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**“DESCRIPTION OF ASSESSMENT TECHNIQUES USED BY
PROFESSORS IN EIGHTH SEMESTER OF LANGUAGES CAREER
OF THE UNIVERSIDAD NACIONAL DE CHIMBORAZO,
ACADEMIC PERIOD MARCH-AUGUST 2016.”**

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AUTHOR: JENNY ALEXANDRA FREIRE RIVERA

TUTOR: MÁSTER MAGDALENA ULLAURI

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COMMITTEE MEMBERS CERTIFICATE

Members of the tribunal of Graduation of the research project titled:

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Submitted by: Jenny Alexandra Freire Rivera and directed by: MsC. Magdalena Ullauri.

The dissertation and final review of this work has accomplished all the requirements. The written work done for obtaining the degree of “Licenciado(a) en Ciencias de la Educación; Profesor(a) de Inglés” has been approved by the members of this Tribunal. The tribunal authorize this research project for its use. As final step, this research work will be kept in the Facultad de Ciencias de la Educación Humanas y Tecnologías library at Universidad Nacional de Chimborazo.

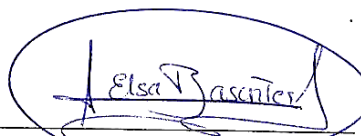
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MsC. Mónica Cadena

Member of Tribunal



MsC. Elsa Basantes

Member of Tribunal



Ing. Luis Machado

CERTIFICATE OF THESIS DIRECTOR

MsC. Magdalena Ullauri

THESIS DIRECTOR AND PROFESSOR AT FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS, CARRERA DE IDIOMAS, UNIVERSIDAD NACIONAL DE CHIMBORAZO.

CERTIFICATE

The thesis work titled: “DESCRIPTION OF ASSESSMENT TECHNIQUES USED BY PROFESSORS IN EIGHTH SEMESTER OF LANGUAGES CAREER OF THE UNIVERSIDAD NACIONAL DE CHIMBORAZO, ACADEMIC PERIOD MARCH-AUGUST 2016”, made by Jenny Alexandra Freire Rivera, has been guided and reviewed throughout the development process. This work fulfills the fundamental and methodological requirements according to the institutional regulation of graduation. Therefore, I authorize its public presentation and evaluation by the respective tribunal.



MsC. Magdalena Ullauri
TUTOR

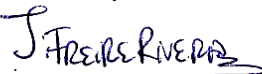
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AUTHORSHIP

The present research work, prior to obtaining the Degree of: Licenciado(a) en Ciencias de la Educación, Profesor(a) de Idioma Inglés, is original and based on the process established by the Facultad de Ciencias de la Educación, Humanas y Tecnologías.

The criteria in this work on "DESCRIPTION OF ASSESSMENT TECHNIQUES USED BY PROFESSORS IN EIGHTH SEMESTER OF LANGUAGES CAREER OF THE NATIONAL UNIVERSITY OF CHIMBORAZO, ACADEMIC PERIOD MARCH-AUGUST 2016", as well as contents, ideas, analyzes, conclusions and recommendations, are responsibility of the author and the rights of the same correspond to the Universidad Nacional de Chimborazo.

Riobamba, November 18th, 2016.



Jenny Alexandra Freire Rivera
060423503-6

DEDICATION

I dedicate this work to my mother, who has been the most important source of support. She has been more than my mother, my best friend; she has kept me strong and standing, always encouraging me to fight for my dreams even in the most difficult moments. Thus, this work is a way to reward all the sacrifice and effort made by her for me to have a profession. I also dedicate it to myself for all the effort and dedication on my part to achieve this goal.

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SUMMARY

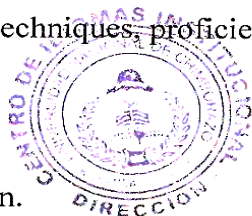
The following research is focused on assessment which is the process that helps teachers to measure knowledge and skills of learners in order to improve learning. The type of this research is qualitative because here preponderates the individual and the subjective according to the perception of the researcher; it is also ethnographic because the phenomenon was observed in their natural, real-world setting. The level of this research is exploratory since it begins with a theoretical idea that the researcher has observed and seeks to understand more deeply. The research problem is that the assessment techniques used by professors in eighth semester of Languages Career of the Universidad Nacional de Chimborazo, academic period March-August 2016, are few and are not well applied. As a result of this, there are still students who do not have an adequate English Proficiency even though, they have a high knowledge about the content of the subjects. So, the researcher has investigated in depth what are the techniques of assessment applied by teachers and how are they applied, in order to determine where the focal point of the problem is and look for a solution. The Descriptive observation was the technique used for data collection in which the researcher had a non-participative role and where an observation guide was used as instrument. The registers were codified, ordered, analyzed, tabulated and represented graphically. As a conclusion, it was determined that professors apply a variety of assessment techniques to measure students but most of the techniques assess knowledge of curriculum than English proficiency, and some of them are informal and not graded.

Key words: Assessment, techniques, proficiency.



SIGNATURE

Reviewed by: Soria, Byron.
Language Center Teacher



INTRODUCTION

Teaching and assessing are two processes that are always together in the process of education, the second is equal to or more important than the first since the first one would not be effective if the second not applied. Teaching is transmitting information or lessons to students, but assessing 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 that knowledge. (Huba and Freed, 2000).

The Languages Career of the Universidad Nacional de Chimborazo is one of the strongest career of the Facultad de Ciencias de la Educación, Humanas y Tecnologías, because the demand for English teachers in schools and high schools in the city, is high. This career has a duration of eight semesters to complete the curriculum and after that, students have to do a research project in order to obtain the Bachelor degree of English teacher.

As eighth semester is the last one, students or future English teachers should have high English proficiency and high knowledge about the content of the subjects. That is the reason why many assessment techniques are applied by professors in order to measure the knowledge and skills they have and know how well they are prepared to their professional life.

The problem is that the assessment techniques used by professors at eighth semester of Languages Career of the Universidad Nacional de Chimborazo, academic period March-August 2016, are few and not well applied. As a result of this, there are still students who do not have an adequate English Proficiency even though, they have a high knowledge about the content of the subjects. Then, the main objective of this research is to describe the assessment techniques used by professors to measure the knowledge and skills of students in order to determine the weakest

points to be reinforced and give a possible solution. So, this research is also a contribution for professors and students of eighth semester of Languages Career which will help to improve the exit profile of the students.

Then, this work has been divided into five chapters: the referential framework, theoretical framework, methodological framework, the analysis and interpretation of data and the conclusions and recommendations.

Chapter I contains reference information that define the problem, the focal questions that guides the development of the research, the objectives to be achieved and the justification that itemize the importance and feasibility of this research.

Chapter II is a compilation of theory about assessment from different bibliographic sources in which this research has been based and the definition of basic terms used in this work.

Chapter III refers to the methodology used to develop this research such as the research design, the type, level, the population and sample and the techniques and instruments for both data analysis and interpretation.

Chapter IV contains the analysis and interpretation of data, a brief description of the observed phenomenon, the information organized into matrix, the tabulation and graphic representation of the results.

Chapter V shows conclusions and recommendations of this research.

Finally, bibliography and attachments can be located at the end of this work.

CHAPTER I

1. REFERENCE FRAMEWORK

1.1. THE RESEARCH PROBLEM

The assessment techniques used by professors at eighth semester of Languages Career of the Universidad Nacional de Chimborazo, academic period March-August 2016, are few and they are not well applied.

1.2. PROBLEM DEFINITION

The Languages Career of the Universidad Nacional de Chimborazo is one of the strongest career of the Facultad de Ciencias de la Educación, Humanas y Tecnologías, because the demand for English teachers in schools and high schools in the city, is high. This career has a duration of eight semesters to complete the curriculum and after that, students have to do a research project in order to obtain the Bachelor degree of English teacher.

At eighth semester, students or future English teachers should have high English proficiency and high knowledge about the content of the subjects to apply in their professional life, that is why, many assessment techniques are applied by professors to measure the knowledge and skills they have in order to know if they are ready for the responsibility of being an English teacher. These assessment techniques not only have to do with assigning a grade to students but also to realize how the methodology used by the teacher works and make changes if necessary.

The problem is that the assessment techniques used by professors at eighth semester of Languages Career of the Universidad Nacional de Chimborazo, academic period March-August 2016, are few and not well applied, that is the reason why there are still students who do not have

an adequate English Proficiency, in other words an adequate control of the four skills such as listening, speaking, reading, and writing, but a high knowledge about the content of the subjects like methodology, pedagogy, psychology, etc. Then, many questions comes to mind like why this happen? How did those students reach to eighth semester? Are the assessment techniques used by professors focused on assessing subjects' content or English proficiency? Because as the name says, an English teacher should, first of all, speak English and also obviously have a vast knowledge about the content of the curriculum.

1.3. PROBLEM FORMULATION

What are the assessment techniques used by professors in eighth semester of Languages Career of the Universidad Nacional de Chimborazo, academic period march - august 2016, and what are they focused on?

1.4. FOCAL QUESTIONS

Which are the assessment techniques used by professors in eighth semester of Languages Career of the Universidad Nacional de Chimborazo?

Which of those assessment techniques are focused on assessing the English Proficiency and which of them are focus on assessing the knowledge about the subjects?

Which are the assessment techniques more used by the professors?

1.5. OBJECTIVES:

1.5.1. GENERAL OBJECTIVE

To describe the assessment techniques used by professors in eighth semester of Language Career of the Universidad Nacional de Chimborazo.

1.5.2. SPECIFIC OBJECTIVES

- To observe and identify the assessment techniques used by professors.
- To distinguish the techniques which help to assess the English proficiency and which help to assess knowledge and ability of students in a specific content of the curriculum.
- To determine the assessment techniques more used by professors.

1.6. JUSTIFICATION

This research topic has been taken into account by the concern that when the Languages Career finishes, which duration is 8 semesters, some students and future English teachers, face the problem of having a low English proficiency against a high knowledge of contents, that is why this research is focused on the assessment techniques applied by the professors which are the tools that help teachers to know the knowledge, skills and abilities that students have at a specific time.

Therefore, this research is **useful** since it would help teachers to overcome this kind of problem by using assessment techniques that evaluate English language proficiency and knowledge in equal proportion to students, and thus when the Career finishes, students can have adequate levels

in both domains. So, the principal beneficiaries of this work are the students and professors of the Languages Career of the Universidad Nacional de Chimborazo.

This research is also **important** because from the academic point of view, it helps to improve and know the great variety assessment techniques that can be applied in all educational institution to improve the teaching-learning process, and look for solutions when something is not working well. From the methodological point of view, it is important because the tools and instruments used in this research are originals and they are a contribution of the researcher. And finally, from the personal point of view, it is very important since it has helped the researcher to learn a lot about assessment which will help to have a better performance in his/her professional life.

