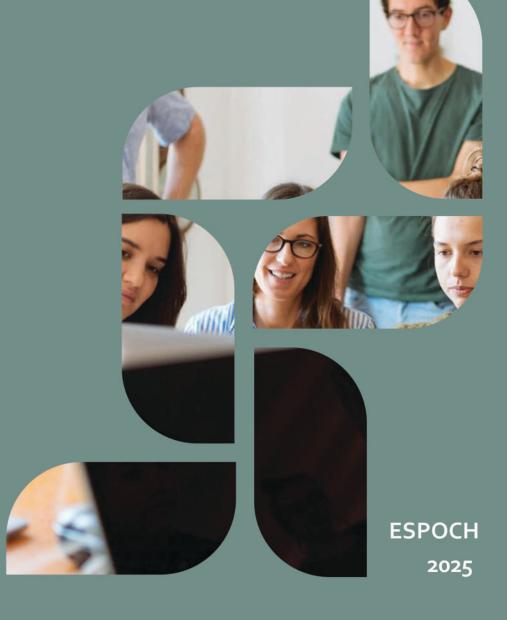# English Language Assessment in the Classroom
From the Theory to the Practice

Luis Armando Quishpe Hipo

ESPOCH

2025

ENGLISH LANGUAGE ASSESSMENT IN THE CLASSROOM: FROM THE THEORY TO THE PRACTICE

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English language assessment in the classroom: from the theory to the practice

English Language Assessment in the teaching-learning process of foreign languages constitute a fundamental pillar for the development of the communicative competence of the language under study because this process allows describe, collect, record, score, and interpret information about learning to make improvements. Therefore, assessment is done to be aware of students' strengths and weaknesses (diagnostic assessment); evaluate how well students have learnt specific material during a course; keep track of students' progress (formative assessment); evaluate students' overall level (summative assessment); and learn some useful information about successes or failures in our own teaching. As a result, teachers need to plan and design formal assessment tools as well as informal instruments; report how good learners' language skills are; assess learners' knowledge of a set of vocabulary items, a text or a grammatical feature; and be aware of what students need to learn in order to plan the teaching-learning process appropriately.

The characterization of the English language Assessment in the classroom is the product of an analysis of; a) the pedagogical and didactic currents in the teaching-learning of the foreign language; b) communicative language teaching; c) the conceptualization of learning assessment in the educational field; d) assessment practices applied in the classroom; e) the perspectives assumed in the assessment process; f) assessment trends of the learning process; g) the prevailing trends in the development of learning assessment; h) the assessment of learning by competences; i) the assessment of communicative competence.

The process of English Language Assessment in the classroom has repercussions on the development of students' communicative competence: a) it determines learning and not the official curriculum; b) has a significant impact on the learning style; c) affects the quality of learning; d) generates 'motivational' influence; 'of consolidation'; 'anticipatory'; and 'temporary'; e) have a 'control effect'; f) produce an 'informative effect'; g) assume a 'classifying effect'; h) creates a 'regulatory effect'; i) causes an 'advisory effect'; they exert a 'power effect.' Consequently, the planning and application of classroom assessment must be aligned with the basic principles of the foreign language curriculum in Ecuador, as well as with the learning objectives where the tasks or activities for the assessment fulfill the pedagogical function. It means that students, when preparing for the assessment, will be learning the curriculum.

ACKNOWLEDGMENTS

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PREFACE

Communication is a subject as old as man and as important as him. In communication, a series of elements are present, which is necessary for this complex process to be carried out. Well, more is needed to speak or transmit information. Rather, it is about expressing both a sender's and a receiver's ideas, opinions, feelings, and emotions. There must be a mutual exchange for communication to be achieved between two people.

Therefore, communicating in another language, specifically English, requires more effort, dedication, and perseverance. Understanding that through language, we can break barriers must be a fundamental aspect as part of our intrinsic motivation.

However, in Ecuador has been possible to show a limited level of communicative English in students and teachers over the years. One of the most common excuses has always been that by not living in an environment where English is spoken as a first language, the opportunities to practice are too limited, and due to the lack of interaction with native speakers or with people who are fluent in that language, communicative competences need to be developed more efficiently.

The book has six chapters. The author begins with a detailed analysis of the National Curriculum and the proposed improvements based on the Common Framework of Reference for Languages, which relates to the needs of students at a higher level and the requirement to seek alternatives for change.

This work also presents approaches and theories applied in teaching English as a foreign language. The author leads us on a journey through behaviorism and constructivism, with the main purpose of examining and reflecting on the quality of education; highlighting the characteristics of learning: diverse, active, independent, cooperative, critical, and reflective; without neglecting the role of the student and the affective factor.

Then, the focus is on the predominant role of assessment as a fundamental pillar of the teaching-learning process of English. Our mistaken culture is emphasized, believing that a student should only prepare for an exam or to achieve

the required score to be promoted to the next higher course. Unfortunately, students learn what they think teachers will include on an exam, resulting in inadequate surface learning.

This important work also inquires deeply into the concept, characteristics, and types of communicative competence, knowledge ranging from competence understood as the path to improving the correspondence between education or training to Vygotsky's theory of social mediation and basic English skills.

Likewise, the assessment process is considered from different perspectives: technological, political, cultural, and social. At the same time, the assessment is examined from the declarative, procedural contents, and attitudes.

In this way, the desire to contribute to the quality of education is evident, highlighting the role of the student as the creator of their knowledge and the role of the teacher as a guide, as well as the importance of the teacher's role when assessment, considering not only knowledge but also the emotional and sociocultural aspects of the student. Finally, I applaud the author's work, and I wish the best of success with the publication of this work, which will certainly contribute to the teaching-learning process and the improvement of the quality of education in our beloved country.

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INTRODUCTION

The main objective of the research is to describe the assessment process applied in the classroom and their impact in the communicative competence of the English language learning based on the theoretical and philosophical understanding of assessment in the teaching-learning process, analysis, and knowledge of the nature of the assessment and its assessment practices in the classroom, properties, typology, functionality, factors, impact, and dynamics that surround the process of assessing the communicative competence of the language in study. Therefore, a primary requirement to achieve this goal is to fully study the structures of foreign language assessment practices and other characteristics through analytical experience since communicative language teaching and assessment are constantly changing.

English teachers must develop the assessment practices' characterization, description, and definition in an absolute way because they constitute the basis for the typology and assessment in situ of the different tasks and assessment activities designed in the classroom to interpret the applied assessment approach and the pedagogical functions that they fulfill within the process of teaching and communicative evaluation of the language.

The characterization process of the language assessment applied in the English classroom is the result of a systematic and organized analysis and compilation of results within which the following will be analyzed: a) the pedagogical and didactic currents in the teaching-learning of the foreign language; b) communicative language teaching; c) the conceptualization of learning assessment in the educational scope; d) assessment practices applied in the classroom; e) the perspectives assumed in the assessment process; f) assessment trends of the learning process; g) the prevailing trends in the development of learning assessment; h) the assessment of learning by competences; i) the assessment of communicative competence.

Assessment practices are affected by the various pedagogical and didactic tasks and activities applied in the classroom when they are not aligned with the official curriculum. Therefore, the result of the assessment process in the classroom has several repercussions on the development of students' communicative

competence: a) it determines the student's learning and not the official curriculum, generating a negative effect when students learn only through assessments and a positive effect when student learning is as good as the assessment tasks that are proposed; b) has a significant impact on the learning style of the students how it will be assessed, this process conditions the student's language study style; c) it affects the quality of learning since the 'quality' variable lies in the system of assessment practices adopted by teachers; d) they generate four types of influence: 'motivational' influence originates when the assessment process is a moment of high tension; the 'consolidation' influence operates when the internalization of contents is reaffirmed; the 'anticipatory' influence informs how the learning itself will be; and the 'temporary' influence marks a temporary segment in which the students refer to the contents that they will deal with in the next classes.

The effects of the 'assessment practices' have a social incidence identified with the social function of the assessment called the 'control effect' in that it measures the achievements of the students whose scope of incidence lies in the methodology and the selection of didactic materials. On the other hand, assessment practices involve providing information to internal and external agents, generating an 'information effect.' Finally, the 'classifier effect' involves classifying students based on the results obtained in developing assessment practices in English classroom.

The effects of assessment practices in the classroom are related to the pedagogical function of assessment, called the 'regulatory effect' and 'consultative effect,' which directly affect the teaching-learning process. That is, it affects the quality of the educational process in general.

The research determined that assessment practices exert a unilateral influence on education, called the 'power effect,' which undermines the assessment function since the results are asymmetric in terms of assessment and decision-making. Therefore, the main process of assessment practices is to know who benefits from it and at the service of whom it is placed to situate its exercise in the field of ethics. Consequently, the assessment must have a formative sense focused more on the intention with which it is carried out and the use of information than on the techniques or procedures used.

In order to minimize these impacts, the planning and application of assessment practices must be aligned with the basic principles of the foreign

language curriculum in Ecuador, such as Communicative Language Teaching (CLT), Content and Language Integrated Learning (CLIL), communication skills, thinking, and student-centered teaching. In addition, assessment practices must be aligned with the learning objectives of the English Language Curriculum (ELC). It implies that, the tasks or activities for the assessment refer to deliberately and firmly adhering to the learning standards contained in learning, which leads to students preparing for the examination, and they will be learning the curriculum.

This book is aimed at researchers, undergraduate and postgraduate teachers, and students in the Humanities and Education areas, emphasizing the pedagogy of foreign languages and cultures. The contents are constituted in a consultation guide for the student, where they can consult the topics related to the English Language Assessment practices applied in the classroom and their impact on the development of the communicative competence of the foreign language, whose information should be acquired at university and used in their professional life.

The book consists of six parts distributed in the following contents: The **first chapter** covers the ***GENERALITIES OF THE TEACHING-LEARNING OF THE ENGLISH LANGUAGE***, integrated by antecedents, theoretical references that guide the teaching-learning process of the English language as a foreign language, the teaching of the English language in the Ecuadorian educational system based on the development of communicative competence, communicative competence, key or core skill in lifelong learning, communicative competence in learning a foreign language from the communicative approach, historical background of assessment and its conceptualization.

The **second chapter** focus on ***APPROACHES TO THE TEACHING-LEARNING PROCESSES OF FOREIGN LANGUAGES***, with the topics theories of foreign language teaching and learning, features of the concept of competence, factors involved in the teaching-learning process of the English language, the role of the teacher in teaching based on constructivist learning, the conception that predominates in teaching, methodology as an essential factor of teaching, factors that intervene in the quality of learning from the student's point of view, factors that intervene in the mental attitude constructivist of the student, role of the student in the process of learning the foreign language.

The **third chapter** deals with ***COMMUNICATIVE COMPETENCE IN ENGLISH LANGUAGE LEARNING***, with the topics emergence of the

competency-based approach, the concept of competence, emergence of the concept of communicative competence, communicative competence, competence models, Canale and Swain model, model of Bachman, models of Celce-Murcia, Dörnyei and Thurreu, model proposed by the Common European Framework: Competence of the user or student, principles that govern the teaching of the language from the communicative approach in the development of communicative competence, pedagogical implications of the concept of communicative competence, postulates of the cultural-historical approach that underlies language learning, social mediation in language learning and the role of the teacher in this process, guidelines for teaching practice in foreign languages, tasks and their role in learning, task characteristics, typology of learning tasks, competences and characteristics of students, development of general competences, development of language communication competence, language skills, communicative language process, procedures for receptive skills, procedures for productive skills.

The **fourth chapter** deals with the *ASSESSMENT OF LEARNING*, with the topics conceptualization of assessment in the educational scope, concept of learning assessment, assessment practices, perspectives assumed in the assessment process in the academic scope, assessment trends in the process of learning, the assessment of the learning of declarative contents, the assessment of the learning of the procedural contents, the assessment of the learning and the modification of attitudes, the assessment from a constructivist vision of the learning, predominant trends in the development of learning assessment, reconceptualization of learning assessment and its consequences from different perspectives, trends in learning assessment by competences, integral human development approach, assessment of competences, characteristics of assessment by competences, basic principles to be considered in the assessment by competences, assessment indicators, assessment standards, assessment criteria, accreditation, qualification, metacognition, meta-assessment, learning assessment-key issues in planning this process, role of the teacher, role of the student, concept of formative assessment, summative assessment, how to assess learning?, assessment phases, what to assess? Learning assessment instruments: assessment references, who assesses, assesses agents, English Language Assessment with Technology.

The **fifth chapter** describes the *ASSESSMENT PRACTICES IN THE ENGLISH CLASSROOM*, with themes such as: predominant trends in foreign language assessment themes; how to assess language learning; development

communicative skills of the language in an integrated manner; assessment of the communicative performance in the productive skills of the foreign language; assessment of communicative competence; systematic assessment in communicative tasks; presentation and manipulation of forms and meanings; completion of the final task, assessment and revision of the material; assessment criteria; feedback; conditions to promote an effective assessment of the language; functions of the assessment; forms of the assessment; the alternative assessment of the foreign language; activities of alternative assessment.

The **sixth chapter** contains the ***IMPACT OF ASSESSMENT PRACTICES IN THE CLASSROOM***, with the topics assessment and its impact on the learning process, effects of learning assessment on the student, and impact of assessment practices on learning activities and cognitive achievements of the students, impact of other teaching-learning practices involved in the assessment, the assessment and consolidation of learning, functions and forms of feedback, moment of feedback, are feedback and summative assessment compatible?, impact of students' cognitive achievements, effects of assessment on learning from the teachers' perspective, taxonomy indicators (Structure of the Observed Learning Outcome - SOLO) to know the incidence of feedback assessment in the quality of learning, the typology of the questions as an indicator of the quality of learning, motivation as an essential factor in language learning, motivation analyzed through the ARCS model, psychological barriers in language learning foreign, anxiety, error correction, why do students make mistakes? Correction procedure for oral work, correction procedures for written work, technology in English learning Assessment

CHAPTER I:
GENERALITIES OF THE TEACHING-LEARNING OF THE ENGLISH LANGUAGE

1.1 Background

Ecuadorian educational system at all levels has incorporated into its educational curriculum the subject of the English language under quality standards for teaching and learning due to English language is considered nowadays as the main means of communication worldwide for academic, scientific, economic, labor, political, technological, sports, social, military, printed, and spoken communication purposes.

English Teacher Standards are based on the document developed by the Teachers of English to Speakers of Other Languages (TESOL) as the organization's K-12 ESL Teacher Standards (2009) which is widely used in countries such as Albania, Paraguay, and the United States. This document is organized into five domains that fit with those stated for the general curriculum and of some which are related to English language teaching and learning to promote and contribute by the state and from its policy of strengthening human talent the change of the productive matrix.

The first domain, 'Language' includes specific domains for language structure and communication, language acquisition and development and language fluency. Given the fact that Ecuador is a multicultural country, a certain number of Ecuadorian students who are learning English may descend from indigenous cultures where Spanish is their second language and English their third language. The second domain is about 'Culture', Ecuadorian English teachers need to have knowledge of other cultures and know how culture may affect their learning of English in Ecuador. The third domain is devoted to 'Curriculum Development', particularly aspects related to planning for standards-based English, implementing and managing standards, and using resources and technology effectively. The fourth domain deals with 'Assessment', the gathering and evaluation of information related to English language learning and

includes the issues involved for learners as well as those related to language proficiency and classroom-based assessment. Finally, the fifth domain embodies the matter regarding 'Professionalism and Ethical commitment' to keep teachers current with new instructional techniques, research results, and advances in the English teaching field for professional development (Ministerio de Educación del Ecuador [MinEduc.], 2016, p. 195).

On the other hand, the English Language Learning Standards (ELLS) are outcomes students are expected to achieve at the end of a proficiency level in terms of knowledge and skills gained throughout the process. It means that they will show 'what students must know and be able to do as they move toward full fluency in English1'. Therefore, the ELLS are based on the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) as they provide a common basis for the explicit description of objectives, content, and methods as well as the reference level: A1, A2, B1, B2, C1, and C2 (CEFR, 2020, p. 36). The proficiency levels set by the CEFR and established as the benchmarks for Ecuador's ELLS are A1, A2, and B1 (MinEduc, 2016, p. 200).

Students of all levels of education from Ecuador must develop communicative competence in the English language taking into consideration the communicative language components and the language skills as a core part of the program such as listening, speaking, reading, and writing in order to achieve an efficiency communication among the speakers of this language in certain contexts.

1.2   Theoretical references that guide the teaching-learning process of English as a foreign language in the Ecuadorian educational system

The study of language teaching dates back to the time of the 2nd century B.C, where young Romans studied Greek with native teachers which was considered convenient and necessary. However, home teaching arose in the 3rd century B.C. It implies that many languages were acquiring relevance over time, such as Greek, Latin, French, Spanish, and English (Titone, 1968, p. 396).

During the last 20th century, various linguistic theories have been implemented with their respective approaches, methods, and techniques for teaching foreign

languages worldwide. Currently, some theories are being implemented according to the needs of the 21st century. However, despite having received several years of English language classes, Ecuadorian students have deficiencies in the ability to use the language effectively in real communication situations, whether written or oral (Dickey, 2012, p. 14), which implies that this problem can be studied from the different approaches and methods used in the teaching and learning process.

The teaching-learning processes of foreign languages have evolved throughout history, mainly from linguistic and psychological theories, whose advances are reflected in pedagogical practices and the teaching curricula of foreign languages. Therefore, teachers, curriculum designers, and even students need to know the concepts that underlie the teaching and learning of a language, whose information is useful not only to determine what could be the most appropriate methodology but also to reflect on the education of methodologies, the foreign language curriculum, and the duty of the language teacher (Sánchez, et al. 2024).

1.3 The English language teaching in the Ecuadorian educational system is based on the development of communicative competence

The Ministry of Education and Culture of Ecuador introduced the subject of English in the general curriculum of the secondary education program in 1951 under the presidency of Dr. Galo Plaza Lazo, and since the Ecuadorian education system is based on a system of educational reforms. The same ones began in 1998 to improve the educational system, eliminating education by memorization and developing logical and creative thinking, considering from that moment the teaching-learning process of the English language as an object of study in search of academic excellence.

The globalization of the economy, education, science, and technology demands that students acquire new skills that allow them to join these new processes of change, and one of the elements that will enable this access is the use of the English language as a communication vehicle in the world. Therefore, the Ecuadorian educational system could not be left out of this process.

Thus, through a cooperation agreement between the Ecuadorian and British governments, the National Director of the Curriculum National Division of Foreign Languages incorporates the CRADLE Project as a national curricular innovation for the improvement of the educational process of the English language in schools prosecutors and tax commissioners of the country in July 1992, whose curriculum was designed based on content and skills that would allow students to develop communicative skills to give and receive information in different contexts and places, accompanied by a series of books and CDs audio for students and teachers for each secondary education course (1st to 6th grade) called *'Our World Through English,'* whose texts contained information about our country, as well as the culture and traditions of its people.

In addition, it increased the workload of the English subject to 5 hours per week, carried out since October 1993, and in 2002 the CRADLE project was ratified (Ministerio de Educación y Cultura del Ecuador [MEC], 2008). Even though, this reform generated substantial changes in the educational process of the English language, the students from the secondary education level continued to show a notable deficiency to the communication between speakers of the English language.

The Ministry of Education from Ecuador to face with this problem implemented a new reform curriculum so the Ecuadorian National Curriculum of English as a Foreign Language was implemented in 2016 (MinEduc, 2016) due to English language is currently considered a *'Lingua Franca'*. It means that English is a language used for communication between different groups of people, each one speaks a foreign language (Crystal, 2020, p. 443).

The curriculum is designed based on the 'communicative approach' and 'functional,' then the purpose for which a word, sentence, vowel sound, or language unit is used. From this, the following characteristics can be deduced: emphasis on real-world contexts, which means that students must use productive and receptive language outside the classroom. Classroom tasks or activities must provide students with the necessary skills to communicate in contexts every day; and the relationship between the forms and the function of language supported by the knowledge of language structures (Brown, 2007, p. 6) so that the students of the Ecuadorian public educational system of the advanced basic level (8, 9, 10 grade) and high school (1, 2, 3 grade) are capable of achieving significant learning that allows them to have access to the information published in the

English language in different scopes, as well as having the opportunity to access professional and labor development both in Ecuador and outside the country, which allow them to understand the values of the intercultural diversity of other people (Rapanta, Vrikki & Evagorou, 2020; Eriksson & Lycke, 2024).

In addition, it should be noted that this curriculum establishes quality standards for learning the English language. These standards are the results that students expect to achieve at the end of the proficiency level in terms of knowledge and skills acquired through the educational process. These standards are aligned with the standards established by the Common European Framework of Reference for the teaching, learning, and evaluation of languages, which explicitly describes the objectives, contents, and methods, as well as the sufficiency levels and their respective reference points established. Thus, the students at the end of the 9th year of General Basic Education will achieve an A1-level; at the end of the first year of High School will achieve an A2-level; and at the end of the third year of High School will achieve B1-level (MinEduc, 2016). Therefore, the English language learning standards are developed considering the language components and language skills as the central axis of the program such as listening, speaking, reading, and writing.

Consequently, given the current requirements, the communicative competence of a foreign language constitutes an essential requirement in our student's academic and professional training since we no longer speak of teaching whose center of the process is the student and directed towards the acquisition of the competence. De la Cruz defines competence as the "set of knowledge, procedures, attitudes, traits that complement each other in such a way that the individual must 'know,' 'know how to do,' 'know how to be,' and 'know how to be' to act efficiently in professional situations" (2006, p. 8).

1.4   Communicative competence, Key or core skill in lifelong learning

Structural changes in society, cultural liberation, the knowledge society, and the great advances in market management, globalization, and new technologies demand an undeniable change from learning and the educational system, the

challenge of which lies in providing skills for the solution of problems and situations that are unknown at the time of learning, this implies learning as much as possible for working life (Le, Billet, Choy & Dymock, 2023).

Therefore, this change process has meant two key development trends in learning and education. In the first place, the role of learning and the educational system, because each one of them must be prepared for the constant and radical changes of their work functions throughout their professional life. Therefore, what is needed today is to develop *'lifelong, lifetime wide and life deep learning'* (Thwe & Kálmán, 2024; Surikova, 2024).

Secondly, it is related to 'what should be learned'. It implies that the learning objective and the educational programs were referenced in categories such as knowledge, skills, attitudes, or more qualifications generally. But at the same time, they must be constantly updated, developed, reorganized and rebuilt to adapt to new situations. This implies that they can be used quickly and flexibly in modified contexts. The same as is currently unknown but will certainly be known, this is the essence of the current concept of 'competence' and 'competence development' (Stone., Rosenbaum & Ulriksen., 2024; Erikson, 2024)

Supranational organizations such as Organization for Economic Cooperation and Development (OECD), the European Union (EU,) and the World Bank (WB) are interested in lifelong learning as a key element of learning to live. At the same time, people can drive economic growth, the personal development of the individual, and increase the social environment, national and international balance.

The conceptual framework of the project for the Definition and Selection of Key Competencies (DeSeCo) under the auspices of the OECD considers that the key competencies are those that allow the individual to participate in multiple contexts or social fields contributing to a successful life and the well-functioning of society. Therefore, the competence is "the ability to successfully respond to individual and social demands or carry out an activity or task" (Miho, 2010, p. 3-4).

This program also classifies key competencies into three categories: acting autonomously, using tools interactively, and interacting in heterogeneous groups. Acting autonomously refers to developing an identity and exercising relative autonomy in deciding, choosing, acting in a given context, and assuming

responsibilities. The category of using tools interactively refers to the use of tools in the broad sense of instruments to face important professional demands and the daily life of modern society, and one of these tools is the language considered by Vygotsky as an instrument of thought. Interaction in heterogeneous groups constitutes a vehicle for the learner to develop through interaction with their peers, whose tool is the ability to use the language interactively in order to achieve communication as established by the theory proposed by Vygotsky in the historical approach of culture.

Similarly, the European Reference Framework for key competence for lifelong learning recognizes that all people need for their fulfillment and personal development, as well as for active citizenship, social inclusion, and employment. Consequently, developing the communicative competence of students and future professionals is considered one of the key competences in confronting the remains of modern society since mastering a foreign language constitutes a relevant communication tool for training human talent and interaction with others, according to the demands of this society.

1.5   Communicative competence in learning a foreign language from the communicative approach

Before studying communicative competence from the communicative approach, this study will synthesize the origin of the competency-based approach, its conceptions, and its consistency with the humanistic approach. At the end of the 20th century, competencies for Basic Education were initially introduced, integrating conceptual, procedural, and attitudinal contents as the basis for formulating indicators. In a second moment, the competencies are adapted in Higher Education according to the Tuning project for the construction of the European Space for Higher Education and ALFA Tuning in Latin America and the Caribbean, which takes labor competencies as a reference and generic competencies are proposed, for any university professional and specific by specialties; and the basis for the formulation of the indicators are the pillars of education, according to UNESCO: knowing, doing, being and living together (Rodriguez, 2010).

In the same way, the competencies are proposed with the priority purposes of the educational systems, sustaining that the selection of essential or key competencies is a political and social exercise linked to the values that each social community considers necessary for the development of its citizens (DeSeCo, 2003). Consequently, Teaching foreign languages with this approach begins a progressive evolution of the objectives and methodologies that focused on the correct use of the language "teaching grammar" towards the teaching of the language aimed at facilitating learning that involved not only the correct use of the language but fundamentally provide the ability to use the target language for real communicative purposes.

1.6   Historical background of evaluation and its conceptualization

Evaluation is a natural activity that is part of our daily existence, whether formal or informal. Therefore, making evaluative judgments constitutes a characteristic of social life, but the evaluation is only sometimes something we do under principles or systematically. In addition, Fadhilla (2023) points out that speakers are constantly responding to what they consider to be emerging attitudes and understanding of other people and deciding what to say accordingly.

That means that evaluation, in general terms, is a process inherent to the human being through which we frequently make judgments, make comparisons, and make decisions based on the judgments issued, meaning that evaluation is part of our daily life. Still, it becomes very complex when the evaluation is transferred to other objects or people. Thus, we can find different areas of evaluation, such as educational quality, teacher performance, competence, attitudes, systems, and institutional evaluation, among others.

The practice of evaluation appeared in the 2nd century BC in China to select officials, avoiding the influence of bureaucratic pressure groups, giving rise to the selective practices of oral assessment, later in the medieval university, it was applied as an educational practice, called 'the disputation: exposition and debate of a student with his teachers'; the competitiveness imposed by Jesuit pedagogy places the constant demonstration of what is learned by written methods, which

will have a strong impact on modern pedagogical methods: and, finally, the universality of the educational system adopts evaluation as a widespread practice to stimulate and control the student (Stray, 2024).

Different conceptions are analyzed, and a proposal that is currently manifested in the field of educational evaluation and learning assessment, said theoretical analysis covers some of the central questions that teachers and researchers ask themselves today in their educational practices, such as: How did the issue of evaluation in education arise? What is meant by evaluation? Why and for what to evaluate? What to evaluate? Who evaluates? What functions does it perform? What criteria do we have to decide the merit or importance of what is evaluated? What methods of inquiry should they follow when evaluating? (Nevus, 1983), among other questions, which largely define the way of assessment and its impact on the educational scope.

CHAPTER II:
APPROACHES TO FOREIGN LANGUAGE TEACHING-LEARNING PROCESSES

2.1 Theories of Teaching and Learning Foreign Languages

Learning has been the object of study from different trends and schools who have tried to explain this process from different points of view. Then, among the main theories of English language learning are behaviorism, cognitivism, and social constructivism, as well as their influence in linguistic currents such as structuralism and the functional-notional approach.

2.1.1 Behavioral Theory

Behaviorism starts from the previous studies carried out by Pavlov in 1930 on conditioned reflexes in animals and from the empirical psychology of Watson in 1913, where Skinner (1965) establishes in his postulate that "the only object of psychology is behavior of the person since what happens in his brain cannot be observed or measured" (p. 35). This means that learning is developed under the Stimulus-Response paradigm, where the first introduces the information to the brain, and the second is the behaviors developed as a reaction to the stimulus, associated with the changes of the subject as a result of the experience.

Behaviorism emphasizes the importance of structured learning through repetition and reinforcement to form lasting habits. Therefore, behaviorism demands precision in teaching, objectives, and skills through the use of techniques, procedures, and situations that allow reaching the desired learning using especially positive reinforcement and avoiding punishment as much as possible. Hence, according to behaviorism the patterns must be exaggeratedly learned or repeated until they become unconscious habits without taking into account the meaning whose operation is called Skinner's Operant Conditioning (Leeder, (2022).

From the pedagogical model based on the behaviorism theory, the student is seen as a passive, receptive being to whom knowledge must be transmitted and whose knowledge is developed through memorization, verbalism, and repetition. In addition, the student and teacher manage and control this knowledge. Therefore, education under this model is the action that the teacher exerts on the student and is subject to learning control and negative reinforcement (punishment, low grades, calling parents, etc.) or positive (high grades, verbal encouragement, smiley faces, etc.) (Posso, Barba, Otáñez, 2020).

In the teaching of foreign languages within the behaviorist current, we find the *'audiovisual'* and the *'audiolingual'* method, also known as *'aural-oral'*, whose methods arose largely as a result of structuralism in linguistics and behaviorism in psychology, essentially structuralist methods whose main defenders were the linguists Bloomfield and Fries, where grammatical structures are the underlying units of language governed by specific rules, that is, the basic unit would be '*sentence-patterns*' and oral practice under this method would be aimed at learning the form and will demand a perfect pronunciation at all costs, prohibiting study, knowledge, and grammatical explanation.

In other words, the *'audiolingual'* method demands that the student does not resort to translation or the use of the mother tongue since these are elements that could interfere with the acquisition of a foreign language and generate errors, which must be avoided all coast. However, imitation and constant repetition are promoted because these allow one to get closer to the way of speaking of a native speaker of the language. And the practices in the classroom use exercises controlled by the teacher, especially substitution exercises, to avoid errors on the part of the student as much as possible and promote the mechanization of structures, vocabulary, and pronunciation.

Therefore, this method has shortcomings, such as it needs to consider the communication and interaction between students and ignores the social factor of learning any language. Then, it would not allow creative use of the language by the students; another deficiency lies in not considering the meaning of the patterns; others lie in oral practice since this emphasizes learning the form of the language (Kakunta & Kamanga, 2020).).

Brown (1994) establishes the characteristics of the *'audiolingual'* method where the new material is presented in dialogues, and the classes are developed based on mimicry and memorization of patterns.

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a. Structures are taught through repetitive exercises.

b. There is little or no grammatical explanation; this is learned through inductive analogies.

c. Much importance is attached to pronunciation.

d. The use of the mother tongue is not allowed.

e. Successful responses are immediately reinforced.

f. It is about avoiding mistakes on the part of the student.

In conclusion, learning under behaviorism is mechanical since it only allows the more or less correct repetition of the models provided by the teacher, without the student often being aware of the meaning of the sentences. It is how Skinner established that language learning occurs by simple conditioning mechanisms, and vocabulary and grammar learning would be done by operant conditioning and will punish all forms of incorrect language with disapproval.

The Behaviorist Theory based on Skinner's work on the nature of language learning was harshly attacked by Chomsky with his theory called 'innateness,' which states that children are born with an innate ability to assimilate language structures, arguing that Language acquisition occurs by the child's ability to recognize the basal structure that is the root of any language. In addition, Chomsky proposes that everyone is born with an internal construct, a specifically human and genetically hereditary innate scheme called *'Language Acquisition Device - LAD,'* whose device is capable of receiving linguistic *'input'*, be it stimuli or primary linguistic data and from him, all these data are processed whose *'output'* is the universal grammar rules, also known as *'Generative Grammar.'*

2.1.2 Cognitivist Theory

Cognitivist Theory was born as a critique of behaviorism, which emphasizes the internal processes that lead to learning: how information enters, how it is transformed into the individual, and how it is produced.

According to the theory of Ausubel (1963), learning is according to how information is incorporated into cognitive structures; learning can be repetitive, which is revealed when the student makes arbitrary associations concerning

the new knowledge; or significant when the new knowledge is clearly and substantially related to what the student already knows. It means that learning is achieved by developing the students' strategic capacities so that the students learn to solve problems and learn significantly. Consequently, meaningful learning is achieved when the ideas being presented are connected to some existing, specifically relevant aspect of the learner's cognitive structure through reception and discovery.

In cognitivism, the student builds knowledge from mental processes during which the inference of meanings and the formation and verification of hypotheses formulated from the information received occur. Learning is considered an active process, and teaching should facilitate mental processing by students through exercises that guarantee understanding of the concepts. Therefore, from the pedagogical perspective, the student occupies the main role, and the teacher and knowledge occupy a secondary role. It means that the student is an active agent who builds knowledge in direct contact with the object of study, and the role of the teacher is to facilitate learning and provide the student with the right environment for the educational process.

According to García, Traver, & Candela (2001) a learning theory was developed in reference to the process of acquiring a foreign language, that emphasized the conscious understanding of grammatical rules that later lead to the production of linguistic patterns. Thus, the method called '*Grammar-Translation'* appeared, whose learning emphasis was on the language system rather than on how to use the language in communicative situations and was based on the memorization of grammatical rules and the translation of texts whose relationships of grammatical elements. They became a means for learning, as well as word lists were used. On the other hand, the translation fulfilled the function of helping the student to use the language effectively.

The theory of Piaget (1952) maintains that "thought and language develop separately since the development of intelligence begins from birth," whose postulate sustains that it is thought that enables language. That means that humans, when birth do not have language but gradually acquire it as part of cognitive development. In other words, the child is seen as an active constructor of his knowledge and language. Therefore, Piaget proposes two mechanisms that build cognitive structures to deal with increasingly complex environments: organization and accommodation. These principles apply to the study of language

development; it would focus on an increasingly clear and logical expression of thought and progressive socialization based on the child's progressive ability to understand other people's points of view, distinguishing between an egocentric language and social language.

Studies carried out by Bruner in 1960 about the theory called 'problem solving' maintains that the cognitions and the contexts are crucial for language development, who suggested that the child learns to use the language to communicate in the context of problem-solving since the communicative aspect of language development is emphasized more than its structural or grammatical nature. For that reason, two forces would be needed to achieve learning of the use of language: the first force is equivalent to the *'Language Acquisition Device – LAD'* that Chomsky postulated, and the other force is called *'Language Acquisition System Support – LASS'*. Both support the system for the acquisition of the language where the children's speech is found. That means the form of communication that parents have with their young children, and in this way, the child extracts the structure of language and formulates general principles. Consequently, studies performed by Wan and Kamarova et al., concluded that the language development is based on the cognition and contexts aligned to the Bruner theory called problem solving (Wang, 2019; Kamarova et al., 2022).

Consequently, the rules should be learned and applied to the elements of the language and through this process would have its importance in the learning of grammatical patterns because this theory is based on the mental and active participation of the student whose learning process is determined as a process of retention, storage, and retrieval of information, dehumanizing the process since it does not take into account the human qualities and the sociocultural relationships that man establishes.

2.1.3 Constructivist Theory

The Constructivist Theory tries to explain the nature of human knowledge because it assumes that nothing comes from nothing, that is, that previous knowledge gives birth to new knowledge. This theory maintains that learning is active on the part of the student who assembles, extends, and interprets, and therefore builds knowledge based on her experience and integrates it with the information that she receives.

In other words, someone who learns something new incorporates it into their previous experiences and mental structures. Each piece of information is assimilated and deposited in a network of knowledge and experiences previously in the subject. Therefore, learning is a subjective process that people constantly modify according to their experiences (Abbott & Ryan, 1999). Thus, constructivism perceives learning as a personal activity framed in functional, significant, and authentic contexts since it seeks to help students internalize, recommend, or transform new information, and this occurs through the creation of new learning and this results from the emergence of new cognitive structures that make it possible to face the same or similar situations in reality (Brooks, 1999).

Other important currents have been derived from the Constructivist Theory, such as socio-constructivism or social constructivism, promoted by Vygotsky, who maintains that mental activity is closely related to the social concept and the influence of the sociocultural context. For Vygotsky & Cole (1978), the child builds knowledge socially through interaction with relevant adults. From the previous, the following characteristics to be taken into consideration: in teaching, the role of the teacher is that of an advisor whose function is to help students discover their mental abilities and to develop their Zone of Proximal Development (ZPD) that according to Vygotsky (1984) the ZPD "is the difference between the level of tasks that can be done with the help of adults and the level of tasks that can be carried out with an independent activity," this means that what the child can do today with the help of adults he will be able to do it tomorrow by himself. So, in the pedagogical scope the role of teachers as students in the knowledge process is equally important.

However, more than what has been studied so far by linguists and psychologists are needed, and to achieve personalized learning, the interaction and balance between the internal and external, the innate and social would-be necessary conditions, as well as the consequent materialization of actions based on feelings, convictions and personality qualities that allow interaction in the group context. In response to this need and from the pedagogical conceptions derived from the cognitivist psychological current and social constructivism applied in the field of foreign language teaching, the 'Communicative Approach' arises, which emphasizes the cognitive and social processes when learning a foreign language based on the need to involve the student in learning and

discover their potentialities and motivate them to act as a true subject in which their individuality stands out and express their needs and interests.

One of the characteristics of this method is its sensitivity to the student's individual needs, which translates into communicative purposes or functions 'communicative competence' as the fundamental unit of the method rather than the grammatical elements (Hymes, 1972). The communicative approach is also known as the functional or notional-functional approach because the meaning underlies the communicative uses, that is, the notions and their language functions (Wilkins, 1972); therefore, the sentences would be grouped by their similarity. As for the function they perform, that is, by the meaning and not by the form. In addition, this method seeks understandable and not perfect pronunciation, and of course, the content should be contextualized as a basic premise.

According to the 'communicative approach,' language learning is successful when students face situations requiring communication. The classes will be more student-centered and use authentic materials. This approach has two versions: strong and flexible. The strong version emphasizes the communicative aspects of the language. That is, it highlights the fluency of the language. And the flexible version emphasizes integrating structural practices with communicative elements, which means that it emphasizes both fluency and precision of language (Howatt, 1984).

Contemporary methodologies such as task-based teaching, problem-solving-based learning, content-based teaching, and project-based approaches are derived from the 'communicative approach.' (Yiqng, 2020). On the other hand, the CEFR (2020) postulates an approach focused in the 'action', which is derived from the communicative approach. This approach promotes the social use (actions) of communicative tasks where the students and the speakers of a language are considered social agents. Thus, both must carry out specific tasks in given contexts through the performance of various language activities such as oral and written expression or production; oral, written and audiovisual comprehension and reception; oral and written interaction; and mediation which leads to the relationship between the interlocutors, so it is essential to promote language acquisition.

2.2   Features of the concept of competence

The concept of competence is multidimensional and includes different levels. First, 'knowledge' is the domain of theoretical and conceptual content, for instance: data, concepts, and knowledge. Second, 'skills' are the abilities to apply knowledge in practice, for instance: abilities, skills, methods of action. Third, 'being' is the personal disposition, ethics, identity, responsibility, for example: attitudes and values that guide behavior. Finally, 'social skills' are the appropriate behavior in social and professional contexts, emotional intelligence and protocol, for instance: capabilities related to interpersonal communication and cooperative work. Therefore, 'competence' is the ability to well perform in complex and authentic contexts where the main feature of the concept of competence is performance.

Zapata (2015) deduced the existence of three performance traits that are related to the concept of competence. The first feature is associated with the performance of a technical type or execution within a specific discipline that entails everything implicit in what the subject does or should do. The student responds using all his knowledge, abilities, skills, and attitudes. The second feature of the performance is the execution of a specific activity. It implies putting into use or managing everything that the subject knows, the same that is continuous, and that will develop in terms of autonomy since its importance lies in the variation of learning and knowing how to be based on the situation in which the performance takes place demands. The third trait is related to the performances in which it is expressed, in which both knowing and knowing how to be involved

Chomsky (1985), in his work entitled *'Aspects of Theory of Syntax,'* based on language theories, defines competence as "the ability and willingness to perform and to interpret" (p. 5) emphasizing once again 'performance.', this implies that the learning of foreign languages is based mainly on the knowledge of a procedural type whose purpose is for students to apply this knowledge for communication in it, where knowledge of linguistic, attitudinal and strategic aspects are implicit. Consequently, communicative performance in different situations must express the knowledge and command or mastery of the foreign language that the student has acquired or possesses.

2.3 Factors that are involved in the teaching and learning process of the English language

The problem this research addresses is the inconsistency between the qualification of accreditation of the English language discipline and the deficient degree of acquisition of communicative competence. That is to say, the student has difficulties when communicating between speakers of the English language and much less the minimum compliance required by the educational quality standards for learning the English language, which implies that it is not enough to cover the demands of the student to face the needs of the modern world. In order to explore this problem, this book studies the main factors related to the teaching, learning, and evaluation process seen from the student, teacher, and content interactive triangle.

2.4 Learning quality

The improvement of the quality of learning is a requirement at present due to the vertiginous change of the knowledge society, the labor field, the academic field, society itself, and the economy, among others, because tomorrow will be completely different for which we need citizens with a greater development to create, to learn new things, of more holistic reflection and broader and more complex decision-making (Caicedo, Miranda, Guanga & Guanga, 2025). This implies that the teaching process regardless of If it is approved or not, becomes effective and applicable learning maintained over time, and reconstructed so that students develop and expand their cognitive space that allows them to enrich their intellectual capacities.

Today's society demands greater authenticity of learning than in previous times or at least a different quality each time of greater depth. The quality of learning involves the elements that intervene in the educational process and its new challenges according to current needs: teaching is centered on the student and their learning whose role of the teacher is to establish priorities concerning the means to use in the process; learning must be effective in order

to develop skills by the demands of modern society; the evaluation should not only demonstrate the results but also stimulate the desired learning. In summary, the quality of learning determines the substance of learning (Tian, et al., 2024). Therefore, quality learning captures the most important contents and retains them in long-term memory since they integrate significantly with previously acquired knowledge.

2.4.1 Concepts about the Quality of Education

The concept of quality in education encompasses more than academic performance; it includes equity, relevance, and effectiveness in learning outcomes. Quality education ensures all learners acquire the necessary knowledge, skills, and values for lifelong development. It adapts to social changes, promotes inclusion, and prepares individuals for personal and societal growth. So, revising some conceptions about the quality of education carried out by some authors, for instance: Muñoz (2003) explains that:

> "Education is of quality when it is aimed at satisfying the aspirations of all the sectors that make up the society to which it is directed; if, in doing so, the goals pursued in each case are effectively achieved; if it is generated through culturally relevant processes, making optimal use of the resources necessary to deliver it and ensuring that the opportunities to receive it and the social and economic benefits derived from it are distributed equitably among the various sectors of the society to which it is directed" (p. 81).

Graells (2002) maintains that "quality in education ensures that all young people acquire the knowledge, abilities, skills, and attitudes necessary to equip them for adult life" (p. 13). For Crosby (2004) "quality is defined entirely in meeting the requirements." (p. 52). Wesseler (1998) points out that "educational quality represents a relationship within a context or a system, this means that there is a correspondence between the internal relations of the institution and the external needs of society and the workplace." (p. 20). On the other hand, Delgado et al. (2021) establishes that "quality is the development in all steps and processes until a hundred percent defect-free production is achieved," (p. 1215) as well as Casanova (1999) concluded that the quality of education depends largely in the rigor of the assessment where assess is not always easy, but it is always unavoidable.

From the above, the quality of education can be understood from three dimensions. The first dimension refers to the 'efficiency' of learning students achieve, evidenced through their learning achievements, thus showing what they have learned as planned in their academic programs. The second dimension refers to what is learned in the system and its importance in its social and individual context; this implies that the contents must respond to the needs of students for their development as a person that allows them to perform effectively in different areas of society. The third dimension refers to the quality with which the processes and learning environments provided by the educational system to students are executed for the development of the educational process.

2.4.2   Quality of Learning from the constructivist perspective

Learning under constructivism is understood "as active process that requires the student to take elements, contrast them, integrate them, reconstruct and interpret them since knowledge is built from the student's own experience and the information receive" (López, 2005, p. 232). Similarly, (Carretero, 2001) defines the quality of learning like:

> "A process of adjustment to the educational needs of students based on the criteria of the volume of information remembered; information explained from a personal understanding: the ability to solve problems from information obtained; transformation, change, and improvement in favor of the student as an active, autonomous and independent participant." (p. 250).

2.4.3   Characteristics of quality learning

Bowden & Marton (2012) Considers that the only way for students to achieve quality learning is "by confronting them with situations in which they have to apply new knowledge to solve realistic problems, make decisions and learn in an autonomous, reflective and criticism." (p, 159). The student can apply her knowledge to solve problems and generalize to new situations.

On the other hand, Vizcarro & Juárez (2008) concluded that the quality learning must meet the following characteristics: diverse, active, independent, cooperative, critical, and reflective, which are described in the following paragraphs.

1. **Diverse:** Quality learning refers to knowledge of facts and concepts, procedures, attitudes, values , and strategies.

