

# ARMY POLYTECHNIC SCHOOL



## DEPARTMENT OF LANGUAGES APPLIED LINGUISTICS IN ENGLISH CAREER

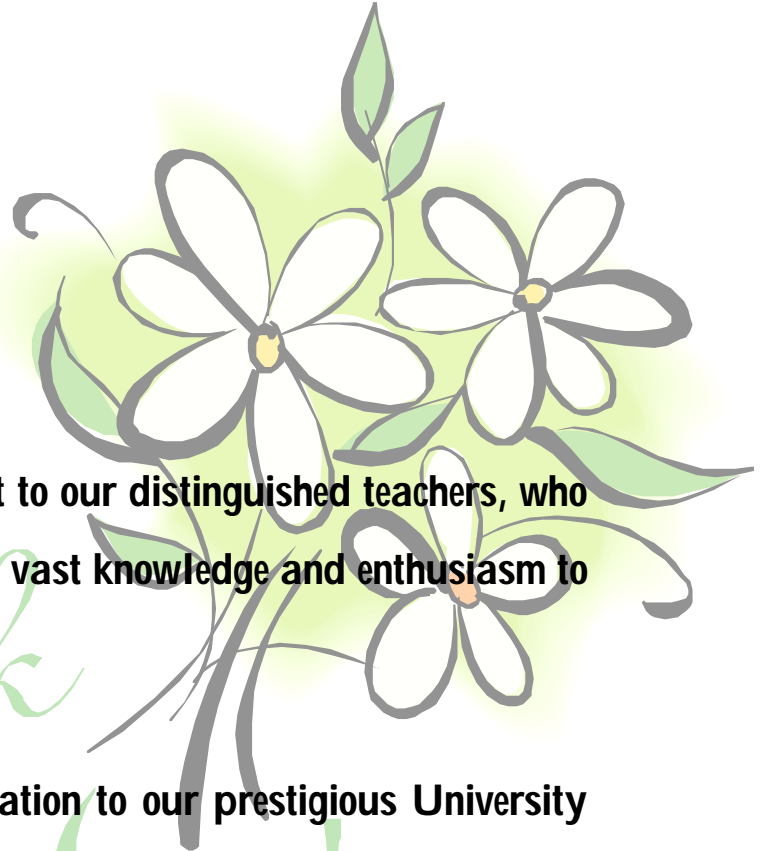
“EVALUATION STRATEGIES TO ASSESS  
ENGLISH WRITING SKILLS FOR NINTH YEAR  
HIGH SCHOOL AT ALFONSO LASO BERMEO IN  
QUITO DURING THE FIRST TERM 2008-2009”

**AUTHORS:** OCHOA ESPIN, SHIDA  
LIZARZABURO C. LENIN

**ADVISORS:** DR. VILLA, OSWALDO  
MSC. AVALOS, LILIAN

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# ACKNOWLEDGMENT



**Our sincere acknowledgment to our distinguished teachers, who led and helped us with their vast knowledge and enthusiasm to fulfill this academic work.**

**And we extend our appreciation to our prestigious University for its outstanding Education received in its classrooms.**

**We also thank to God because without life we could not do anything and a special gratitude to our Thesis Directors for their great help, guide, patience and dedication in order to accomplish this research project; and of course we thank to our families who helped us to culminate our goal.**



# DEDICATION

**To my husband and sons Daniel and Israel who always understood and helped me while developing my project.**

**I dedicate to them because it is the result of years of work in order to reach this noble profession which will be useful for our Ecuadorian youth.**

**Shida**

**To my wife and sons Steve and Bryan who gave me their unconditional support and love during the time I worked this research project.**

**Lenin**

## APROVAL SHEET

Dr. Oswaldo Villa director and Msc. Lilián Avalos co-director are pleased to certificate that the Research Project under the title **“Evaluation strategies to assess English writing skills for ninth year High School at Alfonso Laso Bermeo in Quito during the first term 2008-2009”** developed by Shida Ochoa Espín and Lenin Vladimir Lizarزابuro Cabrera who have finished all the subjects in Applied Linguistics in English career of the Army Polytechnic School, has been studied and verified in all its parts, and performed under our guidance and supervision, so its presentation and oral sustaining, are authorized on the correspondent university instance.

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Dr. Oswaldo Villa  
Thesis Director

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Msc. Lilián Avalos  
Thesis Co-director

## **BRIEF SUMMARY OF THE WORK**

The purpose of this project is to design an integrated evaluation to the learning process in order to improve the real practices of the education with a qualitative test of what the student writes; establishing different levels and evaluation grades, as well as approaches to establish categories of evaluation.

Due to a changing world it is important to review the educational curricular contents constantly in order to detect if the contents, skills and values are developed in the students. Besides we must be sure if the students are competent to face their real life.

The curriculum has been orientated to the assignments that are based on the memory; thus, today it is essential to make a change. Therefore, this research project was carried out to be adapted in the classroom evaluation strategies to assess writing skills which will be applied in detail furthermore in Alfonso Laso Bermeo High School.

The population was constituted by the following strata: 30 students of ninth "A and "B" level. Based on a holistic focus the results of the investigation show that the current curriculum is orientated to evaluate not in a traditional way, but taking into consideration evaluation by competences, that is, using instruments focused on competence evaluation.

This research project will help students to solve real problems successfully. The competence is orientated from the simple to the complex way, which gave us good results at the end of the project.

# INTRODUCTION

To manage another language is a main requirement nowadays. For that reason every institution tries to develop reading comprehension skills and writing production especially in English, in order to students can master linguistics skills in the professional and academic field.

The students skills can be stimulated through some pedagogical evaluation strategies, among them could be the portfolio aimed to the self learning, reflexive, self-evaluation and motivation of the students in order to be better in writing skill in English.

Along with our experience we as English teachers have seen that the students have a lot of problems in writing English. Writing has to do with generating ideas, organizing coherent texts, making grammatical structures and taking into consideration spelling, punctuation, and considering about what competence has been developed in the students.

Writing has just been taught under grammatical focus, therefore it is important to make a change where the writing process should be evaluated with the objective of communicating effectively, since that the process is more important than the final product for example the composition of the texts, to generate ideas, to make mind maps, to check and correction of an outline and so on.

Evaluation is a methodological area that is closely related to, but distinguishable from more traditional social research. Evaluation utilizes many of the same methodologies used in traditional

social research, but because evaluation takes place within a political and organizational context, it requires group skills, management ability, political dexterity, sensitivity to multiple stakeholders and other skills that social research in general does not rely on as much. Here we introduce the idea of evaluation by competence and some of the major terms and issues in the field.

Nowadays in educational field is developing through portfolio evaluation strategies which can put in evidence the teacher and the students' progress in the learning process.

This research project looks the promotion of the use of portfolio, reflexive journals, mind maps, observations and interviews as alternative strategies of evaluation which let students to incorporate their own learning process in English writing.

# **CHAPTER I : RESEARCH PROBLEM**

## **1.1 PROBLEM IDENTIFICATION**

All human manifestation can be evaluated. Evaluation is a test decision regarding to an action carried out by the man who provides the students with security and desires of making decisions to improve the whole elements in a process, stimulating development and growth.

However, it is possible to verify that the evaluation does not represent the suitable complement to constitute a teaching learning process quality in the school.

Evaluation has become a mandatory requirement to promote or not to promote the students. In spite of the diverse modification attempts and position of new approaches (Behaviorists, Constructivists, Socialist).

It continues showing the traditional shades that transform it into a problem for educators, educational institutions and for the same Ministry of Education.

Education in our society is the least invested field. Therefore, evaluation as part of this process has not even received the importance that it deserves, so we should be aware of the relevant place that evaluation has.

For this reason, it is important to rebuild the information that we know about evaluation.



The relationship with the elements of the process teaching-learning, besides we must analyze the new focus and evaluation strategies to a possible application in the performance of the teachers and students.

With the study of this research we want to reach not only a theoretical change for evaluation, but also an attitudinal change of teachers and students.

With the use of the different evaluation strategies to assess the writing skills we can get new evaluative innovations and reduce the strong rigidity in our area in order to get a better participation of the students in their own process of learning the language.

Overall, we want to reduce the students' fear to be evaluated and to get that evaluation can be seen as a part of process of the learning and the most important aspect, they can write correctly in order to communicate their feelings. Especially, when we talk about the students of the ninth year at Alfonso Laso Bermeo High School.

Base on our experience as educators, the surveys to students have been great tools to verify that evaluation in our education involves a problematic syndrome.

Because many teachers manage a light concept of evaluation, as the one of detecting solely certain learning level in the student, ignoring what it is necessary to evaluate not only knowledge, but also abilities, attitudes, and development of the personality.

One of them is to write the language correctly using the techniques for teaching writing. Evaluation does not respond to unified criteria and as a rule, its use obeys to a diversity of points of view without taking into account the writing skills.

The results of an efficient evaluation generate changes of attitude, a gradual and growing intellectual transformation and in the administrative field a sustained economic development.

Taking into account these points the present investigation pretends to optimize and to unify criteria of evaluation of the English writing skills, as I mentioned before in the students of the ninth course at Alfonso Laso Bermeo High School during the first term 2008-2009, by means of exercises of an alternative methodology and the concretion of Squares of Evaluative Specifications that contemplate the skill of English writing correctly, of agreement with the philosophy of our educational demand system.

For all of these viewpoints we want to determine the good impact of the use of the evaluation strategies to verify the potential of these strategies in the production of writing skills.

## **1.2 PROBLEM SETTING**

What evaluation strategies could be applied to the students of the ninth course at Alfonso Laso Bermeo High School in Quito during the first term 2008-2009 in order to assess English writing skill?

By doing this research we could find the following problems:

- Which is it the statement grade and enrichment of contents in the students in front of a convenient and/or faulty evaluation?
- What incidence has the unit of criteria evaluated in the quality of the teaching in English's writing in the High Schools of the Metropolitan District of Quito?
- What effects are produced in the students' behaviour, when traditional evaluation is applied?
- What relationships are there between the cognitive evaluation and the holistic formation of the students?
- Does evaluation affect in the development of the responsibility of the students?
- What relationships are there among the objectives, the skills, the contents, the methodology and the evaluation?
- Is it adapted to establish Charts of Specifications that relate the evaluation instruments to the objectives, the skills, the contents and the methodology, in the educational activity?

### 1.3 VARIABLES WORKING OUT

MATRIX OF CONCEPTUALIZATION AND VARIABLES WORKING OUT			
VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	SUBDIMENSIONS
<b>INDEPENDENT:</b> EVALUATION STRATEGIES	Evaluation is an active element and an assessment for the student in order to improve and to meditate not to demonstrate. So, it is a reflexive process in which the learners are aware of themselves and their goals.	<p>Pedagogic theories. Characteristics of evaluation. Attitude in front of actual evaluation. New focus about evaluation</p> <p>Aspects to understand the new position.</p> <p>Postulates of the real evaluation of learning.</p> <p>Techniques of evaluation</p>	<ul style="list-style-type: none"> <li>• Metacognitive evaluation for learning to learning.</li> <li>• Necessity of evaluation in a society of permanent change</li> <li>• Formative / formed</li> <li>• Uniform / multicultural</li> <li>• Focused on the control / focused on the learning</li> <li>• Focused on standard instruction / participant and consensual.</li> <li>• Quantitative</li> <li>• Qualitative</li> </ul>

<p><b>DEPENDENT:</b> To assess English writing skills</p>	<p>A group of procedures or rules in order to get students to go beyond those sentence exercises with planning development and identification</p>	<p>Evaluation strategies of metacognitive literature</p> <p>Evaluation by competencies</p> <p>Stages of evaluation</p> <p>Process of writing Models</p> <p>Approaches to teaching writing in ESL classes</p> <p>Techniques</p>	<ul style="list-style-type: none"> <li>• Reflexive journal</li> <li>• Portfolio</li> <li>• Mind maps</li> <li>• Observation</li> <li>• Interviews</li> </ul> <ul style="list-style-type: none"> <li>• Basic criteria to evaluate competencies</li> <li>• Elements of the evaluation by competencies</li> </ul> <ul style="list-style-type: none"> <li>• Familiarization</li> <li>• Reproductive</li> <li>• Productive</li> <li>• Creative</li> </ul> <ul style="list-style-type: none"> <li>• CP Product</li> <li>• CP Process</li> <li>• Contextual ecology</li> </ul> <ul style="list-style-type: none"> <li>• The Controlled to Free</li> <li>• The Free writing</li> <li>• The Paragraph Pattern</li> <li>• The Grammar-syntax organization</li> <li>• The Communicative</li> <li>• The Process</li> </ul> <ul style="list-style-type: none"> <li>• By using pictures</li> <li>• By using all language skills</li> <li>• By teaching practical writing</li> <li>• By using controlled writing</li> </ul>
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## **1.4 OBJECTIVES**

### **1.4.1 GENERAL OBJECTIVES**

- To apply evaluation strategies through teaching-learning process to assess English writing skills.
- To investigate approaches to teaching writing in ESL classes using appropriate instructional materials in order to get better results in writing skills.
- To study consistent evaluation techniques using established theoretical principles to apply in the teaching-learning process and get good results in the writing skills.

### **1.4.2 SPECIFIC OBJECTIVES**

- To measure the students progress by means of specification charts to facilitate the learning process.
- To develop mental process of the learners applying new focus about evaluation to solve problems in real life circumstances during the classes.
- To use mind maps through practical exemplification to optimize the learning process of the students.
- To improve the academic level and their easy insertion in the

productive world in the students of ninth course at Alfonso Laso Bermeo High School through the use of evaluation instruments to become better in writing skills in 2008-2009 School year.

- To perform the different approaches to teach writing skills applying a wide variety of techniques in order to produce security in the education and its purpose.
- To emphasize the holistic focus through the students' creativity to join English classes and get the global effect of what they write.
- To propose evaluation unified strategies in the optimization of writing skills by means of evaluation instruments in order to share with our colleagues.
- To plan and elaborate specification charts using evaluation instruments and all its elements in order to evaluate the affectivity and behaviours.
- To collect studies of cohesive adjusting of evaluation during the learning process by means of unified mechanisms that make comfortable to the students' interests to increase our knowledge.
- To increase the students' motivation making active and participative classes to improve the performance and effectively of the students avoiding in this way frequent errors.

- To analyze the evaluation by competencies in critical and reflexive way to value the writing skills.

## **1.5 JUSTIFICATION**

This research work pretends to contribute a new focus of an integrated evaluation to the learning process with a qualitative criterion of what students write in the educational field, establishing different levels and evaluation grades, as well as criteria to establish the categories of evaluation.

Just in this way, we could develop better English writing skills. Students can go beyond of the real knowledge, that is, to go from formative evaluation to formed evaluation, from uniform evaluation to multicultural evaluation, from evaluation focused on the control to evaluation focused on learning and from traditional evaluation to participant evaluation.

In evaluation by competencies we apply techniques and evaluation instruments to develop writing skills and to avoid frequent errors. When students develop writing skills we reinforce the grammatical structures, idioms, and vocabulary, they also have a chance to be adventurous with the language, to go beyond what they have just learned to say, to take risks.

When they write, they necessarily become very involved with the new language; because they express their own ideas, in this way they reinforce learning.



Thus, we intend an evaluation with a holistic approach focused on teaching the English language as a foreign language, in opposition with traditional tendencies of the evaluation broken fragments and schema theory that has been applied up to now.

It is necessary to say that with the use of the strategies we will have a constant interest of qualitative enrichment in our profession, which will allow students to contribute to the improvement of the learning English writing skills, so that they can communicate their ideas clearly.

Therefore, it is necessary that evaluation instruments should be designed for the student's understanding and not as an unusual lucidity of the education.

## **CHAPTER TWO : THEORETICAL FRAME**

### **2.1 THEORETICAL AND CONCEPTUAL FOCUS**

To know another language is an important requirement nowadays. Therefore, it is important to develop the reading comprehension skills and English written production in order to dominate the linguistic skills.

A lot of investigators have carried out many studies and there are diverse publications to our benefit. In the same way, the Ministry of Education through the agreement of PROMECEP-IDB, the Andean, Catholic, Central universities, the CENAICE, the CONFEDEC and ISP Manuela Cañizares have carried out studies regarding evaluation. These studies have originated the necessity of adjusting the evaluation cohesively to the learning process.