It is also **feasible** because the investigator has the necessary resources for the realization of this research, taking into account that The Universidad Nacional de Chimborazo has given permission and facilities to do it. In addition, the population consist of 6 subjects such as: Contrastive Linguistics, Academic Writing, Grammar VIII, Language Assessment and Evaluation, Sociolinguistics, and Language and Culture, which means that the sample is not so extensive or difficult to investigate and the cost considerations are low and therefore easy to cover.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND OF INVESTIGATIONS REGARDING THE PROBLEM

After reviewing the files of the Library of the Universidad Nacional de Chimborazo, it had not found any research work with the same or similar topic, which means that this research has not been done before. So, this work was a challenge and a necessity that will help to know the importance of assessment techniques used by professors and how they are applied. But also this research is my contribution to the Languages Career to reach the goal of improving the quality of education and having professionals who are competent with a vast knowledge and an excellent level of English to play an important role in society.

2.2. THEORY

2.2.1. ASSESSMENT

- Assessment a process in which the information is gathered from diverse sources to be discussed in order to know what students know, understand and can do, in other words what they learnt and can do with that knowledge. (Freed, 2000)
- Assessment: The continuous and systematic process used to collect, analyze and use information about the learning of students and make decisions to improve it. (Anderson , Bresciani, & Zelna, 2004)

- Assessment is “the efficient compilation of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decision about how to improve learning”. (Walvoord, 2010)

2.2.2. TYPES OF ASSESSMENT

- **Informal and Formal Assessment**

Informal assessment represents all kind of activities which are used by the teacher into the classroom to realize what knowledge students have and their performance and give feedback to improve them. In contrast, formal assessment are activities and procedures designed to score skills and knowledge. These exercises and activities are systematic and planned preciously to give teacher and student an appraisal of student achievement. (Brown, 2004)

Formal assessment is a set of pre-established techniques, these techniques give data used to compare students, schools and districts regarding specific areas of student achievement. The main instruments for formal assessment are standardized test that are taken by all students under similar conditions. The collected information from these tests is used not only to measure learning to date, but also to provide an index of pre-instructional skills and knowledge for the next year. In contrast, in informal assessment the collected data depends on the kinds and numbers of activities that the teacher uses to observe the use of the language of each student and his/her perspectives. (Herrera, Morales Cabral, & Murry, 2013)

- **Formative and Summative Assessment**

Formative Assessment is a kind of assessment that is applied all the time during the educational period while teaching and learning are happening to inform both teachers and students about student understanding and have time to make changes if something is wrong. However, Summative Assessments are given regularly in a particular period of time to know what students know and do not. This kind of assessment is usually applied at the end of a period like month, semester, partial, year, etc. (Garrison & Ehringhaus, 2010)

Formative assessments are tools and strategies employed by teachers to realize what students learned and they do it best so this process can be modified according to the necessity in contrast, summative assessment can only measure knowledge or skills on termination of instruction. (Herrera, Morales Cabral, & Murry, 2013)

- **Alternative and Traditional Assessment**

According to Jon Mueller (2014), alternative assessment is “a form of assessment in which students have to do tasks of the daily life in which they can apply their knowledge and skills”. In this type of assessment students learn how to do something or where to apply it not just know about that.

On the other hand, traditional assessment is very typical. It is used much time ago, in this students are asked to choose an answer from the many options for instance in multiple-choice tests, fill-in-the-blanks, true-false, matching or just recall information from the book. (Brown, 2004)

Chart No. 1: Traditional and Alternative Assessment

Traditional Assessment	Alternative Assessment
One-shot Standardized exams Timed, multiple-choice format Descontextualized test items Scores suffice for feedback Norm-referenced scores Focus on the unique answer Summative Oriented to product Non-interactive performance Fosters extrinsic motivation	Continuous long-term assessment Untimed, free-response format Contextualized communicative tasks Individualized feedback and washback Criterion-referenced scores Open-ended, creative answers Formative Oriented to process Interactive performance Fosters intrinsic motivation

Note. Source: Language Assessment Principles and Classroom Practices by H. Brown, 2004, p. 13.

2.2.3. TESTS

Brown (2004) says, “A test is an instrument used to measure the ability, knowledge, or performance of a person in a determined area.”

The same author also state that a test is an instrument full of techniques and items that should be developed by the test taker in order to measure his/her ability, performance and knowledge but of course knowing before who the test-takers are, their previous experience and knowledge, and if the test is appropriate to their abilities because not all tests are appropriate to all students.

2.2.3.1 TYPES OF TESTS

- **NORM-REFERENCED AND CRITERION-REFERENCED TESTS**

Norm-referenced tests are tests designed to measure general skill areas sampled from a variety of textbooks, syllabi, and the judgments of curriculum experts. Their objective is to compare each

test-taker with other examinees, assigns a score and expresses it as percentage, high and low scores. On the contrast, Criterion-Referenced are designed to measure specific skills which make up a designated curriculum. The skills, that are measured, are identified by teachers and curriculum experts. The objective is to determine whether each student has achieved specific skills or concepts. (Huitt, 1996)

- **LANGUAGE APTITUDE TESTS**

“A language aptitude test is designed to measure capacity of general ability to learn a foreign language and ultimate success in that undertaking.” This kind of tests are designed to be applied to students of who are learning any language. (Brown, 2004)

- **PROFICIENCY TESTS**

A proficiency test is used to measure the test takers’ ability to perform the different activities it contain for example the English proficiency tests has the objective of measuring the four skills of the language such as listening, speaking, reading and writing and also the grammar part. The last one consists of standardized multiple-choice items on grammar structures and vocabulary. This tests asked the test taker perform the activities by using legitimate samples of English language use in a specific context. (Brown & Abeywickrama, 2010, p. 11)

- **PLACEMENT TEST**

“Placement Tests are used to place students in the appropriate class or level. For example, in language schools, placement tests help teachers to know the level of each student through grammar, vocabulary, reading comprehension, writing, and speaking.” (Ezekiel, 2012)

- **DIAGNOSTIC TEST**

Diagnostic Tests are used to diagnose how much you know and what you know. They can help a teacher know what needs to be reviewed or reinforced in class. They also enable the student to identify areas of weakness. (Ezekiel, 2012)

- **ACHIEVEMENT TEST**

Achievement or progress tests measure the students' advance in relation to the curriculum or syllabus. These tests show the knowledge students have at the end of the unit or chapter which are named short-term tests or the progress reached by the students at the end of the entire course which are named long-term tests. As it is said before, these tests help the teacher to realize the progress of the students, the content or chapters covered and if it is necessary to do a remedial plan or extra work for weak students. (Ezekiel, 2012)

2.2.4. ASSESSMENT TECHNIQUES

Techniques are all the activities used by professors into the classroom that help him/her to perform the teaching-learning process. These techniques respond to how students learn and how the teacher transmit the knowledge to them. (Thomas & Cross, 1993)

Talking about language learning, students should perform the skills of listening, speaking, reading and writing but also vocabulary and grammar structures. The following techniques help to assess all the points previously mentioned.

1. DIRECTED PARAPHRASING

This technique consists on selecting an important theory, concept, or argument that students have studied and explain this material in his or her own words to an audience, of course knowing of being aware of the kind of audience they are going to talk with. (e.g., a grants review board, a city council member, a vice president making a related decision). (Carnegie Mellon University, 2015)

2. CLOZE TASKS

Cloze tasks are popular types of assessment. The word cloze come from the concept of “closure”, that is, the ability to fill in blanks in a task (visual, auditory or cognitive) and supply omitted details. (Brown, 2004)

Chart No. 2: Cloze procedure, sample.

Cloze Procedure

The recognition that one's feelings (1) _____ happiness (2) _____ unhappiness can coexist much like love and hate (3) _____ a close relationship may offer valuable clues (4) _____ how to lead a happier life.

Note. Source: Language Assessment Principles and Classroom Practices by H. Brown, 2004, p. 202.

3. INFORMATION TRANSFER

Information transfer is a technique in which a person or student transfer information from a chart, map, picture, graph or diagram, to an audience, making this information comprehensible and easy to understand. So, this technique requires a high linguistic ability to interpret that information to someone else. (Brown H. D., 2004)

Chart No. 3: Information transfer, sample.

Reading a map: Where is the post office? Reading a passage: create or use a graphic to illustrate. Reading a family tree: “Who is Tony’s great grandmother?” Reading a diagram: Explain the diagram.

Note. Source: Language Assessment Principles and Classroom Practices by H. Brown, 2004, p. 211.

From my point of view, this technique is very useful because as the author says, it is not sufficient just understanding the graphic or diagram but also to have a good English proficiency to interpret and transfer that information to the other people.

4. REPETITION

This technique consists of simply repeating a word, sentence or partial sentence. As in dictation the student must to retain a part of language long enough to reproduce it, and he/she must respond with an oral repetition of that stimulus. (Brown, 2004)

This technique is part of traditional assessment that is why nowadays it is not so used but it could be useful for the professor at the moment of teaching pronunciation.

5. DICTATION

Dictation is another technique that has been an assessment tool for decades, this is good for assessing listening, for example in a dictation, test-takers hear a passage recited three times: first, at normal speed; then, with long pauses between phrases or natural word groups, during which test-takers write down what they have just heard; and finally, at normal speed, so they can check their work and correct. (Brown H. D., 2004)

This technique is also let behind because it is part of traditional assessment but it is useful for students of another language since help to assess listening skill and comprehension.

6. SELECTED RESPONSE

In selected response students select an answer from among those given or from memory or from allowable study aids. Typically, no new knowledge is constructed, students simply recall or recognize information required to select the appropriate response. (Kayi, 2006) Example:

Chart No. 4: Selected response, sample.

Students read: Circle "S" for same or "D" for different.			
1.	Led	let	S D
2.	Bit	bit	S D
3.	Seat	set	S D
4.	Too	to	S D

Note. Source: Language Assessment Principles and Classroom Practices by H. Brown, 2004, p. 191.

Multiple choice: this tool consist of choosing one of four or five possible answers which is the correct one. Other models include same/different, circle the answer, true/false, choose the letter, label a diagram, and matching. (Brown, 2004, p. 191 - 198)

Chart No. 5: Multiple choice, sample.

Students read: Circle the item that doesn't belong to the category.		
1.	Piece	peace piece
2.	Book	book boot
<ul style="list-style-type: none">The cafeteria assault occurred _____, I was in the restroom.		
A. that		
B. during		
C. while		
D. which		

Note. Source: Language Assessment Principles and Classroom Practices by H. Brown, 2004, p. 194.

This technique is very used by professors thanks to its high level of objectivity. Using this technique the scoring process is more easy and fair, but the learning is not so good since students just recall information and not new knowledge is produced.

