UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÌAS

CARRERA DE IDIOMAS

PROJECT TITTLE

"TO ANALYZE THE IMPORTANCE OF FEEDBACK AS A TECHNIQUE IN ASSESSMENT PROCESS WITH THE STUDENTS OF 10TH EDUCATION GENERAL BÁSICA, CLASS "A" AT UNIDAD EDUCATIVA "JUAN DE VELASCO" DURING ACADEMIC PERIOD 2015-2016"

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ACADEMIC YEAR

2016

TECHNICAL DATA:

- **THESIS TITTLE.**

"To analyze the importance of feedback as a technique in assessment process with the students of 10th Education General Básica, class "A" at Unidad Educativa "Juan de Velasco" during academic period 2015-2016"

- **RESPONSIBLE INSTITUTION:**

Universidad Nacional de Chimborazo, Facultad de Ciencias de la Educación, Humanas y Tecnologías, Carrera de Idiomas.

- **AUTHORS:**

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- **PLACE OF RESEARCH:**

Unidad Educativa "Juan De Velasco"

- **BENEFICIARIES:**

Students of 10th año de Educación General Básica, class "A"

- **ESTIMATED TIME OF RESEARCH:**

Six months: 6 months

- **ESTIMATED COST:**

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ACTA DE CALIFICACIÓN

Los miembros del Tribunal de Graduación del proyecto de investigación de título:

"TO ANALYZE THE IMPORTANCE OF FEEDBACK AS A TECHNIQUE IN ASSESSMENT PROCESS WITH THE STUDENTS OF 10TH EDUCATION GENERAL BÁSICA, CLASS "A" AT UNIDAD EDUCATIVA "JUAN DE VELASCO" DURING ACADEMIC PERIOD 2015-2016" presentado por: Gesica Liset Ramirez Gavidia, Lorena Margoth Samaniego Tingo **y dirigida por** Msc. Elsa Basantes A.

Una vez escuchada la defensa oral y revisado el informe final del proyecto de investigación con fines de graduación escrito, en la cual se ha constatado el cumplimiento de las observaciones realizadas, remite la presente para uso y custodia en la biblioteca de la Facultad de Ciencias de la Educación, Humanas y Tecnologías de la UNACH.

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III

DERECHOS DE AUTORIA

Gesica Liset Ramírez Gavidia con cédula de identidad 060466553-9 y Lorena Margoth Samaniego Tingo con cédula de identidad 060479514-6, estudiantes de la Facultad de Ciencias de la Educación, Humanas y Tecnologías, por medio del presente documento certificamos que hemos leído la Política de Propiedad Intelectual de la Universidad Nacional de Chimborazo y estamos de acuerdo con su contenido, por lo que los derechos de la propiedad intelectual del presente trabajo de investigación quedan sujetos a lo dispuesto en dicha política. Así mismo, autorizamos a la Universidad Nacional de Chimborazo para que realice la correspondiente digitación y publicación de este trabajo de investigación.

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DEDICATORY

I want to dedicate this project to my parents who has been the main people to carry out this work, THANKS for their support and patient that permitted me to get an important step in my personal and professional live.

Lorena Samaniego

I would like to dedicate this work to God who bless me every day then, I want to thank to my dear parents Lucas and Isabel who always supporting me all the time, in each step of my life thanks for their endless love and encouragement.

I want also to dedicate this work to my brothers Wilmer and Fernando who always supported me with their unconditional love.

I give special thanks to my friend Lorena who was my partner in the development of this final work, thank for her friendship

Gesica Ramìrez

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We want to thank to the Universidad Nacional de Chimborazo and special acknowledgment to Ms. Elsa Basantes who supported and guided along of this investigation for her patience with us, also we want to thank our friends and teachers who have shared their knowledge and advices with us during all this process.

TABLE INDEX

RESUMEN

Esta investigación fue llevada a cabo con los estudiantes y el profesor de 10 año de Educación General Básica paralelo "A" de la Unidad Educativa "Juan de Velasco" de la ciudad de Riobamba. El propósito de esta investigación fue describir la importancia de la retroalimentación como técnica en el proceso de evaluación; para conocer la influencia de la misma en el aprendizaje del idioma inglés como segunda lengua. Para lo cual se estableció como objetivo principal; Determinar la influencia de la retroalimentación como técnica en el proceso de valuación. La población de esta investigación fue de 39 estudiantes y 1 profesor. La investigación fue de tipo exploratorio a través del método etnográfico el cual ayuda a describir y analizar el comportamiento y desarrollo de los miembros que proporcionan la información.

Para la recolección de datos se utilizó la técnica de observación directa. El instrumento diseñado para la observación directa fue una guía de observación utilizada en cada clase durante un mes dando un total de 16 guías el cual representa el 100% de la información recolectada para el análisis e interpretación correspondiente. Consecuentemente, el marco teórico desarrollado provee de información científica y educativa que permite contrastar los diferentes puntos de vista de autores. Finalmente se concluyó que la retroalimentación no es comúnmente utilizada por el profesor en el proceso de evaluación.

SUMMARY

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

THEME: "TO ANALYZE THE IMPORTANCE OF FEEDBACK AS A TECHNIQUE IN ASSESSMENT PROCESS WITH THE STUDENTS OF 10TH EDUCATION GENERAL BÁSICA, CLASS "A" AT UNIDAD EDUCATIVA "JUAN DE VELASCO" DURING ACADEMIC PERIOD 2015-2016"

Authors: Gesica Liset Ramirez Gavidia and Lorena Margoth Samaniego Tingo

SUMMARY

This research was carried out with teacher and students of 10th year class "A" of Basic Education of the Educational unit "Juan de Velasco" in Riobamba city. The main purpose of this research was to describe the importance of feedback as a technique in assessment process; it permitted to know the influence of this technique in English learning process as a Second language.

For this reason, the principal objective was; To describe the influence of the feedback as a technique in assessment process. The population of this research was 39 students and 1 teacher. The kind of research was exploratory through ETNOGRAPHIC method that helped to describe and analyze the development of the sources which provided the information.

For data collection was used the direct observation as a technique. The instrument designed for direct observation was an observation guide. It was used in each class during one month with a total of 16 Observation guides which ones represent the 100% of the collected data to do the corresponding analysis and interpretation. Consequently, the elaborated theoretical framework provided scientific and education information that allowed us to compare the authors' different points of view. Finally, it concluded that feedback is rarely used by the teacher in assessment process.

Mgs. Myriam Trujillo B.

DELEGADA DEL CENTRO DE IDIOMAS

INTRODUCTION

The Unidad Educativa "Juan de Velasco" was created in 1950. But, it began its academic function in March 10, 1958 as Instituto Técnico Tecnológico Superior through the Decree of Creation number 200 given by the Education Ministry Doctor José Baquerizo Maldonado. The main purpose was to guarantee a personal and professional development with high competitiveness and quality to improve country develop. Nowadays, the Unidad Educativa "Juan de Velasco" is considered one of most important Unidades Educativas of Riobamba city by the wide number of students and teachers, the physical place and also, it has two kind level of education such us: Bachillerato and Superior level. The principal of this institution is Msc. Ligia Montes.

In this institution 8vo, 9no and 10mo año of Educación Básica have the most number of students in each classroom. It is one of the main reasons because the teaching learning process had different kind of difficulties. For this reason, the project was: "To analyze the importance of Feedback as a Technique in Assessment Process with the students of 10TH Education General Básica, Class "A" at Unidad Educativa "Juan De Velasco" during academic period 2015-2016". The objective of this research was to describe how did the teacher apply the feedback in assessment process and how did it influence in students' learning.

This research has been organized synthetically in five chapters:

Chapter I.- Refers to the outlining of the problem at 10th Año de Educaction General Básica class "A" at Unidad Educativa "Juan de Velasco", it also contains the formulation of the problem, objectives, questions guidelines and justification.

Chapter II.- It is formed by the theoretical framework about feedback and its influence on assessment process; taken into account different points of view of different authors

allowing us to understand the problem in a best way, it also talks about the background about the problem and basic term definitions.

Chapter III.- It is composed by the methodology and design of the research. Also in this chapter the techniques and instruments that were used along the research process. As well as the process of the research explained step by step.

Chapter IV.- It contains the human resources, material resource, technological resource and estimation cost.

Chapter V.- It states the conclusions, recommendations and bibliography.

CHAPTER I

1. REFERENCE FRAMEWORK

1.1. TITTLE OF THE PROBLEM.

"TO ANALYZE THE IMPORTANCE OF FEEDBACK AS A TECHNIQUE IN ASSESSMENT PROCESS WITH THE STUDENTS OF 10TH EDUCATION GENERAL BÁSICA, CLASS "A" AT UNIDAD EDUCATIVA "JUAN DE VELASCO" DURING ACADEMIC PERIOD 2015-2016"

1.2. PROBLEM DEFINITION.

The Unidad Educativa "Juan de Velasco" was created in 1950. It is located in Chimborazo province, Riobamba city, Maldonado parish. Approximately there are 40 students in each classroom. It has always had a library and it has had three visual aids for all students. The institutional curriculum considers English students` learning as an important tool in academic development. This institution has 10 English teachers, 3 of them are distributed from 8vo, 9no to 10mo de Education General Basica.