2. **Active:** The student performs tasks where they must use their knowledge to solve real and socially significant problems.

3. **Independent:** The student must have the option to decide about the issues on which they will work and the strategies they will use; the same occurs in open and flexible environments that allow the student to make decisions about their goals, learning, and how to learn.

4. **Cooperative:** Teamwork allows students to contrast their knowledge with that of others to improve or create it while stimulating motivation and protecting discouragement; this allows responsible group work and interaction.

5. **Critical:** The student is capable of judging with appropriate criteria the contents, reasoning, methods, and procedures used in a discipline or domain-specific, and it is favorable when the teacher acts as a model and, through adequate feedback, stimulates the student to apply the relevant criteria both to his work and to that of others.

6. **Reflexive:** The single action does not produce learning by itself; it must be accompanied by reflection on the action and its consequences.

Biggs (1999) argues that "for good learning to take place, it is necessary to have a good, well-structured knowledge base, an adequate motivational context, acting on the part of the learner and interaction with others." (p. 168). This leads to the teacher should promote the relevant sources of information, as well as the necessary guidance when the student needs it.

2.4.4 Characteristics of quality learning in a foreign language

To achieve quality learning is essential to create authentic English language learning tasks in communicative contexts that allow students to apply learning to new situations. In other words, the teaching-learning process of the language is aimed at the acquisition of communicative competence in the student in order to satisfy the modern social demand in its different contexts, for which the practice of communication is required through significant tasks whose context

is applicable to a real communication situation. In addition, one of the aspects to consider is that authentic tasks are considered motivating and interesting for students as long as their content is close to reality and, at the same time, must be reflective about how the language is learned and the results achieved which leads to the self-reflection of the student and to the reflective dialogue with the teacher, which could be achieved in the design of an evaluation that contemplates these characteristics (Nunan, 1985).

2.4.5 Teaching as a determinant factor of the quality of learning

There are different conceptions of the term 'teaching'. However, reference is made to the concept that best suits the needs of our research. Therefore, we can define teaching as an activity that facilitates learning, and this task is considered accomplished when we get students to learn (Jabborova & DI, 2021). A quality education "trains the student to acquire the knowledge, skills, and competencies necessary to function effectively in an environment that will develop as an individual, citizen, and professional." Applied to the field of English language teaching, Vizcarro (2007) argues that learning is of quality when:

> "It trains the student to acquire knowledge of the language, its culture, and others related to communication and learning strategies, as well as the development of language skills that allow the acquisition of communicative competence to interact with others using this language." (p. 18)

In the same way, Martin (2006) maintains that "you learn in many ways and teaching is subsidiary to learning, which means that the student learns, and it is the responsibility of the teacher to facilitate or enable their learning" (p. 23), completely changing the old belief about the educational process where learning depended on teaching. On the other hand, learning is defined as "a consequence of actions aimed at the construction of knowledge, the development of skills, the formation of attitudes oriented towards educational objectives that vary according to the teachings and educational stages (Pérez, 1994). This implies that learning is a motor for people's intellectual development, and cultural aspects are closely related to the level of development reached and the knowledge developed with previous experiences.

2.5 Role of the teacher in teaching based on constructivist learning

From the constructivist perspective, the teacher is seen as a guide or counselor of didactic action, as a teacher who learns from his action and reflection on his teaching practice, and as a facilitator of the learning of his students. In this process, the student must have the opportunity to explore the subject, module, or discipline by himself in order to solve relevant problems, accompanied by the teacher, whose function is to guide him and confront him with various situations that imply the resolution of meaningful and realistic tasks.

Under this perspective applied to the learning of foreign languages, the role of the teacher is to help overcome the obstacles that the student encounters in his process of acquiring communicative competence, guiding him to avoid making the same mistakes, either due to interference of the mother tongue or by some other factor. Blanco (2016) points out that:

> "The acquisition of a foreign language is a succession of stages through which the student will have to go through to know, internalize and use the rules that make up that complex whole that configures a language as an instrument of communication. In this process, the student is acquiring a series of grammatical, lexical, functional, and cultural tools and developing their learning and communication strategies, which increases linguistic and communicative competence." (p. 4).

The teacher's main function is to help students on this path. In academic learning, the action must be accompanied by intense interaction with the teacher who guides learning in acquiring knowledge. From what was stated by Blanco and Vizcarro, the main function of the teacher is clearly described, from which it can be inferred that the main function of the teacher in the acquisition of a foreign language lies in his role as a guide or facilitator of learning, providing the student with all the facilities and instruments that allow them to reach an efficient degree in the acquisition of communicative competence that enable them to use the language in their daily lives.

Another element to consider in this educational process lies in the role of the teacher as a mediator in promoting student participation in the communicative tasks that are designed for classroom work, given that the classroom must be seen as a social context by itself, which means that it is valued both as a space for learning and communication (García, 2021; Martínez, 2022; Pérez, 2023).

It implies that the teacher's discourse is as important as the discourse that can be generated in the classroom. Therefore, this perspective reflects the incidence of the context of the foreign language class in the learning process, the same that is not understood as a copy or reflection of everyday reality but rather as a context that is formed by itself as a reality that is built by the agents of the process looking for similarity with the real world (Ramírez, 2020).

2.6   Concepts that predominate in teaching

Faced with the dizzying social, political, economic, scientific, technological, and educational changes, educational systems are forced to make changes that lead their students to meet the demands of this new world, which is why the conception of teaching that should predominate is the one centered on the student that allows guiding the student to arouse interest in knowledge and develop critical and independent thinking, and motivating for the construction of their knowledge through autonomous work that allows them to perform efficiently in different contexts of their daily life. However, at present, it can still be observed that teaching is conceived as the transmission of information; its process is centered on the teacher based on the reproduction of learning, and its evaluation is directed at the quantity and fidelity of the training reproduced (González, 2020; López, 2021; Pérez, 2022).

To sum up, constructivism remains a fundamental basis for understanding the role of the teacher as a mediator in contemporary education. Currently, it is emphasized that teachers should not only transmit content but also facilitate active, reflective, and collaborative learning, tailored to the individual and contextual needs of students.

2.7   Methodology as an essential factor in teaching

In the educational field, it is very complex to affirm that there is a unique methodology to develop the teaching process oriented to student learning efficiently. Therefore, the methodology refers to the relationship between the approach or teaching philosophy and the techniques that derive from said philosophy. Richards & Rodgers (2001) pointed out that "methodology is what unites theory and practice, and within the theory, one can speak of a method that is a fixed teaching system, with prescribed techniques and practices." (p. 20).

It is complex to develop the communicative competence of a foreign language based on a single methodology and a series of fixed techniques. Therefore, this process requires various approaches and flexibility in its methods and techniques that allow students to achieve knowledge, skills, and attitudes to use the English language as a vehicle for efficient communication between speakers of this language in different contexts. However, the method must be aligned with the principles of particularity, practicality, and possibility (Kumaravadivelu, 2003). The specificity refers to the fact that the techniques used by teachers must take into account where, when, and who is being taught. Practicality means that a technique must be applicable to a real situation. Otherwise, the connection between theory and practice could not be made.

The principle of possibility means that a technique must be socially, culturally, and politically appropriate, this means that the acquisition of a second language is promoted when the following conditions are met: the individual differences of the students are recognized; communicative activities are proposed that allow the implementation of the linguistic resources that are considered in the different communicative actions; the necessary language activities are integrated: comprehension, expression, and interaction; the learning objectives are clear on the part of the students; emphasis is placed on meaning as well as form.

Furthermore, teaching materials and activities are as authentic as possible; students are taught to use learning strategies in order to be more efficient and autonomous; autonomous learning is encouraged; communicate through interaction in the foreign language; there is descriptive and constructive feedback; students are exposed to a wide variety of reading, writing, listening and speaking activities, teaching techniques and language forms in order to develop

communicative competence; the evaluative practices are continuous, formative, authentic and in congruence with the curricular objectives.

According to Casa & Ramírez (1998 cited in Pérez, 2007), this set of decisions "derives from the characterization of each of the curricular components of the way to specify them in an educational context that facilitates the development of the teaching and learning process expressed in educational intentions" (p. 123). Therefore, to decide or select the methodology, certain factors must be considered, such as the previous experience of the teacher; own conceptions about what is supposed to be taught or learned; the relationship between the selected methodology and its teaching objectives; characteristics of the students, and the content.

2.8   Factors that intervene in the quality of learning from the student's point of view

In the present study, we assume the constructivist learning approach where the student is considered as a subject capable of building and rebuilding their knowledge.

2.8.1   Learning from the constructivist perspective

Hernández (1996) defends the idea that "development and learning are the results of a construction process and that knowledge does not enter the student as an empty box since it has previous references, from which it can organize their learning" (p. 48). Thus, constructivism maintains that learning is essentially active because the student learns from the schemes he already knows and incorporates them into his experience concerning the environment surrounding him so that each student constantly modifies his learning according to his experiences (Abbott & Ryan, 1999). In the same way, González, García & Ramírez, 2015) defined learning as "a complete organizing activity of the student who elaborates his knowledge from revisions, selections, transformations, and restructuring of his old relevant knowledge in cooperation with the teacher and his classmates." (p. 113), thus learning is built by the apprentice.

2.8.2 Factors involved in the student's constructivist mental activity

In the school environment, a set of cognitive, affective, and relational factors intervene that are directly linked to the learning approach, which is defined as the set of intentions that condition students' performance during the learning process, and these approaches can be deep, superficial, or strategic. Firs, the approach is deep when the intention to give information a personal meaning leads to an active learning process in which the student transforms the learning material to make sense of it. Second, the approach is superficial when the intention is to accomplish the task with the minimum effort; this leads to reproduction rather than the interpretation of the information. Finally, the strategic approach focuses on organizing effort and time based on evaluation demands. Pérez & Alvarez (2000) consider that the "factors that intervene in mental activity are: cognitive factors and relational and affective factors." (p. 11).

2.8.2.1 *Cognitive factors*

Among the main cognitive factors to consider is the conception students have of learning; and the set that allows them to interpret and transform the new content. Prior knowledge is understood as all that the student has built on his previous educational experiences, whether in school or not, or spontaneous learning because, unfortunately, prior knowledge is immediately related to the declarative knowledge that one has regarding the subject or matter only. Therefore, this prior knowledge must also include affective and attitudinal knowledge.

2.8.2.2 *Relational and affective factors*

According to Pérez & Álvarez (2000):

"The relational and affective factors that influence students to give meaning to learning are the representation of the task, interest, and motivation for the task and its content, and the degree of competence that the student possesses to develop and carry out the task." task independently, that is, their self-concept and self-esteem." (p.11).

According to Vazquez & Risso (2022) the self-control is defined as a "the set of perceptions, thoughts and feelings that an individual has about himself,

and arises as a result of the interaction of personal and social factors." (p. 220). While Núñez & González (1994) define self-concept "the personal and subjective evaluation that the student makes of himself as a determinant of school success or failure" (p. 86). This means that these self-perceptions that form the self-concept are based on the experiences derived from the roles that the individual plays throughout life, personal characteristics and attributes, and beliefs held.

The process of self-assessment of the consequences or causes of the behavior carried out by the subject has been called causal attribution (Weiner, 1974), whose objective is to know and understand how subjects seek and interpret the causes of events. On the other hand, the construction of knowledge in the classroom is done by the relationship that is created between the teacher and the student, for which the two agents must share the learning objectives that allow them to jointly guide the activity, regulate the process and evaluate the results and efficiency of the activity carried out (Barberà & Mauri, 2007). In addition, we find a third element to consider in the process, such as the content that must be integrated so that they are significant and functional that responds to the variety and complexity of interests, problems, and needs that occur in the educational reality, which gives rise to an interactive triangle that positively affects the self-esteem of teachers and students, preferably by being considered part of the content management process, selecting, organizing, and integrating information through a flexible, negotiated, and personalized curriculum.

2.9   Role of the Student in the foreign language learning process

The role of the student under this new approach must be active so that he appropriates the usual procedures for regulating the learning activity itself, and this allows him to progress autonomously and responsibly in the acquisition of new knowledge and skills, which implies that the learning of a foreign language is based on the use of the language in communicative situations for the negotiation of meaning in which the student makes use of a strategic, self-regulated and situated learning that provides tools for learning for the whole life. For this, they must acquire general and specific language skills, and the vehicle for communicative interaction will be language skills (writing, listening, reading, and speaking).

In contemporary foreign language education, the student's role has evolved from a passive recipient of knowledge to an active participant in their learning journey. Recent studies underscore the significance of learner autonomy and engagement in enhancing language acquisition outcomes. A study by Daflizar, Sulistiyo, and Kamil (2022) emphasizes that students' autonomy in selecting learning strategies and resources significantly influences their language learning success. Their research indicates that when students take responsibility for their learning, they are more likely to engage deeply and persistently, leading to improved proficiency (p. 257).

Furthermore, a study by Li, Ismail, and Razali (2024) in Chinese vocational colleges highlights that fostering learner autonomy can bridge the gap between classroom instruction and real-world language use. Their findings suggest that students who actively engage in self-directed learning activities outside the classroom demonstrate better language skills and adaptability (p. 3095). Moreover, Ludwiga and Tassinari (2021) discuss how online learning environments have reshaped the student's role, providing opportunities for greater autonomy. Their research indicates that students who embrace digital tools and resources can tailor their learning experiences to their individual needs, enhancing motivation and language proficiency (p. 217).

These studies collectively illustrate that the student's active involvement, through autonomy and engagement, is crucial in the foreign language learning process. Educators are encouraged to create environments that support and cultivate these attributes, facilitating more effective and personalized language acquisition. In summary, the student's role in foreign language learning is multifaceted, encompassing active participation, motivation, and self-regulation. Teachers should foster an environment that encourages student autonomy and provides opportunities for meaningful communication to maximize language acquisition.

2.10   Technology in teaching-learning of the English language

In today's world, technology has made a wealth of resources available for educational purposes, aiding educators in facilitating activities within the

classroom. In addressing various concerns, technology significantly influences how instructors manage learning tasks and can be a catalyst for enhancing students' enthusiasm for learning. Acquiring a new language requires dedication to transform students' capabilities into a more innovative and actively designed approach for delivering content with adaptable scheduling and a personal touch in the classroom (Nufus, 2023, p.167).

This also enables educators to tailor instructional materials with suitable platforms that serve as effective tools for teaching. Numerous platforms can support teaching and enrich classroom engagement, including YouTube, Telegram, WhatsApp, and more. Undoubtedly, contemporary technologies have integrated into all aspects of education, as smartphones and gadgets have become commonplace and facilitate access to educational materials through the Internet or various social media platforms, proving to be extremely beneficial for learners. Consequently, the incorporation of technology and learning platforms positively affects students' academic achievements, and the use of platforms like Video Blogging, YouTube, Telegram, WhatsApp, and Video Podcast boosts students' motivation to learn.

There are many platforms that can be used in teaching, such as YouTube, Telegram, Podcast, Video blogging, etc., they are the platforms that can be used as pedagogical media to improve students' learning. The teacher must have the ability to design appropriate media to enhance students' motivation in learning and facilitate them in the intuition among society, therefore, video blogging can be one media that can be used by the teacher in raising students' confidence and improving students' skill in language.

In accordance with (Palomino, 2020), to enhance the effectiveness of English language acquisition, it is essential for educators to receive training in the implementation and administration of innovative technological methods and resources. These advancements should aid in the language learning process, enabling students to apply their newly acquired skills in everyday situations. This highlights the necessity of utilizing appropriate tools and strategies for the optimal advancement of education (Innovación y Desarrollo Docente [IDD], 2021). Over the long run, these resources will enrich the teaching experience and improve their overall quality. Therefore, technology currently holds a significant position in student training. Educators need to be adept at fostering their own knowledge as well as that of their pupils, while also refining the delivery of the curriculum.

New approaches and tactics are emerging in education at this time, and several technological tools are being created for the good of society as a whole. To enable students to meet societal demands and, most importantly, learn a foreign language, it is crucial to upgrade the teaching-learning process through the use of technological strategies and to prepare young people for the new ways of acquiring knowledge. English is included in school and college curricula in Ecuador because, according to Beltran (2017), it is the most widely used language in the world and one of the universal languages of communication. Some of the reasons why using technology to teach English is so beneficial and motivating for students are as follows: a) It creates a desire to learn the language. b) Learners are free to set their own schedules and pace. c) The disadvantages of conventional teaching approaches are surmountable.

The use of technology in teaching provides teachers more chances in doing the teaching practically, and deals with student's needs, because students are familiar with the technology and the teacher did the same. And the challenges in utilizing technology for the students are understanding digital literacy to get information and use the technology as teaching and learning assistance in classroom activity. To enhance students' ability in learning, students can use many activities that relate to technology use, for example, watching video blogging, doing podcasts, making interaction with the speaker, understanding the communication, write in WhatsApp or Edmodo and doing many language activities in some application enable students to enjoy learning (Paredes & Gutierrez, 2020; Sari & Rahmawati, 2020).

Technology grows rapidly and it runs quickly to be improved and affects the whole teaching and learning activity. The use of media can enrich the vocabulary of students and introduce cultural resources for every region and nation that they seek, helping them to increase knowledge in terms of pronunciation, and improving the ability to understand English language in general. Thus, the students will continue to use video blogging to enrich their knowledge related to speaking skills.

2.10.1 Technological tools for learning English as a Foreign Language

In today's world, utilizing technology is essential, as it connects societies globally in a digital realm, facilitating a distinctive bond among educators, learners, and the outside world. These technological advancements provide

educational assistance through valuable and tailored resources. Furthermore, they introduce various motivational elements in the acquisition of English as a foreign language and open avenues for feedback regarding students' progress. One of the key characteristics associated with their application is that technological tools lead student learning, promote autonomous student efforts, enhance evaluation methods, and supply relevant information for the development of new knowledge (Cuesta & Grados, 2017). Bahrani (2011) has identified five levels of technology that can support teaching activities in the classroom which includes the physical level of the technology (mobile phone, laptop, etc), the management level that enable the administration and the tracking of language course, the application level which show processing software, email, etc. and the resource level which includes to the authentic material such as digital newspaper, finally the technology provides the tools for improving the ability in language (p.16).

Therefore, the teacher is expected to imply the technology in teaching to ease and assist students' understanding the material shared and explained in the classroom for this reason described some examples of technology that supports learning English as a foreign language, thus the use of technology in teaching provide teachers more chances in doing the teaching practically, and deal with student's need, because students are familiar with the technology and teacher did the same.

The platforms that are used in teaching create teachers more creatively to design the teaching preparation and material joyfully and it enable students identify the topic easily, the platform that can be used in teaching such as video blogging, podcast and Edmodo, etc.

2.10.1.1   Online Learning Programs

These digital platforms offer a diverse range of courses and learning experiences, catering to learners worldwide with varying educational needs and preferences. The adaptability, accessibility, and scalability of online learning have made it a crucial component of modern education, providing learners with opportunities to pursue their studies remotely, at their own pace, and according to their unique learning styles. The effectiveness of these platforms is continually enhanced through the integration of innovative technologies and pedagogical strategies, including gamification, artificial intelligence (AI), and advanced

analytics (Greenhow & Galvin, 2020). These elements work together to create a more engaging, personalized, and effective learning environment, overcoming some of the traditional challenges associated with remote education

Integration of Gamification in Online Courses

Gamification in online courses has emerged as a powerful strategy to enhance learner engagement and motivation. By incorporating elements common in games, such as points, badges, leaderboards, and challenges, educators can transform the learning experience into an interactive and enjoyable journey. This approach taps into the innate human desires for achievement and competition, encouraging learners to engage more deeply with the material and persist through challenges. Remarkably, gamification also facilitates immediate feedback, allowing learners to understand their progress and areas for improvement in real-time (Huseynov & Huseynov, 2022). However, the effectiveness of gamification hinges on its thoughtful integration into the educational content. It requires a delicate balance to ensure that game elements enhance learning without overshadowing the educational objectives. Successful gamification strategies are those that align closely with learning outcomes, promoting not just engagement but also the acquisition of knowledge and skills. As such, educators and course designers must carefully consider how each gamified element contributes to the overall learning experience, ensuring that it remains relevant, challenging, and, most importantly, educational (Vargas-Macías et al., 2020).

The Role of AI in Personalizing Learning Experiences

AI-powered platforms can analyze a learner's interactions, performance, and preferences to tailor the content, pace, and complexity of educational materials. This personalization ensures that each learner is presented with challenges that are neither too easy nor too difficult, fostering an optimal learning environment. By adapting to individual learning styles and needs, AI helps to maximize engagement and efficiency, making education more accessible and effective for a diverse range of learners (Khazanchi et al., 2021).

Analytics and Reporting Features for Educators

They have become indispensable tools for educators in the digital age, offering insights into learner engagement, performance, and progress. These tools enable educators to track a wide range of metrics, such as completion rates, time spent on tasks, and assessment scores, providing a comprehensive overview of the learning process. With this data, educators can identify trends, pinpoint areas where learners struggle, and adjust their teaching strategies accordingly. Moreover, analytics can highlight the effectiveness of different content types and methodologies, guiding educators in refining their courses for better outcomes (Vytasek et al., 2020). These insights can lead to more informed decision-making, from curriculum development to resource allocation. In sum, analytics and reporting features not only empower educators to enhance individual learning experiences but also contribute to the continuous improvement of educational systems (Romero & Ventura, 2020).

2.10.1.2 *Mobile applications for language learning*

Mobile applications for language learning have emerged as powerful tools for facilitating language acquisition on a global scale. These applications leverage the ubiquity and portability of smartphones to provide learners with convenient, accessible, and effective means of improving their language skills. By integrating innovative technologies such as speech recognition, gamification, and adaptive learning algorithms, language learning apps offer a personalized and interactive learning experience that caters to the diverse needs and learning styles of users. Additionally, the incorporation of social features within these apps fosters a sense of community and global connection among learners, further enhancing the learning process. The ability to access language learning content offline also addresses the challenge of internet connectivity, ensuring that learning can continue uninterrupted, anytime, and anywhere. Together, these features represent a holistic approach to language learning, combining the flexibility of mobile technology with the depth and engagement of traditional language education methods (Shahrol et al., 2020).

Speech Recognition Technologies in Language Learning Apps

Speech recognition technologies have become a cornerstone in the development of language learning applications, revolutionizing the way users practice and improve their pronunciation and listening skills. These technologies allow for real-time feedback on pronunciation, intonation, and fluency, offering learners a personalized and interactive experience that closely mimics natural conversation with a native speaker (Pragt et al., 2021). Therefore, the integration of speech recognition into language learning apps also opens new possibilities for interactive exercises, such as simulated conversations and pronunciation challenges, making learning both effective and enjoyable.

Gamified Learning Paths in Mobile Apps

They have emerged as an innovative approach to maintain learner engagement and motivation. By incorporating elements of gamification such as points, levels, badges, and leaderboards, these apps transform the learning process into a compelling journey. This approach not only makes learning more enjoyable but also leverages the natural human propensity for competition and achievement, helping learners to stay focused and oriented towards their learning objectives (Szeto et al., 2021). To sum up, this mobile technology offering learners a dynamic and interactive way to acquire new knowledge and skills (Willig et al., 2021).

Social Features: Connecting Learners Worldwide

This social connectivity provides emotional support and motivation, as learners can engage with peers facing similar challenges used forums, chat rooms, and peer-to-peer challenges encourage interaction and collaboration among users, enabling them to share tips, experiences, and cultural insights. The opportunity to practice with native speakers or fellow learners enhances language skills in a more natural and varied context, breaking down geographical and cultural barriers to language education (Siddig, 2020). Moreover, social features facilitate a collaborative learning environment where users can engage in language exchange, offering and receiving feedback on language exercises. This peer-assisted learning approach leverages the collective knowledge and experience of the community, accelerating the learning process.

2.10.1.3   Blogs and wikis as educational tools

Nowadays, blogs and wikis are pedagogical tools which enable educators and students to create, disseminate, and interact with content in a dynamic, accessible, and flexible manner transformed traditional learning environments (Fletcher et al., 2020). Therefore, the interactive nature of blogs and wikis supports a variety of instructional strategies, including collaborative projects, reflective writing, and peer-to-peer learning, thereby enhancing the depth and breadth of educational

Collaborative Learning Through Wikis

This tool leveraging the collective knowledge and efforts of students to construct a comprehensive repository of information on a given subject. Wikis, as dynamic, editable web platforms, encourage participation from all students, allowing them to contribute, modify, and refine content collectively (Yuliana et al., 2020). The use of wikis in educational settings promotes active learning, as students are not passive recipients of information but active contributors to the knowledge base. This active engagement with the material enhances retention and comprehension, as students must critically evaluate and synthesize information to contribute effectively. The collaborative environment of a wiki also encourages communication and teamwork, as students must coordinate their efforts and engage in discussions to achieve a consensus on the content presented (Omodan, 2021).

Enhancing Classroom Engagement with Educational Blogs

Educational blogs enhance classroom engagement, offering a platform for students and educators to share insights, reflections, and learning experiences. By writing and publishing blog posts, students enhance their writing and communication skills, while also engaging in critical thinking and personal reflection (Guerin et al., 2020). Moreover, the students take on more active roles as creators of knowledge rather than mere consumers which interactive dialogue enriches the learning experience, providing immediate feedback and fostering a supportive learning community due to blogs offer flexibility in terms of content and format, accommodating diverse learning styles and interests.

Student-Created Content and Peer Feedback

It represents a transformative approach to learning because of emphasizing the active role of students creating and sharing their knowledge and understanding in an accurate and compelling style. In addition, this approach nurtures a variety of skills, including critical thinking, creativity, and technological literacy. At the same time, peer feedback provides students with diverse perspectives on their work to develop their evaluative and constructive criticism skills, essential competencies in both academic and professional settings. Thus, the integration of student-created content and peer feedback into the curriculum can significantly enrich the educational experience, fostering a more engaging, collaborative, and reflective learning environment (Torres et al., 2020).

Integrating Multimedia in Blogs and Wikis

The integration of multimedia in blogs and wikis enhances the richness and diversity of educational content, offering learners a more engaging and interactive experience. Utilizing various forms of media such as videos, images, audio clips, and interactive simulations can cater to different learning styles, making information more accessible and easier to comprehend. Moreover, multimedia integration encourages students to engage with the material on a deeper level, prompting exploration and further inquiry. However, the effective use of multimedia in educational blogs and wikis requires careful planning and consideration of educational objectives. For that reason, integrating multimedia into blogs and wikis can significantly enrich the educational landscape, providing students with a more vibrant and immersive learning experience (Mayer, 2005).

2.10.1.4 *Virtual reality (VR) and augmented reality (AR) in English teaching*

The integration of VR and AR in English classroom offer unprecedented opportunities for learners to engage with the English language in environments that simulate real-world interactions and cultural contexts given the opportunity to practice language target and improve their language skills in a variety of simulated scenarios. Using VR, learners can be transported to virtual environments that offer authentic language practice opportunities, while AR brings digital elements

into the real world, enriching the learner's environment with interactive language learning cues. Both, in English teaching not only signify a leap towards more engaging and effective language learning methods but also highlight the potential of technology to bridge the gap between language education and authentic linguistic and cultural experiences (Ma'arif, Abdullah, Fatimah, & Hidayati, 2021).

AR Applications for Vocabulary Acquisition

It is a dynamic tool for vocabulary acquisition, blending the physical world with digital enhancements to create engaging and interactive learning experiences. AR apps make vocabulary learning more tangible and memorable where learners can point their devices at objects to see and hear the corresponding word in the target language, facilitating a direct connection between the word and its physical representation. In addition, AR applications also incorporate gamification elements such as scoring systems, challenges, and rewards, which motivate learners to continue exploring and acquiring new words, also it promotes critical thinking and problem-solving skills as learners navigate through tasks (Smith et al., 2023).

Enhancing Pronunciation with AR and VR Tools

AR and VR allow students to practice and refine their pronunciation skills in realistic and engaging contexts. Both applications use speech recognition technologies to provide instant feedback on pronunciation accuracy, intonation, and rhythm, allowing learners to make immediate corrections (Parmaxi, 2023). These tools create a safe space for practice, free from the anxiety and embarrassment often associated with speaking in a new language focusing on phonemes or intonation patterns that are challenging for students, and with these tools learners can practice more engaging and enjoyably.

Incorporating VR/AR in ESL Classroom Activities

VR can transport students to English speaking environments, where they can practice language skills in a variety of real-world contexts. On the other hand, RA support to the English class with interactive activities where RA can animate

textbooks, flashcards, and other educational materials, making vocabulary and grammar lessons more engaging and memorable. Then, the interactive and visually stimulating nature of AR enhances student engagement and motivation, making language learning a more dynamic and enjoyable experience (Afnan et al., 2021)

CHAPTER III:
COMMUNICATIVE COMPETENCE IN LEARNING THE ENGLISH LANGUAGE

3.1 The emergence of the competence-based approach

The competence-based approach arises from the need to address the widespread dissatisfaction with the quality of educational systems by virtue of the fact that contemporary human beings currently face an open, complex, uncertain, fluid, and changing panorama for which the modern citizen must have a comprehensive professional training with a variety of knowledge, skills or abilities to function in different contexts and possess values that allow them to interact with other groups of people that would enable them to have efficient access to this new social, labor, economic, scientific world and technological. Therefore, the school must drastically change its function and work because the teaching of life and the customs of the past are not enough to face the challenges of the present and future demands. Daflizar, Sulistiyo, & Kamil, (2022) stablish that "the competency-based approach adheres to interactional and functional views of language learning; it advocates the determination of learning goals in terms of measurable and precise descriptions of knowledge, skills and behaviors, expected from the part of learners at the end of a course of study." (p.4)

Another author, such as Barnett (1999), argues that one lives in highly complex contexts and situations when faced with diverse data and multiple frames of interpretation of action and self-identity. On the other hand, Lukasiewicz (1994), in his postulate called 'the explosion of ignorance' states that "the world is radically unknowable, our knowledge is aimed at changing it and the more knowledge we develop, the more it is modified, and the new world expands territory to know." (p.111)

Consequently, in order to respond to all these needs in the 70s, the United States of North America, England, and Australia promoted competition standards in order to respond to the needs of developing the labor force in such a way that

the professional can be successfully inserted in the context of a competitive global economy, which leads the educational system to re-direct its educational process. In response to this need in the last decade, the "Competence Approach" has emerged as an educational innovation capable of regulating global educational policy.

New ideas are incorporated into the process from the Sciences of Education, Psycholinguistics, Sociolinguistics, and Pragmatics so that Sociolinguistics and Pragmatics have transformed the concept of the object of study of the language since it is no longer enough to teach only the language linguistic system but the way to use it properly to communicate, highlighting the need to contextualize the language to correctly interpret the meanings and communicate based on a communicative objective. On the other hand, psycholinguistics points out the different strategies used to learn a language. Barone (2024) defines 'interlanguage' "where the error is no longer considered negative, which constitutes one of the learning principles communicative approaches that assumes this same position in the face of errors. Errors are not always errors, and you can also learn from them" (p. 82). The essence of the communicative approach focuses on the enrichment of the learning objectives; It is not just a matter of students acquiring a certain linguistic system, but rather that they are able to use it to communicate adequately and effectively.

From this approach, the class focuses on the students carrying out the tasks in interaction with each other, and the teacher participates more as an observer and facilitator, prioritizing the achievement of communicative competence. According to Labrado (2006), to use the language in this approach, students are offered tasks to perform where the language is practiced, focusing more on the functional aspect than the structural one. In addition, there needs to be more emphasis on correcting errors as fluency and communication become more important than the correct use of structure.

3.2   The concept of competence

Competence is a polysemic concept and difficult to grasp; it is ambiguous who's meaning the user proposes. However, competence is understood as the

way to improve the correspondence between education or training and the requirements of the work environment. It means that there are many authors who address the issue, such as:

"Competences are comprehensive actions to identify, interpret, argue and solve context problems, with suitability, ethical commitment, and continuous improvement integrating knowing how to be, knowing how to do and knowing how to know" (Tobón, 2001).Epstein & At the same time, Epstein & Hundert, (2002) define competence as the "habitual and judicious use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and the community." (p. 226)

Other authors like. Denyer, Furnémont, Poulain & Vanloubbeeck (2007) define the competence the set of elements that the subject can mobilize to resolve a situation successfully. Zabalza (2003) defines it as "the individual ability to undertake activities that require autonomous planning, execution, and control" and "the ability to use the knowledge and skills related to products and processes and, consequently, to act effectively to achieve an objective" (p. 71). Likewise, Zabala (2007) points out that these are "capabilities or skills (what) to carry out tasks or deal with various situations (for what) in an effective way (so what) in a given context, (where), for which it is necessary to mobilize attitudes, skills, and knowledge (employing what) at the same time and in an interrelated way (how)" (p. 48).

For UNESCO (2005), competence is an educational strategy based on the identification, demonstration, and learning of the knowledge, skills, attitudes, and behaviors required to play a specific role, exercise a profession, or carry out a specific career. And for Tuning Latin America (2007) the competencies include knowledge, understanding, and skills that the student is expected to master, understand and demonstrate after completing a short or long learning process.

Alvarez (2008) points out that the concept of competencies entails knowing and knowing how to do, theory and practice, knowledge and action, reflection and action. This represents a change in the focus of knowledge because competence entails knowledge. The knowing represents that to knowing how which leads to forming a competent subject, capable of identifying various response options. In addition, knows how to choose the correct action scheme to solve effectively and opportune the complex situation that is presented to him, be it in his personal,

social and work or professional life (Denyer, et al., 2007; Zabala & Arnau, 2008). Therefore, this answer cannot be simple or mechanical or routine, it will necessarily have to be complex, holistic and comprehensive, as real-life problems are (Rychen & Hersh, 2001, 2006).

3.3   Emergence of the concept of communicative competence

The concept of 'communicative competence' has its origin in the concept of theoretical 'linguistic competence' within the framework of generative grammar postulated by (Chomsky, 1965), who makes a clear distinction between competence and performance. Competence is the knowledge that the speaker-listener has of the language, and performance is the actual use of the language in concrete situations. However, Chomsky (1980) continue in his studies, recognizes that, in addition to grammatical competence, there is also pragmatic competence referring to the knowledge of the conditions and the appropriate way of use according to various purposes.

Chomsky had many critics of his theory because his study delves into competence and not performance, such as Lyons (1970) argues that the ability to use language correctly in a variety of socially determined situations is a part as central to linguistic competence as the ability to produce grammatically correct sentences.

Campbell & Wales (1970) insist on the idea that the grammaticality of sentences is not enough, the ability to produce or understand sentences that are not so grammatical but more important appropriate to the context in which they take place. Also, Hymes (1972) argues that there are usage rules without which grammatical rules would be useless, just as syntactic rules may control aspects of phonology, and semantic rules may control aspects of syntax, act rules of speech act as factors controlling the linguistic form. In summary, all these scholars consider Chomsky's concept inadequate because it is limited to the linguistic competence of the ideal speaker-listener in a homogeneous society and needs to consider central aspects of language use since his theory focuses mainly on grammatical rules.

At present, communicative competence is one of the most important concepts in applied linguistics for the teaching-learning process of foreign languages from practice since it is understood as a set of linguistic processes that are developed during life to participate in all communicative contexts and of human society with efficiency and skill, through language skills (understanding, listening, speaking and reading), these being the reasons why its concept has received the influence of other theories such as anthropology, psycholinguistics, and sociolinguistics, thus making it an interdisciplinary concept (Cenoz, 1996). Consequently, it can be affirmed that Chomsky's definition under his postulate of 'generative grammar' represents the starting point of the communicative competence studied in this research, as well as other later approaches, and that, furthermore, the controversy over the concept of linguistic competence has favored the acceptance of the concept of communicative competence as a fundamental concept in the acquisition and teaching of languages (Llurda, 2000).

3.4   Communicative competence

In the 1970s, they postulated communication competence or communicative competence based on what a speaker must know to establish effective communication in significant cultural situations and to issue verbal messages congruent with the problem, which led to different postulates to define communicative competence, such as: From the perspective of ethnography, Hymes, (1974) points out that "communicative competence is a person's ability to communicate, a capacity that encompasses both knowledge of the language and the ability to use it; and the acquisition of such competence is mediated by social experience, needs and motivations, and action, which is at the same time a renewed source of motivations, needs, and experiences (p. 56). Another conception defines "communicative competence as a capacity that includes not only the linguistic and grammatical ability to produce well-constructed sentences and to know how to interpret and make judgments about sentences produced by the speaker-listener or by others, but also, necessarily, It will consist, on the one hand, of a series of interrelated extralinguistic, social and semiotic skills, and the other, of a multifaceted and multiform linguistic ability." (Berruto, 1979, p. 18).

On the other hand, "Communicative competence comprises the skills and knowledge that an individual must have to be able to use linguistic and trans-linguistic systems that are available to them to communicate as a member of a given sociocultural community (Girón & Vallejo, 1992). The CEFR (2020) establishes differences between 'competence' and 'communicative competence,' therefore: it defines 'competence' as "the sum of knowledge, skills and individual characteristics that allow a person to perform actions" and 'communicative competence' as those "that enable a person to act using specifically linguistic means", thus relating to the concepts of communication and use. From the preceding, it is clear that communicative competence is manifested in daily communication in different contexts, which will allow us to function in culture and society efficiently as we acquire tools and experience for the development of our communicative competence, whose authentic exercise of discursive production and communicative interaction will be clear, timely and precise.

3.5   Competence models

They are continuing with the analysis of the conceptualization of communicative competence. Savignon (1983) proposes that communicative competence is interpersonal and not intrapersonal, relative, and not absolute, and different language users may present different degrees of communicative competence. Gumperz (1972) considers that communicative competence is what the speaker needs to communicate in culturally significant contexts. Saville & Troike (1989) believe that communicative competence also includes aspects of communication, such as speaking with people of different statuses, knowing turn-taking routines, or others related to the use of language in specific social contexts.

3.6   Canale and Swain model

This concept has been redefined since its first appearance (Hymes, 1971) with the contributions of various researchers until reaching what is now considered communicative competence: a complex network of sub-competences. Canale & Swain (1980) distinguish three components of communicative competence: grammatical, sociolinguistic, and strategic. This proposal seeks to go beyond grammatical competence as a teaching objective and as an evaluation in acquiring a foreign language.

3.6.1   Grammatical competence

This component covers the knowledge of lexical items and the rules of morphology, syntax, and semantics at the sentence grammar and phonology level. Therefore, this component focuses directly on the knowledge and skill required to understand and express the literal meaning of the sentences accurately.

3.6.2   Sociolinguistic competence

This second component makes it possible to use the language according to the norms of use and the norms of discourse that serve to interpret the statements in their social meaning because the sociocultural rules of use specify how the utterances are understood appropriately concerning the components of communicative sequences. Therefore, the sociolinguistic competence is the ability to adapt our linguistic production to the social context defines the people who participate in the interaction. It is about correctly using the different meanings according to the communication situation in which they occur. This sub-competence implies mastery of sociocultural rules, register, and linguistic varieties, as well as the register we use when we communicate with our friends, then when we do it with a person who, due to their age or hierarchy, requires us to be more formal.

3.6.3   Strategic competence

The third component is made up of verbal and non-verbal communication strategies whose action is required to compensate for communication difficulties

due to performance variables or insufficient competence. It means that both native speakers and language students use strategies to deal with the limitations imposed by their knowledge or the problems in accessing certain linguistic elements that may arise in the same act of communication, which are much more frequent and obvious in non-native speakers.

Manchón (1993) identifies some of the most frequent communicative strategies, such as: adjusting the message by using one term instead of another; using mime or gestures to make themselves understood; describing an object when its name is ignored; lexical coinages. This model was reviewed by Canale (1983), who established the difference between sociolinguistic and discursive competence. The first refers to characterizing the conditions that determine which statements are appropriate in certain situations, and the second relates to how grammatical forms and meanings are combined to obtain a unified spoken or written text.

In addition, the concept of strategy was expanded to include the compensatory characteristics of communication strategies to favor the rhetorical effect of the statements. It implies considering four dimensions or sub-competences within communicative competence. Besides, strategic competence includes the knowledge and use of strategies to learn a language and to use it effectively. We know the first as learning strategies and the second as communication strategies. This strategy refers to the mastery of verbal and non-verbal compensation strategies to control communication, reinforce its effectiveness, or compensate for insufficient knowledge of other skills.

Hymes (1971) argues that while linguistic theory should be seen as a more general theory that includes communication and knowledge of culture, his communicative competence theory defines "what an individual must know in order to communicate efficiently in a given discursive community, that is, the social dimension of the language, in the use that people make of those rules according to the context in which they are found".

3.6.4 Linguistic competence

It is knowledge of grammatical rules, mastery of the phonological and lexical system, mastery of the linguistic code, and the ability to use it correctly. Furthermore, Linguistic competence encompasses knowledge of grammar,

vocabulary, and language structure, enabling students to form correct sentences and understand linguistic forms, forming the basis for the development of other communicative competencies and new skills in language learning.

3.6.5 Discursive competence

It is the ability to relate the parts of a speech to each other and our speech to that of other interlocutors and produce and understand coherent messages. That is, we refer to the domain of coherence and cohesion resources.

For the above, it should be observed that communicative competence implies knowledge of rules and use of the language and the ability to use it effectively. On the other hand, it is recognized that the competence to communicate is developed by putting into practice the four communicative macro skills: oral expression, listening, reading, and writing from an integrated approach, in such a way that the student gradually incorporates them into their daily production of the foreign language in diverse communicative situations.

3.7   Bachman's model

Bachman (1990) distinguishes between organizational competence and pragmatic competence, whose model comes from evaluating the language within the acquisition of a foreign language.

3.7.1 Organizational Competence

The skills related to organizational competence refer to the organization of linguistic signals used in communication and how these signs are used to refer to people, objects, ideas, and feelings, and these skills are: grammatical and textual.

Grammatical competence includes the competence of linguistic use, and textual competence knows the conventions for linking sentences in such a way that they form a text, which occurs through cohesion and rhetorical organization.

Cohesion refers to explicitly marking semantic relationships such as reference, ellipsis, or lexical cohesion, and rhetorical organization refers to the general conceptual structure of the text and is related to the effect of the text on the language user (Dijk, 1977). And, rhetorical organization conventions include common development methods like narrative, description, comparison, classification, and process analysis.

3.7.2 Pragmatic Competence

This competence refers to the relationships between signs and referents, and the relations between language users and the context of communication. Pragmatic competence includes two dimensions, illocutionary competence and sociolinguistic competence. The first involves the analysis of the pragmatic conditions that determine whether an utterance is acceptable or not. That is, it refers to the relationship between the utterances and the acts or functions that the speakers try to perform through the utterances, and here they are distinguished ideational, manipulative, heuristic, and imaginative functions.

The second refers to characterizing the conditions that determine which statements are appropriate in certain situations and determine the register, dialect variety, and cultural references.

Bachman & Palmer (1996), in their recent studies, introduce some changes in pragmatic competence and consider that it has three cognitive components: lexical knowledge, which was previously included in grammatical competence; functional knowledge, which refers to the relationships between utterances and the communicative intentions of speakers, and is similar to, but broader than, the concept of illocutionary competence and sociolinguistic knowledge that had already been considered in the previous version of the model.

Furthermore, this model refers to strategic competence as a metacognitive strategy since it describes the mechanisms by which this competence works.

3.8   Celce-Murcia, Dörnyei and Thurreu models

Celce-Murcia, Dörnyei & Thurreu (1995) model offers a detailed and explicit description of the components of communicative competence, with content specifications that serve as a basis for curriculum design, materials development, and assessment in language teaching. For that reason, the purpose is outlined at the beginning of the article, where they point out the need for a clear pedagogical framework for communicative competence. distinguishes the following components: discursive competence; linguistic competence; action competition; sociocultural competence, and strategic competence.

3.8.1   Discursive competence

Discursive competence refers to selecting, sequencing, and organizing words, structures, phrases, and statements to obtain a unified oral or written text supported by the sub-areas of cohesion, deixis, coherence, generic structure, and conversational structure inherent to the alternation of turns.

3.8.2   Linguistic competence

This competence explicitly indicates including the lexical component and phonology in addition to grammar. Likewise, great importance is attached to formulaic constructions as part of linguistic competence.

3.8.3   Actional competence

This competence is defined as the ability to transmit and understand the communicative intent when performing and interpreting speech and linguistic functions. It includes knowledge of speech functions and speech acts.

3.8.4   Sociocultural competence

This competence refers to the knowledge that the speaker has to express messages appropriately in the sociocultural context of communication and

includes factors such as factors of the social context; stylistic factors; cultural factors; nonverbal communication factors.

3.8.5 Strategic Competence

This competence refers to the use of communication strategies, in addition to the psycholinguistic perspective, which includes compensatory strategies emphasizing interaction strategies that include strategies to check understanding or request help from the interlocutor.

