UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

TITLE OF RESEARCH WORK

"The usage of formative assessment in English teaching-learning process with Segundo"A" of Bachillerato General Unificado at Unidad Educativa "Rumiñahui" in Chocavi Community, San Isidro Parish, Guano Canton, Chimborazo Province in the academic period 2021-2022"

Work presented as requirement for obtaining the bachelor's degree as "Licenciado enCiencias de la Educación, Profesor de Idiomas; Inglés"

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AUTHORSHIP

I, Ruiz Castillo Carlos Gregorio, a Language Career student, certify to be the soleauthor of the following research paper:

"The usage of formative assessment in English teaching-learning process with Segundo "A" of Bachillerato General Unificado at Unidad Educativa "Rumiñahui" in Chocavi Community, San Isidro Parish, Guano Canton, Chimborazo Province in the academic period 2021-2022"

The author is solely responsible for ideas, opinions, and comments contained in this paper.

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En la Ciudad de Riobamba, a los 25 días del mes de Enero de 2022, luego de haber revisado el Informe Final del Trabajo de Investigación presentado por el estudiante **RUIZ CASTILLO CARLOS GREGORIO** con CC: **060540308-8** de la carrera **LICENCIATURA EN IDIOMAS, INGLÉS** y dando cumplimiento a los criterios metodológicos exigidos, se emite el **ACTA FAVORABLE DEL INFORME FINAL DEL TRABAJO DE INVESTIGACIÓN** titulado ''The usage of formative assessment in English teaching-learning process with Segundo "A" of Bachillerato General Unificado at Unidad Educativa "Rumiñahui" in Chocavi Community, San Isidro Parish, Guano Canton, Chimborazo Province in the academic period 2021-2022'', por lo tanto se autoriza la presentación del mismo para los trámites pertinentes.

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UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD EN CIENCIAS DE LA EDUCACION, HUMANAS Y TECNOLOGIAS.
CARRERA DE IDIOMAS

COMMITTEE MEMBERS CERTIFICATE

TITLE OF THE RESEARCH WORK: "The usage of formative assessment in English teaching-learning process with Segundo "A" of Bachillerato General Unificado at Unidad Educativa "Rumiñahui" in Chocavi Community, San Isidro Parish, Guano Canton, Chimborazo Province in the academic period 2021-2022"

Work presented as requirement for obtaining the bachelor´s degree as: "Licenciado en Ciencias de la Educación, Profesor de Idiomas; Inglés". It has been approved by the Committee Members of the Language Career of the Universidad Nacional de Chimborazo. In constancy with all exposed sing.

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trabajado bajo mi tutoría el trabajo de investigación titulado " **"The usage of formative assessment in English teaching-learning process with Segundo "A" of Bachillerato General Unificado at Unidad Educativa "Rumiñahui" in Chocavi Community, San Isidro Parish, Guano Canton, Chimborazo Province in the academic period 2021-2022""**, cumple con el 6 %, de acuerdo al reporte del sistema Anti plagio **URKUND**, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

Riobamba, 4 de Febrero de 2022

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Mgs. Mercedes Gallegos Núñez

TUTORA

DEDICATORY

> I want to dedicate this work to God for all his blessed, to my parents for being a fundamental pillar and supporting in my life, to my brothers for trusting me.

ACKNOWLEDGEMENTS

First of all, I want to thank God above all, because He has blessed me, guided me, given me the strength and will to move forward and achieve my goals. On the other hand, I want to thank my parents because of their support. They have been presented in every stage of my life giving me the best advice. My sincere thankfulness to my Thesis Tutor MSc Mercedes Gallegos for her unconditional help and guidance to achieve my thesis. My gratitude to my professors, to all those who were part of my academic life from school to university, for their teaching, for sharing their knowledge and advice. Finally, I want to thank myself because I did not give up despite so many hard troubles I had to face.

Ruiz Castillo Carlos Gregorio

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RESUMEN

El uso del idioma inglés se ha incrementado de tal manera que se ha convertido en uno de los lenguajes más hablados alrededor del mundo, implementándose en el sistema educativo y laboral. Así también un factor fundamental que ha ido evolucionando en favor de un mejor aprendizaje del idioma ha sido la evaluación. La evaluación sumativa (cuantitativa) ha estado presente por muchos años en nuestro sistema educativo, la cual se enfocaba en determinar el nivel de aprendizaje mediante calificaciones. Afortunadamente, la evaluación formativa (cualitativa) se ha implementado gradualmente en nuestro sistema educativo, mediante esta forma de evaluar los docentes han logrado determinar el nivel de aprendizaje de los estudiantes mediante el uso del idioma logrando que los estudiantes puedan darse cuenta de sus debilidades, las cuales en la evaluación sumativa se pasaban por alto por parte de los docentes sin implementar una retroalimentación adecuada. Para determinar estos resultados se desarrolló un análisis en la Unidad Educativa "Rumiñahui" situada en la comunidad de Chocaví Central, Parroquia San Isidro, Cantón Guano, Provincia de Chimborazo, y se pudo evidenciar que el uso de la evaluación formativa es una de las principales formas de evaluación debido a la actualización progresiva del sistema educativo y de los docentes. Para lograr los objetivos propuestos, se trató como población de estudio a la docente de inglés y a los estudiantes de Segundo de Bachillerato General Unificado. La investigación cualitativa con un nivel descriptivo fue utilizada para desarrollar dicho estudio y se puede concluir que la implementación del uso de la evaluación formativa ha ayudado a que el aprendizaje del idioma inglés y el proceso de enseñanza-aprendizaje sea más fructífero. Para éste estudio se utilizó una guía de observación, una entrevista y una encuesta, estos instrumentos fueron utilizados para observar cómo la evaluación formativa es aplicada en la clase, para identificar las estrategias usadas y para determinar las actividades que el profesor ejecutaba para efectuar la retroalimentación

Palabras clave: Evaluación Sumativa, evaluación formativa, retroalimentación, proceso de enseñanza-aprendizaje.