According to the pre-professional intership done in this institution was evident realize that many teachers continue using traditional activities in assessment process; these activities did not increase students´ interest to learn English as a Second language. The worry was that the assessment process was done in summative way that standardize the students' knowledge through scores (exams or lessons). In this way, teacher did not consider the feedback as assessment technique which permits to give advances and suggestions in a qualitative way to improve the development of students' learning.

For all the above reasons, it was necessary to analyze the real situation inside the classrooms of the institution in the use of activities during assessment process.

Therefore, as a reference of this research was: the 10th año de Educación General Bàsica, class "A". In this class there was a difficulty in the inadequate application of activities to provide feedback as an important technique in assessment process; it did not permit to maintain an active participation, communication and performance of students. The problem in this classroom was presented for many reasons, excessive numbers of students, lack of time, and finally because the teachers just follow their attention in the topics of the book and do not look for other options to improve students' assessment process. To collect of the last data, we did a direct observation with the usage of observation guides to teacher and students in each class.

The aim of this research project is to determine and describe the importance of some activities to give feedback helping students to be awareness to learn from their mistakes and to improve the student level of English language then; they are sure during the assessment process.

1.3. FORMULATION OF THE PROBLEM

How does the teacher use the feedback in classes as a technique in the assessment process with the students of 10th education General Básica, class "A" at Unidad Educativa Juan de Velasco during academic period 2015-2016?

1.4. QUESTIONS GUIDELINES

- What is the main function of feedback in teaching-learning process?
- How important is feedback in assessment process?

1.5. OBJECTIVES

1.5.1. GENERAL OBJECTIVE

- To describe the use of the feedback as a technique in the assessment process with the students of 10th Education General Básica, class "A" at Unidad Educativa "Juan de Velasco" during academic period 2015-2016.

1.5.2. SPECIFIC OBJECTIVES

- To observe the general process of feedback applied by the teacher in assessment process
- To analyze the importance of feedback in assessment process.

1.6. JUSTIFICATION OF THE PROBLEM

According to the new curricular redesign of Ecuadorian Education from 2012 and current educational challenges that take up our country, it could be noticed that English teaching-learning process is an important role in the educational process of each student being so one of the most important points that teachers have to think about is HOW to renew and develop new methodological techniques into English teaching-learning process to improve the skills that students have of the language.

This research is really important because it will determine how important is the use of feedback as a technique and how this technique can improve the assessment process, also it facilitates the knowledge that students have about the English language; improving at the same time the development of different skills.

The beneficiaries of this research will be teacher´s English area and students of in 10th año de Educación General Bàsica, class "A" from Unidad Educativa "Juan de Velasco",

because the teachers will renew and apply new techniques to help students to get better outcomes after assessment process. At the same way the students will get a meaningful learning which one will improve their academic performance.

This research has been considered feasible because there is the predisposition of researchers, authorities, learners and teachers of this Educational institution, for this reason, it has been applied an observation guide in each class which help us to determine the importance of feedback in the assessment process. Also, this research will help them as a resource for future researchers.

CHAPTER II

2.   THEORICAL FRAMEWORK

2.1.   BACKGROUNDG OF PREVIOUS INVESTIGATION REGARDING THE PROBLEM TO BE INVESTIGATED

At Universidad Nacional de Chimborazo, a previous investigation about TO ANALYZE THE IMPORTANCE OF FEEDBACK AS A TECHNIQUE IN ASSESSMENT PROCESS, **HAS FOUND** a similar work concerning with the topic that is being proposed.

Narvaez, D (2015) **"Feedback as a methodological strategy to improve the teaching learning process in the students of Segundo de Bachillerato at Unidad Educativa Alfredo Pérez Guerrero, Guano canton, in the Chimborazo province, during the school academic year 2014 -2015"**. This document analyzes the use of feedback in the process of teaching – learning as a methodological strategy teachers use to reinforce what students have learned.

Even though it is good to mention that there are some similar works that will be used as a guide in this research:

Flores, G. y Ramírez, M. S. (2009) "**Interrelación de la evaluación de los aprendizajes con la retroalimentación como estrategia para la mejora Educativa"**

Which refers to how different kind of assessment and feedback are linked to improve the quality of education.

Bjarnadóttir Steinlaug (2008) "**Study of teacher feedback in 8th and 10th grades of the primary school in Iceland"** The author establishes the importance of examine the nature of written feedback in English writing.

2.2. THEORICAL FOUNDATION

2.2.1. FEEDBACK

Feedback could have different definitions. Based on Hattie and Timperley's (2007) work, feedback can be defined as information that teachers give to students to perform the teaching-learning process.

Feedback is the principal part in students' learning because it increases the knowledge about the language and improves the activities development. According to (Petchprasert, 2012) "feedback helps professors and learners to achieve the established objectives proposed in educational process. Concepts of feedback and reviews of evidence associated with types of feedback as well as their positive and negative.

In simple words (Spiller, 2015) argues, "feedback needs to guide and support future learning of students"

Based on previous definitions feedback is an essential part on students´ language learning. It can help to increase students' performance. However, the kind of feedback that the teacher is going to provide students should depend on the kind of activity in which students are engaged with the purpose of "close the gap" allowing them to produce new knowledge. In addition, the teacher should focus their attention along the teaching -learning process to realize WHERE students have some doubts and problems to perform an activity, HOW and WHEN to correct them without hurt the thoughts and knowledge of students.

2.2.2. IMPORTANCE OF FEEDBACK

Feedback has been considered as important technique to improve student` learning process. However, people who provide feedback sometimes do not in correct way. This could occur for many reason such us: excessive number students; it does not allow maintaining a communication face to face among learners and teachers and because each student has a different learning' style. Also could be the lack of technological resources in educational institutions, which do not allow to apply new activities according to the topic. Besides, the English students´ book already has a curricular guide to fulfill a task. Finally, the lack of time because teachers just focus their attention to follow the students´ book rather than to provide feedback during English class.

Providing a good feedback is a tool in improving students' knowledge about the language. It will permit better outcomes. "Students who receive regular feedback about their performance improve significantly better, develop better judgment, and learn faster than those who do not". (Ende, 2006).

From our point of view, feedback is an essential tool in student´s learning process and it is recognized as a main component of successful in teaching learning and assessment process. Besides, it provides to give the necessary information and observations of students' academic achievement, the advance and progress of their professional development. Finally, feedback allows integrating previous knowledge with the new topics to develop and fortify the teaching –learning process to build a meaningful learning and good environment class between teachers and students.

2.2.3. CHARACTERISTICS OF FEEDBACK

Effective marking is a key tool in providing feedback to learners step by step and they are clear in what they can do well and what they need to do to improve. Which is

essential for teachers to fortify the development of activities during the class and they can get better learning outcomes.

According to Baume, D. (2008). Feedback should address to guide the processes of preparing and improve teaching-learning process:

a) **Feedback should be part of the assessment design**, with the processes of receiving information and responding questions given by the teacher.

b) **Detailed feedback determines specific aspects of successful progress,** in learning process. This relates directly to the Learning Objective / Pupil self-assessment made by traffic light or learning ladder target set for the individual.

c) **Feedback should be constructive**, so that students feel encouraged and motivated to improve their practice, and contributing to their positive self-esteem as learners.

d) **Feedback has to be justified**, it is based on clear and specific comments about students' scores.

e) **Feedback should be focused**, on achievement, not effort; and on the work, not the student.

f) **Feedback should be consequential**, so that it engages students by requiring them to attend to the feedback as part of the grading.

g) **Feedback should be focused on independence**, so that it leads students to being capable of assessing their own work, by facilitating their development

h) **Encourage curiosity,** make sure that students know that they can ask questions and seek out more information on any subject.

i) **Emphasize the positive,** teacher should emphasize the positive aspects or task that students did as well rather than negative things. It will motivate them to participate in a different way the next class.

2.2.4. TYPES OF FEEDBACK

Formative feedback: It is focused on personal students' performance rather than academic. It is formative and applied to increase teaching-learning process. This kind of feedback occurs along English class learning thus learners are able to participate on it. Learners increase their knowledge through improving their mistakes.

The principal role of formative feedback in teaching-learning process is to increase student knowledge, perform different skills of the language as well as improve assessment process. and there are many kinds of feedback that may be used at the end of the class. Such us: specific answer, goal directed, immediately delivered, and so on. Finally, feedback can provide information that may be useful for correcting inappropriate task strategies, procedural errors, or misconceptions.

Descriptive Feedback: It feedback is referring to the inclusion of discussion in the teaching. Students can receive beneficial advices and feedback to increase their learning. The feedback must be as detailed as specific and understandable for students. Feedback provides students with a description of their learning. The purpose of providing feedback is to reduce the gap between a student's current level of knowledge and skills and the learning goals. Descriptive feedback helps students learn by providing them with precise information about what they are doing well, what needs improvement, and what specific steps they can take to improve

Summative feedback: Determines academic students' level at the end of class, semester or academic period. It is a judgment and used to check learning at the end of a teaching episode. It is used to grade, accredit or rank students and is usually expressed as a mark or grade. It may or may not be accompanied by formative feedback.