3.9   Model Proposed by the Common European Framework: User or student competence.

The Common European Framework of Reference for the Teaching, Learning, and Evaluation of Languages (2020) proposes a model of communicative competence called the competence of the user or student in order to carry out the tasks and activities that are required to address the communicative situations in which who are involved, the users and students use various competencies developed in the course of their previous experience.

In turn, participation in communicative events results in greater development of the student's competencies, both in immediate use and in long-term use, for which part of the general competencies: under 'declarative knowledge (know), students must know the world, sociocultural knowledge, and intercultural awareness; 'skills and abilities' include practical and intercultural skills and abilities; 'existential competence' (knowing how to be) refers to individual factors related to their personality and characterized by values, attitudes, motivations, beliefs, cognitive styles, and personality types that contribute to their identity;

To realize the communicative intention, language users must exercise their general abilities with communicative competence in the language more specifically related to the language of study. In its strictest sense, communicative competence has the following components: linguistic, sociolinguistic, and pragmatic competence.

3.9.1 Linguistic competence

Linguistic systems are complex and the language of a large, diversified, and advanced society. Therefore, it always remains dominated by all its users. Nor can it be so since each language undergoes continuous evolution in response to the demands of its use in communication. Consequently, this competence refers to the knowledge of formal resources and the ability to use them. From these components, well-formed and meaningful messages can be articulated and formulated through the following linguistic resources: lexical, grammatical, semantic, phonological, orthographic, and orthoepical.

3.9.2 Sociolinguistic competence

Sociolinguistic competence comprises the knowledge and skills necessary to address the social dimension of the use of language because language is a sociocultural phenomenon explicitly embedded with the use of language and that is not addressed elsewhere: linguistic markers of social relationships, courtesy rules, expressions of popular wisdom, register differences, dialect, and accent.

3.9.3 Pragmatic competence

Pragmatic competence refers to the knowledge that the user or student possesses of the principles according to which the messages are organized, structured, and ordered under the discursive competence in which the user or student can order sentences in sequences and to producing coherent chunks of language, thus, involves knowledge of the ordering of sentences and the ability to control that ordering; the messages are used to perform communicative functions through the functional competence that consists of the use of spoken discourse and written texts in communication for specific practical purposes; messages are sequenced according to interaction and transaction schemes under organizational competence.

3.10 Principles that govern language teaching from the communicative approach in the development of communicative competence

The teaching of this language emphasizes the use of the language in contextual frameworks that allow communication based on the study of meanings, their expression, negotiation, and understanding during their interactions in order to achieve communicative competence. From this point of view, Morrow (1981) exposed the principles of communicative teaching according the following structure:

1. The meaning beyond the structure: the necessary referential contextualization that requires the activity of the language in the search for purposes aimed at controlling the understanding of the message.

2. Orientation of activities in the form of tasks; contextualized tasks in daily life situations which makes teaching more communicative.

3. Development of skills inside and outside the classroom; independent study orientation with tasks that motivate communication. The tasks designed and supported in the use of information technologies would promote the cognitive independence of the student in an attractive environment.

4. Work in pairs or small groups; (Vygotsky, 1962, Reuven, & Fuerstein, 1978, 2005) state that it is through the psychological approach of social interactionism since a language is learned through effective communication, learning to interact is fundamental to learning a foreign language, which implies that the tasks or learning activities must be planned to be solved in pairs or groups.

The communicative practice of the language requires interaction in pairs or groups, as normally occurs in communication, which constitutes a prevalent task in language classes due to the opportunities for participation that it provides when the student is exposed to the language in the class, the same one that contributes substantially to the cognitive development of the students, eliminating the inhibitions of some students when facing the communication of the language, it is also dedicated to tasks, it is fundamentally based on the interactions that take place in the classroom: student-student and student-teacher.

5. Student-centered classroom: it is directly related to the new trends in Cognitive psychology where we find the constructivist approach.

Constructivism, as enunciated by Piaget (1997), conceives learning as an active, constructive process on the part of the student, who uses his mental strategies to construct new meanings. It is understood by building "new meanings," the process by which an individual expands his knowledge about the world around him, incorporating the new into what is already known.

3.11 Pedagogical implications of the concept of communicative competence

In recent years, the acquisition of the different dimensions of communicative competence has attracted the interest of research on the acquisition of second languages and language teaching. Interlanguage pragmatics and discourse analysis have been important in researching and analyzing how non-native speakers acquire sociolinguistic, pragmatic, discursive, and strategic competence (Kasper & Blum-Kulka, 1993).

In teaching second and foreign languages, these dimensions of competence are also acquiring greater importance, placing themselves among the main objectives of language teaching and achieving that textbooks include more and more activities related to the different dimensions.

'Communicative competence' has pedagogical implications at different levels: learning objectives, teaching strategies and autonomy in learning, and evaluation.

3.11.1 Learning objectives

Teaching the different dimensions of communicative competence should be an important objective in teaching second and foreign languages because it is not enough to know the elements of the linguistic system; it is also necessary to use them appropriately. Therefore, it is very important specifically include different aspects of communicative competence in the objectives of each course and each didactic unit.

3.11.2   Teaching strategies and autonomy in learning

The teacher under this approach must teach specific aspects related to the different dimensions of competence and provide the opportunity to access oral and written texts produced in natural contexts. One of the important strategies in the case of sociolinguistic, pragmatic, and discursive competence can be the comparison with the first language. In addition, students need to have more and more autonomy in learning. For this, teachers must work so that students are increasingly aware and reflect on the importance of learning these dimensions.

Most textbooks include activities related to the different aspects of communicative competence. Still, some authors have observed that treating these dimensions could be more superficial and contextualized (Bardovi-Harlig et al., 1991; Boxer & Pickering, 1995; Meier, 1997). Therefore, in many cases will be necessary to supplement existing activities or create complementary ones. It imply that the teaching the different aspects of communicative competence can be carried out both in classes using a textbook and in other classes using other materials.

3.11.3   The assessment

The concept of 'communicative competence' and its dimensions must be an integral part of the assessment, both of the teacher's continuous assessment throughout the course and of the final assessment, and in some cases the assessment will be external. In fact, one of the most important models of communicative competence has developed from second language assessment.

3.12   Postulates of the cultural-historical approach that bases the learning of the language

Vygotsky's cultural-historical approach conceives learning as the process through which the individual assimilates certain cultural-historical experiences while appropriating them. From this approach, learning in the school context implies acquiring knowledge and constructing meanings. The student is the main actor in the learning process, and learning takes place in an interpersonal system

through interactions in the classroom. Consequently, language learning is based on interaction. This postulate emphasizes stimulating each student's zone of proximal development (ZPD) through a mediation process where he appropriates the linguistic, cultural, and pragmatic instruments necessary for communicating a foreign language.

To sum up, the teaching of a foreign language from this sociocultural vision implies attention to the linguistic material that is taught, the construction of meanings through the joint activity of the agents of the teaching-learning process in full interaction in the communication process, the mediation that occurs in this process, as well as the characteristics of the student, the context, among others.

3.13   Social Mediation in language learning and the Role of the Teacher in this process

According to Vygotsky, it is through social mediation that knowledge becomes viable and gains coherence. Since its conception, mediation, human thought arises in the context of activities that are present in specific social and cultural scenarios where the role of the teacher from the sociocultural vision goes beyond simply providing the student with a new language but rather promoting that it be used as a cognitive tool that allows you to develop thoughts and ideas in that language. Social mediation is achieved precisely through class interaction, through the performance of a series of communicative tasks in knowledge construction.

The teacher, according to the communicative and constructivist approach, in order to provide help to the student, must be a facilitator of learning, give prominence to the student within this process, and must also be competent in the foreign language that is taught, that is, they must know general linguistics of the language you teach, specific knowledge of the content taught and mastery of the techniques and strategies to promote the practice of communication and produce the foreign language fluently and accurately. In addition, the teacher must be aware of the culture of the language that is taught and exchange that culture with their students the same that will allow you to create a functional environment

for learning through an open dialogue with students in the foreign language in communicative situations which will facilitate communication in the classroom.

According to Breen Candlin (1980 cited in Zhenhu, 1999, p.28) attaches great importance to his role as a facilitator between students and tasks, providing guidance and advice when necessary. Therefore, the role of the teacher as a mediator in promoting student participation in the communicative tasks designed for work in the classroom is considered essential in language teaching. The classroom must be seen as a social context in its own right, which means that it is valued as a physical space for learning and communication (Awright, 1984; Been, 1985, 1997).

The context of the foreign language class is not understood as a copy or reflection of everyday reality but rather as a context that forms itself as a reality built by the agents of the process seeking resemblance to the real world (Breen, 1985). Therefore, the thought process is an indicator of development in students who can complete tasks independently as they reach their potential level of development.

3.14 Guidelines for teaching practice in foreign languages

The methodology in the teaching-learning processes of foreign languages underwent a crucial change because of the exploration, dissemination, and application of the so-called 'communicative approach.' The adoption of this approach brought with it the incorporation of a definition of objectives expressed in the fulfillment of activities or communicative tasks, whose objectives and contents were enriched with the incorporation of communication processes, with obvious consequences for the general didactic vision of the approach and naturally for subsequent material design.

3.14.1 Methodology

The process of teaching, learning, and assessment of foreign languages involved the use of a diversity of methods that allow the planned learning

objectives to be efficiently achieved. Therefore the 'communicative approach' does not limit the use of a single methodological line. However, it is pertinent to select and make use of methodologies that are considered to be based on the communicative needs of students and on the use of materials and methods that allow them to satisfy those needs. And that are appropriate for their characteristics as students (CEFR, 2020). Then, teachers are free to choose other methods and materials that allow them to achieve the desired objectives.

Consequently, the common characteristic of the didactic applications derived from the 'communicative approach' is the development of language for communication as a priority objective in all phases of the learning process. This transversal line permeates the fundamental factors that determine this approach:

1. Semantic notions and social functions are worked on, not just linguistic content.

2. Techniques for working in pairs and in groups.

3. Skits.

4. Role-playing for contextual adaptation.

5. Authentic materials and reality-based activities.

6. Integration of skills.

7. Change in the teaching role organizes, advise, supports, and directs, which exercises self-criticism.

8. Change in the role of the student: active, participatory, taking initiative, and self-critical.

9. Global progression of learning.

10. New treatment of errors as evidence of the dynamism of the teaching-learning process.

11. Importance of receptive attitudes.

12. Imbrication of the linguistic code in the sociocultural environment.

13. Development of self-learning mechanisms.

From the above, the progression should not be based on the learning of contents because they do not enable the student to apply them with a communicative use at the moment in which they are learned, perhaps for the future

However, under this approach, foreign language teachers must submit our work practices to reflection that allows us to continuously analyze whether the educational process is aimed at fulfilling the primary objective of this process, which is the development of competence and communication skills of our students for effective communication in their daily lives.

3.14.2 Motivation

Empirically and historically learning English language is conceived as an obligation and not as a necessity or tool that allows us to easily insert ourselves into this new world, to such an extent that, in Ecuadorian educational system, language learning English is prescribed in our legal regulations, this obligation is not always the most conducive to fostering that predisposition that we all want for our students.

However, students need the predisposition to learn a language if they want to do it with a minimum of success, and one of the most widespread aphorisms in the educational field. It implies that teachers must understand that the best thing to do in the classroom, is to follow a methodology that involves students, motivating them and allowing to be critical of ourselves with the ultimate goal of providing our students with everything that they need to improve and facilitate their learning, through real situations and needs in the classroom on which they work, reflect and ultimately learn. Therefore, this approach must prevail when selecting our material for developing the contents and, ultimately, achieving the objectives through the assessment.

3.15 The task and its Role in Learning

Under the 'communicative approach,' 'task' is conceived as the cornerstone around which the methodological approach that foreign language teachers should

observe in their daily practice should be centered. According to Nunan (1992) one of the objectives of the communicative approach in teaching foreign languages has been to create authentic communication situations in the classroom. In the same way, Marrow (1981) argues that the orientation of activities in the form of tasks is the way to develop communicative competence in the classroom. Consequently, the classroom must be considered as the scenario of real communicative processes, proposing the performance of tasks as the articulating axis of the teaching-learning process of foreign languages.

CEFR (2020) defines the term's task in a general way as a concept applicable to numerous settings, basically consisting of the strategic activation, by the individual, of specific competencies in order to carry out a series of intentional actions in a specific area with a clearly defined objective and a specific result. But, if we apply this definition to the school environment, 'task' constitutes the peculiar way in which educational activities are ordered to ensure that students obtain useful experiences from them (Guimeno, 1988).

But the most relevant element of the definition of the tasks consists of their link with the real world, with the external context, and the reality that the students contemplate daily. It is at this point where, through homework, the school environment and the domestic, urban, rural, family, or any other environment are placed in permanent dialogue, eliminating the invisible barriers that are used to differentiate the academic world from the real world. From this perspective, 'task' can be defined in the following terms: "task is any learning initiative that consists of carrying out activities in the use of the language in the classroom that are representative of those that are carried out outside of it" (Martin, 2001).

The CEFR (2002) describes the role that tasks play in the classroom within a communicative and competence approach: "classroom tasks, whether they reflect real-life use or are essentially pedagogical in nature, are communicative since they require that learners understand, negotiate and express meanings in order to achieve a communicative goal. In a communicative task, the emphasis is placed on the "successful completion of the task itself" and reflects real-life usage, and these tasks may involve more steps or sub-tasks for their execution.

Pedagogical tasks are more oriented towards activating and enhancing the different communication skills and satisfying the learning needs of students that are much more specific than those linked to and restricted to the classroom

environment. However, they must also have a relationship, albeit indirect, with real life. This means that they should focus on something other than the classic decontextualized practice of the formal aspects of the language, such as grammar and vocabulary exercises that are coming soon, done traditionally, and still present in many manuals and textbooks.

For the implementation of a teaching activity based on the performance of tasks, the CEFR (2020) contemplates several factors that it explains in the following terms:

1. In the first place, the student's linguistic competence, personality, and individual attitudes are cognitive, affective, and linguistic factors.

2. In the second place, the conditions and restrictions of the task, for example, the strategic interaction between basic competence and the parameters in which the task is inscribed, support for carrying out the task, the characteristics of the text, type of answer required. In the same way, in these conditions and restrictions, we can also find factors such as support, time, objective, prediction, physical conditions, and participants depending on whether we propose an interaction or expression task.

Consequently, the task can be considered as a methodology for communication, the same one that should generate the context for a real situation of communication, the same one that should provoke in the student the need to communicate and to create meaning, not only due to the fact of using certain linguistic knowledge but also due to the need to resolve the situation that arises through the use of language as a communication tool.

3.16   Task characteristics

One of the main characteristics of the tasks is the motivation for learning foreign languages since it awakens in the student a different attitude towards acquiring knowledge, leads them to explore and develop their strategies, and stimulates their creativity and logical thinking as a student stimulation. For this reason, Ellis (2003) points out that communication and interaction are established

based on three aspects of the task and language, such as the negotiation of meanings through the performance of tasks; the implementation of communication strategies; and achieving effective communication.

In the same way, VanPatten (1998) supports his concept of competence in relation to the text, where communicative activities appear as the final result of a unit or segment, through which students first learn the linguistic material and then use it to communicate. On the other hand, we have the activity theory proposed by Vygotsky (1978) and Wertsch (1991), who argue that contextualized communicative tasks lead to language acquisition.

The CEFR (2020) suggests that, when designing a task, teacher should look for it to have five basic characteristics:

1. The presence of competence that must be acquired and developed through it.

2. The linking of the task to a series of reference contents.

3. The presence of cognitive processes, strategies, activities, and resources with which we elaborate it, the type of questions, texts, maps, classroom organization, methodology, etc.

4. The link with the context or real situation in which the powers must be applied.

5. Progression in its development.

A task should be meaning-oriented: learners engage in communication to achieve a non-linguistic outcome. In other words, the design of authentic tasks, the following criteria must be observed: authentic tasks are built around topics of interest to students, it is considered that there is no significant learning without authentic activities, knowledge is built, and effective learning is achieved to the extent that the activities carried out by the student have meaning, relevance, and purpose. In other words, according to Bui & Tai (2022, p. 21) establishes the following authentic task criteria to perform:

1. They constitute a replica of real communicative situations and contexts.

2. They involve real problems that require the creative use of language rather than simply repeating speech patterns.

3. Require students to create a product or performance.

4. Involve interaction between multiple people.

5. Allow self-assessment and self-correction.

In summary, there is no doubt that the adoption of task-based teaching has the most immediate consequence of changing the role that both teacher and student must experience. In this sense, the contest of a participative student and a teacher organizer, adviser, and director of the work dynamics is required.

The autonomy in the process and the use of communication and learning strategies are enhanced in the case of the student. At the same time, the teacher reorients his functions to link the activities to the student's previous knowledge. Consequently, the primary purpose of the tasks is to obtain a product, traditionally assumed as a textual, oral, or written reality; the truth is that this product can have any other nature, and in this way, the achievement of the product at the end of the teaching through tasks comes after a complex process in which students must be able to face the task; in which all the agents involved in the teaching-learning process must intervene; in which the sources to be consulted must be taken into account.

3.17 Typology of learning tasks

Long & Crooks (1994) and Nunan (1989) coincide in pointing out the existence of two types of tasks.

3.17.1 Communicative task

It is called this way when the emphasis of the task falls on manipulating information. The students are more aware of the meaning than of the formal aspects.

3.17.2   Enabling Pedagogical Tasks

They are called this way when the activity of the students is focused on the linguistic contents, that is to say, on the formal aspects of the language.

From the above, it can be noted that a task involves solving a problem or completing information by activating a mental process using a foreign language, and it is through this process that the language is acquired. Therefore, for the learning tasks to be significant, they must favor the leadership of the student and facilitate interdisciplinarity by allowing the incorporation of knowledge from other areas and the knowledge that the student has of his specialty, which will allow the student to look at the language closest to your needs.

3.18   Competences and characteristics of the students

According to the CEFR (2001), the different student competencies are closely related to the cognitive, effective, and linguistic characteristics of the individual that must be taken into account when determining the potential difficulty of a certain task for a specific student.

3.18.1   Cognitive factors.

Task familiarity' can lighten the cognitive load and facilitate task performance depending on the learner's degree of familiarity with: the type of task and the operations involved; the theme or themes; the kind of text (genre); the patterns of interaction that the task entails (scripts and schemes), since the fact that the student has their mental schemes, unconscious of mechanical application, can leave the field free to address other aspects in carrying out the task or, in any case, be very helpful when it comes to anticipating the content and the organization of the text; the necessary basic knowledge (assumed by the speaker or the writer); relevant sociocultural knowledge. For example, knowledge of social norms and variations, conventions and forms, linguistic uses appropriate to the context, references to national or cultural identity, distinctive differences between the culture of the student and the culture that is the object of study and intercultural awareness.

The 'skills' in carrying out the task depend on the ability of the student, among others: the organizational and interpersonal skills necessary to carry out the different phases of the task, the skills and learning strategies that facilitate the completion of the task, and which include: knowing how to function well when linguistic resources are insufficient, being able to discover for oneself, plan and monitor the implementation of the task; intercultural skills is the ability to deal with what is implicitly present in the speech of native speakers.

The ability to cope with the requirements to process the task. The difficulty of a task depend on the learner's ability to: control the number of steps or cognitive operations, concrete or abstract, respond to the demands that arise in the processing of the task (ability to reason) and know how to relate the different steps of the task (or combine different but related tasks).

3.18.2 Affective factors

Recent studies agree that affective factors (motivation, anxiety, self-efficacy, attitudes, self-confidence, emotional autonomy, WTC, goals, academic self-esteem) are interrelated and significantly determine success in English learning. Intervening on these factors (for example, through activities that reduce anxiety, reinforce self-efficacy, and promote autonomy) is crucial to improving student outcomes and well-being (Kumar, 2022).

Self-esteem is a positive image of oneself, and a lack of inhibition can contribute to successful task completion. In these cases, the student is self-confident enough to insist until he successfully performs the task; this implies that the situation or the specific task may influence the degree of inhibition.

Implication and motivation are more likely to be completed successfully when the learner is fully involved; a high level of intrinsic motivation to carry out the task caused by a specific interest in the task itself or by perceiving its importance encourages greater student involvement; extrinsic motivation may also play an important role.

The state of completing the task is influenced by the physical and emotional state of the student because a student who is awake and relaxed is more likely to learn and succeed than one who is tired and restless.

The attitude, the following factors can influence the difficulty inherent in a task that introduces new knowledge and sociocultural experiences: the student's interest in what is different and his openness to it; if he is willing to relativize his own cultural perspective and value system, to assume the role of cultural intermediary between his own culture and the foreign culture, and to resolve misunderstandings and intercultural conflicts.

3.18.3 Linguistic factors

The stage of development of the student's linguistic resources is a fundamental factor that must be taken into account when establishing the suitability of a specific task or manipulating the parameters of the task: the level of knowledge and control of grammar, the vocabulary and phonology or spelling required to carry out a task, that is, linguistic resources such as vocabulary richness, grammatical and lexical correctness, and aspects of language use such as fluency, flexibility, consistency, property, precision.

A task can be linguistically complex but cognitively simple, or vice versa. Therefore, one factor can be balanced by the other when selecting tasks for pedagogical purposes. However, when carrying out a task, students must control both the content and the form, and when they do not have to pay excessive attention to formal aspects, more resources are available to attend to the cognitive aspects, and vice versa. The fact that the student has knowledge based on his mental schemes, put into practice mechanically, can leave the field free to focus on the content and, in the case of activities of interaction and spontaneous expression, concentrate on correctly using less established structures and forms. So, the student's ability to fill existing gaps in their communicative competence is an important factor in the success of completing the task for all activities.

3.19 Development of General Competence

General competence are the world knowledge, sociocultural knowledge, and the development of intercultural skills should be developed on the assumption

that they already exist or are developed elsewhere sufficiently to be taken for granted in foreign language teaching. They are treated ad hoc and when problems arise; selecting or constructing texts that illustrate new areas and elements of knowledge; through specific courses or manuals that deal with cultural aspects in the mother tongue and, where appropriate, in the foreign language; through an intercultural component designed to raise awareness of the most important aspects of the sociocultural, cognitive and experiential background of students and native speakers respectively; through role plays and simulations; by teaching subjects using the foreign language as a teaching medium; through direct contact with native speakers and authentic texts. Regarding the existential competence, personality traits, motivations, attitudes, beliefs, etc., of the students can be excluded as of personal interest of the student; considered when planning and controlling the learning process; included as an objective of the learning program.

Finally, concerning learning competence, students are expected or required to develop their study skills and their heuristic skills, as well as their acceptance of responsibility for their learning: simply as a product of learning and teaching the language, without any special planning or organization; gradually transferring the responsibility for learning from the teacher to the students and encouraging them to reflect on their learning and share this experience with other students; awakening the student's awareness systematically regarding the learning or teaching processes in which they participate; embarking students as participants in the experimentation of different methodological options; getting students to recognize their cognitive style and consequently develop their learning strategies.

3.20 Development of Communicative Competence of the Language

Communicative language competence refers to the knowledge not only of whether something is formally possible in a language, but also whether it is feasible, appropriate, or realized in a discourse in a particular community, that is, a group of people in a town, region, nation, etc., (Richards & Schmidt, 2010). In the Ecuadorian educational system, in the educational process of the English language as a foreign language, the levels of the Common European Framework of Reference (2020) have been taken as a reference in order to achieve sufficiency

of the English language, the curriculum establishes three levels (A1, A2, B1) that progressively allows its students to communicate effectively as an Independent User of English - B1 CEFR, considered as the exit profile for High School students.

For this reason, effective communication' is understood as the organization of conversations and the expression of more abstract thoughts and cultural issues (for example, movies, books, music, etc.), as well as explaining the differences between cultures. Accordingly, English Independent Users are defined as:

"those individuals who are able to carry out most conversations, who can write comprehensibly, make clear arguments or explanations. In addition, they are defined as being able to read texts of different levels and discuss them orally; in other words, they do not need help to communicate, and they could be more competent, but they are able to carry out most tasks" (Kuhlman, 2012, p 5).

The general objective of the curriculum of the Ecuadorian English language education system is to ensure that high school graduates reach the minimum level of language proficiency B1, according to the CEFR (2003), and to develop the communicative competence of students in its linguistic, sociolinguistic, and pragmatic through the development of the four language skills such as: listening, speaking, reading, and writing.

3.20.1 Linguistic competence

According to the CEFR (2001), the linguistic component contains sub-components such as lexical, grammatical, semantic, phonological, orthographic, and orthoepic. Vocabulary learning constitutes a main linguistic component for acquiring a foreign language, despite the fact that vocabulary has only sometimes been recognized as a priority in language teaching. However, due to the communicative approach, interest in its role in learning a foreign language has been growing rapidly in recent years. Many studies related to vocabulary learning debate in their positions on which vocabulary learning is more effective, the one that emphasizes explicit learning or the one that emphasizes implicit learning. The communicative approach emphasizes learning in implicit or incidental learning.

In explicit vocabulary learning, students engage in activities focusing on vocabulary. Some principles were established whose goal is to build a widely

recognized vocabulary by integrating new words with old words, providing a series of encounters with a word, promoting a deep level of processing, facilitating images, using a variety of techniques, and motivating autonomous learning strategies (Sökmen, 1997). On the other hand, learners have implicit learning or incidental learning of vocabulary, which occurs when the mind focuses elsewhere, such as on the comprehension of a text or the use of language for communicative purposes. Many researchers have concluded that students should be given explicit instructions and practice on the two to three thousand words with the highest frequency ('word families'), whereas, throughout the level, words with less frequency will be learned incidentally while reading or listening.

Explicit learning is necessary in the early stages unless many words on a page are known. It is very difficult to guess the meaning of new words in context; two to three thousand base words are considered a minimum 'threshold level' due to incidental learning is able to take place when reading authentic texts, having multiple exposures to a word is important in explicit learning. Therefore, this is important for incidental learning.

Lack of exposure is a common problem when learning a language, and a good way to combat this problem is to expose students to extensive reading. Consequently, it is crucial to review the increased vocabulary acquired in its elaboration and consolidation (Schmitt, 2000).

Students are required to develop their vocabulary through simple exposure to words and set expressions used in authentic spoken and written texts by a student looking up dictionaries or asking students for vocabulary, as needed for specific tasks and activities through the inclusion of vocabulary in context, for example: with texts from the manual, and in this way, through the subsequent reuse of that vocabulary in exercises, didactic exploitation activities, presenting words accompanied by visual support (images, gestures, and mime, demonstrative actions, representations of real objects by memorizing lists of words and they accompanied by its translation.

Exploring semantic fields and building 'concept maps,' teaching students to use bilingual dictionaries, thesaurus, and other reference works; explaining lexical structures and practicing their application, for example: word formation, composition, and expressions of related words, verbs with the prepositional regime, idioms, through the more or less systematic study of the different

distribution of semantic features in the mother tongue (L1) and in the foreign language (L2) (contrastive semantics).

Regarding lexical development, keywords and phrases can be chosen in thematic areas necessary for the achievement of communicative tasks appropriate to the needs of the students and that embody the cultural difference and, where appropriate, the important values and beliefs shared by the social group or groups whose language is being taught; follow some lexical-statistical principles that select the most frequent words in general and broad counts or the words that are used for delimited subject areas; choose spoken and written (authentic) texts and learn or teach all the words they contain. Do not plan vocabulary development in advance but allow it to develop organically in response to student demand when the student is performing communicative tasks.

The inherent complexity of grammatical competence is not the only criterion that must be considered; we must consider other alternatives, such as The communicative performance generated by the different grammatical categories, that is, their role as exponents of general notions; contrasting factors are very important when evaluating the learning load and, therefore, the degree of effectiveness of the priorities that must be taken into account; authentic speech and written texts can be adapted to some extent according to their grammatical difficulty. If they do not adapt, the learner is likely to be exposed to new structures and categories that some advantaged learners may acquire for active use before more basic structures; the natural order of acquisition observed in the language development of mother tongue learners could perhaps be taken into account when planning foreign language development.

Consequently, students are required to develop their grammatical competence: inductively, through exposure to new grammatical material in authentic texts; inductively, by incorporating new grammatical elements, categories, classes, structures, rules specially composed texts to expose its form function and meaning; followed by explanations and exercises; through the presentation of formal paradigms, morphological tables, etc., followed by explanations using an appropriate metalanguage in (L2) or (L1) and with exercises; asking students to formulate hypotheses, etc. and, when necessary, reformulate them, etc.

Regarding the development of the pronunciation of the foreign language, it will be required: simply through exposure to authentic statements; by choral

imitation of the teacher, audio recordings of native speakers, video recordings of native speakers; individual work in the language laboratory; reading aloud phonetically significant text material; through auditory training and phonetic repetition exercises; use of phonetically transcribed texts; through explicit phonetic training; learning the orthoepic norms (that is, how to pronounce the written forms); through some combination of the above.

Orthographic ability will develop to control the writing system of a language by a simple transfer from (L1); through exposure to authentic written texts such as print, typewritten, and handwritten; by memorizing the alphabet concerning certain phonetic values: for example, Roman, Cyrillic, or Greek script in cases where another type of script is used for (L1), along with diacritics and punctuation marks; practicing handwriting (including Cyrillic or "Gothic" scripts) and noting national characteristics of handwriting conventions; memorizing words (individually or using spelling rules) and punctuation rules; through the practice of dictation.

3.20.2 Sociolinguistic competence

The development of the student's sociolinguistic competence can be transferred from, or facilitated by, the student's own experience of social life: through exposure to the authentic language used appropriately in their social environment, selecting or constructing texts that exemplify the sociolinguistic contrasts between the society of origin and the target society; directing the student's attention to sociolinguistic contrasts as they occur in the learning process, explaining and discussing them; waiting for mistakes to be made and then marking them, analyzing them, explaining them and giving them the correct use; as part of the explicit teaching of the sociocultural component in the study of a modern language.

3.20.3 Pragmatic competence

The development of the learner's pragmatic competence can be transferred from education and general experience in the mother tongue (L1) or should be facilitated by: gradually increasing the complexity of the discourse structure and the functional scope of the presented texts to the student, demanding that the student produce texts of increasing complexity from the translation from (L1)

to (L2) of increasingly complex texts; establishing tasks that require a broader functional scope and the incorporation of conversation models or verbal exchange; awakening consciousness (analysis, explanation, terminology, etc.).

In addition to carrying out practical activities through explicit teaching and the exercise of the functions, the patterns of conversation or verbal exchange and the structure of the discourse.

3.21   Language skills

The communicative components (linguistics, sociolinguistics, pragmatics) are activated through the four language skills: listening, speaking, reading, and writing. Therefore, it is commonly accepted that in order to use language efficiently for communicative purposes, students should aim to develop their uses of the four language skills, which are divided into receptive skills 'listening' and 'reading', which implies responding to a text rather than producing a text. And the productive abilities 'speaking' and 'writing' imply producing the language more than receiving the language.

However, this division of language skills entails two problems. The first leads to the confusion that receptive skills are a kind of passive skills, which is not true since cognitive processes are activated when the student is faced with reading or listening to a text in a second language. The second problem can be assumed that the teacher has taught the skills separately from each other. Therefore, the ideal sequence of learning, then, will offer the integration of skills and the study of language based around a theme or other thematic thread (Harmer, 2007).

3.21.1 Auditory Comprehension (Listening)

In the 1970s, the status of 'listening' began to change from a forgotten skill to a more important skill; language education programs expanded their emphasis on pragmatic skills to include listening skills as well as comprehension skills, speaking, writing, and reading in the process. During the 1980s, the new language educational plans paid special attention to the ability to 'listen,' distinguishing

between these formats that offered functional language and the communicative approach, and in the 1990s, attention to the ability to 'listen'. Language teaching increased so dramatically that listening comprehension in foreign language acquisition constitutes an important area of study.

Unfortunately, listening comprehension and its practice in the classroom is still treated as the least important skill in many foreign language educational institutions (Brown, 1987). For this reason, listening comprehension lays the foundation for oral language development within the *'speech chain'* of listening and speaking (Denes & Pinson, 1963).

Of the two functions the organ of hearing can perform, hearing or listening, 'listening' is the greatest interest in language teaching. However, it is subject to the action of hearing. This skill is essential in learning a language when the primary objective is oral communication.

On the other hand, the individual's hearing capacity affects learning to a greater or lesser extent. Suppose some physical impediments impair the ability to hear. In that case, learning a foreign language is weakened with respect to listening comprehension and oral expression, which is equivalent to a productive skill.

In summary, listening comprehension is closely related to oral expression. For this reason, to learn a foreign language, you always have to start with receptive skills, listening or reading, since it is impossible to do it speaking and writing, for which the student of a second language is required to have many opportunities to practice it from the beginning early stages, being the '*teacher's informal talk'* the best material that can be used in the classroom to practice oral comprehension or also known as 'peripheral learning' or 'learning' since the *'feedback'* it produces in the student can contribute to improving their oral expression (Ur, 1984).

3.21.2   Reading Comprehension

Reading in the sense of understanding discourse involves not only recognizing what words and phrases mean but also the value they acquire when associated with one another as discourse elements" (Widdowson, 1978). It means that there is an obvious correspondence between written or reading comprehension and written expression, reading and writing since logically the first presupposes the second; and, from a social and educational point of view, the written language

is of great importance since it has been the printed letter that has contributed to a very high degree to the progress and development of our civilization, which is why the written language enjoys greater prestige than the spoken language.

Theoretically, the two most relevant concepts are handled around reading. The first is considered a set of skills that the student should master in order to decode a text and thus understand its meaning. The second considers reading as an active process in which the student builds new knowledge based on his previous knowledge with the information provided by the text.

From here, it can be deduced that the purpose of the reading skill in teaching a foreign language is to increase our knowledge of the language or to develop this skill and thus be able to read more quickly, allowing us to extract the information we need interest without having to read a text in its entirety and without having to know all the words. In addition, in the field of reading, we find the receptive processes called *'bottom-up'* models or *'top-down'* models, and a combination of both or interactive models, which means that to understand the text, the reader starts from the minimum elements (letters, morphemes, syllables, words, etc.) or, conversely, from their previous knowledge and reading experience, which practically coincides with the first two types of reading mentioned above.

3.21.3   Oral Expression (Speaking)

Students must understand the language to which they are exposed and respond appropriately until they can become competent users of a particular language. The main problem for students should understand what they are hearing and be able to give appropriate answers orally, which is why teachers must teach language skills in the classroom comprehensively, exposing students to the English language to authentic language and challenging them to interact naturally in the language. In this way, English will become a real means of interaction and sharing between people. In other words, the success of English language teaching-learning is when students can communicate in English inside and outside the classroom (Davies & Pearse, 2002).

Since the establishment of the communicative approach, the primary objective of language learning has been the development of communicative competence. Therefore, it is necessary to recognize that the ability to participate in situations

of oral communication in a second language cannot be developed unless the different levels of communicative competence are woven into formal instruction in the language classroom, which leads to the deduction that both knowledge and ability form the fabric of the student's oral competence in a foreign language.

Long (1996), Swain (1995) & Pica (1994) argue that oral production plays a crucial role in the development of communicative competence. Therefore, interactive practice is important for the acquisition of a foreign language through oral performance, this implies that oral expression is interaction and directionality in a shared context, and in a situation where meanings must be negotiated.

Hence, oral interaction is one of the basic instruments of formative or qualitative assessment and one of the most useful strategies for the teacher to provide feedback on the process of appropriation of the language of their students.

> "The ability to express oneself orally supposes the ability to understand native speakers of a foreign language without having to speak more slowly, repeat sentences, speak louder or more clearly and when acoustic conditions are normal, sometimes adverse, that is to say, because the voices or accents that are heard are varied, or because there is background noise or interference. It also implies the ability to express oneself using grammatical constructions fluently and without hesitation, in such a way that oral production is close enough to that of native speakers not to cause communication problems and, at best, to pass through one of them" (MacCarthy, 1972, p. 4)

From the above, oral comprehension and expression are both receptive and productive skills in the communicative field, reflecting interaction, especially in conversations, as the most common form of spoken language (Widdowson, 1978). For the same reason, "for a student of a foreign language to reach language production, they must first have received models and mediation tasks that facilitate production" (Bordón, 2002), which means that the passing from one skill to another will not be able to express themselves in the foreign language in an adequate way if they have not practiced this skill sufficiently before, therefore the exercise of this skill will be essential for effective oral expression, "We learn to speak by speaking". We learn to talk by talking just as we learn to drive a car by driving it or to tango by dancing it (Rivers, 1981). Consequently, developing oral competence in the classroom requires designing pedagogical methods that are solidly motivated by the best explanations at our disposal of how the performance contributes to the development of competence in a foreign language (Muñoz, 2002).

3.21.4 Written Expression (Writing)

From the point of view of interaction, oral production offers more advantages than written production since 'feedback' from the teacher or other students is immediate, thus enhancing learning. Another factor to consider is that written expression is not a spontaneous form of communication, which is why it is usually more difficult than oral expression since it requires greater precision in the use of the language.

It implies that in order to write correctly, it is necessary to know the conventions of the written code and the good manners of the medium, or what amounts to the same thing, "to be effective, writing needs precision and nuances that derive from a thorough knowledge of the syntactic and lexical options offered by the language; to be interesting the syntactic structure must be varied in such a way as to guarantee rhetorical effect" (Rivers & Temperley, 1978).

The purpose of written expression can be either the practice and consolidation of various aspects of the written language (skill-getting) or the practice of writing as such (skill-using) to learn to organize the message, summarize, answer in a certain way, etc. Therefore, the student is taught strategies that help him achieve a satisfactory product (product) but motivate him to experiment with new ideas and share his opinions with his peers to obtain the best result (process). Thus, the writing is authentic when the reader does not know the answer and is seriously interested in getting information.

3.22 Communicative language process

In order to act as a speaker, writer, listener, or reader, students must be able to carry out a sequence of qualified actions (Smith, 2021, p. 47).

To speak, the student must be able to:

1. Plan and organize a message (cognitive skills)

2. Formulate a linguistic word (language skills)

3. Articulate vowel sounds (phonics skills)

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To write, the student must be able to:

1. Organize and formulate messages (cognitive and linguistic skills).

2. Write by hand or type the text (manual skills) or otherwise transfer the text to write

To listen, the student must be able to:

1. Perceiving sounds (phonetic listening skills).

2. Identify the linguistic message (language skills).

3. Understand the message (semantic skills).

4. Interpret the message (cognitive skills)

To read, students must be able to:

1. Perceive written text (visual skills).

2. Recognize the letter (spelling skills).

3. Identify the message (language skills).

4. Understand the message (semantic skills).

5. Interpret the message (cognitive skills).

3.23 Procedures for receptive skills

With some minor differences, the following procedure could be used in both listening and reading skills (Harmer, 2007):

1. Lead-in: the main goal of these activities is to generate interest in the subject with which we are going to work, consequently increasing the students' motivation, and activating and generating their passive vocabulary and triggering their prior knowledge.

2. Vocabulary work: this stage is optional in reading comprehension tasks, but when students are faced with audio tasks, we must teach the essential vocabulary beforehand to help them reach the result and thus increase their motivation.

3. Gist task and first listening or reading: The teacher sets the core task to give students a reason to listen or read within a limited time. Students should be allowed to compare answers to practice their listening and speaking skills and prepare for the next stage: giving feedback to the teacher and the whole class.

4. Intensive task and second listening or reading: This task should give students a reason for more details of the text to listen to or to read. The students will also be giving themselves the opportunity to compare the answers before receiving the 'feedback'.

5. Improve the listening and reading text for follow-up activities: Students analyze a specific linguistic element of the text or discuss how the topic relates to their own lives.

3.24 Procedures for productive skills

Harmer (2007) proposes the following five steps for the process of teaching productive skills:

1. Lead-in: As with receptive activities, the main goal of lead-in activities is to generate interest in the topic, trigger their prior knowledge, and predict what language learners will need.

2. Set the task: students say what they should do and give all the information they need to do the task; the teacher may need to demonstrate working on the activity

3. Monitor the task: the teacher should monitor the students' work, ensure instructions are followed, and help students when they have problems.

4. Give task feedback: when the activity is over, we could show the students what they have achieved and suggest some aspects for further development.

5. Follow-up: activities will be directly related to the theme of the main task.

CHAPTER IV:
THE ASSESSMENT OF ENGLISH LANGUAGE LEARNING

4.1 Conceptualization of evaluation in the educational field

The 'educational evaluation' has been subject to the variability of the educational theories and the parents of the evaluation, it is Tyler (1969) who conceives the evaluation as a "systemic process to determine to what extent the students achieve the objectives of the education. This theory was rejected by Cronbach (1963) who defines evaluation as "the process of gathering and using information to make decisions". Then appears the definition of Scriven (1967), who defines evaluation as "the process by which the merit or value of something is determined". Later, Mager (1962) defines evaluation as the "act of comparing a measurement with a standard and making a judgment based on the comparison".

Finally, we can review a definition quite close to the current one regarding evaluation from the pedagogical meaning, evaluate refers to any process through which one or more characteristics of a student, of a group of students, of an educational environment, educational objectives, materials, teachers, programs, etc., receive attention from the one who evaluates, their characteristics and conditions are analyzed and valued based on criteria or benchmarks to issue a judgment that is relevant to education (Stufflebeam, 1987), as well as that carried out by Tenbrick (1984) when defining evaluation as "the process of obtaining information and using it to form judgments that in turn will be used in decision-making" (p. 20).

From the analysis of these postulates, we can find the existing connection between evaluation and decision-making from which three constants emerge: obtaining information, making judgments, and making decisions. In a general way, we can state that evaluating means valuing, establishing a criterion of value about something.

Consequently, educational evaluation is a process that consists of obtaining information to make value judgments and decisions based on them, which is

carried out in direct relation to the methodology of the educational process. This implies that just as it is educated and taught, it must be evaluated.

Therefore, the evaluation is considered a process that allows observation of the teaching planning, the learning of the students, the progress of the curriculum and the adequacy of its components, and the institutional project, among other aspects that are considered its object to take decisions to improve the different aspects of the educational process in question. In other words, educational evaluation is conceived as a permanent participatory research process, which leads to establishing value judgments on the institutional educational reality, guided by ideological, methodological, and technical frameworks to make decisions from a comprehensive perspective.

4.2 Learning Assessment Concept

The concept of assessment has a variable range of possible meanings, which is not something simple to define, therefore, Bertoni et al. (1977), referring to the polysemy of the concept of assessment, point out, among other meanings, that (verify, measure, assess, understand, learn, know, judge, compare, verify, appreciate, help, encrypt, interpret, estimate, experiment, position, express).

Other authors such as Pimienta (2008) state that compliance with learning objectives can be determined through assessment and motivate students to continue learning, even when at times this assessment has a summative purpose because it will always be possible to provide feedback to the person assessed so that the aspiration and reason of the assessment is to contribute to the improvement of learning processes. In the same way, López (2005) considers "assessment as a stage of the teaching-learning process that is used to detect the student's progress, and this information should serve the teacher and the student to make decisions." (p. 15).

On the other hand, Linn & Gronlund (2000) argue that assessment is "any of a variety of procedures used to obtain information about student performance" (p. 32), this implies that learning assessment is not a simple measurement or application of a tests, since this means that the assessment of learning includes all kinds of methods that allow obtaining samples and observing abilities,

knowledge, and skills of the students, to assess them and make decisions about the analyzed results.

Learning assessment is understood to be the educational action that involves collecting information to judge it and consequently to make decisions or as a process of reflection and critical analysis shared by the educational community on learning, which leads to an evaluative conceptual synthesis to understand it, explain, and transform it.

From the participatory perspective, the assessment of learning can be conceived as the interactive and permanent process of critical analysis that tries to give answers to concerns such as: What is happening in the teaching-learning process? Why is it happening? What do our students learn? What difficulties are noted in the process? What hits? Is it oriented towards productive social work? What link do they have with context problems? Are students developing their criticality and creativity? Is solidarity being fostered? Are they promoting the development of attitudes and values that consolidate our national identity? among others (Naranjo & Herrera, 2008).

Jornet (2009) defines the assessment of learning and makes a description of each of the aspects considered in this conception: "a systematic process of inquiry and understanding of the educational reality that seeks to issue a value judgment about it, decision-making and improvement oriented".

1. Systematic process: the assessment must be rationally planned as part of the development of teaching so that it should not be understood as something isolated, improvised, or disconnected from the design and development of teaching.

2. Inquiry and understanding of educational reality: it lies in the approach to reality to adequately know and understand it so that a quality assessment on cannot be given if it is not based on a sufficient degree of understanding of the educational situation of what is assessed.

3. Issuance of a value judgment: this is done based on objective criteria, such as the intersubjective consensus that education experts can express about the quality of the educational phenomena assessed.

4. Decision-making oriented: decision-making may be for improvement (formative) or accountability (summative).

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5. The improvement: it will be of quality if it is possible to identify not only the elements that require improvement but also how to stimulate the process of improvement or innovation, that is, the formative nature is identified as a fundamental component for some assessment.