ABSTRACT

The usage of the English language has increased in such a way that it has become one of the most spoken languages around the world, being implemented in the educational and labor system. Also, a fundamental factor that has been evolved in favor of better language learning has been assessment. Summative (quantitative) assessment has been presented for many years in our educational system, which focused on determining the level of learning through grades. Fortunately, formative (qualitative) assessment has been gradually implemented in our educational system. Through this form of assessment, teachers have been able to determine the learning level of students through the usage of the language, making students to be awareness of their weaknesses. Summative assessment has been overlooked by teachers without implementing adequate feedback. To determine these results, an analysis was carried out at Unidad Educativa "Rumiñahui" located in Chocaví community, San Isidro Parish, Guano Canton, Chimborazo province. It is evident that the usage of formative evaluation is one of the main forms of evaluation due to the progressive updating of the educational system and teachers. In order to achieve the proposed objectives, the study population was the English teacher and the students of Segundo de Bachillerato Genereal Unificado. Qualitative research with a descriptive level was used to develop this study and it can be concluded that the implementation of the usage of formative evaluation has helped English language learning and the teaching-learning process to be more fruitful. For this study, an observation guide, an interview and a survey were used to observe how formative assessment is applied in the classroom, to identify the strategies used, and determine the activities that the teacher carried out to provide feedback.

Key words: Summative evaluation, formative evaluation, feedback, teaching-learning process.

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CHAPTER I.

1.1. INTRODUCTION

English language has become in one of the most important languages in this current global era. This language has been getting stronger than others, by the time due to most of the countries have adopted English as their official language. Therefore, English language has been taught globally. Teachers have been teaching and assessing learners through Formative Assessment. The term formative assessment includes some processes which are used by teachers in order to assess students' performance and achievement, both teachers and students are important into the teaching-learning process (Grant, 2020).

When we talk about formative assessment, we are referring to the good relationship between teachers and students in the classroom, both opinions are very important due to teachers can realize how much knowledge students are learning day by day, as a result the teaching-learning process is achieved correctly taking into account students' strengths and weakness. The assessment gets into formative when teachers find the students' needs by the obtained information (Boston, 2002).

In Ecuador, the usage of English language in teaching-learning process has been presented for years. English has been taught in different education levels such as: Elementary, High School and Higher Education as a foreign language (EFL). According to the Common European Framework Ecuadorian English Curriculum has been modified in order to children, teenagers and young learners get a B2 English level. To get this aim in this process, teachers have adopted a strategy of evaluation. This strategyis formative assessment which is new, since teachers have given a greater interest to summative assessment instead of formative assessment where students' knowledge is measurable to notice their learning process (Ur, 2009). Thus, according to (Galora, 2017) who developed some studies in Ambato and Latacunga cities, could find that bothteachers and students are in favor to continue using formative assessment in the classrooms because it allows to promote a meaningful learning.

The purpose is to provide reliable and useful information about how formative assessment is applied during the teaching-learning process, and how students feel about.Then, it could be notice that the students' English level increases when formative

assessment is applied effectively. This research will be carried out with students of Segundo de Bachillerato General Unificado "A" at Unidad Educativa "Rumiñahui" in Chocavi Community, San Isidro Parish, Guano Canton, Chimborazo Province in the academic period 2021-2022.

1.2. Problem statement

English is not the mother language over the whole world, but it is the official language in many countries and communities. English is the official second language in most of the countries. There is a strong necessity of acquire English because of its adaptability, usage, productivity and globalization (Ahmad, 2016). Therefore, this language has been taught by teachers in public and private educational institutions in the most countries in the world.

However, there is a socio-cultural implication which has delayed the correct English teaching-learning process principally in countries where English is considered as a Foreign Language. (Galora, 2017) Who cited to (Allal, 1997) who said that summative assessment is the strategy applied by Ecuadorian Assessing System because it allows teacher to promote students to the next academic period. Quantitative assessment has been introduced in the educational system instead of qualitative assessment. The importance of formative assessment in teaching-learning process is to determine the level of knowledge of students about a specific topic in a class, if this knowledge is not demonstrated according to the expected level, the teacher should develop a feedback to reinforce the topic knowledge.

Assessment processes imply teaching and learning tools due to those tools have a high influence on both teachers' and students' perceptions and points of view. When assessment processes are applied in classrooms, it shows not only teacher's commands, but to keep attention on students' performance and evolution taking into account students' strengths and weakness. That is students' opinions in classrooms are important at the moment of providing feedback to students. (Richards, 2015).

1.3. Problem formulation

How is Formative Assessment used in English teaching-learning process at Segundo de Bachillerato General Unificado "A" at Unidad Educativa "RUMIÑAHUI" in the academic period 2021 - 2022?

1.4. Justification

Assessment is an important part of English teaching-learning process, so it is important to know how many students cannot understand during a class in order to plan an adequate feedback (Liying, 2017) and (Fox, 2017) . However, this process is not accomplished totally with students of Segundo de Bachillerato General Unificado "A"at Unidad Educativa "Rumiñahui".

According to (Cevallos, 2019) the teacher's role in formative assessment is to be counselor, monitor and manager. However, formative assessment is not applied correctly in our educative system, due to summative (quantitative) is applied instead of formative (qualitative) assessment.

(Cevallos, 2019) Mentions that there is a lack of formative assessment process. Furthermore, the author emphasize that it is an important part of learning a second language. This research is important since it helps teachers to understand the students' deficiency in teaching-learning process.

Formative assessment is very important because as a critical activity of learning that includes assuming another conception of knowledge and learning, otherwise there is strong resistance to loss of control and the fear of not being strictly objectives (Cevallos, 2019). For that reason, it is important to develop the observation with students of Segundo de Bachillerato General Unificado "A" at Unidad Educativa "Rumiñahui" in Chocavi Community.

The purpose of the research is to identify how effective is formative assessment in teaching-learning process with students of Segundo de Bachillerato General Unificado "A" at Unidad Educativa "Rumiñahui" in Chocavi Community.

1.5. Objectives

1.5.1. General objective

To analyze how Formative Assessment is used in English teaching-learning process with students of Segundo de Bachillerato General Unificado "A" at Unidad Educativa "Rumiñahui" in the academic period 2021 – 2022.