However, one of the most important differences between formative and summative feedback is often an artificial one: most pieces of assessment students undertake at university have formative and summative elements: for example, comments are offered alongside a final grade. However, different pieces of assessment at different times during semester can shift the balance further towards formative or summative purposes, So, it is vital to keep in mind what your primary goal in setting a piece of assessment is. Is it primarily to help students develop their skills and learn, or to assess what they have learnt? (Naylor, Baik, Watty, & Asmar, 2014)

From our point of view about feedback classification it is determined that each one of these have a specific purpose in teaching –learning process. Being so, formative and descriptive feedback has a relationship because these are scaffolding tools applied by the teacher as techniques to engage learners constantly on how they can improve, orient, and evaluate learning, which leads successful learning outcomes and to support learning improvements. It could be usually conduct to regularize the development of the class by written and spoken forms. While so, the main goal of summative feedback is necessary for ranking professional accreditation of students, to help students develop their skills, or to assess what they have learnt?

2.2.5. CHARACTERISTICS OF FORMATIVE FEEDBACK

According to, Juwah, Macfarlane-Dick, Matthew, Nicol, et al (2004) mention there are 5 principles of an effective formative feedback:

- **Helps the performance of students` awareness in learning**: Professors are able to help students in points out the comments of tasks, lessons and giving advices on their activities.

- **Promotes teachers and peer learning**: Both teachers and students to be engaged in learning process to carry out an assessment through different way. By having a dialogue regarding learners' learning, students not only are passive characters with the teachers when they receive feedback in other hand they are able to engage in the evaluation as a discussion and maintain a communication among teacher and students.

- **Clarifies the criteria of a good performance**: Teachers are required to clarify the criteria of the assessments. For instance, teachers should give a written document with beneficial criteria for students. For this reason, it should contain precise and concise comments about the tasks or activities. So that students improve their learning.

- **Gives good learning environment:** The positive environment in class is able to engage the effectiveness of teachers' feedback on learners' learning performances. Teachers can increase learners' learning needs by asking questions, comments or students suggests about the topic or in class in general under a determined framework.

Formative feedback plays an important role in students´ learning as personal as professional allowing them to realize about their mistakes and improve them with teacher helps without hurt the relationship among teacher and students.

2.2.6. CHARACTERISTICS OF DESCRIPTIVE FEEDBACK

- It provides comments about the quality of the learners´ activities and the development of the learning to achieve the established objectives in educational curriculum without hurt students' feelings and thoughts.

- Provides specific samples about the tasks that learners are developing.

- It can become from various sources such as: teacher, a classmate and personal during the learning process to develop the students' skills.

- Involves to the learners to think about how improve their knowledge and to follow with the next topic to establish a connection between the last and the new topic and the learning will be sequential.

This kind of feedback is focused on fulfill a specific activity in a correct way allowing to students to maintain a cohesion with the next topic.

2.2.7. CHARACTERISTICS OF SUMMATIVE FEEDBACK

- Summative feedback is part of assessment of learning.

- Explains about the student's final product or performance in relation to agree upon standards or criteria.

- Describes how much of knowledge student has acquired at determined time.

- Generates a level of achievement.

- Causes the student to think and reflect about him herself as a learner, including the continuous development of learning skills and work habits and mindset for achievement.

In this way, summative feedback is used to determine how much students have learnt at the end of the class, unit or academic period. In other words, summative feedback helps to know students' level about English language.

2.2.8. FEEDBACK ON ASSESSMENT

According to Baume, D. (2008). "Feedback on students' assessment performance is a vital element in their learning." The main objective is to define students' level and the importance of topics or subjects. At the same time is to justify to students how their mark or grade was derived, as well as to identify and reward specific qualities in their word, to recommend aspects needing improvement, and to guide students on what steps to take. Fairbairn (2013) argues that, "one of the key elements of the assessment and feedback process is the communication" which involves discussion of, or explicit reference to, the assessment/grading criteria.

According to these authors, feedback is one important on student's assessment should be detailed and specific to reduce the distance between current understandings and the goal and to enable, evaluate and improve students' performance.

2.2.9. TECHNIQUES THAT TEACHERS CAN USE TO DELIVER CLEAR, ACTIONABLE FEEDBACK.

Based on Tools, M. (2013). Providing feedback should be an important tool to maintain a good communication. Therefore, it is a powerful aspect in assessment process bringing a harmonious and productive challenge.

Focus on Change

The main aim of providing feedback is to change or increase the students´ learning. It will permit to emphasize positive aspects about the activities rather than negative. At the same way, it will help teachers and students have a creative learning and improve students´ performance.

Prepare Your Comments

Teachers should monitoring students' leaning and take notes about some mistakes that students have. Therefore, teachers should prepare comments to each one and correct them using different examples to provide feedback.

Be Timely

Do not leave it too long to address a problem. It should be in a detailed conversation. Think of it this way: it is much easier to give feedback about a one-hour task that has not been done well than to give feedback on a whole year of failed tasks.

Make it Regular

Feedback is a process that calls for constant attention. Therefore, it should be in a regular form. When something needs to be said, say it, so that people know where they stand, and so that problems do not escalate. Of course, you need to give feedback as part of the formal performance management process. However, informal feedback should be given more often – perhaps every week, or even every day, depending on the situation.

Listen

Listen students' questions and comments to encourage them to receive advices for improvement. In this way teachers should establish a specific time for students react and answer about the English class. Thus, they are able to solve their doubts and improve their learning.

Limit Your Focus

A feedback session should not be too long. Teachers just focus on negative or positive aspects but not aspects at the same time. Because students can not understand the purpose of the activity. For this reason, you have to provide feedback from your point of view. Being so, teachers should avoid labeling the students in the whole class.

Balance Positive and Negative

In feedback process teacher should do a balance between negative and positive aspects. It also helps them "see" what success looks like, which can help them take the right steps next time. That has not to say that you must always be positive. There is a place for negativity, but you will get much more from students when your technique is positive and focused on students' performance. While this will not be too long; it will be better in student outcome. If you need to deliver negative feedback, make sure that you do so behind closed doors, in a place where you can talk without being interrupted or overheard.

However, according to (Deci, 2012) has identified three situations in which feedback could be counterproductive and reduce a learner´s motivation:

1. **When learners feel too strictly monitored: Sometimes,** while students are being too monitored they can feel nervous when they are developing the tasks because, there are students who prefer complete a task by himself or classmate help rather than asking to teacher. It occurs by lack of vocabulary or self-confidence.

2. **When learners interpret feedback as an attempt to control them:** Students may frequently think that feedback sessions are forms to maintain them doing something during the class rather than use as advices in personal life.

3. **When learners feel an uncomfortable sense of competition:** Feedback sessions may sometimes be an obstacle in students' participation. Besides could bring some problems in learning. Because students feel uncomfortable with the technique used by the teacher.

From different points of view of these authors, feedback should be fully explaining the purpose of any monitoring, correction and ensuring that learners understand how the feedback is managed to help them compete against their personal participation rather than each other. Besides, feedback implies to have cohesion between students' and teachers' expectations and motivation. Another important aspect of feedback is provide opportunity to ask about the activities they are doing before it will has become a finished using a good combination between positive and negative aspects. Being so, teachers should explain to students about the activity that is going to perform and what is the purpose to do it. Because, there are students who like to ask and maintain a communication with the teacher while they are developing a task to complete in a better way. However, there are students who do not like that teacher is monitoring his/her work along the class. It could reduce their participation in class, be nervous, feel frustrated and lost the interest to carry out the activity in a good way. They prefer solve the tasks by themselves or sharing information with their partners rather than ask to the teacher.

2.2.10. FORMS TO GIVE FEEDBACK

Oral Feedback

This kind of feedback is more frequently because students are in contact with their teacher. It is considered as the most important rather than written feedback because it is

instantly and in short period of time. To provide oral feedback teacher should use only assessment criteria as defined the activity on which is going to base the assessment.

Oral feedback can be the most valuable form of information where hints and tips for improvement are shared with learners and vocational while monitoring learner activities in an effective learning environment.

Written Feedback

Teachers' advices or comments should never say anything in writing sheets. Because, feedback sheets on which a teacher details written information on assessment decisions are often well received by learners.

The form to give feedback depend on the kind of activity that student is engaged or is going to perform. Thus, student will have better outcomes in their leaning.

Therefore, teachers should elaborate a sheet of assessment criteria defining aspects such us: length of time that students will have to wait for their work to be returned with written feedback. Also, Use the assessment criteria and mark against the requirements set out in the task/assignment/activity briefing make sure that handwritten feedback is legible and information presented is set at an appropriate level

2.2.11. ACTIVITIES TO PROVIDE FEEDBACK

2.2.11.1. Controlled communicative activities

Information Gap. - This activity is between students; it has the similar information but different parts to complete. Students exchange information spontaneity and unpredictable to find out the correct information. This kind of activity is just between students. Teacher just to demonstrate the activity.

As a conclusion, the missing information that one student has the other student does not have so the students must find the information applying different kind of questions. This kind of activities are very useful because all students are engaged in this activity and they seek the information doing some questions and they are practicing the language all the time. Besides all the students have a purpose to communicate between them.