The assessment of learning is a systematic process of assessment and interpretation of the progress, achievement, and difficulties that occur in student learning whose purpose is to guide and improve student performance, teaching work, the curriculum, and the context for providing aid tending to ensure the comprehensive training of students. In this way, it is possible to promote continuous learning, without limits and of an increasingly higher level and quality (Pérez, 2009).

4.3 Assessment Practices

From the practice of assessment, this is very widespread in the school system at all levels of education and in any of its specialties or specialties.

"Assessment is currently recognized as one of the privileged points to study the teaching and learning process. Addressing the problem of assessment necessarily involves addressing all the fundamental problems of pedagogy. The more one penetrates the domain of assessment, the more aware one becomes of the encyclopedic nature of our ignorance and the more we question our certainties. Each question raised leads to others. Each tree is linked to another, and the forest appears as immense" (Cardinet, 1986, p 5).

The practice of assessment is explained by how the functions are carried out by the school and for this reason, it is conditioned by numerous aspects and personal, social, and institutional elements. At the same time, it affects the other elements involved in schooling. Therefore, assessment practices are defined as "an activity or series of activities that are carried out following certain uses, that fulfill multiple functions, that is supported by a series of ideas and ways of carrying it out, and that is a response to certain conditions of institutional teaching." (Sacristan, 1996, p. 338). Coll & Martín (1993) consider assessment practices as a dimension of the school evaluation process and define it as the set of procedures, techniques, instruments, and criteria for developing assessment activities.

Assessment practices are also defined as the activities that students carry out as an integral part of the educational programs in which they are enrolled, which may require the use of time both inside and outside the classroom, in addition, this definition includes tasks such as formal teacher-administered tests, curriculum-embedded tests (including add-on questions and other exercises intended to be an integral part of the learning materials), oral questions posed by students, and a wide variety of other performance activities (cognitive and psychomotor), as well as assessment practices include motivational and attitudinal variables, and learning abilities (Cronbach, 1975).

From the communicative approach, assessment practices are defined as "the activity or set of activities, or situations proposed at a moment of evaluation that offer the student opportunities to demonstrate their communicative competence" (Arias, Maturana, & Isabel, 2012, p. 125).

Bachman & Palmer (1996) argue that to assess language ability, assess tasks with well-defined characteristics, areas of linguistic knowledge, and subject knowledge must be applied. Said tasks can be from the domain of real life, outside of the assessment situation, or instruction mastery when the use of language is for teaching, learning, or assessment purposes.

4.4 Perspectives assumed in the assessment process in the educational field.

In the educational field, assessment can be detached from two perspectives: first, assessment involves the act of measuring, that is, it expresses a quantity; and in the second, assessment implies operations to estimate, appreciate, and understand, among other words pronounce an evaluative and approximate judgment on reality, so the term assessment can express the qualitative and quantitative (Bertoni, 1997). However, assessment practices, being a very complex activity, must be treated from two interrelated perspectives.

4.4.1 As a didactic function

Didactic assessment is not only the act of verifying the performance or quality of the students because it is one more phase of the educational process, the end of a complete cycle of reasonably planned and analyzed didactic activity. This means that the assessment serves to think and plan the didactic practice. Thus, according to Jackson (1975), assessment means highlighting post-active teaching processes, which occurs when reflecting on what has already happened in time and their teaching activities.

4.4.2 From the critical point of view

Classroom assessment practices unleash different phenomena in teachers and students and in the school context itself; this implies that the evaluation is conceived as a way to understand the real curriculum of the student.

4.5 Assessment trends in the learning process

If it is assumed that the didactic problem is more ideological and political than technical, it is convenient to reflect on what Gutiérrez (1974) affirms:

> "school structures are the product of a state policy and therefore it is false that education is neutral. It escapes no one that the programs are vehicles for a certain ideology. And the same pedagogical procedures are a transportation of the social systems" (p.45).

4.5.1 Assessment from a behavioral vision of learning

The assessment of learning has been varied according to the theory of learning that has been based on a didactic approach or method and from this vision a conception is developed of assessment by objectives, whose most relevant characteristics are the following: the objectives are defined from the observable behaviors that can be measured quantitatively, where the concepts of

measurement and evaluation have been virtually interchangeable concepts and its instrument par excellence is the exam; Some objectives are selected at the beginning of the educational process whose achievement is expected at the end of it without paying much attention to the process that the subject follows to acquire the assessed behaviors, that is, it focuses attention on achieving a final result. The purpose of assessment is to verify the effectiveness of what is taught, which from a positive perspective behaves as indicated, obtaining quantitative data.

On the other hand, the purpose of this assessment is the selection and its objective is accreditation, which entails serious limitations for the student and the teacher such as: processes cannot be improved on the running, only repeated; the assessment of the process cannot be observed, only the final results that emerge from it; the students do not know their achievements until the end of the process, so they only works to obtain results (grades) and only studies when the end is near. It is not possible to detect specific needs in each student, therefore the teaching is not adapted to the individual, which implies that the individual must adapt to the process.

Other authors such as Santos Guerra (1990) and Picardo (2003) consider that a quantitative assessment is fundamentally carried out where only the student is assessed and mainly the negative aspect (correct = amend what was wrong) and the assessment constitutes an instrument of control and power. Casanova (19998) also points out that "when it is assessed, it is usually to detect the negative: learning errors, malfunction, etc., and generally, the positive is not highlighted".

4.5.2   The assessment from educational technology

In the 1960s, educational technology arrived in Ecuador from the United States of North America, through the project called "Alliance for Progress" to solve the problem of underdevelopment, whose philosophy was one solution to get out of poverty was modernization, this meant adopting models from developed capitalist countries. The educational process consisted of conditioning the student to adopt the behaviors that the programmer had predetermined, in this context, the evaluation of learning is postulated as a purely technical activity, and for this reason, it must be developed by experts in the subject, product. From this reason, standardized and qualified tests appear through computers that allow speeding up and multiplying the number of aspects to be evaluated in a very short time. From

this assessment perspective, what is important is not the learning process, but the final results, which serve as selection criteria for the efficient ones.

4.5.3 Assessment from a cognitivist vision of learning

The assessment from the cognitive perspective is more comprehensive and complete compared to the assessment from the behavioral perspective, therefore, the assessment is considered as a curricular element that allows a diagnosis to be made to know the real situation of the student, train, or provide feedback on educational process and, add or promote the student or not, and regarding what to assess, cognitivism assess the affective, psychomotor, and especially cognitive of the student. In addition, it suggests selecting the qualitative and quantitative assessment instruments and techniques according to the purposes of the assessment and the criteria that are going to be considered in the assessment.

At present, some assessment perspectives originate from cognitivism and are oriented to the analysis of tasks, errors, and the development of the intellectual competencies of the subjects (Wittrock & Baker; 1989). In this sense, the concern of this approach is the assessment of the intellectual processes carried out by a subject about the solution of a task, where the function of the cognitive field has been the study of how the subjects represent and mentally process information through processes such as perception, learning, memory, problem-solving, and decision making.

Along this line, it is interesting to analyze the works developed by Vygotsky (1978), aimed at laying the foundations for a model of dynamic evaluation of learning, where it is important to establish a distinction in the current level of development of a child, such as that can be measured in a standardized test and the level of potential development of this subject, emphasizing that this would be the degree of mental functioning that a child can achieve with some kind of help and support during the exam. Both measures are fundamental in the diagnosis of aptitude, both for learning and for program designs and appropriate or supportive (remedial) instruction.

The differences between these measures or zone of proximate development as Vygotsky calls it, are cited by (Cortada, 2001). These distinctions emphasize the gap between what learners can do independently and what they can achieve

with guidance, highlighting the critical role of interaction, mediation, and social context in cognitive development and learning processes.

Another author worth mentioning is Piaget (1970), considered one of the most distinguished cognitivists of our times, who was interested, more than in tests and individual differences, in studying the genesis of scientific knowledge in the history of humanity (genetic epistemology) and the genesis of logical thinking in children (genetic psychology).

According to Cortada (2001), Piaget's theory is structuralist since man can only understand the world by assimilating its constructivist cognitive structures since he thinks that these structures are mental instruments of knowledge. They are not innate or taken from the environment but are built with the coordination of actions that the individual carries out when acting in the world to transform it. In this way, man builds with the coordination of his actions, systems of transformation. Other psychologists have tried to build tests that allow evaluation of the stages of development of children's thinking. One of these instruments and one of the best known is the Scale of Development of Logical Thinking (eDlP) by Longeato (1969). These tests are not planned like the usual tests, turning to another group, psychometric theories attempt to explain individual and developmental differences in performance with standardized performance tests, especially IQ tests.

Underlying these theories is the premise that intelligence can be assessed in terms of latent sources of individual differences or factors. For example, Spearman (1927) emphasized that fundamentally all intellectual performance is in a general, simple, and common factor. Thurstone (1938) proposed that intelligence involved seven mental abilities: verbal comprehension, verbal fluency, numbers, spatial awareness, memory, reasoning, and perceptual speed. Guilford (1967) hypothesized the existence of 180 skill factors. The One-Many-Many trichotomies is also applicable to non-psychometric theories of intellectual development.

Another idea that arises when we talk about assessment refers to the magnitude of this concept since on the one hand the evaluation fulfills diagnostic and information functions about learning achievements at the level of knowledge domains and on the other hand the process of assessment as an educational activity, it contributes to learning since it is a way of controlling one's learning,

or in other words it is a level of awareness about the levels of personal or group cognitive advancement in solving tasks (Parra, 2007).

From the cognitive approach, the teacher should focus his interest on the cognitive processes that the student performs throughout the instructional situation, such as the nature of the prior knowledge he possesses, the type of cognitive and metacognitive strategies used, and/or the type of approach of processing (superficial, strategic or deep) used; the type of capacities that the student uses when producing knowledge; the type of goals that the apprentice pursues; the type of attributions and expectations that arises. Hernandez (2010). Therefore, learning significantly is a progressive activity; the significance of learning must be defined, and the pertinent assessment situations must be considered.

4.6   The assessment of declarative content learning

There are two types of declarative learning: data and fact learning; and the learning of concepts and principles have to be different. The assessment of factual learning is of a reproductive type, of all or nothing, or a quantitative type. Conceptual knowledge requires the use of more complex strategies and instruments, for which the assessment must be based mainly on the requirement of intensive definition or presentation of topics and be of a qualitative rather than quantitative nature, the assessment could use other techniques, the preparation of summaries, the development of monographs or essays, the solution of conceptual problems, and the categorization and organization of conceptual information through concept maps or semantic networks.

4.7   The assessment of the learning of the procedural contents

To assess procedures, the following aspects must be taken into account: they must not be assessed as memory events; they must be qualitatively assessed in terms of the form of their execution; having a comprehensive assessment

considers: the operations involved in the procedure and the precision in the application, the functional and flexible use, the generalization and transfer to other application contexts and the degree of permanence; and, finally, it is done preferably individually and with the direct participation of the teacher.

4.8 The assessment of learning and the modification of attitudes

There are two types of assessment: the self-assessment and the assessment of the attitudes of the students carried out by the teacher, where the self-assessment uses self-report instruments such as scales and questionnaires, and the attitudes must be interpreted not only through the verbalizations made by the students. Other techniques should be considered in which attitudes are manifested: specific behaviors or actions in specific contexts. Consequently, the teacher can use instruments such as checklists and scales that are easy to assess attitudes, however, the student can feel observed and falsify her behavior.

4.9 Assessment from a constructivist vision of learning

Mateo (2000) points out that these changes in learning assessment have possibly meant the most important innovation that is affecting current thinking about teaching, learning, and school. These changes have been accompanied by a change in the focus of the teaching-learning process: from the emphasis on teaching to the emphasis on learning, changes in the logic of learning assessment that gives the student participation in this process, taking decision-making aimed at improving the entire teaching-learning process and the use of alternative forms of assessment, which demands a very active practice from the students and from the teacher exploration of more effective assessment methods that favor learning.

The assessment is considered a "systematic process of analysis and assessment of the progressive changes that occur in the students by the educational action and as a way of obtaining information to make decisions aimed at improving the

educational activity" (Col & Onrubia, 1999, p. 125). In this way, assessment is considered as a regulator of the teaching-learning process. In the same way Jorba & Sanmarti (1996, p. 15) state that "all assessment activity is a process in three stages: Information gathering, Analysis of this information and judgment on the result of this analysis, decision making according to the judgment issued."

The assessment constitutes an indicator that makes it possible to determine the effectiveness and the degree of progress of the teaching, learning, and training processes of the students, at the same time, it allows the teacher to assess his work and reflect on it to reorient it. and correct it, so that it contributes significantly to improving the teaching processes in the classroom to promote better learning. As mentioned by Díaz Barriga and Hernández Rojas (2000) the assessment of the learning and teaching process is a necessary task, as it provides the teacher with a self-control mechanism that regulates it and allows him to know the causes of the problems or obstacles that arouse and disturb it, in this sense, assessment practices directly influence the study practices (particular ways of studying) that students use and the way they assume the assessment itself.

For Biggio (1996) assessment procedures are a determinant of student learning to a greater degree than are the curriculum and teaching methods. Crooks (1988), who reviewed the research on the impact that assessment has on students, concludes that classroom assessment has powerful direct and indirect impacts, which may be positive or negative, and thus deserves very thoughtful planning and implementation. When talking about quality in education, it is undeniable that word assessment is essential to approach it. "The quality of education depends, to a large extent, on the rigor of the assessment, and assessment is not always easy, but it is always unavoidable (Casanova, 1999).

Rigor should not be understood as inflexibility or excessive demands when assessing, it is rather a critical and reflective position regarding the role of assessment in educational processes and specifically, in the assessment of students, a complex process that implies a series of factors that do not only depend on the teacher's activity, but also on certain institutional or curricular requirements (See Table 5.1).

Consequently, participatory research supports an empowering assessment of the actors in the learning process. This is one of the reasons why assessment is considered a complex process, with serious social implications, whose basic

characteristics are: totalizing, investigative, permanent, historical, comprehensive, and transforming.

1. Totalizing: because it integrates the areas of the learning process, from the student's perspective as an indissoluble unit within a given context.

2. Investigative: because the assessment constitutes a participatory research process that assumes the commitment to understand, explain, and transform the teaching-learning process, and in which the social actors are assessed and evaluators.

3. Historical: the assessment is conceived as a process in progress that critically recovers the experiences of the past, problematizes the present, and projects the future, to potentiate individual and social development.

4. Permanent: assumes the need for qualitative analysis of the changes that are taking place in the social actors of the learning process.

5. Comprehensive: the assessment tries to get to the essence of learning, through the analysis of the network of interrelationships and interactions that occur in it.

6. Transformative: the assessment allows not only to understand the present reality of learning but also promotes change, through human action, on said reality, in a permanent dialectic of theory-practice.

Table 5.1. Comparative chart of assessment trends

Aspects	Trends		
	Traditional	**Educative Technology**	**Social Constructivism**
Purpose	Accumulation of foreign knowledge	Darwinian selection of the students	Promotion Human-Social
Object Of The Assessment	Information Received	Student's final result	Learning process
Character Of The Assessment	Punitive	Quantitative - technical	Investigative Participatory Critical - Propositive

Assessment Guideline	Student memorization	Operational objectives	Integrated capacity development
Grade Assignment	At the discretion of the teacher	Measurement effect	Encouragement of evidence of learning
Political Instrument	Political instruments of power and social control	Political instruments of power and social control	Shared responsibility

Resource: Orange & Herrera. 2008

4.10   Prevailing trends in the development of learning assessment

A better knowledge of the development trends of learning assessment can contribute to the improvement of assessment practices in the Baccalaureate. Castro (1999) summarizes the historical analysis of learning assessment and its expression in psycho-pedagogical theories with the following trends: assessment in a reductionist sense, assessment as the center of the process, and assessment as an intrinsic requirement of the educational act

4.10.1   Assessment in a reductionist sense

This type of assessment sees the assessment as an appendix to the process, not as a structural and dynamic component, and does not appreciate it in its integrating dimension between the pedagogical, psychological, and social aspects that this component represents for the student, teacher, and society relationship, supported by in the written exams, whose practice is very old in the educational process in Ecuador.

Influencing this type of assessment in the low academic achievement with a symptomatology of forgotten, inert, naive, and ritual knowledge; whose result is even more impressive when decanted in a kind of economic extrapolation. In addition, written exams are for many students a strong element of interference in learning due to the anxiety that they arouse in students to achieve the grades that allow them to be promoted to the next higher course (Ruíz, 2007).

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4.10.2 Assessment as the center of the process

With this vision, the assessment focuses on the process, having to consider the following characteristics: seek to provide information to formulate and reformulate the didactic action, understood as an act of communication between the parties involved with what is sought, above all, to improve the process of what that is being evaluated and consequently the product resulting from it; Its primary objective is to establish the student's level of achievement in each learning activity as well as to detect the most relevant deficiencies and difficulties to correct them throughout the teaching-learning process; This must not only refer to the degree to which the student learns a set of skills or knowledge but must also answer questions of justification as well as unintended learning effects.

In this assessment process, errors are detected to be corrected immediately without waiting for the end of the process, to carry out a test, when it is no longer possible to remedy the problems, which implies that currently there is a demand for a learning assessment that goes beyond the control and measurement of student learning results to fulfill the function of optimizing processes from a constructivist vision of learning, which puts interest in a more process-focused assessment.

4.10.3 Assessment integrated into the teaching and learning process.

It generates change, and the assessment demands to be part of the teaching-learning process, which characterizes the assessment as an intrinsic requirement of the educational act and presupposes analyzing the assessment of student learning from within the teaching-learning process in particular to reveal the characteristics, functions, and requirements in correspondence to the approach of this last trend where it is intended to build an assessment model integrated into the teaching-learning process itself.

Moreno (2003) considers that socio-cognitive currents currently predominate in educational psychology, they conceive the assessment of the knowledge that the student learns as a formative and training activity of the first order and affirms that only procedural declarative knowledge is no longer valued, attitudinal, but rather emphasizes strategic knowledge given its close link with autonomous work and its semantic affinities (self-regulatory, metacognitive, permanent).

An instrument to carry out this formative assessment is some of the tasks that teachers request their students, these adjective tasks of authentic suppose a real and effective alternative to assess the knowledge of the students.

4.11   Reconceptualization of learning assessment and its consequences from different perspectives

Returning to what Castro (1999) pointed out and the proposed changes, it is necessary to reconceptualize learning assessment and its processes to try to anticipate the implications that its introduction will entail and analyze its consequences from technological, political, cultural, and social perspectives (Hargreaves, 1999).

4.11.1   Technological Perspective

This perspective assumes that any innovation is a technology with solutions that are predictable and can be transferred from one situation to another. Applied to the field of learning assessment, the technological perspective focuses on aspects such as organization, structure, strategy, and skills for the development of new assessment techniques.

Therefore, from this perspective, we assume that an alternative learning assessment process such as the one proposed would constitute a complex technology that would require training and practice in the development of reliable and valid measurement systems, built in such a way that they are capable of capturing the complexity of the information on the execution of the learning by the students called 'performance-based assessment'. The foreseeable consequences from this perspective will be in those presented by teachers who will manifest themselves as inexperienced in the subject and lacking time both for their training and to develop the appropriate instrumentation or technology for this assessment approach.

4.11.2 Political Perspective

The political perspective in educational innovation implies the exercise and negotiation of power and authority and the competition of interests between different groups (House, 1981).

If we situate ourselves in the specific field of assessment, we must recognize that assessment implies acts of power and that the alternative models proposed imply giving up and sharing part of it. In addition, from this perspective, assessment is identified from two different conceptions called convergent and divergent (Torrance & Pryor, 1995).

In the convergent assessment, the important thing is to determine that the student knows, understands, or can do concerning something previously determined. The power of decision-making lies primarily around the teacher. On the other hand, the emphasis is on what to learn and how to do it. Students must accept part of the responsibility for their process and teachers in creating the conditions for it to occur. This exercise involves sharing part of the power, such as the fact that the assessment criteria must be previously known and often developed collaboratively with them.

The Political Perspective of the Assessment in English Learning in Ecuadorian Education by 2025 have: Challenges and Implications. By 2025, the political perspective of assessment remains a central issue in shaping teaching and learning outcomes. National language policies, driven by political agendas and international alignment, continue to emphasize English as a tool for economic development and global integration. However, this vision brings with it a series of unresolved challenges in assessment that hinder equitable language learning.

One significant political challenge lies in the implementation of standardized, high-stakes evaluations that prioritize accountability over meaningful learning. Although Ecuador has promoted alignment with the Common European Framework of Reference (CEFR), the pressure to meet proficiency benchmarks often neglects local realities, especially in rural and under-resourced schools. As noted by Shohamy (2006), assessments influenced by political ideologies may function more as tools of control than as instruments for learning improvement.

Moreover, there is limited teacher participation in designing or contextualizing assessment tools. National exams are often designed centrally, leaving little

room for formative, classroom-based assessment practices that are essential for language development. This top-down approach can reduce teacher autonomy and discourage pedagogical innovation, further widening the gap between assessment policies and classroom practice.

In 2025, technological advancements offer new possibilities for assessment, such as digital platforms and AI-supported feedback. However, access remains unequal, with schools in marginalized areas lacking infrastructure and training. This digital divide reinforces educational inequities, despite political rhetoric around modernization and innovation. In conclusion, while Ecuador's political approach to English assessment reflects global aspirations, it struggles with challenges of equity, teacher agency, and relevance. To move forward, education policy must embrace participatory approaches, ensure contextual adaptability, and prioritize assessments that support rather than hinder learning.

It should be noted, in the new approaches, from the moment that the assessment processes are shared and jointly designed by the teachers, sharing power not only refers to the students but also implies a clear redistribution of power among the team of teachers themselves taken to its ultimate consequences, it would be necessary to include political, administrative, and social agents as participants in the new evaluative designs, to the extent that they grant substantivity and relevance to certain types of knowledge or skills and thus condition the new learning and assessment processes.

4.11.3 Cultural perspective

The cultural perspective analyzes how innovations are interpreted and integrated into the social and cultural context of an institution (Fullan, 1993; Hargreaves, 1994). From this perspective, the real challenge of the new assessment proposals lies in the need for teachers to reconceptualize and re-culture their judgments regarding the nature and purpose of learning assessment.

Innovation in learning assessment involves the coordinated application of a significant set of different strategies. An authentic assessment is by nature multidirectional, and direct, its use must be intensive in such a way that it produces continuous and rapid feedback, therefore, the assessment criteria must not be hidden or mysterious, but rather transparent, and the attitude of teachers

and students cannot be passive, but all must be activated and perfectly assembled in a project that they perceive as common.

The assessment from this cultural perspective implies re- assessment and self-assessment until reaching the expected learning achievements whose objectives of the new assessment are not located in the control but in the improvement, the optimization of the learning capacity of the students, of the teaching of the teachers and the creation of favorable environments for both by the institution.

4.11.4   Social Perspective

From the social perspective, it is necessary to analyze to what extent advanced modern societies affect educational innovation. In the first place, we must accept that our society constitutes a complex, diverse, and uncertain reality, realities that suppose an enormous complication at the moment of trying to establish and develop the mission of the institution and consequently guide its innovation and establish the objectives and the assessment of your level of achievement. Secondly, and as a transversal fact, it is necessary to consider the level of impact that the presence of new technologies has produced, the attitudes that it has aroused towards them, and the expectations that it has generated. Consequently, as far as educational innovation processes are concerned, society wonders about the types of basic skills that our students would necessarily have to develop (and that consequently would have to constitute an object of education training); how teaching and learning processes should be reorganized: how learning would be better represented if we applied technological advances in its design or how assessment could be integrated in the context of new technologies, among other issues.

Finally, it is also necessary to consider the distances that have opened up between the reality that the subject lives in his habitual environment and that of the educational centers, in such a way that it is admitted that the feeling on the part of the student of feeling oblivious to everything that surrounds him in the school environment (it is only necessary to verify the increasing difficulty to obtain the participation of the student body).

Family diversity itself, social and cultural in which the subject moves and is immersed, generates such differences between them that later it is not easy to build a common discourse in the school space that is perceived as relevant for all.

Many teachers, at all educational levels, admit the difficulty of contacting their students, coming to perceive them as difficult to know and difficult to predict (Bigum & Fitzclarence, 1994). An attitude frequently expressed by teachers towards students is that of bewilderment, which will constitute one of the elements that must be taken into account in the construction of new assessment forms. The general characteristics indicated here question the possibility of establishing single evaluation models. Hence the importance of introducing the need for the assessment to be based on a multiplicity of sources and evidence; it must admit diverse points of view, share judgments, and must be permanently redefinable. In general, it is fundamental to accept plurality as its most proper character.

4.12 Trends in learning assessment by competences

All assessments are supposed to assume an educational conception and all educational conception proposes an assessment approach, this includes both the conception and the assessment practice, since the assessment of a behavioral education is not the same as the assessment of a constructivist education, since there are great differences.

4.12.1 Behaviorist approach

Dr. David McClelland, professor of Psychology at Harvard University in the 1970s, established that competencies are the set of intrinsic characteristics of the individual, which are demonstrated through behaviors and which are related to superior performance or of success at work, additionally, this approach is based on the assumption that people learn in response to some stimuli proposed by the trainers, that is to say that training consists of providing stimuli to learn and thanks to learning people change their behavior (López & Leal, 2002).

From this perspective, competencies are defined as those characteristics that differentiate superior performance from average or inferior performance. Mertens (1996) points out that behavioral analysis starts with the person who does his job well according to the characteristics of those people, establishing 21 competencies and 360 indicators.

4.12.2 Functional approach

The functional approach looks into the essential elements that allow obtaining the desired result in a certain activity and occupation, which aims to define the essential functions for a worker to obtain adequate performance, and for which it defines minimum competencies for each occupation. According to Mertens (1996), competence under this approach is "something that a person must do or should be able to do.

This approach establishes some objectives of vocational training, such as: creating a more competitive labor force; having a more flexible workforce; moving from a supply-driven training system to one that reflects and responds to the needs of the world of work; ending the divide between qualifications based on the competency levels required in the job; improving consistency between assessment and certification. In addition, it determines four families of competence related to expected results, task management, management of unforeseen situations, and working conditions. One of the requirements is to define performance standards that serve to assess compliance with these competencies.

4.12.3 Constructivist approach

From this approach, learning consists of building knowledge from the confrontation-integration of information and experiences that comes to reinterpret already existing knowledge, in which the cognitive is articulated with the procedural, the attitudinal, and the values and it is postulated that learning is more effective when it is learned for life and work.

This approach proposes that the competencies related to the achievement of results have the same importance as the competencies linked to the development of people, regardless of their performance in the organization. On the other hand, competencies are linked to the resolution of difficulties and problems that prevent an organization from achieving its objectives.

Consequently, the constructivist approach decenters the center of gravity of the learning process, passing it from the teacher to the student, in addition, it contributes to the latter acquiring something that will be fundamental throughout his life: 'Learning to learn'. This is corroborated by Vygotsky's statement when he maintains that learning is an interpersonal process that later becomes

intrapersonal. Or those who learn have significant and continuous learning, then Coll (1985) said that the more degree of significance of the learning realization, the greater will also be its functionality.

From the above, one of the principles of this postulate is that people learn to learn based on: people learn to be reflective and autocratic; people master a series of instruments that allow them to be more effective and efficient; people can transfer their ability to learn to multiple contexts; people have the capabilities that allow them to handle new and unpredictable situations; people constantly assess themselves with a perspective of growth.

4.13   Comprehensive human development approach

This approach maintains that institutional innovation that contributes to its sustainability is a complex and multidimensional process within a participatory environment, which overlaps conceptual, methodological, and cultural elements such as a framework for thinking, a framework for deciding, and a framework for acting. Other elements to consider lie in the differentiation of ends and means, therefore, economic growth and technological development must be considered important and essential, but as means, not as ends in themselves (De Souza Silva, 2000). In addition, it is emphasized that sustainability is ethical, political, and cognitive, which implies building a new system of ideas to generate sustainable development. Consequently, reality cannot be transformed with answers but with questions, when teachers adopt the pedagogy of the question that forms path builders, because we do not learn with the already existing answer, but with the locally relevant question that challenges the talent of the interested parties, of the social actors of a process.

4.14   Competence-based assessment

Competence-based assessment is an approach that the Ecuadorian educational system has adopted as one of the instruments that contributes to

achieving educational quality. According to Frola (2011) the assessment arises from a need that leads the individual to mobilize their concepts, their procedures and their attitudes in real exhibitions and with previously defined criteria of quality or requirement known as evaluable indicators. Zabala (2007) states that assessing competences is assessment processes in solving problem situations. On the other hand McDonald (2000) maintains that assessment is the most important stimulus for learning (...) A competency-based approach assumes that educational standards can be established and that most students can achieve them, that different performances can reflect the same standards, and that evaluators can make consistent judgments about these performances. Other authors such as Álvarez (2008) argue that, in its formative function, assessment must provide useful and necessary information to ensure progress in the acquisition of the learner, as well as the teacher.

The assessment by competence allows to the assessment of conceptual, procedural, and attitudinal learning contents. In general, conceptual learning contents are facts, data, and concepts based on significant learning that requires an active attitude. López (2005) argues that a concept is acquired when one can give meaning to a material or information that it presents, translating something with your own words, whose understanding will allow you to have your representation of reality.

The procedural learning contents focus on skills, habits, strategies, algorithms, etc., in an orderly manner and oriented towards the achievement of a goal, which implies "knowing how to do", therefore Duarte (2011) establishes that one of the most important skills important in the competency approach is metacognition since its development favors the transfer of skills acquired in one domain of knowledge to others. Regarding the content of attitudinal learning, it is the thought and feeling that verbally demonstrates that if you like or dislike something, therefore learners must first interpret the data and then carry out the assessment.

Competence-based assessment implies transformations in assessment practice, beginning with the fact that the object of assessment transcends the repetition of concepts and the mere cognitive sphere. Its evaluation should be understood as an accompaniment to this process and is based on evidence that allows us to discuss the scope of this or that competence, or, where appropriate, its level of development and the paths for its improvement. Based on the articulation

of the evidence, it is assumed that competence was developed in a reflective, responsible, and effective way, with reflective learning being the basis for the transfer of learning and therefore of competencies. In addition, types of evidence are identified that in practice can be constructed so that one contains the other (Cázares & Cuevas de la Garza, 2007).

1. Knowledge: it is based on knowledge that allows the exploration and development of comprehension and analysis processes, and this can be declarative knowledge or a factual one.

2. By product: it is the result of a series of actions that students carry out and that focus on a tangible result.

3. Performance: refers to the actual performance of students in certain activities within the educational process.

4. By attitude: they are evidence generated from behaviors that can be visible in the process, the important thing will be to determine the attitudes related to the competence to be developed and propose the strategies both for their training and for their assessment.

Assessment by competencies demands changes in the ways of assessing, developing assessment strategies in accordance with the new educational reality, according to previously established assessment criteria, taking into account what must be assessed is the degree of acquisition of the competencies by the student, this implies assessing of the components that constitute the competence: contents, skills, attitudes and values, and learning strategies, in a specific context and moment, so that a qualitative or quantitative expression can be given that indicates the degree of acquisition of each and every one of the competences, that is, we refer to the level of performance based on the components of said competences set to be achieved up to that moment. For the application of the same, some aspects must be considered: assessment criteria that will serve as a reference to assessing the competencies; the activities that students must carry out; the type of information each is expected to provide; the relationship of each activity with the competencies; the qualification criteria (Arredondo & Cabrerizo, 2009).

Competency-based assessment has two areas: competency assessment and competency-based assessment. The first refers to the process by which the degree to which the student possesses a certain competence, or a dimension thereof, is

determined. On the other hand, the second refers to the assessment that follows the principles of the competency approach in education, making assessment a systemic process of analysis, study, research, reflection, and feedback on expected learning, based on agreed indicators, and built concerning the academic community. Therefore, these two dimensions are integrated under the concept of competency-based assessment (Tobon, 2005).

The assessment by competence always has a formative purpose, regardless of the context where it is carried out: at the beginning or the end of the degree, at the beginning or the end of the module, or in a certain certification process that allows determining the degree of development. of their competences in their three dimensions: affective-motivational, cognitive, and attitudinal. This always makes it possible to address strengths and aspects to improve since the assessment should not be one-dimensional but should always be reflective and critical (Sánchez & Gairín, 2008).

Additionally, the competences can be evaluated by processes and standards. The first implies giving greater importance to the internal dynamics of student training and learning than to external, partial, and provisional results since competencies are processes of cognitive development.

"What forms is the process, the construction of the path, not the achievement of the specific or general objective; the result, the product of teaching by processes is not at the end of the road" (Flores, 1997). Assessment by processes also implies walking at the pace of people and groups, not at the pace of programs and institutions, respecting their particular growth processes. The development of intelligence, the basis of assessment by competencies, demands from teachers' knowledge of multiple intelligences and care with the processes of brain maturation. Assessment by processes must be the commitment of every educational community because nobody educates anyone, nobody educates themselves (Paulo Freire, 1970).

The second is the assessment of academic content from the different fields of knowledge, always closely related to cognitive skills or abilities intellectuals of the students (Morales, 2003), in other words, the fundamental factor to assess is the level of conceptual and thematic mastery reached by the student, together with the ability to apply the knowledge acquired to different situations and contexts of life. everyday life, science, and technology.

4.15 Characteristics of the Assessment by competences

The assessment by competencies has the following characteristics. According García (2005) describe 6 characters useful to improve and apply the learning competences

1. It is a dynamic and multidimensional process carried out by the different educational agents involved in the educational process.

2. It takes into account both the process and the results of learning.

3. Offers feedback results both qualitatively and quantitatively.

4. Its horizon is to serve the ethical life project of the students.

5. Recognizes the potentialities, multiple intelligences, and the zones of proximal development of each student.

6. It is based on objective criteria and socially agreed evidence, also recognizing the subjective dimension that always exists in some assessment process, since it is linked to improving the quality of education since it is an instrument that provides feedback on the level of acquisition and mastery of competencies and reports on the actions necessary to overcome deficiencies in them.

4.16 Basic Principles to consider in the Assessment by competences.

4.16.1 The assessment is carried out to make decisions that improve and increase the degree of suitability.

The assessment recognizes that students have different potentialities, and their development depends both on their life project and on the resources, opportunities, and characteristics of the environments in which they live. The optimal use of resources is sought, promoting their desire to know and the joy of learning, and not simply studying to pass or to have the best grades.

4.16.2   The assessment is carried out taking into account the professional, disciplinary, social, and investigative context.

The assessment is carried out through activities and problems that have professional relevance, so that there is a greater degree of student involvement, in this way assessment strategies must be favored that are in turn used in the professional field to determine the quality of the assessment performance.

4.16.3   The assessment of competence is essentially based on performance.

The assessment privileges the student's performance in real or simulated situations specific to the context, rather than activities focused on theoretical content, but they do so with performance as a reference, that is, the performance in the face of activities and problems.

4.16.4   The assessment is also for the teacher and the school administration itself.

It should serve the teacher to improve the quality of the didactic processes, since it is a way of par excellence to obtain feedback on how pedagogical mediation is being carried out, making it possible to detect difficulties.

4.16.5   The assessment from the competence approach integrates the qualitative and quantitative.

The integration is done under the criteria assessment, which means that all assessment of learning is made based on criteria discussed collectively, argued, and agreed upon, from which levels of achievement and development of competences are defined.

4.16.6   Student participation in establishing assessment strategies.

The success of the competence assessment process is related to the degree to which these are assumed as valid by the students, for which spaces must be

created to discuss with them the importance of the evaluation, its types, and strategies, seeking to expose suggestions and comments to implement or improve the said process within a certain course, taking as a reference the competencies to be developed with their respective criteria, knowledge, ranges, and evidence.

4.16.7   Assessment must accompany any training process.

All formative processes must take into account the assessment to determine the learning achievements and the aspects to be improved, as well as the degree of quality and relevance of the activities carried out.

4.17   Assessment indicators.

They are previously established references, to avoid arbitrariness and disorganization, which must be technically designed and agreed upon by the community. An indicator is an observable or perceptible signal of a process in progress or of an interim result obtained.

The indicator can be qualitative or quantitative. Qualitative when it reveals a vital sign of personal growth (process indicator); and it is quantitative when it expresses the materialization of knowledge as a specific result (standard indicator). Therefore, Morales (2003) determines certain rules that must be considered when designing indicators: they must be of quality, that is, refer to very important aspects of training or learning; they must be few to facilitate their daily use; they must be positive in the sense of always pointing towards constructive aspects of the training; They must be personalized in their formulations, to generate a greater commitment in practice.

We understand indicators as those information, data, or results, susceptible to an unequivocal or standardized interpretation, which inform of the acquisition or degree of performance in the competition. Depending on the type of competence to be evaluated, and the type of instrument used to collect performance evidence, they may be quantitative (indices, rates, scores, ratios...), or qualitative (arguments, descriptions...); although, whenever possible, they should be quantitative, to facilitate the differentiation between levels. Likewise, we can identify simple or compound indicators.

4.18 Assessment standards

By standard, we refer to the specification or operationalization of the quality levels that must be shown as mastery of a competence. In short, they constitute a qualitative or quantitative explanation of the levels of performance that a person must obtain, to consider that they possess competence. Therefore, they come from the assessment criteria that have been considered critical for the observation of the level of quality of learning. They reflect the criteria for the interpretation of scores, or evidence, that have been obtained in the different instruments that are used for the measurement and/or assessment of competence. Consequently, the standards serve as a link between a concept of quality (necessarily qualitative) about the competences and the measure (quantitative) or evidence (qualitative, quasi-quantitative, or quantitative) that has been observed as a learning result (Jornet & González, 2009).

In this case, the standards act as the initial reference element from which the entire structure of measures and evidence that can serve as a sample of performance is derived. Therefore, the evidence collection system must be established from the standards. In this case, we understand that said system refers to the set of evaluative situations and tasks in which it is possible to observe the achievement in the acquisition of the competence or sub-competences under assessment. The standards explicitly represent the systematization of the concept (or criteria) of quality of performance in the competence or sub-competence to be assessed. Therefore, they operationalize the observable performance levels in the domain of competence, which is why they in turn represent performance goals in the competence or sub-competences that are the object of assessment.

Given that the standards, in the assessment use, guide the decision and final value judgment about performance, their graduation will depend on the type of assessing uses that they wish to carry out, so that we can differentiate between dichotomous standards (competent/not yet competent) and polychotomous. The latter is the most common, while the former would apply to summative situations in which only a minimum level of competence aspires to be certified in an educational program or activity (Rodríguez, Ibarra, & Gómez, 2007).

4.19 Assessment criteria

The evaluation criteria refer to:

1. The condition or conditions that a certain action or performance must meet to be considered quality; therefore, it defines a quality objective about what is intended to be assessed.

2. It is based on a principle or axiom defined as a priori on which a value judgment can be made.

As source elements of the final value judgment that will support the evaluation, they must in turn meet certain quality characteristics:

1. Be explicit, and operative, that guide towards observable elements of the performance of people in a certain competence.

2. Therefore, they comply with the basic characteristics of evaluability and feasibility in terms of their measurement.

3. They are established by intersubjective consensus, in a participatory manner among the audiences involved (specialized in the disciplinary field that affects the competition); they must be accepted as objective (or objectified) and therefore accepted as the initial reference of the assessment system.

Additionally, the assessment criteria establish the type and degree of learning that students are expected to have achieved at a given moment, concerning the capacities indicated in the general objectives of the stage, and their purpose is to define valid, verifiable indicators to recognize the level reached by the student in the acquisition of a certain competence (Castillo & Cabrerizo, 2009).

4.20 Accreditation

Accreditation is a certification of the acquisition of competence, through demonstrative evidence of student learning, in which the dimensions are integrated: knowing how to think, knowing how to do, knowing how to live in a community, knowing how to undertake, and knowing how to be, through of demonstrative evidence of learning, and this refers to the fundamental learning required by the micro curricular programming and acquired by the students, of whose evidence the teacher informs the educational institution, for promotion purposes. Assessment and accreditation are conceived as two parallel, complementary, and interdependent processes, although with different complexity, which takes place in a group experience.

UNESCO (2012) defines accreditation as a process by which an authorized body, based on the assessment of the results or learning competences according to different purposes and methods, assigns qualifications (certificates, diplomas, or titles) or grants equivalences, units' credit, or exceptions, or issues documents such as competency portfolios. In some cases, the term 'accreditation' is applied to the assessment of the quality of an institution or program as a whole.

As established, the Regulation of the Organic Law of Intercultural Education (RLOEI, 2012), indicates that the passage of students from one grade to the next higher according to the Regulation is called "promotion" commonly known as accreditation. In addition, it establishes the promotion requirements:

1. The minimum qualification required for promotion, in any educational establishment in the country, is seven out of ten (7/10).

2. In the Upper Basic sublevel and the High School level, for promotion an average grade of seven out of ten (7/10) is required in each of the subjects of the national curriculum, in the same way the additional subjects that each educational institution (E.I) define in your PEI, but, only for the promotion within the establishment; however, they will not be if the student continues his studies at another E.I.

3. By the provisions of circular letter No. 014 VGE in number 8, it establishes that the student of these levels must also obtain a minimum general average of seven out of ten (7/10) for approval.

4. Educational institutions must issue a promotion certificate at the end of each school year (from the 2nd year of EGB to the third year of High School) for those who are promoted to the immediately higher grade or course.

4.21 Grading

UNESCO (2012) defines grading as an official record (certificate, diploma, title) of learning achievement, which recognizes the results of all forms of learning, including satisfactory performance in a set of related tasks. It can also be a condition that must be achieved or completed for a person to enter or be promoted in an occupation or to pursue learning. The qualification from the perspective of official demand for promotion comes from a quantitative and qualitative stimulus, which the teacher administratively delivers to the institution, concerning the student's academic performance throughout the process, therefore, it is not only referred to a job, but to the whole of the evaluation and accreditation.

From the assessment perspective, the term 'grading' refers exclusively to the assessment of student behavior (school grade). Therefore, 'grading' is a more restricted activity than evaluating. The grade will be the qualitative (pass/fail) or quantitative (10, 9, 8, etc.) expression of the value judgment we issue on the student's activity and achievements. In this value judgment, you usually want to express the degree of sufficiency or insufficiency, knowledge, skills, and abilities of the student, as a result of some type of test, activity, exam, or process.

The report card is an important part of communication between teachers, students, and parents (Stiggins, 1998). Grades have two basic purposes in the classroom: they reflect student achievement and student motivation. While grades may indicate the level or rank order of student performance, there are other questions about their success in terms of incentivizing students to exert greater effort. The grades are extrinsic motivations and are frequently contrasted with intrinsic motivation derived from self-determination criteria such as learning interest and self-created goals. Furthermore, Kohn (1994) points out that students

who have been promised extrinsic rewards for an activity tend to lose interest in whatever they have done to obtain the reward.

Consequently, the 'grading' in the assessment process assumes the communicative role of the value judgment resulting from the assessment process, through numerical symbols, scales, concepts, or descriptions, however, it is not enough to fully express the richness that it has. the assessment.

On the other hand, many teachers, parents, and administrators still associate the 'grade' with the numerical score instead of associating it with the quality or quality (Flora, 2011), as well as the confusion between assessment and grading. Faced with the dimension of learning, parents want to know "how their children are doing", students want to know "how their grades are going", head teachers need to have an idea of the progress of their course, the educational system requests information, therefore, the response to these requests are judgments expressed in qualifications.

Consequently, 'grading' as a judgment is a reality in school life, therefore, the judgment that it manifests synthesizes this process and has as its ultimate objective to improve the results of the educational activity. In this way, the well-known situation of "taking notes" is not a simple act of statistical calculations, especially calculations of averages. This means that 'grading' should be an instance to express and communicate responsible judgments about the achievements of the students, taking into account the observations and measurements made during the learning process.

For this, 'grading' and its notification should comply with the following principles (Ruiz, 2009):

1. Clarity: Whichever system is used, it must be clear what the symbols, terms, and concepts used mean.

2. Simplicity: It must be understandable for the different users of the information: the students themselves, parents, the administration, other teachers, counselors, etc.

3. Homogeneity: Try to ensure that the qualification criteria used by the different professors are sufficiently homogeneous in the symbols used and in the assessment standards.

4. Ease: The grading system must be moderately economical in terms of effort and time required for compliance by all teachers.

5. Convergence of evidence: Along with the requirement of objectivity, it is necessary to consider all the data that is possessed by the student, accepting that the qualification has, as an expression of value judgment, a certain load of subjectivity. This makes it possible to assess relevant data, from the perspective of the teaching-learning process, which exceeds quantification, but which affects the qualification.

In short, school grades as an element so typical of educational dynamics are expressions of value judgments, which summarize and communicate the learning assessment process and have important psychological and social consequences. This forces us to consider that the assignment of scores or grades is not an isolated event, but that it has a "before" and an "after". In this way, it is possible to give significance and truly pedagogical scope to the learning assessment process.

