phrase that best expresses the topic or general subject of the sentences. (topic)**

Beverages containing sugar or electrolytes are not better than plain water because this last one is absorbed faster.

When a person takes salt tablets before drinking water they can dehydrate the body even more by extracting water from body tissue.

After sweating, drinking simple water is the best way to prevent dehydration

- a. Salt Tablets versus Water
- b. Value in Plain Water
- c. Preventing Dehydration

Passage 3

1. Read the paragraph and then write after the sentences listed below T for topic, MI for main idea, D for details. (Topic, main idea and details)

Tar and nicotine are not the only harmful chemicals in cigarettes. In fact, tars account for only 8 percent of tobacco smoke. The remaining 92 percent consists of various gases, the most dangerous of which is carbon monoxide. In tobacco smoke, the concentration of carbon monoxide is 800 times higher than the level considered safe by the U.S. Environmental Protection Agency (EPA). In the human body, carbon monoxide reduces the oxygen-carrying capacity of the red blood cells by binding with the receptor sites for oxygen. This causes oxygen deprivation in many body tissues.

—*Health: the Basics*, Fifth Edition,
by Rebecca J. Donatelle

- 1. _____ Carbon Monoxide Dangers from Smoking
- 2. _____ Carbon Monoxide causes oxygen deprivation in many body tissues
- 3. _____ The concentration of carbon monoxide is 800 times higher than the level considered safe by the U.S. Environmental Protection Agency

Passage 4.

Read the paragraph and decide which one of the following text structure correspond to the paragraph. (Text structure)

Many people think that they can get sick by going into cold weather improperly dressed; however, illnesses are not caused by temperature- they are caused by germs. So while shivering outside in the cold probably won't strengthen your immune system, you're more likely to contract an illness indoors because you will have a greater exposure to germs.

- a. _____ CAUSE AND EFFECT
- b. _____ COMPARE AND CONTRAST
- c. _____ PROBLEM SOLUTION

Passage 5.

Read the paragraph and decide which one of the types of text correspond to the paragraph. (type of text)

It seems like there has been a surge in teen pregnancies these days. Teen pregnancies make it very difficult for young mothers to pursue their dreams and meet the demands of an infant. Besides they can develop **hyperventilation**, a respiratory disease due to the anxiety they suffer from, and they have to see a **pulmonologist** during their pregnancy. Also, they can develop **anemia** and other diseases due to the lack of vitamins the body needs for the new baby. Fortunately, most teen pregnancies can be easily prevented by using birth control; however, even birth control is not 100% effective. The most effective way to prevent teen pregnancies is abstinence, which is 100% effective. If teenagers took abstinence seriously, many of the social problems would be solved.

- a. _____ informative
- b. _____ Persuasive
- c. _____ Descriptive

VOCABULARY (vocabulary)

1. _____ is an abnormally rapid rate of deep respiration that is usually associated with anxiety.
 - a. Hyperpnoea
 - b. Hyperventilation
 - c. Hypopnea
 - d. Tachypnea

2. A physician who specializes in diagnosing and treating diseases and disorders of the respiratory system.
 - a. Pulmonologist
 - b. Otolaryngologist
 - c. Thoracic Surgeon
 - d. Laryngologist

3. The definition of anemia is reduced oxygen carrying capacity.
 - a. True
 - b. False

WRITING SECTION

RESEARCH QUESTION:

Global diseases such cancer, hypertension and diabetes affect millions of people all over the world, many people suffer long periods and undergo expensive treatments to stay alive. In a 200 words essay tell which of the diseases you would not like to suffer from and why. (Provide strong arguments to defend your position)

ENCUESTA

Esta encuesta está dirigida a los estudiantes del 7mo semestre A de la escuela de medicina de la facultad de Ciencias de la Salud y tiene como objetivo conocer la existencia del problema en cuanto a evaluación en el desarrollo de habilidades de análisis de texto y escritura de ensayos antes de la aplicación de la propuesta.

INSTRUCCIONES: Escoja la respuesta que usted considere más apropiada según su experiencia y criterio.