Games. - Games for English Foreign Language classes should be related with the topic in class to put in practice the language. Games and tasks allow opportunities to use language repeatedly.

In this kind of activity a lot of students participate in pairs or groups. Use a variety of materials and establish rules. In some cases **games** can be an element of competition into learners which provides a meaningful use of language but they do not realize that they are practicing language items.

According to (Torres M. , 2010); Teachers have to be of the effectiveness of games in learning a language. Most students who have experienced game-oriented activities hold positive atmosphere with the competitiveness and the motivation that games brought to the classroom; and the teachers accounted how the students seem to learn and comprehend more quickly and retain the learned material better in a comfortable environment.

Steps to develop games

- **Select an appropriate game. –** The game should be practical and pedagogical and according to the level.
- **Explain the game carefully. -** You should establish rules before to start the game

- **Provide adequate rehearsal. -** The teacher will provide a model the first time students play the game so that they can do it successfully.

- **Monitor the students' performance. -** The students should feel free to consult you when necessary but in general do not interfere with the game when it is in progress.

Dialogues. - Dialogues are primarily used to provide speaking practice but can also develop listening. You can use dialogues to introduce and practice a function, structure, or vocabulary, and to illustrate degrees of politeness, levels of formality, and values and attitudes of the target culture. You can also work with students to analyze written dialogues for any of these features. Dialogues are useful for listening to and practicing pronunciation, intonation, and other phonological features. Like drills, they are usually materials for guided, rather than free, language practice.

These kind of activities provide spontaneous use of the language and performance students' knowledge.

2.2.11.2.Freer Communicative Activities

Projects

A project is an activity extended beyond the classroom which involves students in cooperative learning, not only with each other but also with the teacher. It is a relatively large-scale activity set up to collect, process and report authentic information from the outside world over a period of time. Here skills work together. In project activity students are responsible for their own learning.

Role plays

This kind of activity develops situation that occur in our real life. Students can improve their oral production. This permits to assume a specific character and can be developed by individual students, in pairs, or in groups, which play a specific role put in practice the language. This kind of activity could be: at the restaurant, at the store, at the library, at the airport, e.g.

Advantages of use Role Plays in the classroom:

- Motivate and engage students

- Enhance current teaching strategies

- Provide real-world scenarios to help students learn

- Practice the English language.

2.2.12. ADVANTAGES OF FEEDBACK TO STUDENTS AND TEACHERS

- Feedback is considered as a technique to improve teaching-learning process allowing students to increase the knowledge about the language and maintaining a good relationship among teacher and students.
- Feedback allows to students "close the gap" before they are going to be assessed through clear statements about how the tasks should be improved.
- Feedback increases students self-steam, security about their performance and apt to learn.
- Feedback allows to teachers provide meaningful information to students to reinforce about the task is being carry out.
- Feedback could be applied with a variety of activities
- For teachers, effective feedback enables them to assess teaching and learning programs and assessment task design.

2.2.13. DISADVANTAGES OF FEEDBACK

- Students already know how they are doing.

- Students will frustrate and do not have active participation.

- Teacher does not have enough time to provide feedback.

- Teacher does not use an adequate technique according to the lesson in which students are engaged.

- Feedback will hurt relationship among students and teacher.

2.2.14. ASSESSMENT

"Assessment focuses on learning, teaching and outcomes. It provides information for improving learning and teaching. Assessment is an interactive process between students and faculty that informs faculty how well their students are learning what they are teaching. The information is used by faculty to make changes in the learning environment, and is shared with students to assist them in improving their learning and study habits." (Boud, 2013)

"Assessment is the 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". (Freed, 2000)

According to (Boud, 2013) and (Freed, 2000), they share the same point of view about the assessment process, because they think that, it is focused on the learner's develop in the teaching learning process, when the assessment process is applied in class the main purpose's result is to improve the student´s achievements, the assessment process could be applied in different ways for example whit a variety activities according the context or maybe according to the environment it deepen of each manager and resources

provided. When the assessment process developed is important to be focused on how it will be given. In conclusion, the assessment process is a way to guide the teaching-learning process one of the principal component is the feedback which permit fortify the skills and the student's knowledge. But if we talk about of the general assessment process we can say that it is not focused jut in the student develop, because it is focused in the teaching process too, which identifies to the teacher as an important member in the teaching-learning process But when the assessment is focused in a positive it and homogeneous way it could help to the students to improve their performance with the teachers help, because the teacher through assessment can identify gathered and weakness of the class for this reason. Assessment should occur in authentic contexts that allow students to demonstrate learning. Also in the last texts are mentioned important roles of the assessment called Feedback that is considered as a fundamental technique that helps to take the assessment process since other point of view. Nowadays, in our classroom´s environment the assessment process has continued being used as a way to measure knowledge and standardize the level's knowledge of the students.

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demonstrate learning. Also is important to mentioned to the Feedback process as a as a fundamental technique, because it helps to take the assessment process since other point of view. Nowadays, in our classroom´s environment the assessment process has continued being used as a way to measure knowledge and standardize the level's knowledge of the students.

2.2.15. IMPORTANCE OF ASSESSMENT

"Assessment is a systematic process of gathering information about what a student knows, is able to do, and is learning to do. Assessment information provides the foundation for decision-making and planning for instruction and learning. Assessment is an integral part of instruction that enhances, empowers, and celebrates student learning." (Anonymous, 2014)

The author shares point of view about the assessment process as a way to recollect information to determine the achievement and performance of the student, the summative assessment process is a type of assessment its main purpose is recollect information in a qualitative way to provides to the student information that permit them to improve their knowledge thought their own mistakes or errors, in this proves the summative assessment includes important and interesting techniques to help, for example the feedback process it provides information that permit to increase the student´s interest to learn new things.

 The assessment process also provided information about the knowledge, skills, and other attributes of the students it is more common when the student finished an academic period For all this reason, the assessment directly influence in the student´s learning process focusing in two ways, the first is focused on the teacher´s roll because

the assessment permit the teacher knows the level of each student to help them and to identify their strengths and weakness (what they need, what they want, what they have learned).The second point is focused on the student because the assessment process permits the student has an active role in class, in other words, the student can show their level of knowledge, it is how to use feedback effectively to acquire own learning For all this reason, the assessment process provides many opportunities for the teaching-learning process because it permits to determine the degree to which these goals correspond to student needs, and to evaluate if students' activities, it also offers information to students about the knowledge, skills, and other attributes, because they are always expecting the final results of the process that they have whit the coursework or the academic programs. At the same way the assessment directly influence in the student´s learning process focusing in two ways, the first is focused on the teacher´s roll because the assessment permit the teacher knows the level of each student to help them to identify their strengths and weakness according to the student´s interest and according to the environment of the class for example, (what they need, what they want, what they have learned).The second point is focused on the student, because the assessment process permits the student has an active role in class, in other words, the student can show their level of knowledge easily if the teacher use the feedback as an effective technique to acquire own learning thought their own mistakes.

2.2.16. PURPOSESS OF ASSESSMENT

According to, an article research from Association of American Colleges and Universities the purposes of the assessment are focused on the following parameters: (Marion, 2007). This article is focused on the principal characters of teaching -learning process students - teachers.

- **Assessment drives instruction.**

A pre-test or needs assessment informs instructors what students know and do not know at the outset, setting the direction of a course. If done well, the information garnered will highlight the gap between existing knowledge and a desired outcome. Accomplished instructors find out what students already know, and use the prior knowledge as a stepping off place to develop new understanding.

This parameter helps to the teacher to determine the student´s develop during the period of class, for example: what they are leaning, who they are learning and what kind of problems the student has to learn a new a foreign language, many of the times it role correspond to the teacher because cording whit the final data, they have to analyze it to use the previous knowledge to develop a better way to provide information. For this reason, many of the teachers always applied a pre evaluation after to start an academic period or a new unit.

- **Assessment drives learning.**

Assessment practices must send the right signals to students about what to study, how to study, and the relative time to spend on concepts and skills in a course. Accomplished faculty communicate clearly what students need to know and be able to do, both through a clearly articulated syllabus, and by choosing assessments carefully in order to direct student energies.

The design of assessment process will be focused on the student´s skill and their abilities (what they are able to do), to obtain final real results that permit to know how much time the student is studying to evaluation process, but it does not be the principal purpose of this parameter because the main porpoise of it is to create a significant

knowledge that increase the student enthusiasm to learn a new language that permit to know information about the student´s necessities to reinforce their knowledge.

Assessment informs students of their progress.

Effective assessment provides students with a sense of what they know and don't know about a subject. If done well, the feedback provided to students will indicate to them how to improve their performance. Assessments must clearly match the content, the nature of thinking, and the skills taught in a class. Through feedback from instructors, students become aware of their strengths and challenges with respect to course learning outcomes. Assessment done well should not be a surprise to students.

One of the principal point of this parameter id the feedback because it helps to the assessment process to propose a way to assess, because it provides of information to increase a good environment in class. Other point about it is a planned evaluation, It permits the teacher identify students´ expectations and how the teachers should evaluate the student to fortify their knowledge taking into account the assessment in a systematically way whit gathering and interpreting the evidence. Although many of the many times the result of an assessment may be the result of a study simply memoristic to achieve and maintain a standard

- **Role of grading in assessment.**

Grades should be a reflection of what a student has learned as defined in the student learning outcomes. They should be based on direct evidence of student learning as measured on tests, papers, projects, and presentations, etc. Grades often fail to tell us clearly about "large learning" such as critical thinking skills, problem solving abilities, communication skills (oral, written and listening).