Ignoring this essential characteristic of the 'grading' means continuing to put notes as an isolated expression of a value judgment, disconnected from the other aspects of the assessment: measurement, congruence with the proposed objectives, and information for decision-making.

To improve the grading system that allows the 'grades' to express communicative competence more effectively and significantly, the following aspects should be considered: select a method for converting raw scores (extracted from various sources) into grades that represent the most real situation possible of the students, in front of the school group to which they belong; discriminate the information sources of information on school performance and assign them the weighting that is deemed most convenient, reducing them to a single composite note; control the application of the grading system adopted, so that as many systems do not appear as there are interpreters (Lafourcade, 1969) (See Table 5.2).

Table 5.2. Meaning of school grades

Agents	What should the scores mean?	What should not the scores mean?
To the parents	» Information to know in which subject your children need special help at home. » An indicator that can be considered useful to stimulate what your child knows how to do and not insist too much on what he is unable to do. » One of the many communication systems within the school	» A reason for disgust at not meeting your expectations regarding your child's abilities. » An opportunity to put into play whatever spring there is to put pressure on the teacher so that their children receive the grade they suppose. » A source of conflict
To the teachers	» The strict measurement of what the student knows is based on his or her educational objectives for the subject. » An understandable and consistent procedure. » A means of information that maintains the highest objectivity.	» The evaluation of other traits such as dedication, effort, etc., detract from their mission and generate confusion in those who must use them for certain purposes. » A disciplinary instrument. » An exclusive way to encourage homework. » A product of your equation. » A medium that discourages the less gifted. » An exclusive instrument of control. » A barrier to his students for not knowing how to play the role of judge sensibly. » One of the many procedures used to achieve professional prestige ("the abundance of low grades, failings, and failures reveal me as a demanding teacher").

Agents	What should the scores mean?	What should not the scores mean?
To the educational administrators	» An implicit way to evaluate the strategy of your action. » A source of information to periodically reorient the teaching work. » An instrument to guarantee the promotion and graduation of students. » An important element is to provide better opportunities for the student's vocational interests.	» The final and unappealable word of the teacher. » An instrument whose management is left to the free discretion of the staff.
To the students	» A means of information regarding their true returns. » An indicator of its possibilities and limitations. » A wake-up call about your real productivity.	» A purpose in itself. » A means to promote competition. » An opportunity to deploy the strategy of fraud and deception to achieve or maintain a good status.

Resource: Lafourcade, Pedro. 1969. Evaluation of learning. Page 246

According to the provisions of the Regulation of the Organic Law of Intercultural Education (RLOEI, 2012), it indicates that the 'grading' refers to the student's achievement of 'approving' the learning objectives defined in the subject or area of knowledge set for each of the levels and sub-levels of the National Education System, that is to say, it refers to the academic performance of students as established in their curriculum and to the learning standards according to the quantitative and qualitative grading scales. In addition, grades are an official requirement to promote high school students from one grade to the next, as described in the following table.

Table 5.3. Grading Scale

Qualitative Scale	Quantitative Scale
Pass the required learning	10
Master the required learning	9
Achieve the required learning	7 – 8
Close to achieving the required learning	5 – 6
Does not achieve the required learning	≤ 4

Resource: Regulation of the Organic Law of Intercultural Education. 2012

From the quantitative perspective, the assignment of grades expressed in numbers or letters is an old problem that persists today, since it constitutes a real problem for the teacher who tries to act with maximum equanimity and precision when awarding a grade for a lesson, a test, or an assessment task, since the teacher remains with the feeling of whether or not he acted fairly when assigning a grade.

4.22   Metacognition

Metacognition is the knowledge of oneself concerning one's cognitive processes and products and is oriented to "thinking about one's thinking" and implies being aware of one's own thinking and learning processes, which makes it possible to know these processes and be able to improve it more and more (Flawel, 1979; Martiano, 2000). Therefore, metacognition constitutes the most important manifestation of "learning to learn", where the most important thing is to know how they come to structure their learning, to realize how they think when thinking about their thoughts and how they elaborate it (Santivañez, 2013) this implies that the teacher must accustom his students to: formulate and find a way to develop their learning plan; find ways to control their learning; know how to diagnose your strengths and weaknesses; knowing how to describe their learning styles; describe under what conditions you learn best; knowing how to

learn from each day's experience; know how to learn from the media; know how to participate in discussion groups, conferences or courses; know how to learn from an author; know how to use your intuition for learning.

Metacognition is closely related to the subject's awareness of their knowledge and learning, which is why many scholars in cognitive psychology conclude that learning depends almost in parallel on metacognition skills. This has generated many conceptions in this regard: metacognition is knowledge about our knowledge processes and products (Brown, 1987). Consequently, metacognition is an ability that belongs to one of the highest mental processes that the individual is capable of developing since this is an ability to think about thinking, to be aware that one is capable of solving problems, and to monitor and control one's mental processes.

4.23 Meta-assessment

The meta-assessment proposes to look further, reflect on the information that the assessment provides us, and make the most appropriate decisions to improve the quality of teaching and learning. The starting point was Mestres and Bellot's statement that "a way of assessing involves a way of teaching and vice versa".

The concept of meta- assessment appears and is coined by Scriven (1968) calling it meta- assessment, the assessment of the assessment, who stated that evaluators have a professional obligation that the proposed or completed assessments are subject to a competent assessment, the meta- assessment. Scriven substantiates his postulate by noting that assessment is a particularly self-referential subject since it applies to all serious human endeavors, and consequently to the assessment itself.

The most remarkable thing about Scriven is his proposal that meta-evaluation become a professional imperative for evaluators, that assessment, to put it in his terms, "begins at home". Thus, Stufflebeam (1987) states the goal of meta-assessment is to ensure the quality of assessment services, avoid or deal with illegal practices or services that are not in the public interest, point the way for the improvement of the profession and promote a greater understanding of the

assessment enterprise (p.123). Therefore, Daniel Stufflebeam in his work meta-assessment states that a good assessment requires that one's achievements be assessed, since many things can be and often are done wrong in assessment work. Among the possible problems to verify in the assessment are partiality, technical error, administrative difficulties, or misuse of it.

Such verifications are necessary both for the improvement or benefit of the assessment activities that are being carried out and to evaluate the worth of the achievements of the completed assessment. Consequently, the 'meta- assessment ' constitutes a resource or a practical alternative to possible discrepancies arising after an evaluation has been carried out. This means that with the 'meta- assessment ', not only will the proper use of the information collected in the assessment be protected, but also the objects evaluated and all those people who intervene in the evaluation processes, both assessed and evaluators, will be protected. Its main purpose is the improvement of the processes and procedures of the assessment and, ultimately, of the assessed object, taking into consideration that the 'meta-assessment ' and the ' assessment ' generate a self-referential circle on the quality of both the assessed object and the meta- assessment assessed and enabled its development towards perfection.

4.24 The assessment of learning. Key issues in planning this process.

From integral human development, assessment is consubstantial with the teaching-learning process, in itself, it is a practice that investigates, and questions teaching and learning in its various aspects, the same ones that allow us to reflect on our assessment practices in the classroom. , that allows them to enter the educational process as a learning tool and that facilitates students to achieve significant learning that will be useful for their daily life according to the needs of the students. Here are some questions to answer thoughtfully:

With what orientation is the teaching-learning process being developed? What role are teachers and students playing? What are the reasons for such difficulties? What has motivated the students the most? What has caused you the most displeasure? What decisions can be made to improve the teaching-learning

process? Consequently, the assessment is a systemic and comprehensive study of the conditions that affect or affect the educational process in a certain context, this will also allow the capacities of the learning community to be enhanced.

Therefore, the planning of the assessment and accreditation and essential so that the teaching-learning process of foreign languages does not lose quality, compared to a lack of culture of assessment and accreditation in our educational context, which is evidenced in bureaucratic or improvised practices of tests and qualifications, which frequently favor mechanical repetition, therefore it is proposed to reflect critically on the following issues, to which respond in the planning of an empowering evaluation (Naranjo, 2008), and which in turn is by the methodological proposal of the 'hexagon' model adapted by Tejada (1998).

1. Why assess? determine the starting point in content and thematic organization; propose strategies around the problems; establish scope and guide the training processes.

2. What to assess? previous knowledge about assessment (types, techniques, instruments).

3. When to assess? At the beginning of the program, during the program, and at the end of the program.

4. How to assess? application of assessment instruments or activities for the collection of information and evidence of learning achievement.

5. With what to assess? Information gathering instruments.

6. Who assess? the agents involved in the educational process.

4.24.1 Why assess? Assessment intentions

Here must analyze the intentions of the assessment act and the service of whoever is:

1. Identify the problems and advances that arise in the teaching-learning process or diagnose how the student is, in this sense the assessment is projected in its diagnostic dimension. In this framework, the assessment allows for assessing the progress, setback, or stability that the student is reaching in the understanding of knowledge.

2. If we advocate a formative assessment, the assess to know the fundamental purpose of ensuring the formative progress of those who participate in the educational process: those who learn and those who teach, so that assessment under this criterion becomes an activity closely linked to the reflective and critical practice because the assessment is and must be a source of growth and impulse for all the agents of the process.

Gonzáles (2007) states that if after carrying out any type of assessment, an educational action is not derived from it that converts the insufficiency into sufficiency and achieves a feeling of self-improvement in the students, then the assessment as a didactic category has not fulfilled its mission. In addition, it seeks to give meaning to the evaluation actions, it works as a filter so that, through a process of reflection, we can define the objects that are related to the purposes of the program and with the competences to be developed.

4.24.2 What to assess? The object of the assessment

The answer to this concern is in the object of assessment, that is, what we are going to assess, for which we must take into account two basic components: the evidence according to the revised proposal and the criteria that characterize said object and that propose a reference for being able to make comparisons. In addition, the organization must revolve around the object of the assessment, which in the case of the assessment of student learning includes the following elements:

1. The objectives are understood as the aims or purposes that continue with the activity of the educational centers, which are expressed in terms of the development of general and specific capacities, which can be specified by areas or subjects of knowledge and by courses or cycles. However, this perception raises the difficulty that capabilities are not directly measurable and that their development is on a continuum or less constant that generally has no end and to appreciate the development of capabilities we must resort to standards that are amenable to some kind of verification, even if indirectly. These are the contents, the tasks and the performance of the student in carrying them out.

2. The contents are considered a means to achieve objectives which are constituted by the set of information that the student must handle

(concept); the strategies, abilities, and skills of thinking and carrying out activities (procedures); the attitudes whose assimilation by the student is reasonably related to the development of abilities.

The activities of the teacher and the student are developed on contents to achieve the learning objectives. The correctness or quality of the activities can be appreciated directly because their analysis constitutes a reliable element of the assessment. Although they do not allow us to appreciate certain learning when these do not imply an observable manifestation or activity to which are included the assessment of the strategic knowledge. Moreno (2003) opinion unfortunately the initiatives to develop reliable and valid instruments whose purpose is to assess strategic knowledge stand out for their absence.

The teaching of any foreign language under the communicative approach leaves no doubt that knowledge, skills, and communicative performance in the use of the foreign language must be evaluated. Finally, the level of communicative competence acquired, feelings, values, and attitudes. From the foregoing, linguistic knowledge, and the level of development of language skills must be assessed through the students' communication in the foreign language as a way of expressing the level of development of the acquired competence and it is precisely in communicative practice that the teacher and the student of the foreign language.

This question falls on the formative level, assessment as a category of didactics cannot be seen away from its pedagogical aspect, this means that a well-conceived assessment system must allow reaching the affective level, seeing the student in all his knowing fullness which includes their attitudes, interests, feelings, and values. Attitudinal knowledge can be difficult to assess in other disciplines, but in the foreign language, they can be assessed through the student's performance in communication, where their capacity for collaboration, their attitudes towards the group, and their attitudes towards learning can be appreciated. of the language, their interests in carrying out the tasks of learning the language. In addition, their ways of thinking and acting in each communicative situation can be directly investigated, which makes this knowledge observable. On the other hand, if you want to evaluate the communicative competence acquired by the student, you must appeal for the four sub-competences that make up communicative competence. Therefore, communicative competence implies knowledge of rules, uses of the language, and skills to use it effectively.

4.24.3 When to assess? Typology of the evaluation according to the moment

The systematic assessment allows detecting at each step the sufficiency and insufficiency of both the conduction of the teaching-learning process itself, as well as the level of development of the students, it serves to measure the development of communicative competence with which the assessment must adopt a processual and continuous character. Due to the above, the assessment within the framework of a competency approach must be diagnostic, formative, and summative, in such a way that from the beginning to the end obtain and organize all the evidence of the student that reflects that process of constructive activity when mastering a level of competence. The assessment must be part of the learning process due to the assessment must be used to give feedback to the students on how they are doing in that process. Therefore, teachers must promote a conducive classroom environment so that assessments facilitate learning (Shepard, 2001).

4.24.3.1 Initial or diagnostic assessment

It has a clear diagnostic function (if it is differentiated) and predicts (if it is collective), it investigates the student's starting point, focusing on the knowledge acquired, personal experiences, representation of the task, reasoning, strategies, attitudes, and learning habits, In this way, the diagnosis occupies a preponderant place in the conduction of a conscious teaching-learning process and oriented towards specific objectives, in addition, this assessment is crucial for the establishment of a formative assessment.

The diagnostic assessment aims to assess certain characteristics of the student to adopt a training sequence that best suits their specificities, essential to achieve a pedagogy of diversity (Delorme, 1989). That is to say, the diagnostic assessment identifies the characteristics, entry level, and expectations of the student, to guide him in his development purposes and the training process.

The diagnostic assessment is the one that is carried out at the beginning of any module or subject to determine how the students arrive at the beginning, what their previous learning is, how they are concerning the competence or competences that are intended to be formed in the module or subject, what are their strengths and what are their expectations regarding learning. This knowledge is essential

to articulate didactic strategies and activities according to the characteristics of the students.

It is also fundamental knowledge to assess the impact of a certain module or subject on their training since the study of the impact requires a comparison between the final results and the starting point of the students at the beginning. Tobón (20025) describe some actions to consider in the diagnostic assessment

1. Determine at the beginning of the module or subject the degree to which students have the minimum skills to face the challenges of learning.

2. Establish prior learning regarding the competence or competences that are intended to be formed in the module or subject, to adapt the teaching process to its starting level and take it into account in the construction of significant learning.

3. It must be carried out taking into account: performance indicators, levels of achievement for competencies, strategies and evaluation instruments.

4. It should make it possible to obtain both qualitative and quantitative information based on criteria.

4.24.3.2   Formative assessment

The formative assessment has specific objectives of pedagogical regulation, to detect which are the weak points of learning rather than the results obtained in learning, error management, and consolidation of successes. This means that formative assessment is "a continuous process of gathering information on the scope of learning, as well as on the strengths and weaknesses, which the teacher can introduce in his course planning..." (Instituto Cervantes, 2002).

4.24.3.3   Concept of formative assessment.

Formative assessment can be understood as the collection, assessment, and use of information that helps teachers make decisions to improve the teaching and learning process (McMillan, 2007). In this way, an evaluation only turns out to be formative when it tells both the teacher and the student where the students are, where they are going, and what they need to reach that goal (William & Lealhy,

2007). McMillan (2007) defines formative assessment as "the feedback given to the student to take corrective action on its performance, aimed at improvement. This feedback can encourage the motivation and learning of the students since it is given according to their needs

When the assessment does not imply a cut in the instructional flow and its fundamental objective is not to formally accredit the acquisition of its specific competences, but rather to favor the adjustment and regulation of teaching, and the self-regulation of learning itself, we are fully in the so-called, respectively, formative (Allal, Bain & Perronoud, 1993) and formative (Allal, 2000; Allal & Saada-Robert, 1992; Nunziati, 1990) assessment approaches, which can only be distinguished from a teaching-learning situation by the teacher's intention: to collect evidence of the constructive progress of students to make educational decisions (Monereo, 2003).

Another author defines formative assessment as "the process of monitoring students' knowledge and understanding during the educational process to provide excellent feedback and make timely changes in the educational process to ensure maximum student growth" (Noyce & Hickey, 2011) (translated by the author).

4.24.3.4 *Formative assessment as a regulatory mechanism of learning*

Assessment as a catalyst of learning and as a regulatory mechanism of the teaching-learning process is gaining more relevance in the educational field every day. The assessment is formative when it is used to improve or develop any process (Scriven, 1967). In addition, it is pointed out that the formative assessment is cyclical because the students continually compare their performances with their desired performances, they take actions so that these are similar, they return to compare and so on (Black & William, 1998).

Addine (1998) points out: "Assessment is the regulatory element. Its application offers information on the quality of the teaching-learning process, on the effectiveness of the rest of the components, and the need for adjustments, modifications, or other processes that the entire system or some of its elements must undergo. This concept leads us to specify that assessment cannot be seen as a regulatory element only of the teaching-learning process in its generality but must also include the student as a subject of education immersed in a system of

personal interactions and interrelationships that contribute to the development of his personality. In this vision, learning implies "identifying obstacles and regulating them, and assessment is the engine of learning. When evaluating-regulating, coherence is achieved between the facts and the representations and the self-expression of the idea of the students and the effective action of the teacher to achieve progress in learning" (Flores & Trejo, 2003).

However, effective assessments are those that not only measure students' knowledge and skills but also allow the assessment activity itself to become an authentic learning episode (Wolf, 1993). The more authentic the assessment activities, that is, the more similar they are to the way students would routinely use the foreign language, the easier it becomes to make valid inferences about student performance (Moss, 1994).

Some authors as (Nitko, 2001; Shepard, 2001) recommend integrating assessments more with the teaching and learning process, which is done in class. This allows evaluations to be an integral part of the process and not something complementary; In addition, it differentiates formative assessments from standardized assessments. The primary function of standardized assessments is primarily to document and report on student knowledge. On the contrary, the main function of formative assessment is to improve the learning process (Brookhart, 2007).

The formative assessment takes place during the development of the course and will lead to decisions related to the improvement of the program; therefore, this assessment provides the student with information about the learning process, that is, how he learns, what type of activities is most useful for him, what problems do you have, etc. (García Santa-Cecilia, 1995).

The most important purpose of formative assessment is the regulation by the teacher of his pedagogical action and the regulation by the student of his learning, making them aware of their achievements and needs, through self-assessment, assessment, peer review, formative assessment modifies the student's relationship with knowledge and with her training, making her more autonomous and committed. It also implies other related functions such as giving confidence to the student, supporting him, providing points of support to progress; providing feedback on the stages reached and the difficulties encountered; provide elements to feed a constant dialogue between teacher and student based on their concrete results (Hadji, 1992).

4.24.3.5 Formative assessment as a mechanism for autonomous learning

Autonomous learning is a learning modality in which the student is responsible for the organization and acquisition of different skills at their own pace, the construction of the sense of knowledge where the student codifies, organizes, elaborates, transforms, and interprets collected information. The competency-based approach differs in the crucial inclusion of the student in his learning process, that is, autonomous learning, which implies taking personal control of the learning process, in other words, autonomous learning "implies on the part of the learners to assume responsibility and internal control of the personal learning process... a type of learning where the norm is established by the learner himself" (Escribano, 1995).

In the same way, autonomous learning is defined as "the ability to take control over one's learning" (Benson P., 2011). Therefore, autonomous work contemplates cognitive strategies, metacognitive strategies, and support strategies that will allow the student to be the author of his development in which he achieves a degree of autonomy that enables him to his government continuous learning, and decision making. decisions, and independent management or linked to others.

All this process of autonomy will allow the student to develop the competence to learn, that is, to build knowledge through meaningful learning; specific competencies to apply cognitive skills, develop cognitive and metacognitive reflection, self-regulation of learning, and develop different learning styles: critical thinking competency that leads to knowing how to build a point of view and one's own well-founded and sufficiently argued criteria; self-motivation competence

In other words, he applies strategies to set his own goals, correct assessment of himself, develop his self-esteem, feel interested in the task, feel competent to carry it out and make an effort; other competences, competency to communicate effectively and correctly, competency in the use of new information and communication technologies, creative problem solving; and work collaboratively and cooperatively.

4.25 Role of the teacher

In the competence-based approach to English language learning, the teacher acts as a facilitator, guide, and evaluator of meaningful learning. Rather than transmitting knowledge, teachers create real-life communicative contexts where students develop linguistic, pragmatic, and sociocultural competencies (Council of Europe, 2020). Teachers design tasks that integrate skills and promote critical thinking, collaboration, and autonomy (Richards, 2017). They also assess performance holistically, focusing on what learners can do with the language in context.

The role of the teacher in the new pedagogical trends makes it possible to encourage students to assume their role as autonomous learners, as well as to provide protagonism to their students on their learning process, and describes some of the roles of the teacher (Martínez, 2007):

1. Possess a communicative and interactive vocation.

2. Invite interaction with your clear and concise speech.

3. Be a facilitator.

4. Create pedagogical situations that simulate real life in a way that encourages cooperation and interaction.

5. Inform students about their roles as a teacher so that students understand their role and take responsibility for it.

4.26 Role of the student

Martínez (2007), lists the following qualities as the abilities that distinguish the autonomous student:

1. Being able to take the initiative.

2. Know how to set up a realistic work plan.

3. Manage sources of information (and know how to compare them).

4. Understand information and texts. summarize them.

5. Set up and solve problems.

6. Yearning to know new things and delve into them.

7. Transfer, extrapolate, and apply knowledge to new situations.

8. Reflect on and evaluate your work.

Therefore, the role of the autonomous student in the new pedagogical trends, and particularly in competency-based education, is leading, since it is the student himself who, to a great extent, decides what and how he learns and develops his skills. On the other hand, three levels of control determine whether a language student, specifically, is autonomous: control of learning management (behavior), control of cognitive processes (learning psychology), and control of content (content and context)

Consequently, the teacher's orientation is an aspect of crucial importance for the development of autonomous learning, since the teacher himself is the one who can develop the potential of a student so that he can manifest the characteristics of an autonomous learner through strategies of learning and tasks that are linked to the level of autonomy developed by the students (Cabrales, Cáceres, & Feria, 2010).

4.27 Characteristics that define formative assessment

Formative assessment has its essence in its regulatory function of the teaching-learning process and in its continuous and systematic application as an integral part of the teaching-learning process itself, and its purpose is to improve or improve the process being assessed. In the characteristics, we have those indicated by Castello & Monereo (2001)

Table 5.4. Characteristics of Formative

Assessment Educational purpose of the evaluation (what is evaluated for)	Optimize Instruction Analysis and assessment of teaching processes.
The object of the evaluation (What is evaluated?)	Comprehension of the content of the subject. Resolution of complex, functional, and contextual tasks. Learning strategies (decision-making when faced with complex tasks, arguments, planning, regulation, and evaluation of one's learning and the resources to optimize them)
Assessment procedures (How do you evaluate?)	Interactive situations of analysis of the process of teaching-learning. Variable tasks linked to the development of teaching activities. Individualized interventions by the teacher, continuous comments, and feedback of a qualitative and optimizing nature. Self-assessment and peer-assessment.

Resource: Characteristics of comprehensive formative assessment in the teaching-learning process, Castello and Moreno, 2001:349 (cited in Reyes C, I, 2006).

Formative assessment is characterized by three fundamental axes: continuous assessment, self-assessment, and feedback. The 'continuous assessment' is integrated into the learning process through assessment tasks carried out throughout the course whose interest is to remedy difficulties, strengthen learning, and prepare the student for when they need to display their communicative competence and is carried out regularly during the course. Learning process and, despite being of a formative nature in its implementation, acquires a summative character at the moment in which said evaluative tasks are taken into account in promotion decisions. The 'self-assessment' whose object is linguistic ability, represents the student's assessment of their knowledge, skills, values, and attitudes through a process of introspection.

Finally, feedback is a dialogue between teacher and student based on self-assessment and/or continuous assessment of the visions of both regarding learning; These can be of a cognitive, metacognitive, and affective nature, so the linguistic ability and the characteristics of the student are their input.

Feedback and self-assessment are essential because, based on these, on the one hand, the student makes informed decisions about actions to self-regulate, that is, improve their strengths and overcome their difficulties, and, on the other, the teacher regulates with pedagogical actions to overcome difficulties and reinforce learning successes (Jorba & Casellas, 1997). On the other hand, formative assessment in the field of languages is called 'assessment for learning' (Shohamy, 2001).

Formative assessment is commonly used to refer to the general educational process, monitoring or maintaining the path of student progress, constituting an essential part of the entire educational process of teaching and learning. Therefore, it involves monitoring student performance over some time.

Formative assessment has a distinctive feature, it refers to the role of the student, since, to implement formative assessment to its full potential, students must be actively involved in the process, be it as advisors of their own learning 'self-assessment' or as a resource for other students 'peer assessment', and one technique to achieve this purpose is through descriptive feedback throughout the learning process.

Consequently, formative assessment can be described as systematic planning and monitoring of student progress through a variety of techniques, procedures, and activities that will be delivered in the classroom by teachers to demonstrate their progress, as well as to improve learning. teaching and learning process throughout the educational course (Garrison, Chandler, & Ehringhaus, 2009).

Noyce & Hickey (2011) propose six principles for effective formative assessment:

1. Promote student learning.

2. Obtain evidence of learning through a variety of 'tasks'.

3. Change the role of students and teachers.

4. Use student progress to anchor learning goals and monitor learning.

5. Significant results of feedback and adjustments to improve the educational process of students.

6. Allow students to be self-regulatory and autonomous in learning.

In the field of training, the essential goal of evaluation is to provide feedback to students and teachers on how the competence established for a certain course or program are being developed, what their achievements are in this field, and what aspects need to be improved. For this reason, some researchers propose taking into account the following aspects:

1. It must be a continuous feedback process for students through self-assessment, co-assessment, and hetero assessment supported by certain criteria.

2. Such feedback must continuously indicate what they are improving and advancing concerning the formation of a certain competence, as well as concerning the aspects in which they must continue to improve.

3. The assessment made of the student's learning process must be feedback for the teacher on how to carry out their role of pedagogical mediation, seeking to take into account the rhythms and styles of learning, which implies carrying out adjustments in the application of didactic and evaluation strategies to facilitate learning.

4. The assessment provides feedback to the teacher on his decisions and actions as a person, which helps him to detect his shortcomings and predisposes him to cover them through professional training activities: "The evaluation of the participants is necessary to improve their learning processes. In the same way, the continuous assessment of teachers is necessary to constantly improve their action, and the continuous assessment of managers and administrators" (Sánchez, 2000).

5. Formative assessment also seeks to find out the cause for which certain results have been produced "since only from the discovery of the causes will we be able to arbitrate the possible solutions that allow an adequate development of the teaching and learning process, which ultimately seeks the integral development of the people involved in the continuous training process" (Sánchez, 2000).

4.28   Summative assessment

The concept of the summative assessment was built taking into account what was proposed by Hadji (1997) as "that which is carried out once certain moments of teaching and learning have been completed, and its purpose is to verify, both partially and definitively, the achievements achieved by students", therefore, the achievement of communicative competence is subject to summative assessment.

The sanative assessment (final) is aimed at the balance of the results obtained at the end of the teaching-learning process, facing in a particular way the double assessment functionality of a social and pedagogical nature. Its function is to render accounts, it operates as an instrument of social control by ensuring that the characteristics of the students respond to the demands of the system and to make decisions regarding educational practice and planning. García Santa-Cecilia (1995) points out that summative assessment occurs when end of the course and is aimed at determining whether the planned objectives have been achieved, which allows the student to take stock of the point he is in concerning the objectives of the program.

The function of summative assessment in the foreign language learning process consists of making a balance after one or several sequences or after a training cycle, constituting a way of situating the student concerning certain established objectives and granting him social recognition, which is reported to the school administration and parents. This certifying assessment raises the need to analyze the relevance of what is ensured as training for students (Hadji, 1992).

The summative assessment is understood as the one that serves to give scores or qualifications usually after an academic period, to summarize the achievements of the students, very frequently in the form of a note translated into a number or letter, this implies that this assessment it is not pedagogically relevant and does not carry any intrinsic value for the student (Garrison & Ehringhaus, 2010). On the other hand, the summative assessment is mainly conducted for responsibility, this responsibility refers to the response of teachers towards others regarding the quality of their work, understood by other bureaucrats, workers, high school personnel level, parents, students, community or taxpayers, and the most common tool is the application of a proficiency test called 'proficiency test' (Weir & Roberts, 1994).

The summative assessment is the one that is carried out at the end of the study of a module through which the teacher establishes the degree of development of the competence or competences in the students, based on previously defined indicators, and when a student does not acquire the expected achievements according to the proposed indicators, should provide reinforcement activities and new opportunities to acquire and demonstrate the achievements in which they present difficulties.

However, it should be clarified that with the competency approach, failing or repeating a course makes no sense, since it is kept in mind that students often require more time to learn, and this longer time may represent taking a course again or doing complementary activities.

To carry out the summative evaluation, the following considerations must be followed (Tobón, 2005):

1. The summative assessment is carried out by the teacher because he is the expert in the assessment of learning.

2. The assessment must be submitted to the student's analysis, through his self- assessment or peer assessment, or also take into account another teacher or a qualifying jury.

3. Teamwork teachers, to train before the implementation of assessment strategies.

4. Keep in mind the evidence of learning provided by the students throughout the module, taking into account the improvements that have been made in such evidence.

5. Assess the evidence taking into account performance indicators in the form of rubric.

6. Keep in mind the three dimensions of all competence in the evaluation process (cognitive, procedural, and attitudinal), as well as communication skills together with language skills.

7. The summative assessment must assess at the end of the learning process in a module the degree of achievement of the proposed objectives and of the process itself, providing proposals for improvement or continuity.

4.29 How to assess learning?

The assessment of learning can be understood as a series of logical steps within a continuous process in which each phase plays an important role depending on the others, emphasizing the different phases of the evaluation, the procedures, and the referents.

This implies thinking in methodological terms to carry out the evaluation, for which the process or the steps that we are going to follow must be defined according to a qualitative or quantitative approach or a combination of the two (Tejada, 1998).

4.30 Phases of the assessment

1. **Planning**

   The assessment must respond to the planning principle, based on the definition of the model, the context study and the starting point, criteria to be evaluated, contents, strategies, procedures, means, resources, time to be used, etc. In this phase, the instruments are also designed, which can be piloted to adapt or adjust them to determine their validity.

2. **Application**

   The procedures are executed, and the assessment instruments selected in the planning phase are applied it involves the collection of information, its organization, and coding.

3. **Assessment**

   It focuses on a critical and reflective analysis of the available information to make relevant value judgments about the criteria established and known by all those involved in the process.

4. Qualification

It is the expression of value judgments on descriptive or quantitative scales.

5. Communication

It is made known to the people involved individually or collectively through the most appropriate means and preserving the right to privacy.

6. Meta-assessment

It is a critical reflection on the whole process and its results by the teacher and the student.

4.31 With what to assess? Learning assessment instruments

The assessment instruments must be related to the information to be collected, the type of assessment to be applied, the time, the content to be assessed, and the subject, among others. Some are described that can be applied in the foreign language class to achieve a more formative assessment, for which we consider those established by Barbera (1999) and others that we consider important within the framework of an authentic assessment of the foreign language.

In addition, two kinds of instruments should be considered: those of application that are used to recover information about the evidence of the students, and those of systematization that allow us to organize the information recovered and make decisions about it (Tobón, 2005).

4.31.1 Observation

It is a procedure or a set of them that allows the collection of very valuable information through specific instruments, and this is very useful in the assessment of oral communication, which must be evaluated from a qualitative approach based on certain previously established by teachers and students such as

fluency, communication content, understandability, the use of correct forms and appropriate to the situational context, the pronunciation among others according to the ability or abilities being assessed and the assessment criteria of the task.

The most characteristic instruments for recording observation are the assessment scales and rubrics in their different modalities such as checklists, graded assessment scales, and anecdotal records.

4.31.2 Analysis of tasks or productions

It is an observation modality focused more on the student's activity than on its relationship with the dynamics of the class, and among the instruments of this technique are the presentations of the students, the teacher's worksheets, and the student's worksheets. where both schematically record how the aforementioned phases are carried out. Therefore, these two techniques can play a very important role in the assessment of the language from the qualitative and processual approaches.

4.31.3 Interview

They are instruments to assess oral communication; these are carried out through questions and answers and must be designed in a flexible way that allows a fluid conversation. However, in both cases, auxiliary techniques such as audio or video recordings can be used. The interview is an effective assessment tool in English language learning that allows teachers to evaluate students' speaking, listening, and interaction skills in real-time. It promotes authentic communication, assesses fluency and comprehension, and provides immediate feedback, making it valuable for both diagnostic and formative assessment purposes.

4.31.4 Survey and Questionnaires

They can be useful in the assessment of the writing ability, the advantage being that it can be applied to a large group of students, although with the drawback of the rigidity of the questions and answers. However, taking advantage of technology, new instruments appeared to assess writing such as the use of chat, use of email, open discussion forums, e-portfolios, web folios, and 'WebQuests'.

To assess writing at an advanced level of language proficiency, instruments such as written reports, essays, and portfolio assessment, among others, can be used.

4.31.5 Self-report

Prepare a narrative, written or oral record to preferably assess the decision-making process in the solution of a certain communicative task, with which the strategic content would be assessed. Moreover, Self-report is a valuable tool for English language assessment that encourages learners to reflect on their language skills, progress, and learning strategies. By completing checklists, surveys, or reflective journals, students evaluate their own performance in areas such as speaking, listening, reading, and writing. This promotes learner autonomy, metacognitive awareness, and responsibility in the learning process. Teachers can use self-reports to identify students' needs, set goals, and personalize instruction. When combined with other assessment methods, self-reports provide a more comprehensive understanding of language development.

4.31.6 Conceptual maps

It allows one to synthesize and at the same time to relate in a significant way to the concepts contained in a topic. It is the indicated procedure for highly structured contents that are susceptible to being conceptualized (Novak and Gowin, 1984; Fernández, 1992: López Feal, 1998). These can be used in English for professional purposes where concepts that need to be related schematically are worked on for a better understanding or to be used as guidelines for oral expression in topics with more complex content.

4.31.7 Mental maps

They are very appropriate to graphically synthesize the events that are happening in a certain text and can be used from the elementary levels with the same purposes as the previous one. Then, a mind map is an effective tool for English language assessment that allows students to visually organize and connect ideas related to vocabulary, grammar, reading, or writing tasks. Through the creation of mind maps, learners demonstrate their understanding of concepts, relationships

between ideas, and language use. This method supports cognitive development and creativity while offering teachers insight into students' thought processes and comprehension levels. Mind maps are especially useful in formative assessment, encouraging active learning, deeper analysis, and retention of language content in meaningful contexts.

4.31.8 Venn Diagram

Useful for assessing reading comprehension and listening comprehension, which allows graphically establishing similarities and differences between phenomena, things, facts, and customs. The Venn diagram is a useful visual tool in English language assessment that helps students compare and contrast ideas, characters, or concepts. It enhances critical thinking and vocabulary use while allowing teachers to assess comprehension and analytical skills. This strategy supports reading and writing tasks in a clear, structured format.

4.31.9 Drawings and Images

Pictorial and graphic language is an alternative to written and oral language that occupies another level of mental representation. Images are used both to identify and to create and the use of drawings or diagrams to show listening or reading comprehension is a very motivating practice. Also, drawings and images are powerful tools for English language assessment, especially in supporting speaking and writing tasks. They stimulate creativity, vocabulary recall, and descriptive language use. Teachers can assess students' ability to interpret visuals, express ideas, and narrate stories, making learning more engaging and accessible for diverse proficiency levels.

4.31.10 Put yourself in the place of…

It integrates the knowledge acquired in the school environment and encourages the putting into practice of the knowledge that is part of the most personal mental schemes. This means going from a spectator to being an actor, the student is asked to understand the situation that is presented to him, to activate his previous knowledge, and to communicate what he would do in a similar case.

4.31.11 Student and teacher class journal

It narrates what happens in daily interactions (assessment). In addition, A class journal is an effective and reflective tool for English language assessment that fosters student engagement, critical thinking, and language development. Through regular writing entries, learners express their thoughts, experiences, and learning progress using the target language. This continuous practice enhances writing fluency, vocabulary usage, and grammatical accuracy. For teachers, the class journal offers valuable insights into students' understanding, motivation, and challenges. It supports formative assessment by tracking language growth over time and identifying areas that need reinforcement. Moreover, it encourages learner autonomy and metacognitive skills, making assessment a collaborative, personalized, and meaningful process within the English language classroom.

4.31.12 Portfolio

Collection of student work that seeks to demonstrate through progressive improvement that they are capable of doing. A portfolio is a comprehensive and learner-centered tool for English language assessment that showcases a student's progress, achievements, and reflections over time. It typically includes writing samples, reading responses, speaking recordings, self-assessments, and teacher feedback. Portfolios allow students to take ownership of their learning by selecting and reflecting on their best work. This promotes metacognitive awareness, motivation, and responsibility. For teachers, portfolios provide a rich source of formative assessment data, highlighting individual strengths and areas for improvement. They also encourage a holistic view of language competence, integrating the four skills and offering a more authentic and continuous approach to language evaluation.

4.31.13 Projects

Very useful for students with an advanced level who must develop cognitive processes that involve reflection, interpretation, inference, and synthesis, among others. Projects are dynamic and student-centered tools for English language assessment that integrate the four language skills—listening, speaking, reading, and writing—into meaningful, real-world tasks. Through individual or group

projects, learners research topics, create presentations, write reports, or produce multimedia content, all in English. This process encourages critical thinking, collaboration, creativity, and the practical application of language. Projects also allow students to demonstrate their language proficiency in context, fostering deeper learning and motivation. For teachers, projects offer opportunities to assess linguistic competence, communicative ability, and learner autonomy, making them an effective tool for formative and summative assessment in the English language classroom.

4.31.14   Exams or tests

They are assessment procedures that must be used in a complementary way with the other procedures and never as the only assessment resource. They can be oral or written, the written test allows us to investigate in less time the knowledge, skills, and habits of the whole group and has the limitation of not presenting the language in its most natural form of communication (oral).

Therefore, it must be complemented with oral tests to assess aspects as important as oral exploration and within its pronunciation, intonation, and fluency. It is necessary to point out that the evaluation process must be adapted to the interests and needs of each educational context, it must take into account the uniqueness of each individual, analyzing their learning process, their specific characteristics, and needs.

4.32   Assessment referents

At the time of evaluating Zabalza (1993) points out that there can be three types of norm types, that is, referring to what is assessed:

1. **Statistic:** comparison concerning a reference group to what is normal in that group.

2. **Criterion:** comparison concerning a general model or an external frame of reference that specifies the characteristics that the evaluated object must

meet, this external frame is the criterion and in the didactic assessment the objectives are the main criterion.

3. **Individualized:** it is valued from the perspective of the evolution of the subject. Quality is valued based on the improvement of progress; this is a more student-focused assessment.

Barbera (1999) calls normative evaluation and criteria assessment taking the student as an external referent and student-centered assessment taking into account an internal referent. Vizcarro (1998) classifies it into two: based on norms and criteria. In the same way, Casanova (1998) classifies it into regulations, criteria, and ideography.

Assessment judgments are necessarily based on some type of comparison and to exercise it they require the prior establishment of referents. Modern assessment usually uses two kinds: the normative and the criteria. Typologies that are not alien to the traditional and alternative approaches that we have been discussing since the beginning of this chapter. Normative reference assessment is the most common. Under this approach, the performance of a student on a certain test is compared with that of other students who also passed the same test. Students as a group set what we call the norm. Normative groups can be established based on characteristics such as age, grade, level, gender, geographic location, social class, ethnicity, or any other categorization factor.

Standardized achievement tests are probably the best-known group of normative reference tests. They serve perfectly to identify people according to their variability in some ability. However, they do not provide much information regarding the situation of the subject about the levels of achievement in some content or capacity of the curriculum. The tests designed under the principles of normative reference (as are the standardized ones) are designed to be able to assess what students know about a particular subject about other students at a given time.

Furthermore, they do not effectively measure what they know in absolute terms. But, despite these limitations, it is quite common to see that they are very often used to assess curricula or teaching-learning processes (Findley & Estabrook, 1991).

In general terms, the most important consequences derived from applying tests based on normative strategies are the following:

1. The individual score is interpreted based on the performance of the group with which it maintains a membership relationship.

2. The score allows comparison between different individuals.

3. The score offers a global idea of the performance of the subject, but it does not allow for improvement or correction actions to be established concerning the individual himself, the curriculum, or the teaching-learning process.

The alternative to the normative assessment is the criteria, this approach is designed to inform about the quality of a student's execution or demonstration of a skill or the degree of understanding of a concept about some type of previously established criteria. Tests constructed using this type of approach allow us to establish a student's level of achievement by reference to a specific educational objective. They tell us what students can or cannot do concerning specific content, skill, or attitude. They indicate changes in the levels of learning achievement over time in contrast to normative tests that only capture assess information about learning at specific moments.

Criterion reference tests focus their items on specific tasks or competencies that can be perfectly identified in the sections of the curriculum. They also provide information regarding the degree of mastery of students about specific materials. All this makes it easier to establish personalized and effective diagnoses, perfectly identifiable in terms of specific curricular contents, which facilitates the task of knowing in depth the situation of each student and guiding them about their levels of execution.

We could summarize by indicating the most important characteristics of the criteria reference assessment:

1. The interpretation of the individual performance is obtained fundamentally by contrast concerning some criterion previously established and accepted as valuable.

2. Regarding individual execution, we are interested in the analytical composition (components) of the content under evaluation and the specification of the processes involved in its execution.

3. The results thus obtained will subsequently allow the implementation of improvement strategies at the individual, curricular, or institutional level.

4. The selection of the elements that make up the tests built according to the criteria approach, is carried out on content validity approaches, and not based on theoretical-mathematical distributions.

4.33   Who assess? Assessment agents.

Traditionally, the teacher has been the agent who decides who assess and how to assess, but assessment from constructivism means involving the student in the whole process, giving them active participation in the assessment of their learning and that of others, and this can be achieved from the introduction of self-assessment and peer- assessment strategies so that they participate in decision-making about their learning to improve them, by which we are relating it to the formative nature of the assessment. The hetero- assessment that is nourished by the self- assessment and co- assessment of both the teacher and the group of students through interaction and confrontation.

4.33.1   Self-assessment

Condemarin, Galdames & Medina 1994; Tombari & Borich, 1999; Weber 1999 (quoted in Moreno, 2003) consider that self-assessment increases the degree of awareness, responsibility, and participation of students in their learning process and the strengths of self-assessment are aimed at developing autonomy in the student and the ability cognitive goal, self-assessments should be applied not only by the students but by the teacher on their educational practice in which cognitive, procedural and affective aspects can be taken into account, whose results are very formative and will contribute to decision making in Classroom.

According to Casal (1998), self-assessment is becoming aware of what you are doing and the objectives you want to achieve, it is assuming the responsibility of critically reflecting on your action to improve it. Therefore, this assessment

plays an important role in the self-regulation of their learning, but for this, students must know how to self-assess.

Self-assessment is a learning objective in itself. Students must learn to be competent professionals capable of assessment their practice to analyze and improve it throughout their professional lives. All self-assessment implies reflection, but not all reflection implies self-assessment, since the latter involves making judgments, and the latter focuses on the exploration activity (Brown & Glasner, 2003).

Self-assessment is part of a democratic and formative conception of the educational process in which all the subjects involved actively participate and consists of the assessment that the student makes of his learning and of the factors that intervene in it. Self-assessment provides students with personal and professional development strategies that they can use both in the present and the future, helps them develop their critical capacity, promotes autonomy, engages them in the educational process, and motivates them to learn.

Likewise, it increases the responsibility of students for their learning and promotes honesty in judgments made about their performance. In group work activities, the self-assessment of the group process is a tool for learning to work collaboratively (Bryan, 2006). In self-assessment, it is important to prepare questionnaires with qualitative and quantitative items so that students can assess the formation of their competencies, which can be self-applied at the beginning and the end, which must take into account the nature of the competencies that are intended to be evaluated. as well as its dimensions, together with the performance indicators and achievement levels established for this purpose.

Tobón (2005) establishes some recommendations for carrying out the self-assessment, such as:

1. With self-assessment, you also learn, and students must exercise in this practice.

2. Teachers must teach their students to self-evaluate, thereby seeking to make them aware of their achievements, mistakes, and aspects to improve while learning the skills, which generates in students a more responsible attitude towards their learning.

3. It is also important that students evaluate both the strategies and the evaluation instruments, for them to contribute their experience regarding the improvement of their quality.

4.33.2 Peer assessment

Co-assessment consists of a joint or reciprocal assessment applied to specific work, processes, or activities in which all the people involved participate in evaluating them, however, the student must be made aware that the assessment is to improve and not to punish.

Co- assessment is described as the mutual, joint evaluation of a certain activity or work carried out by several (Casanova, 2007). Therefore, it is necessary that after a series of didactic activities, the participants, teachers, and students evaluate certain aspects that they consider important of such joint action.