These viewpoints express that most of the educational institutions lack of unified mechanisms that fill the students' interests; besides they inform and point out the existent margins of discrepancy between the formulated goals and the obtained results.

That is to say, in spite of the varied intents of educators in granting a positive change to the component of the evaluation, this continues showing their deficit and counteracted side in educational chore.

Writing English is more difficult than to write in mother tongue because it requires generating ideas, organizing coherent texts with the correct grammatical structures considering the different

mechanisms of the target language like spelling, punctuation, and meditation about what competency will be developed in our students.

Ríos Cabrera (2001: 164) establishes that writing has been taught under grammatical focus without regarding to the learning process that students need to obtain the process of composition texts, to know how to generate ideas, to review a draft, to correct and rebuild a text among other things. In other words, evaluation has been seen like a final product.

On the other, hand (Moron,1992) focuses the formative evaluation which is characterized in order to integrate the permanent revision of the learning process. With all of these implied viewpoints we can see that as teachers we are not developing the potential that students have about writing.

The summative evaluation that only considers the final product is missing the feedback in commentary form to the long process that can benefit to the students in the development of their potential for the writing production (Reid,1993:1).

This evaluative strategy can not transcend the necessary parameters to learn writing in a foreign language in a reflexive and authentic way and to promote a true learning in writing.

So, we as English teachers with the objective to get a better performance in our students must develop techniques and metho-

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- Ríos Cabrera, P ((2001). La aventura de aprender (3a. ed.) Caracas: Editorial Texto
  - Morón, M. (1992) Learning evaluation in Basic level. Legal, theoretical and -pedagogic base. Caracas, Venezuela Ediciones Universitarias Frailejón.
  - Reid, J. (1993). Teaching ESL Writing. New York: Prentice Hall.

dologies in order to teach the basic skills – auditive comprehension, reading comprehension, and of course writing and oral production.

Nonetheless, most of the teachers do not submit to review and modification the evaluation strategies that they apply with their students.

Moreover, nowadays in this area researchers have made meritorious efforts to develop through the portfolio evaluation strategies which put in evidence either teacher or student's progress in the process of learning (Fernandez and Martinez, 2001: 61).

Through the present study we are promoting the portfolio as an evaluation strategy, an alternative of additional evaluation that permits students add to their own learning process of English writing production to the auto-evaluation and auto-reflection.

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- Fernández, A and Martínez, A (2001) Portafolios Convencional y portafolios electrónicos: Una experiencia de Aula. *Akademus* 59-70.

## **2.2 STRUCTURE**

### **2.2.1 Process of writing**

#### **2.2.1.1 Models**

- 2.2.1.1.1** Of Product
- 2.2.1.1.2** Of Process
- 2.2.1.1.3** Contextual or ecology

#### **2.2.1.2 Approaches to teaching writing in ESL classes**

- 2.2.1.2.1** The Controlled-to-Free
- 2.2.1.2.2** The Free-writing
- 2.2.1.2.3** The Paragraph-Pattern
- 2.2.1.2.4** The Grammar-syntax-organization
- 2.2.1.2.5** The communicative
- 2.2.1.2.6** The Process

#### **2.2.1.3 Techniques**

- 2.2.1.3.1** By using pictures
- 2.2.1.3.2** By using all language skills
- 2.2.1.3.3** By teaching practical writing
- 2.2.1.3.4** By using controlled writing

### **2.2.2 Evaluation**

- 2.2.2.1** Pedagogic theories
- 2.2.2.2** Characteristics of evaluation
- 2.2.2.3** Attitude in front of real evaluation
- 2.2.2.4** New focus about evaluation
- 2.2.2.5** Aspects to understand the new position
  - 2.2.2.5.1** Metacognitive evaluation for “learning to learning”
  - 2.2.2.5.2** Necessity of evaluation in a society of permanent change.
- 2.2.2.6** Postulates of the real evaluation of learning

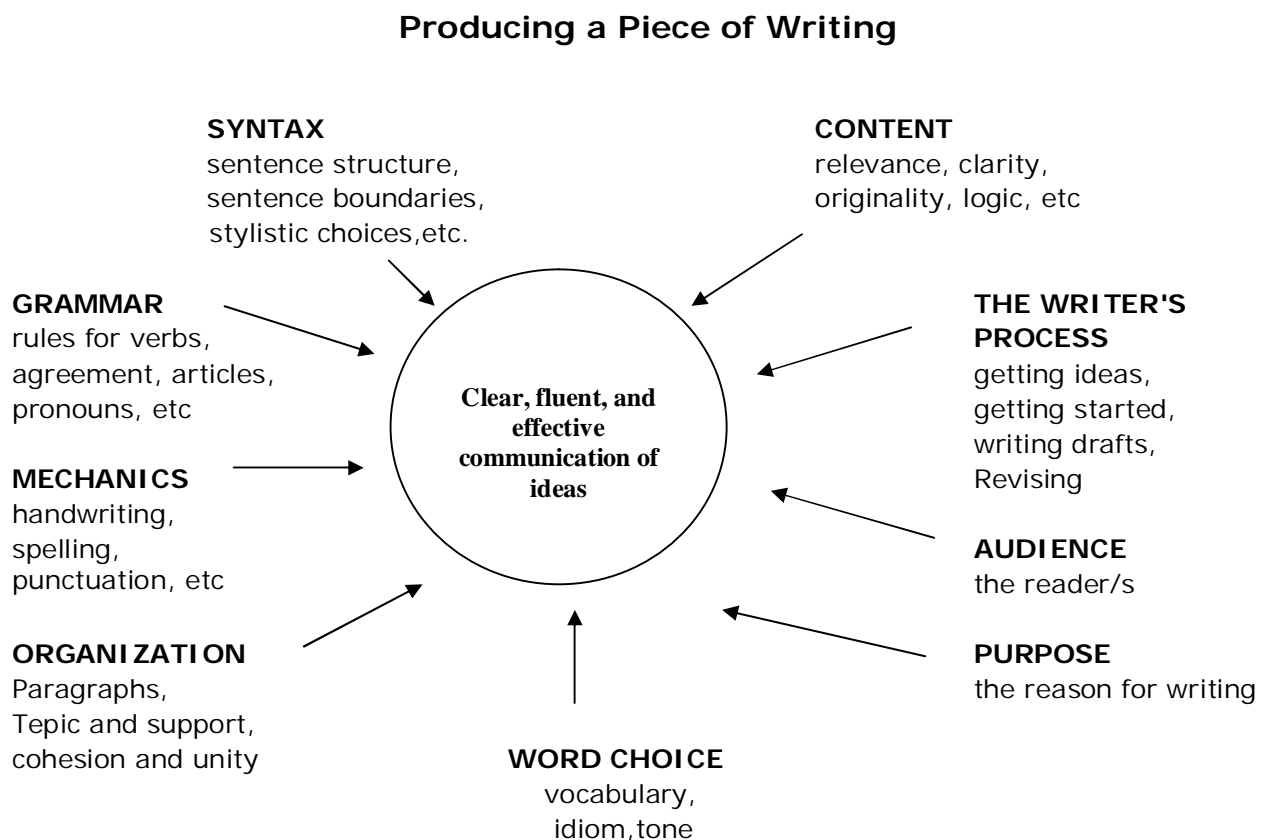


## DEVELOPMENT OF THE STRUCTURE

### 2.2.1 THE PROCESS OF WRITING

We as English teachers can not find answer to the question of how to teach writing in ESL classes. Because there are as many answers as there are teachers and teaching styles, or learners and learning styles. In writing we use various elements.

As we can see in the following diagram that shows what writers have to deal with as they produce a piece of writing.



Cassany(1999) holds that writing is a process in which during the development, permits to the writer to pass for different stages:

determine the audience, establish the objectives, produce warm-up, take notes, write drafts and finally produce a text.

He also explains that we can teach writing with more accuracy to the students if we encourage taking advantage of the whole activities that suppose the act of writing and not only to emphasize the virtues and weaknesses of writing like a final product.

Thus, to guide the process of composition and to dialogue about the students' work should be the basic method of instruction.

Moreover, the students must know the levels of formality in writing production in order to improve their linguistic competencies and their performance in writing skills with the purpose of communicating their ideas freely. In order to get this, it is necessary to apply and use evaluation strategies to build learning according to the students' necessities.

#### **2.2.1.1 MODELS**

There are different explanatory models among them we can consider the following:

##### **2.2.1.1.1 The models of product**

The authors emphasize the product or result of the writing production, obviating all prior process. In this model it is evaluated the final product to get some sign about previous process that was carried out by the writer.

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Cassany, D. (1999). Construir la escritura. Barcelona, España Paidós.



### **2.2.1.1.2 The models of process**

They emphasize the analysis of procedures in the writing development. The first models were the translations and the second ones were the stages.

In the first models the writing was represented like direct translation of phonemes in graphic symbols, where the most important aspect was the ideas generation. While in the stages models were emphasized to develop in lineal and continue form the planning, writing, revision and edition.

### **2.2.1.1.3 Contextual or ecology models**

The authors consider the activity of writing like something more than an individual process: it constitutes a social and communicative process in which includes personal and contextual variables. The writing reflects a thought, a decision and interpretation in front of life; reflect also process, changes, learning and experiences.

To develop writing skills, the student makes a process psychopedagogic which permits to read, analyze, compare, and perform organized ideas to present sequentially.

Although these actions are difficult for some students with the practical exercises we can help to our students to develop this skill. We can see that our students will not just "pick up" writing as they learn other skills in ESL classes. We have to teach writing. And that, of course, leads to the next question How?

## **2.2.1.2 APPROACHES TO TEACH WRITING**

There are as many answers as there are teachers and teaching styles, or learners and learning styles. As teachers have stressed different features of the mentioned diagram, combining them with **how** they think writing is learned, they have developed a variety of approaches to the teaching of writing.

### **2.2.1.2.1 The Controlled to free Approach**

The controlled to free approach in writing is sequential: students are first given sentence exercises, then paragraphs to copy or manipulate grammatically by, for instance, changing questions to statements, present to past, or plural to singular. They might also change words or clauses or combine sentences.

They work on given material and perform strictly prescribed operations on it. With these controlled compositions, it is relative easy for students to write a great deal yet avoid errors. Because the students have a limited opportunity to make mistakes, the teacher's job of marking papers is quick and easy.

Only after reaching a high intermediate or advanced level of proficiency are students allowed to try some free compositions, in which they express their own ideas.

This approach stresses three features of the diagram above: grammar, syntax, and mechanics. It emphasizes accuracy rather than fluency or originality.

#### **2.2.1.2.2 The Free-writing Approach**

Some teachers and researchers have stressed quantity of writing rather than quality. They have, that is, approached the teaching of writing by assigning vast amounts of free-writing on given topics, with only minimal corrections of error.

The emphasis in this approach is that intermediate-level students should put content and fluency first and not worry about form. Once ideas are down on the page, grammatical accuracy, organization, and the rest will gradually follow.

The teachers do not correct these short pieces of free writing; they simply read them and perhaps comment on the ideas the writer expressed.

#### **2.2.1.2.3 The Paragraph-Pattern Approach**

Instead of accuracy of grammar or fluency of content, the paragraph-pattern approach stresses another feature of the diagram: organization. Students copy paragraphs, analyze the form of model paragraphs, and imitate model passages.

They put scrambled sentences into paragraph order, they identify general and specific statements, they choose or invent an appropriate topic sentence, they insert or delete sentences.

This approach is based on the principle that in different cultures people construct and organize their communication with each other in different ways.

So even if students organize their ideas well in their first language, they still need to see, analyze, and practice the particularly “English” features of a piece of writing.

#### **2.2.1.2.4 The Grammar-Syntax Organization Approach**

Some teachers have stressed the need to work simultaneously on more than one of the features in the composition diagram. They say that writing cannot be seen as composed of separate skills which are learned one by one. So they devise the writing tasks that lead students to pay attention to organization while they also work on the necessary grammar and syntax.

For instance, to write a clear set of instructions on how to operate a calculator, the writer needs more than the appropriate vocabulary. He needs the simple forms of verbs; an organizational plan based on chronology; sequence words like first, then, finally. During discussion and preparation of the task, all these are reviewed or taught for the first time.

Students see the connection between what they are trying to write and what they need to write it. This approach, then, links the purpose of a piece of writing to the forms that are needed to convey the message.

#### **2.2.1.2.5 The communicative Approach**

The communicative approach stresses the purpose of a piece of writing and the audience for it. Student writers are encouraged to behave like writers in real life and to ask themselves the crucial

questions about purpose and audience:

- ❖ Why am I writing this?
- ❖ Who will read it?

The teacher alone has been the audience for student writing. But some feel that the writers do their best when writing is truly a communicative act, with a writer writing for a real reader. Teachers using the communicative approach, therefore, have extended the readership.

They extend it to other students in the class, who not only read the piece but actually do something with it, such as respond, rewrite in another form, summarize or make comments but not correct.

#### **2.2.1.2.6 The process Approach**

The teaching of writing has begun to move away from a concentration on the written product to an emphasis on the process of writing. Writers ask themselves non only questions about purpose and audience, but also the crucial questions:

- ❖ How do I write this?
- ❖ How do I get started?

As we can see all writers make decisions on how to begin and how to organize the task. Student writers in particular need to realize that what they first put down on paper is not necessarily their finished product but just a beginning, a setting out of the fist ideas, a draft.

The teachers who use the process approach give their students two crucial supports: **time** for the students to try out ideas and **feedback** on the content of what they write in their drafts. They find that then the writing process becomes a process of discovery for the students: discovery of new ideas and new language forms to express those ideas.

### 2.2.1.3 TECHNIQUES

#### 2.2.1.3.1 Techniques in using pictures

Writing teachers can find a valuable resource in pictures: drawings, photographs, posters, slides, cartoons, magazine advertisements, diagrams, graphs, tables, charts and maps.

First of all, pictures provide a shared experience for the students in the class, a common base that leads to a variety of language activities. A picture can be the basis for not just one task but many, ranging from fairly mechanical controlled compositions, sentence-combining exercises, or sequencing of sentences to the writing of original dialogs, letters, reports, or essays.

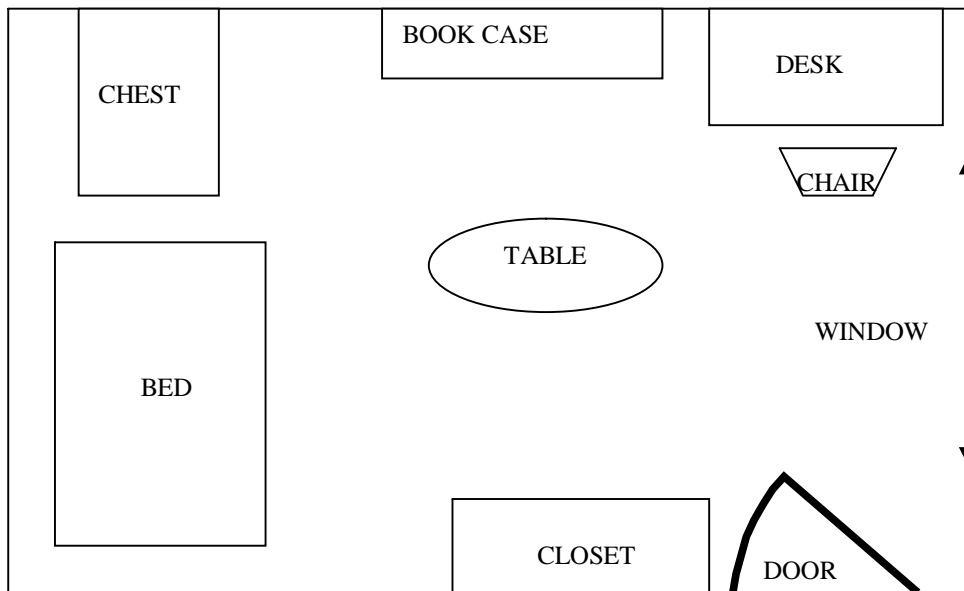
A whole series of connected activities can be generated from the source of one picture, for that reason its use in the classroom provides a stimulating focus for students' attention.

So a picture provides:

- A shared experience in the classroom.

- A need for common language forms to use in the classroom.
- A variety of tasks.
- A focus of interest for students.