In conclusion; The parameters proposed by (Marion, 2007) are focused on how should be the assessment process, proposing some recommendation and suggest to improve the teaching- learning process that included the techniques, objectives, and ways to applied the assessment (What, How and When to assess) used by the teacher. For this reason, each one of the parameters explains why is the assessment process an important part of the teaching- learning process, the first called "Assessment drives instruction" it permits to take in count the strengths and weakness of the students by a pretest. In this case if the teacher can use the strength´s students to create new knowledge easily, in other way, when the teacher detects the weakness' students he/she has to change and redesign the techniques used, the second parameter called "assessment drives learning" it is focused on the designs of the assessment according study types of each student but it does not real in our environment because the principal way to assess are exams, tests etc. The third parameter called "Assessment informs students of their progress" it is focused on the feedback as way to improve the assessment process, because it permits the student learns whit teacher´s helps and classmates' help. The final reference called "Role of grading in assessment" in this point is important to mention that grading nowadays in our environment is the main way to assess, in others words it does not apply the parameter´s suggest. Because one of the recommendation is about how to grade, it must be reflected because many of the times a simple test or exam don´t show the abilities, thinking skills and emotional management skills.

2.2.17. TYPES OF ASSESSMENT

Diagnostic Assessment.

"A diagnostic assessment or pre-assessment often focuses on one area or domain of knowledge. It can provide educators with information about each student's prior

knowledge before beginning instruction. You can use a diagnostic assessment to assist them in developing lesson plans and providing differentiated instruction to meet children's needs". (Tutor, 2008)

The diagnostic assessment process is focused primarily on identifying the level of knowledge that the student has had prior to a given educational process whit the purpose to develop and to design a learning process that helps the student improve their strengths and weaknesses and that allows the teacher to design techniques to help them as accompaniment in this way the teacher can identify the expectations and needs that students have before a class or every topic will be developed, this assessment is not focused on oftener as a result numbers to standardize student knowledge, rather relevant information about how to help student in the learning process.

Summative assessment.

"Summative assessment is used to evaluate student learning at the conclusion of a specific instructional period—typically at the end of a unit, course, semester, program, or school year. Summative assessments are typically scored and graded tests, assignments, or projects that are used to determine whether students have learned what they were expected to learn during the defined instructional period." (Ed, Hidden curriculum, 2014)

A summative assessment is typically given to studens at the end of an specific instruction, unit or academic period, the main purpose is to identify how the student learned during this period most of the time are more common to evaluate are tests or test previously designed by teachers the student has to develop these activities in a certain time, which is focused on writing skill, While summative assessments are important, many people feel that the information gleaned from them does not occur

frequently enough for summative assessments to inform instruction at the classroom level." (Tutor, 2008)

At the same way, the summative assessment helps to the teacher to motivate an active participation of the student in class because in this way there is implemented interesting activities such as: projects, works in group etc. For this reason, the summative assessment no more formal learning is taking place stage of the learning process. This way the feedback is a way you summarize all the teaching - learning process as a casual assessment, it can be used in any types of assessment. This way also is important to mention the projects and homework as a form of summative assessment.

Formative assessment.

"The general purpose of formative assessment is to give educators in-process feedback about what students are learning or not learning so that instructional approaches, teaching materials, and academic support can be modified accordingly. Formative assessments are usually not scored or graded, and they may take a variety of forms, from more formal quizzes and assignments to informal questioning techniques and in-class discussions with students" (Ed, Hidden curriculum, 2014)

The most common way to use the formative assessment is through the assessment process, because it provides of information about the student performance, this is a type of informal assessment, as we can give how much that is costing learning to students, who for many reasons are afraid to inform the teacher. This type of assessment can be applied different forms at any time, meaning that you can use informal questioning, informal interviews or questionnaires to find out that the student thinks about what they are learning to take it into account in the design of each class.

"Formative assessment can be used to determine what needs or topics have to be addressed next with a student. A parent can use a formative assessment to find the gaps between what children have learned and where they are struggling. Pointing out to children what specifically they did well, including links to other resources and specific suggestions for improvement, can help them reach the next level of learning". (Tutor, 2008)

A formative assessment not only includes tests and homework it can also be an interactive process with the students. For example, discussions with children can include letting them write questions and answers prior to learn a topic.

It encompasses classroom interactions, questioning, structured classroom activities, and feedback aimed at helping students to close learning gaps. Some studies established that formative assessment methods and techniques produce significant learning gains Formative assessment refers to the frequent, interactive assessment of student progress to identify learning needs and shape teaching

2.2.18. Types of Formative Assessment.

"Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. Formative assessment measures student progress but it can also assess your own progress as an instructor." (Hanna, 2004) in other words, the author propose in this kind of assessment is focused on the students and teachers, because it permits to teachers to know how is they in the teaching process and who are their techniques, about the student´s develop it permits to determine how learning is occurring the student.

- **Observations during in-class activities:** Of student's non-verbal feedback lecture During exercises as Homework review for exams and class discussions)

The observations also are seen as a way to evaluate, teacher monitors the development of the designated activities and keeps a record of failures and abilities to design better activities in the future according to the observations made.

- **Reflections that journals are reviewed, periodically during the semester:** The homework is also considered a form of summative assessment that often this tends to have a note that the student is required to reach the journals often are not reflective and become repetitive journal.

- **Question and answer sessions:** Both formally and informally-planned spontaneous. This usually could be found in the test exams that are applied at the end of a unit, semester or course book.

- **Conferences:** Between the instructor and student at various points in the semester. This can usually happen most frequently when the student is having trouble in their academic performance usually an interview with the teacher or teachers is competent even some parents also are included.

- **Collected Student feedback:** Periodically by answering specific question about the instruction and Their self-evaluation of performance and progress.

  There are different types of formative assessment that permit to improve the student´s performance, because it should happen in any stage of the class in informal way as the last examples proposed by (Hanna, 2004) although it is not applied, because many of the times it does not have a numeric data, but it permits help to improve the student´s knowledge, it has a great advantage permits to support the summative assessment whit reflective homework, conferences that permit the students communicate to teacher about their doubts, and develop activities that help to understand better each topic.

2.2.19. Types of summative assessment

"Formative assessment Provides feedback and information During the instructional process, while learning is taking place, and while learning is occurring." (Hanna, 2004)

Without this type of assessment process, it is evident observe the frequent use of the feedback process of providing information as a support for the teacher to determine how it is conducting the process of teaching - learning process.

- **Examinations (major, high-stakes exams):** This type of exams are aimed at determining a rank or level of knowledge that the student has allegedly at the end of the academic period frequently this is through written exams and is where the information in order to achieve student.

- **Final examination:** The student considers this type of evaluation as a crucial part in the academic development, because it determines whether they started could an academic level to another, is that students tend to memorize as much information as possible forgetting this way types study and feedback activities.

- **Term Papers, Projects and Portfolios** (Submitted drafts throughout the semester would be a formative assessment) (Submitted project phases at various points Could be formatively completion Assessed). this point considerers the Term Papers, Projects and Portfolios as a formative assessment always could and when evaluated periodically throughout the academic period. but this is not the situation in formative evaluation, because it is designated a certain place with certain dates that the student must meet the project time.

- **Student evaluation of the course**: Summative assessment is more product-oriented and assesses the product end thereof, Whereas Focuses on the formative assessment process completing the product Toward. Once the project is

completed, no further revisions can be made. If, however, students are allowed to make revisions, the assessment Becomes formative, where students can take advantage of the opportunity to improve. "(Hanna, 2004)

The point of view that propose (Hanna, 2004) is not frequently in our clarooms, because many of the times the high-stakes are focused at the end of the semester or at the end of an academic period together whit the grading for further information has a great effect on student achievement because the traditional way to assess are always focused on follow parameters established, using exams, homework or test that standardize the student´s knowledge , for this reason is important to mention that all the student´s develop must be informed during all the develop of an academic period, focusing in to improve the weaknesses and strangest of each students.

2.2.20. ASSESSMENT STRATEGIES

According (Black, 2001) the assessment strategies includes:

- **Anecdotal records:** Objective narrative records of student performances, strengths, needs, progress and negative/positive behavior.
- **Authentic tasks:** Activities that are genuine and purposeful.
- **Conferences:** Meetings between the student/parent/teacher and others where progress is checked and goals for growth are established and agreed upon.
- **Games:** Games are excellent opportunities for simulations and small and large group assessment.

- **Diagnostic inventories**: Student responses to a series of questions or statements in any field, either verbally or in writing.

- **Peer evaluation:** Assessment by students about one another's performance relative to stated criteria and program outcomes.

- **Simulations:** The use of problem-solving, decision-making and role-playing tasks.

- **Student profiles:** A compilation of data which may include student work samples.

  The purpose of the conference is to provide a forum in which students can talk about their school work with parents/carers and demonstrate their growth towards being self-directed lifelong learners.