This type of assessment consists of the process through which the classmates of the group assess a particular student concerning the presentation of evidence and based on certain performance indicators and achievement levels for each performance indicator, this assessment, goes beyond the opinion of peers, since from the information obtained, a judgment must be made about achievements and aspects to be improved based on arguments, which are based on agreed criteria (Tobón, 2005).

4.33.3 Hetero assessment.

This is the assessment of one person of another, who assess can be the teacher assessing the students, assessing other classmates. That is to say that this assessment is carried out by a person on the work, performance, or performance of another person, it is the one that the teacher usually makes of his students (Casanova, 2007).

Didactics provides us with actions that tend to solve this problem using assessment as a way of regulating learning, strategies that allow the student to self-regulate through instruments provided by the teacher, and in many cases prepared by the students themselves so that they become aware of what is happening. throughout the teaching-learning process of the difficulties they have

and find strategies to overcome them (Chiappetta, 2001; Jorba, 2002; Sanmarti, 2002 cited in Flores Almazán & Trejo, 2003). In addition to self- assessment, peer- assessment, and hetero- assessment, it would also be important to compare the conclusions of the assessment with other colleagues,

This assessment is carried out by the teacher who is responsible for the learning process and consists of a judgment on the learning characteristics of the students, identifying strengths and aspects to improve, based on the general observation of the performance in the learning sessions and also specific evidence, and for its application it is necessary to train and advise the student continuously so that they assume in a positive and constructive sense the suggestions that are offered for their improvement, seeking that they commit to incorporating said suggestions in their performance (Tobón, 2005).

4.34   English language Assessment with technology

In the 21st century, the assessment of English language proficiency has undergone a profound transformation, driven largely by the integration of digital technologies. The advent of computer-assisted language testing (CALT), artificial intelligence (AI), mobile-assisted language learning (MALL), and digital learning platforms have redefined how language competencies are assessed across diverse educational contexts. As the demand for English language skills continues to grow globally English language assessment (ELA) has not only enhanced the efficiency and scalability of testing but also introduced more personalized, authentic, and data-informed approaches to assessment (Chapelle & Voss, 2017; Kukulska-Hulme, 2020).

Traditionally, English language assessment has been conducted in formal classroom environments or testing centers through paper-based exams or standardized tests such as TOEFL, IELTS, or Cambridge English. While these methods have provided reliable metrics of proficiency, they often fall short in capturing dynamic language use in real-world contexts and may disadvantage learners with different cultural or cognitive styles (Fulcher, 2010). Moreover, the rigidity of these assessments has made it challenging to adapt to individual

learners' needs or to assess communicative competencies in real time. In response, technological innovation has introduced adaptive testing, automated scoring systems, speech recognition software, and virtual reality environments, all of which are shifting the paradigms of language testing from static measurement to continuous, formative, and contextualized assessment (Hockly & Dudeney, 2018; Khalifa & Weir, 2020).

One of the most significant developments in technology-enhanced ELA is the use of Artificial Intelligence (AI) and Natural Language Processing (NLP). AI-powered tools can now assess writing and speaking skills with increasing accuracy, offering real-time feedback on grammar, vocabulary range, fluency, and coherence (Burstein et al., 2018). For instance, platforms such as Duolingo English Test (DET) use machine learning algorithms to evaluate learners' responses, providing rapid scoring with high levels of reliability and validity. Unlike traditional testing models, such platforms allow test-takers to complete remote assessments, enhancing access and equity, especially for learners in remote or underserved areas (Granena & Yilmaz, 2019). Furthermore, AI can analyze learner data over time, identifying patterns and predicting learning outcomes, thereby enabling educators to tailor instruction and assessment strategies to individual learners' profiles (Zou et al., 2022).

Another critical area of advancement is formative assessment through digital tools, which has shifted the focus from summative testing toward ongoing, low-stakes evaluation that supports learning. Tools such as Google Classroom, Edmodo, or formative assessment platforms like Socrative and Kahoot enable teachers to collect real-time data on student understanding, provide instant feedback, and engage learners in interactive, game-like environments. These tools align with the principles of *assessment for learning* (AfL), emphasizing the role of assessment as an integral part of the instructional process rather than a separate, terminal activity (Black & Wiliam, 2009). In English language learning, this means that students can be assessed on vocabulary acquisition, grammar usage, listening comprehension, and speaking fluency in ways that are immediate, contextualized, and motivating.

Mobile-assisted language assessment (MALA) has also gained traction as smartphones and tablets have become ubiquitous learning tools. MALA enables flexible, just-in-time assessment experiences that reflect learners' real-life interactions with the target language (Godwin-Jones, 2017). Mobile apps

designed for English language testing, such as Quizlet, Babbel, or mobile versions of IELTS preparation tools, allow learners to self-assess their skills, track progress over time, and receive personalized recommendations. Moreover, these tools leverage multimedia—audio, video, images—to create richer, multimodal assessment environments that are especially useful for assessing listening and speaking skills in authentic contexts.

However, the integration of technology into ELA is not without challenges. Issues of digital equity, privacy, test security, and the validity of automated scoring systems remain pressing concerns (Chapelle & Voss, 2017). In low-resource settings, limited access to reliable internet, digital devices, or technical support can exacerbate educational inequalities. Furthermore, the use of AI in scoring writing or speaking raises ethical questions about bias, transparency, and accountability. For example, studies have shown that some automated essay scoring systems may inadvertently penalize non-native speaker writing styles or favor certain lexical and syntactic patterns, potentially skewing the assessment results (Perelman, 2014). As such, it is crucial for educators, policymakers, and assessment designers to critically examine the design and implementation of digital assessment tools, ensuring they are fair, inclusive, and pedagogically sound.

Another important consideration is the teacher's role in technology-enhanced assessment. While digital tools can automate certain aspects of testing, the interpretive judgment, contextual understanding, and human feedback provided by educators remain irreplaceable. Technology should be viewed not as a replacement but as an augmentation of teacher expertise, enabling more nuanced and learner-centered approaches to assessment (Hockly, 2018). Professional development programs are essential to equip teachers with the necessary skills to integrate technology effectively and ethically into their assessment practices.

Looking ahead, the future of English language assessment lies in the development of integrated, adaptive, and multimodal systems that can capture a broader range of language competencies, including intercultural communication, pragmatic use, and collaborative problem-solving. Virtual and augmented reality technologies are being explored to simulate immersive communicative environments, allowing for more authentic assessments of spoken interaction and task-based performance (Reinders & Benson, 2017). Similarly, learning analytics and big data are enabling more precise insights into learner behavior and progress, supporting the creation of personalized learning and assessment trajectories.

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In conclusion, the integration of technology into English language assessment represents a transformative shift that holds immense potential for improving the validity, accessibility, and pedagogical relevance of language testing. While challenges remain in ensuring fairness, data privacy, and ethical use, the careful and critical application of technological tools can support more dynamic, learner-centered, and effective assessment practices. As the field continues to evolve, ongoing research, collaboration among stakeholders, and robust policy frameworks will be essential in harnessing the full benefits of technology-enhanced English language assessment.

4.35   Online assessment tools and learning analytics.

The purpose of integrating online assessment tools and learning analytics on platforms is to enhance the quality of education by providing educators and learners with insights that can inform and improve teaching strategies, learning processes, and educational outcomes, which offers a more personalized assessment experience that adjusts the difficulty of questions based on the learner's responses. This approach not only provides a more accurate measure of a student's abilities and knowledge but also enhances the learning experience by challenging students appropriately according to their skill levels. For instance: Integrating Adaptive Testing into Learning Platforms; Data Visualization for Student Performance Analytics; Predictive Analytics for Identifying Learning Gaps (Kew & Tasir, 2022).

Integrating Adaptive Testing into Learning Platforms

This approach minimizes frustration and disengagement by ensuring that learners are neither overwhelmed by difficulty nor bored by simplicity contributes to a more streamlined learning experience. Also, it adjusts the difficulty of questions based on the learner's previous responses, providing a customized assessment that accurately reflects their knowledge and skill level. Consequently, adaptive testing offers a more accurate measure of a learner's abilities, identifying both strengths and areas for improvement with greater precision (Barana et al., 2024). Furthermore, this approach not only optimizes learning outcomes but

also enhances the efficiency of the educational process, reducing the time spent on topics that the learner has already mastered or that are not yet relevant to their current level of understanding. And, at the same time this data can inform educators and curriculum developers, enabling them to refine and adapt their teaching methods and materials to better serve learner needs.

4.36   Data Visualization for Student Performance Analytics

Through charts, graphs, and heat maps, data visualization tools present performance metrics in an intuitive format, highlighting trends, patterns, and outliers briefly where educators and students can easily comprehend patterns, trends, and correlations, making it simpler to identify areas of strength and opportunities for improvement. Finally, as educational technologies advance, the integration of sophisticated data visualization capabilities within learning platforms will continue to enhance the educational experience, driving innovation and excellence in teaching and learning practices (P. Wang et al., 2022).

4.36.1   Predictive Analytics for Identifying Learning Gaps

It emerges as a powerful tool in education offers the ability to identify learning gaps before they widen, where learners interact with educational content and assessments, predictive models continually refine their forecasts based on new data, enabling a cycle of ongoing assessment and adjustment. This interactive process ensures that educational strategies remain aligned with learner needs, enhancing the efficacy and relevance of teaching interventions. The potential challenges of this tool are addressed through strategic, data-informed decision-making (Raes et al., 2020).

4.36.2 Instant feedback software

This technology facilitates immediate responses to student inputs, whether they are answering quiz questions, practicing language skills, or submitting

written assignments. The essence of instant feedback software lies in its ability to provide learners with timely insights into their performance, enabling them to identify mistakes, correct them, and consolidate learning in real-time. This approach not only accelerates the learning process but also significantly enhances learner engagement and motivation by providing a sense of progress and achievement (Evers & Chen, 2022).

Interactive Quizzing Platforms for Immediate Assessment leverage instant feedback to create engaging and educational experiences. These platforms assess learners' understanding of the material in real-time, providing immediate responses that help to reinforce knowledge and identify areas requiring further study. Together, these applications of instant feedback software are transforming educational practices by making learning more interactive, responsive, and personalized. As this technology continues to evolve, its potential to enhance a wide range of learning activities and outcomes becomes increasingly evident, marking a significant step forward in the quest to create more effective and engaging educational environments (Khan et al., 2021).

4.36.2.1   Real-Time Feedback in Language Learning

This application performs immediate correction and guidance of the English tasks like pronunciation, grammar, and vocabulary errors on the spot with efficiency and effectiveness of acquiring new languages. Furthermore, real-time feedback systems utilize advanced speech recognition and natural language processing technologies to provide personalized feedback, tailored to the specific needs and proficiency levels of individual learners, also supports a more engaging and interactive learning experience (Moorhouse & Beaumont, 2020). To sum up, as the application assesses a learner's performance, it can adjust the difficulty level of exercises and introduce new topics at an appropriate pace, which ensures that learners are constantly challenged but not overwhelmed, optimizing the learning process.

4.36.2.2 Automated Essay Scoring Technologies

This technology is useful for assessing learners' writing skills focus on assessing the essays assignments offering insights into areas such as grammar,

structure, and content coherence, organization and argumentation. Thus, this technology not only streamlines the grading process but also offers a level of objectivity in scoring, mitigating potential biases that can occur in manual grading (Bulatović et al., 2024). However, ongoing advancements in AI and machine learning are continually addressing these limitations, improving the technology's ability to evaluate complex writing traits. Consequently, this prompt feedback loop allows learners to identify and work on their writing deficiencies more efficiently, promoting a continuous cycle of writing, feedback, and revision.

4.36.2.3 *Interactive Quizzing Platforms for Immediate*

This is a dynamic tool for education, providing immediate assessment and feedback to learners. These platforms engage students in active learning through quizzes that are designed to be both informative and entertaining. Immediate feedback from interactive quizzes allows learners to understand their mistakes right away, facilitating a quick adjustment and better retention of knowledge. This real-time assessment method is particularly effective in keeping students engaged and motivated, as it provides a sense of achievement and progress. The interactive nature of these quizzes, often incorporating elements of gamification, further enhances the learning experience, making education enjoyable and stimulating (Zainuddin et al., 2020). Furthermore, interactive quizzing platforms facilitate a collaborative learning environment due to these platforms can support a wide range of content types, from multiple-choice questions to more complex scenario-based queries, accommodating various teaching styles and subject matters.

4.37   Electronic portfolios and learning management systems (LMS) for progress tracking.

Both integration tools offer a comprehensive framework for monitoring and evaluating student learning over time in order to track academic progress and achievements with greater precision and flexibility for the students and teachers (Ilina et al., 2021). These tools address more holistic and learner-centered assessment methodologies, emphasizing continuous improvement and lifelong learning.

4.37.1   Portfolio-Based Assessments in Digital Learning Environments

This tool offers a comprehensive approach to assess learners' progress and achievements, and these environments allow learners to demonstrate their knowledge, skills, and growth through a collection of work compiled over time including projects, essays, multimedia presentations, and other relevant artifacts. Moreover, this method offers a more nuanced view of student learning, highlighting individual progress, creativity, and reflection. Digital portfolio haves some advantages as: easily accessible and can be shared with instructors, peers, and even external audiences, facilitating feedback and collaboration; offers learners the flexibility to incorporate various multimedia elements, enhancing the richness of their presentations; and digital portfolios can be continuously updated, allowing for the documentation of learning achievements over time (Marinho et al., 2021).

4.37.2   Customizable Dashboards for Tracking Educational Achievements within LMS

These dashboards offer a visual representation of progress, enabling users to quickly identify strengths, areas for improvement, and next steps in their learning path providing a personalized interface where users can monitor progress, set goals, and access analytics on their learning activities (Vinci et al., 2021). For teachers, customizable dashboards serve to monitor class performance, identifying trends, and tailoring instruction to meet learners' needs that allow to access real-time data on student engagement, progress, and mastery of course material. Thus, this immediate feedback enables educators to make informed decisions about instructional strategies and interventions.

4.37.3   Integrating Competency-Based Education Models into LMS

This tool allows us to align educational content and assessments with specific skills and competencies. It is based on a learner-centered approach, adapting to individual learning styles and needs. Students can focus on mastering each competency through varied learning activities, assessments, and resources, all organized within the LMS. The adoption of CBE models within LMS platforms also enhances the assessment and tracking of learner progress. Through detailed

analytics and reporting features, educators can monitor individual and group progress towards competency mastery (Alsaghir & Wazen, 2020). This data-driven approach allows for timely interventions and personalized feedback, ensuring that learners receive the support they need to succeed

CHAPTER V:
ASSESSMENT PRACTICES IN THE ENGLISH LANGUAGE CLASSROOM

5.1 Predominant trends in foreign language assessment

There are many studies about the assessment of foreign languages as well as a large production of variants and assessing models aimed at knowing and assessing the level of communicative ability in communicative contexts. For instance, the theory of language assessment assumes that language is a system of communication habits, whose habits allow the speaker to give conscious attention focus on the meaning that the speaker is transmitting or perceiving. According to Lado (1965) the linguistic meaning refers to the interconnection between the way to understand language and how this meaning is shaped by cultural factors. Furthermore, this understanding influences the ability to learn and transfer that knowledge to new contexts. However, the theory of reinforcement based on behaviorism exerted great influence on the assessment of language, this theory was supported by an audio-oral approach where the assessment of learning was conceived with stimuli and oral or written responses accompanied with reinforcement, emerging standardized tests and the evaluation called *'discrete point testing'*, this means subdividing the language for assessment into minimal language units (Baltra, 1982).

Kempson (1977) states that:

"A theory that emphasizes the regularities of the language is a theory of competence, by contrast, a theory that emphasizes the interplay between those linguistic features and all the other factors that determine the full range of regularities that occur in communication is a performance theory or a theory that defines a speaker's ability to use language. language appropriately in its context, a theory of communicative competence is simply a theory of performance" (p. 54).

With the appearance of the communicative approach, testing could no longer continue with the patterns of behaviorism, and it is necessary to build other tests or information collection instruments that allow the link between sociolinguistics,

the communicative approach, and the system of information assessment, where the student answers an *'item'*, the student needs a set of knowledge within a situational context.

Another predominant tendency in the assessment of language learning is the so-called *'sufficiency models'*, these models appeared in the 70s, whose objective is to determine the command of the foreign language at the level of linguistic proficiency, and before the need to certify said domain, appeared various models with their respective exams, such as: "Comprehensive English Language Test (CELT)", "Test of English as a Foreign Language (TOFEL)', "International English Language Testing System (IELTS)", Cambridge International Examination by CEFR level (KET, PET, FCE, CAE, CPE)", "Business English Certificate (BEC)", "International Legal English Certificate (ILEC)", Trinity College Examination (ISE)", "Test of English in International Communication (TEIC)". "English for Speakers of Other Languages (ESOL-GESE, ISE)", and others. These assessments are structured by two dimensions: language skills or abilities (listening, speaking, reading, writing) and linguistic competence (phonology, morphology, grammar, vocabulary, general fluency. Therefore, this entails perceiving the assessment of the language only to pass the exam to the present, here is the dilemma of the teacher, assuming the assessment of the learning of the foreign language from a communicative approach.

5.2 How to assess language learning?

The assessment of proficiency of a foreign language must always be directly related to the concepts of 'communication' and 'use'. From here comes the concept of 'communicative competence' coined by Hymes (1984) who conceives it as part of cultural competence, that is, as proficiency and possession of procedures, forms, and strategies that make it possible to issue adequate statements to the intentions and communicative situations of the interlocutors in different situations. On the other hand, the CEFR (2001) defines "competence" as the sum of knowledge, skills and individual characteristics that allow a person to carry out actions" and "communicative competences" as those "that enable a person to act using specifically linguistic means".

5.3 Develop the communicative skills of the language in an integrated way.

One of the strategies to develop proficiency of a foreign language is through communicative activities that involve the four linguistic macro skills such as *"listening, reading, speaking and writing"* in an integral way. Then, the use of the language can be carried out in four different ways, depending on the role it has the individual in the communication process. It means that, depending on whether the learner acts as sender or receiver as well as depending on the transmission channel used, depending on the oral or written channel.

Encoding = Decoding

Emitter Talk = Oral channel, Listen, Receiver

Write = Write Channel, Read

Language is the instrument of thought and learning so through language skills (listening and oral expression), learners receive information, process it, and express our thoughts. Therefore, linguistic skills have a decisive influence on the quality and precision of the information received, and at the same time, this information is the raw material for the elaboration of the learners' thoughts. It is not possible to have clear thoughts from diffuse information. In this sense, attention to language problems through rigorous analysis of language skills is vital to the learning process. Another alternative is the performance assessment, it is the judgment that is issued about the student's performance in the learning language based on the response to a task that requires demonstration of the acquired ability (speak, listen, read, write) according to the objectives of pedagogical mediation (Curtain & Pesola, 1998). Therefore, the assessment must consider the type of skill to be developed with each exercise or activity and their combination with each other, as well as the design of assessment tasks where the skills are exercised integrally.

5.4 Assessment of the communicative performance in the productive abilities of the foreign language

The assessment of communicative performance is based on class teaching and daily tasks to assess the level of linguistic competence and academic achievements of students of a foreign language in a systemic way, through different strategies or communicative activities, which may include processes or products such as oral reports, presentations, demonstrations, specially written work, and work folders.

When assessing performance, it is important to establish clear and unbiased criteria from the outset, which should be developed in conjunction with other teachers or specialists in your school. Thus, these communicative performance assessments elicit a wide variety of responses and often do not produce a single correct answer. Therefore, the assessment of student performance and products must be based on the teacher's opinion, using the criteria specified for each task.

From the foregoing, to assess the degree of acquisition of communicative competence, the student must be given several opportunities to be observed in his or her fundamental performance in oral and written expressions in communicative situations, given that receptive skills can only be evaluated through productive skills.

This implies that the assessment of communicative competence in a foreign language must take into account knowledge and abilities, linguistic knowledge, use of the language, social norms, and cultural values shared by the members of a linguistic community, which will allow the types of verbal interaction and registers to be identified. of the language to act according to them.

The productive skill of 'speaking' constitutes the most important objective in the educational process of English, since the process is aimed at students being able to speak the language fluently allowing them to communicate with native and non-native English speakers. Oral expression is undoubtedly the most difficult skill due to the factors that intervene in it since the speaker not only has to think about what he is going to say but also how he is going to say it in a very short space of time. If the encoding of the message is by itself a complex process, it is much more so for the student of a foreign language, whose knowledge of the new code is still limited.

On the other hand, knowing the code is not enough, it is necessary to have sufficient pragmatic knowledge to allow the language to be used appropriately in different communicative situations. From this perspective, teachers must know the difficulties in communicative interaction since the application of process assessment strategies can help to develop fluency in speaking a foreign language. According to Brown (2001) the most common difficulties in oral expressions that learners have are the following.

1. **Spoken chain:** speaking fluently means joining the words and not pronouncing them one by one.

2. **Redundancy:** the speaker must be able to clarify meanings using redundancy in the language because it helps him to convey the message more clearly.

3. **Reduced forms:** contractions, elisions, syllabic reduction, etc.

4. **Variation in expressiveness:** wrong beginnings, syntactic dislocations, backtracking, filler phrases, or supporting expressions.

5. **Colloquial language:** informal style, slang, idioms, etc.

6. **Elocutionary Tempo:** The speed with which a native speaks is often an obstacle to understanding by the non-native listener.

7. **Prosodic aspects:** stress, rhythm, and intonation vary according to language.

8. **Interaction:** interaction with the interlocutor is governed by rules that the speaker shares and respects: interpretation of linguistic marks, negotiation of meaning, turns to speak, formulas to maintain and end the conversation, etc.

Another productive ability in language is writing, the number and variety of written texts that learners can be produced are incalculable, from a simple note in learners' agenda to a biography of a well-known character or a literary work of considerable length. Therefore, the development of writing skills also requires a gradual learning process, and it is the teacher who has to facilitate this process through procedural assessment strategies that allow errors to be detected

on time and making decisions. It allows the learner to improve procedurally in this skill, to achieve knowledge of linguistic and rhetorical features that allow him to transmit a coherent message and with cohesion.

According to Smith (1976) writing skills can improve the level of knowledge of the spoken language since the degree of concentration in the appropriate form of expression is greater. However, the production of written texts is very complex and developing their ability takes a long time, considering that writing in the mother tongue has many shortcomings, and it is not said in a foreign language, as established by Rivers & Temperley (1978):

> "Written expression is not a spontaneous form of communication, which is why it is usually more difficult than oral expression, since it requires greater precision in the use of the language. Writing correctly supposes knowing the conventions of the written code, the good manners of the medium, as they point out" (p.265).

5.5   Assessment of communicative competence

Being a competent student of a foreign language means that they can communicate effectively with native or non-native speakers of the English language as well as in different contexts, this implies that the student has developed communicative competence. Therefore, the assessment should be aimed at the student putting the language into practice within the real communicative context to solve a certain task, allowing the foreign language student to apply their skills through practice in communicative performance. However, the task is not very simple, since achieving communicative competence requires the development of sub-competences such as linguistics, sociolinguistics, and pragmatics, together with the development of the communicative components of production (speaking, writing) and reception (listening, reading) in an integral way, as well as cognitive, affective, psychomotor, and sub-skills of language.

Finally, the entire process must undergo an assessment from the beginning to the end, making sense of the concepts of assessment by the teacher, as well as self-assessment, peer- assessment, and hetero-assessment in the student environment to observe the achievements. obtained, as well as the difficulties encountered (Martín & Sans, 1997).

The assessment of competence in a foreign language within the competence approach is not different from that established in previous curricula, hence starting from the fact that the assessment serves to verify if an objective has been achieved. Based on this premise, the object to be assessed is the development of the student's foreign language competence, that is, the teaching-learning process whose goal is the achievement of a certain degree of communicative competence in a foreign language through their various skills (listening, speaking, reading, writing). It means that the parameters and descriptors used to measure the achievement of competence must be formulated in communicative terms. Therefore, certain traditional approaches and strategies were based on the work and evaluation of formal content such as knowledge of the language; grammar and vocabulary make no sense in a communicative approach that tries to present the contents as tools that allow to achieve an efficient communication.

The assessment of communicative competence and its dimensions must be an integral part of the assessment, both continuous assessments carried out by the teaching staff throughout the course and of the final assessment, in some cases external. The assessment of communicative competence is considered an element of improvement of the quality of the educational process, which allows for verification of the strategies that the teacher is using in the classroom. For that reason, the establishment of specific indicators is required, in addition, through the assessment teachers can identify teaching style and verify if learners are covering central aspects proposed by the study plan.

One of the most important models of communicative competence has been developed from the area of second language assessment because it favors the introduction of pedagogical aids that allow the analysis of other aspects of the student's competence such as the level of metacognitive self-regulation, and the kind of device and didactic methods. The assessment objective can help with the learning or the learning strategies. Therefore, to fulfill the purpose of the assessment consists of determining the level of acquisition and performance of communicative competence through the interaction and practice of authentic communication tasks, in such a way that they resemble what do in real life and a variety of different situations.

Learning assessment transfers the knowledge in an activity different from their learning, so it means that they are considering the assessment of competences, therefore, the assessment of communicative competence is based

on the development of *'tasks'*, which means that the competences can only be assessed in the tasks in which they are developed. It should also be considered that the assessment criteria are not enough; the assessment criteria give us the object of the assessment and the situation or area where it can be assessed; but it is necessary to establish some indicators, these 'task' indicators are "success indicators" with which the task is carried out, the same ones that have to be established for each task (Jiménez, 2009).

To assess efficient communicative competence, it is necessary to design and organize the communicative situations through which the assessment will take place, for which conditions of a communicative environment as close as possible must be created. to the real conditions of communication as a stimulus for the student to insert himself into it with pleasure and thus eliminate the inhibitions caused by feeling assessed. This will allow students to develop the progressive ability to interact, understand, and express themselves adequately and effectively in different communication situations, whose knowledge and use of the language is broken down into linguistic, sociolinguistic, and pragmatic skills for their active development, and allows the promotion of the person's general skills (knowing, knowing how to be, knowing how to play, knowing how to learn) (CEFR, 2001).

5.6 Systematic assessment in communication tasks

If students know the theoretical foundations to articulate or understand a message but cannot communicate because they do not understandably transmit the information, the ultimate communicative objective is not achieved. That is, the student must apply (we have talked about "integrating" and "mobilizing") this knowledge within a context and real discourse to satisfy a real communicative need (objective).

Assessment tasks are the different questions, items, or problems that students are expected to answer to assess their learning process. In an assessment situation, there are as many tasks as there are distinct identifiable products required of students. On the whole, the actions that take place before, during, and after the assessment itself must have the purpose of helping students to construct adequate

meanings shared with the teacher about the contents assessed and to attribute meaning to them (Rochera, Colomina, & Barberá, 2001).

The chances of achieving this depend in part on conceiving assessment not only as a specific moment in time but as a broader process that allows students to include the performance of assessment tasks in the assessment situation as a whole; and as a process that, in addition to valuing the knowledge that students have managed to develop, does not give up using assessment as a new opportunity for them to expand and enrich it, ultimately pursuing the improvement of teaching and learning processes at school (Rochera & Naranjo, 2007).

The effective use of learning experiences in the classroom requires a careful and coherent selection and sequencing of tasks, despite the problems that arise when establishing the difficulty of the task, since the tasks are elements of explicit specification. of the curriculum, in which the quality of student learning is evidenced (Medina, 1991). Consequently, as language learning is a continuous process, the assessment must be carried out systematically to check the progress of the acquisition of the foreign language, according to the resolution of the communicative tasks applied, which must contain integrated linguistic skills.

On the other hand, the assessment must focus its attention on the student as the main subject of the assessment, so that the student is aware of the execution of some assessment instrument and the performance of one or more tasks, and for this, the student to put into practice all his intellect and his affective part.

Based on the basic criteria that must guide some assessment practice of the competency-based teaching-learning process, task assessment should logically include all those basic components of its design. Thus, it should be possible to assess the degree of acquisition of competencies provided by the task; its link to specific content; their imbrication in the real or potential context of the students; the strategies and activities that promote the achievement of the task, and, finally, its progressive character.

In line with the new role played by teachers and students, all these aspects should be addressed in a consensual manner, in such a way that students always have (especially in the initial phase of the task) information regarding the " what", "in what context", "what prior knowledge" and "what kind of strategies and activities" are required to carry out the task. Obviously, and in line with this approach, the concept of "qualification" will vary considerably from a single

and invariable reality to a multiform and dynamic reality, where the presence of objective evidence does not come to an end, but rather a potential resource among others. the many available to the educational agents involved.

In other words, the assessment is applied throughout the process and to all the components of the tasks to adapt them to the conditions of realization of the group of students. Thus, both the product proposal and previous sources and activities should be evaluated. By establishing itself in an exercise of collective responsibility, the final assessment will contemplate achievements, difficulties, shortcomings, but also interests that the experience arouse through sharing in itself should enrich the teaching-learning process.

Faced with the traditional concept of assessment (circumscribed to the end of the process), assessment by tasks permeates the entire process of preparation, execution, and subsequent analysis of the same, therefore, the three phases of task design are described below (Lázaro, 1999).

5.7   Presentation and manipulation of forms and meanings

Also called pre-task, it is about setting the objectives and procedures of the process at its initial point, as well as the level of previous knowledge of the student.

5.8   Completion of the final task

In this phase, the student focuses his attention primarily on the communicative content, without leaving aside, obviously, the linguistic resources necessary to carry them out.

5.9   Assessment and revision of the material

Some authors highlight the importance of the post-task corresponding to the third phase of Lázaro as an element capable of tensing the process towards linguistic correction. Many opinions criticize the lack of linguistic zeal derived from the application exhaustive study of the communicative methodology. With the assessment and review of the processes developed in the task, a dynamic can be compensated which can arrive to empower students' communicative strategies, even non-linguistic or textual ones, that allow them to better achieve their objective, to the detriment of attention to linguistic form precise and correct (Martín, 2001).

It is in this assessment process and review of the material that perhaps learners can consider the adequacy of the task for the purposes pursued by the teacher: is the proposed task unitary? Is it feasible? Is it realistic, interesting, and useful? Is it close to the world of interests and experiences of the students? Is it linked to the objectives of the curriculum? Is it open to decision-making by the students? Is it likely to be evaluated by the same students?

According to the table format proposed by Escobar (2004), the degrees of achievement of success in the task should be linked to the levels of meaning and reflection, presented in the form of questions (in the case of meaning) and open space for the expression (in the case of reflection).

MEANING:

1. Do the theme of the task and the activity it generates respond to the genuine interests of the learners?

2. Does the task have an extralinguistic purpose, perceived as such by the students, which causes the learners the need to express their meanings?

3. Is the task properly contextualized within the set of activities carried out in the classroom?

4. Do the guidelines that the teacher gives guide the apprentices to sufficiently value the effectiveness in the transmission of messages as the main criterion of success?

5. Does the task facilitate a speech authentic, comparable to what would be generated in a similar situation outside the classroom?

REFLECTION…

It is a part of the assessment to check and revise the material for assessment, and this job is performed by pen-ended questions to reflect deeply on materials used in English language assessment focus the teachers' perspectives:

1. How effectively do the assessment materials represent authentic language use in diverse communicative contexts?

2. In what ways do the materials accommodate cultural diversity and inclusivity among learners?

3. How well do the materials align with the targeted language proficiency levels and curriculum standards?

4. What evidence supports the reliability and validity of the materials in measuring specific language competencies?

5. How do the materials facilitate differentiated assessment to address varied learner needs and learning styles?

At the same time, it is turned for the learner's reflection on the materials used in their English language assessment:

1. How do the assessment materials help you use English in real-life situations?

2. In what ways do the materials respect or reflect your culture and background?

3. How well do the materials match your current level of English?

4. Can you describe how the materials helped you show your language skills clearly?

5. How do the materials support you when you learn or demonstrate your abilities in different ways?

5.10   Assessment criteria

The assessment criteria are described below with their respective international standards aligned to the Common European Framework of Reference for the Teaching, learning, and Evaluation of Languages (2001) established by the national program of English as a foreign language for the High School Level (MEE, 2012). See Annex 11. Assessment Criteria for the First Year of High School, and Annex 12. Assessment Criteria for the Second and Third Year of High School.

The assessment within the communicative approach demands the generation of authentic tasks that allow contextualizing knowledge and making decisions to solve problems related to the social environment close to the student. This implies breaking traditionalism, that is, the assessment does not consist of the simple fact of applying an oral or written exam, and through its results determine the cognitive level of the student, since traditionally this moment is tense for the student when facing this process. Therefore, in this new assessment approach, there is no time pressure, and the use of various resources and tools is allowed, and the tasks generally do not have a single answer.

The criteria described have been designed to take into account the functional communicative approach that emphasizes real-world contexts and the relationship of language forms and function so that Ecuadorian high school students progressively meet the standards established under the Common European Framework in the English language curriculum (A2.2 First year - B1.1 Second year - B1.2 Third year of High School) therefore the students can discuss, share, and appropriate them as a strategy to assess the progress that students are making according to the educational objectives set.

5.11   Feedback

'Feedback' is understood as any verbal or non-verbal information that the listener (teacher) provides to the speaker (student) as a reaction or response whether negative or positive about his production during an act of communication

interpersonal; through this reaction or response, the speaker obtains an indication from the listener or interlocutor that allows to assess the relative efficiency that his oral or written communication has achieved (Ruhstaller & Berguillos, 2004).

However, 'feedback' currently refers to information about the gap between a current level and a reference or desired level (learning or performance), information that is used and that should serve to close this gap (Ramaprasad, 1983, Gipps, 1994, Sadler, 1989).

One of the functions of 'feedback' is to support academic performance, and promote motivation, self-regulation, and self-efficacy, allowing students to bridge the gap between their current and desired performance (Black & William,1998). This implies that feedback must accompany the teaching-learning process throughout its entirety, to give immediate and timely information to the students about the quality of their performance so that they can make the necessary corrections to improve their competence.

5.11.1   Feedback classification

1. Type: positive and negative or corrective.

2. Mode: explicit and implicit.

3. Medium: oral, visual, written.

4. Source: requested and unsolicited.

5. Content or message: linguistic, communicative, effective.

6. Moment: immediate, delayed, and late.

7. Place: public and private

"Feedback" is not restricted only to correcting the errors and omissions that the apprentice commits so that he becomes increasingly competent (negative or corrective feedback), but also to realize his successes (positive feedback), such as a way of stimulating him to do things better and better. Therefore, feedback is a way to increase your intrinsic motivation to learn and/or work more efficiently.

Errors and corrective feedback are a natural part of language learning; thus, errors can be defined as deviations from the norms of the target language (Ellis, 1997). The errors reveal patterns of development of the interlanguage systems of students learning a second language, pointing out where they overgeneralize a rule or where they inappropriately transfer a rule from their mother tongue to the second language (Lightbown & Spada, 1990, 1999).

Corrective feedback refers to an indication to the learner that some structure in the target language is incorrect. In other words, the "feedback" of a negative type consists of indicating to the foreign language student, explicitly or implicitly, that their oral or written use is wrong or incorrect according to some widely accepted or recognized validity criterion concerning the language goal. Consequently, negative feedback is the set of pedagogical intervention strategies or procedures that try to provide information about what is not possible or acceptable in a foreign language.

5.11.2 Feedback characteristics

1. A symbolic score or grade represents the overall quality of the work.

2. A detailed explanation or justification for the score.

3. A description of the quality of work expected.

4. Praise, encouragement, or other types of affective comments.

5. Diagnostics of weaknesses.

6. Suggestions to improve specific deficiencies and to strengthen the work as a whole.

When the 'feedback' has the characteristics indicated above, metacognition, autonomy, and self-regulation in learning are promoted, essential goals of current education, since the feedback should help the student to better understand the learning objective, the state of their achievements, about that objective and the ways to shorten the differences between their current state and the desired state (Sadler, 1980), and in this way, the 'feedback' should be timely and systemic. It is timely because it must be given as soon as possible after the assessment

event, or the assignment is given so that it is received when it still matters to the students. If students do not receive 'feedback' quickly enough, they will have already started working on new content and the 'feedback' will be irrelevant to their current study and will be extremely unlikely to generate an appropriate additional learning activity that will yield results, as confirmed by Fritz (2000) "that feedback has no effect when the student is asked to perform the same task later and makes the same mistakes". Systemic, because feedback to be useful, it must be offered regularly and progressively in all the students' academic activities.

5.11.3   Conditions for effective 'feedback'

Sadler (1989) indicates three conditions for effective 'feedback':

1. Knowledge of the assessment criteria.

2. Comparison of the assessment criteria with your work.

3. The action taken to bridge the gap between the evaluation criteria and the comparison of these criteria in the work.

Effective 'feedback' looks for the students to actively commit themselves to the learning carried out through feedback, for which the students must know what the 'feedback' means, or in turn, they must be trained in the process since it should not be assumed that students know what to do with the 'feedback' (Rust, 2005). In addition, 'feedback' can be considered qualitative comments instead of quantitative ones or notes that allow a continuous dialogue between the teacher and the student whose role of the teacher is that of facilitator and the student is that of conciliator, which allows reaching an adequate understanding of the object of study and stimulates the significant construction of knowledge where the student assumes a commitment in this process.

5.12 Conditions to promote an effective assessment of the language.

To achieve an effective assessment of the foreign language, it is necessary to consider certain aspects for its planning and assessment, which demand the creation of relevant spaces or scenarios for its application, such as:

1. Clear information on the contents, assessment criteria, and scoring. Students must be informed in advance about the assessment process that they must comply with, this implies that the assessment process will be transparent and honest with the student, whose information will contribute to creating confidence in the student that allows them to strengthen their learning.

2. An informative correction instead of limiting itself to only pointing out the number of errors made helps the student to identify and reflect on their mistakes in the first place, and after this process, the teacher provides an informative correction.

3. Avoid giving quantitative scores, this affects the attention that students pay, they focus on the note and not on the qualitative corrections since it registers a number to a job, a test implies a subjective correction and later translates this result into a number, which happens with our research problem. Therefore, a descriptive assessment based on the interpretation of the assessment results would be more formative and thus contribute to breaking the paradigm that assessment is a value judgment or assignment of a number rather than an opportunity to learn. This is confirmed by Black & Wilson (1998) when they point out that "written comments on the work and not the issuance of a noted result in greater learning". Other research reveals that "the emphasis of grades can be perceived by the student in relation to his ability or worth as a person and in these cases low grades can damage the student's self-efficiency" (Wotjas, 1998).

4. The assessment demands must refer not to a declarative knowledge of the language but to procedural knowledge. The object of the assessment emphasizes the use of the language in different situations and contexts, that is, its functional application of its knowledge aimed at achieving efficient communication, as well as its attitudes towards each situation. This breaks the traditional scheme, that is to say, the assessment of the

structure and grammar rules, vocabulary, etc., in an isolated way and out of the functional context.

5. Combine the assessment of the different types of content. Knowing a language means practical or procedural knowledge instead of linguistic knowledge, which is why the assessment must contemplate an integrative approach in the assessment of contents. In addition, the language learning process is continuous and cumulative. Therefore, the assessment must be continuous and refer to previous knowledge.

5.13 Assessment Functions

These serve two functions; one for the assessment of results and the other for providing information on the learning process that guides both teaching and learning, in this case, as Vizcarro (1998) puts it: "It is about knowing not only what the level of knowledge is, but also what ways to advance in their acquisition are the best".

Of a social nature: certification of learning and consequently selection, classification, and orientation of students. Therefore, this is inserted at the end of a training period that you want to take stock of or at the end of a course or cycle.

Pedagogical character: regulation of the teaching-learning process, that is, recognition of the changes that must be progressively introduced into the process by those who teach and those who learn. This is inserted both at the beginning, during, or at the end, but always to improve learning.

5.14 Assessment Forms

We found different forms of assessment, however, according to the intention of the expected response and the degree of control over it, the evaluation of learning can be the traditional one with greater control and the alternative with less control (Brown & Hudson, 1998).

The assessment is traditional when the use of language is required to build the response, greater control is exercised over it, for example: response tests selected (true and false, matching and selection) or tasks (complementation, transformation, and short answer), in which the student does not have to use language creatively. Traditional assessment procedures, on the other hand are paper and pencil tests such as exams, quizzes, and workshops. These procedures, which Carroll (1993) calls *'hard'*, are distinguished by their objectivity, reliability, precision, the primacy of the product over the process, and because the results are generally given in quantitative terms.

On the contrary, the assessment are alternatives when the tests that require the use of language to construct the answer exert less control or the control is minimal and the student is faced with tasks similar to those in real life, such as tests of performance (essays, role plays, problem-solving, personal response tasks) or personal response tasks in which students are required to produce, i.e. there is a minimal degree of control, if any. In addition, since they are processes, the focus is the linguistic ability; the conference (between teacher and student), the portfolio, and self-assessment, among others.

What is assessed in the tasks (traditional or alternative) is called the construct and the conception that one has of the language and the ability to communicate in it affects its definition. Knowledge of the language is considered a linguistic construct and the social, cultural, psychological, and other aspects that affect linguistic performance could be considered as a non-linguistic construct (Bachman & Palmer, 1996).

5.15   The alternative assessment of the foreign language

In the last decade, we have observed a rapid expansion in the interest in seeking alternatives to the traditional forms of assessment in education (Aschbacher, 1991). Alternative assessment is a very useful means to obtain related evidence about students' learning approaches and processes, as well as the execution of tasks in their real life in their language of study. This evaluation has different nominations, such as: authentic, performance, informal, and

situated, however, what is common in all of them is that they do not adhere to the traditional assessment criteria, objectivity, schooling machine, standardization, or profitability (Huerta-Macías, 1995).

'Alternate assessment' is a method of asking what students know or can do or is trying to show growth and report on the teaching (Stiggins, 1991). Alternate assessment is by definition criteria-referenced and is typically authentic because it is based on activities developed in the classroom and based on real life. The term alternative assessment is used to describe multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes toward teaching-relevant classroom activities, such as performance, portfolio), and self-assessment.

The authentic assessment is an approach that refers to the procedures to assess the performance of the student in tasks that imply the use of the language in conditions that are as realistic as possible (Kohonen, 2001). This assessment emphasizes communication through different forms of assessment that reflect the student's learning, their achievements, motivation, and attitudes in-class tasks. Another important factor that explains what is authentic is the nature of cognitive demands, which correspond to real needs for the development of students in everyday situations, this concludes when students demonstrate their knowledge in practice, that is, learning by doing 'learning by doing' (Valdivia, 2004).

The alternative assessment is then a learning situation, seen as one more opportunity to learn a foreign language, hence the need to contextualize the assessment in interesting, authentic, real-life tasks (Birenbaum & Dochy, 1996). In the alternative assessment, what is considered valid is not the instrument used or the resulting qualifications, but the inferences derived from both.

5.15.1 Performance assessment

Through this assessment, the student constructs an oral or written response (Feurer & Fulton, 1993; Herman, Aschbacher & Winters, 1992), the student's response may be required by the teacher in a formal or informal context or may be observed during teaching in the classroom or outside of it. Performance assessment requires students to accomplish complex and meaningful tasks while coming to terms with prior knowledge, new learning, and relevant skills to solve

real, authentic problems. It means that the construction of an answer based on their personal experiences in relation to a situation where students put their cognitive skills into practice to answer open questions and make use of skills in analysis, synthesis, and assessment.

The performance assessment is built over time, that is, during the school period with a variety of strategies and processes that allow solving problems based on the assessment that the teacher or another student makes of the student's response to the task to demonstrate the skills acquired: oral expression, listening, reading, and written expression. Teachers and students must know the assessment criteria of the tasks, and these can be: the assessment activities must be an extension of the pedagogical experiences to which the student is exposed in his learning process; the instruments used by the teacher to collect information vary according to the objectives and purposes to be measured; and, the assessment of linguistic performance should be based on the assessment of language skills and sub-skills. Skehan (1998) points out three aspects of language performance: fluency, accuracy, and complexity. The first refers to the ease, clarity, simplicity, and naturalness of the student's communication. The second is the ability to use the language by grammatical and syntactic rules. And the third, is the ability to use more complex and elaborate structures in foreign languages. The second is the ability to use the language by grammatical and syntactic rules. And the third, is the ability to use more complex and elaborate structures in foreign languages.

5.15.2   Portfolio assessment.

It is a systematic collection of student work that is analyzed to show progress on the entire academic process related to learning objectives (Valencia, 1991), which is generated because of the need to incorporate new strategies for promotion of significant learning in foreign languages based on the active participation of the student in the construction of their knowledge and metacognitive strategies, as well as the role of the teacher as a mediator of said construction, the same ones that stimulate reflection, self-assessment, responsibility and control over their learning. This means that 'portfolios' are tools that help assess language development over time, both process and product elements must represent different stages of language development and growth for both teachers to How students can see the progress made. Therefore, the 'portfolios' students collect

their work systematically over some time, select works that document their efforts and the progress they have made, and reflect on the selection of work they have done.