7. READING ALOUD

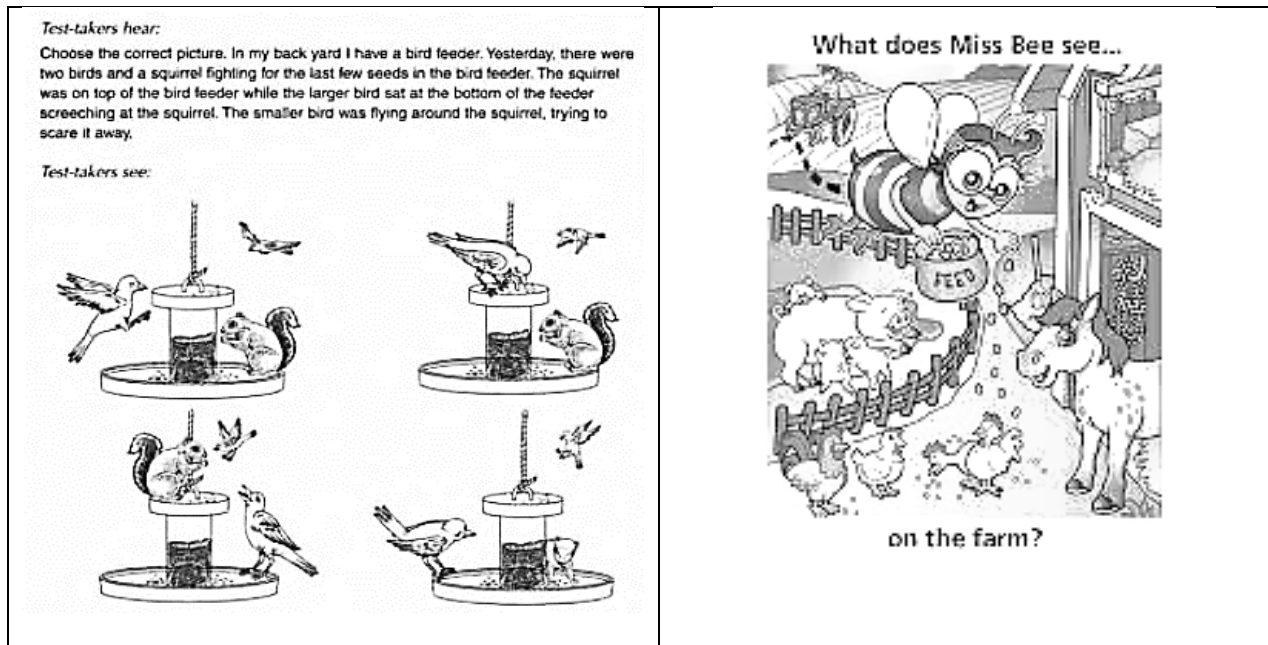
Reading aloud is a technique used in tasks in which the students have to read a sentence, paragraph or a whole passage using a high tone of voice. This technique is easy to apply because the teacher selects a passage or reading that have test specifications and that register output of the student; the grading is quite easy because the oral production of the student is controlled. (Brown H. D., 2004)

This technique is very good because helps professors to realize the level or English proficiency of the students at the moment of reading, a possible problem with this could be that most of the time this technique is used in an informal way and it is not scored.

8. PICTURE-CUED TASKS

This technique consist of give a description of the picture that works as a stimulus to elicit oral language performance. (Brown H. D., 2004)

Figure No. 1: Picture-cued task, sample.



Note. Source: Language Assessment Principles and Classroom Practices by H. Brown, 2004, p. 152.

9. ROLE PLAYS

Role-playing is another technique used to get students to speak. The objective is that students assume many social roles in different contexts. For using this technique, the teacher gives the details of each role to their students like who they are and what they think or feel. So, the teacher tell the student, for example you are David, you are the customer and you go to a clothing store and ask for a new style pants, etc... (Kayi, 2006)

This technique is useful since it helps to assess their speaking skill and the performance at the moment of acting, but it is not so used in classrooms with many students because of the time required to prepare and perform this activity.

10. SENTENCE/DIALOGUE COMPLETION

This is another technique for targeting intensive aspects of language which requires test-takers to read a dialogue in which one speaker's lines have been omitted. Test-takers have a specific time to read the whole dialogue to get its first idea or comprehension and to think about appropriate lines to fill in. Then, the teacher produces one part orally and students respond with what they added. (Brown H. D., 2004) Sample:

Students read and after listen:

In a clothing store:

Salesperson: Could I help you?

Customer: _____

Salesperson: Okay, what size do you need?

Customer: _____

Salesperson: What do you think about these blue sneakers?

Customer: _____

Note. Source: Language Assessment Principles and Classroom Practices by H. Brown, 2004, p. 150.

11. TRANSLATION

Even though translation is part of traditional assessment because it does not promote communicative classrooms, for learners of a second language, in countries where English is not the native language, translation is a meaningful technique to be applied when the English user is called on to be an interpreter. So, words, phrases, sentences or long texts are presented for the test-taker to read in the native language and then translate into English. (Brown H. D., 2004)

The advantage of translation is in the content comprehension, vocabulary acquisition, and, to the grammatical and discourse features.

This technique is good to use sometimes because as the author says it is meaningful to improve the performance of learners of a second language.

12. INTERVIEW

This technique is very used, the teacher usually interviews his/her students as a kind of assessment, but students can conduct interviews on selected topics with various people. At the moment of applying this technique, it is a good idea that, the teacher tell students the criteria that he/she is going to assess in order to know clearly what the teacher want they do. For doing this, a rubric is very useful in which the teacher grade each criteria according to the performance of each student. Interviews with people inside and outside the classroom, give students the opportunity to practice their speaking ability and also help students to be more sociable. Moreover, a simple variation of this technique could be when students interview each other and introduce their classmates to the whole class. (Kayi, 2006)

This technique is also named **questions-and-answers**, the questions can vary from very simple like “How do you say this in English?” to more complex like “What do you think about the policies of the government?” the first question tries to elicit a predetermined correct response while the other gives the student the opportunity to produce oral language response. This technique could be also applied with all the students to start a conversation. (Brown H. D., 2004)

Chart No. 6: Interview sample.

Students listen and answer:

1. What is your name?
2. What is your favorite subject?
3. What is your school's name?
4. What is the name of your pet?
5. What countries have you visited?
6. Have you traveled to the United States?

Note. Source: Language Assessment Principles and Classroom Practices by H. Brown, 2004, p. 160.

13. GIVING INSTRUCTIONS AND DIRECTIONS

People in their daily routines are asked to read instructions for example: on how to work a washing machine, how to prepare a chocolate cake, how to fix a toy. Something less frequent is provide such instructions orally, so using such stimulus in an assessment context gives to students the opportunity to engage in a relatively extended stretch of discourse, to be very clear and specific, and to use appropriate discourse markers and connectors. The technique is simple: the teacher poses the problem, and the students respond. (Brown, 2004, p. 161) Sample:

Chart No. 7: Eliciting instructions and directions.

Students hear: Describe how to make a chocolate cake. How do you get to the museum? How do I get from La Merced market to the UNACH in your city? Students respond with appropriate instructions/directions.
--

Note. Source: Language Assessment Principles and Classroom Practices by H. Brown, 2004, p. 161.

14. DISCUSSIONS AND CONVERSATIONS

Discussion is the act of giving different points of view about a specific topic. They can be conducted for different reasons like to get a conclusion, share ideas and points of view about something, or find solutions into the group. The discussion points should be set according to the purpose of the discussion activity and the purpose or the main objective should be specified by the teacher, so the students do not waste time talking about less important things. For example, students can perform an agree/disagree discussion. In this kind of discussion, the teacher can make groups of students and gives controversial sentences like “students learn best when they read vs. students learn best when they pay attention”. So, each group analyzes their topic for a

particular period of time, and share their points of view to the class. It is very important that the speaking turn be equally divided among all the students of the group. At the end, there should be a winner and it will be the group that defended their ideas in the best way. This technique foment critical thinking and decision making. The students develop the ability to express and justify themselves in a polite way although they disagree with the others. To apply this technique, teacher should set the rules and assign the group members or well let students to assign it by themselves but an important thing is to avoid making large groups since often quiet students do not contribute. Finally, in this technique, whatever the objective is, the students should always be stimulated to ask questions, paraphrase ideas, show support, check for clarification, and so on. (Kayi, 2006)

15. GAMES

These are also considered informal assessment techniques because they are applied into the classroom as warm up to prepare the environment to the learning process and often they are not scored. There are a variety of games that directly involve language production, as assessments, the most important point is to specify a set of criteria and a practical and reliable scoring method. (Brown H. D., 2004) Sample:

Game: City maps are distributed to class members. Then, the teacher ask a question to each student for example: How can I get to the Supermarket? So, students look at the map to describe the route to a partner, who also should trace the route in his/her map to get to the place.

This technique is very useful to prepare students for learning, creating a nice environment where the learning process takes place and also to foment the friendship and union between students, besides that help them to improve at least two skills or the four depending on the game.

16. ORAL PRESENTATIONS

This technique is used in academic and professional areas because often students are called on to present a report, a paper, a marketing plan, a design of a new product or a method. In this techniques like in the others, the rules should be set such as: (a) specify the criteria, (b) set of appropriate tasks, (c) elicit optimal production, and (d) establish objective scoring procedures. (Brown H. D., 2004) The use of rubrics and checklist for scoring oral presentations is a good strategy.

From my point of view, oral presentations is a very good technique because it is complex activity in which students are required to be well prepared on a topic to present to their classmates, thus they should have a supporting material that should help as a guide and which should be interpret, a good English proficiency in order to be understood, a good organization and a clear idea of scoring criteria.

17. STORY TELLING, NEWS EVENT

To apply this technique, students can briefly summarize a story they heard from somebody beforehand, or create their own stories to tell their classmates. Story telling fosters creative thinking and it also helps students to express their ideas and points of view with the schema of beginning, development, and ending, along with the setting and characters that all story should have. For instance, at the very beginning of each class, the teacher may choose some students to tell short stories, riddles or jokes as an opening or warm up. In this way, the teacher not only help students' to improve the speaking ability, but also he/she catches the attention of the whole class. (Kayi, 2006)

18. EDITING

Editing for correcting grammatical structures and errors is a practical technique used in tests to assess grammar and structures in reading. Many tests like TOEFL, employ this technique because it not only focuses on grammar but also simulate the technique of editing, or detecting errors in readings. (Brown H. D., 2004)

Chart No. 8: Grammar editing task.

Students read: Choose the letter of the underlined word that is not correct.