- **Teacher observations:** Regular, first-hand observations of students, documented by the teacher.

  The last techniques proposed by the Author are focused on all the educational community because is important to include to authorities, parents, classmates, student and teacher to improve the student´s achievement, but (Black, 2001) considet to teacher and students as the principal authors in the class develop, because the teacher is who desings the strategy to share and provide information to the studesnts for this reasin is importan to say that the teacher´s role is importan in this point. Each activity shoul be designed in a creative way taking into account the enviroment ,the spectations and needes of the students.

2.2.21. TECHNIQUES OF ASSESSMENT

For each type of assessment there are different and specific activities that the teacher can consider to focus in each skill, for this reason the follow information is based on (Sciences, 2015)

Summative assessment techniques

• **It evaluates student learning:** It occurs at the end of an instructional unit or course and measure the extent to which students have achieved the desired learning outcomes.

Assessments students are focused on getting results that help improve the students, but not always this happens with the summative evaluation,

- **Exams:** This includes mid-term exams, final exams, and tests at the end of course units. The best tests include several types of questions – short answer, multiple-choice, true-false, and short essay.

It is very common to see students stressed and worried their endnotes, Because They determine not only Their level of knowledge, if not rather the opportunity to move from one grade to another, almost always this type of evaluation is subject to a rubric or grade rating That Determines how good a student Were for a period (highest grade an excellent student, lowest note is standardized as Insufficient or does not meet the requirements), it is Important to mention Past That not always to the end note Reflects all knowledge a student can get an academic period.

- **Papers, projects, and presentations:** These give students the chance to go deeper with the material to put the knowledge they've acquired to use or create something new from it. These types of projects also give students who do not test well a chance to shine. This is regarded as a venture for students, allowing them to exploit Because they can show creativity and skills to design it,also allows them to learn for themselves

- **Portfolios:** Submitting a portfolio at the end of a course can be a powerful way for students to see the progress they've made. The main purpose of this is to include information from all the academic progress of the units and the academic period in this type of work are permitted students to make reflections about concepts and obstacles that they had during the period of learning as a way of create good habits.

Formative assessment techniques

According to (Garrison, 1999) the instructional strategies that can be used formatively include the following:

- **Criteria and goal setting with students engages them in instruction and the learning process by creating clear expectations.**

Therefore, it is important that the beginning of a unit or a term or even the beginning of a class the objectives of each topic to communicate, to create interest of student learning, thus also created an expectation that helps facilitate the teaching process, because the student begins to investigate for themselves more things of their interest themselves.

- **Establishing and defining quality work together.**

This kind of activity helps students to work in a group, supporting each other, this means a true learning culture is created, this way students can share experience to help them improve their knowledge

- **Observations go beyond walking around the room to see if students are on task or need clarification.**

When teachers monitoring the development of students this allows them to pick up evidence of how effective is the academic plans this way all the information that the teacher can collect aid in the development of students can be furnished as a process of feedback.

- **Self and peer assessment helps to create a learning community within a classroom.**

Students also an auto evaluation to recognize their own mistakes and strengths, so with different forms of understanding that can be found in class can be performed also can carry out an evaluation between classmates in this way themselves becoming just the main support of their peers.

- **Student record keeping helps students better understand their own learning.**

Recording process of learning helps students to know where they shave been started achievement which and where is heading, it is important also that this record not only take quantitative information. The last the techniques proposed by the author about the summative assessment are focused on the student´s achievement and how they have to show their knowledge, sometimes many of these activities don´t are develop as a way to learn, because the student try to obtain a numeric recognition by the teacher, for this reason the main suggests done by the author is use authenticate material in each activities according hit student´s age, environment and necessities.

2.2.22. THE ASSESSMENT PROCESS INCLUDES.

According (Earl, 2003) in the assessment process is important include the following criteria to improve the teaching – learning process.

- **Clear understanding that the purpose of assessment is for students to develop and improve in their learning and for teachers to plan and teach effectively.**

It is important that the results of an evaluation should be focused on helping the teacher also for better planning classes or units that allow the student also knows his achievements as a form of motivation.

- **The use of diagnostic tools to determine what the students already know, understand and can do.**

This is also known as a pre assessment that is applied before starting an academic period unit or a new topic, this helps the teacher to know how much the lesson they know about the subject, so the plant forms the teacher provides information

- **Ongoing assessment through a variety of differentiated tasks and strategies, both formal and informal.**

The student's assessments should be varied in the types of evaluation according to the objectives to be achieved, also it has to be varied according to the needs of students also must be according to the environment class and resources.

- **Students being actively involved in, and having some control over, their learning.**

According to (Earl, 2003) one of the main purpose of the assessment process give information about the student´s achievement, at the same way the student can obtain a reference of who is their knowledge and what they need to improve, to this point is important a rear connection whit the teaches which collets all the student's information

- **To give specific and timely feedback.**

For example, through conversations between students and the teacher, written feedback, peer assessment and self-assessment. Teacher should provide feedback when the student is developing a task. This could be thought some dialogues, information question, compensations among students and teachers. Also it could include reading seed of teacher comments and advises to increase student self- assess.

- **Authentic assessment tasks that align with the ways such knowledge and skills would be used in the real world.**

  An authentic assessment is always developed in a real context, in other words, an authentic is according student abilities a how they are being able to develop activity activities. Real assessment tasks have to has a connection between languages skills to achieve the objectives in assessment process.

2.2.23. ADVANTAGES AND DISADVANTAGES OF ASSESSMENT

ADVANTAGES.

Well-designed assessment can encourage active learning especially when the assessment delivery is innovative and engaging. Peer and self-assessment, for instance, it can foster skills, such as reflection, critical thinking and self-awareness – as well as

giving students insight into the assessment process. "Discussing the ways in which students can also help to ensure that the aims and goals of your assessments are clear can teach students new skills". (Race, 2013)

"Assessment and feedback are crucial for helping people learn. Assessment should mirror good instruction; happen continuously as part of instruction; and provide information about the levels of understanding that students are reaching. In order for learners to gain insight into their learning and their understanding, frequent feedback is critical: students need to monitor their learning, strategies and their current levels of understanding. This is linked to learning from mistakes, confidence and motivation. It can also priorities procedural learning over conceptual understanding." (Hanna, 2004)

In conclusion, one of the main advantage of the assessment process permit us to determine and to detect the cognitive development of each student, determining student´s strangest and weakness to improve ach of them, other important point is focused on to the teacher, because the assessment process help them to understand what does the student need to lean better and the teacher also can renew and to redesign the techniques and methodologies used. Is important mention too, that each activity developed have to be according the student parameters. For this reason, the teacher's role is so important, because   according to the obtain result they can design new way to teach, its mean that the teacher have to renew techniques to renew methodologies. Another important point is the feedback process which is other way to assess the student´s achievement sometimes this is widely accepted by students because is an informal assessment.

DISADVANTAGES.

"Assessments may have a negative effect on student motivation, particularly for students performing below grade level. Careless implementation of assessments may have negative consequences, especially when the needs of special education students are not considered. Using only a written formal assessment does not provide an overall picture of student achievement. Basing teacher effectiveness on standardized test scores may encourage teachers to narrow the curriculum to teach to the test." (Voza, 2016)

A common disadvantage of the assessment process is focused on the student with different kind of skills to learn or to develop activities, so the design of the assessment is important because it should consider the student's aptitudes but when it does not happen many students are afraid when they will have been evaluated or assessed, this situation to create an uncomfortable classroom environment. it is important also mention that the evaluation process is not so favorable for students with poor performance as the unmotivated and creates distrust themselves. Another important disadvantage is when used or applied evaluation activities designed specific skills, remember that every student has the potential development of different skills

2.2.24. DEFINITION OF KEY TERMS

Technique. - A variety of activities, tasks or devices used in the language classroom for accomplishing the lesson objectives and the method.

Teaching process. – "It is an active process in which one person share information with others to provide them with the information to make behavioral changes". (Banks, 2000)

Learning process. – "It is the process of assimilating information with a resultant change in behavior". (Banks, 2000)

Feedback. – It is process; teacher can provide it in different way by teacher or between students, the main purpose is to reinforce the student´s knowledge.

Assessment. –It determines the weakness and strengths of the student's during the learning process**.**

Ethnographic research. – This research permits to describe what is happening in a particular setting together with the participant's perspectives on these events. This kind of research tends to be broadly focused on all of the events that are occurring in a particular setting (rather than on just one or two types of events). It usually aims to provide a holistic picture of how a particular social group (such as a classroom) Church, 2010)

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

Qualitative research method: **ETNOGRAPHIC**

3.1. DESING OF THE INVESTIGATION

OBJECTIVES OPERACIONALIZATION TABLE N° 01

SPECIFIC OBJECTIVES	HOW THE RESEARCH WAS CARRIED OUT?	PLACE OF THE RESEARCH	HOW IS GOING TO GIVE THE INFORMATION	TECHNIQUE AND INSTRUMENT	MAXIMUN TIME FOR DATA GATTERING
To observe the general process of feedback applied by the teacher in assessment process	To establish parameters to design the observation guides.	At Unidad Educativa "Juan de Velasco" with 10th Año, class "A"	English teachers'area and students of 10th Año de Education General Básica.	TECHNIQUE Direct Observation INSTRUMENT Observation Guide	One week From Monday 4th to Friday 8th, January.
To analyze the importance of feedback in assessment process.	To apply 16 observation guides in each class during one month.	At Unidad Educativa "Juan de Velasco" with 10th Año, class "A"	English teachers'area and students of 10th Año de Education General Básica.	TECHNIQUE Direct Observation INSTRUMENT Observation Guide	One month From Monday 11th January-to 5th,February

Source: Observation guide applied to 10th Año de Educación General Básica class "A" at Unidad Educativa "Juan de Velasco"
Elaborated by: Gesica Ramírez, Lorena Samaniego

According to the environment in which the study is carried out**,** it is an **exploratory research** because it allowed to analyze and interpret the characteristics and reality of the problem through activities which consist in the recompilation of information through direct observation using an observation guide in each class with the students of 10th Education General Básica, class "A" at Unidad Educativa "Juan de Velasco".