Collecting, selecting, and reflecting are essential aspects of this evaluation instrument. (Paulson, Paulson, & Meyer, 1991). The CEFR (2001) designed the Portfolio European Language Portfolio (English Language Portfolio-ELP) whose objectives are: to motivate students to learn by recognizing their efforts to extend and diversify their language skills at all levels; and to provide a record of the language and cultural skills they have acquired for reference when moving from one level to another or when looking for jobs at home or abroad.

In addition, it shows a portfolio structure, which consists of three parts: 'Language Passport' where the information regarding the student's proficiency in language proficiency is found. 'Biography of the language' reflects what the student can do in the foreign language and serves as motivation for them to get involved in planning, reflecting, and evaluating their learning process. The 'dossier' refers to the collection of student materials and documents that illustrate proficiency in the foreign language.

Similarly, a 'portfolio' should include elements that indicate how a learning process develops and products of it. The process elements show strategies used by an individual or their ways of solving a task, while the products show achievements at a given moment; such as written drafts in which a student indicates changes they are going to make to an essay, notes taken in conversations with the teacher or a partner about written drafts, etc., and the products can take the form of a final essay, written samples corresponding to different genres, the result of group work, recordings, emails, web pages, etc. (Tierney, Carter, & Desai, 1991).

From what has been described, the portfolio must be assessed throughout the educational process by the formative assessment, since an essential component of the assessment in the classroom through this instrument is that the students reflect on the work they have done and recognize who has an active role in the assessment. However, the following aspects to be assessed in the portfolio should be considered: attendance at follow-up interviews: delivery of all required work or elements; delivery of optional items; evidence of reflection for each of the works; type and depth of reflection; organizational and representation aspects; the domain of formal characteristics of writing; evidence of strategy change such

as a result of reflection; self- assessment, formats and inventory of interests and strategies, comments (Delmastro, 2005).

5.15.3 Self-assessment

This is a key element of authentic assessment and is a self-regulator of learning that allows students to motivate strategic efforts to achieve specific purposes (Paris & Ayers, 1994). In addition, it promotes direct integration into learning and the integration of cognitive skills and attitudes toward learning, so they can select their learning activities and plan how to use their time and resources in the classroom and outside the classroom, using collaborative learning strategies with other students exchanging ideas, getting help when they need it and providing assistance to their peers, to finally monitor their performance and evaluate their progress and achievements.

Self-assessment is especially recommended for formative assessment activities that can be carried out in pairs, in teams, individually, or among themselves, for which they can make use of open questions, objective reagents, or both, providing this information to the students at the beginning of each unit. or module. This is done through: corrected answers to the questions formulated for their self-assessment so that they can immediately detect their successes and their errors. In addition, the necessary help must be provided to discover their needs, the quantity and quality of their learning, the cause of problems and difficulties, and their successes in the study that will allow feedback and reinforcement of their learning.

5.16 Alternative assessment activities

The alternate assessment uses a variety of formats, such as checklists, journals, reading logs, portfolios, role-play videos, audio-type discussions, self-evaluation questionnaires, observation of teachers (teachers' observations), and anecdotal records (anecdotal records), etc. Therefore, some of them are described according to Feuer & Fulton (1993) in the Table 6.1

Table 6.1. Alternative assessment activities

Assessment	Description	Advantages
Oral interview	The teacher requests to the student ask questions about their background personals, activities, readings, and interests	Informal and relaxed atmosphere It is development on successive days with each student. Recording observations in an interview guide
Stories or texts retold	Students retell main ideas or select details from a text experience through listening or reading	Students produce an oral report. They can be scored on context or language components. It is graded with rubrics or rating scales. They can determine the reading comprehension, reading strategies, and language development.
Writing samples	Students generate documents narratives, presentations, persuasions, or references.	Students produce written documents. They may be graded on content or language components. Graded with rubrics or rating scales. They can determine writing processes
Projects / Presentations	Students can complete projects in a content area, work individually or in pairs	Students make formal presentations, written reports, or both. Oral and written products and thinking skills can be observed. It is graded with rubrics or rating scales
Experiments / Demonstrations	Students' complete experiments or demonstrate the use of materials	Students make oral presentations, written reports, or both. Oral and written products and thinking skills can be observed. Graded with rubrics or rating scales
Items of construction and answers	Students answer unlimited open-ended questions through writing	Students produce written reports. Usually qualified in information substantive and thinking skills. Grading with rubrics or rating scales.

Assessment	Description	Advantages
Teacher observation	Teachers observe student attention, response to learning materials, or interaction with other students	Establishing a classroom environment. Taking a little time. Recording observations with anecdotal notes or rating scales
Portfolio	It focuses on collecting student work to show progress over time	Integrates information from several resources. Gives an overview of student performance and learning. Involves and strongly engages the student. Invite the student to the self-assessment

Resource: O'Malley & Valdez. 1996. Authentic Assessment for English Language Learners. Practical Approaches for teachers.

Maclellan (2004) points out that the alternative assessment is characterized by being an alternative to traditional assessment, to standardized tests and that they commonly require the following characteristics: student participation in the establishment of objectives and assessment criteria; performing tasks, creating a product; the contextualization of tasks in real situations; some of high-level cognitive skills and problem-solving; and the use of specific criteria known in advance.

On the other hand, Casanova (1998) argues that this "is a change of image of the assessment and this must be the consequence of a real change of content and functionality with which it is applied". As well as, Wiggins (1994) has identified a series of criteria that distinguish the alternative forms of assessment, among them the notion of making the assessment criteria clear and known by the student so that they can be used to carry out an adequate self-assessment and self-adjustment.

Alternate assessment is intertwined with classroom instruction. Therefore, it does not require a separate block of time to be administered, and in addition, it is supported by daily teaching-learning activities, in this way, it is possible to

have valid and reliable documentation on the progress and achievements of the students. In addition, it involves both students and teachers in the issuance of value judgments about the student's progress in the language using unconventional strategies.

5.17 Technology in English learning Assessment

There are many platforms used to help teachers to assess the language that students learn. One of the platforms used in teaching in English is VodCast (Podcast Video) used to assess student language skills in learning, and Whatsapp is also used by teachers to assess student writing thus the students can actively see the platform in the target language. Also, the teachers can provide tests, quizzes, project, tasks, games, etc., to improve student vocabulary or videos for speaking or podcast to increase listening skills for students and others.

Utilizing technology to asses language in classroom shows the teaching design that has been prepared by teacher and it affect to students' interest in learning, in line with the assessment in classroom, Angelo (2010) described the characteristic of classroom assessment which focus on observing and improving learning (learner-centered), concern on the teacher as a guide to gain information through the assessment, also the assessment must be useful to improve self-assessment skills.

In addition, the assessment has formative forms which improve the quality of students learning and context- specific which showed the assessment technique that appropriate with the subject materials also the on-going process which measure the classroom activity among teachers and students. Technology can be a tool to measure students' assessment in learning language, the successful assessment must be highly authentic, valid and reliable to be used in assessing students' development in learning (Chapelle, 2026). There are many platforms that are used in assessing language learning, it can be appropriate with student's need in learning. Moreover, the activities should also be based on the students' interest. By using technology, teachers can make a connection between language assessment and real world communication.

5.17.1 Technological tools

This is linked to the use of technological mechanisms, because the number of current students is from the indigenous population community, and therefore, it is easy to attract their attention through interactive games, allowing them to develop language skills without difficulties. In this group, we can find computers, CDs, wireless and wireless connections.

Technology tools are the methods used to improve processes and carry out higher productivity (Gonzáles-Orto, 2016). As shown in (Ramello, 2019) technology tools are specific, concrete, as well as horizontal or invisible. The specific technological tools include equipment, tools, materials, machines, equipment and programs needed to achieve learning goals. Horizontal tools are invisible and can be determined as an intellectual capital or information and knowledge in general: the conversion tools are necessary for the development of teaching processes.

Consequently, technology tools can be used to improve teaching and with English learning as a foreign language and its work contributes to improving languages. Technology tools are easy to learn English because it can be used to improve any linguistic ability, enhance students' cognitive ability, as well as create attention from students because it allows them to learn a new language through safety management tools. In addition, the students mainly use technology for their own initiatives, so teachers must prepare more to get used to technology skills to help them teach. More deep research must focus on this important issue, that is, teachers can obtain information technology skills that can be used to facilitate their students through learning by applying a set of technology tools. The English language has become a means of cultural communication where can observe that there is anxiety and motives for language use of technology tools which contribute to learning the English language as a foreign language.

5.17.2 Computer Assisted Language Learning (CALL)

CALL is a software that provides another teaching tool for second language education. The use of computers in English language classroom is useful for both teachers and learners. Currently, there are numerous software application programs available such as vocabulary, grammar and pronunciation programs, spelling check utilities, electronic workbooks, reading and writing programs, and

different learning packages to assist instructors in creating tutorial exercises to enhance their English language courses

5.17.3   Information and communication technology (ICT)

Information and communication technology is a set of services, networks, programs and equipment to improve the quality of people's life in the environment and is combined into an additional and connected information system. It allows the collection of information, production, storage, processing, communication, recording and displaying information, in the form of sound, image and data contained in audio, visual or electromagnetic signals (Castro et al. 2007). New information and communication technologies revolve around three basic vehicles: IT, electronics and communications. They are united together in an interactive and connected way, allowing us to create a new reality for communication (Ramello, 2019). This means that teachers must go through a profound shift in their education, by constantly looking at systematic innovation, in order to develop the conditions of learning to promote and more appropriate.

5.17.3.1 Internet

Currently, the Internet creates a phenomenon of socio -cultures, which is important because of a new form of communication understanding. Thourands of Computer Networks Converge to Generate Content in Different Ways, Because of Which Millions of Users Are Connected to Other Users from Around The World, and thereFore it is Consaided the Greatest Source of Information. For their own (Wirand et al. 2020), the importance of ICT in English language learning and teaching, as the student manages to cross the boundaries and learn new languages, such as English, to interact with people from other countries and transform their abilities and skills into practice.

5.17.3.2   Virtual platforms

Using virtual platforms is a new type of learning languages; It is a much more personal way of teaching and learning and can be used in real life situations and thus lead to significant learning

5.17.3.3 McKenzie method

This method has historically represented an alternative to teaching anyone who is unable to participate in the traditional education system because it is difficult to plan their work and study time (García, 2020). The use of this tool plays a key role in learning English, as its focus is not only on learning, but also on technology learning, which gives good results in the learning process.

5.17.3.4 Virtual learning

This platform is designed to manage and manage the student's learning process efficiently and planned. The work becomes more dynamic and participates between the teachers and the student, introducing activities and tasks online, given that these submissions can be done online at any time and from anywhere, reducing the use of paper

5.17.3.5 English Attack

This is an interactive site to learn a language, such as English, where video game experts, educators and researchers in the field of cognitive neuroscience (a scientific study of the biological mechanisms underlying cognitive, pay particular attention to neuronal substrates for spiritual processes and their behavior). It uses a certain method of teaching English and is based on the use of multiple film clips that form visual symbols, in addition to the inclusion of games to translate the content from other tools, making the whole process an entertaining type of learning, including several prizes. This technological resource is focused on the development of skills after each student and therefore weighs interest in English. It has exercises related to songs, videos, films, musicals and news, among other elements of communication, making learning more entertaining and motivating to students.

5.17.3.6 Blogs

It allows you to work with collaboration in groups, and create an information space and a group of communication channels. It is an easy and interesting

resource used, can be prepared by teachers or students in a group or individual. The blog can be shared and sent to readers' opinions and has a strong intention to contribute to the teaching process in the technological education environment and stir the curiosity of students, because videos, presentations, communication, tasks and music can be stored in the way to create an educational environment.

5.17.4 Listening skills by technology

Listening is defined as the process of identifying and understanding the speech of the speakers. It involves understanding the speaker's accent or pronunciation, speaker's grammar and vocabulary, and comprehension of meaning (Saricoban, 1999). The listener should be capable of doing these four things at the same time. Therefore, listening is very important in the process of second language education. Listening is considered as a principal language skill. Through listening people can acquire a large portion of their education, their information, their ideas, and their understanding of the world. As an input skill, listening play's avital role in student's language development (Saricoban, 1999). There are several technical ways for improving the listening capability of the ELL student, which are summarized below.

5.17.4.1 *Auditory tools*

As we mentioned (Ramello, 2019) indicates that audiovisual media is often used in social communication and is linked to visual image management; These are linked to the interpretation of specific positions. Among the most used tools are slides, transparent activity, mystery, video and modern system using IT. Teachers must use these voice technology resources to attract students' attention by dropping photos that represent the content that will be discovered and practiced in the classroom.

5.17.4.2 *Use of computers*

The use of computers in listening problems provides students with visual and voice input which can enhance their information and ideas, and develop their listening skills (Hoven, 1999). Computer-based listening tests

are very important in reinforcing the understanding skills of the listener. CD-ROM based learning films can also provide significant advantages over the traditional methods. Finally, Internet voice chatting using the second language may also aid the communication capabilities of the student.

5.17.4.3 Broadcasting

Listening to TV and radio educational language programs is another technical way for developing the under standing ability. However, the listening student should be careful in selecting the specific programs that are suitable for his/her needs. News satellite TV channels, like the BBC, are also useful for practicing with audio and video media

5.17.4.4 Podcast

Podcast is utilized for practicing and improving listening comprehension of students. The students can use podcast by listening to the podcast that provided and they listen carefully to what the podcast played. In other hand, the students can make their own podcast by recording their voices and uploaded then they can access to their record and listen to the record, students are expected to make self-assessment based on their hearing then the students can provide the better English. Podcast is one media that can be used in teaching and assessing learners' language, the podcast requires the students to be more active and creative in using the languages and they are having more time to review their language use.

Podcasts are best used for practicing and improving listening comprehension. However, they can also be used for improving other language skills such as speaking proficiency. In this regards, students can go to some websites which enable them to record and upload their own voices. Then, other students can easily have access to there corded clips. Accordingly, they can then leave some comments regarding what they hear. These comments will help language learners to know about their weakness. Following, the teacher can score the students accordingly. This way, the students are free to talk about any topic which they have information about. They can talk aboutany topic which they like. So, they are not limited to what the teacher wants. The affective filter will also be decreased.

5.17.5 Speaking skills by technology

Technology significantly enhances speaking skills in English learning by offering interactive platforms and real-time communication tools. Applications like Zoom, Flipgrid, and AI-based language tutors foster authentic conversations and pronunciation feedback, supporting fluency and confidence. According to Hockly (2020), digital tools enable learners to practice oral skills in diverse contexts, increasing engagement and autonomy. Furthermore, mobile-assisted language learning (MALL) offers flexibility and personalized learning experiences, vital for speaking development (Burston, 2015). Thus, integrating technology into pedagogy transforms traditional methods, promoting learner-centered speaking practice through accessible and dynamic environments.

5.17.5.1   Video blogging

It is one pedagogical medium that can help students improve speaking skills because watching video blogging can add new vocabulary, and help improve pronunciation and fluency

5.17.5.2   WhatsApp

It is one pedagogical media that can be used to assist students' writing, in this media, the students write the sentences and paragraph then the teacher gives feedback or constructive correction for students to improve students' writing skill. The use of WhatsApp can encourage students' ability in writing WhatsAp

5.17.6   Reading skills by technology

Technology supports reading skills for English learning by offering digital resources like e-books, reading apps, and interactive platforms that adapt to learners' levels. Tools such as text-to-speech, glossaries, and comprehension quizzes help build vocabulary and understanding. Online stories and graded readers encourage extensive reading, while analytics provide feedback. These features make reading more engaging, accessible, and personalized, promoting motivation and language development in English learners.

5.17.6.1   Telegram

Telegram is a multi-platform messaging service founded by Russian entrepreneur Pavel Durov. This kind of media impact to students' writing skills and reading. This term provides many articles that can be used to read, and it can also be used to assist students' writing skill.

5.17.7   Writing skills by technology

Technology enhances writing skills for English learning by providing tools such as word processors, grammar checkers, and collaborative platforms like Google Docs. These tools support drafting, editing, and revising through real-time feedback and suggestions. Writing apps and online prompts encourage creativity and structure, while platforms with peer review options foster interaction and reflection. Additionally, automated assessment tools help identify patterns of error, guiding learners toward improvement. Overall, technology promotes accuracy, fluency, and learner autonomy in writing development.

5.17.7.1   Chat

Today, chat is an important medium that can be used to deliver messages between speaker and interlocuter or listener. The use of chat in teaching can provide students' skill in writing and other language skills. Many sites in social media or the internet offer free online chatting service which can be pedagogically valuable for language learning as well as language assessment.

Chatting and e -mail for students provide the opportunity to communicate with the original speakers. Second (González-Erto, 2016), e-mail exchange or chatting with indigenous speakers is an experience that can be very positive. This process includes learning different skills, from understanding to rules and improving the ability of student discourse. Since the use of microphones and video cameras is a standard feature of conversations, such as conversations that were held on Skype, the conversation space is created to enhance the improvement of production skills and oral conversations in general.

The use of chat for language learning, chat conversations for one hour a day can improve speaking proficiency to a significant extent (Warschauer, 1996;

Chun, 1994; Kern, 1995). The students are those who benefit more from the chat room. However, the important point to mention here is that the chat conversation can be beneficial if it is conducted orally not in the written form. If chatting with other students in other countries is not possible, language learners can chat with their peers.

5.17.7.2 Mobile Phone

Utilizing mobile phones as a media in conducting online learning impact teaching and learning activity either in offline or online situation, doing mobile phone is adaptable to assist students' learning when the teacher conducts the classroom virtually and it can produce a good writing for students when they use the devices appropriately. The students can use it for writing messages, making a note and also doing communication among speakers and other interlocutors. In this regard, the important point to underline is that any methods to be used for language testing with the employment of any technologies including mobile phones should be authentic, valid, and reliable.

Emerging technologies such as mobile phones need to be fully interpreted and applied according to the environment in which they will operate, being well aware of their limitations and challenges, bearing in mind their potential impact on transforming current cultures and practices (Cobcroft et al. 2006). In the same line, today almost every student has one mobile phone. Many students spend many hours on the phone per week talking with their classmates about school things or other things. If the students are encouraged by the teachers to hold these conversations in English rather that their first language, the students can improve their language proficiency a lot. Teachers can also ask the students to record their conversation and bring it to the classroom to be assessed by the teacher or the other students. Students may find it difficult to achieve this purpose at first. However, as they do this over and over, they will arrive at the pedagogical value of holding their conversations in English. Moreover, they will find so many things in common with other peers to talk about in English.

5.17.7.3 Padlet

The use of Padlet in learning encourages students' motivation and raise their confidence in writing. The students are eager to do practice after see the padlet and they can keep practice in writing due to the use of this tool

5.17.7.4 Interview and role play

They are like to be traditional strategy in learning, but this strategy impact to students' achievement in learning language, in this term, the students can do role play and make interview session with another people to improve their speaking activity and raise their listening comprehension. However, the point is that the students can choose a topic and interview other students about anything around them. If the interview is recorded by a camera or a mobile phone. The technology is used to record or take documentation of the activity which can be viewed and assessed later by the teacher. However, the teacher can encourage the students to listen to the recorded interview and record it if they find their problems before they give it to the teacher.

5.18   Social networks

These days, social networks are communication tools and information that merges with a large number of people and groups, which is why they are very useful in the context of education. They maintain a permanent relationship for the teacher and the student and vice versa and thus break the traditional structure in the classroom in which the teacher is what is all knowledge and students educated. Social networks provide an attractive way to learn learning in English, official and informal, allow students to express themselves and start conversation with others. It is a very useful mechanism for learning English (Hudgson & Hoy, G. M. 2018).

Accordingly, the term "Web 2.0" refers to web applications that facilitate participatory information sharing by user-centered design and collaboration on the World Wide Web (O'Reilly, 2005). A web 2.0 site allows users to interact and collaborate with each other in a social media dialogue in contrast to websites

where users are limited to the passive viewing of content. Web 2.0 sites offer possibilities for increasing ability for communication, self-expression and learning (Hall,2008). According to Brown (2008), services like Facebook and twitter provide a range of communicative modes for the development of online communities. These new communicative technologies and forms are characterized by minute or micro-sized pieces of text or information (Friesen, 2007), socially-oriented interactions (Mason2008), and the development of myriad connections between and among users and resource (Siemens, 2005)

5.19   Challenge of use technology in language assessment.

There are many researcher who has already involve technology in assessing student's learning, they were focus on how one platform can be used in conducting teaching and assessing learning, but still limit the researcher who try to expand the challenge and strategy to use the technology in assessing language, therefore to fill this gap, the researcher is intended to examine the utilization of technology as assessment tool in teaching. Using the technology in assessing the students' language, such as the difficulty of operating the devices to conduct the language assessment towards the students and teacher (Gonulal, 2020).

The internet connection while using the devices impact the result and score of students in using the technology as a tool of learning. In addition, the accent and intonation of a speaker who speaks faster and unable to followed by the respondents, and seeing this disadvantage can be utilized by the teacher to facilitate them in understanding the context earlier then the students will know how well the topic that they will se. In addition, the strategy to the challenge that has found by teacher in implementing the technology in language assessment such us utilize the technology in teaching more often, train utilizing technology in assessing learners' language, provide time to do hybrid learning.

Accordingly, teachers can use computers, the intern et technology, and mobile phones to encourage language learning and language assessment. However, teachers should be aware of these assessment methods via technology to assess the students' language proficiency

CHAPTER VI:
IMPACT OF ASSESSMENT PRACTICES IN THE CLASSROOM

6.1 Assessment and its impact on the learning process

Biggs (2005) points out that the assessment determines the student's learning and not the official curriculum by being inextricably linked to this process, so the assessment of the students considerably affects their learning. For this reason, assessment has become a fundamental pillar of the teaching-learning process.

In addition, from the phenomenological qualitative assumptions, it has been verified that the way in which teachers present the assessment of students affects the approach to learning and its quality. In the same way, the incidence of the assessment is in how the student studies; it is the expected assessment. It implies that the first thing the student studies is to pass the subject, module, or course, and for this, he tries to find out how it will be evaluated and based on this information studied, therefore, how the student studies depend on what they will learn.

On the other hand, Snyder (2007) points out that the real curriculum, the one that conditions the student's study, is not the one that appears in a program (explicit curriculum), but the implicit one (hidden curriculum) in the expected exams. Following the statement, teachers can consider the curricular objectives as the central teaching pillar in an aligned system. Still, our students think otherwise: "From the point of view of our students, the assessment always defines the real curriculum (Ramsden, 1992). Consequently, what and how students learn depends to a large extent on how they believe they will be assessed.

6.2   Effects of learning assessment on the student

The conception of 'effect' refers us to the term 'repercussion', the same that occurs when the assessment determines the student's learning and not the official curriculum; that is, the students learn what they believe will be given in the exam, in a non-aligned system, where the tests do not reflect the objectives, this results in inadequate superficial learning, therefore, students' knowledge takes the form they believe will suffice to meet the demands of the assessment, in such a way that the assessment the student's learning and not the official curriculum (Biggs, 1999).

In addition, we can speak under this postulate of a repercussion or positive effect and a repercussion or negative effect. The repercussion is negative when the student learns only for the exam. However, the repercussion is positive when the student's learning is as good as the proposed assessment tasks. With this, the assessment is aligned with the objectives of the learning, that is to say, the tasks for the assessment refer deliberately and firmly to the learning norms contained in the learning, which leads to the students preparing for the assessment (deep learning), they will be learning the curriculum (Crooks, 1998; Collins & Fredericksen, 1989).

How the students will be assessed conditions the study style that the student will carry out, significantly influencing their learning style, this implies that the assessment practices applied by teachers in the classroom will have considerable effects on the quality of learning. It is confirmed by authors such as Entwistle, Figs, Housell, Muller, Säljö (1997 cited in Quishpe, 2017) and that the most important variables for the quality of learning lie in the evaluation system teachers adopt.

When it is assessed, an anticipatory mechanism in the educational process is activated, where students advance the assessment, observe, decipher, and interpret the assessment style of the teacher, and work throughout the course very directed by this perception. It implies that the learning assessment teachers apply has strong effects on the quality of their student's learning, so the criteria assumed in terms of the concept of quality must be very clear. Therefore, it can be deduced that the quality of learning is determined by the approach adopted by the student to learn; this affects the student since they focuses their learning according to how learners perceives the demands of the assessment and how the assessment consequences are balanced will depend on the quality of learning largely.

In the same way, it is necessary to take into consideration the approach that the students adopt as a consequence of the assessment that has been determined to be used during the academic process and their respective influences on students, which according to (Barberá, 1999) identifies four types of influence.

1. *Motivational influence:* It occurs when the assessment is a moment of high tension for the student. Therefore, the 'feedback' or the feedback the student receives will largely determine the motivation towards learning.

2. *Influence of consolidation:* The assessment is a specific learning moment since it reaffirms the internalization of the contents.

3. *Anticipatory influence:* The assessment informs how the learning itself will be.

4. *Temporary influence:* The assessment marks some temporary segments in which the students refer to the contents they will deal with in the next classes.

On the other hand, the assessment influence students in the short, medium, and long term, so the classification is made into three groups based on this temporal perspective. In addition, there are inevitably some similarities between the effects in the different categories (Crooks, 1998).

1. Short-term influence

At the level of a particular lesson, topic, or task, the following effects typically apply:

a) Reactivation or consolidation of prerequisite skills or prior knowledge to present the new material.

b) Focus attention on the important aspects of the subject.

c) Stimulate active learning strategies.

d) Provide students with opportunities to practice skills and consolidate learning.

e) Disseminate results and formative feedback.

f) Help students monitor their learning progress and develop self-assessment skills.

g) Guide the choice of new teaching-learning activities to increase mastery.

h) Help students feel a sense of accomplishment.

2. Medium-term influence

At the level of a particular learning module, course, or extended learning experience, the following are important effects:

a) Verify that students have adequate prerequisite skills and background knowledge to learn the material to be covered effectively.

b) Influence on students' motivation to study the subject and perceptions of their abilities in the subject.

c) Communicate and reinforce (or, in some cases, subvert) the teacher's overall curriculum objectives for students, including desired performance standards.

d) Influence the selection of students and the development of learning strategies and study patterns.

e) Describe or certify students' achievements in the course, thus influencing their future activities.

3. Long-term influence

Finally, testing has long-term consequences, especially when students meet consistent testing patterns year after year. These long-term effects include:

a) Influence on students' abilities to retain and apply learned material in a variety of contexts and forms.

b) Influence on the development of students' learning skills and styles.

c) Influence on the continuous motivation of students, both in specific topics and in general topics.

d) Influence on students' self-perception, as well as on their perceptions of their self-efficacy as students.

6.3   Impact of assessment practices on Students' learning activities and cognitive achievements

The impact will be analyzed from two perspectives: the impact of the assessment practice in the classroom and the impact of other teaching-learning practices involved in the assessment, as well as the motivational aspects related to the assessment practices described by (Crooks, 1998)

6.3.1   Impact of assessment practice in the classroom

The assessment practices applied in the classroom during the teaching-learning process constitute the activity or set of activities, or situations proposed at a moment of assessment that offer the student opportunities to demonstrate their communicative competence.

6.3.1.1   *Effects related to expectations of what would be assessed. Study practices and student learning*

Marton & Säljö (1976) reported that students' approaches to learning tasks could be classified into two broad categories called deep and superficial approaches to knowledge. 'Deep approaches' use an active search for meaning, principles, and structures that link different concepts or integrate ideas and widely applicable techniques.

Instead, the superficial approach, in contrast to the deep approach, is mainly based on attempts to memorize the course material and treat the material as if it were different facts and unrelated topics. (Svensson, 1977; Dahlgren & Marton, 1978; Laurillard, 1979; Entwistle & Ramsden, 1981) demonstrated that most students were versatile in their choice of learning approach. The choice depends on factors such as interest in the subject, the nature of your academic motivation,

the pressure of other demands on the time and energy, the total amount of course content, how a task is introduced, and their perceptions of what is required of them in subsequent assessment or applications of the material. Thus, the correct interpretations of the results will be demonstrating clearly the influence of what is being emphasized and assess in school about how students approach to the learning (Entwistle & Kozeki, 1985)

The choice of assessment approaches seemed particularly potent in its effects, leading Laurillard (1979) to conclude that perhaps "here is something like a law of learning behavior for students: that the fastest way to change student learning is to change the assessment system." The effects of assessment on the approaches to studying and learning adopted by students can be positive or negative. Fredericksen (1984) described these effects as 'actual test bias.' On the other hand, some researchers as (Becker, 1968; Miller & Parlett, 1974; Snyder, 2007) found that many students directed their study planning towards performing very well on course exams and other assessment tasks. Unfortunately, students often saw this goal as conflicting with the fundamental goal of achieving a deep and lasting understanding of the subject.

Snyder (2007) found that while what he called the formal curriculum emphasized a problem-oriented approach, originality, and independence of thinking, assessment (what he called the hidden curriculum) tended to emphasize a response-oriented approach and rote learning. Some highly intrinsically motivated students chose not to let the assessment system distort their learning goals, but most were happy to focus on the demands of the assessment system.

Of course, students differ markedly in their ability to identify the nature and content of those demands. Miller & Parlett (1974) are adept and energetic in figuring out the optimal strategies for a highly profitable rating, while others (conscious help) are less active but take careful note of all the help they give. They come up to you, and a minority are (deaf help); even if students can correctly identify your hidden curriculum, they might not be able to adapt to your demands.

Consequently, several studies (Martin & Ramsden, 1987; Marton & Säljö, 1976; Ramsden, 1984; van Rossum & Schenk, 1984) have shown that students who generally use superficial approaches have great difficulty adapting to the assessment requirements that they favor in-depth approaches. However, it has also been shown that students who occasionally use deep approaches successfully

can be too easily persuaded to adopt superficial approaches if the assessment or other factors suggest they succeed. A study by Entwistle & Kozeki (1985) on the apparent influence of curriculum and assessment practices on students through an examination of school motivation, and approaches to study, and the achievement of secondary school students in Great Britain and Hungary, using the so-called 'study inventory' approach developed by Entwistle, identified substantial differences in meanings between British and Hungarian students on the deep approximation and reproduction (shallow) scales who point out that their findings are a strong demonstration of the influence of what is emphasized and assessed in school on how to approach students to their learning.

From the above, it has been shown that assessment approaches exert a powerful influence on how students learn. Thus, Ericksen (1983) reflects on his research and writing on his lifelong teaching and learning, in which he left no doubt about one of his conclusions: an examination is a revealing statement by a teacher about what is important in the course. In fact, teacher standards with an "A" performance grade may be the single most important means by which teachers establish a school's academic values.

Consequently, from the various research reviews, it has been shown that assessment often strongly impacts students in how they carry out their studies. However, many of the studies also look qualitatively or quantitatively at the cognitive results achieved, so these studies have shown that the nature of remembering the contents in students is highly related to the strategies used previously in their research (Marton & Säljö, 1976, 1976b; van Rossum, 1985; van Rossum & Schenk, 1984).

It has also been shown that students who take deep performance approaches on their course-associated assessments appear to ask at least low-cognitive questions with their superficial knowledge-oriented peers and do much better with peers on questions at higher levels. superiors (Biggs, 1973; Martin & Ramsden, 1987; Svensson, 1977).

6.3.1.2 *Effects related to the expectations of the assessment format*

In the last 50 years, several investigations have been carried out on the effects of study behavior and the expectations of students in the completion of the items

for the different types of tests that they expect to have to answer (Ydewalle, Swerts & De Corte , 1983; Gay, 1980; Hakstian, 1971; Hunkins, 1969; Kulhavy, Dyer, & De Plata, 1975; Kumar, Rabinsky, & Pandey, 1979; Meyer, 1934, 1935; Rickards & Friedman, 1978; Sax & Collet, 1968; Terry, 1933). Unfortunately, the synthesis of the results of this investigation is severely limited by inconsistency or inadequacy in the design of the studies.

Therefore, students' expectations of task content and cognitive level influence their study behavior and achievement more than their expectations of task format (given by content and cognitive level). Thus, no strong evidence from this research supports the widespread adoption of any item format or task style. Still, the basis for selecting item formats should be suitable for assessing skills and satisfying what will be assessed.

6.3.1.3 *Effects of assessment frequency*

The substantial body of research on the effects of classroom testing frequency on students has been thoroughly reviewed in a meta-analysis by Bangert-Drowns, Kulik, & Kulik (1988) so these effects will be based largely on the result of their researchers. The results were published in terms of the magnitude of the effect (difference in the mean of the scores divided by the standard deviation of the lowest frequency of the group assessed) The study suggested that the main benefit of the tests during a course comes from the application of at least one or two tests, but that frequencies greater than this do not convey many benefits, which evidence suggests that a moderate frequency of tests is very beneficial, and testing more frequently may produce modest benefits.

On the other hand, courses that consist of a collection of topics that are only modestly interrelated seem likely to benefit more from cumulative testing practices (Guza & McLaughlin, 1987). Another issue that needs further investigation is the effect of frequent testing on outcomes at a higher cognitive level, which was not explored in Bangert-Drowns' research.

However, it can be argued that frequent testing could not help (and may actually inhibit) higher-level cognitive outcomes, even when assessments focus heavily on these outcomes, so students might need some 'breathing room' so that they can adopt the cognitive depth level approaches that most effectively lead to higher level outcomes (Entwistle & Ramsden, 1983; Ramsden, 1985).

6.3.1.4 Effect of assessment standards

The effects of teacher assessment standards on student output have been examined in a recent book by Natriello and Dornbusch (1984), who found that higher standards generally led to higher output by students more likely to attend classes.

In addition, the study found that if students thought that the assessment of their work were not important or did not accurately reflect the level of their performance and production, they were less likely to consider their production worthwhile, a conclusion that is consistent with the results of research on students' attributions of the reasons for success or failure in educational tasks.

Another important issue is whether the adopted standards are norm-referenced, criterion-referenced, or based on individual student production and improvement (Natriello, 1987) This choice seems to differentially affect the motivation and learning of the different categories of students; For example, norm-referenced assessment tends to reduce the learning and motivation of students who regularly achieve the lowest grade in a class, while the best students present a much lower risk. Natriello (1987) suggests that most students may find the self-reference standard optimal.

Therefore, all students can improve their knowledge, skills, and attitudes and have their verification through the evaluation. Still, only some can achieve grades above the median of the class measure. When the student's performance in the performance testing is the yardstick, research has generally shown that higher standards lead to higher performance (Rosswork, 1977).

6.4 Impact of other teaching-learning practices involved in the assessment

6.4.1 Effect of the attached questions on text learning

This research's findings converge with research on the use of conventional tests in educational programs. Some studies have allowed students to review the material beforehand after they find an attached question, while others have not allowed them to look back. Adjunct questions can be factual or higher-level,

although higher-level definitions vary widely (Carrier & Fautsch-Partridge, 1981). Its effects have been studied by examining the pace and intensity of students' reading of parts of a passage and by testing students in various ways and at various times on the passage's content.

6.4.1.1 Factual Attachment Questions

Hamaker (1986) found that factual adjunct questions significantly improved student performance on posttest-test items of the same facts. On the other hand, the format of the adjunct questions seems to have some influence on test question performance (Anderson & Biddle, 1975; Foos & Fisher, 1988; Hamaker, 1986). The adjunct questions in short-answer format have produced significant effects about twice as large as multiple-choice format adjoining questions when performance on the same information the criterion was. Furthermore, smaller benefits could occur with late questions; this effect is due to the different processing demands of short answer and multiple-choice addendum questions.

Consequently, the beneficial effects of adjunct questions are not actually due to increased study time by students receiving adjunct questions. While it is true that the inclusion of adjunct questions tends to increase study time somewhat when study time is not controlled for, the effect size of studies in which study time was controlled for (identical for experimental groups and control) was generally higher than the effect sizes from studies in which study time was not controlled (Hamaker, 1986).

6.4.1.2 Higher order attachment questions

Studying the effects of higher-order adjunct questions is more complicated because these questions may be at a variety of cognitive levels and may require students to integrate ideas from larger or smaller sections of the passage, hence the nature of the questions of higher-order criterion is also important because larger effects might be expected with higher-order criterion questions, but the effects on performance on factual criteria questions are also of interest (Watts & Anderson, 1971), so it appears that the use of higher-order adjunct questions higher order is not detrimental to learning facts, but is advantageous to learning higher order skills, whether directly covered by the attached questions or not; thus, Hamaker

concluded that higher order questions have a more general facilitating effect than factual or factual questions.

The results of Shavelson, Berliner, Ravitch, & Loeding (1974) research suggest that this may be especially true for long-term retention. DW Rowe (1986) reviewed the evidence on the positioning of higher-order questions and concluded that the facilitative effects of higher-order questions apply to pre-questions as well as post-questions. This conclusion could only be applied without the students. However, if the students return to the questions and actively respond to those answers.

6.5   The assessment and consolidation of learning

Beginning with early studies by Jones (1923) and Spitzer (1939), numerous studies have shown that taking a test on a subject after studying tends to improve long-term retention of the material studied, even without feedback on the performance assessment.

Three factors can explain the benefits of assessment. First, the assessment gets students to attend to the content at another time, this is a limited form of distributed practice, and the beneficial effects of distributed practice on retention are well established. Second, the assessment actively engages the student in processing the content, which is known to improve learning and retention (Brown, Bransford, Ferrara, & Campione, 1983; Levin, 1982; McKeachie, Pintrich, Len, & Smith, 1986; Thomas & Rohwer, 1986; Wittrock, 1979, 1986). Some item types might more actively stimulate processing than others (Duchastel, 1981). Third, the assessment directs attention to the topics, skills, and assessed details which could focus the student's preparation for a subsequent retention test. Students are more likely to achieve clearly perceived goals (Anderson & Armbruster, 1984; Brown, 1983; Rohwer & Thomas, 1987; Thomas & Rohwer, 1986). All of these effects are primarily associated with the actual content of the assessment, so it is not surprising that little benefit has been shown for untested material unless it is closely related to the assessment material (LaPorte & Voss, 1975; Nungester & Duchastel, 1982; Thomas & Rohwer, 1986).

6.5.1 Effects of oral questions in classes

Teachers' use of oral questions directed at students and feedback given to students' responses has been reviewed by Gall (1982). In order to get the full benefit of classroom questions, the reviewers suggest that questions should be addressed to as many students as possible (to encourage active learning), teachers need to practice phrasing questions in such a way as to communicate the task clearly, that the level of difficulty should be such that most questions receive satisfactory answers, and that answers to simple fact questions tend to be complete and appropriate if several seconds are allowed between question and answer. the answer (MB Rowe, 1986).

On the other hand, feedback should include knowledge results but should make limited use of praise (praise can be used mainly for correct answers from anxious or less able students) and very little use of criticism. The most frequently investigated aspect of teachers' oral questions has been the cognitive level of the questions and the effects of different cognitive levels on student cognitive achievement. Also, if the higher-level questions are to improve student achievement substantially, they will need to be used consistently over long periods.

6.5.2 Effect of feedback on performance

The factors involved include the nature and extent of the feedback, the timing, its value concerning the student's current level of performance, and its relationship to summative assessment functions. Research examining the effects of feedback on text learning was extensively reviewed by Kulhavy (1977), who found that feedback generally increases what students learned from reading tasks that included questions or tests for them to answer.

6.6 Functions and forms of feedback

Kulhavy reported that feedback works to confirm correct answers, which helps students "know what they know"; therefore, the main benefit of feedback, according to this researcher, is the identification of errors in knowledge and

understanding and assistance with correcting those errors. Feedback on incorrect answers has been shown to be more effective where the initial answer was made with high confidence, probably because the student attends the feedback more in these cases.

On the other hand, the most effective form of feedback will likely depend on the accuracy of the response, the degree of confidence in the student's response, and the nature of the task. If the answer is correct, the simple confirmation of its correctness is enough. If the question is factual and the answer is wrong, the most efficient feedback will likely give the correct answer (Fie, 1979).

Simply feedback can also play a very positive role in guiding students to use learning strategies, thus Pressley found that explicit feedback on strategy use was especially valuable with young children, whereas in adults who had tried various strategies and had their learning assessed, they were generally able to identify more effective strategies (Pressley, Levin, & Ghatala, 1984)

6.7 Feedback timing

Feedback timing effects have received considerable attention by Kulik & Kulik (1988), who used meta-analytic techniques to review 53 studies on feedback timing in verbal learning, finding three different study categories, thus a key factor that influenced these differences was whether or not the criteria test questions were identical to the previous feedback question.

Consequently, Kulhavy & Anderson (1972) suggest that this effect arose because the memory of incorrect responses during acquisition interfered with learning correct responses from immediate feedback; thus, such interference could be expected to decrease with the acquisition. Delayed feedback, which would essentially serve as a second learning process, provides distributed practice on tasks, where tasks direct only a sample of desired course outcomes to a form of feedback; these data suggest that immediate feedback would be more beneficial than late feedback.

6.8 Are feedback and summative assessment compatible?

Many scholars of this problem state that for their purposes, the two elements under study are two different things; strong arguments about this fact have been presented by McPartland (1987), Miller (1976), Sadler (1983), and Slavin (1978) among others; they argue that where assessments count significantly towards a student's final grade, students tend to pay less attention to feedback, and thus learn less from it. This effect should be reduced if students have had multiple opportunities to assess themselves and improve their cognitive achievements, relying only on the final evaluation towards their grade, as is generally the case in mastery learning processes.

6.8.1   Effects of Mastery Tests

Kulik & Kulik (1987) conducted a meta-analysis of studies of tests in the learning programs domain, analyzing data from 49 studies, and found a statistically significant difference between the effect sizes of studies in which similar levels and types of feedback were given to students of both groups and the studies in which this was not the case. In these cases, the domain of evidence groups could be expected to have received more feedback.

The other statistically significant difference was between studies at varying levels of the domain criterion. Thus, an additional effect that is probably important is the benefit of allowing repeated opportunities to achieve the set of standards, and this feature could have considerable benefits in increasing motivation and a sense of self-efficacy, reducing the anxiety often associated with a single test (Friedman, 1987). Kulik & Kulik (1987) reached a similar conclusion to Abbott & Falstrom (1977). The other features often include courses based on domain models of learning that do not contribute significantly to those described above.

On test frequency, some caution must be expressed about the generalizability of the conclusions about proficiency tests because cognitive levels of tests and exams were not analyzed. Different effects may occur for courses and tests emphasizing higher cognitive level outcomes, especially the benefits of more frequent testing. The feedback benefits from opportunities for additional attempts

on tasks that were initially mishandled and from challenging standards, which are more likely to be applied to assessment tasks at all cognitive levels.

6.8.2 Effect of competitive, individual, and cooperative learning structures

Many studies have examined the effects of different learning in the classroom. In competitive structures, the success or failure of students is largely determined by their performance relative to other students. And individualistic structures, students are rewarded on the basis of their work, independent of other students' work.

In cooperative structures, students work together in groups, and judgments of success are based on the overall achievement of each group. Ames (1984) has classified these situations according to the pattern of interdependence among students. Competitive structures imply negative interdependence because one student's success reduces the chances that other students will succeed. In individualistic structures, there is no interdependence among students. Finally, in the cooperative structures, there is a positive interdependence among students since the success of one student helps the success of all members of the group of which the student is a member.

6.9 Impact of students' cognitive achievements

6.9.1 Effects on cognitive achievement

Johnson, Maruyama, Johnson, Nelson, & Skon (1981) conducted a meta-analysis of 122 studies that examined the comparative effects of student achievement in two or more of these categories (for their purposes, four categories were identified, subdivided the cooperative structure category into two subcategories: cooperation with intergroup competition, and cooperation without intergroup competition) Consequently, Johnson et al., (1981) concluded that cooperative structures are generally superior to competitive or individual structures in promoting cognitive achievement of the students.

On the other hand, Slavin (1983, 1984), in his study, focused on the value of cooperation incentives. Cooperative incentives are incentives in which the rewards for individuals are based on the performance of the group as a whole (either through a group of products or through the aggregate performances of individual members of the group); reported that studies on the use of group rewards based on a group of products did not demonstrate a clear superiority of cooperative learning over non-cooperative approaches, and concluded that the use of group rewards based on individual performance of the group members is essential to the effectiveness of cooperative learning methods.

6.9.2   Effects on social achievements

One widely cited benefit of cooperative learning structures is that they lead to greater cohesion among the students involved Johnson, Johnson, & Maruyama (1983) studies; Slavin (1983). They found little difference between the competitive and individualistic structures, but students in the cooperative structures scored substantially higher than average for interpersonal attractiveness. Structures that encourage cooperation among students can significantly benefit social relationships among students.

However, Astin (1987) discusses the advantages of cooperative learning in higher education; among other things, he stresses that a key benefit could be a greater sense of mutual trust, both among students and between students and the teacher, further noted that in competitive learning situations, students often work very hard to disguise their ignorance (from their peers and their teacher) Thus, this limits the availability and effectiveness of feedback, then undermining learning. Astin looks to cooperative structures to help overcome this problem while fostering soft skills is much needed in the community.