1. **En los cursos de inglés que ha recibido, aprendió como redactar un ensayo?**
 - Siempre.
 - Frecuentemente
 - Ocasionalmente
 - Nunca.

2. **¿En los cursos de inglés que ha recibido, aprendió como analizar una lectura relacionada a su carrera?**
 - Siempre
 - Frecuentemente
 - Ocasionalmente
 - Nunca

3. **¿Cuándo ha recibido capacitación de cómo escribir un ensayo o de como analizar un texto, la evaluación ha aportado significativamente a este proceso de aprendizaje?**
 - Siempre
 - Frecuentemente
 - Ocasionalmente
 - Nunca

4. **¿Cuándo ha recibido capacitación de cómo escribir un ensayo o de como analizar un texto, las políticas de evaluación estuvieron claramente determinadas?**
 - Siempre
 - Frecuentemente
 - Ocasionalmente
 - Nunca

5. **La retroalimentación recibida tanto en la enseñanza de cómo escribir un ensayo o de como analizar textos ha sido efectiva (oportuna, clara y específica) y le ha permitido corregir sus errores antes de comenzar con un tema nuevo?**
 - Siempre
 - Frecuentemente
 - Ocasionalmente
 - Nunca

6. Durante los cursos de Inglés recibidos, La evaluación y retroalimentación ha venido de fuentes como autoevaluación, evaluación por pares y evaluación del maestro?

- Siempre
- Frecuentemente
- Ocasionalmente
- Nunca

7. Qué técnicas de evaluación se usaron más frecuentemente para verificar su aprendizaje?

8. El saber escribir un ensayo y analizar un texto aporta significativamente para su carrera?

- Siempre
- Frecuentemente
- Ocasionalmente
- Nunca

9. ¿Se siente usted en la capacidad de analizar un texto referente a su carrera en el idioma inglés?

- Siempre
- Generalmente
- A veces
- Nunca

10. ¿Se siente usted en la capacidad de escribir un ensayo académico referente a su carrera en idioma inglés?

- Siempre
- Generalmente
- A veces
- Nunca



UNIVERSIDAD NACIONAL DE CHIMBORAZO
INSTITUTO DE POSTGRADO
MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL IDIOMA
INGLES

ENCUESTA DE SATISFACCIÓN

Esta encuesta está dirigida a los estudiantes del 7mo semestre “A” de la escuela de medicina de la facultad de Ciencias de la Salud sobre la evaluación en el desarrollo de habilidades de análisis de texto y escritura de ensayos después de la intervención.

OBJETIVO: Evaluar cuan satisfechos se encuentran los estudiantes sujetos de estudio después de la aplicación de la GUÍA DE EVALUACIÓN DE APRENDIZAJE SIGNIFICATIVO “BESIDES” en cuanto a la construcción de habilidades de análisis de texto y escritura de ensayos.

INSTRUCCIONES: Escoja la respuesta que usted considere más apropiada según su experiencia y criterio.

1. ¿Se sintió cómodo al ser evaluado al final de cada tema tratado durante el curso?

- Siempre
- Generalmente
- A veces
- Nunca

2. ¿Las estrategias de evaluación usadas durante el curso le ayudaron a lograr los objetivos planteados para la clase y para todo el curso?

- Siempre
- Generalmente
- A veces
- Nunca

3. ¿Qué tipo de retroalimentación contribuyó en mayor porcentaje al logro de sus objetivos?

Category	Frequency	
	Retroalimentación meta-cognitiva. (códigos)	Retroalimentación basada en criterios. (rubricas)
Always		
Frequently		
Occasionally		
Never		

4. La retroalimentación recibida tanto en la enseñanza de cómo escribir un ensayo o de como analizar textos ha sido efectiva (oportuna, clara y específica) y le ha permitido corregir sus errores.

- Siempre
- Generalmente
- A veces
- Nunca

5. La evaluación, durante el curso, vino de diferentes fuentes, puede decir, de acuerdo a su criterio, ¿En qué porcentaje fue efectiva cada una de ellas?