1. People in Ecuador likes to work hardest in order to reach his goals.
A B C
2. Chimborazo is one of this Central Provinces of Ecuador. It is divide into ten cantons.
A B

Note. Source: Language Assessment Principles and Classroom Practices by H. Brown, 2004, p. 198.

19. GAP-FILLING

Gap-filling, or “fill-in-the-blank” is a technique in which the test-taker’s has to complete the blanks by writing a word or phrase. An extension of this technique could be to create sentence completion exercises where students have an incomplete sentence that they have to complete it by writing a phrase consistent with what is already written. (Brown & Abeywickrama, 2010, p. 241)

Chart No. 9: Gap filling task.

Roberto:	Doctor, I feel sick. I have stomach ache what can I do?
Dr. White:	You should stay at home and _____
	Do you have fever? Well, If you have it, _____
	Try to drink as much _____
	You cannot do _____
	And also you have to _____

Note. Source: Language Assessment Principles and Classroom Practices by H. Brown, 2004, p. 241.

20. SCANNING

Scanning is a technique used by most of the readers to find important information in a text. Assessment of scanning is carried out by presenting test-takers with a text (an essay, an article, a chapter in a book, a technical report, a form, etc.) and requiring rapid identification of relevant bits of information such as a date, name, place, the setting in narrative stories, the mains subdivisions of a chapter or the price of a dish on a menu, etc. (Brown H. D., 2004)

This technique could be very useful for professors at the moment of assessing reading skill, the purpose is assessing extensive reading by asking students relevant information which prove if the students have read or not an article, report, etc.

21. ORDERING

This is a technique that students always enjoy because they receive little pieces of paper, each with a sentence or phrase on it, and they have to put together in order to complete the story. This is sometimes called “strip story” technique. These tasks help students to have a global understanding of a story and to learn the use of cohesive devices which mark the order of events or doings. (Brown, H. D., 2004)

Chart No. 10: Sentence-ordering task.

Order the following sentences:

- A When she was a baby, her mother took care of her.
- B Her childhood was very quiet.
- C At age 12, she made her pink party.
- D Mary was born in 1966.
- E When she was 5 years old. She went to the elementary school.
- F She died in 2000.
- G Mary got sick from lung cancer.

Note. Source: Language Assessment Principles and Classroom Practices by H. Brown, 2004, p. 210.

22. REPORTING

This technique consist on; the teacher asks his/her students to read an article, magazine, book or newspaper for next class session, in which they have to report their classmates what for them were the most interesting points or ideas about this reading. This technique is very positive for students because through it students improve their linguistic competence. (Kayi, 2006)

23. SUMMARIZING AND RESPONDING

Summarizing and responding is one of the most common techniques used to assess extensive reading in which students have to write a brief review of a given text. (Brown & Abeywickrama, 2010, p. 254)

Sample:

Write a summary of the following text. It must have at least 100 words including the main idea and the supporting points.

24. NOTE-TAKING AND OUTLINING

This is a technique that falls directly in the category of informal assessment because it is difficult to score. The utility of this technique is in, the training that learners reach when they write information as marginal notes that highlight the most important points or when they write the supporting ideas into a visual frame. (Brown & Abeywickrama, 2010, p. 255-256)

25. PARAGRAPH CONSTRUCTION AND FINAL ESSAYS (AFTER SEVERAL DRAFTS)

Writing a paragraph is another technique of assessment in which the main skill used by students is writing but taking into account some steps in order to have an effective paragraph.

An expository paragraph should have three levels: (1) the topic sentence which is usually the most general sentence in the paragraph and which helps to the reader focus on the topic and be prepared for the supporting points that follow; (2) the major supporting points, which identify the characteristics of the topic; (3) the specific support which are the examples, explanations, quotations, etc. that clarify the main topic. (Fitzpatrick, 2004, p. 235)

An essay is a structured piece of writing more extensive than paragraphs, in which students answer a question or topic set by the teacher, usually within a set word-limit. Essays, as paragraphs, should follow some steps in order to have a good composition, according to the type, the purpose and the utility of it. (Fitzpatrick, 2004, p. 235)

26. MINUTE PAPER

This technique, also known as the One-Minute Paper and the Half-Sheet Response, provides a quick and simple way to collect written feedback on student learning. To use the Minute Paper, a teacher usually stops class two or three minutes early and asks students to respond quickly to some questions like: "What was the most important thing you learned during this class?" and "What question do you want to ask me?" So, students write their answers on pieces of paper or half-sheets and hand them in. (Thomas & Cross, 1993)

27. MUDDIEST POINT

This technique is one of the simplest CATs that help assess where students are having difficulties. The word "muddiest" means "most unclear" or "most confusing." It is also very efficient, since it gives very useful information by investing little time and energy. To apply this technique, the teacher asks his/her students to answer one question: "What was the muddiest point in....?" The focus of the Muddiest Point assessment might be a reading, an explanation, an assignment, or a film. (Thomas & Cross, 1993)

28. ONE SENTENCE SUMMARY

One sentence summary is a technique in which students just have to answer the questions "Who does what to whom, when, where, how, and why?" (This is represented by the letters WDWWWHW) about a determined topic, and then to unify those answers into one simple, informative, grammatical, and long summary sentence. (Thomas & Cross, 1993)

29. WHAT'S THE PRINCIPLE?

Here, the students have to identify one or many problems related to the subject content and decide what solution or principle to apply to solve the problem. It is focused on the step of problem solving and provides students with a few problems and asks them to state the principle or solution that best applies to each problem. (Thomas & Cross, 1993)

30. PRO – CON GRID

At this point, students have to write quick lists of pros and cons to help them more clearly consider an issue. Teacher may specify a particular point of view for the students to analyze when they consider the issue and identify how many pros and cons should be identified and then describe the response format you expect from the students. This assessment provides information students' objectivity and much analysis. (Thomas & Cross, 1993)

31. STUDENT GENERATED TEST QUESTIONS

This activity allows teachers to collect written feedback about what students think are the most important concepts discussed in the class session. The activity consist in: 1. Give students time to write their own questions for the test. 2. Give directions like, "In your groups (or individually), write 1 (or more) test questions that evaluate the topics discussed in this class session. Your questions should have the following forms (according to the teacher): multiple choice, short answer, completing tasks, open-ended questions, etc. Please write the question and the answer. 3. After you write the questions, share with your classmates to know their points of view about the questions and finally, give them to the teacher. (Thomas, A. & Cross, P. 1993)

32. APPLICATION CARDS

It consist of identifying a concept or main point your students are studying and ask them to think about one to three applications of that principle from everyday experience, daily activities, or their knowledge of a particular phenomenon discussed into the classroom. (Thomas & Cross, 1993)

33. CLASSROOM OPINION POLL

This technique consist of giving a written quiz to your students in which they do not have to write their names. The poll can contain questions or issues that students answer in order obtain students' opinion about the techniques used by the teacher, the lesson, etc. The results are shared with students, telling them how the teacher will use the info to guide the future lessons. This activity is very useful when students disagree with some activities or techniques that teacher applies into the classroom, so they can be changed in order to everybody feel good. (Thomas & Cross, 1993)

34. BRAINSTORMING

It is known that on a given topic, students can produce as many ideas as they can in a limited time, this technique consist of that. The best thing of brainstorming, is that the students are not criticized for their ideas, they just write what come to their mind, so students will be open to share new ideas. (Kayi, 2006)

35. OPEN QUESTIONS

An open-ended question is designed to be answered by students' own knowledge, critical thinking or feelings. It is the opposite of a closed-ended question, which ask a short or single-unique word answer. The problem of this technique is that at the moment of scoring it is more subjective than objective, so the score depends on the teacher. (Media College.com, 2016)

2.2.4.1. ALTERNATIVES IN ASSESSMENT

It is known that exams are the best known assessment technique; people want a test for everything, especially when it is cheap and quick for administering and grading, but tests are also severe criticized from the public because tests are simply measurement tools which results can be appropriate or inappropriate and people accept those results uncritically and yet they have a powerful level of influence on decisions about their lives. (Brown H. D., 2004)

Alternatives in assessments or authentic assessment requires students perform, create, produce, or do something, use real-world tasks or simulations, allow the teacher assess students doing the normal activities they perform in every day class, focus on the process as well as the product, provide information about the strengths and weaknesses of each students, use tasks that represent meaningful activities, etc. Activities like portfolios, journals and self-assessment are part of alternative assessment. (Brown H. D., 2004)

Some techniques used as alternative assessment are:

- **PERFORMANCE-BASED ASSESSMENT**

Performance-based assessment is directly related to real-world tasks that students have to do and which need the integration of the four skills like listening, speaking, reading and writing. These

type of tasks can be evaluated through direct observation by a teacher and also using self and peer assessment. For example, if a student is asked to write a description about how rainbows form, he/she can work with classmates to develop an experiment in which after doing some steps, the rainbow is displayed and present it to the rest of the class and to take notes about this process, etc. such activities or samples imply productive, observable skills, such as, speaking and writing and also are meaningful with the course objectives, so students and teachers are motivated to perform them. (Brown H. D., 2004)

Performance-based assessments involve the “actual doing of a task”. These kind of assessments are opposite to the known traditional ones like the paper-and-pencil tests. These, in the other hand, have a big range of points to be applied, like literacy, reasoning, technical, and social skills. Activities like following directions, measurement, problem solving, mechanical operation, and knowledge for doing a product are examples of this kind of assessment. (Herrera, Morales Cabral, & Murry, 2013)

- **PORTFOLIOS**

“Portfolios are a collection of student work that allows assessment by providing evidence of effort and accomplishments in relation to specific instructional goals.” As the author says, portfolios are the collection of all the activities, assignments, presentations, homework, projects, etc. made by students that serves as evidence of the work made during a whole period of instruction and also show the progress and improvement of each student from the beginning to the end of the course. (Fernsten, 2009)

Portfolios are compilations of student work that are appreciated as indicators of student (and teacher) effort. Over time, portfolios have become more organized, purposeful, and indicative of

student learning. They include elements that show the work of the student, some indications of how the student rated him or herself on the processes and products included and evidence of how those products met the established criteria. (Herrera, Morales Cabral, & Murry, 2013)

- **JOURNALS**

“A journal is a log (or “account”) of one’s thoughts, feelings, reactions, assessments, ideas, or progress toward goals, usually written with little attention to structure, form, or correctness.” (Chan, 2009)

Journals have many advantages for students like active learning, showing their progress, improving writing skills, expressing their personal points of view and criticizing. This technique also increase the critical thinking and creativity, etc. On the other hand, some disadvantages are: difficulty for objective marking in the case of the teacher, much time used for grading, confidentiality, and clear guidelines needed. (Chan, 2009)

A journal as other techniques has many forms, but the most used are dialogue journals that consist on establishing a dialogue using written language with the teacher about events, news, thoughts, feelings, stories, etc. In this technique, the teacher always responds to the dialogue with the purpose of modeling grammar, spelling, or vocabulary that the student should improve. (Herrera, Morales Cabral, & Murry, 2013)

- **CONFERENCES AND INTERVIEWS**

An interview is an oral production assessment in which the teacher and student sit down in a direct face-to-face exchange to talk about a draft, or an assignment, such interaction has the

advantage that the teacher has the opportunity to give direct feedback to each student according to his/her needs. (Brown H. D., 2004)

Conferences, on the contrary, are not limited to drafts of written work. These have other possible functions like: commenting on drafts of essays and reports, reviewing portfolios, answering to journals, giving advices to a student's plan or oral presentation, giving possible criteria to evaluate a project, giving feedback on the results a taken test, clarifying the ideas of a reading, checking self-assessment of a performance, setting goals for the near future, etc. (Brown H. D., 2004)

According to Herrera, Morales & Murry, (2013), an interview is a tool to evaluate the advanced learning. Interviews provide a forum in which teachers and students feel free to discuss preexisting ideas, learned information, desired information, and feeling about or reflections on the learning process. These interviews can be from very simple to very well structured.