**Example: (Description)**



Draw the diagram on the board. The students write down words that could be used to label the items in the room drawn. Class discussions should provide consensus on how to label the diagram. Then in small groups, students discuss and write down what other words and phrases they will need in order to describe the room, e.g., **next to**, **on the left**, etc.

The teacher now erases the diagram from the board and the students write a description of the room from their memory. They exchange papers and draw the diagram of the room their partner has described.

### 2.2.1.3.2 Techniques in using all language skills

#### a) Dictation

The dictation technique is familiar to most teachers. The teacher reads a passage through once, then reads it slowly, broken down into short, meaningful segments, which the students write down, and then the teacher reads it through once more.

This gives students practice in listening carefully and paying attention to inflections and to the mechanics of spelling, punctuation and capitalization.

Frequently the teacher stands in front of the class and reads a passage which reinforces the vocabulary and grammar just taught. There are, however, alternatives to that procedure.

#### Example:

1.- The teacher pretends to be telephoning and giving directions to get from one place to another, perhaps from a student's home to the school. As would be the case in a real telephone call of this kind, he does not give punctuation or capitals. The students write, and then compare results.

2.- The teacher distributes a text with blank spaces in it:

Oh, hello. This is \_\_\_\_\_ (Who?). I tried to reach you \_\_\_\_\_ (when?), but you weren't home. I'm calling to \_\_\_\_\_ (what?) you to a party \_\_\_\_\_ (when?). There will be just \_\_\_\_\_ (how many?) of us, and it will be very informal, so you can wear \_\_\_\_\_ (what kind of?) clothes. Do you know my address? It's \_\_\_\_\_ (what is it?). I'll expect to see you at about \_\_\_\_\_ (what time?), then. Oh, by the way, this party is to celebrate my \_\_\_\_\_ (what?).

**Suggested answers:** Jane, yesterday, invite, next Saturday, 16, casual, 16 Bridge Street, 8 o'clock, 21<sup>st</sup> birthday



## **b) Note-taking**

In everyday conversation, we write down a summary of what the speaker says, picking out the important information. The radio or the tape recorder is valuable here for providing additional material for students: dialogs to listen to, arguments to overhear and speech to react to.

When **elementary-level** students take notes, they can be given a skeleton outline to work with and expand, so that their listening is more directed. **Advanced** students can listen to long passages and make notes as they listen.

Both groups need to be alerted to the signals that speakers use: pauses, raising the head and the voice to make an important point, or using words like **first, finally, most important** to signal separation and priority of the points made.

### **Example:**

Read aloud a passage that relates to a school subject or a current event. The students take notes. In groups, they compare the notes they have made. The teacher then distributes a copy of the original text or writes it on the board. The group decides on who wrote the best notes and what makes those notes especially good.

## **c) Story-telling**

Most people like stories. They like to hear them and often they like to tell them. When we hear or read a good story, we can't wait to

find out what happens next. That is why detective novels and television serials are so popular. This natural curiosity to find out what happens in a story can be put to good use in a language classroom.

**Example:**

1.- Read aloud a story\_ and this can also be used as a dictation, but stop at the point where the reader is likely to want to know how it continues. The students continue the story\_ writing.

For Example:

One hot Tuesday in the middle of August, Sally didn't go to work. She wanted to be alone. She took a train to the seashore. She walked slowly along the beach until she was far away from the crowds, the ice cream sellers, and the lifeguards. Then she changed her clothes and ran into the cool water. She swam out a long way, enjoying the hot sun and the cool water. Then she saw...

The students read each other's continuations, and some read theirs aloud to the whole class. The teacher writes one, too, and reads it aloud.

Or the students in small groups listen to and then summarize each other's continuations. They read the summaries aloud to the whole class while the other students guess which student wrote each story. The last part of this activity is correction of what the students have written. They can be given specific guidelines for group work, such as:

- Are all the verbs in the past tense?
- Are the verb forms correct?
- What is the best sentence?

- Which is the worst sentence?
- Can you do something about it?

2.- Give the students a list of words, such as **candle, house, steps, creak, scream, closet, potatoes**, and ask them to begin a story using those words. They must stop after a few minutes and pass their paper to another student, who will finish the story.

### **2.2.1.3.3 Techniques in teaching practical writing**

#### **a) Forms**

It is useful to be able to fill out a form in another language. As a language classroom activity, too, the filling out of forms or questionnaires provides students with the opportunity to transfer information from one format to another. This manipulation of language preserving the meaning while varying the form\_ allows for practice in forming and re-forming concepts in the new language.

#### **Example:**

##### **Forms and interviews**

If the interviewer takes the part of interviewing an applicant for a job, filling out a form as the job interview proceeds. To involve the whole class in the activity all the students can devise the form before the interviews begin, with the students deciding what information needs to be obtained and in what order.

Your students might also be given the task of interviewing someone they know \_ a friend, a colleague, a student in another class, for

example \_ and completing a form for the purpose of completing a survey of people's family size, hobbies, or vacation preferences.

### **b) Daily notes**

Just as many people write lists but do not show them to anyone else, so many people also keep daily notebooks or journals. They write a record of the events of the day or their ideas about those events. When people write everyday, for their own eyes and not to be judged by another, they often find that they can write more each day.

#### **Example:**

Allow few minutes at the end of each class for students to write in their notebooks a summary of what happened in the class. From what they write, you can often discover quite a lot about your own lessons.

### **c) Instructions**

We write to tell friends how to find our house, we write instructions for a neighbor on how to water our plants, feed our canary, or walk our dog, we write a recipe for a friend, we write to an absent child with advice on how to avoid being homesick.

Writing instructions is such a common writing activity that language learners need to learn how to do it. There is a variety of classroom techniques that have developed around this activity. Just as writing daily notes taps the student's inner thoughts, likes, and dislikes, the writing of real instructions taps the student's skills.

- What is he good at?
- What can he tell others how to do?

Ski, make a table, ride a motorcycle, change a flat tire, make a boomerang, do a magic card trick, bake a cake, ride a horse, perform a dance...? The list is endless.

**Example:**

Students write instructions for each other as to how to get from the school to their home. The readers ask questions if they need to.

#### **2.2.1.3.4 Techniques in using controlled writing**

##### **a) Controlled composition**

Controlled composition focuses the students' attention on specific features of the written language.

It is a good method of reinforcing grammar, vocabulary, and syntax in context. When the students write a controlled composition exercise, they are given a passage to work with; they do not, therefore have to concern themselves with content, organizing, finding ideas and forming sentences.

They write the given passage down, making a few specified changes, usually of a grammatical or structural nature. They might, for example, rewrite a passage describing a man to tell the reader about two men, making only the necessary singular/plural changes. Or they will rewrite a present tense passage in the past, or a passage of direct speech in indirect speech.

Sometimes they will be directed to change only three designated sentences from active to passive, or to convert relative clauses to

post\_nominal modifiers (the woman who is waiting at the bus stop / the woman at the bus stop).

They will, that is, make changes in the passage that was given to them, but they will not add anything of their own to it. Controlled compositions can also address the problems of advance level students: they can be asked to supply synonyms for specific words, to change post-nominal adjectival phrases into adjectives (a life of sobriety / a sober life), or to change the focus of a passage by switching it from positive to negative or vice versa (a passage about an optimist becomes a passage about a pessimist, for example)

**Example:**

Students work in small groups to agree on each change in this passage:

You are a police detective who has been following a man every day for a month. You write this report for your supervisor:

"Every day, C.P. gets up at 7 a.m. He walks to a local store to buy a newspaper. He reads the obituaries. Then he makes three different telephone calls from three different public pay phones. He goes to a coffee shop and waits outside. A tall blond woman driving a silver Cadillac picks him up"

Your supervisor then tells you that she wants a specific report on what C.P. did on Wednesday last week. Change the report. Begin with "Last Wednesday, C.P. got up at 7 a.m."

Notice that doing this exercise, the students cannot automatically change every verb they see; they have to be alert and decide that **buy** and **driving** remain the same. Notice too, how easy it is for the teacher to mark the finished piece of writing, particularly if the students underline every change they make.

## b) Question and answer

The type of controlled composition that uses a question and answer format allows students a little more freedom in structuring sentences.

They are not given the actual text that they will write; rather they are given a series of questions, the answer to which form the text. Carefully constructed questions will produce a coherent text.

### **Example:**

Questions can ask about information which is given in notes or a list or even in a picture sequence.

The following list shows an army recruit's daily routine:

<b>Time</b>	<b>Action</b>
6.00	Get up
6.05	Make bed
6.10	Polish boots and buttons
6.20	Put on uniform
6.25	March to the mess hall
6.30	Eat breakfast
6.45	Do exercises

The students write a paragraph that describes the daily routine of Billy, a new recruit, by answering the following questions in complete sentences:

- When does Billy get up?
- What does he do first?
- What does he do next?
- What does he do then?
- When does he march to the mess hall?

- What does he do there?
- What does he do after breakfast?
- Is the beginning of his day leisurely or very busy?

If the students are able to, they could also combine some of the sentences.

### 2.2.1 EVALUATION

Evaluation is an element that lives on with a reason and a contribution for student. To evaluate is not “to demonstrate”, but “to reflect” or “to improve” about what student does.

It is a reflexive process which learner is aware about oneself and his/her goals. Teacher is just a guide in the achievement of cultural and formative objectives.

Evaluation is one of the essential components of teaching-learning. According to Villalobos (2001:129) the principal characteristic of evaluation consists of determining if the purposes and the objectives of the course have been obtained, and the procedures used during the course have been effective for learning.

According to the perspective of Hidalgo and Silva (2003), evaluation could be more participative and constructive; for the teacher and student. The objective in the evaluation not only falls in the teacher perspective but also in the student is too.

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- Villalobos, J.(2001).Didáctica de la lectoescritura en las lenguas extranjeras: Una propuesta integradora. Mérida, Venezuela: Editorial Venezolana.
  - Hidalgo, L. and Silva, M. (2003). Toward a participative and constructive evaluation. Caracas: Editorial Panapo.



With this in mind, we can create the evaluative vision that reflects or represents the students' potential or the aspects we need to develop to reach the learning.

Due to the main characters of the education (teachers and students) manage language evaluation is necessary to incorporate methodological designs that make viable the aspirations of all. The Charts of Specifications have the ability to quantify the teaching process providing a balance in the attainment of contents.

Nowadays, we must visualize other levels of the learning like the procedural and the attitude ones, because usually the evaluation has been focused on the exams, those that are guided to valorize products and non processes.

This point of view has allowed that the evaluation becomes an arbitrary exercise of being able to leaving aside the pedagogic instances that should contain the curriculum evaluation.

At the moment, the evaluation should be holistic, taking into account not only the different individual capacities of the learners, but also the conceptual, procedural and attitudinal skills. The student will be able to have a holistic formation and the evaluation will reflect that global situation.

A theory that has taken a lot of force for its dynamic character on the student's knowledge is of Jean's Constructive Piaget, in which the boy builds the knowledge starting from his stocks in the resources. It means that the educational system will facilitate to learn new mental outlines (knowledge), on the base of the bio-cognitive development.

Piaget identifies **four stages** of the development of the students: the *sense-motor* stage, the *pre-operative* thought stage, the *concrete operations* stage and the *formal operations* one. Each one of them will be pre-requirement for the subsequent stage and all for their formation; they are conditioned by the experiences of the individuals and the evolutionary age.

It is fundamental to follow orderly the sequence of learning on the stages of development because we will make sure us a good growth on the boy's potentials.

We have found a psychological theory that is projected significantly in the educational field; according to this author the boy's mental activity is the result of learning partner-cultural that implies the international of cultural elements like the signs and symbols of the social environment and the genetic budget.

The school has an important chore in the development of this intelligence offering not only models for the imitation, but also mainly, offering cognitive structures to think and to act efficiently.

When the process of English evaluation is analyzed in the educational establishments, we should not fall in the fallacy of isolating it of the teaching dynamics, as if it was a permanent element by itself and also independent from others.

This implies that the methodology of teaching contents will lead the evaluative philosophy in the classroom. So we will take in consideration to teach procedures that potentialize the student's skills in our research.

Edward Gardner, investigator of the human behaviour provides us an important material in his study "**Multiple Intelligence**". This work has to do with working in educational field getting valuable results.

Multiple Intelligence considers that the human being has diverse capacities like: (Logic-mathematics, linguistics, interpersonal, spatial, kinesthetic, and musical) which could change the atmosphere inside the classroom if they are put them into operation.

In this research we will show the advantages of a teaching methodology in the classroom applying the resource of the Multiple Intelligence.

David Ausubel and his collaborator J. D. Novak are worried about the learning process, they consider it as significant as well necessary in order to incorporate to the student's cognitive structures because the student's formation is based on this discovery that will be carry out in the school activity.

We consider that the aforementioned authors will facilitate us an important theoretical material to guide our research project in the Public High Schools of Quito.

Due to range sectors of Quito are stigmatized by a sequel of limitations, postponements of their rights and social margin, our interest has captured the present educational project in a High School of this sector.

## MULTIPLE INTELLIGENCE

**Logic-mathematics.-** Student uses the numbers efficiently and can explain very well as a scientific and computer programmer.

**Linguistics.-** Student uses efficient words in oral and written way.

**Interpersonal.-** It is the own knowledge of the student, and the skill to act based on this knowledge.

**Spatial.-** Students perceive the visual world and spacial as hunter, explorer or guide and to transform perception as decorator, architect, artist.

**Kinesthetic.-** They use the body to express ideas and thoughts as actors, athletes or dancers, besides they use their hands to make or transform things as artisans, mechanics, sulptors, or surgeons.

**Musical.-** Students perceive like amateur of the music, distingue as critical, transform as composers and expresses as interpreters musical forms.

There are various methods that suggest to the teachers a change in the form of imparting the teaching into the school literature. However, these should not be used as a new product to correct in immediate form a problem, or to stimulate some deficiency.

The indiscriminate use of methodologies is able to foment an activism without directions whose consequences are usually harmful.

Therefore, it is important to discover that the methodology of applied teaching should be “appropriate” for both contents and students too. We propose here the approach of applying **multiple intelligence** in the classroom, because its objective is to solve problems and build products in a great and naturalistic environment in any circumstances.

Emotional intelligence is the most important when you learn another language in this case English, so it is necessary to take into consideration the following aspects: enough motivation and persistence in the projects, resistance to the frustrations, to control the impulses, to regulate the humour, to show empathy and to have hope.

The process of emotional literacy begins early. As children receive enough approval and stimulus, they can be encouraged to assume small challenges developing their own skills, as consequence they will acquire a wide range of social and emotional abilities while the years pass.

Emotional intelligence is an important element to develop a good disposition to learn inside the intellectual processes, as happen in the following cases:

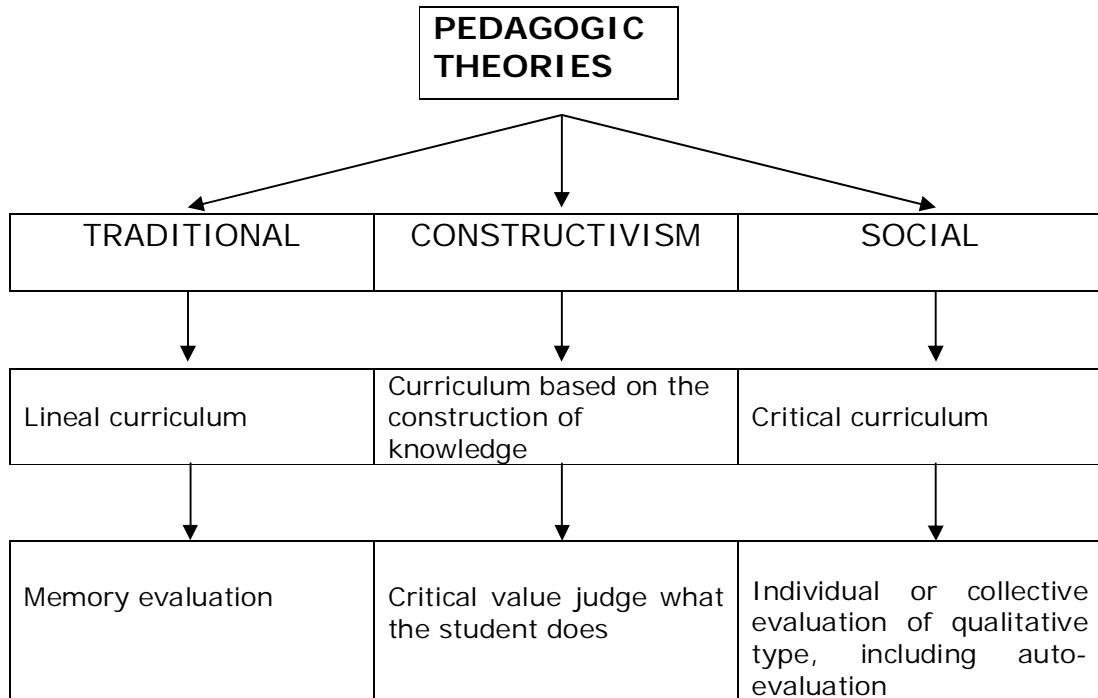
- **Trust in oneself**, control and domain of self body, behaviour and world.
- **Intention or persistence**. Capacity to reach something, to feel competent and efficient.