Documental research: It allowed getting data through the use of printed materials and compare diverse criteria that different authors have about the same topic.

Field research: The present research was field because it was developed where facts were happening and data and information are getting through direct relationship: researchers-reality based on the established objectives, at Unidad Educativa "Juan de Velasco" with students of 10th Education General Básica, class "A".

This research was qualitative; it is based on description of a phenomenon.

## 3.2.	TYPE OF INVESTIGATION

The research was inductive because it allowed to obtain general conclusions from observation, classification and study of facts or phenomenon. It was also considered like a field research, since it is based on direct collection of information from reality to be investigated.

The present research was descriptive because it attempted to describe and explain conditions of the present by using resources to fully describe a phenomenon.

3.3.   LEVELS OF RESEARCH (EXPLORATORY)

The level of the research was exploratory, it allowed to gather data about the research project to expose and analyze the data in a carefully way to get conclusions that allowed us to achieve the established objectives. Therefore, it was carry out with the students of 10th Education General Basica class "A" at Unidad Educativa "Juan de Velasco" during one month.

3.4.   POPULATION AND SAMPLE

3.4.1. POPULATION

The population of this research was integrated by 39 students and 1 teacher in 10th, class "A" at Unidad Educativa "Juan de Velasco" so; we worked with a total of 40 people.

The population was chosen based on previous experiences such as pre professional internships when it observed the excessive number of students, most of them have a middle economic status. In addition, many students do not have a familiar stability. However, most of them show interest in English class. At the same way, the techniques used by teacher most of the times are developed in a monotonous way to control students' behavior.

3.4.2. SAMPLE

As the population was small, a sample was not applied, in consequence the researchers worked with all that involved in the investigative process.

3.5.   TECHNIQUES FOR DATA RECOLECTION

This topic was chosen because there were previous experiences related with the topic (pre-professional intership and direct observation), that allowed us to analyze the

problem that there was on assessment process. Besides there was not work related with this topic in the library at Universidad Nacional de Chimborazo.

To data collect of this project, we did legal requirements which started at Distrito de Educación N° 3 "Riobamba - Chambo". It facilitated us the authorization to enter to the institution. In this way the principal of the Unidad Educativa "Juan de Velasco" designated us an English teacher of 10th class "A", who helped us in data collection. The connection with the teacher and students was positive. Our participation was active because the detected problem during the observation was communicated to the teacher at the end of each class.

The main difficulty was that teacher did not accepted suggestions about HOW to improve the activities done. However, at the middle of this process with the help of observation guides the teacher realized of his weakness in teaching process.

For all these reasons, the technique choose was:

Direct observation. - It was applied to the English teacher of 10th "A" at Unidad Educativa "Juan de Velasco" to determine how important is the feedback in the assessment process.

INSTRUMENTS

The instrument that was used: An observation guide.

3.6.   DATA PROCESSING AND ANALYZING TECHNIQUES

The principal aspects observed during this research was based on parameters in an observation guide that helped to determine how the feedback was developed in assessment process. The design of this guide was based on the feedback characteristics

given by Baume, D (2008) and Sciences, (2015). Which were adapted in 10th año, class "A".

Therefore, this research was developed as a descriptive study so it used statistical tables and statistical graphs to collect and interpret information. Therefore, it followed the follow scheme.

- Review the information. - After applied the 16 observation guides; It was taken as the 100% of data collected to classify the information in qualitative way and do a corresponding analysis.

- Tabulation of the getting data according to proposed parameters used during one month to categorize and identify the data.

- Analysis of results.

- Interpretation of results.

CHAPTER IV

4. **DATA PROCESSING, ANALYSIS AND INTERPRETATION OF RESULTS**

Analysis of the Observation Guide Data into the Class with The Students of 1Oth Año de Educación General Básica Class "A" and teacher at Unidad Educativa "Juan de Velasco".

PROCESSING DATA TABLE N° 02

N°	OBSERVATION CRITERIA	FREQUENTLY	%	SOMETIMES	%	SELDOM	%	TOTAL PERCENT
01	Does the teacher apply the feedback before starting a class to maintain a link between the last and new topic?	6	37%	7	44%	3	19%	100%
2	Does the teacher do a diagnostic evaluation to students about the topic is going to perform?	4	25%	4	25%	8	50%	100%
3	Are there appropriate materials to provide feedback?	4	24%	5	29%	8	47%	100%
4	Is the feedback used as an assessment process?	3	19%	4	25%	9	56%	100%
5	Designs an evaluation process that considers the	5	31%	5	31%	6	38%	100%

	formative and summative assessment							
6	Does the teacher organize the time in the feedback process?	3	19%	6	37%	7	44%	100%
7	Monitors the individual and group students´ work for assessment	5	31%	6	38%	5	31%	100%
8	Considers wrong answers to reinforce the feedback in learning' students.	3	19%	6	37%	7	44%	100%
9	Communicates assessment criteria for each activity	6	37%	3	19%	7	44%	100%
10	Applies different kinds of activities to provide feedback.	4	25%	7	44%	5	31%	100%
11	Does a final evaluation to know what students understand about the topic developed?	1	6%	6	28%	9	31%	100%

Source: Observation guide applied to 10th Año de Educación General Básica class "A" at Unidad Educativa "Juan de Velasco"

Elaborated by: Gesica Ramírez, Lorena Samaniego

It must be emphasized that the percent is quantified with the frequency of each established parameter that the teacher used during each class with the students. For this reason, it was taken the higher percent to the follow analysis and interpretation of results are based on the observation guides applied in each class to the teacher and students of 10th Año de Educación General Básica, class "A" at Unidad Educativa "Juan de Velasco" during one moth with a total of 16 observation guides which ones showed the 100% of the collected data.

4.1.   ANALYSIS

The frequency 6 corresponding 37% through of the category frequently by the times that the teacher used the follow criteria "Does the teacher apply the feedback before to start a class to maintain a link between the last and new topic?". According to the interpretation data, the teacher did not apply the feedback frequently as a technique to maintain a link between each topic, for this reason the frequency of 7 corresponding to 44%, through of the category sometimes by the times that the teacher used the follow criteria "Does the teacher apply the feedback before to start a class to maintain a link between the last and new topic?". The frequency 3 corresponding 19% through of the category seldom by the times that the teacher used the follow criteria "Does the teacher apply the feedback before to start a class to maintain a link between the last and new topic?"

It is being noticed that the frequency 4 corresponding to 25 % through of the category frequently by the times that the teacher used the follow criteria "Does the teacher do a diagnostic evaluation to students about the topic is going to performance", 4 corresponding to 25%, through of the category sometimes by the times that the teacher used the follow criteria "Does the teacher do a diagnostic evaluation to students about the topic is going to performance" and 8 corresponding to 50%, through of the category seldom by the times that the teacher used the follow criteria "Does the teacher do a diagnostic evaluation to students about the topic is going to performance".

It is being noticed that 4 corresponding to 24%, through of the category frequently by the times that the teacher used the follow criteria "Are there appropriate materials to provide feedback?", 5 corresponding to 29%, through of the category sometimes by the times that the teacher used the follow criteria "Are there appropriate materials to

provide feedback?", 8 corresponding to 47% through of the category seldom by the times that the teacher used the follow criteria "Are there appropriate materials to provide feedback?".

It is being noticed that 3 corresponding to 19%, through of the category frequently by the times that the teacher used the follow criteria "Is the feedback used as assessment process?", 4 corresponding to 25%, through of the category sometimes by the times that the teacher used the follow criteria "Is the feedback used as assessment process?", 9 corresponding to 56%, % through of the category seldom by the times that the teacher used the follow criteria "Is the feedback used as assessment process?".

It is being noticed that 5 corresponding to 31 % through of the category frequently by the times that the teacher used the follow criteria "Designs an evaluation process that considers the formative and summative assessment" 5 corresponding to 31%, through of the category sometimes by the times that the teacher used the follow criteria "Designs an evaluation process that considers the formative and summative assessment" and 6 corresponding to 38%, through of the category seldom by the times that the teacher used the follow criteria "Designs an evaluation process that considers the formative and summative assessment.