- **OBSERVATIONS**

Observations are informal techniques used to assess students, which are very useful because all teachers observe their students into the classroom, so they without administering a test, know much about their students. Since the fact of sharing a lot of time with the students makes that the teacher know deeply how is the performance, attitude and knowledge of each one. (Chan, 2009)

As this technique is very informal and difficult to grade, a good alternative for recording observation results are the checklists which have variations as whole-class, group, and individual participation, content of the topic, linguistic competence (form, function, discourse, sociolinguistic), used materials, and skills like listening, speaking, reading and writing. (Brown H. D., 2004)

- **SELF-ASSESSMENT**

“Self-assessment is an assessment technique that requires students to reflect on their own work, and judge how well they have performed in relation to the assessment criteria.” This assessment has not as objective students assign their own grades but it is that they have the opportunity to reflect about their work and determine or identify their strengths or weaknesses about the content of the subject. This technique can be applied in reflective exercises, like logs or diaries, or essays and presentations or also questionnaires that required to be answered. (University of Reading , 1988)

Student self-assessment can be extremely valuable tool for learning because when they are engaged in assessing their own work, they more thoroughly and purposefully understand the criteria for high-quality products and performance and experience greater motivation for meeting those criteria. (Herrera, Morales & Murry, 2013)

- **PEER-ASSESSMENT**

Peer assessment is a kind of assessment in which teachers give the opportunity to evaluate assignments, projects or other activities made in the classroom with their. Students assess to their classmates. It can: (1) empower students to take responsibility for, and manage, their own learning, (2) enable students to learn to assess and to develop life-long assessment skills, (3) enhance students' learning through knowledge diffusion and exchange of ideas, (4) Motivate students to engage with course material more deeply. (Cornell University Center for Teaching Excellence , 2012)

Peer assessment is a very good technique used by teachers because it provides students more opportunities to identify and assess the criteria and skills took into account and also it helps

students to make comparisons between his/her work with other students' work, so they try to improve their performance. (Herrera, Morales Cabral, & Murry, 2013)

2.3. DEFINITION OF KEY TERMS

TECHNIQUE

“A systematic procedure, formula, or routine by which a task is accomplished.”

(BusinessDictionary, 2016)

“Technique is the level at which classroom procedures are described.” (Edward, 1965)

ASSESSMENT

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)

PEER

“A person who belongs to the same age group or social group as someone else”. (Merriam-Webster, 1828)

PROFESSOR

“Professor is a teacher of the highest rank in a department of a British university, or a teacher of high rank in an American university or college.” (Cambridgedictionariesonline, 2016)

ALTERNATIVE:

“Something not usual or traditional that exists or function outside of the established society.”

(Merriam-Webster, 1828)

“In Education, alternative is set of methods and techniques based in a nontraditional curriculum.”

(Merriam-Webster, 1828)

AUTHENTIC ASSESSMENT

Assessments that are developed directly from classroom instruction, group work, or related classroom activities and that provide an alternative to traditional assessments. These kind of assessments emphasize real-world problems, tasks, or applications that are relevant to the student and his or her community. (Herrera, Morales Cabral, & Murry, 2013)

TEST TAKER

Test taker is the person who takes a test. They are often students.

TASK

“A task is a specific piece of work required to be done as a duty or for a specific fee”.

(Cambridge Dictionary, 2016)

CLOZE

“A text in which words are deleted and the test-taker must provide a word that fits in the blank space.” (Brown & Abeywickrama, 2010)

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 RESEARCH DESIGN

This research followed some steps, the first step was to choose the technique for data collection, second the application of this technique, here the researcher did a brief description about the observed phenomenon, after that the researcher used the techniques for the interpretation of the data, focusing on the main topic and integrating all the particular details in order to make a whole structure, and finally, the results were discussed by making comparisons with the theory.

3.2 TYPE OF RESEARCH

This is a **qualitative** research because here preponderates the individual and the subjective.

This is also **ethnographic** because the phenomenon was observed in their natural, real-world setting which aim is to gather insight into what assessment techniques are applied by professors and how they work in the corresponding 8th semester of languages career.

3.3 LEVEL OF RESEARCH

It is **exploratory**, because it begins with a theoretical idea or a phenomenon that the researcher has observed and seeks to understand more about it.

3.4 POPULATION AND SAMPLE

3.4.1. POPULATION

The population was represented by the professors of 8th semester of Languages Career of the Unach which were six, one for each subject.

3.4.2. SAMPLE

The sample was represented by four teachers, that were chosen for being in charge of the six subjects assigned to 8th semester, all of whom, have a master degree in areas related to education and teaching English as a foreign language.

3.5 TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

The techniques and instruments used for data collection were:

Descriptive Observation: this technique was applied to collect the data about the assessment techniques used by professors into the classroom, how they are applied and how they work.

In this technique, the role of the researcher was passive and non-participative, she simply wrote down what was observed.

Observation Guide: It was the instrument made by the researcher that included the aspects to observe and which were marked according to what was observed. This instrument is the evidence of the research.

3.6 TECHNIQUES AND INSTRUMENTS FOR DATA INTERPRETATION

After having observed and applied the Observation guide, the researcher used the following techniques and instruments to interpret the data:

- Codification and ordering of registers.
- Establishing logical categories for the registers.
- Organizing information into matrix.
- Analyzing the data (classification, clarification, synthesizing).
- Tabulation and graphic representation (if possible)
- Comparison of results.
- Conclusions and recommendations.

PROCEDURE

The process followed for this research is as follows:

First of all, the researcher designed the observation guide. It was designed thinking about all aspects to be observed and facilitating the possibility of classifying the registers.

After that, the researcher asked to the four professors in charge of the six subjects at eighth semester for authorization to attend classes as observer with a non-participative role and of course explaining to each one the purpose of this observation. Saying each one, that this research project is based on the assessment techniques they use, and clarifying that this is not a criticism but a project that can help to improve the teaching learning process. The researcher attended to class for two weeks, which was enough time to collect the required information, taking into account that the searcher was a student of the same classroom a period before and had the same

professors, at this time the researched have registered all the aspects observed in the observation guide.

Then, registers were organized, ordered, classified and coded, so the assessment techniques that assess English proficiency were labeled with the letter **(E)**, those which assess knowledge of subject's content were labeled with the letter **(K)**, those which assess both English proficiency and knowledge of subject's content at the same time were labeled with the letter **(B)** and also, the same techniques were classified in formal **(f)** and informal **(i)**. Formal means that are planned and graded and informal means that are not planned and of course not graded.

The next step followed by the researcher was to establish logical categories to the assessment techniques, those categories are:

- At the beginning of the course
- During the course
- At the end of the course
- Test

At the category, **at the beginning of the course**, belongs all the assessment techniques applied by the teacher when the semester starts. In the category, **during the course**, are all the techniques that teachers apply during the whole semester. The category, **at the end of the course** contains all the techniques that teachers apply when the semester is close to finish. Finally, the category **tests** contains all the assessment techniques applied for teachers in tests, and final exams.

Then, she designed a matrix to organize the information in a better way, which contains the subject observed, the assessment techniques used by the professor in that subject but classified in

the logical categories at the beginning of the course, during the course, at the end and in tests with the frequency that teachers use each assessment technique. A matrix for each subject unless one professor has two subjects, it is just one.

After that, it was made a tabulation of results by counting the assessment techniques that assess English proficiency, knowledge of subject's content and both, and representing graphically with percentages.

Finally, the results were compared among each subject and the conclusions and recommendations were made based on the results.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF DATA

To reach the first objective, which is to observe and identify the assessment techniques used by professors, the researcher made a brief description about the observed phenomenon for each subject, in which all the assessments techniques used by each professor are described in detail, classified in: at the beginning of the course, during the course, and the end of the course and those which are used in tests.

Then, to reach the second objective, which is to distinguish the techniques which help to assess the English proficiency and which help to assess knowledge and ability of students in a specific content of the curriculum, the researcher labeled each assessment technique observed, with the letters: **E** for assessment techniques that assess English proficiency, **K** for assessment techniques that assess knowledge of subject's content, **B** for the assessment techniques that assess both English proficiency and knowledge of subject's content at the same time, and to identify if those assessment techniques are formal or informal, the researcher assigned the letter **f** for formal and **i** for informal.

Finally, to reach the third objective, which is to determine the assessment techniques more used by professors, the researcher classified and ordered all of the assessment techniques observed in a chart which contains the frequency which those assessment techniques are used.

4.1. BRIEF DESCRIPTION ABOUT THE OBSERVED PHENOMENON

In the subjects of **Language and Culture and Sociolinguistics** which are developed by the same professor, it was found:

At the beginning of the course, there is no assessment technique applied.