Categoría	Siempre	Generalmente	A veces	Nunca
Evaluación del profesor				
Evaluación por pares				
Auto-evaluación.				

6. ¿Se siente usted en la capacidad de analizar un texto académico?

- Siempre
- Generalmente
- A veces
- Nunca

7. ¿Se siente usted en la capacidad de escribir un ensayo académico?

- Siempre
- Generalmente
- A veces
- Nunca

8. ¿Qué técnicas de evaluación funciono mejor para el logro de sus objetivos?

Think, pair and check _____
 One sentence summary _____
 Information transfer _____
 Quiz _____
 Rubrics _____
 Check lists _____



POST-TEST

**UNIVERSIDAD NACIONAL DE CHIMBORAZO
 MEDICINE SCHOOL
 SEVENTH SEMESTER
 MEDICAL ENGLISH COURSE**

This test is taken by the students of the seventh semester “A” of the Medicine School and it has the objective to assess the abilities of academic reading and writing of academic texts

Name:

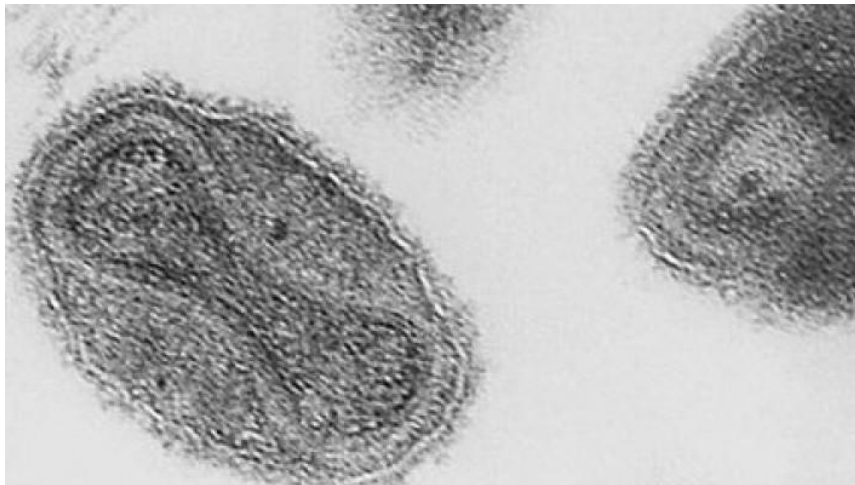
Date:

READING SECTION

INSTRUCTIONS: read the text provided and then transfer the information to the Text Analysis Chart, then answer the questions in the second and third page.

World Health Organization debates destruction of Variola stocks

May 16, 2011
Ben Riley-Smith



The Next meeting of The World Health Organization is to decide the destiny of the last two known remaining stocks of the virus that causes the deadly human disease smallpox: Variola.

Only two viral diseases have been eradicated in history and one of them is Smallpox. 30 per cent of those infected with the virus died. However, after the success of a global vaccination campaign, it was finally declared eradicated in 1980. Since then, there is a campaign lead by the WHO to destroy existing stocks of the smallpox virus to minimize the risk of accidental release – which developing countries are afraid of since they would be hardest hit by a reappearance of smallpox.

1993 was the initial target date to destroy the, but this has been pushed back repeatedly under pressure from developed countries led by the United States who want to keep the samples for research. The US Centres for Disease Control and Prevention in Atlanta, Georgia and the Russian State Research Centre of Virology and Biotechnology in Koltsovo, Novosibirsk are only two laboratories which retain stocks of Variola. The WHO's 193 member states are meeting in Switzerland to have a new date to destroyed the

two last stocks. They want to build a consensus after analyzing the following arguments for and against destroying Variola forever.

SMALLPOX SHOULD BE SAVED

One of the reasons to keep Variola is for research because the existing smallpox vaccine,

even though it is effective is not suitable for people with weak immune systems (such as those with HIV). There is still an ongoing research into improved anti-viral drugs for treatment and also safer preventative vaccines. There is also the need of more effective vaccines because there is the possibility that rogue states or terrorists keep secret stocks of the virus, with the intent of a biological attack.