- **Curiosity.** Discovering something positive and pleasant.
- **Communication capacity.** Verbal exchange of ideas, feelings and concepts.
- **Confidence with the other ones,** pleasure to be related with other people.
- **Relationship,** capacity to be committed with other, based on the sensation of being understood and to understand to the other ones.
- **Auto control,** to model and to dominate your own actions. Internal check sensation.
- **Cooperative,** to be capable to harmonize your own necessities when you work in groups.

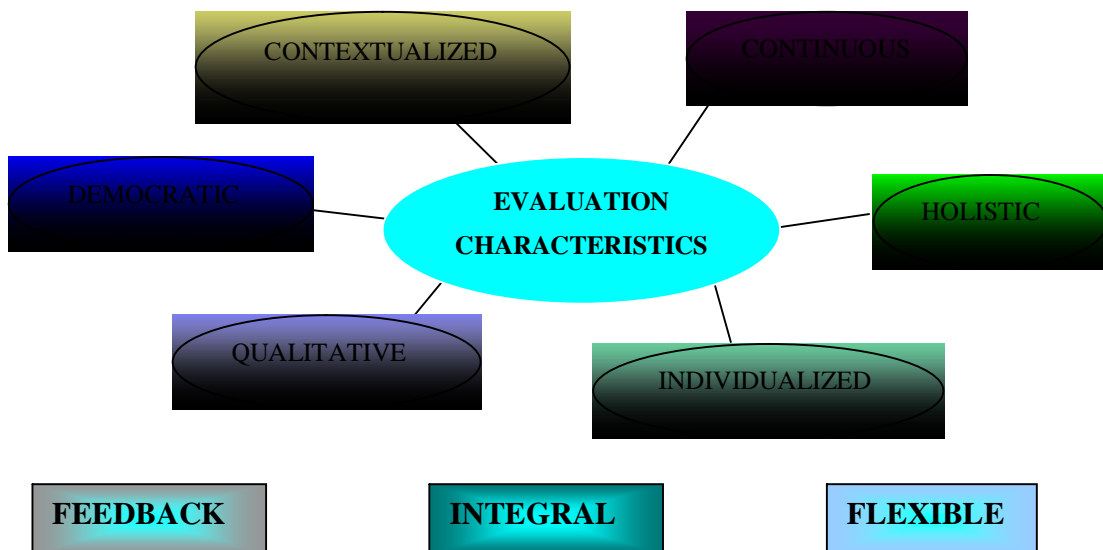
The emotional intelligence opens the way to the emotional learning that allows us to build a new life, based on solid and reliable relationships that find meaning in a world where the injustice and the violence take a preferable place.

Due to emotional intelligence is acquired in the childhood, parents and school should deepen their responsibility in helping to know oneself and to the other ones (**empathy**).

### 2.2.2.1 PEDAGOGIC THEORIES



### 2.2.2.2 CHARACTERISTICS OF EVALUATION



According to Santos (2004), the evaluation should be formative, continuous, holistic, individualized, qualitative, democratic and contextualized.

- **Continuous.**- it implies a constant revision, it should not be evaluated in isolation, contrary to what it should be with sequential manner.
- **Holistic.**- it includes all the elements related to educational process.
- **Individualized.**- it takes into consideration the proper characteristics of each student.
- **Qualitative.**- it is based on the quality criteria and not about quantitative ones, that is based on processes and not in results.
- **Democratic.**- it is established and unified by common criteria to evaluate students.
- **Contextualized.**- it must be integrated to an educational project inserted in the student specific reality. The evaluation is part of the learning process and not be separated from it.

According to Santos the interest in the evaluative process points to the individual personal motivation and the self-esteem, and for that reason, that we look for a motivational evaluation of the autonomous learning.



### 2.2.2.3 ATTITUDE IN FRONT OF REAL EVALUATION

The contemporary proposals of evaluation imply not only a theoretical change, but also an attitudinal change regarding both teachers and students.

BEFORE	NOW
Final process.	Continuous process.
Isolated process.	Process which create interactive and circular relationships.
Process which participates just the teacher.	Student makes value processes.
Practice for teaching.	Practice for learning.

### 2.2.2.4 NEW FOCUS ABOUT EVALUATION

There are some objectives to carry out this focus like the followings:

- To rebuild the information that there is about evaluation and its relation with elements of process teaching-learning.
- Analyze the new focuses and evaluation strategies for a possible application in the performance of the teachers and students.

**Evaluation with holistic focus** emphasizes the students' creativity and the global effect of what they write. Based on this point, teacher takes a general impression of the topic when evaluating a piece of writing. The holistic evaluation claims the students' vision in their integrity and in their context.

The holistic focus considers the learning process as central element of evaluation. Improvement can not be achieved without specific knowledge of what happens. Previously in teaching English language the product was the only element in the evaluation of writing.

Nowadays evaluation of the process is also relevant for the educator. In evaluation process teacher monitors the procedures that the students use when they write a piece of paper, while in the evaluation of the product the professor evaluates the final result of these writings with the false conception that they should correct in detail all the mistakes.

The **traditional way of evaluation** has contemplated only the memory orientation, teacher it does not take into account the other skills of the learners. Besides it has been characterized by the quantitative measurement, in which students are considered to make the same work and the obtained results are based on the learners' outcomes without taking into consideration the process of learning where the students are active and cooperate in their evaluations.

The most recent contributions of psychologist and other similar sciences have directed more attention to a holistic focus of the learning process. This tendency has reflected in the teaching of languages, rejecting broken fragments vision of the learning and being guided to a global and contextual focus.

Traditionally evaluation is considered as an external judge to the student's behaviour. Nevertheless, this criterion does not allow

individuals mature, because this non project the responsibility of "self evaluation", but it falls down in an obligation to other people. **Scholastic evaluation** as external discernment to the students, gives them little margin to possess a personal discernment of their acts.

In the same way, the most of institutions do not put into practice Specifications charts that transform the evaluation exercise into a well-known administration by means of the correlation of instruments and skill.

It is necessary also to underline that the diverse methodologies used are not always in the students' function, they do not promote the diverse skills of the students, but rather they are bounded to the limited resources that the teachers are able to manage.

#### **2.2.2.5 ASPECTS TO UNDERSTAND THE NEW POSITION**

- The evaluation from theories of the learning.
- Metacognitivas evaluations for development of the capacity for "learning to learning"
- The necessity of evaluation in a society in permanent change.

##### **2.2.2.5.1 Metacognitive evaluations for "learning to learning"**

Metacognición is the person's skill in order to be aware of his/her process of thinking, examine and contrast it with the process of thinking of others, that is, make self evaluations and self regulations.

It is an “**internal dialogue**” to reflect about **what** we do, **how** we do and **why** we do it.

- The auto-analysis about attitudes and the control of the effort.
- The executive control of evaluation, that is, the ability to plan the actions that implies evaluation.
- The control about knowledge acquisition and skills.
- Be aware about self learning strategies.

#### **2.2.2.5.2 Necessity of evaluation in a society of permanent change.**

- It is important to give the being human good tools for auto-evaluation and to know how to evaluate.
- It is necessary to have a sequence of formation for learning how to evaluation into institutions.
- It is essential to include evaluation strategies in the curriculums and in the same time, the students learn and act according to its use, its adaptation if it is necessary, and its projection.

#### **2.2.2.6 POSTULATES OF THE REAL EVALUATION OF LEARNING**

##### **2.2.2.6.1 From Formative to formed evaluation**

FORMATIVE EVALUATION	FORMED EVALUATION
<ul style="list-style-type: none"> <li>• Teacher intervention.</li> <li>• Teacher initiative.</li> <li>• Emerge of the teaching process.</li> <li>• Comes from outside(provenance)</li> <li>• Rebound in the positive change from "outside"</li> </ul>	<ul style="list-style-type: none"> <li>• It begins with student and/or orientated by teacher.</li> <li>• Student initiative.</li> <li>• Emerge of the student reflection.</li> <li>• Comes from inside(provenance)</li> <li>• Rebound in the positive change from "inside"</li> </ul>

#### **2.2.2.6.2 From Uniform to multicultural evaluation.**

- To break the homogeneity and uniformity molds, that belongs to the productive model in order to offer coherent models with a different and unique vision.
- To provide some alternatives in such a way student can choose taking into account the impact in the verification of knowledge; other alternatives should be projected in skills, in cognitive competence, and in attitude or habits.
- Procedures of evaluation which has a dialog sense.

#### **2.2.2.6.3 From evaluation focused on control, to an evaluation focused on learning.**

- Evaluation focused on learning contributes a better comprehension for both teacher and student.
- From process that students are making in that moment.
- From reasons, of right and wrong answers.
- It goes beyond certifying or approving, it is an optimized process of the learning, because it provides outstanding information in order to introduce changes and modifications.

#### 2.2.2.6.4 From a technical evaluation focused on standard guideline to a participative and consensus evaluation

TRADITIONAL EVALUATION	PARTICIPANT EVALUATION
<ul style="list-style-type: none"> <li>● <b>Professional</b> responsibility: "it is made <b>for...</b>"</li> <li>● The power comes <b>from the teacher</b>.</li> <li>● <b>Teacher</b> as evaluator confirms his/her <b>teaching function</b>.</li> <li>● <b>Limited Relations</b> to the evaluation system.</li> <li>● Evaluation focused on <b>results</b>.</li> <li>● Student is <b>passive</b>.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Shared</b> responsibility: "it is made <b>with...</b>"</li> <li>● The power comes <b>from consensus</b>.</li> <li>● <b>Student</b> as evaluator learns to know and to guide his/her <b>learning process</b>.</li> <li>● Emphasis in the <b>cooperation and collaboration</b> during the learning process</li> <li>● Evaluation focused on <b>process</b>. Student is <b>active and cooperative</b> in his/her evaluation.</li> </ul>

### 2.2.2.7 TECHNIQUES OF EVALUATION

#### 2.2.2.7.1 Quantitative evaluation

This evaluation is considered when the teachers are limited to label and value the writing production of the student, in the most of the cases, like "poor" or "weak", "average work" and / or "argue your ideas", based on grammatical corrections and references vague in content (Reid, 1993:1).

#### 2.2.2.7.2 Qualitative evaluation

As teachers can carry out an attentive visual exam about what students had to say, or about determined facts that happen ...

ordinarily in the classroom, with the purpose of reaching a deep knowledge, by means of the systematic compilation of data.

The observation technique offers a permanent information to the teacher of what happens in its environment. This technique will be presented further into the evaluation strategies.

### **2.2.2.8 EVALUATION STRATEGIES**

We can number some of them, but in the metacognitive nature are the reflexive journals, portfolio, mind maps, self observation, and interviews.

#### **2.2.2.8.1 Reflexive journal**

This strategy is based on orientated questions and is useful to develop the metacognitive skills. The students can select the content of their reflections freely. Besides, the reflexive journal can be used by the following aspects:

- It consists of meditating and writing about self learning process.
- The students can concentrate in one or some of their learning such as: the achieved conceptual development, the mental processes that they follow, and the experienced feelings and attitudes.
- The student' reflection can include the learning of a unit, a lesson, or a particular task.

As teachers we can help them to organize their reflections giving them some questions.

**Example:** They can ask themselves:

- Which discussed ideas today were the most important for me?
- Which ones do I need to clarify? What must I do to clarify?
- What reached aspects today would I like to know more about?
- What difficulties have found today to acquire the knowledge that I have?
- About the topic we talked in class. What do I have more clearly?
- How has been my participation in the session today?
- Did I feel satisfied of the session today?

**Other examples could be:**

- 1.- Ask student to keep a special notebook to write anything for a few minutes every day such as:
  - A reaction to something they have seen or read.
  - An account of an event.
  - Or a description of a feeling.

You can check periodically to see that the students are in fact doing it, but it is better if this personal writing remains ungraded. Occasionally, ask students to read back over their writing and to select something they wrote about what they would like to develop into a composition. Or ask students to volunteer to read some sections to the class so that the other students can respond.



- 2.- Allow a few minutes at the end of each class for students to write in their notebooks a summary of what happened in the class. From what they write, you can often discover quite a lot about your own lessons.
- 3.- Begin some classes by letting students write for ten minutes on any topic. They write as much and as quickly as they can. If they can't think of a word in English, they just write it in their native language.

It is a good to encourage some students to volunteer to read aloud what they have written, for then the lesson begins with an emphasis on writing for communication of ideas.

(**See Annex No. 4** There is a chart about a Reflexive journal)

#### **Advantages:**

- To observe the student's experiences and how to link with learning process taking into consideration the academic, attitudinal, and skills levels.
- It lets students to summarize their thoughts and actions in order to compare further.
- To become aware about their own learning.
- It can be carried out in different situations (individual, group, debate, projects, etc).

#### **Disadvantages:**

- Exhaustive level of showed information.
- It takes time to be evaluated by the teacher.

### 2.2.2.8.2 Portfolio

The portfolio is a selective deliberated and variable collection about the students' work, in which they can see reflected their efforts, progresses, and achievements in a period of time and in any specific area.

For that reason this technique is useful for the following aspects:

- It is a technique of teaching-learning of evaluation.
- It is a multifaceted task in which we can find many activities.
- It is made in a period of time.
- It contains a group of thoughts, ideas, and relations; which permits the development of the student's learning.
- It has a cooperative sense between teacher and student in the organization and development of his/her self-assessment.

#### 1.- Portfolio types according to its function

According to its use they can be:

- **Work portfolios** in which student and teacher evaluate and verify the progress of learning (daily review). That is to say, it permits to prove the learning level in educational process; it will contain what the students consider like evidence of their learning.
- **Showcase portfolio** in which student selects the best works. The progress works are not included in this portfolio neither the daily works. Each student has his/her own presentation portfolio.

Thus, it contains limited evidence. As I mentioned before it shows the best job, the job getting better, the preferred job, among them essays and creative jobs.

- **Memory portfolio** here the student can find the works that are not included in the presentation portfolio. This is a collection of basic and essential works for learning process. It is also called **checklist** in which the student can include a determined number of items that he/she can select to complete a range of activities.

Frequently we use both portfolios showcase and memory, in order to make evaluation because both contain works which report about the different tasks made by the students. In order to develop the portfolio, independently of its typology; it is necessary to consider the following aspects:

- To establish the purposes and objectives
- To select the contents
- Resources
- Reflection
- Evaluation
- To socialization

## **2.- Portfolio advantages**

- It reports about the individual progress of the learning, that is, not only what student is really learning, but also what student should learn.

- It facilitates the reflection teacher/student.
- It orientates the teaching-learning progress.
- It emphasizes what the student knows.
- Students learn about evaluation and self-assessment with some techniques.
- Student can report the results to other classmates, teachers and supervisor.

Among all different strategies to measure the quality of writing production we find: the informal observation, the general commentary technique and the portfolio use (Hyslop,1990:13) this is also called alternative evaluation strategy that permits compile the information that demonstrate the skills and achievements of the students, how they think, how ask, analyze, synthesize, produce or create and how interact(intellectual, emotional and socially) with others.

That is, it permits to identify the learning of concepts, procedures and attitudes of the students. It can be used as evaluation, co-evaluation and self-assessment. The use of this resource permits to monitor the learning process evaluation so that we can insert changes in it. (Lopez e Hinojosa, 2000) Teachers of languages like Akirov(1997), Klenoswky(2000), McLaughlin y Vogt(1996), Quintana(2000), Tierney, Carter y Desai(1991), Villalobos(2002) and others, are working with the portfolio techniques to promote and file the develop of the writing production.