During the course, the techniques applied are: **information transfer**, the professor gives material with diagrams, graphics or chart and asks students to interpret that information, students also prepare slides for oral presentation using this tools and also interpret at the moment of the presentation. **Reading aloud**, the professor gives the opportunity to each student to read aloud a topic of the material with which they work during the class hour. **Role plays**, the professor sometimes asks students to act as if they were the teacher and give lessons in order to observe their performance. **Giving instructions and directions**, this technique is used by the professor to give directions of the activities and he usually assess to his students by asking to repeat what they have to do. **Discussions and Conversations**, is a technique very used by the professor during the class to elicit the different points of view that students have about topics treated in class. **Oral presentations** are very used by the professor, he asks students to do workgroups and assigns a topic which have to develop and present to the whole class. **Reporting** is also used, the professor asks students to read the book in advance and the next class, they have to report what they understood about the reading. **Summarizing and responding** sometimes is asked by the professor to his students in order to assess what they understood about the subject content using the technique of **paragraph constructions and final essays** and **brainstorming**. **Note-taking and outlining** is also used by the professor as informal technique which has to do with reading the material in advance and outline the important points. **Muddiest point**, the professor is constantly asking to students during the class if there is any unclear point to repeat or explain. **One sentence summary** is also used by the professors in which ask his students to summarize in ne sentence a topic. **Pro-con grid** is used by the professor to ask students positive and negative things about the topics of the course material. **Students generated test questions** is often used

by the professor, he ask students to write questions which could be used in the achievement test at the end of the unit. **Application cards** is a technique very used by the teacher in test, he usually ask questions like where can I apply this theory or concept, write an example. **Brainstorming** is used to synthetize and organize the ideas of a specific topic. **Performance based assessment** is also applied by the professor because he is continuously giving feedback and advising to his students how to improve their knowledge and scores according to his everyday **observation**. **Conferences** are used by the professor to comment and give feedback to his students about their academic performance and how to improve it. **Self-assessment** is used to make his students reflect about their performance and **peer-assessment** to make his students fear and responsible.

At the end of the course or unit, the students always take an **achievement test** and **portfolios** are also checked.

In tests the technique mainly used is **open questions** and the tests are always **criterion-referenced**.

In the subject of **grammar VIII**, it was found:

At the beginning of the course there is no assessment techniques applied.

During the course; **information transfer** is applied by the professor in **oral presentations** because she asks her students to use graphics, charts, or diagrams to do the power point presentation, **reading aloud** is often used, the professor asks her students to complete the exercises of the booklet and they share the answers with their classmates next class in order to check the answers, **giving instructions and directions** is also used, the professor most of the time is giving instructions to her students and she assesses the comprehension by asking them to repeat the instruction to her, **discussions and conversations** is used by the professor to ask the point of view of the students, for example in a grammar exercise, she asks if it is ok, why yes or why not? So she gives the opportunity to everybody of giving their point of view, **games** are used by students as warm up of the oral presentations, **storytelling** is often used by the professor, she tells interesting life stories to her students to motivate them and to assess their comprehension, **summarizing and responding** is sometimes used by the professor when she asks her students research a topic and write the most important points of it, the **muddiest point** is used by the professor to elicit if there is any part of the matter that is not understood to reinforce, **what's the principle** is often used by the professor when students find any difficult exercise, so the professor ask to her students what principle apply in order to complete the exercise, **students generated test questions** is sometimes by the professor, she asks to write questions to her students and some of them are used in any achievement test, **performance-based assessment** is sometimes used, the professor asks her students to do a book with all the topics studied and include examples based on the real life and made up for themselves, **observations** is always used by the professor because she is observing her students all the time, her behavior and academic

performance, **self-assessment** is sometimes used to make her students reflect about their performance and **peer-assessment** to make her students fear and responsible.

At the end of the course or the unit the students always take an **achievement test**, **portfolios** are always picked up to students.

In tests the techniques used by the professor are: **directed paraphrasing** when students have to write a definition, **cloze tasks**, **sentence-dialogue completion** for example to complete a definition or an exercise, **editing** to correct mistakes in an exercise and mainly **selected response**, the test are always **criterion-referenced tests**.

In the subjects of **Contrastive Linguistics and Language Assessment and Evaluation** the assessment techniques used are:

At the beginning of the course, no assessment techniques applied.

During the course, **information transfer** is used by the professor, she provides her students chart, diagrams, and graphics as part of the material and asks them to interpret and also asks her students the use of them in power point presentations. **Dictation** is used in the discipline of contrastive linguistics because is necessary that students read a word or sentence and write using phonetic symbols with the correct pronunciation. **Reading aloud** is sometimes used, the professor gives a turn to her students to read a part of the content of the material course. **Translation** is sometimes used in contrastive linguistics to make a comparison of some words and pronunciation in English vs. Spanish. **Giving instructions and directions** is often used by the professor to give instructions to her students and assess their comprehension. **Discussions and Conversations** is always used by the professor to ask her students their points of view about a topic. **Games** are sometimes used to make her students relax at the middle of the class. **Oral presentations** are always used in Language assessment and evaluation in which the professor assign her students a topic to develop and present to the whole class, but in contrastive linguistics this technique is not used. **Repetition** is used in contrastive linguistics to help students with the correct pronunciation of phonemes. **Reporting** is always used to assess the comprehension of readings or homework. **Summarizing and responding** is used to report the understanding of students about readings. **Muddiest point** is always used by the professors to ask her students which are the most difficult topics for them and reinforce. **One sentence summary** is used in oral presentations, the professor asks her students in one sentence what is your topic about. **Pro-con grid** is often used to ask students the advantages or disadvantages of the kinds of assessment.

Application cards are often used because the professor asks her students where to apply what they are studying. **Brainstorming** is used to organize the ideas and synthesize the information of any topic. **Observation** is always used by the professor to assess the behavior and academic performance of students during the whole course. **Peer assessment** is often used to empower students to take responsibility and practice as future teachers.

At the end of the unit or course the students take an **achievement test** and also the professor check **portfolios**.

In tests the techniques used are: **completion, gap-filling, direct paraphrasing** and **selected response**, the test are always criterion-referenced.

In the subject of **Academic writing** according to the observation guide, the techniques used are:

At the beginning of the course a **diagnostic test** is used in which the professor asks her students to write a paragraph to assess the development of writing skills in students.

During the course; **Information transfer** is often used because the professor and students often use charts, diagrams, and graphics to interpret the content of the subject. **Reading aloud** is always used, the professor gives his students by turns the opportunity to read at least one part of the material. **Giving instructions and directions** is often used at the moment of giving instructions to perform an activity. **Discussions and conversations** is always used by the professor to give the opportunity to each student of express his/her ideas and point of view. **Reporting** is also used to assess the comprehension about readings or any assignment. **Summarizing and responding** is often used, the professor asks his students a question which have to be answered in summary with the most important points. **Note-taking and outlining** is always used because the professor asks his students to take notes of the main ideas and develop the topics in advance by underlining important aspects. **Paragraph constructions and essays** is the technique most used by the professor because this the essence of the subject which is to write. **Muddiest point** is often used by the professor to ask his students which are the more difficult topics to understand and reinforce or give feedback. **What's is the principle?** is often used by the professor to ask his students what kind of essay apply in a given situation. **Pro-con grid** is always used, the professor asks his students before writing about a topic, to do a chart with pros and cons of that topic and a **brainstorming** with all the ideas. **Application cards** is sometimes used, in which the professor asks his students give examples of where apply the concepts learned. **Journals** are used in the form of assignments like writing a paragraph or essay about a selected

topic. **Observation** is always used by the professor to assess the behavior, attitude and academic performance of students during the semester.

At the end of the course or unit the students take an **achievement test** and **portfolios** are checked by the professor.

In tests the techniques used are: **direct paraphrasing, cloze tasks, selected response** and **completion**. The tests are always **criterion-referenced**.

4.2. ORGANIZING INFORMATION INTO MATRIX, TABULATION AND GRAPHIC REPRESENTATION

Chart No. 11: Results of observation guide No. 1, Sociolinguistics and Language and Culture.

SUBJECT	FREQUENCY	TECHNIQUES			
		AT THE BEGINNING OF THE COURSE	DURING THE COURSE	AT THE END	TESTS
SOCIOLOGUISTI CS AND LANGUAGE AND CULTURE	ALWAYS (100%)		<ul style="list-style-type: none"> • Discussions and conversations (B)i • Oral presentations (B)f • Reporting (K)i • Note-taking and outlining (K)i • Observations (B)i 	<ul style="list-style-type: none"> • Achievement tests (K)f • Portfolios (K)f 	<ul style="list-style-type: none"> • Open questions (B)f • Criterion-referenced Tests (K)f
	OFTEN (70%)		<ul style="list-style-type: none"> • Information transfer (B)f • Reading aloud (E)i • Giving instructions and directions (K)i • Muddiest point (K)i • Pro-con grid (K)f • Student generated test questions (B)f • Application cards (K)i • Brainstorming (K)f • Peer-assessment (K)f 		<ul style="list-style-type: none"> • Directed paraphrasing (B)f

	SOMETIMES (30%)		<ul style="list-style-type: none"> • Role plays (B)f • Summarizing and responding (B)f • Paragraph construction and essays (B)f • One sentence summary (K)i • Performance based assessment (B)f • Conferences (B)f • Self-assessment (B)f 		
	NEVER (0%)	<ul style="list-style-type: none"> • Language aptitude test • Diagnostic test 	<ul style="list-style-type: none"> • Dictation • Translation • Interview • Games • Storytelling • Repetition • Minute paper • What's the principle • Classroom opinion poll • Journals 		<ul style="list-style-type: none"> • Cloze tasks • Selected Response • Pictured-cued tasks • Sentence/dialogue completion • Editing • Ordering • Scanning • Norm-referenced tests • Proficiency tests
TOTAL ASSESSMENT TECHNIQUES CONSIDERED		47	ASSESSMENT TECHNIQUES USED BY THE PROFESSOR		26

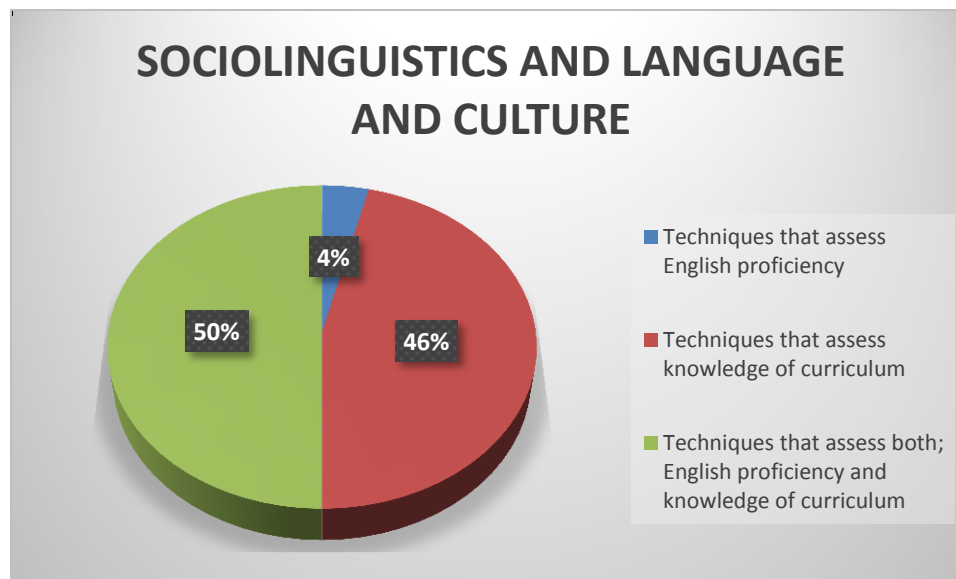
Note. Source: Author, direct observation.