1.5.2. Specific objectives

- To observe how Formative Assessment is applied in the classroom in English teaching-learning process.
- To identify the strategies of formative assessment which are applied in English teaching-learning process.
- To determine the activities which are used by the teacher to achieve formative assessment.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. BACKGROUND INVESTIGATIONS REGARDING THE PROBLEM TOBE INVESTIGATED

Once reviewed the virtual disposal of Universidad Nacional de Chimborazo specifically in its Ciencias de la Educación, Humanas y Tecnologías Faculty is evidenced that there is a similar investigation about THE USAGE OF FORMATIVE ASSESSMENT IN ENGLISH TEACHING-LEARNING PROCESS.

"ANALYSIS OF THE EFFECTIVE USE OF SUMMATIVE AND FORMATIVE ASSESSMENT AT PRIMER AÑO DE BACHILLERATO CLASS "A" AT UNIDAD EDUCATIVA "VICENTE ANDA AGUIRRE" IN THE CITYOF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2018-2019". Developed by Janeth Nataly Ayala Ormaza.

In this research the author says that in our country there is lack of usage of formative assessment, in some educative institutions it is not even mentioned. Summative assessment has been presented by years, in this way of assessing students' knowledge is measurable in a quantitative way, it is, a grade determines how much students know.

"USING FORMATIVE ASSESSMENT TO TEACH VOCABULARY AND GRAMMAR IN THE EFL CLASSROOM" made by Ocampo Villacís Carlos Rolando

The use of formative assessment into English classrooms to teach new topics is more effective than using summative assessment. Moreover, students have accepted this way of assessing positively.

2.2. THEORETICAL FOUNDATIONS

2.2.1. Formative Assessment

Formative assessment is a useful tool which is used to monitor students' learning styles and abilities and to realize how much they know about topics that teacher is teaching, it promotes a meaningful learning process (Dodge, 2015)

2.2.2. Summative Assessment

Summative assessment is used to evaluate student knowledge, learning, performance, achievement and success at the conclusion of an instructional period, like a unit, course, or program. (Nicol, 2006)

2.2.3. Methods of Formative Assessment

According to (Martine, 2020) there are four useful methods which help teacher to achieve a correct formative assessment process.

Coded feedback: this method is important due to students can identify their own mistakes and it allows they can solve by themselves

Discussion and Questioning: this method is used in order to promote critical thinking and a meaningful learning process.

Quiz: this method is useful in order to know how much students are learning and how much they acquire the knowledge.

Peer assessment: it is a useful method which allow students to be aware about their mistakes. Furthermore, students develop critical thinking.

2.2.4. Activities of Formative Assessment

(Thomas, 2019) Mentions that there are some useful and practical activities which help teachers to develop a correct formative assessment process.

Peer Quizzes: in this activity students can write questions about the topic in order to quiz among them. They also can correct incorrect answers to heighten their understanding.

Daring Doodles: to create an interactive environment this activity is the correct because students show their understanding through a draw instead of words.

Exploration Table: to be sure that students are learning teacher provide some questions which students have to answer. The questions can be the following. What did we do in class?

- Why did we do it?
- What did I learn today?
- How can I apply it?
- What questions do I have about it?

Four Corners: This activity allows students encourage dynamic movement while learning multiple-choice questions. Teacher designate each corner presenting A, B, C, and D. Students go to the corner they consider in the correct answer.

2.2.5. Teacher Roles

According to (Nola, 2020) in this current 21st century classroom, teachers must accomplish whit some roles as facilitators, resource, motivator, manager, the purpose is to achieve a meaningful learning and create a productive classroom environment.

(Harmer, 2007) Details that teacher as facilitator has to direct, help and support students in learning process as a self-explorer.

As resource, teacher helps students when they need to solve their problems in learning process (Wilder, 2017)

Teacher as manager has to control the classroom and the activities which are going to take place in the class. (Harmer, 2007).

Teacher as motivator must encourage students to participate in the teaching-learning process suggesting on how to develop each activity (Bălcescu, 2015).

3. METHODOLOGICAL FRAMEWORK

3.1. Approach

The Study is focused on interpretative paradigm due to its aim is to comprehend the students' reality and behavior in the classroom. Interpretive paradigm is underpinned by observation and interpretation, thus to observe is to collect information about events, while to interpret is to make meaning of that information by drawing inferences or by judging the match between the information and some abstract pattern (Aikenhead,1997). Thus, the research belongs to the qualitative approach since it focuses on analyzing the main causes that affect the correct application of formative assessment in English teaching-learning process. The method to be used is ethnographic and the technique is observation, the instruments for data collecting are an observation guide, a survey and an interview.

3.2. Research desing

Qualitative: The main aim of Qualitative Research is to perform a deep investigation, explore, understand, and interpret the social phenomena within its natural setting. By using a qualitative researcher methodology, researchers try to collect data and get more detailed information of cases, problems or events. They explore not onlythe *what*, *where*, *when,* but they also explore the *why* and *how* of a situation (Arora, 2009)

To collect data through Qualitative Research, in this research developed with students of Segundo de Bachillerato General Unificado "A" at Unidad Educativa "Rumiñahui" in Chocavi Community is used a large range of techniques which imply observation guides, notes, document analysis, interviews and surveys. Those techniques will permit to collect evidences.

3.3. Research methods

Descriptive research - pretends to describe how reality is. It describes systematically characteristics and facts from a population or area of interest. Therefore, it discovers relationships among all selected variables (Helen, 1993). Thus, the study intends to

present information descriptively about how is formative assessment used in English teaching-learning process with students of Segundo de Bachillerato General Unificado "A" at Unidad Educativa "Rumiñahui" in Chocavi Community.

Ethnographic Method - The term ethnography is seen as a residual category. Educational research has been traditionally dominated by these quantitative and experimental conceptions of research. Ethnography, which involves participation and observation, and that is systematic, comprehensive and topic oriented, it could provide the opportunity for mutual relation of interaction between ethnographers and sponsors of educational research. Systematic and comprehensive information about the community to be studied in an educational context (Hymes, 1997). It also permits to get real and relevant data of students from Segundo de Bachillerato General Unificado "A" at Unidad Educativa "Rumiñahui" in Chocavi Community.