The *New York Times* published an article which conclusion stated that it is too early to get rid of the last two known stocks of variola because it would **jeopardize**, that is, put in danger, the research advancements being made. Destroying the smallpox virus would be pointless anyway, since it is now possible to recreate it from its genome, which was sequenced in 1994. That means destruction of the Variola stocks would be more symbolic than a practical protection against a new outbreak.

SMALLPOX MUST BE DESTROYED FOREVER

Developing countries are concerned about a renewed outbreak of smallpox because the risks are higher than the possible benefits from research. In 2007, the WHO stated that scientific curiosity alone is *not* enough to keep the stocks; it is necessary clear evidence that research will produce tangible public-health benefits. But, there is no such evidence yet.

Dr DA Henderson, the man in charge of the smallpox eradication program from 1966 until the last case in 1977, told the BBC: "All of the productive research that we can do, has been done already. "It has been completely discussed by people around the world and we think is the time to destroy the virus in order to prevent it from being produced or used. "People who want to save Variola say the virus can be recreated from its genome, anyway. If this is true, why is it necessary to keep the virus? If smallpox ever returns, much virus than we really need for vaccines can be produced from scratch.

Reading taken from:

<http://www.theweek.co.uk/politics/5485/should-we-destroy-smallpox-forever-asks-who>

TEMPLATE FOR TEXT ANALYSIS

Title of the text:

Name:

Date:

1. What is the general topic?	
2. What is said about the topic? (main idea)	
3. What is the type of the text?	
4. What is the purpose of the text Does the author fulfil his/ her purpose?	
5. What are the reasons (details) would the author give?	
6. How is the text structured?	
7. What conclusion can be drawn from the reading?	
8. What is the author's attitude/bias	
9. Type of words used	Key words

10. Which of the following topics is mostly discussed in the reading? (1 point) (topics)

- a. Smallpox

- b. Variola stocks
- c. Variola destruction
- d. The WHO

11. Which of the following most accurately states the main idea of the passage? (1 point) (main idea)

- a. There are reasons to keep and reasons to destroy the variola virus
- b. Variola virus should be kept for research or destroyed for avoiding misuse
- c. The characteristics of the smallpox
- d. WHO's decisions in relation to the smallpox incidence

12. The primary purpose of the passage is to...? (1 point) (purpose)

- a. Inform about the arguments for and against destroying variola virus.
- b. Persuade the reader to vaccinate against variola virus.
- c. Convince the reader to vote against keeping variola virus
- d. Inform the readers about WHO's decision.

13. According to the characteristics of this reading the type of text is? (1 point) (type of text)

- a. Informative
- b. Persuasive
- c. Explicative
- d. Expository

14. The passage mainly... (1 point) (text structure)

- a. Describe the two stages of variola virus
- b. It establishes causes and effects of variola virus
- c. Compares the pros and cons of keeping variola virus
- d. Establishes a sequence in which variola affected population

15. The passage states that World Health Organization is deciding about? (1 point) (details)

- a. What diseases can be eradicated besides smallpox
- b. What to do with the two remaining stocks of variola virus
- c. What to do with the 30% of the infected ones
- d. How to plan a vaccination campaign

16. The passage mentions each of the following about variola virus EXCEPT? (1 point) (details)

- a. There are two existing stocks of variola virus that can be accidentally released
- b. It causes the deadly human disease smallpox
- c. There is no consensus about where to keep the virus
- d. WHO has led a campaign to destroy existing stocks of the virus.

17. According to the passage, if variola virus is kept then...? (1 point) (details)

- a. Research into improved anti-viral drugs for treatment could be possible.

- b. A biological attack will happen
- c. Effective vaccines of smallpox would be manufactured
- d. The USA secretary of health will publish the news in the New York times.