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  - Akirov, A (1997). Some reflections about the portafolio use as reliable alternative in learning evaluation. Between tongues,1(3),39-41.
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According to Castro Quitora (1996), the portfolio is an evident collection that summarizes the academic work. He also describes the personal learning process, individual and group meta cognitive process, present judgments of evaluation about holistic performance, value the achievement of objectives and the develop of competence and establish future goals of personal and professionals development.

According to the UNESCO (1998) and the International Education Bureau (1998), there are studies that suggest the use of the portfolio as an evaluation strategy in the languages area specifically. The portfolio also called file, has been used in the last years with major emphasis.

The European Language council (ELC) supports the development of European Language Portfolio (ELP), which appears with the purpose of establishing a common referential frame to acquire the languages, among English, French, Dutch and Italian.

This portfolio was designed to promote the multiple languages and the dialogue among cultures, facilitate the mobility in Europe, maintain and strengthen the cultural diversity, develop the auto learning and promote the languages learning. In educational process the use of the portfolio offers several advantages. According to Brand (1992) the best advantage is to develop the process of the writing production and not only the product.

- 
- McLaughlin, M. y Vogt, M.(1996). Portafolios in teacher education. Norwood, MA: International Reading Association.g
  - Tierney, F., Carter, M. y Desai, L.(1991) Portafolio assessment in the reading writing classroom.
  - Brand, A (1992) Portafolio and test essay: The best of both writing assessment worlds at SUNY Brockport.

Other Authors like Cassany (1999) mentions the use of the portfolio as an important alternative to several limitations that present the evaluation in specific points (multiple choice tests, grammar exercises) and direct tests.

Explain that the portfolio has value because is more representative in the real capacity of the writing production in the students that we can measure in the traditional evaluation. Although, the portfolio also can present weakness; it could be seen like a not real evaluation.

The organization and evaluation of contents could consume excess time by the teacher. Establish the parameters to evaluate and the objectives that take some difficulty at beginning.

If the goals and ideas are not clear from the beginning of the portfolio application, this can turn out in a collection of papers that do not represent a guide of student increase and not goals desired.

With this in mind, we must take into consideration the two main objectives: first, describe the circumstances of the structure and elaborate the portfolio and the pedagogical process of the one student sample, using writing application techniques in the reflexive writing.

**Example:**

In this project we used portfolio as evaluation strategy in which we collect during the first term the writing production of the students into four sections:

---

- Cassany, D. (1999) Build writing. Barcelona, Spain: Paidós

- **Vocabulary list.**- in order to increase vocabulary and use it in a given context.
- **Activities.**- like grammar exercises, writing works, writing techniques among others.
- **Reading texts.**- where students can collect their readings. When they do not know the meaning they can look for it in the dictionary, and then write sentences which can be put in vocabulary list.
- **Learning log.**- it is the most important section because we can see acquired knowledge by the students, since that here the students can make their own reflections about learning process of writing and the development of writing production.

All of these reflections are the base for relating them to writing process, types of evaluation, learning processes, students' attitude, their motivation and finally the use of portfolio as evaluation strategy.

We must take into consideration the following aspects:

- Production of different types of texts.
- The skill to write correctly (spelling).
- The use of samples.
- Vocabulary in which can be available the following estimation scale:

(**See Annex No.5** There is a chart about scale to measure writing production)

(**See Annex No. 6** There is a chart about criteria for portfolio co-evaluation)

**Another example could be:**

Make a portfolio about a story

**TITLE:** Little Red Ridinghood

**TIME:** 14 minutes

**PLACE:** Classroom

**MAIN CHARACTERS:** Little Red Ridinghood, Wolf

**PROBLEM:**She must cross the forest to carry out fruit to her ill grandmother

**EVENT 1:** She carries a basket to visit to her grandmother

**EVENT 2:** She meets the wolf

**EVENT 3:** The wolf deceived her and said her to go by the large way

**EVENT 4:** The wolf arrived first and ate to her grandmother

**SOLUTION:** The woodman arrived and rescued

### **2.2.2.8.3 Mind maps**

Mind maps are learning strategies developed by Joseph Novak; they are taken into account by Ausubel under meaningful learning of two main principles:

- Progressive differentiation where concepts acquire more meaningful when we relate them among them.
- Integrated Reconciliation which establish better learning, basing on the integration of new link among concepts.

Mind maps are diagrams which express relations between general concepts and specifics of a subject, reflecting hierarchy. They show hierarchies, interrelations, branching, intertwinement, and linking words, which provide an understanding and integrative representation of the nuclear content of a knowledge field.

As evaluation it permits to analyze the representations that student goes producing of the concepts of a subject and value its skill to

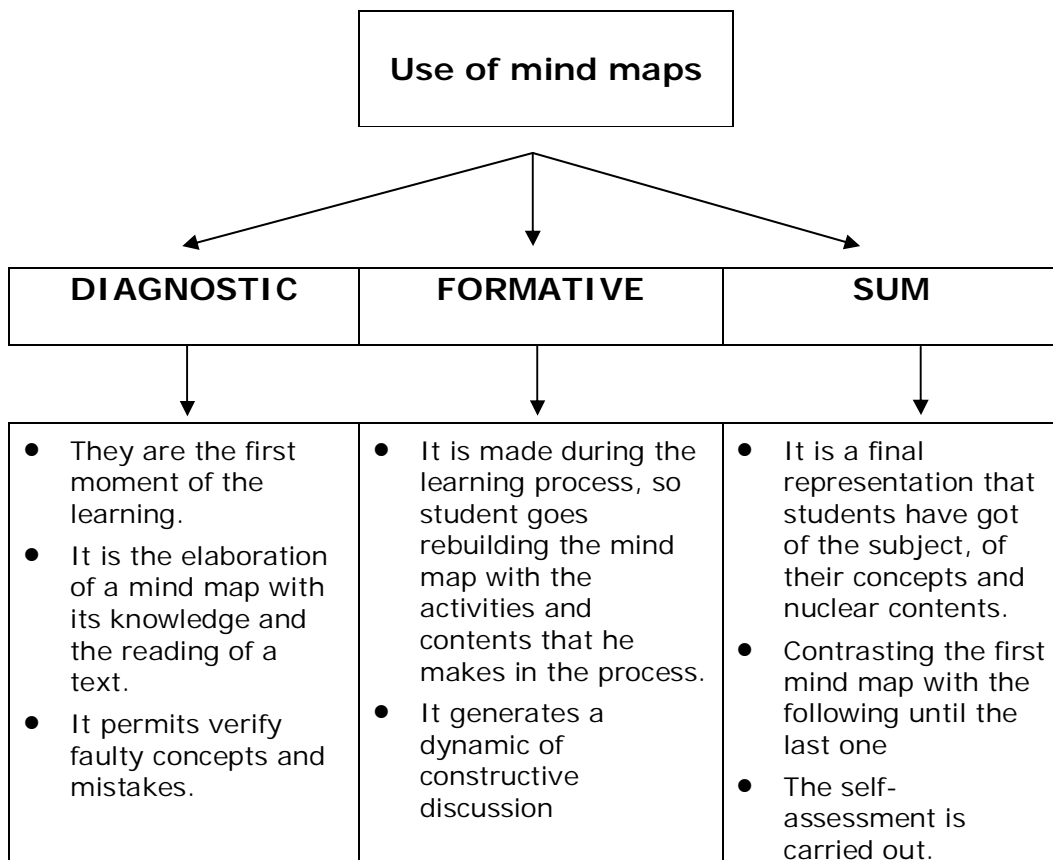


integrate in an understanding mental scheme.

In order to build mind maps we must take into account three fundamental elements:

- **The concepts**, according to the creator would be regularities in objects or event designed through a term like human beings, the sun, animals, plants, etc.
- **The clauses**, consist of the union of two or more concepts, through linking words in order to form a meaningful unit.
- **Linking words**, are terms used to match two or more concepts, for example, conjunctions, verbs, etc.

### 1.- Use of mind maps in the evaluation times



In other words, Mind Maps are evaluation techniques which analyze

the students' mind process, with the map we can see if the students learned what we are teaching, as well verify if they can distinguish between general and specific concept about any topic. Mind map is a good tool because it shows us an evolution in the learning.

### **Examples:**

- Pick up a good concept and ask the students to make a mind map that will be able to show all the concepts and relations that can connect with them.
- Pick up some concepts of the topic that we are studying and ask the students to make a mind maps with them. And check the right and bad connection.

#### **2.2.2.8.4 Observation**

It is when the teacher has predetermined objectives and as consequence he/she knows what aspects will be evaluated in the students, the importance here is to indicate in advance clearly to the students the aspects to evaluate.

The following points that will be considered during observation are:

- Select the most important aspects to be observed.
- Determine the moments to formal register, for not accumulate the information without immediate use.
- Use the observation in the essential formative function, this data help to improve the learning and teaching process.
- Make from observation a tool for stimulating the students' self-assessment.

- Maintain the dialogue between teacher and student.

**Systematic observation** constitutes a technique that facilitates a wide range of information about learning, especially when we talk about the domain of procedures or skills and those that allow the development of attitudinal and positive values.

Teachers use **observation technique** in their works. However, they use very little what was observed for evaluation object, because they consider it an eminently subjective procedure. The fact is that the observation is not usually planned, because this is not a passive attitude, but rather it involves good will and expertise. To decrease the subjectivity in the observation and the data that are picked up possess reliability and validity, it is necessary to plan the process.

The observation can be systematized through various instruments. One of them could be to elaborate a check list that consists of a square of double entrance in which data are picked up, in the left column the skills that should be reached in a certain period (medium/large), or also the evaluation criteria that we want to develop in the students.

Skills must be clear, concrete, direct, unique (identical value in another circumstance or activity), so that they allow their observation and registration without ambiguities, neither they are subjected to diverse interpretations. Check lists are an indispensable tool in the activity of the teacher, because it allows selecting the observation for periods of time.

Thus, the visual work in the classroom is not disseminated to the improvisation neither to the events that occurs in it.

On the other hand, they are susceptible to begin dialogues with the students about those facets that project and that they do not usually realize.

(**See Annex No. 7** There is a chart to evaluate by means of observation the acquisition of the specific skills of **Organization Abilities**.) The registration also allows an opinion above subjectivities that parents usually demand to the institution and especially to the teachers.

**Anecdotic registration** are index cards in which teacher writes down any outstanding situation to know or to value to the student about his/her way of thinking, to feel and to act, as well as processes and products of the learning.

It is an instrument evaluative in which teacher not only writes the student's behaviour observed in normal situations, but also accumulates positive and negative situations that will be interpreted after gathering a sequence of them.

(**See Annex No. 8** There is a chart about Model of Anecdotic registration).

**Specification Charts** reflect the application versatility in any evaluation technique. (Written and oral lesson, debates, open consults, work in groups, exhibitions, daily and unit tests). The charts of specification are technical tools, fundamental in the process of evaluation of English.

Through them we specify the three processes of the co-educative activity, such as: cognitive, affective and operative processes.

To specify, it is "to explain a thing individually". Therefore, Specification Chart is to individualize the mental, affective processes or psychomotor which are manifested in the interchange learning.

Functions that fulfil the specification chart:

- a.- It is a parameter in the planning and elaboration of the evaluation instruments, at the same time, it rationalizes all its elements.
- b.- It explains the processes of the school domains in connection with those fulfilled objectives in class.
- c.- It facilitates the elaboration of tests, conditioning the items according to the level of the academic domains and what you want to prove will be visualized in the specification chart.
- d.- It relates the processes that should be evaluated, taking into account what we reached in class.
- e.- It shows what the teachers have worked with their students, evaluating processes not only contents.
- f.- The specification charts must be designed to apply to the students in all evaluation instruments.
- g.- It is a help tool either for the teachers or scientific process of evaluation.
- h.- It allows to evaluate the sensitivity and behaviours.

**Structure of Specification charts.-** Consists of a square of double entrance vertical and horizontal, in vertical is placed the

name of the students who will be evaluated in the evaluative process. In horizontal are parameters which will be evaluated according to learning levels and the instrument type used to evaluate.

(**See Annex No. 9** There is a chart about evaluation for English writing skills)According to this chart each level must have a valuation percentage that teacher makes in teaching.

One of the most important characteristics that emerges from the research that has been carried out from evaluation conception that we propose here by means of Specification Charts, Systematic Observation and Anecdotic Registration, is that this is not limited to measure the students' performance, but takes into account contextual and curricular aspects. Teachers will review the place that takes evaluation in their subject and will be able to attribute it the necessary importance.

### **Criteria to establish categories of valuation**

#### **Written expression completely appropriate:**

It is when a person communicates his/her ideas with a good grade of satisfaction for the reader from introduction until conclusions. So the message can be understood easily. It has an argument and outstanding central ideas as well there are no errors in the mechanisms neither in the grammatical structure.

#### **Appropriate written expression:**

It is when a person communicates his/her ideas with little grade of difficulty for reader. There is an organizational logic structure and

the message arrives easily. The argument is outstanding and the central idea is clear and there are not errors in the mechanisms neither in the grammatical structure.

**Written expression partially appropriate:**

It is when a person communicates his/her ideas with difficulty. The organizational structure is not very clear which makes difficult to understand the message. The argument is satisfactory, the central idea is relatively clear and there are some errors in the mechanisms and also in the grammatical structure.

**Insufficient written expression:**

It is when a person can not communicate his/her ideas, the organizational structure is confused and you cannot understand the message. Due to argument is irrelevant the reader cannot understand the central idea and there are frequent errors either in mechanisms or in grammar.

**2.2.2.8.5 Interviews**

The interview is a useful technique to try with a new class so that students and the teacher can get to know each other. When the students write the record of an interview, they convey to others genuine information transmitted to them by the other students.

**Examples:**

1.- With an elementary class, the teacher works with the class to devise a set of questions that an interviewer might ask, such as:

- Where do you live? (Address? house or apartment?)

- Whom do you live with? (Family? Friends? Alone?)
- What do you do in your spare time?
- What are you good at? (Sports? Cooking? Skills?)
- Where do you usually go on vacation?

The students are divided into pairs and one of them is the interviewer who asks the questions and writes down answers in complete sentences. Then he arranges his sentences into a paragraph.

- 2.-** At an intermediate or advanced level, students can make up their own questions. Each student in a pair takes turns interviewing the other, making up the questions, listening to the answers, and taking notes.

Then the roles are reversed and the interviewer is now interviewed. Both students write a report of the information they gathered for other students to read.

- 3.-** In a more guided interview, interviewers might be instructed to find out specific information from each other, such as how they spend their weekends, how they organize their study time, what their daily routine is like, what family meals might consist of for a typical week, or how they celebrate birthdays. Then they write a report.

- 4.-** Another way to structure the interview is to provide the interviewer with a form on which to collect information. Other students can then use that form to construct a description of a letter.



- 5.- The teacher collects the accounts of the interviews that the pairs wrote and distributes them to other pairs of students. They might then list what questions they think the writer asked or they write more questions that they would like to know the answers to. Either way, this is good practice in writing questions. Advanced classes might combine two groups who then write a comparison/contrast of two students for the class bulletin board or magazine.
- 6.- The students in the pair exchange their notes gathered from the interview with each other. They pretend they are reporters, writing up a report (in indirect speech) of an interview with a celebrity: "She said that she lives at..."
- 7.- In pairs students interview other teachers or students in the school, or any English-speaking adults in the community. They write a report for the classroom bulletin board, or they write a report with **X** in place of the person's name. The class has to guess who is being described.

### **2.2.2.9 EVALUATION BY COMPETENCIES IN THE FORMATION PROCESS**

#### **a) DEFINITION**

Evaluation by competencies is an analytical process and emission of value judgments with internal and external dimension of the transformations produced systematically in the students' personality.

These competences are evidenced in the students' performance for the solution of predetermined or non-predetermined problems; integrating knowledge, skills, and professional value, with respect to the established model in the norm that derives of the pedagogic profile. It is made in the process of formation.