3.4. Population and sample

The proposed study is going to be carried out in the Unidad Educativa "Rumiñahui" located in Chocavi Community, San Isidro Parish, Guano Canton, Chimborazo Province.

3.5. Sample

The proposed study is going to be carried out with 14 students of Segundo de Bachillerato General Unificado.

3.6. Techniques and instruments for collecting data

To collect the useful and updated information to analyze and comprehend the research problem, it will be used the observation technique, an observation guide, an interview and a survey as a gathering data instrument which include items that are going to be developed taking into account the specific objectives and the criteria which is established in the theoretical framework of this study.

A survey is mostly used to define a method of collecting data from a sample ofpopulation (Scheuren, 2004).

An interview is used as the most common and effective tool to get information. It encompasses individual, face-to-face verbal interchange (Fontana, 2005)

According to (Kawulich, 2005) who cited to Marshall & Rossman (1989) mentioned that observation is a tool very useful in collecting data because it allows people to get a systematic description of social facts, acts, or behaviors which appears in a specific field which was chosen for study"

3.7 Techniques of analysis and interpretation techniques.

Interview

The majority of qualitative researchers study the obtained information about human phenomena through individual or in group interviews; the type of interview differs on the objective of the study and the resources available. (Frey, 2000) report the in-depth individual interview as one of the most useful tools for getting a depth understanding of human beings and exploring topics.

In this research paper, individual interview, survey and observation guide were used as strategies for collecting data, then the results were analyzed and interpreted supporting with scientific information.

Triangulation

It means the usage of several methods in qualitative research to perform an exhaustive understanding of phenomena. Triangulation also is an important strategy of qualitative research to get a reflexive understanding from collected data (Patton, 1999).

It was used triangulation to relate both the activities observed in the classroom, the results of students' survey and the teacher's interview claims about the strategies that are implemented in formative assessment and produced effective feedback activities to support to students.

CAPITULO IV

4. RESULTS AND DISCUSSION

All the information which was obtained through the application of the instrument is presented by a descriptive analysis in order to achieve the objectives of this research. The data was obtained through fourteen surveys that were applied to fourteen students from Segundo de Bachillerato General Unificado, an interview that was applied to the English teacher Jesica Viteri, and an observation guide that was applied to the same students and teacher at Unidad Educativa "Rumiñahui" located in Chocavi Community, San Isidro Parish, Guano Canton, Chimborazo Province.

4.1. TEACHER´S INTERVIEW AND STUDENTS´ SURVEY RESULTS

Objectives.

- To identify the strategies of formative assessment which are applied in English teaching-learning process.
- To determine the activities which are used by the teacher to achieve formative assessment.

4.1.1. TEACHER´S INTERVIEW RESULTS

This interview was developed at Unidad Educativa "Rumiñahui" located in Chocavi Community, San Isidro Parish, Guano Canton, Chimborazo Province, to the teacher Jesica Viteri who teaches to students of Segundo de Bachillerato General Unificado. This interview was developed virtually.

1. Based on your experience. What is your opinion about formative assessment?

In my opinion formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning.

Analysis

The teacher considers that the main purpose of formative assessment is to monitor student learning by providing continuous feedback to improve student learning process. Based on teacher´s answer, she is clear about the aim when applying formative

assessment. According to (Bennett, 2011) formative assessment is used to realize about students' knowledge and assessing problems based on a particular classwork, it can create short and local changes in the student learning process.

Formative assessment is a useful tool which is used to monitor students' learning styles and abilities, to realize if they know about topics that teacher is providing, it promotes a meaningful learning process (Dodge, 2015).

2. How do you apply formative assessment?

Activate Prior knowledge, check for understanding, and warm Up Video.

Analysis

Teacher answered that she applies formative assessment by activating students' prior knowledge, checking their understanding and showing warm up videos to students. According teacher´s answer she activates students´ knowledge to realize their understanding taking into account their needs achieving improve their learning process. When assessment processes are applied in classrooms, it shows not only teacher's commands, but to keep attention on students' performance and evolution taking into account students' strengths and weakness. That is students' opinions in classrooms are important at the moment of providing feedback to students (Richards, 2015)

3. Which formative assessment methods do you apply?

I apply the communicative method.

Analysis

According teacher's answer the communicative method Is applied when she assessing. The Communicative Method is considered as the idea that learning language successfully is achieved by communicating real meaning (British, C 2006). When students practice real communication and they use their natural strategies for language acquisition, as a result they will learn to use the language at any environment that they need.

(Crystal, 2008) argued that communication is produced when the information which is received is the same which was sent. Teacher used communicative method due to it is

important to practice the language in real contexts allowing teacher to assess students by their performance.

Teacher used some steps to monitor the advance of students' development in speaking skill. To obtain results and to do a feedback when it is necessary. Furthermore,(Martine, 2020) mentioned there are four methods which help teacher to achieve a correct formative assessment process. Coded feedback: students can identify their own mistakes and it allows they can solve by themselves. Discussion and Questioning: it is used in order to promote critical thinking and a meaningful learning process. Quiz: it is useful in order to know how much students are learning and how much they acquire the knowledge. Peer assessment: it is a useful method which allow students to be aware about their mistakes. Furthermore, students develop critical thinking.

4. How often do you think formative assessment should be applied?

Formative Assessment is always achieved in teaching-learning process.

Analysis

Teacher mentioned formative assessment is a fundamental part in teaching-learning process. Teachers can spend one-third of their teaching time asking students questions (Brookhart, 2009) Formative assessment must be used frequently to find students weakness in order to provide a meaningful feedback. According to teacher´s answer formative assessment is always developed in all classroom activities. It is because teachers assess every class to notice students´ weakness and strengths through students' self-evaluation according to the topic which is treated in class.

5. Which are the advantages and disadvantages you can notice at moment to apply formative assessment?

Advantage: it allows to train students.

Disadvantage: It is not enough time in the school.

Analysis

Teacher argued that an advantage of formative assessment is that it allows to train students. It is because when formative assessment, students are able to correct others

and even correct themselves. When students are assessed by formative assessment, they are able to correct themselves based on their own mistakes. According to (William, 2011) when formative assessment is applied in classrooms, students are able to activate themselves as owners of their own learning and also, they activate themselves as instructional resources for one another (peer assessment).