Table No. 1: Tabulation, Sociolinguistics and Language and Culture.

SOCIOLINGUISTICS AND LANGUAGE AND CULTURE				
DESCRIPTION	FREQUENCY	PERCENTAGE	FORMAL(f)	INFORMAL(i)
Techniques that assess English proficiency (E)	1	4%	0	1
Techniques that assess knowledge of curriculum (K)	12	46%	6	6
Techniques that assess both; English proficiency and knowledge of curriculum (B)	13	50%	11	2
TOTAL	26	100%	17	9

Note. Source: Chart No. 11, Author.

Graphic No. 1: Percentage results, Sociolinguistics and Language and Culture.



Note. Source: Table No. 1, Author.

A) ANALYSIS: Data analysis shows: from 26 techniques used by the professor which represent 100%, the 4% of them assesses the English Proficiency, the 46% of them assesses the knowledge of the students about the curriculum and the 50% assesses both English Proficiency and Knowledge of curriculum.

B) INTERPRETATION: The results obtained show that half of the techniques used by the professor assess both English proficiency and Knowledge about the curriculum which is very good, but to assess the English proficiency only one technique is applied against twelve that evaluate only knowledge of curriculum. In addition, the only technique used to assess English proficiency is informal and not graded, while the half of the techniques used to assess knowledge of curriculum are formal and graded.

Chart No. 12: Results of observation guide No. 1, Grammar VIII.

SUBJECT	FREQUENCY	TECHNIQUES			
		AT THE BEGINNING OF THE COURSE	DURING THE COURSE	AT THE END	TESTS
GRAMMAR VIII	ALWAYS (100%)		<ul style="list-style-type: none"> • Discussions and conversations (B)i • Oral presentations (B)f • Observations (B)i 	<ul style="list-style-type: none"> • Achievement tests (K)f • Portfolios (K)f 	<ul style="list-style-type: none"> • Selected response (multiple choice) (K)f • Criterion-referenced Tests (K)f
	OFTEN (70%)		<ul style="list-style-type: none"> • Information transfer (B)f • Reading aloud (E)i • Giving instructions and directions (E)i • Storytelling (E)i • Muddiest point (K)i • What's the principle? (K)i • Peer-assessment (K)f 		<ul style="list-style-type: none"> • Cloze tasks (K)f • Editing (E)f
	SOMETIMES (30%)		<ul style="list-style-type: none"> • Games (E)i • Summarizing and responding (B)f • Student generated test questions (B)f • Performance-based assessment (B)f • Conferences (B)f • Self-assessment (B)f 		<ul style="list-style-type: none"> • Directed paraphrasing (B)f • Sentence/dialogue completion (B)f

	NEVER (0%)	<ul style="list-style-type: none"> • Language aptitude test • Diagnostic test 	<ul style="list-style-type: none"> • Dictation • Role plays • Translation • Interview • Repetition • Reporting • Note-taking and outlining • Paragraph construction and final essays • Minute paper • One sentence summary • Pro-con grid • Application cards • Classroom opinion poll • Brainstorming • Journals 		<ul style="list-style-type: none"> • Pictured-cued tasks • Ordering • Scanning • Norm-referenced tests • Proficiency tests • Open questions
TOTAL ASSESSMENT TECHNIQUES CONSIDERED		47	ASSESSMENT TECHNIQUES USED BY THE PROFESSOR		24

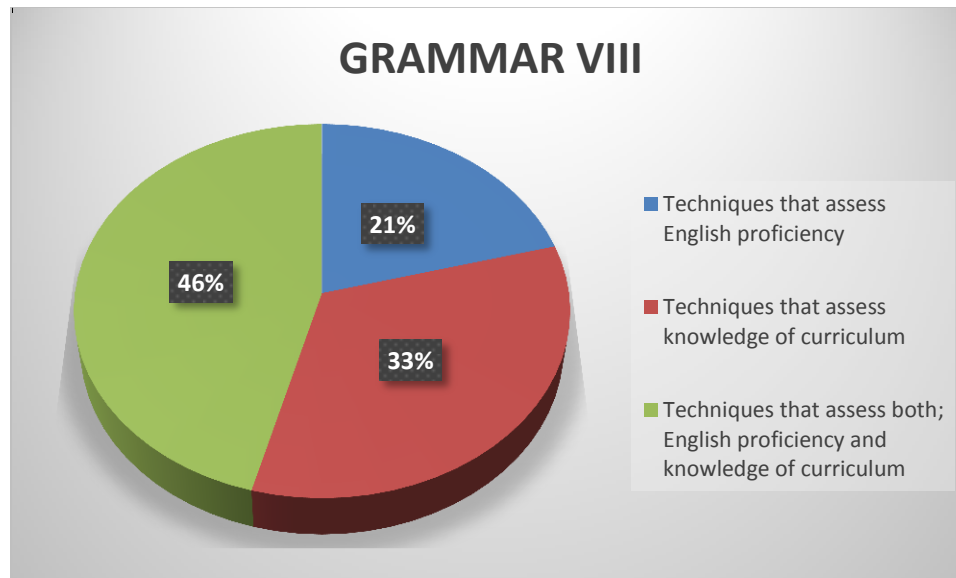
Note. Source: Author, direct observation.

Table No. 2: Tabulation, Grammar VIII.

GRAMMAR VIII				
DESCRIPTION	FREQUENCY	PERCENTAGE	FORMAL(f)	INFORMAL(i)
Techniques that assess English proficiency (E)	5	21%	1	4
Techniques that assess knowledge of curriculum (K)	8	33%	6	2
Techniques that assess both; English proficiency and knowledge of curriculum (B)	11	46%	9	2
TOTAL	24	100%	16	8

Note. Source: Chart No. 12, Author.

Graphic No. 2: Percentage results, Grammar VIII.



Note. Source: Table No. 2, Author.

A) ANALYSIS: Data analysis shows: from 24 techniques used by the professor which represent 100%, the 21% of them assesses the English Proficiency, the 33% of them assesses the knowledge of the students about the curriculum and the 46% assesses both English Proficiency and Knowledge of curriculum.

B) INTERPRETATION: The results obtained show that most of the techniques used by the professor are focused on assessing both English proficiency and knowledge about curriculum, but just five techniques assess English proficiency purely against eight which assess knowledge of the curriculum. Moreover, most of the techniques used to assess English proficiency are informal and not graded while most of the techniques used to assess knowledge of curriculum are formal and graded.

Chart No. 13: Results of observation guide No. 1, Contrastive Linguistics and Language Assessment and Evaluation.

SUBJECT	FREQUENCY	TECHNIQUES			
		AT THE BEGINNING OF THE COURSE	DURING THE COURSE	AT THE END	TESTS
CONTRASTIVE LINGUISTICS AND LANGUAGE ASSESSMENT AND EVALUATION	ALWAYS (100%)		<ul style="list-style-type: none"> • Discussions and conversations (B)i • Oral presentations (B)f • Reporting (K)i • Muddiest point (K)i • Brainstorming (K)f • Observations (B)i 	<ul style="list-style-type: none"> • Achievement tests (K)f • Portfolios (K)f 	<ul style="list-style-type: none"> • Criterion-referenced Tests (K)f
	OFTEN (70%)		<ul style="list-style-type: none"> • Information transfer (B)f • Giving instructions and directions (E)i • Repetition (E)i • Pro-con grid (K)f • Application cards (K)i • Peer assessment (K)f 		<ul style="list-style-type: none"> • Directed paraphrasing (B)f • Cloze tasks (K)f • Selected response (K)f • Sentence/dialogue completion (B)f
	SOMETIMES (30%)		<ul style="list-style-type: none"> • Reading aloud (E)i • Translation (E)i • Games (E)i • Summarizing and responding (B)f • One sentence summary (K)i 		

	NEVER (0%)	<ul style="list-style-type: none"> • Language aptitude test • Diagnostic test 	<ul style="list-style-type: none"> • Dictation • Role plays • Interview • Storytelling • Note-taking and outlining • Paragraph construction and final essays • Minute paper • What's the principle? • Student generated test questions • Classroom opinion poll • Performance-based assessment • Journals • Conferences • Self-assessment 		<ul style="list-style-type: none"> • Pictured-cued tasks • Editing • Ordering • Scanning • Norm-referenced tests • Proficiency tests • Open questions
TOTAL ASSESSMENT TECHNIQUES CONSIDERED		47	ASSESSMENT TECHNIQUES USED BY THE PROFESSOR		24

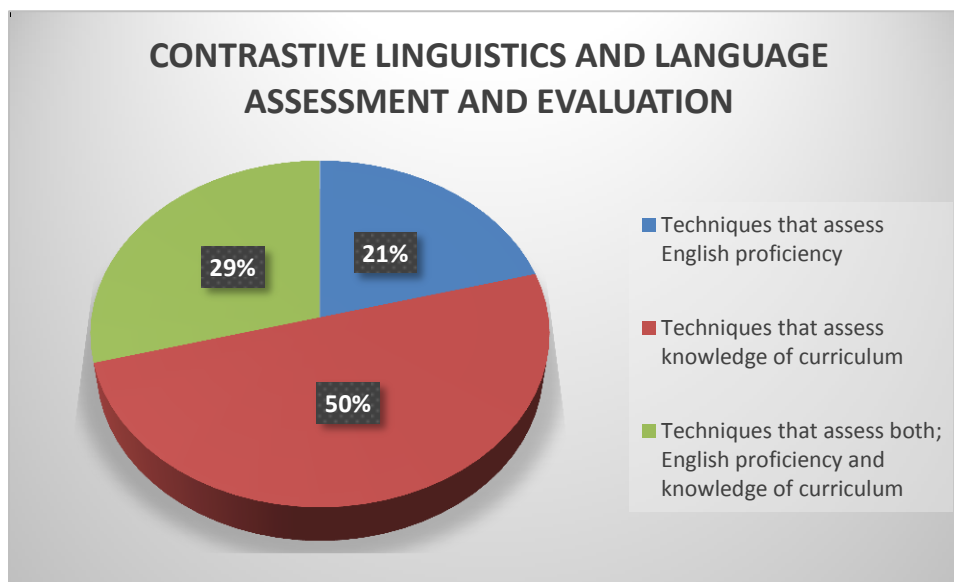
Note. Source: Author, direct observation.

Table No. 3: Tabulation, Contrastive Linguistics and Language Assessment and Evaluation.