## **b) BASIC CRITERIA TO EVALUATE COMPETENCIES**

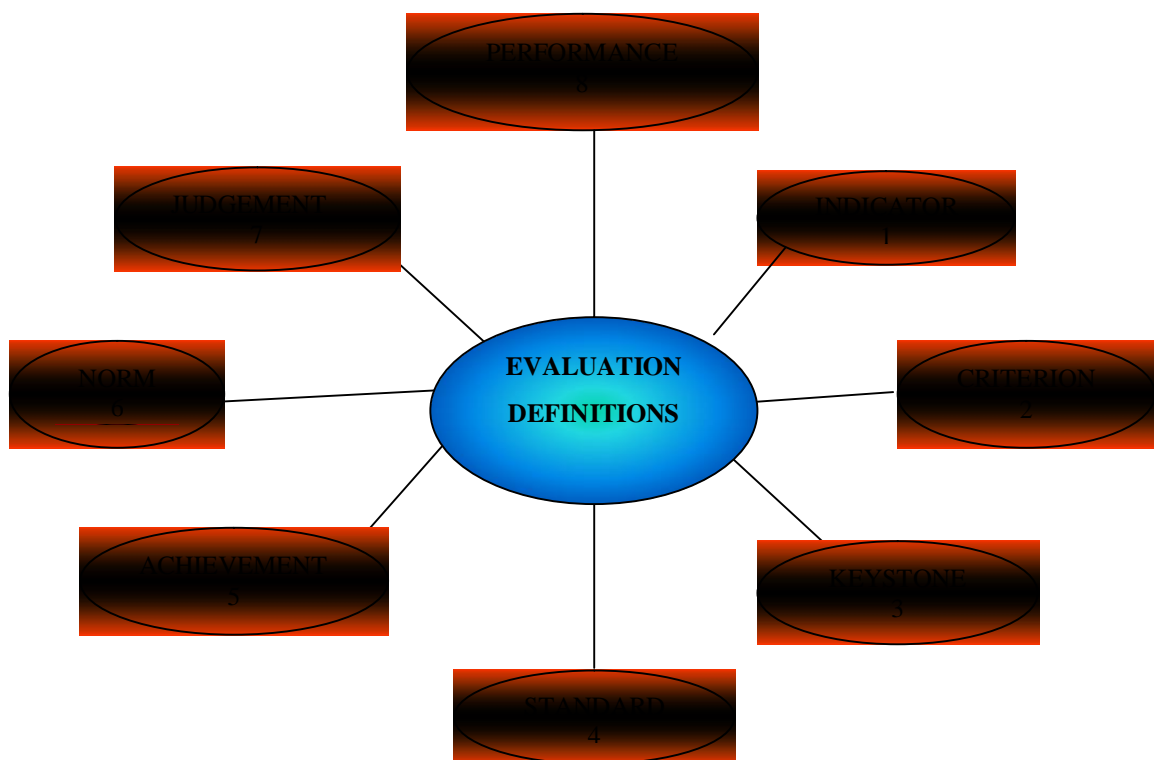
- Teacher must have the competencies that he wants to evaluate.
- The items to evaluate competences must be made with the objective to resolve problems.
- The students must know the indicators and criteria that will be evaluated with.
- The evaluation must refer to a standard or to a reference point, which must be reached by students.
- The teacher judgments as evaluator are the result of a rigorous analysis of performance.
- The evaluation is the result of a previous design made by an expert teacher in the area.

Nowadays evaluation looks for:

- Potentializing the capabilities of the person.
- Consolidating achievements.
- Correcting mistakes.
- reorienting and improving the educational process.
- Socializing results.
- transferring practice and theoretical knowledge.

- Learning from experience.
- Confirming values and attitudes.
- Directing the educational process and improve its quality.
- Promoting, certifying or verifying to the students.

c) **CONSIDERED ELEMENTS WITHIN EVALUATION BY COMPETENCIES**



**1. Indicator of competency.**- it is an activity or an evaluation element, a concrete essential and variable parameter, that characterises the competence from optical of its measurement, letting distinguishes its domain or not.

**Example:**

Each element is an indicator used for evaluation. The competency is not observed directly, it refers to the performance.

The indicators can be:

- a) **Abilities:** direct, produce/create, apply, experiment, demonstrate, plan, and build, among others.
- b) **Knowledge:** analyze, relate, interpret, synthesize, explain, describe, identify, etc.
- c) **Attitude (values):** accept, discipline, compromise, respect, enjoy, value, participate, and others.

**2 Criterion.-** It is a description of the quality requirements for the obtained result in the student's performance, it also permits establish if the student achieved or not the described result in the competency element. It must be referred to the competence elements, which specifies about what the student did and the quality that was done. It is written referring to a result including an evaluative enunciated about that result.



#### **Relation between indicator and criterion**

- **Indicator** points out a part of competence, an action, it is less.
- **Criterion** is an evaluative enunciated and it is wider.

#### **Example:**

- **Element of competency:** Write creative essays of academic field developing all their elements.
- **Performance evidences:** Elaborated essay.

**Indicators:**

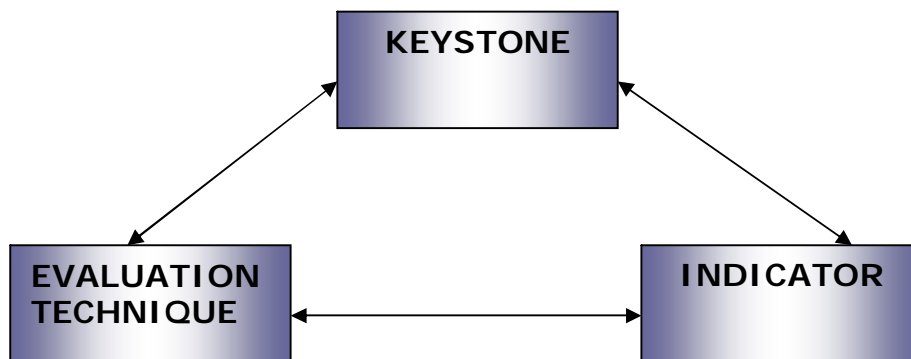
- a. Presentation
- b. Spelling and syntax
- c. Principal sentence or thesis
- d. Introduction
- e. Development of the work
- f. Conclusion
- g. Use of citation of authors
- h. Consulted texts

**Indicators to evaluate an essay**

- |                              |     |
|------------------------------|-----|
| ➤ Presentation               | 10% |
| ➤ Spelling and syntax        | 15% |
| ➤ Principal sentence         | 10% |
| ➤ Introduction               | 10% |
| ➤ Development of the work    | 25% |
| ➤ Conclusion                 | 10% |
| ➤ Use of citation of authors | 10% |
| ➤ Consulted texts            | 10% |

PERFORMANCE CRITERIA	VALUATION
<ul style="list-style-type: none"><li>● The work is not adjusted to the established norms, it is detected four or more mistakes.</li></ul>	0
<ul style="list-style-type: none"><li>● The work is adjusted to the established norms, in general terms is detected two or three formal mistakes.</li></ul>	1
<ul style="list-style-type: none"><li>● The whole work is adjusted to the established norms</li></ul>	2

- 3 **Keystone of evaluation.**- It is the answer or the possible variants of right answer, solutions or practical actions as consequence of application of a evaluative and specific technique.



The keystone does not refer to every possible feature that characterizes to a phenomenon, contrary to that, although it is acceptable as valid the correct answer that refers to other feature.

- 4 **Standard.**- In this part we must take into considerations the following points:

- It is a noticed goal, which is expressed in performance monitoring. The student must know the basic concepts of each area.
- Clear and publishable criterion, which let to value if a person or institution performs with certain social expectations of quality.
- It is a document with criteria that specify everything about what students must know according to the level they are in any area.
- Level of quality that students can access (human rights)

- As teacher must compromise to overcome the isolated levels by standards ones.

### **Standard components**

- **Process** (verb, action,...) "Establish conjecture"
- **Concept** (Basic knowledge) "About properties and relations among numbers"
- **Environment** (educative context) "Using different methods and means of compute."

5. **Achievement.**- It is a set of knowledge, skills, attitudes, and values, which we want to achieve to the end of educational process.

Piaget said that the achievements are the achieved structures by student as a part of his/her effective development.

- It answers to the questions:
- What do we want to get?
- How do we do it?
- In what conditions do we do it?
- What do we do it for?
- Is the achieved level by students according to goal or standard?

6. **Evaluation norm.**- Here is established the defined categories as delimited intervals parting of the variants of collected answers in the evaluation keystone.

- 7. Value judgement.-** It is an opinion that is given after we do an analysis about the level of achievement with respect to the established objectives in the evaluation norm.

**Emission of value judgements**

The emission of value judgement occurs as synthesis of a constant process of result accumulation of evaluative activities. In this area is considered the difficulties, is recognized the better works, is pointed the causes of the problems, and is also pointed strategies to correct what was wrong.

To relate value judgement with evaluation norm we must pay attention to:

- Difficult analysis and causes.
- Correction and instruments of new activities.
- Reaffirmation of learning

**The value judgements starts from:**

- The results of the evaluative activities.
- It must be consequent with evaluation norm

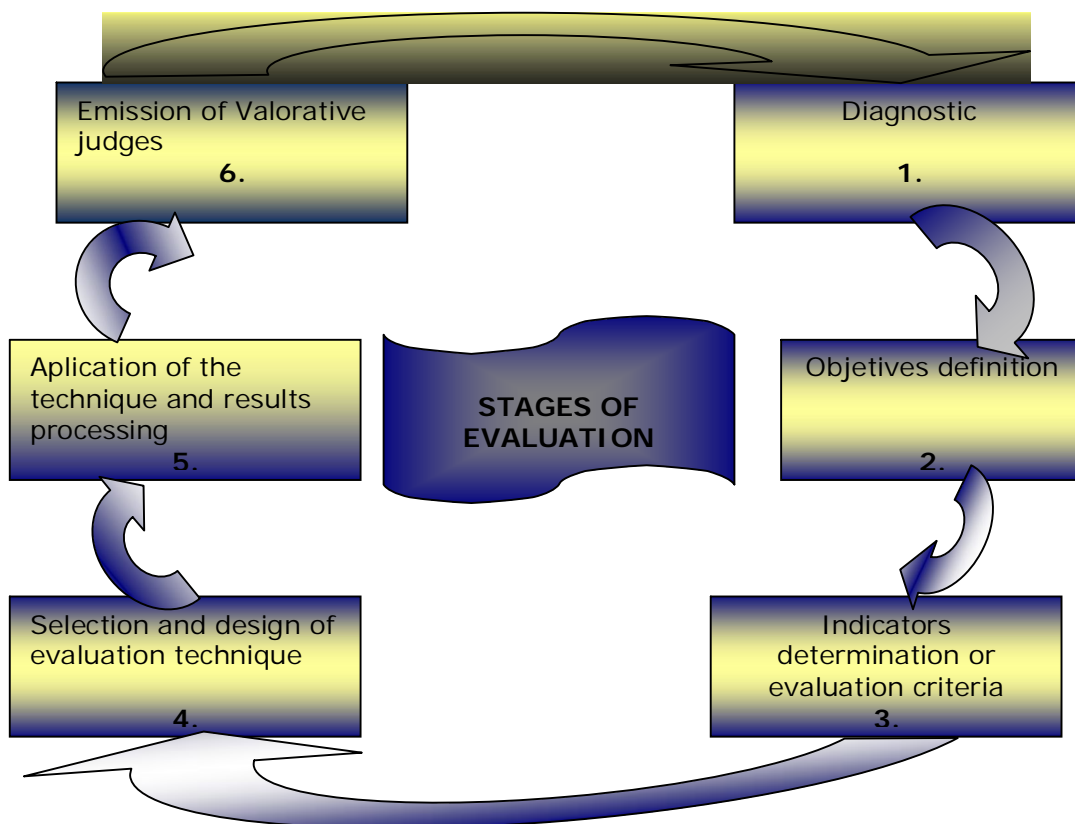
**The value judgements analyze the following aspects:**

- The main difficulties.
- The recognitions to the work.
- The found problem causes.

- 8. Performance.-** It is what student can do.



#### d) STAGES OF EVALUATION



### 2.3 HYPOTHESIS SYSTEM

#### 2.3.1 WORKING HYPOTHESIS H<sub>1</sub>

The application of the evaluation strategies will contribute to a better performance of the English writing of the Students of the first year at Alfonso Bermeo High School in Quito during the first term 2008-2009.

**Independent variable:**

Evaluation strategies.

**Dependent variable:**

Performance of the English writing.

### **2.3.2 NULL HYPOTHESIS $H_0$**

The application of the evaluation strategies will not contribute to a better performance of the English writing of the Students of the first year at Alfonso Bermeo High School in Quito during the first term 2008-2009.

## CHAPTER III : METHODOLOGICAL DESIGN

### 3.1 RESEARCH TYPE AND DESIGN

**Research type.-** This investigative model will be related with the Pre-experimental and cuasiexperimental design, which will be presented along the project.

**Research design.-** The design type to which our project will be adjusted is the Cuasiexperimental one, however in 1966 the experimental design was divided by Campbell and Stanley in: pre-experiments, experiments "true" and cuasiexperiments; we will focus on cuasiexperiiment design, since the control grade on the variables is smaller.

According to the design of "cuasi-experiment" it is viable to administer an educational method to a group and then to apply a measurement in one or more variables in order to observe om which the group's level are those variables.

Obviously this design does not fulfil the requirements of a "true" experiment, because there is not the manipulation of the independent variable, neither there is a previous reference about the level were working before in the independent variable. However, it is the most appropriate for the project that we are taking ahead, we pretend to offer a different methodology evaluative on the base of new educational theories.

### 3.2 POPULATION AND SAMPLE

#### Population

High School	Group	Population (N)
Alfonso Laso Bermeo	Teacher	1
	Students	60
<b>Total</b>		61

#### Sample

The sample will be non stratified and the teacher will be taken a census, in other words all population (60). But we worked with Experimental group (30)

Sample	N
Experimental group	30

### 3.3 INSTRUMENTS FOR DATA COLLECTION

To be able to get the necessary information that our investigation demands we have designed a schematic square in which hypotheses, the variables and the indicators are observed. We will apply inductive and deductive method, since we will go from a grade of smaller knowledge to one more generic and vice versa.

We will use observation techniques, because it is necessary to identify to the fellow inside the group, and not only to the group in study, in a same way by means of charts of valuation will obtain an approach about the attitudes of each one of the participants.

### **3.4 PROCESSING AND ANALYSIS**

Data picked up in this research will be represented by tabulation or graphic in statistic way for processing, presentation and result analysis of the obtained information.

### **3.5 GRAPHICAL EXPOSITION OF RESULTS**

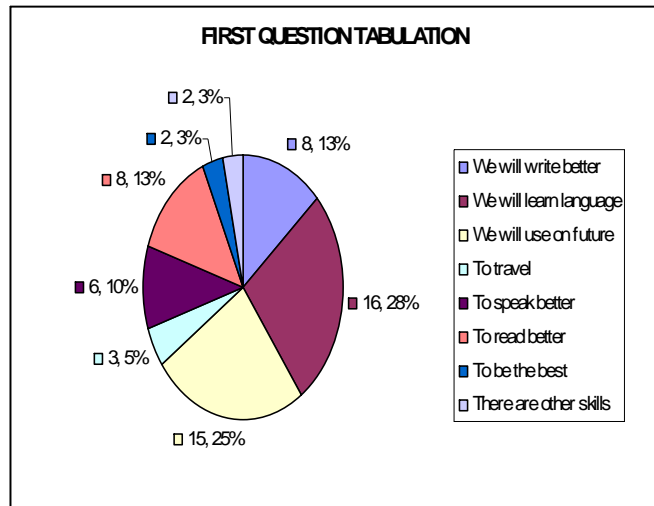
#### **Results**

The poll given to the students was made in order to obtain information about evaluation strategies that teachers use with their students; it was possible to do it with 60 students who answered in different ways to the 10 questions made, as we will detail hereinafter in the following page.