The students developed some activities and when they reviewed them, they were able to correct their mistakes according their knowledge or their classmates' criteria. Black and (William, 2011) efforts to strengthen formative assessment produce significant learning gains as measured by comparing the average improvements in the test scores of the students.

Teacher also, mentioned the main disadvantage is the time, because teachers do not have enough time to apply formative assessment in one or two hours. Teacher said the time is the biggest enemy when assessing, specially using formative assessment becausestudents need time to develop the activities. Because of this new educational modality which is virtual, time is not enough since students attend to the half of schedule, as a result teachers cannot assess students effectively. (William, 2011) Teachers must be sure to ask critically, thinking questions rather than simples, give the instructions to students and then give them enough time to respond.

6. Which activities do you apply into the classroom as formative assessment?

Reading, writing, listening and speaking activities.

Analysis

Teacher said she uses reading, writing, listening and speaking skills, it means she involves the four skills, it is sure because to receive a thinking and critical answers fromstudents, teachers should improve the four skills. According to teacher´s answer,teachers must improve students' skills asking questions in formative assessment is crucial to obtaining information about students' learning and understanding (McMillan, 2014).

The teacher uses peer quizzes, darling doodles and exploration table to produce a dynamic English class, therefore the students felt comfortable to practice the foreign language. (Thomas, 2019) Mentions some useful and practical activities which help

teachers to develop a correct formative assessment process. Peer Quizzes: students can write questions about the topic in order to quiz among them. They also can correct incorrect answers to heighten their understanding. Daring Doodles: to create an interactive environment this activity is the correct because students show their understanding through a draw instead of words. Exploration Table: to be sure that students are learning teacher provide some questions which students have to answer. The questions can be the following: a) What did we do in class?, b) Why did we do it?, c) What did I learn today?, d) How can I apply it?, e) What questions do I have about it?

4.1.2. STUDENTS' SURVEY RESULTS

This survey was developed at Unidad Educativa "Rumiñahui" located in Chocavi Community, San Isidro Parish, Guano Canton, Chimborazo Province, with 14 students of Segunto de Bachillerato General Unificado. This survey was develped in the institution through a face to face interaction.

Graphic 1. How often do you notice that the teacher applies formative assessment?

	Ask1
■ Always	71,43%
■ Usually	28,57%
■ Never	0%
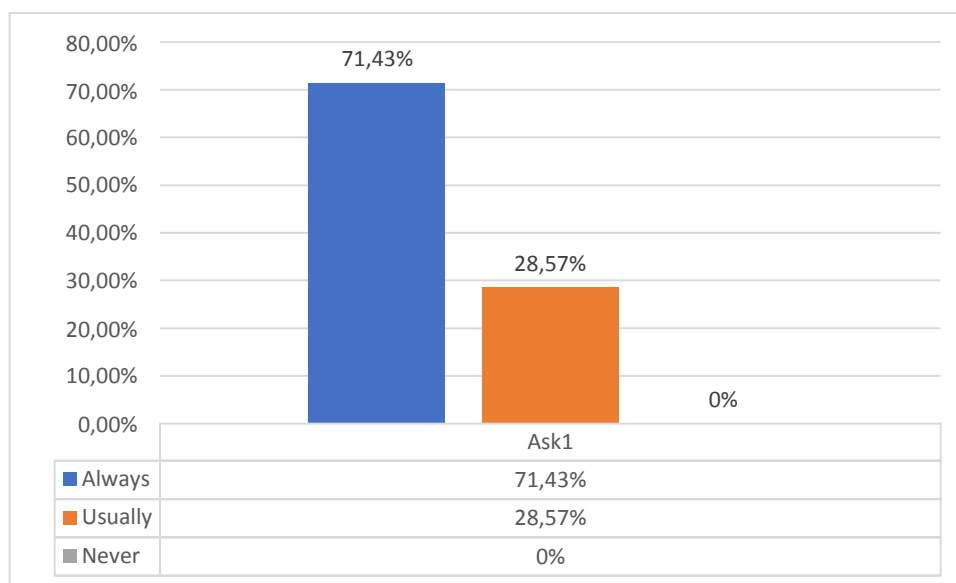
Done by Carlos Ruiz

Analysis

According to the collected data, 10 students said the teacher always applies formative assessment, these students represent 71,43%, 4 students answered the teacher applies formative assessment often representing 28,57%. Most of students agreed the teacher applies formative assessment in the classroom that means the teaching-learning process is improving, since time ago just summative assessment was used. (Galora, 2017) cited

to (Allal, 1997) whom argued that summative assessment is the strategy which is applied by Ecuadorian Assessing System because it allows teachers to promote students to the next academic period. Quantitative assessment has been introduced in the educational system instead of qualitative assessment. Furthermore, based on the observation it can be said that formative assessment was applied in each class getting better results from students. That is because students are able to correct mistakes by themselves improving their learning.

Graphic 2. How often the teacher applies one or more of those methods? (Discussion and questioning, quiz, peer assessment and feedback).

	Ask2
■ Always	42,86%
■ Usually	57,14%
▥ Never	0%
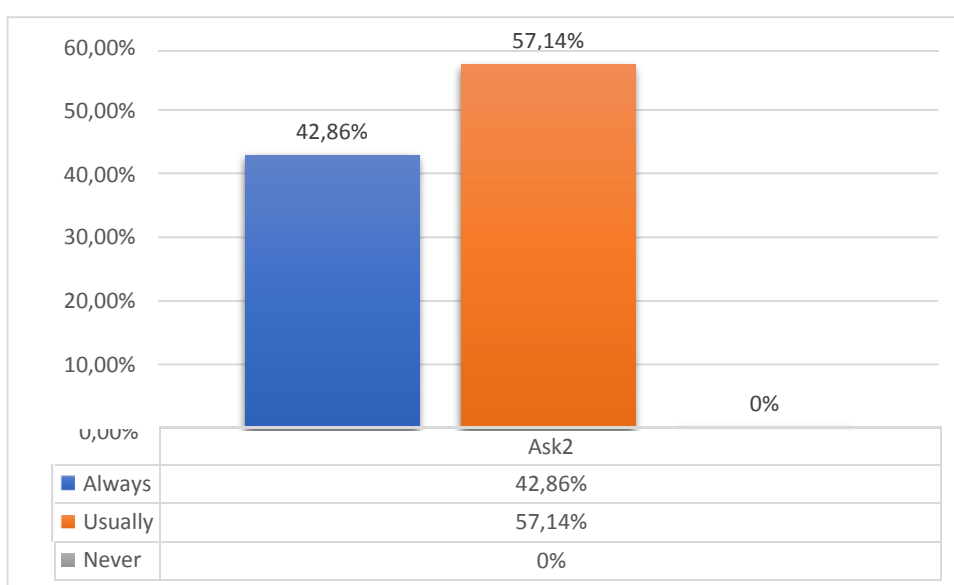
Done by Carlos Ruiz.