6.9.3   Motivational aspects related to assessment practices

Research has repeatedly shown that individual students' responses to educational experiences and tasks are complex functions of their abilities and personalities, prior educational experiences, current attitudes, self-perception and motivational states, and the nature of present experiences and tasks.

Effective education requires the fusion of "ability and desires" (Paris, 1988; Paris & Cruz, 1983), and intrinsic interest and continuous motivation to learn are educational achievements that should be considered at least as important as cognitive outcomes (Maehr, 1976; Paris, 1988). The importance of motivating factors has been vigorously affirmed by Howe (1987):

> Motivational factors are crucial when a person achieves something of importance due to learning and thinking, and no exception to this statement can be considered. It is not to say that a high level of motivation can never be a sufficient condition for human achievement, but it is undoubtedly necessary. And conversely, negative motivational influences, such as fear of failure, feelings of helplessness, lack of confidence, and having the experience that external factors largely control a person's destiny and not oneself, almost certainly have constraining effects on the person's learning achievement (p. 69).

6.9.4 Assessment Anxiety

Research on test anxiety has been reviewed by Hill (1984), Hill & Wigfield (1984), McKeachie (1984), McKeachie (1986), Sarason (1980), and Tobias (1985). Studies have repeatedly shown significant negative correlations between anxiety measures between tests collected before tests are administered and performance on those tests. The magnitudes of the correlations appear to increase at higher grade levels, the debilitating effects for high-anxiety students being greater when the student perceives good performance on the test to be particularly important when the test is expected to be difficult and when the test conditions are particularly inclusive.

Therefore, the effect tends to be larger on standardized tests than classroom tests. Although failure on the above tasks influences the development of anxiety, anxiety does not simply arise from a lack of the knowledge or skills necessary to answer the test items. Several studies have shown that students with high anxiety do much better on the same cognitive tasks administered under less stressful conditions, performing at levels much closer to those of their less anxious peers (Hill, 1984; Hill & Wigfield, 1984).

Consequently, several guidelines have been suggested to reduce the debilitating effect of test anxiety in classroom assessment programs. These include assessment under "power" test conditions (very generous time limits,

so no student feels under significant time pressure); avoiding distinctive and stressful testing conditions; providing students with extensive details of the nature, difficulty, and format of the test with examples; setting tasks that allow each student a reasonable level of success; reduce the emphasis on social comparison. Hill & Wigfield (1984) suggest avoiding the use of letter grades in elementary schools and providing special training for students who may be victims of test anxiety.

6.9.5   Self-efficient student

As defined by Bandura (1977, 1982), self-efficacy refers to students' perception of their ability to perform certain tasks or task domains. Additionally, perceptions of self-efficacy appear to influence effort and persistence on difficult tasks strongly or after experiences of failure (Bandura, 1982; Schunk, 1984, 1985). Under such circumstances, students with general self-efficacy redouble their efforts, while students with low self-efficacy tend to make minimal effort or avoid such tasks.

Task performance assessments should emphasize performance (task mastery) rather than task participation (Schunk, 1984). On the other hand, one concern is that teaching and assessment arrangements are flexible enough to guarantee challenging tasks for the most capable students adequately; otherwise, they would need more opportunities to build their perceived self-efficacy (and plenty of opportunities for boredom).

6.9.6   Intrinsic motivation and continuous motivation

Intrinsic motivation to learn is defined as a self-sustaining desire to learn, and motivation continues to be defined as a tendency to return to and continue working on tasks outside of the instructional context in which they were initially faced, they are highly related concepts (Maehr, 1976).

The intrinsic and continuous motivation are closely related to interest with the material being studied. Maehr (1976) argues that continuous motivation is also important because learning does not only take place in the classroom. Activities that students engage in by choice outside of the classroom can complement

and reinforce learning in the classroom and can also lead to that learning being extended and updated long after the formal classroom program ends.

On the other hand, many researchers such as Corno & Mandinach (1983), Corno & Rohrkemper (1985), DeCharms (1976), Deci (1975), Deci & Ryan (1985), Harter (1985), Maehr (1976), McCombs (1984), and Ryan, Connell & Deci (1985), among others who have argued that intrinsic motivation and self-regulated learning are closely linked, present evidence that self-regulated learning experiences foster intrinsic motivation and that intrinsic motivation in turn motivates students to be more independent as learners.

There is a general agreement between the other people that allow a certain degree of autonomy of the students in the choice of activities and learning objectives as a key factor in fostering intrinsic motivation. Furthermore, they found that students who worked under the intrinsic motivation condition continued to be interested in working on difficult tasks. In contrast, students who worked under the extrinsic motivation condition lost interest in attempting difficult tasks, preferring to work only on easy ones.

Consequently, assessment can be used as a truncheon for students to learn, and in the short term, this can produce significant learning, but the long-term consequences of this approach appear to be more undesirable, especially for less capable students (Deci, 1975).

6.9.7 Attributions for success and failure

Numerous investigations have shown that students with self-perception factors influence success or failure in learning tasks and have a very important influence on their motivation and behavior. Such attributions for success or failure are central to Weiner's (Weiner, 1979, 1985, 1986) theory of achievement motivation, and many other motivation researchers have also stressed their importance.

Therefore, Weiner (1979) stated that success or failure could be attributed to four causes: ability, effort, luck, or the task's difficulty. The first two are internal to the student, and the last two are external. Weiner also identified emotional consequences when success or failure is attributed to these causes. For example, he pointed out that success attributed to ability or effort leads to pride and self-

esteem, failure attributed to lack of effort leads to guilt, and failure attributed to stable factors (lack of ability or task difficulty that is consistently too high) leads to hopelessness. It implies that task goals are often associated with intrinsic motivation, with ego goals, on the contrary.

Consequently, this research has clear implications for classroom teaching and assessment. If all students are motivated to learn, conditions that favor work goals over self-goals are desirable goals. These conditions include challenging but accessible tasks, some individual tasks, the use of intrinsically motivating or more playful tasks, opportunities for student autonomy in learning, little use of mixed-ability groups and multi-ability approaches of cooperative learning, the provision of unambiguous performance feedback that emphasizes mastery and progress (rather than normative comparisons), and little emphasis on summative grading (Covington, 1985; Johnston & Winograd, 1985; Maehr, 1983; Nicholls, 1983; Rosenholtz & Simpson, 1984). Under such conditions, failure at a task is more likely to be constructive than destructive (Clifford, 1984). If such conditions could be fostered, perceived stratification ability could be reduced, with consequent reductions in the large differential changes in self-esteem that occur from about the age of 10 (Kifer, 1977).

6.9.8 Motivational aspects of the structure of competitive, individual, and cooperative learning

Social comparison (benchmarking under the norm) is central to competitive structures; this tends to result in severe demotivation for students with little academic success relative to their peers. It demotivates students in helping others with their academic work and also threatens peer relationships, fostering an "us and them" mentality that tends to segregate the highest and most accomplished students (Deutsch, 1979). It does not promote intrinsic motivation. Finally, students tend to be encouraged to have attributes of success and the ability to fail rather than product ability, which is especially detrimental to weaker students.

In individualistic structures, rewards are based on the criteria-referenced evaluation. If all students are tested on the same tasks, using the same standards, this can become another type of competitive structure (Ames, 1984), but there is at least some chance of all students meeting the specified standards. The provision

of repeat opportunities to meet standards can be a key factor in reducing the competitiveness of these types of individualistic structures. If, on the other hand, student work programs are more individualized, and the emphasis on assessment is placed on each student's progress in learning, competition is minimized. Under these circumstances, students are more inclined to help others, and success and failure on a task are more likely to be attributed to effort rather than ability. Thus, in turn, it creates conditions that support intrinsic motivation.

Cooperative structures encourage helping and in-group mentoring behaviors, particularly when group rewards are based on the performance of all group members (Webb 1985, 1988). In addition, participation in cooperative learning tends to moderate the positive or negative influence of a student's high or low performance, mitigate negative and positive self-perceptions resulting from performance, and reduce performance anxiety (Ames, 1984).

It can help build underperforming students' self-esteem and prior achievement, especially if your group is reasonably consistently successful. Effort attributions are partly motivated because different groups are often comparable in their skill mix. Finally, Ames (1984) and Johnson and Johnson (1985) present evidence that cooperative group learning is more enjoyable for most students than individual learning, and that this tends to increase intrinsic motivation to learn.

6.10   Effects of assessment on learning from the perspective of teachers

What teachers assess and how they assess will affect the quality of learning. If only lower levels of learning (superficial learning) are assessed, this will undoubtedly affect the learning processes developed by themselves (Hernández, 1998). Among the effects of assessment, Barberá (1999) points out several depending on what the assessment of teachers can suppose and indicates the field of incidence, leaving the table open to include others. *(See Table 3.1)*

Table 3.1. Effects of the teacher assessment and its scope of incidence

That teachers assess can mean...	Effects	Scope of incidence
Do transparent the educational intentions	"Transparency effect"	Methodological class climates
Choose and prioritize a specific learning style	"Directivity effect"	Learning quality
Measure the achievements of the students	"Controlling effect"	Methodology and selection of the materials
Get specific data for guide	"Advisory Effect"	
provide information to internal and external agents	"Informative effect"	
Adjust our performances and the students	"Regulatory effect"	
Sort the students into function of the results	"Classifier effect"	
Exercise an influence one-sided on education.	"Power effect"	

Source: Barberá (1999:48) assessment of teaching, assessment of learning

Of the proposed effects by Barberá (1999), it can be observed that some of its effects have a social incidence identified with the social function of the assessment that affects the assessment of others, as well as affects the self-concept of the student, called the effect of control, informative effect and classifying effect.

Other effects are related to the pedagogical function of the assessment, called the regulatory effect and the advisory effect, that directly affect the teaching-learning process; that is, it affects the quality of the educational process in general.

Another effect is the so-called power effect, the same one that refers to assessment as an instrument of domination, the same one that undermines the function of the assessment itself, as corroborated by Santos (1998) when pointing out that the fundamentals of the assessment are to recognize the role that it fulfills, to know who benefits from it, and to the service of whom it is put, in order to place its exercise in the field of ethics, this implies a change of work of the teacher, since low focus traditional teacher control through evaluation are asymmetric in

terms of assessment and decision making. Consequently, the assessment must have a formative sense focused more on the intention with which it is carried out and the use of information than on the techniques or procedures used.

At present, the assessment provides the participation of all those involved in the educational process through self-assessment, co-assessment, peer assessment, and hetero assessment, as well as their respective decision-making. Crooks (1998) and Biggs (1996) argue that teacher assessments are basic determinants of the learning students achieve. It is why the directivity and regulatory effects of assessment are highlighted.

As described, this research seeks to provide the necessary information to English teachers so that they reflect on the difficulties they present in their assessment practices and encourage them to change their assessment processes according to the needs of our students. In today's world, as Resnick & Resnick (1990) affirm, what is assessed is achieved (you get what you assess), that is to say, that the evaluation constitutes a learning criterion: students learn what they know they are they will be assessed.

6.11 Indicators of the SOLO taxonomy to know the incidence of evaluation in the quality of learning

Taxonomies are verbs that help the teacher formulate objectives and competences, grouping them according to the domain and the learning categories that the student wishes to develop, through which the teaching-learning process is ensured. It is useful for the teacher because it will allow them to realize the type of domain and the learning categories that predominate and those that are not considered (Santivañez, 2013).

On the other hand, taxonomies are useful insofar as they provide distinctions that help to make the necessary clarifications to increase the validity of the assessment or at least the coherence in the decisions. They broaden the spectrum of the assessed object's attributes in terms of quality and complexity and in terms of the scope or sphere of the individual. But they represent important risks due to the danger of simplification carried by the classifications, which the insufficient foundation of learning enhances. A large part of the taxonomies is built based on a behaviorist conception of learning that emphasizes the assessment of products

and offers a fragmented view of the student. Consequently, the assessment aimed at verifying the achievement of the objectives is insufficient because it neglects the learning process, in terms of its application and in reference to the mental processes involved in the results achieved by the students.

In the same way, its limitations also appear in the light of the analysis of the formulation and content of the objectives themselves: imprecise, ambiguous determinations, and questionable objectives such as goals. In fact, objectives are necessary, but more is needed for the assessment. The necessary distinctions in expected learning are expressed in numerous and varied taxonomies of objectives proposed by various authors, many of them widely disseminated.

However, in the present investigation, the taxonomy called 'Structure of the Observed Learning Outcome – SOLO' will be used to define the typology of the questions and the demands of the evaluation as criteria to identify the incidence of assessment in student learning. For this reason, the SOLO taxonomy is useful because it provides a scale of verbs that can be used selectively to define the necessary comprehension ranges. The use of verbs to structure objectives emphasizes that learning and understanding are derived from student activity, while in practice, verbs can be used to align objectives, teaching-learning activities, and tasks the use of SOLO to define grading categories and objectives (Biggs & Collis, 1982).

As students learn, their learning outcomes show similar phases of increasing structural complexity. There are two main changes: quantitative, as the amount of detail in the student response increases, that is, knowledge increases (unstructured becomes multi-structural), and qualitative, as details are integrated into a structural model, that is to say, to deepen the understanding (rational and later expanded abstract (Boulton-Lewis, 1998).

SOLO provides a systematic way of describing how the complexity of a learner's performance increases when mastering many academic tasks, whose levels are: pre-structural, unistructural, multi-structural, relational, and extended abstract. In the same way, different types of understanding are pointed out as the object of knowledge, such as declarative or propositional knowledge, which refers to knowing about things or knowing what; Functional knowledge is based on the idea of actions based on understanding.

This knowledge is in the experience of the learner, who can put declarative knowledge to work by solving problems; Procedural knowledge is inherently

skill-based and lacks higher-level declarative foundations; it is about strictly following the sequences and actions, knowing what to do when a certain situation arises, having the necessary skills.

Conditional knowledge includes higher-order procedural and declarative knowledge at a theoretical level so that the subject knows when, why, and under what conditions to do this and not that.

6.12 The typology of the questions as an indicator of the quality of learning

In this work, teachers assume the classification of the type of questions provided by Pérez (2002) in which the questions can be categorized as broad essay questions, restricted essay questions, short answers, and multiple choice.

a. Broad essay questions

They are those in which there is no type of limitation in organizing, selecting, or presenting the content of the response.

b. Restricted essay questions

This type of question includes all those questions formulated in such a way that they limit the form and/or the projection of the answer that the student must give; the limits can be marked both by the content and the form.

c. Short answer questions

These questions will be answered with a single word, phrase, or number and require students to complete a preposition.

d. Multiple choice questions

These questions include those with a statement followed by different alternatives in which only one is correct or better than the others. From the above, formulating the question of one type or another is a function of the breadth of information collected.

6.13   The demand for assessment as an indicator of the quality of learning

The demand for the assessment is a criterion to consider when we want to know the level of response that the student produces in terms of cognitive abilities involved in its resolution and in its procedures to respond to the question posed (Moreno, 1994, 2000b). These abilities can be closely related to the resolution of a task, and these demands can be recognize, differentiate, remember, describe, exemplify, compare, expose, elaborate, design, etc.

With the above, it can be concluded that it is not enough for teachers to change their ways of assessing, and for this change to have the expected effect, students must have a logical explanation that justifies the changes that are introduced due to the additional effort that is put into them. Requests and these changes should be reflected in the evaluation system, so the assessment is an integral part of the teacher's approach. It is advisable to use different methods and sources of information in the assessment that offer us a more reliable image of what is happening. Today there are a variety of alternative methods that allow not only to evaluate but also to develop different types of knowledge and skills along with the traditional multiple choice and test procedures.

In addition, self-assessment, and assessment by peers are necessary to develop students' critical capacity and self-regulation. However, it is necessary to point out that the evaluation process must consider everyone's uniqueness, analyzing their learning process, characteristics, and specific needs.

6.14   Motivation is an essential factor in language learning

Motivation plays a fundamental role in learning a foreign language and other disciplines because we learn something that satisfies our needs, a lot of interest and relevance is given to our life, or an ideal affirmed in our conscience.

According to Huertas (1997) motivation is "a set of action patterns that activate the individual towards certain goals, with their emotional charge, which are established in their own personal culture of the subject, after a complicated

process of internalization of patterns that sees and experience other cultural agents" (p. 70).

Motivation performs three important functions in learning: the selective function referring to the appropriate means, the management function that maintains the proper goals and objectives, and the stimulative function that intensifies the reinforcements. The active and conscious participation of the student in the educational process arises when there is the motivation to learn. The learning of a foreign language may be conditioned by: cognitive or intrinsic reasons, the desire to master a language to communicate effectively with speakers of this language, which can lead to success even when there are differences in their methodology; and extrinsic motivation, the need to learn the language due to its nature as a subject, that is, due to the obligation to prove this discipline because it is considered in the school curriculum. Therefore, motivation is a permanent condition of the educational process consisting of many psychological and educational impulses that must be present throughout the process and at all times, in particular, so that students are intrinsically motivated to learn languages, the linguistic material of each unit of the program must be contextualized, and this material must be exercised in a communicative way and in a situation that requires communication.

6.15 Motivation analyzed through the ARCS model

John Keller, from Florida State University developed the instructional model known as ARCS or motivational plan model. In addition, this model is supported by various motivational theories and concepts, most notably the expectancy-value theory (Vroom, 1964; Porter & Lawler, 1968). This model is composed of four categories: attention (A), relevance (R), trust (C), and satisfaction (S) which will be described in this study.

1. *Attention:* related to interest and curiosity regarding the tasks. That is, it captures the interest of the student by stimulating curiosity.

2. *Relevance:* approaching the personal needs and goals of the student to create a positive attitude towards learning. Connect instruction to

important needs and motives.

3. *Confidence:* relates to the expectation of success in carrying out learning tasks and exercising personal control over them.

4. *Satisfaction:* relates to intrinsic and extrinsic reinforcements in the learning process and results.

This model is based on considering the influence of both the person and the environment on human performance, in correspondence with Lewin's (1935) field theory, Hunt & Sulivan (1974) social learning theory, and Rotter (1972). They all consider the behavior depending on the individual and the environment B= f (P&E), B (behavior), P (person), E (environment).

On the other hand, this theory describes the influences of the environment and people on three fundamental response categories: effort, which is a direct indicator of motivation, and performance, which is closely related to the level of involvement in the task. Consequences that link the intrinsic and extrinsic results of human action that influence 'feedback' with emotional responses, social and material rewards that promote motivation.

Learning is achieved once the student achieves attention (A) learning in a perceptual and inquisitive manner; relevance (R) applying strategies to relate new knowledge to previous knowledge (past), the use of this knowledge in real life (present), as well as the use of this knowledge in the future (future), and what needs (needs) satisfies this knowledge; confidence (C) will allow the success of student learning; and, the satisfaction (S) will allow the student to apply the acquired knowledge.

However, it is optional, but it will attract attention and curiosity about learning. Consequently, these conditions must converge appropriately to generate a motivating learning environment.

6.16   Psychological barriers to learning a foreign language

The mother tongue exerts an influence on the learning of the foreign language because while the mother tongue is acquired as a result of the vital need for communication of man as a social being, for the foreign language, the student already has a communication code, so he does not it is vital to learn it.

Therefore, a factor of a psychological nature that influences the learning of a foreign language and that is closely related to the evaluation of learning are the psychological barriers, and one of the most frequent are the inhibitions reflected in the little participation in class, the rejection, and the lack of attention, above all due to anxiety and fear of error.

6.17   Anxiety

Student anxiety during formative and summative English assessments negatively affects learning outcomes. High-stakes environments increase fear of failure and cognitive overload, impeding performance (Ramos-Leiva et al., 2022). Anxiety is intensified by unfamiliar formats and time pressure (Cassady, 2004), while emotional distress reduces speaking fluency and comprehension (Horwitz et al., 1986). Addressing anxiety through consistent practices and supportive feedback can enhance language learning effectiveness.

The vision that the student has regarding the English language as a compulsory subject due to being immersed in the curricular design of the different levels of education in Ecuador which generates anxiety in the students, reflected in their purpose of passing it and being able to continue with their educational process at all coasts.

Anxiety is more evident in the development of oral 'speaking' ability when communicative competence prevails in classes and when students must take and pass formal oral exams in the target language. Anxiety stems from three main sources: communicative apprehension, fear of negative evaluation by others, and test anxiety (Horwitz, Horwitz, & Cope, 1986).

On the other hand, Gardner & MacIntyre (1991) point out that "the fear or apprehension that arises when a student has to perform a performance in their second language or a foreign language," that is, anxiety is also related to performance certain tasks in a foreign language. According to research carried out, it was possible to identify that foreign language students showed greater anxiety when they had to speak in front of their peers (Young, 1999). In the same way, it is attested that, in interviews carried out with students with high anxiety, they unanimously stated that speaking in the language studied was what created the most anxiety (Price, 1991).

It implies that anxiety in learning the English language is related in two dimensions: the first with personal elements, such as self-esteem, tolerance for ambiguity, risk-taking, competitiveness, social anxiety, anxiety before exams, identity, culture shock, and beliefs. And the second with the activities and practices in the classroom. In summary, learning a foreign language requires the development of new habits, and the linguistic factors acquired need to be revised to express everything. It implies that learning a language means acquiring a new communication code that constitutes the vehicle of information already the subject's content simultaneously.

Therefore

"It is required that the foreign language be presented in such a way that the student perceives it as a communication activity rather than a subject, that he feels that the language is something that transcends the act of learning as an end in itself, and that requires the acquisition of the four fundamental skills: understanding what is heard, speaking, reading and writing" (Antich, 1986, p. 62).

6.18   Bug fix

In English language assessment, a "bug fix" refers to the process of identifying and correcting errors or flaws in test design, scoring algorithms, or digital assessment tools. These issues may include misaligned rubrics, faulty automated feedback, or unclear instructions that affect test validity and fairness. Fixing these "bugs" ensures that the assessment accurately reflects students' language

abilities. For example, if a speech recognition tool misinterprets pronunciation due to accent variation, developers must adjust its sensitivity to maintain equity. Effective bug fixes enhance reliability, learner confidence, and overall integrity of the evaluation process in technology-enhanced language learning environments (Chapelle, 2016). Therefore, it is very important to manage students' errors in the classroom since this treatment can create frustrations in learning a foreign language, limiting the student's communicative development for fear of making mistakes.

One of the consequences of a functional, active, and communicative approach is that students find for themselves the use of a language that they have not yet mastered in situations where the urge to communicate makes them make mistakes since their cognitive abilities will be developing much more than from your linguistic skills. Therefore, the 'error correction' strategy plays an important role in learning a foreign language. There are three main positions of the teacher regarding the correction of errors (House, 2011):

a. Intensive correction of errors.

It is an archetype of the attitude of never ignoring student mistakes; this means that when students say something wrong, the teacher tends to stop them and try to make them say it correctly. Scrivener (2005) points out that this type of correction usually worries because every one of the students is learning the English language poorly, and they generally considers mistakes as evidence that students have not been working properly.

Under this approach, language is considered more as a system that needs to be learned rather than a need to be practiced. In addition, Scrivener emphasizes that at the heart of students' learning experiences they are doing things for themselves.

Consequently, some teachers, especially non-native-speaking teachers, need clarification on their purposes when teaching a foreign language since their job is not to correct all the mistakes their students make to help improve English language learning.

b. The non-correction

This approach attempts to correct errors as a small chance and never interrupts students to correct them. Its main purpose is to allow students to express themselves in a foreign language without worrying about making mistakes. On the other hand, students tend to find correction humiliating or demotivating when they are corrected.

However, teachers should keep in mind that there are stages in lessons where teachers need to correct their students, as this is widely known as feedback on student work. Error correction is the way to most common source of feedback, and feedback has the greatest effect on students' language performance than any other factor (Black & William, 1998; Cullen, 2002).

Bartram & Walton (1991) in their work called "Correction. A positive Approach to Language Mistakes" describes the problems and their incidence of the intense correction approach and the non-correction approach in students' learning process. *(See Table 6.2)*.

Table 6.2. Attitudinal problems of teachers and students in error correction

The problems of intense correction	The non-correction problems
✔ The teacher dominates the class. The student is a secondary figure, and learning is the underlying teaching. ✔ There is no room for student creativity because accuracy is highly valued over fluency or imagination. ✔ Students' linguistic minds work through pre-established sentences and are unable to produce new and original language. ✔ Students tend to take a long time to formulate sentences and are obsessed with the result that is corrected. ✔ Students worry about mistakes made. Consequently, there is not a relaxed atmosphere in the classroom. ✔ Often teachers do not want to correct rigorously, but they feel they must and do not think of any way to escape this situation. ✔ Teachers end up correcting from correct to correct or even from correct to incorrect	✔ Guilt: teachers feel that they should correct even if they are not convinced of its value. ✔ Students frequently complain about being poorly corrected. ✔ Parents and authorities are frequently dissatisfied with the teacher's non-correction, especially when the teacher is preparing students for an exam. ✔ Other teachers might think you are lazy, incompetent, or irresponsible. ✔ Students might ask if the teacher knows what the student is doing.

Source: Adapted from Bartram & Walton (1991)

c. Selective correction

Selective proofreading is the attitude of most foreign language teachers; it falls somewhere between intense and no proofreading. It means that teachers sometimes correct their students, but only some of the time. It implies that correction should always be a positive, non-threatening event and a form of encouragement.

Therefore, neither heavy marking nor no marking is appropriate to help students improve their language skills. In other words, if the correction helps the students' learning process, the teacher should correct them, but if the correction obstructs or does not contribute to the learning process, the teacher should refrain from correcting them.

Apart from the traditional purposes of error correction, Scrivener (2005) mentions three different purposes when correcting in English as a foreign language class:

1. Confidence building: Students should be praised for things they do well, and correction should always be done in a positive, encouraging, and non-threatening way.

2. Sensitization about the language that students are using.

3. Recognition of achievement and progress.

Students must be able to know how they are progressing and succeeding. However, it is necessary to review certain issues that could help improve our process of correcting errors in learning a foreign language:

6.19 Why do students make mistakes?

There are two reasons for this concern. The first reason is known as 'interference error,' due to the fear of making mistakes in learning a foreign language is the influence exerted by the mother tongue on learning, because, while the mother tongue is acquired as a product of vital necessity from the communication of man as a social being, For the foreign language the student already has a communication

code, so it is not vital to learn it. In addition, the mother tongue could affect some parts of the linguistic system. The second is known as 'development error,' when the rules of a foreign language are exaggerated and are a relevant part of the student's interlanguage. These errors are a natural part of the acquisition process and show that students are forming hypotheses according to the rules of a foreign language. In addition to these reasons, Edge (189) points out that students' priority is to get their messages and they are not concerned about the accuracy of the message; in this situation, mistakes are sometimes made almost deliberately as students' cognitive ability is higher than their language skills, while at other times they will make mistakes because they are careless.

6.19.1 Who corrects?

In order to achieve the maximum benefit from the correction process, the students who correct the error should be the students through self-correction, peer-correction, and teacher correction if there is no other choice.

6.19.2 When to correct?

The purpose of the activity, together with the phase of the lesson and the kind of mistake made, is a factor in determining the role of the teacher when correcting. If the activity is designed to improve your students' accurate use of English, the appropriate correction may be immediate or delayed. Or conversely, if the activity is designed to improve fluency in the English language, late correction would be appropriate.

When late correction is used, teachers should make notes of relevant mistakes and discuss them with students at the end of the activity. A late correction has two main advantages: first, it gives students time to think, and second, it allows teachers to give different kinds of feedback.

Also, late correction can be used when students are fluent speakers or are interested in becoming more precise. On the other hand, immediate correction should be used mainly in activity-based fluency when messages are not so clear that communication breaks down.

6.19.3   What to correct?

There are different aspects that teachers should pay close attention to when it has been decided to give feedback on the linguistic performance of students. After a free-speaking practice activity, what is to be corrected is selected for two reasons: the impossibility of dealing with all the mistakes that students make, particularly with lower-level students, and the inefficiency of correcting some kinds of errors by the student's learning process.

However, there are at least three situations where teachers must decide to intervene and correct the following:

1. When communication breaks down: immediate correction might be most appropriate even in practical fluency activities since it is impossible to achieve the purposes of a communicative activity if the flow of communication has failed.

2. Recurring Mistakes: When teachers see signs that the whole class is always misunderstanding, it is worth considering a strategy to solve the problem on the spot.

3. Points to deal within a new class: Accuracy is usually considered a priority when students have the opportunity to practice a particular linguistic item that has been recently presented to students in a free speaking or writing practice situation.

6.19.4   How to correct it?

Two classes of mistakes can be distinguished as 'errors' and 'slips.' An error is a mistake that shows that the student has not yet learned something, while a mistake is a language mistake made by a student when they are careless.

Therefore, if the error is determined as a 'fault,' it can be dealt with immediately or at the time of committing it since it refers to 'acting errors' that are characterized by non-systematicity, but if it is determined as 'error,' will need special work, and this could be a topic for a future lesson, as these 'proficiency errors' are systematics that enables us to reconstruct their knowledge of the target language, that is their 'transient competence.'

On the others, in English language assessment, "slips" refer to minor, unintentional errors made by learners, such as typos, momentary lapses in grammar, or pronunciation mistakes that do not reflect their actual language competence. These errors often occur under pressure or due to fatigue and are generally not indicative of a learner's true ability (Curry & Clark, 2020). Effective assessment practices distinguish between slips and systematic errors, allowing teachers to provide fairer evaluations and more accurate feedback that supports learners' ongoing language development rather than penalizing occasional mistakes.

6.20   Correction procedure for oral work

An effective correction procedure for oral work in English language assessment involves a progressive and supportive approach. Harmer (2007) outlines a five-step model that begins with signaling the presence of an error through gestures, facial expressions, or tonal variation to make students aware of the mistake. Next, teachers should help learners identify and locate the error themselves, promoting self-awareness. If needed, a hint or indirect prompt can guide the student toward correction. When self-correction fails, peer correction or teacher-led correction should follow, including techniques like "restatement," which reflect real-life communication repair. Finally, normalization is achieved by having the student repeat the corrected form to reinforce proper usage and consolidate learning. This structured approach supports learner autonomy, reduces anxiety, and enhances speaking accuracy over time.

6.21   Correction procedures in written tasks

When correcting writing tasks, the teacher must locate and categorize the error through the following procedure:

1. Collect the compositions.

2. Locate and categorize the mistakes.

3. Hand out the corrected compositions to the students.

4. Collect the final versions of the students to review the results.

Consequently, making mistakes is a strategy used in learning a foreign language, for which we have to get our students to face mistakes without trauma or complexity; the important thing is to teach that mistakes are also learned. If, on the contrary, they feel evaluated and sanctioned all the time, they will create their defense strategies: they will constantly use the dictionary to verify that the words used exist, they will become obsessed with grammar exercises, they will use evasion strategies to hide their problems, or they do not want to speak or write for fear of mistakes. Therefore, we would be in a tendency toward the traditional evaluation, which is directed to correcting fundamental errors rather than highlighting the strengths in learning.

It means that it is the task of the teacher to create an environment of security, confidence, and optimism so that students can overcome these barriers, as well as to achieve in the student the understanding that learning a foreign language requires a serious, constant, and enthusiastic effort, dedication of time and independent study.

6.22   Effect of the Assessment technology in English language learning

The assessment of English language learning has been transformed by the rise of digital technologies in all education system. The traditional assessment based on paper and summative are being replaced or enhanced by digital tools that provide adaptive, immediate, and personalized evaluations. The main function of the digital assessment is to track student progress and provide feedback, which is timely and constructive. Therefore, assessment technology influences English language learning focus on four major innovations: online assessment tools, instant feedback software, automated scoring systems, and electronic portfolios. Moreover, technology assessment influences positively in the student motivation to learn English language as well as in feedback. Consequently, all these factors contribute to improve the English language learning of the learners

Among the effects of digital assessment Ordoñez et al., (2024) points out several depending on of the technological tools applied in the assessment from the student perspective (p. 83). It also indicates the scope of impact, leaving the table open to include others. (See the table 6.1)

Table 6.1 Effects of technological assessment on the English language learning

DIGITAL TOOL	IMPACT	SCOPE OF IMPACT
Online Assessment Tools	Personalized evaluation, scalable for large groups	Methodological classroom environment
Learning Analytics	Early gap identification, supports targeted instruction	Learning methodology
Instant Feedback Software	Enhance self-regulation, reduces anxiety	Methodology and resources for learning
Automated Essay Scoring (AES)	Timesaving, consistency in scoring	Quality of learning
Interactive Quizzing Platforms	Boosts motivation, promotes active recall	Pedagogy and didactic functional
Electronic Portfolios	Holistic view of learning, fosters reflection	Quality of learning
LMS Dashboards & E-Tracking	Visual progress tracking, integrates with CBE frameworks	Pedagogy and didactic functional

Source: Ordoñez et al., (2024, p. 83-94). Using Technology in English Teaching, assessment and feedback through technology

6.22.1 Online Assessment Tools and Learning Analytics

This tool offers exciting alternatives to traditional testing methods. These platforms allow educators to create quizzes, exams, and tasks that automatically adjust to how well students are performing. For example, adaptive testing built into these platforms modifies question difficulty based on a student's earlier responses, leading to a more personalized evaluation experience (Ordoñez Procel

et al., 2024, p. 85). Beyond just adaptability, learning analytics provides educators with valuable insights into student behavior. By visualizing data like time spent on tasks, success rates, and error patterns, teachers can spot learning gaps early on (p. 86). This shift transforms assessment from merely a final measure to a more formative and diagnostic process. As a result, it boosts learners' motivation and encourages their independence (Ordoñez Procel et al., 2024, p. 87).

6.22.1.1   Real-Time and Instant Feedback

One of the most exciting changes brought about by assessment technology is the ability to give real-time feedback. Tools like Google Forms, Quizizz, and Socrative empower teachers to respond instantly to student input. As noted in the text, "real-time feedback promotes reflective learning and allows students to correct errors before they become fossilized" (Ordoñez Procel et al., 2024, p. 88). Immediate feedback is especially vital for English language learners, particularly when it comes to grammar, vocabulary, and pronunciation. It boosts student engagement and helps ease the anxiety that often comes with waiting for results. Plus, digital platforms that offer visual cues or support can enhance learners' metacognitive awareness and foster self-regulated learning.

6.22.1.2 Automated Essay Scoring and Oral Assessment

Automated Essay Scoring (AES) technologies mark a significant leap forward in writing assessment. These systems, typically driven by natural language processing, assess grammar, coherence, vocabulary use, and syntactic complexity. According to Ordoñez Procel et al. (2024), these tools "allow for objective scoring and reduce teacher workload in large-scale writing tasks" (p. 89). However, they do warn that while AES systems excel in mechanical accuracy, they might miss out on capturing creativity or subtlety. In a similar vein, automated oral assessments that utilize speech recognition technology assist learners in honing their pronunciation and fluency. Platforms like Duolingo and ELSA Speak provide real-time phonetic feedback, enabling learners to self-correct. These technologies also promote ongoing practice beyond the classroom, extending the learning experience into everyday life.

6.22.1.3 Interactive Quizzing and Gamified Assessment

Gamified assessment tools like Kahoot!, Quizlet Live, and Blooket have shown to be incredibly effective in boosting motivation and helping students retain information. These platforms use elements of competition, rewards, and leaderboards to create an engaging learning atmosphere. As Ordoñez Procel et al. (2024, p. 90) put it, "Interactive quizzing platforms increase engagement while maintaining academic rigor." These tools shine particularly when it comes to building vocabulary and practicing grammar. Their charm lies not just in their fun design but also in their ability to offer repeated exposure and spaced practice, which are essential for learning a new language.

6.22.1.4 Electronic Portfolios and Progress Tracking

Electronic portfolios, or e-portfolios have become essential for showcasing students' progress over time. Unlike traditional tests that only capture a snapshot of performance, portfolios allow for the collection of various artifacts—like essays, recordings, and presentations—that illustrate growth over time. The authors note that "e-portfolios promote student agency and allow for a comprehensive view of linguistic development" (Ordoñez Procel et al., 2024, p. 91). When linked to Learning Management Systems (LMS) such as Moodle or Google Classroom, these portfolios can incorporate reflective writing, self-assessment, and peer feedback. The dashboards in these platforms offer visual tracking of competencies, aligning assessments with competency-based education models (p. 93).

6.23 Challenges and Considerations of the Techology in Assessment

There is an array of platforms available for teachers to enhance the educational process in both online and offline scenarios. These tools not only simplify material comprehension for students but also aid instructors in assessment the language skills their students have acquired. One such tool utilized for teaching English is vodcast (video podcast), which serves to assess students' language proficiency in their studies. Moreover, WhatsApp is employed by teachers to

evaluate students' writing, demonstrating that students are actively engaged in writing on the platform using the target language.

Technology is giving an impact to the way teachers assess the student's learning. It is used to help the teacher conduct the class, assessing students' language, and teaching device. Due to this, utilizing the technology and learning platform impacts impact to the students' achievement in learning and the implementation of platforms in classroom activity raise students' motivation in learning, such as using Video Blogging, YouTube, Telegram, WhatsApp and Video Podcast. In line with issues, technology gives an impact to the way teachers manage learning activities in the classroom, and it can be used to raise student's motivation in learning.

The use of technology in school can create teachers' awareness on technology and teaching preparation which impacts a student's motivation in learning. While assessment technology offers numerous advantages, it also comes with its own set of challenges. We need to tackle issues like digital equity, data privacy, and the potential pitfalls of relying too heavily on automated systems. Ordoñez Procel et al. (2024) highlight the necessity of "combining automated and human evaluation to ensure validity, especially in open-ended tasks" (p. 94).

Moreover, it's crucial for teachers to receive proper training on how to interpret analytic data and create fair digital assessments. Without the right pedagogical support, even the most sophisticated tools can end up being ineffective or misapplied. Assessment technologies are reshaping the world of English language learning. They provide ongoing, personalized, and interactive evaluations that encourage deeper engagement, independence, and skill development. Although they have their limitations, these tools—when implemented thoughtfully—can help shift towards more learner-centered and data-informed assessment models. As educational institutions continue to embrace digital environments, it will be essential to integrate assessment technologies in a responsible and effective manner to ensure equitable and meaningful learning outcomes.

Additionally, integrating CBE models into LMS platforms encourages a more holistic assessment of learner abilities, moving beyond traditional grading systems to a more nuanced understanding of learner skills and knowledge. Digital tools can impact a learner's ability to grasp and apply new linguistic concepts, reducing the perpetuation of mistakes. This aspect of social learning can enhance

motivation and encourage deeper engagement with the subject matter. Portfolios not only provide a holistic view of a learner's capabilities but also encourage reflective learning, as students actively engage in the selection and review of their work. This reflective process fosters a deeper understanding of their own learning process, highlighting both strengths and areas for improvement Portfolios which encourage learners to take ownership of a educational journey, fostering a sense of pride and accomplishment in their work. Moreover, data visualization can motivate learners by providing them with a visual representation of their progress, encouraging them to set goals and strive for improvement Furthermore, the use of data visualization in student performance analytics supports a culture of continuous improvement within educational institutions.

CONCLUSIONS

The book English Language Assessment in the Classroom: From the Theory to the Practice delivers a critical and well-structured academic exploration of how assessment theories, models, and methodologies can be transformed into effective teaching practices. Throughout its six chapters, it draws a roadmap from foundational concepts to applied strategies, aiming to bridge the often-cited gap between theoretical frameworks and real-life classroom dynamics in English language education.

To begin with, one of the central conclusions that can be drawn is the need to reposition assessment not merely as a measurement tool, but as an integral component of the learning process itself. The book thoroughly explains that when assessment is understood through a communicative and constructivist lens, it transforms from a judgmental act to a formative process that supports learning. This reconceptualization is essential in the 21st-century classroom, where the focus is on developing learners' communicative competence rather than their ability to recall and reproduce grammatical rules in isolation.

In this sense, the theoretical sections of the book serve to establish that language is not merely a system of rules but a tool for interaction, negotiation of meaning, and sociocultural expression. The communicative approach, supported by competence models such as Canale & Swain or Bachman, is presented as the most coherent pedagogical foundation for English language education today. However, the real innovation of this book lies in its commitment to operationalizing these models within actual classroom environments. That is to say, the theory is not treated as abstract knowledge, but as the guiding force behind instructional planning, task design, and evaluative processes.

Moreover, the book underscores the importance of aligning curricular goals, teaching methodologies, and assessment practices. In many educational systems, assessment is often disconnected from the goals outlined in the curriculum. This misalignment creates a scenario where learners prepare for exams rather than for authentic communication. In contrast, the book advocates for a scenario where "assessment tasks become learning tasks," meaning that students who prepare for an assessment are in fact consolidating the curriculum's intended learning

outcomes. This point marks a significant shift in educational paradigms, as it centers learning rather than testing as the core outcome.

Additionally, the book brings to light the multifaceted impact of assessment on learners, including cognitive, emotional, motivational, and social dimensions. It demonstrates that assessment can have a regulatory and informative function, but also a motivational or demotivational impact depending on how it is applied. Through the use of case studies, models such as SOLO taxonomy, and references to formative feedback mechanisms, the book illustrates how well-designed assessments can reinforce self-efficacy, reduce anxiety, and contribute to intrinsic motivation. This is particularly relevant in EFL contexts, where learners often struggle with confidence and performance anxiety.

Transitioning from theoretical constructs, the book presents an extensive and practical classification of assessment instruments, including traditional and alternative tools. Among the most notable are self-assessment, peer-assessment, portfolios, conceptual maps, observation logs, and performance-based tasks. These tools are not only assessed for their validity and reliability but also for their capacity to promote learner autonomy and reflective practice. The integration of metacognition and meta-assessment into the classroom is one of the most insightful contributions, as it positions learners as co-agents in the assessment process—capable of evaluating both their own learning and the effectiveness of the tools being used.

Furthermore, another important area discussed is the role of feedback. While traditional evaluation often concludes with a score or grade, this book argues that feedback must be timely, descriptive, specific, and actionable. It proposes that feedback should not only inform the student of their errors but also provide guidance on how to improve. Such an approach fosters a growth mindset and encourages continuous learning. The chapter on correction procedures, especially in oral and written work, is particularly effective in presenting strategies for teachers to maintain a balance between accuracy and fluency, while also nurturing learners' confidence and participation.

Another critical point raised is the interconnectedness of learning theories and assessment design. The book contrasts behaviorist, cognitivist, and constructivist perspectives, showing how each influence instructional and evaluative practices. For instance, while behaviorist models may rely on structured drills and

right/wrong answers, constructivist models advocate for performance-based assessment that measures complex cognitive processes and social interaction. The implication for teachers is clear: assessment must be philosophically and pedagogically coherent with the theory that guides instruction.

The book also engages in a thoughtful discussion on competency-based assessment, framing competence as the integration of knowledge, skills, attitudes, and values. This holistic view demands that assessment go beyond language accuracy and include performance indicators such as critical thinking, adaptability, collaboration, and problem-solving. Consequently, the authors propose that evaluation should reflect real-world tasks and include criteria that assess transferability and application, not just reproduction.

Notably, the book includes a compelling examination of the Ecuadorian educational context, describing both its historical development and current policies related to English language instruction. It highlights national efforts to align English language standards with the CEFR and to improve communicative outcomes through initiatives such as the CRADLE project and curriculum reforms. By grounding its theoretical discussion in local policy, the book emphasizes the importance of contextual relevance in language assessment. It offers a model for other educational systems seeking to reform their evaluation practices while considering sociolinguistic and cultural realities.

Moreover, the integration of technology in language assessment is briefly touched upon, though it could be expanded. Still, the text acknowledges the potential of digital platforms and tools such as online portfolios, automated feedback software, and virtual simulations to diversify assessment modes and increase accessibility. In today's post-pandemic context, this is a particularly urgent area for development and research.

In the final analysis, the book calls for a pedagogical reimagining of assessment, one that is ethical, inclusive, purposeful, and closely linked to learners' communicative realities. It challenges traditional assessment cultures that prioritize ranking and selection and instead proposes a formative, dialogical, and performance-based assessment ethos.

To conclude, English Language Assessment in the Classroom: From the Theory to the Practice succeeds in its mission to traverse the theoretical and the practical. It offers educators a rich blend of conceptual clarity, methodological

tools, and contextual guidance to design assessment that genuinely supports language learning. Through transitions from knowledge to performance, and from evaluation to transformation, the book exemplifies what it means to turn assessment into a learning-centered and practice-driven process. As such, it stands as both a scholarly contribution and a practical guide for educators committed to quality, equity, and communicative effectiveness in English language teaching.

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The book "English Language Assessment in the Classroom: From the Theory to the Practice" describe the assessment process applied in the classroom and their impact in the communicative competence of the English language learning based on the theoretical and philosophical understanding of assessment in the teaching-learning process, analysis, and knowledge of the nature of the assessment and its assessment practices in the classroom, properties, typology, functionality, factors, impact, and dynamics that surround the process of assessing the communicative competence of the language in study.

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