## Students Poll

### 1.- Do you think writing is important to language? Why or why not?

REASONS	STUDENTS	PERCENTAGE %
We will write better	8	13.33%
We will learn language	16	26.67%
We will use on future	15	25.00%
To travel	3	5.00%
To speak better	6	10.00%
To read better	8	13.34%
To be the best	2	3.33%
There are other skills	2	3.33%
<b>Total</b>	<b>60</b>	<b>100</b>



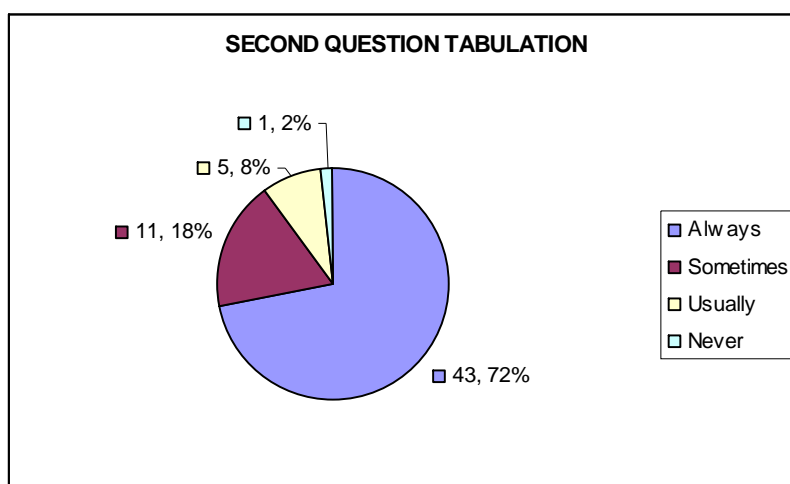
Source: 9<sup>th</sup> Course students from Alfonso Lasso Bermeo High School.

As it was observed, most of students agreed with the answer. 97.78% considered writing is important to language for many different reasons. One of them with 13.33% was that writing helped to write better. Other reason with 26.67% said that writing helped to learn language. 25% could help them for their future and 3% for traveling to the United States. 10% could help them speak better, 13.34% uttered that writing could help them read better and 3.33% thought that writing could help them to be better in the language usage.

On the other hand, 3.33% did not agree with the most of their friends because they considered that there are other skills which are more important than writing.

**2.- In your exams, does the teacher take into account the written mistakes?**

PARAMETERS	STUDENTS	PERCENTAGE %
Always	43	71.67%
Sometimes	11	18.33%
Usually	5	8.33%
Never	1	1.67%
<b>Total</b>	<b>60</b>	<b>100</b>

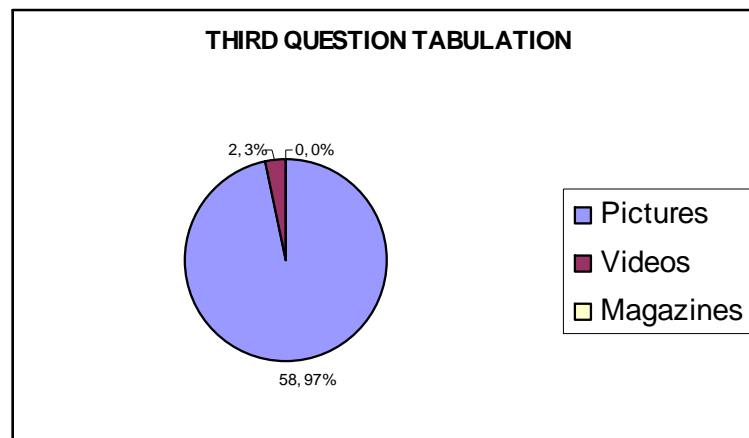


Source: 9<sup>th</sup> Course students from Alfonso Lasso Bermeo High School.

71.67% of the students considered that the teacher always takes into account the written mistakes. 18.33% told that teacher sometimes considers the written mistakes. 8.33% said that teacher usually corrects the written mistakes, and finally 1.67% explained that teacher never considers the written mistakes.

**3.- Does your teacher evaluate using: pictures, videos or magazines?**

PARAMETERS	STUDENTS	PERCENTAGE %
Pictures	58	96.67%
Videos	2	3.33%
Magazines	0	0
<b>Total</b>	<b>60</b>	<b>100</b>



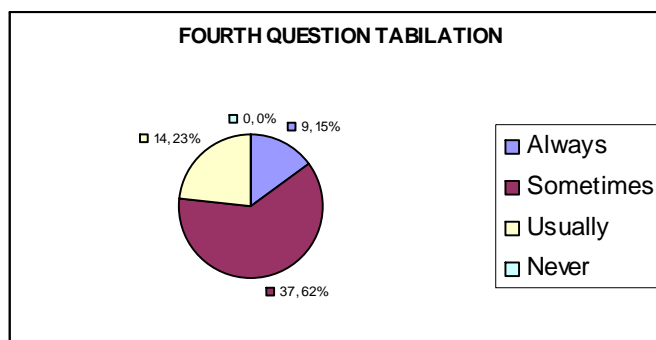
Source: 9<sup>th</sup> Courser students from Alfonso Lasso Bermeo High School.

Once the observation was made 96.67% said that their teacher evaluates using pictures, while videos are used by 3.33% of the teachers.



#### 4.- Does the teacher give enough exercises about writing?

PARAMETERS	STUDENTS	PERCENTAGE %
Always	9	15.00%
Sometimes	37	61.67%
Usually	14	23.33%
Never	0	0
<b>Total</b>	<b>60</b>	<b>100</b>

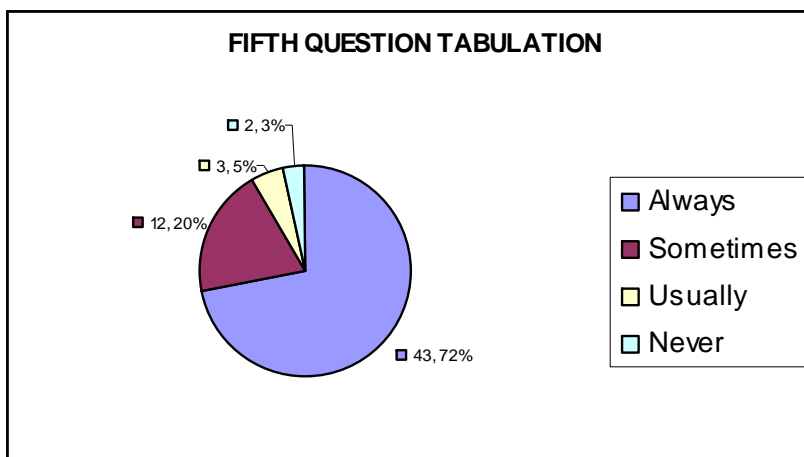


Source: 9<sup>th</sup> Courser students from Alfonso Lasso Bermeo High School.

As it is clearly seen 61.67% of the students said that the teacher sometimes give them a lot of exercises about writing, while 23.33% told that the teacher usually gives them enough exercises, and 15% stated that the teacher always gives them quite a lot of exercises.

**5.- Does your teacher help in the process by reading and commenting on drafts you work?**

PARAMETERS	STUDENTS	PERCENTAGE %
Always	43	71.67%
Sometimes	12	20.00%
Usually	3	5.00%
Never	2	3.33%
<b>Total</b>	<b>60</b>	<b>100</b>

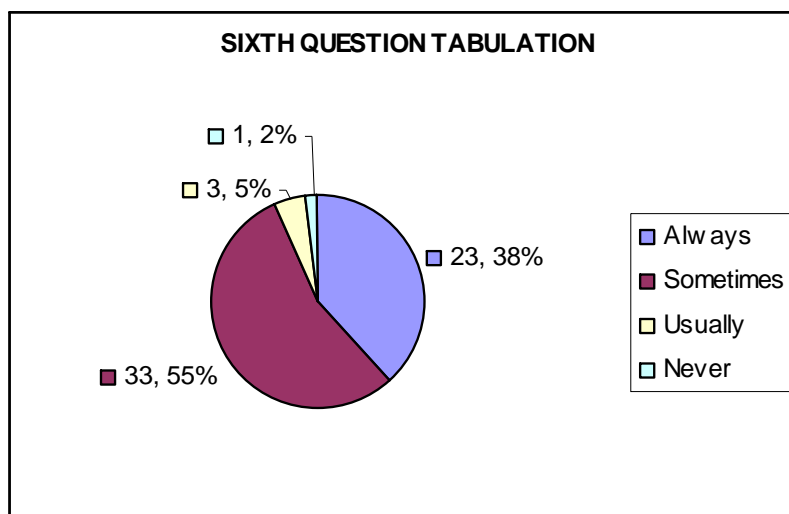


Source: 9<sup>th</sup> Course students from Alfonso Lasso Bermeo High School.

When students answered this question they asserted that 71.67% were always helped by teacher. 20% considered that sometimes the teacher helped them, 5% said that the teacher usually helped students, and 3.33% stated that the teacher never helped them.

**6.- Are the classes interesting and interactive?**

PARAMETERS	STUDENTS	PERCENTAGE %
Always	23	38.33%
Sometimes	33	55.00%
Usually	3	5.00%
Never	1	1.67%
<b>Total</b>	<b>60</b>	<b>100</b>



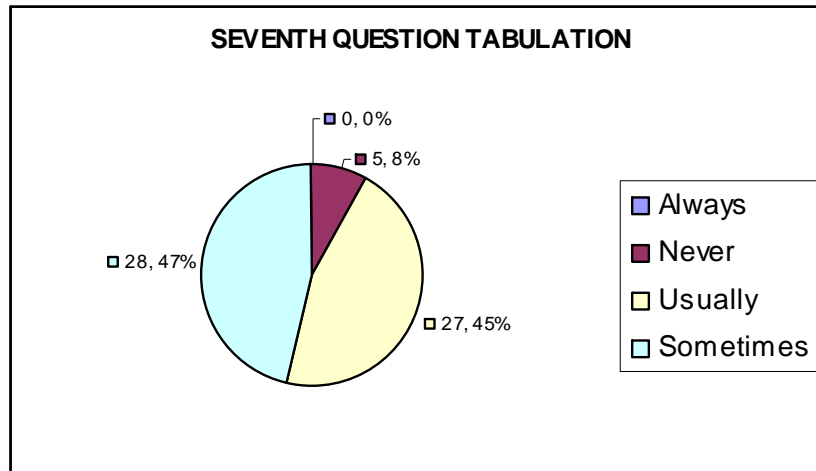
Source: 9<sup>th</sup> Course students from Alfonso Lasso Bermeo High School.

In this point 55% agreed that classes were sometimes interesting. 38.33% told that classes were always interesting therefore, students liked to participate, while 4.% said that the classes were usually interesting.

However, 1.67.% did not agree with the rest of the students due to the fact that classes were boring, so they never liked to participate in those classes.

**7.- Are the writing tests difficult to understand?**

PARAMETERS	STUDENTS	PERCENTAGE %
Always	0	0
Never	5	8.33%
Usually	27	45.00%
Sometimes	28	46.67%
<b>Total</b>	<b>60</b>	<b>100</b>

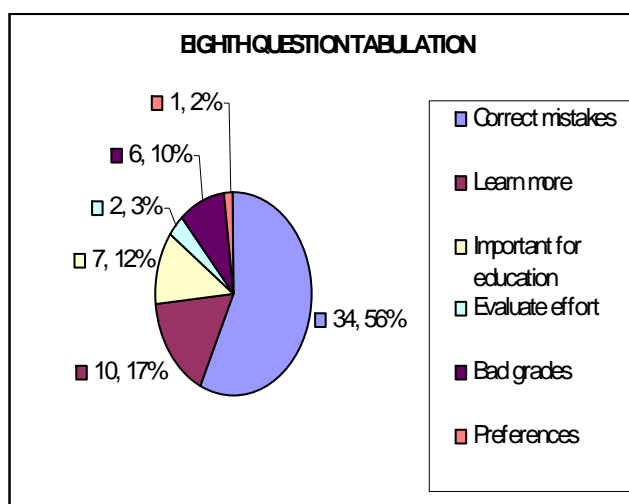


Source: 9<sup>th</sup> Courser students from Alfonso Lasso Bermeo High School.

As it was observed 46.67% hold that the tests were sometimes difficult to understand, 8.33% answered that the tests were not difficult to understand, and just 45% said that the tests were usually difficult to understand.

**8.- Do you agree with the evaluation strategies used by your teacher? Why or why not?**

REASONS	STUDENTS	PERCENTAGE %
Correct mistakes	34	56.67%
Learn more	10	16.66%
Important for education	7	11.67%
Evaluate student's effort	2	3.33%
Bad grades	6	10.00%
Preferences	1	1.67%
<b>Total</b>	<b>60</b>	<b>100</b>



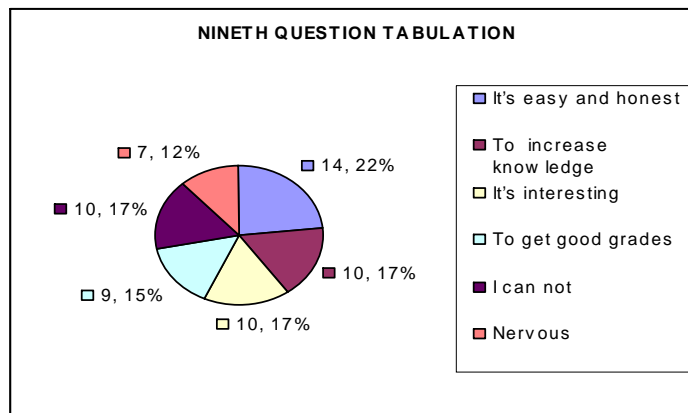
Source: 9<sup>th</sup> Course students from Alfonso Lasso Bermeo High School.

Once the observation was made 88% agreed with their teacher's strategies in the following way, 56.67% said that teachers helped students correct their mistakes. 16.66% assisted them to learn more with regard to the language. 11.67% considered that these strategies were very important for education, and just the 4% answered that the strategies were used to evaluate students' effort.

On the other hand, 12% did not agree with the strategies used by their teachers because they did not understand them due to they did not know how to answer the questions made by their teachers, as consequence 10% got bad grades. While 1.67% of students could answer that Instructors had preferences in order to give grades instead of evaluating the students' skills.

**9.- Do you like to participate in class? Why or why not?**

REASONS	STUDENTS	PERCENTAGE %
It's easy and honest	14	23.33%
To increase knowledge	10	16.67%
It's interesting	10	16.67%
To get good grades	9	15.00%
I can not	10	16.67%
Nervous	7	11.66%
<b>Total</b>	<b>60</b>	<b>100</b>



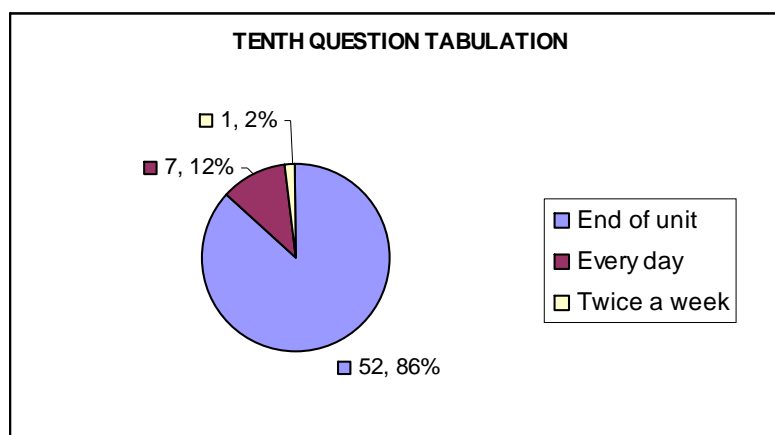
Source: 9<sup>th</sup> Course students from Alfonso Lasso Bermeo High School.

As it was observed 23.33% told that the questions made by teacher were easy to understand, as consequence, they liked to answer any kind of question. There were two 16.67% percentages because of two reasons: the first one was to increase the knowledge and the second one was because the classes were interesting, this is why they liked to participate in classes. 15% answered that when students participate they get good grades.

On the other side, 16.67% of the students did not like to participate in class because they could not talk in English and just 11.66 said that they got nervous.

### 10.- How often does your teacher evaluate you?

PARAMETERS	STUDENTS	PERCENTAGE %
End of unit	52	86.67%
Every day	7	11.67%
Twice a week	1	1.66%
<b>Total</b>	<b>60</b>	<b>100</b>



Source: 9<sup>th</sup> Course students from Alfonso Lasso Bermeo High School.

87,67% of students answered that their teacher evaluates at the end of the unit; while the 11.67% stated that their teacher evaluates them every day, and just 1.66% evaluates students twice a week.