Analysis

Based on the collected information, 6 students said that methods of formative assessment are always applied representing 42,86%, while 8 students said those methods are applied often representing 57,14%. According to the information obtained from the students, formative assessment methods are used in the classroom frequently. However, based on the observation, teacher applied communicative activities and feedback most of the time. Feedback usually emerges from teachers, nevertheless students can also develop an important role in formative assessment through self- assessment (Boston, 2002). According to (Ritchhart, 2011) the observation students were able to correct themselves and to correct others making easy the teaching-learning process.

Graphic 3. How often the teacher applies interactive activities such as: daring doodles, exploration table, peer quizzes?
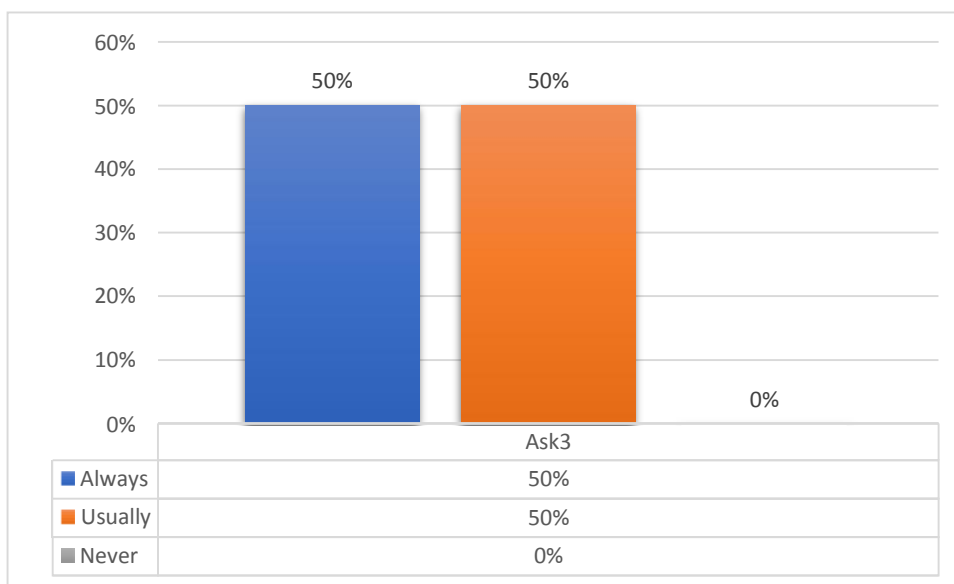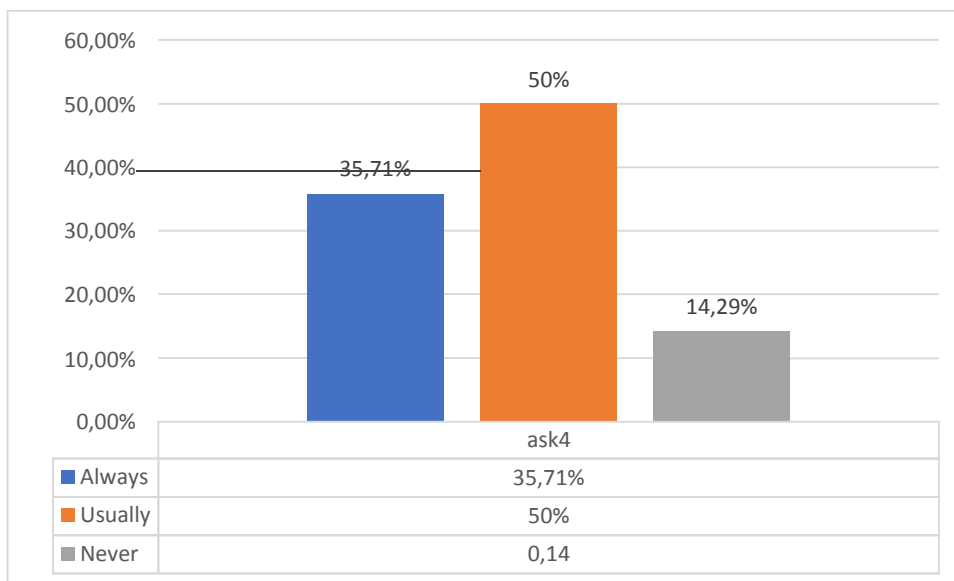

Done by Carlos Ruiz

Analysis

7 students said that interactive activities are always used in the classroom representing 50%, 7 students said those activities are often used representing 50%. Students confirmed that interactive activities are applied in the classroom. These interactive activities allow students to perform critical, reflexive and meaningful thinking. Sincethe beginning of the class, students are given the opportunity to create their ownlearning, creating their own meaningful knowledge, working cooperatively both their classmates and teacher, to extend their framework moving toward more complex knowledge and understanding (Ritchhart, 2011) Through the teacher's guidance, students were able to use the language in practice in real contexts improving their knowledge.

Teachers use a variety of assessment activities and strategies in the classroom to obtain comprehensive view in how much students learn as part of formative assessment (Berry, 2008). Teacher developed activities to students used the foreign language and they were aware of using them correctly, learning from their mistakes.