It is being noticed that 3 corresponding to 19%, through of the category frequently by the times that the teacher used the follow criteria "Does the teacher organize the time in the feedback process?", 6 corresponding to 37%, through of the category sometimes by the times that the teacher used the follow criteria "Does the teacher organize the time in the feedback process?", 7 corresponding to 44%, through of the category seldom by the times that the teacher used the follow criteria "Does the teacher organize the time in the feedback process?".

It is being noticed that 5 corresponding to 31 % through of the category frequently by the times that the teacher used the follow criteria that the teacher has used the follow criteria "Monitors the individual and group students´ work for assessment" 6 corresponding to 38%, through of the category sometimes by the times that the teacher used the follow criteria "Monitors the individual and group students´ work for assessment" and 5 corresponding to 31%, through of the category seldom by the times that the teacher used the follow criteria "Monitors the individual and group students´ work for assessment".

It is being noticed that 3 corresponding to 19% through of the category frequently by the times that the teacher used the follow criteria "Considers wrong answers to reinforce and feedback learning' students." 6 corresponding to 37%, through of the category sometimes by the times that the teacher used the follow criteria "Considers wrong answers to reinforce and feedback learning' students." and 7 corresponding to 44%, through of the category seldom by the times that the teacher used the follow criteria "Considers wrong answers to reinforce and feedback learning' students".

It is being noticed that 6 corresponding to 37% with the frequency that the teacher has used the follow criteria through of the category frequently by the times that the teacher used the follow criteria "Communicates assessment criteria for each activity", 3 corresponding to 19% through of the category sometimes by the times that the teacher used the follow criteria "Communicates assessment criteria for each activity", and 7 corresponding to 44%, through of the category seldom by the times that the teacher used the follow criteria "Communicates assessment criteria for each activity".

It is being noticed that 4 corresponding to 25% through of the category frequently by the times that the teacher used the follow criteria "Applies different kinds of activities

to provide feedback", 7 corresponding to 44% through of the category sometimes by the times that the teacher used the follow criteria "Applies different kinds of activities to provide feedback", and 5 corresponding to 31%, through of the category seldom by the times that the teacher used the follow criteria "Applies different kinds of activities to provide feedback".

It is being noticed that 1 corresponding to 6% through of the category frequently by the times that the teacher used the follow criteria "Does a final evaluation to know what students understand about the topic developed", 6 corresponding to 28% through of the category sometimes by the times that the teacher used the follow criteria "Does a final evaluation to know what students understand about the topic developed", and 9 corresponding to 31%, through of the category seldom by the times that the teacher used the follow criteria "Does a final evaluation to know what students understand about the topic developed".

4.2. INTERPRETATION

Sometimes when the teacher provided feedback was evident the student´s enthusiasm in class, because the teacher used technological resources so is evident that the use of technology attracts the student´s attention and it had a great influence in the develop of the class, but unfortunately, it happened in a low level for this reason, according with the table of processing data, it is focused on 44%, and it showed the low of appropriate activities to provide feedback and maintain a link between the last and the new topic.

The analysis of the Observation guide data describes that teacher during the class did a diagnostic assessment in a seldom way about the topic is going to perform. In this way the teacher did not know the level of the student's knowledge about the topic. In other hand, when the teacher did this criteria. It observed the interest that students have about

the topic through an active participation. Overthought, is important to mention that each times the teacher used the last criteria there are important student´s interest to participate in class. Trying to help to others classmates and themselves in mistakes according to activities feedback.

The percent presented above showed a low variety of activities to provide feedback with the students that in some cases these activities are bored to the students because students' book determine a specific activity for each task.

According the criteria "Is the feedback used as assessment process?", the table of processing data showed us that a 56% with the parameter seldom, in fact this criteria did not have a great usage by teacher because the assessment process was frequently applied in a traditional way (Exams, tests, lessons etc.). Also, it should be emphasized the law acceptation of the feedback as assessment process 25% with activities as (design of projects with authentic materials.

Assessment process is centered in a summative assessment. In this way, it described the assessment process in a traditional way that allowed to know the achievements of the students in a quantitative form. In reference to formative assessment, which was not used frequently by the teacher in class, the students tried to maintain an active participation without pressure allowing them to be in a comfortable environment.

According to the follow criteria "Does the teacher organize the time in the feedback process?" with the table of processing data was evident that the teacher did not considers a specific time to provide feedback during the class, because a great percentage of the activities are focused in the student´s book.

The outcomes also showed that, sometimes teacher monitors the activities done by students in assessment process; it has been presented by excessive numbers of students, lack of time in schedule which have not permitted to fortify and improve the language skills.

Based on criteria N° 8, it evidenced that the teacher seldom did not consider wrong answer to reinforce the information after a test as a feedback technique. He just focused on summative assessment process through scores to categorize the students' knowledge level.

Based on the results the teacher seldom communicates assessment criteria for each activity because it was focused on summative assessment, which the students just tried to memorize the information and grammatical rules before the test. However, into the descriptions that observation guide was noticed that students have the predisposition to be evaluated with different activities.

The analysis of the information described that teacher seldom provided the feedback to students during the class, it is by the lack of application of activities and the monotonous use of the students' book. However, the low frequency of the application of activities that involves the feedback; it helped to maintain a connection among different topics in class helping to build a meaningful knowledge and maintain the interest of the students to learn a language.

In last criteria, the teacher seldom applied a final evaluation to know what students understand about the topic developed. However, it was focus on more frequently used at the end of each unit to determine the students´ knowledge about the language.

4.3. FINAL RESULTS

The result of this study described that the feedback as a technique influences in the assessment process with the students of 10th Año de Education General Básica, Class "A" during academic period 2015-2016. However, feedback was not used frequently by the teacher.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- According to the analysis data, the assessment process has many forms to be applied. However, it continues used in a traditional way, taking into account the test and exams as the principal way to assess. Thus, the student´s book continue being one of the principal materials in the teaching-learning process. Being so, it determined the topics, the time and the parameter that was taught by the teacher

- The assessment and feedback process always has been focused on improve students' learning development. However, nowadays in many schools the feedback is applied as simple process to provide information of the last topics. At the same way, the assessment process was applied as process to standardize the students` knowledge. One of the causes is that English teaching is focused on follow a determinate process.

5.2. RECOMMENDATIONS

- It is essential that teacher avoids monotonous feedback and renovates techniques and activities to improve assessment process considering group work, projects, games and dramatizations, these activities will inspire students to learn English and get better outcomes.

- It is necessary that teacher organizes the time of class in a better way to fortify the active participation of students and improve the environment during the class and the relationship among teacher and students.

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6.1. WEB SITES

Classroom Assessment Techniques (CATs)– UO Teaching Effectiveness Program

http://tep.uoregon.edu/resources/assessment/cats.html

Classroom Assessment Techniques CATs)–Center for Teaching, Vanderbilt University

http://cft.vanderbilt.edu/guides--sub--pages/cats/

http://learnenglishteens.britishcouncil.org/exams/speaking-exams/information-gap-activity

7. ATTACHEMENTS

UNIDAD EDUCATIVA "JUAN DE VELASCO"

OBSERVATION GUIDE INTO THE CLASS			
AREA: ENGLISH	**PERIOD YEAR:** 2015-2016	**TIME:**	**STUDENTS:**	**DATE:**

CLASS OBSERVED: 10th Año de Educación General Básica.	**CLASS:** "A"

N°	OBSERVATION CRITERIA	FR	SM	SL	DESCRIPTION
01	Does the teacher apply the feedback before to start a class to maintain a link between the last and new topic?				
02	Does the teacher do a diagnostic evaluation to students about the topic is going to perform?				
03	Are there appropriate materials to provide feedback?				
04	Is the feedback used as assessment process?				
05	Designs an evaluation process that considers the formative and summative assessment				
06	Does the teacher organize the time in the feedback process?				
07	Monitors the individual and group students´ work for assessment				
08	Considers wrong answers to reinforce the feedback in the learning' students.				
09	Communicates assessment criteria for each activity				

10	Applies different kinds of activities to provide feedback.				
11	Does a final evaluation to know what students understand about the topic developed?				

Source: UNIDAD EDUCATIVA "JUAN DE VELASCO"
Authors: Gesica Liset Ramírez Gavidia and Lorena Margoth Samaniego Tingo

INTERPRETATIO	
FR	Frequently
SM	Sometimes
SL	Seldom

——————————— ——————————— ———————————

Teacher' class   **Authors**

Asunto: AUTORIZACION

Monica Noemi Cadena Figueroa
En su Despacho

De mi consideración:

En respuesta al Documento No. 06D01-22812, debo señalar que este Distrito Educativo autoriza el ingreso de las Señoritas RAMIREZ GAVIDIA GESICA LISET Y SAMANIEGO TINGO LORENA MARGOTH, estudiante de la UNACH, para realizar la investigación previo la obtención de título de tercer nivel, en la Unidad Educativa Juan de Velasco, cabe señalar que esta actividad deberá estar coordinada con la autoridad del establecimiento educativo.

Con sentimientos de distinguida consideración.

Atentamente,

Katya Gabriela Bayas Jhayya
ANALISTA DISTRITAL DE APOYO SEGUIMIENTO Y REGULACIÓNN

Referencias:
- MINEDUC-CZ3-06D01-UDAC-2016-0276-E

Anexos:
- 06D01-22812_2593.pdf

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