18. What word is closest in meaning to “jeopardize”? (1 point) (vocabulary)

- a. Protect
- b. Threaten
- c. Contribute
- d. help

19. Which word in the passage tells you that the variola virus genome can be used to make the virus again? (1 point) (Lexical)

- a. Destroying
- b. Pointless
- c. Recreate
- d. Symbolic

20. The last paragraph implies that which of the following was true of research of variola. (1 point) (drawing conclusions)

- a. The research has been exhaustive
- b. Research has not been done completely.
- c. Research took only few years to show results
- d. Non-scientific individuals conducted the research

21. It can be inferred from the 3rd paragraph that keeping variola stock. (1 point) (author’s attitude)

- a. Is the best evidence for saying that research is been conducted.
- b. Is neither beneficial to health nor to research
- c. Is the best way to make better vaccines
- d. Smallpox epidemic can be controlled.

22. The author implies that all of the following statements about saving the variola virus are true EXCEPT...? (1 point) (author’s attitude)

- a. Saving the virus is not worthy because the virus can be recreated from its genome
- b. Saving the virus is not worthy because scientist can still produce vaccines.
- c. Saving the virus is not worthy because people infected can get healed easily.
- d. Saving the virus is not worthy because all the research possible has been carried out already.

23. Which of the following statements would provide the most logical conclusion of the text? (1 point) (drawing conclusions)

- a. Whether, keeping or destroying the virus the decisions should be made based on benefits for the public-health.

- b. The benefits of keeping or destroying the variola virus should be based on the most powerful countries interest.
- c. The WHO must not spread the fact that the virus of smallpox is still alive.
- d. The WHO has to preserve life and health, so that they should make the decision based on what they think it is right.

24. Which of the following, if true, would most weaken the arguments provided in the paragraph related to saving the variola virus. (1 point) (drawing conclusions)

- a. People who guard the variola stocks say it is impossible to have other stocks around the world.
- b. Researchers say that the variola virus loss its effectiveness with the time.
- c. Scientist affirm that only a stronger vaccine will help patients with HIV combat the virus.
- d. Advances made so far are taking the research toward good results.



UNIVERSIDAD NACIONAL DE CHIMBORAZO
Postgraduate Institute

VALIDATION OF THE DATA COLLECTION INSTRUMENTS

Theme: ELABORATION AND IMPLEMENTATION OF THE MEANINGFUL LEARNING ASSESSMENT GUIDE "BESIDE" TO BUILD UP ACADEMIC READING AND WRITING SKILLS IN ENGLISH AS A FOREIGN LANGUAGE IN THE STUDENTS OF THE SEVENTH SEMESTER OF THE MEDICINE SCHOOL AT THE NATIONAL UNIVERSITY OF CHIMBORAZO IN THE SCHOOL YEAR 2014-2015

General Objective: To evidence to what extent the meaningful learning assessment guide "BESIDE" helps build up the academic text analysis and essay writing skills in English as a Foreign Language of the students of the seventh semester "A" of the medical school during the period 2015.

Author: Gloria Isabel Escudero Orozco

Expert: Dennys Tenelanda Lopez

Position: College Professor

Degree: Magister en Lingüística aplicada a la enseñanza bilingüe español-inglés

Data collection Instrument: POST- TEST

Question	score	Skill to be evaluated	Yes/ no	Suggestions
Ques. 1	5	Topic	yes	
Ques. 2	5	Main Idea	yes	
Ques. 3	5	Type of text	yes	
Ques. 4	5	Purpose of the text	yes	
Ques. 5	2.5	Details	yes	
Ques. 6	5	Text Structure	yes	
Ques. 7	5	Drawing conclusions	yes	
Ques. 8	5	Author's attitude	yes	
Ques. 9	3.3	Lexical Comprehension	yes	
Ques. 10	5	Topic	yes	
Ques. 11	5	Main idea	yes	
Ques. 12	5	Purpose of the text	yes	
Ques. 13	5	Type of text	yes	