Graphic 4. Does the teacher apply E-learning platforms such as: Social networks and virtual platforms (kahoot, quizzizz, moodle, etc)?

|	ask4
■ Always	35,71%
■ Usually	50%
■ Never	0,14

<div align="right">Done by Carlos Ruiz</div>

Analysis

5 students answered E-learning platforms are always used representing 35,71%, 7 students answered those platforms are often used representing 50%, while just 2 students answered those platforms are never used representing 14,29%. Most of students agreed E-learning platforms are used in the classroom. Nowadays, technology has improved significantly, therefore, teachers can use it in favor of assessing. InEcuador ten years ago, it wasn't easy either because the technology was limited. (Ellis, 1994) argued that in the past one of the key limitations of improving formative assessment was the lack of resources, because they were delivered face-to-face and those were expensive and they impeded access to learning interactions and the development of feedback and formative assessment. Fortunately, nowadays everyone has access to this important resource which is technology.

Graphic 5. How often does the teacher apply traditional resources as: workbooks, textbooks, flash cards, PDFs?

■ Always	71,43%
■ Usually	28,57%
■ Never	0%
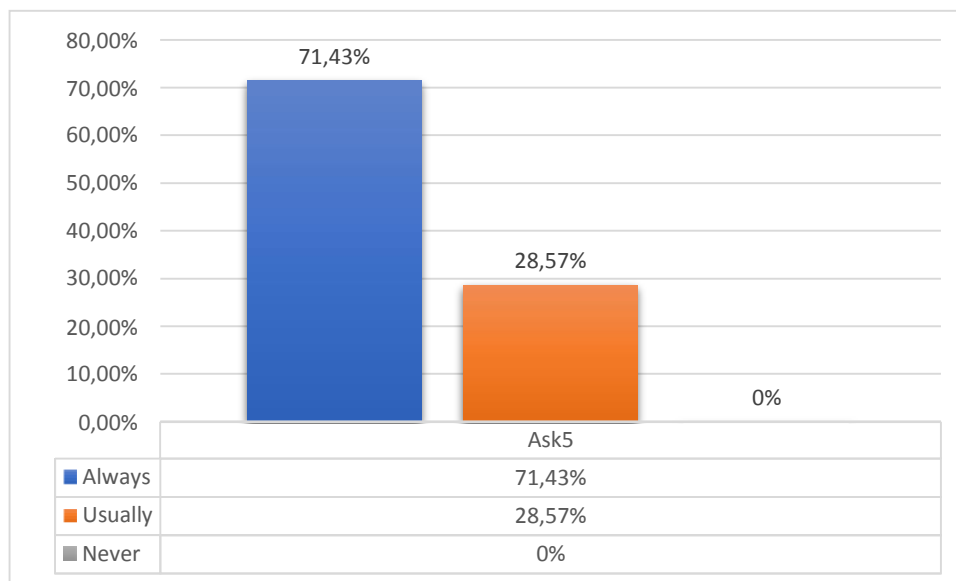
Done by Carlos Ruiz

Analysis

Based on students' answers, 10 students said traditional resources are always used representing 71,43%, while 4 students said those resources are often used representing 28,57%. Students affirmed traditional resources are used in the classroom. Those resources are important due to students were able to take notes, developed activities which were provided by teacher, reviewed their performance and even corrected their mistakes; teacher also was able to monitor students' mistakes by their performance, this facilitates to the teacher to provide a meaningful feedback achieving to improve teaching-learning process. The author (Skehan, 2006) claims that the approach to language teaching-learning process is PPP: presentation, practice and production. First, the material is provided to students by teacher, then students develop practical activities.These activities allow student to understand and produce faster and simple the material which is being trading in the class. Finally in production stage students are able to use the language in practice in any real context, producing meaningful knowledge improving their learning process.

4.2. OBSERVATION GUIDE RESULTS ANALYSIS

Objective. To observe how Formative Assessment is applied in the classroom in English teaching-learning process.

This observation guide was developed at Unidad Educativa "Rumiñahui" located in Chocavi Community, San Isidro Parish, Guano Canton, Chimborazo Province, to teacher Jesica Viteri and 14 students' interaction. This observation guide was performedin both, virtual and face to face interaction, it was because of this current pandemic situation to accomplish to the objective To analyze how Formative Assessment is used in English teaching-learning process with students of Segundo de Bachillerato General Unificado "A" at Unidad Educativa "Rumiñahui" in the academic period 2021 – 2022.

Table 1. Teacher's role into the classroom.

Indicator	Always	Often	Seldom	Never
Teacher Role into the classroom: Teacher performs the main roles expected into the classroom such as: Manager, monitor, counselor, integrator and promoter.		x		

Done by Carlos Ruiz

Analysis

According to the observation, teachers' roles are often applied. Teachers' roles are crucial to achieve a correct teaching-learning process, those were applied almost successfully even because of this virtual modality. There were unsignificant issues with students who do not obey teacher. However, she was able to accomplish the main roles in the classroom frequently. According to (Nola, 2020) in this current century classroom, teachers must accomplish whit some roles as facilitators, resource, motivator, manager, the purpose is to achieve a meaningful learning and create aproductive classroom environment. Teacher developed most of those roles, she was facilitator, provider, she was able to motivate students and managed the class in spite of most of classes were virtual and few students do not want to obey teacher.

Table 2. Development of the class. Pre-teaching stage.

Indicator	Always	Often	Seldom	Never
Development of the class. **Pre-teaching stage:** Teacher connects lessons with students' interests, personal experiences and prior knowledge by modifying or adapting instruction and materials for students.	X			

Done by Carlos Ruiz

Analysis

Teacher looked out the way to solve most of students' needs in learning process. Students' curiosity and interests were activated in the classroom, creating a better relationship between teacher and students, due to students must be motivated to interact actively in the classroom. The teacher was able to arouse the curiosity and interest of the students. As a result, teacher received positive responds from students allowing teacher to provide meaningful feedback based on students' performance. Assessments become formative when the information is used to adapt teaching and learning to find and solve student needs (William, 2011)

Students' interests and prior experiences were connected based on their needs, weakness and strengths. That is, all the external features influence in students learning process, such as personal experiences, interests, prior knowledge, educational environment which play an important role to improve students' learning process. Students learn in school based on a vast variety of background, culture and of course they bring a set of experiences (Heritage, 2008)

Table 3. Development of the class. While teaching stage.