CONTRASTIVE LINGUISTICS AND LANGUAGE ASSESSMENT AND EVALUATION				
DESCRIPTION	FREQUENCY	PERCENTAGE	FORMAL(f)	INFORMAL(i)
Techniques that assess English proficiency (E)	5	21%	0	5
Techniques that assess knowledge of curriculum (K)	12	50%	8	4
Techniques that assess both; English proficiency and knowledge of curriculum (B)	7	29%	5	2
TOTAL	24	100%	13	11

Note. Source: Chart No. 13, Author.

Graphic No. 3: Percentage results, Contrastive Linguistics and Language Assessment and Evaluation.



Note. Source: Table No. 3, Author.

A) ANALYSIS: Data analysis shows: from 24 techniques used by the professor which represent 100%, the 21% of them assesses the English Proficiency, the 50% of them assesses the knowledge of the students about the curriculum and the 29% assesses both English Proficiency and Knowledge of curriculum.

B) INTERPRETATION: The results obtained show that most of the techniques used by the professor are focused on assessing knowledge about the curriculum, most of which are formal and graded while just five techniques are used to assess English proficiency, all of which are informal and not graded. In addition, just seven techniques are used to assess both domains, less than a third of the techniques used.

Chart No. 14: Results of observation guide No. 1, Academic Writing.

SUBJECT	FREQUENCY	TECHNIQUES			
		AT THE BEGINNING OF THE COURSE	DURING THE COURSE	AT THE END	TESTS
ACADEMIC WRITING	ALWAYS (100%)		<ul style="list-style-type: none"> • Reading Aloud (E)i • Discussions and conversations (B)i • Note-taking and outlining (K)i • Paragraph construction and final essays (B)f • Pro-con grid (K)f • Brainstorming (K)f • Observations (B)i 	<ul style="list-style-type: none"> • Achievement tests (K)f • Portfolios (K)f 	<ul style="list-style-type: none"> • Criterion-referenced Tests (K)f
	OFTEN (70%)		<ul style="list-style-type: none"> • Information transfer (B)f • Giving instructions and directions (E)i • Reporting (K)i • Summarizing and responding (B)f • Muddiest point (K)i • What's the principle? (K)i • Journals (E)f 		<ul style="list-style-type: none"> • Directed paraphrasing (B)f • Cloze tasks (K)f • Selected response (K)f • Sentence Dialogue completion (B)f

	SOMETIMES (30%)	<ul style="list-style-type: none"> • Diagnostic test (K) 	<ul style="list-style-type: none"> • Application cards (K)i 		
	NEVER (0%)	<ul style="list-style-type: none"> • Language aptitude test 	<ul style="list-style-type: none"> • Dictation • Role plays • Translation • Interview • Games • Oral Presentation • Storytelling • Repetition • Minute paper • One sentence Summary • Student generated test questions • Classroom opinion poll • Performance-based assessment • Conferences • Self-assessment • Peer-assessment 		<ul style="list-style-type: none"> • Pictured-cued tasks • Editing • Ordering • Scanning • Norm-referenced tests • Proficiency tests • Open questions
TOTAL ASSESSMENT TECHNIQUES CONSIDERED		47	ASSESSMENT TECHNIQUES USED BY THE PROFESSOR		23

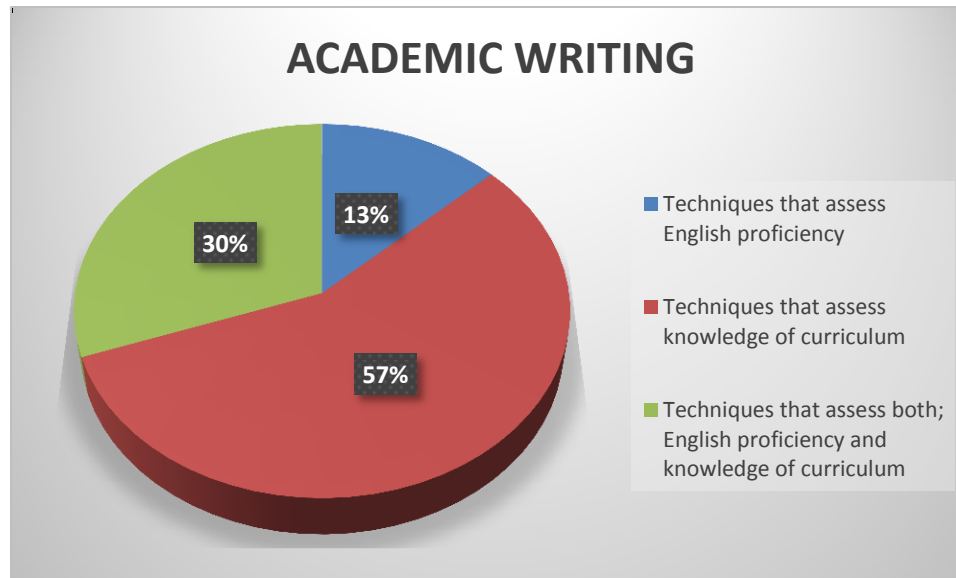
Note. Source: Author, direct observation.

Table No. 4: Tabulation, Academic Writing.

ACADEMIC WRITING				
DESCRIPTION	FREQUENCY	PERCENTAGE	FORMAL(f)	INFORMAL(i)
Techniques that assess English proficiency (E)	3	13%	1	2
Techniques that assess knowledge of curriculum (K)	13	57%	7	6
Techniques that assess both; English proficiency and knowledge of curriculum (B)	7	30%	5	2
TOTAL	23	100%	13	10

Note. Source: Chart No. 14, Author.

Graphic No. 4: Percentage results, Academic Writing.



Note. Source: Table No. 4, Author.

A) ANALYSIS: Data analysis shows: from 23 techniques used by the professor which represent 100%, the 13% of them assesses the English Proficiency, the 57% of them assesses the knowledge of the students about the curriculum and the 30% assesses both English Proficiency and Knowledge of curriculum.

B) INTERPRETATION: The results obtained show that most of the techniques used by the professor are focused on assessing knowledge about the curriculum, most of which are formal and graded while just three techniques are used to assess English proficiency, most of which are informal and not graded. In addition, just seven techniques are used to assess both domains, which represent a third of the techniques used.

In general, the techniques more used by professors in eight semester of Languages Career of Unach are:

- Information Transfer
- Reading Aloud
- Giving instructions and directions
- Discussions and conversations
- Oral presentations
- Reporting
- Summarizing and Responding
- Observations
- Achievement tests
- Criterion-Referenced tests

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- The assessment techniques used by professors in the six subjects of the curriculum of 8th semester of languages career were observed and identified based on the techniques considered in the observation guide.
- It was distinguished which assessment techniques assess English proficiency, knowledge of the curriculum and which assess both in each subject, as the graphic representation shows.
- It was determined that the techniques more used by professors in 8th semester of languages career are information transfer, reading aloud, giving instructions and directions, discussions and conversations, oral presentations, reporting, summarizing and responding, observations, achievement tests and criterion-referenced tests.
- There is no doubt that professors use a variety of assessment techniques to assess students, but there is an imbalance because most of the techniques assess knowledge of the curriculum rather than English proficiency; and also most of and sometimes all of the techniques used to assess English proficiency are informal and not graded while most of the techniques used to assess knowledge of curriculum are formal and graded which gives us to think that English proficiency is not taken into account when assessing, so, it is not reflected in the final grade in order to promote each student to the next semester.

5.2. RECOMMENDATIONS

- The professors should try to assess students the English proficiency and knowledge of the curriculum on equal terms in order to have professionals with a balanced profile that dominate English and have high knowledge of curriculum to be applied in their professional life.
- The professors should look for an instrument of evaluation that allows them to assign a grade to informal and formative techniques that are applied daily, since the majority of them assess English proficiency that is why it is not take into account in the final score of each student.
- The professors should use other different assessment techniques apart from those already used since news might give better results with students.

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7. ATTACHMENTS



ATTACHMENT No 1

OBSERVATION GUIDE

INSTITUTION NAME: UNIVERSIDAD NACIONAL DE CHIMBORAZO

CAREER: Languages Career.

SEMESTER: 8th

ACADEMIC PERIOD: March - August 2016.

RESEARCHER: Jenny Freire Rivera.

TOPIC: Assessment Techniques.

SUBJECT: _____

PROFESSOR: _____

DATE: _____

TIME: _____

OBSERVATION GUIDE USED TO DESCRIBE THE ASSESSMENT TECHNIQUES USED BY PROFESSORS IN 8TH SEMESTER OF LANGUAGES CAREER IN THE UNIVERSIDAD NACIONAL DE CHIMBORAZO.

PROMPTS (TECHNIQUES)	SCORES				ASSESSMENT FOCUS ON		OBSERVATIONS
	NOT USED	SOMETIMES USED	OFTEN USED	ALWAYS USED	E. PROFICIENCY	SUBJECT CONTENT	
AT THE BEGINNING OF THE COURSE							
1. LANGUAGE APTITUDE TEST							
2. DIAGNOSTIC TEST							
DURING THE COURSE							
1. INFORMATION TRANSFER							
2. DICTATION							
3. READING ALOUD							
4. ROLE PLAYS							
5. TRANSLATION							
6. INTERVIEW							
7. GIVING							

INSTRUCTIONS AND DIRECTIONS							
8. DISCUSSIONS AND CONVERSATIONS							
9. GAMES							
10. ORAL PRESENTATIONS							
11. STORY TELLING, NEWS EVENT							
12. REPETITION							
13. REPORTING							
14. SUMMARIZING AND RESPONDING							
15. NOTE-TAKING AND OUTLINING							
16. PARAGRAPH CONSTRUCTION AND FINAL ESSAYS							
17. MINUTE PAPER							
18. MUDDIEST POINT							
19. ONE SENTENCE SUMMARY							
20. WHAT'S THE PRINCIPLE?							
21. PRO-CON GRID							
22. STUDENT GENERATED TEST QUESTIONS							
23. APPLICATION CARDS							
24. CLASSROOM OPINION POLL							
25. BRAINSTORMING							
26. PERFORMANCE-BASED ASSESSMENT							
27. JOURNALS							
28. CONFERENCES							
29. OBSERVATIONS							
30. SELF-ASSESSMENT							
31. PEER-ASSESSMENT							
TESTS							
1. DIRECTED PARAPHRASING							
2. CLOZE TASKS (GAP-FILLING)							
3. SELECTED RESPONSE (MULTIPLE CHOICE, TRUE-FALSE, MATCHING, CIRCLE THE ANSWER)							
4. PICTURES-CUED TASKS							
5. SENTENCE/DIALOGUE COMPLETION							
6. EDITING							
7. ORDERING							
8. SCANNING							
9. NORM-REFERENCED TESTS							
10. CRITERION-REFERENCED TESTS							
11. PROFICIENCY TESTS							

12. OPEN QUESTIONS							
AT THE END OF THE COURSE							
1. ACHIEVEMENT TEST							
2. PORTFOLIOS							