Ques. 14	5	Text Structure	yes	
Ques. 15	2.5	Details	yes	
Ques. 16	2.5	Details	yes	
Ques. 17	2.5	Details	yes	
Ques. 18	3.3	Lexical Comprehension	yes	
Ques. 19	3.3	Lexical Comprehension	yes	
Ques. 20	3.3.	Drawing Conclusions	yes	
Ques. 21	5	Author's attitude	yes	
Ques. 22	5	Author's attitude	yes	
Ques. 23	3.3.	Drawing Conclusions	yes	
Ques. 24	3.3.	Drawing Conclusions	yes	

WRITING SECTION

Question	Score	Skills to be evaluated	Yes/no	Suggestions
Aspect 1	40	Structure	yes	
Aspect 2	30	Lenguaje Use	yes	
Aspect 3	30	Critical Thinking	yes	

Signature: _____

Date: 2016-01-07

CI: 0603342187



UNIVERSIDAD NACIONAL DE CHIMBORAZO
Postgraduate Institute

VALIDATION OF THE DATA COLLECTION INSTRUMENTS

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Author: Gloria Isabel Escudero Orozco

Expert: Dennys Tenelanda Lopez

Position: College Professor

Degree: Magister en Lingüística aplicada a la enseñanza bilingüe español-inglés

Data collection Instrument: : PRE-TEST

Passage 1

Question	score	Skill to be evaluated	Yes/ no	Suggestions
Ques. 1	10	Purpose of the text	yes	
Ques. 2	5	Main idea	yes	
Ques. 3	2.5	Details	yes	
Ques. 4	2.5	Details	yes	
Ques. 5	2.5	Details	yes	
Ques. 6	5	Author's attitude	yes	
Ques. 7	5	Drawing conclusions	yes	
Ques. 8	5	Author's attitude	yes	
Ques. 9	3.3	Topic	yes	
Quest. 10	5	Drawing conclusions	yes	

Passage 2

Question	score	Skill to be evaluated	Yes/ no	Suggestions
Ques. 1	3.3	Topic	yes	

Passage 3

Question	score	Skill to be evaluated	Yes/ no	Suggestions
Ques. 1	3.3	Topic	yes	
Ques. 1	5	Main idea	yes	
Ques. 1	2.5	Details	yes	

Passage 4

Question	score	Skill to be evaluated	Yes/ no	Suggestions
Ques. 1	10	Text Structure	yes	

Passage 5

Question	score	Skill to be evaluated	Yes/ no	Suggestions
Ques. 1	10	Type of text	yes	
Ques. 2	3.3	Lexical Comprehension	yes	
Ques. 3	3.3	Lexical Comprehension	yes	
	3.3	Lexical comprehension	yes	

WRITING SECTION

Question	score	Skill to be evaluated	Yes/ no	Suggestions
Aspect 1	40	Structure	yes	
Aspect 2	30	Lenguaje Use	yes	
Aspect 3	30	Critical Thinking	yes	

Signature: _____

Date: 2015-10-11

CI: 0603342189



UNIVERSIDAD NACIONAL DE CHIMBORAZO
Postgraduate Institute

PROPOSAL VALIDATION

Theme: MEANINGFUL LEARNING ASSESSMENT GUIDE "BESIDE" FOR ACADEMIC READING AND WRITING.

General Objective: To evidence to what extent the meaningful learning assessment guide "BESIDE" helps build up the academic text analysis and essay writing skills in English as a Foreign Language of the students of the seventh semester "A" of the medical school during the period 2015.