Indicators	Always	Often	Seldom	Never
While teaching stage Teacher uses the academic content correctly and creates relevant opportunities for students to practice and apply academic language and practice/demonstrate understanding.	X			

Done by Carlos Ruiz

Analysis

Practical activities and opportunities were provided to students in order to allow them practice the language without any fear to commit mistakes. Students were exposed to communicative activities, those activities allow them to practice the language, of course they made mistakes which were corrected efficiently by the teacher, that was possible because teacher could identify students' mistakes thanks students' participation. Consequently, students were able to improve their knowledge and understanding. (McManus, 2008) formative assessment is a process in which involves both teacher and student feedback during instruction to organize the learning and teaching process with the purpose to increase student achievement.

Table 4. Development of the class. Post teaching stage.

Indicators	Always	Often	Seldom	Never
Post teaching stage Teacher communicates, models, and provide a positive reinforcement or show clear behavioral expectations through verbal and nonverbal signals (smiles, gives verbal acknowledgement, praise, uses proximity, eye contact, signals, etc.)	X			
Indicators	Always	Often	Seldom	Never
Post teaching stage Teacher relates content to meaningful examples that promote self-assessment.		X		

Done by Carlos Ruiz

Analysis

Feedback was provided by teacher; verbal and no verbal signals were used to achieve this feedback. Smiles, eye contact, praise even congratulations words were used when teacher provided feedback, showing to students if they are developing the activities correctly or not. Sadler (1989), feedback is any information which is given back to students about their performance, providing students the opportunity to improve themselves. Feedback allows teacher and students to inform about future steps which facilitate them to obtain desired outcomes (Heritage, 2008).

Teacher promote self-assessment by providing clear examples to allow students realize about their mistakes. Self-assessment is too important to acquire a second language, because students are able to identify and correct their own mistakes improving their learning process. Self-assessment is a process of formative assessment in which students reflect on and evaluate the quality of their performance and their

understanding, they judge the degree to which they reflect explicitly stated goals or criteria, identifying students' strengths and weaknesses based on their development. This kind of strategy facilitate to teacher to obtain enough information to create an effective feedback, due to self-evaluation creates a natural tendency to check out the progress of students' own learning (Andrade, 2009).

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- Formative assessment is used at Unidad Educativa "Rumiñahui" by the English teacher as one of the main ways to assess students' performance allowing both teacher and students get a better classroom relationship and improving teaching-learning process.

- Through formative assessment students were able to realize about their weakness using the language in practice in different real contexts allowing them to correct themselves and to correct their classmate, due to teacher provided useful material, then teacher gave to students the opportunity to practice the language and finally, teacher provided meaningful feedback to students bases ontheir performance.

- Unfortunately, students only used the English language in the classroom. However, they began to arise their interest and curiosity for learning English Language.

5.2. RECOMMENDATIONS

- It is recommended to teacher to continue the usage of formative assessment due to it permits teachers to identify students' weakness and strengths according to their performance.

- It is recommended to teacher to continue the usage of communicative activities in order to allows students practice English Language in real context acquiring the language easily, also students can continue correcting others increasing their knowledge and improving teaching-learning process.

- On the other hand, it is recommended to students to try to use the language not only inside the classroom or only on English classes. English is becoming in one of the most used languages around the world, therefore students should use the language outside the classroom, practicing and improving their knowledge.

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7. ANEXXES

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

OBSERVATION GUIDE

Objective: To analyze how Formative Assessment is used in English teaching-learning process with students of Segundo de Bachillerato General Unificado "A" at Unidad Educativa "Rumiñahui" in the academic period 2021 – 2022.

Objective #1: To observe how Formative Assessment is applied into the classroom in English teaching-learning process.					
Indicators	Always	Often	Seldom	Never	Observations
Teacher Role into the classroom: • Teacher performs the main roles expected into the classroom such as:Manager, monitor, counselor, integrator and promoter.					
Development of the class. **Pre-teaching stage:** • Teacher connects lessons with students' interests, personal experiences and prior knowledge by modifying or adapting instruction and materials for students.					
While teaching stage • Teacher uses the academic content correctly and creates relevant opportunities for students to practice and apply academic language and practice/demonstrate understanding.					
Post teaching stage • Teacher communicates, models, and provide a positive reinforcement or show clear behavioral expectations through verbal and nonverbal signals (smiles, gives verbal acknowledgement, praise, uses proximity, eye contact, signals, etc.)					

• Teacher relates content to meaningful examples that promote self-assessment.				

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

CARRERA DE IDIOMAS

INTERVIEW

Objective: To analyze how Formative Assessment is used in English teaching-learning process with students of Segundo de Bachillerato General Unificado "A" at Unidad Educativa "Rumiñahui" in the academic period 2021 – 2022.

Please, read each question carefully, then answer according to your experience as a teacher.

1. Based on your experience. What is your opinion about formative assessment?
2. How do you apply formative assessment?
3. Which formative assessment methods do you apply?
4. How often do you think formative assessment should be applied?
5. Which are the advantages and disadvantages you can notice at moment to apply formative assessment?
6. Which activities do you apply into the classroom as formative assessment?

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

CARRERA DE IDIOMAS

SURVEY

Objective: To analyze how Formative Assessment is used in English teaching-learning process with students of Segundo de Bachillerato General Unificado "A" at Unidad Educativa "Rumiñahui" in the academic period 2021 – 2022.

Please, read each question, then mark your answer in the chart.

QUESTIONS	ALWAYS	USUALLY	NEVER
How often do you notice that the teacher applies formative assessment?			
How often does the teacher apply one or more of those methods? (Discussion and questioning, quiz, peer assessment and feedback).			
How often does the teacher apply interactive activities such as: daring doodles, exploration table, four corner, ect?			
Does teacher apply E-learning platforms such as: Social networks and virtual platforms (kahoot, quizzizz, moodle, etc)?			
How often does the teacher apply traditional resources as: workbooks, textbooks, flash cards, PDFs, etc?			