Author: Gloria Isabel Escudero Orozco

Expert: Martha Lara Freire

Position: College Professor

Degree: Doctor in Languages mention International Cooperation

READING SECTION					
TOPIC	ASPECTS	SCALE			Suggestions
		LOW	AVER.	HIGH	
1. HOW TO FIND TOPICS, MAIN IDEAS AND DETAILS	CONTENT		X		Few spelling mistakes to review.
	ACTIVITIES			X	
	ASSESSMENT STRATEGIES			X	
2. HOW TO IDENTIFY, THE TYPE, PURPOSE AND STRUCTURE OF A TEXT	CONTENT			X	
	ACTIVITIES			X	
	ASSESSMENT STRATEGIES			X	
3. HOW TO INFER MEANING FROM CONTEXT	CONTENT			X	
	ACTIVITIES			X	
	ASSESSMENT STRATEGIES			X	

WRITING SECTION

TOPIC	ASPECTS	SCALE			Suggestions
		LOW	AVERAGE	HIGH	
1. HOW TO USE PARTS OF THE SPEECH EFFICIENTLY	CONTENT			X	
	ACTIVITIES			X	
	ASSESSMENT STRATEGIES			X	
2. HOW TO WRITE EFFECTIVE SENTENCES	CONTENT			X	
	ACTIVITIES			X	
	ASSESSMENT STRATEGIES			X	
3. HOW TO WRITE PARAGRAPHS	CONTENT			X	
	ACTIVITIES			X	
	ASSESSMENT STRATEGIES			X	
4. HOW TO WRITE INTRODUCTIONS OF ESSAYS	CONTENT			X	
	ACTIVITIES			X	
	ASSESSMENT STRATEGIES			X	
5. HOW TO WRITE CONCLUSIONS OF ESSAYS	CONTENT			X	
	ACTIVITIES			X	
	ASSESSMENT STRATEGIES			X	

Signature: Martha Garcia

Date: October 2015

ID: _____

FORMULARIO DE CONSENTIMIENTO DE LOS ESTUDIANTES – SUJETOS DE ESTUDIO

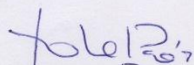
Riobamba, 01 de abril, 2015

Estimado Estudiante.
SÉPTIMO SEMESTRE “A” DE LA CARRERA DE MEDICINA
Riobamba, Ecuador.

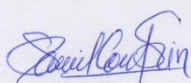
Con toda mi consideración:

Luego de extenderle una atento saludo, la presente tiene como finalidad pedir su consentimiento para ser parte de una propuesta de investigación denominada *“ELABORATION AND APPLICATION OF THE ASSESSMENT GUIDE “BESIDES” TO BUILD UP ACADEMIC TEXT ANALYSIS AND ESSAY WRITING”* la misma que será aplicada en el séptimo semestre A de la carrera de medicina durante el período Octubre 2015-Febrero 2016”, durante este tiempo usted colaborará en diferentes actividades que se encuentra en la guía del docente. Se cuenta con el permiso respectivo de las autoridades y en concordancia al silabo de la asignatura. Cabe recalcar que para efectos de esta investigación no se usarán nombres sino las simbologías correspondientes, todos los datos obtenidos serán confidenciales y de uso exclusivo del docente investigador, y tendrán la oportunidad de retirarse de la investigación cuando así lo requiera

Atentamente,



Dra. Isabel Escudero
DOCENTE DE INGLÉS DE LA INSTITUCIÓN



Nombre: Byron Vaca
Presidente del 7mo “A”
Firma de consentimiento.



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA SALUD
CARRERA DE MEDICINA

DIRECCIÓN

Exts. 1508 - 1512

CERTIFICADO

En atención a la petición formulada por la Dra. Isabel Escudero, con cédula de identidad N° 060269890-4, tengo a bien certificar que:

La mencionada docente cuenta con la autorización respectiva para realizar su proyecto de investigación previo a la obtención del título de Magister en Lingüística Aplicada al Aprendizaje del Idioma Inglés, con el tema: **"ELABORACIÓN Y APLICACIÓN DE LA GUÍA DE EVALUACIÓN DE APRENDIZAJE SIGNIFICATIVO BESIDE PARA CONSTRUIR DESTREZAS DE LECTURA Y ESCRITURA ACADÉMICA"**, en la Carrera de Medicina con los alumnos de séptimo semestre, durante el período lectivo 2014 - 2015.

Riobamba, 12 de octubre de 2015

Atentamente

Dr. Edwin Choca
**DIRECTOR CARRERA
DE MEDICINA**



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