**ALFONSO LASO BERMEO HIGH SCHOOL  
CALCULUS PRE-TEST AND POST-TEST  
EXPERIMENTAL GROUP**

**Teachers' name:** Shida Ochoa and Lenin Lizarzaburo  
**School year:** 2008-2009

**Course:** 9th "A"

No.	Nine "A"	Pre-test	Post-Test
1	Ango Kevin	17	19
2	Armas Camila	13	17
3	Borja Danny	07	13
4	Camacho Maria	16	19
5	Cobos Kevin	10	16
6	Cordova Maicol	14	18
7	Criollo Jonathan	13	18
8	Cruz Jose	16	19
9	Delgado Joseph	12	17
10	Evangelista Kevin	08	15
11	Guaman Daniel	15	19
12	Guerron Bryan	12	17
13	Iza Roberto	08	14
14	Llumiquinga Wendy	15	19
15	Lucina Julian	12	17
16	Mendoza Javier	15	19
17	Molina Janina	12	16
18	Munive Francisco	14	18
19	Narvaez Julian	13	18
20	Oña Antony	09	15
21	Oña Karen	14	18
22	Pereira Juan	13	17
23	Pinto Maria	10	15
24	Ruiz Jessica	13	17
25	Simaluisa Carmen	09	15
26	Urbina Joselyn	13	17
27	Villamarin Domenica	11	16
28	Warquila Jeferson	11	16
29	Yanchapaxi Daniela	08	14
30	Zambrano Diego	07	13
	<b>Total</b>	<b>360</b>	<b>501</b>



**GRAPHICAL EXPOSITION  
PRE AND POST TEST  
EXPERIMENTAL GROUP**

<b>No</b>	<b>PRETEST X</b>	<b>X<sup>2</sup></b>	<b>POSTEST Y</b>	<b>Y<sup>2</sup></b>	<b>XY</b>
1	17	289	19	361	323
2	16	256	19	361	304
3	16	256	19	361	304
4	15	225	19	361	285
5	15	225	19	361	285
6	15	225	19	361	285
7	14	196	18	324	252
8	14	196	18	324	252
9	14	196	18	324	252
10	13	169	18	324	234
11	13	169	18	324	234
12	13	169	17	289	221
13	13	169	17	289	221
14	13	169	17	289	221
15	13	169	17	289	221
16	12	144	17	289	204
17	12	144	17	289	204
18	12	144	17	289	204
19	12	144	16	256	192
20	11	121	16	256	176
21	11	121	16	256	176
22	10	100	16	256	160
23	10	100	15	225	150
24	9	81	15	225	135
25	9	81	15	225	135
26	8	64	15	225	120
27	8	64	14	196	112
28	8	64	14	196	112
29	7	49	13	169	91
30	7	49	13	169	91
<b>Σ</b>	<b>360</b>	<b>4548</b>	<b>501</b>	<b>8463</b>	<b>6156</b>

**GRAPHICAL EXPOSITION  
PRE AND POST TEST  
EXPERIMENTAL GROUP**

No	PRE-TEST X	X- $\bar{X}$	(X- $\bar{X}$ ) <sup>2</sup>	POST-TEST Y	Y - $\bar{Y}$	(Y - $\bar{Y}$ ) <sup>2</sup>
1	17-12	5	25	19-16.7	2.3	5.29
2	16-12	4	16	19-16.7	2.3	5.29
3	16-12	4	16	19-16.7	2.3	5.29
4	15-12	3	9	19-16.7	2.3	5.29
5	15-12	3	9	19-16.7	2.3	5.29
6	15-12	3	9	19-16.7	2.3	5.29
7	14-12	2	4	18-16.7	1.3	1.69
8	14-12	2	4	18-16.7	1.3	1.69
9	14-12	2	4	18-16.7	1.3	1.69
10	13-12	1	1	18-16.7	1.3	1.69
11	13-12	1	1	18-16.7	1.3	1.69
12	13-12	1	1	17-16.7	0.3	0.09
13	13-12	1	1	17-16.7	0.3	0.09
14	13-12	1	1	17-16.7	0.3	0.09
15	13-12	1	1	17-16.7	0.3	0.09
16	12-12	0	0	17-16.7	0.3	0.09
17	12-12	0	0	17-16.7	0.3	0.09
18	12-12	0	0	17-16.7	0.3	0.09
19	12-12	0	0	16-16.7	-0.7	0.49
20	11-12	-1	1	16-16.7	-0.7	0.49
21	11-12	-1	1	16-16.7	-0.7	0.49
22	10-12	-2	4	16-16.7	-0.7	0.49
23	10-12	-2	4	15-16.7	-1.7	2.89
24	9-12	-3	9	15-16.7	-1.7	2.89
25	9-12	-3	9	15-16.7	-1.7	2.89
26	8-12	-4	16	15-16.7	-1.7	2.89
27	8-12	-4	16	14-16.7	-2.7	7.29
28	8-12	-4	16	14-16.7	-2.7	7.29
29	7-12	-5	25	13-16.7	-3.7	13.69
30	7-12	-5	25	13-16.7	-3.7	13.69
<b>Σ</b>			<b>228</b>			<b>96.30</b>

**ALFONSO LASO BERMEO HIGH SCHOOL**  
**Statistic Interpretation**  
**(EXPERIMENTAL GROUP)**

$$\bar{X}_x = \frac{\sum x}{n} = \frac{360}{30}$$

$$\bar{X}_x = 12$$

$$\bar{X}_y = \frac{\sum y}{n} = \frac{501}{30}$$

$$\bar{X}_y = 16.7$$

$$ex = \sqrt{x^2 - \frac{(\sum X)^2}{n}} = \sqrt{4548 - \frac{(360)^2}{30}}$$

$$ex = \sqrt{4548 - 4320} = \sqrt{228}$$

$$ex = 15.09$$

$$ey = \sqrt{y^2 - \frac{(\sum y)^2}{n}} = \sqrt{8463 - \frac{(501)^2}{30}}$$

$$ey = \sqrt{8463 - 8366.7} = \sqrt{96.3}$$

$$ey = 9.81$$

$$EEx = \frac{ex}{\sqrt{n-1}} = \frac{15.09}{\sqrt{30-1}} = \frac{15.09}{5.38}$$

$$EEx = 2.80 = (\text{SD} = 2.80)$$

$$EEy = \frac{ey}{\sqrt{n-1}} = \frac{9.81}{\sqrt{30-1}} = \frac{9.81}{5.38} =$$

$$EEy = 1.82 = (\text{SD} = 1.82)$$

$$V_x = (EEx)^2 = 2.80^2 \quad V_x = 7.84 \quad (j = 7.84)$$

$$V_y = (EEy)^2 = 1.82^2 \quad V_y = 3.31 \quad (j = 3.31)$$

**Symbols**

$\bar{X}_x$  = mean of the Pre-test  
 $\bar{X}_y$  = mean of the Post-test  
 $ex$  = expected frequency in Pre-test.  
 $ey$  = expected frequency in Post-test  
 $n$  = number of cases  
 $EEx$  = Expected estimation in Pre-test. ( $SD_x$  Standard Deviation in Pre-test)  
 $EEy$  = Expected estimation in Post-test. ( $SD_y$  Standard Deviation in Post-test)  
 $V_x$  = Variance in Pre-test (j)  
 $V_y$  = Variance in Post-test (j)  
 $r$  = coefficient of correlation  
 $EExy$  = Expected estimation of the product Pre and Post-test  
 $t$  = Student's  $t$

$$r = \frac{\left[ \sum xy - \frac{(\sum xy)(\sum xy)}{n} \right]}{\sqrt{\left[ x^2 - \frac{(\sum x)^2}{n} \right] \left[ y^2 - \frac{(\sum y)^2}{n} \right]}}$$

$$r = \frac{6156 - \frac{(360)(501)}{30}}{\sqrt{\left[ 4548 - \frac{(360)^2}{30} \right] \left[ 8463 - \frac{(501)^2}{30} \right]}}$$

$$r = \frac{6156 - 6012}{\sqrt{[4548 - 4320][8463 - 8366.7]}}$$

$$r = \frac{144}{\sqrt{[228][96.3]}}$$

$$r = \frac{144}{\sqrt{21956.4}}$$

$$r = \frac{144}{148.17}$$

$$\mathbf{r = 0.97}$$

$$EE_{xy} = \sqrt{V_x - V_y - 2r(EE_x)(EE_y)}$$

$$EE_{xy} = \sqrt{7.84 - 3.31 - 2(0.97)(2.80)(1.82)}$$

$$EE_{xy} = \sqrt{7.84 - 3.31 - 9.88}$$

$$EE_{xy} = \sqrt{-5.35}$$

$$\mathbf{EE_{xy} = -2.31}$$

$$t = \frac{\bar{X}_x - \bar{X}_y}{EE_{xy}}$$

$$t = \frac{12 - 16.7}{-2.31}$$

$$t = 2.03$$

$$0.01 \rightarrow 2.797$$

$$0.05 \rightarrow 2.064$$

**ALFONSO LASO BERMEO HIGH SCHOOL  
GENERAL STATICS INTERPRETATION  
EXPERIMENTAL GROUP**

PRE-TEST (X)	POST-TEST (Y)
$\bar{X} = \frac{\sum X}{N}$ $\bar{X} = \frac{360}{30}$ $\bar{X} = 12$	$\bar{X} = \frac{\sum Y}{N}$ $\bar{X} = \frac{501}{30}$ $\bar{X} = 16.7$
$f^2 = \frac{\sum(X - \bar{X})^2}{N}$ $f^2 = \frac{228}{30}$ $f^2 = 7.84$	$f^2 = \frac{\sum(Y - \bar{Y})^2}{N}$ $f^2 = \frac{96.30}{30}$ $f^2 = 3.31$
$SD = \sqrt{\frac{\sum(X - \bar{X})^2}{N}}$ $SD = \sqrt{\frac{228}{30}} = \sqrt{7.6}$ $SD = 2.80$	$SD = \sqrt{\frac{\sum(Y - \bar{Y})^2}{N}}$ $SD = \sqrt{\frac{96.30}{30}} = \sqrt{3.21}$ $SD = 1.82$

## **ANALYSIS:**

According to the chart in the **Pre test** of this Group **(EXPERIMENTAL)** demonstrated that the most of the students had **insufficient** with a frequency of 11 students with 36.67%, and **regular** 10 with 33.33%. Only 6 students reached 20% with **good**, and 3 students with 10% **very good** results. This showed that the most of the students had low academic scores.

On the other hand in **Post test** of this group we could see an increase, the chart shows 6 students with 20% of **excellent** score, 16 students with 53% of **very good**, and 6 students with 20% **good**, and just 2 students with 7% **regular** results. Finally we could see an increase in the scores because we could apply the evaluation strategies with the students.

## **DECISION:**

Working hypothesis H1 is approved because the application of evaluation strategies will contribute to a better performance of the English writing about 75% in the Experimental group at Alfonso Lasso Bermeo High School.

Due to the results of T Student 2,03 is according to T tabulation 0.05 from confidence limit.

Contrary with the control group who did not receive any evaluation strategies to their performance, they reached 50%.

**ALFONSO LASO BERMEO HIGH SCHOOL  
CALCULUS PRE-TEST AND POST-TEST  
CONTROL GROUP**

**Teachers' name:** Shida Ochoa and Lenin Lizaraburo  
**School year:** 2008-2009

**Course:** 9th "A"

No.	Nine "B"	Pre-test	Post-Test
1	Arce David	18	18
2	Ayala Antonela	13	13
3	Cabrera Ana Belen	17	08
4	Caisaluisa Xavier	13	17
5	Cordova Derek	17	13
6	Coronel Josefa	13	08
7	Estrella Marcia	08	17
8	Flores Augusto	16	13
9	Gallegos Fernando	12	08
10	Guayasamin Daniela	08	16
11	Guerrero Darwin	16	12
12	Jaramillo Brenda	12	09
13	Llangari Oscar	08	16
14	Lopez Randy	15	12
15	Luna Rocio	12	09
16	Martinez Israel	15	16
17	Moncayo Kevin	12	12
18	Nacimba Luis	14	10
19	Noboa David	12	15
20	Pilco Cesar	09	10
21	Ponce Juan	14	15
22	Procel Ramiro	14	12
23	Puente Gabriela	10	12
24	Rey Juan	14	14
25	Rodriguez Camila	10	13
26	Salazar Abraham	13	14
27	Tapia Germania	13	14
28	Velasco Verónica	09	14
29	Villavicencio Bolivar	13	14
30	Zapata Luis	09	14
	<b>Total</b>	<b>379</b>	<b>388</b>

**GRAPHICAL EXPOSITION  
PRE AND POST TEST  
CONTROL GROUP**

No	PRE-TEST	X <sup>2</sup>	POST-TEST	Y <sup>2</sup>	XY
1	18	324	18	324	324
2	17	289	17	289	289
3	17	289	17	289	289
4	16	289	16	256	256
5	16	256	16	256	256
6	15	256	16	256	240
7	15	225	15	225	225
8	14	225	15	225	210
9	14	196	14	196	196
10	14	196	14	196	196
11	14	196	14	196	196
12	13	196	14	196	182
13	13	169	14	196	182
14	13	169	14	196	182
15	13	169	13	169	169
16	13	169	13	169	169
17	13	169	13	169	169
18	12	144	13	169	156
19	12	144	12	144	144
20	12	144	12	144	144
21	12	144	12	144	144
22	12	144	12	144	144
23	10	100	12	144	120
24	10	100	10	100	100
25	9	81	10	100	90
26	9	81	9	81	81
27	9	81	9	81	81
28	8	64	8	64	64
29	8	64	8	64	64
30	8	64	8	64	64
<b>Σ</b>	379	5017	388	5246	5126



**GRAPHICAL EXPOSITION  
PRE AND POST TEST  
CONTROL GROUP**

No	PRE-TEST X	X- $\bar{X}$	(X- $\bar{X}$ ) <sup>2</sup>	POST-TEST Y	Y - $\bar{Y}$	(Y - $\bar{Y}$ ) <sup>2</sup>
1	18-12.63	5.37	28.83	18-12.93	5.07	25.70
2	17-12.63	4.37	19.09	17-12.93	4.07	16.56
3	17-12.63	4.37	19.09	17-12.93	4.07	16.56
4	16-12.63	3.37	11.35	16-12.93	3.07	9.42
5	16-12.63	3.37	11.35	16-12.93	3.07	9.42
6	15-12.63	2.37	5.61	16-12.93	3.07	9.42
7	15-12.63	2.37	5.61	15-12.93	2.07	4.28
8	14-12.63	1.37	1.87	15-12.93	2.07	4.28
9	14-12.63	1.37	1.87	14-12.93	1.07	1.14
10	14-12.63	1.37	1.87	14-12.93	1.07	1.14
11	14-12.63	1.37	1.87	14-12.93	1.07	1.14
12	13-12.63	0.37	0.13	14-12.93	1.07	1.14
13	13-12.63	0.37	0.13	14-12.93	1.07	1.14
14	13-12.63	0.37	0.13	14-12.93	1.07	1.14
15	13-12.63	0.37	0.13	13-12.93	0.07	0.00
16	13-12.63	0.37	0.13	13-12.93	0.07	0.00
17	13-12.63	0.37	0.13	13-12.93	0.07	0.00
18	12-12.63	-0.63	0.39	13-12.93	0.07	0.00
19	12-12.63	-0.63	0.39	12-12.93	-0.93	0.86
20	12-12.63	-0.63	0.39	12-12.93	-0.93	0.86
21	12-12.63	-0.63	0.39	12-12.93	-0.93	0.86
22	12-12.63	-0.63	0.39	12-12.93	-0.93	0.86
23	10-12.63	-2.63	6.91	12-12.93	-0.93	0.86
24	10-12.63	-2.63	6.91	10-12.93	-2.93	8.58
25	9-12.63	-3.63	13.17	10-12.93	-2.93	8.58
26	9-12.63	-3.63	13.17	9-12.93	-3.93	15.44
27	9-12.63	-3.63	13.17	9-12.93	-3.93	15.44
28	8-12.63	-4.63	21.43	8-12.93	-4.93	24.30
29	8-12.63	-4.63	21.43	8-12.93	-4.93	24.30
30	8-12.63	-4.63	21.43	8-12.93	-4.93	24.30
<b>Σ</b>			<b>229</b>			<b>228</b>

**ALFONSO LASO BERMEO HIGH SCHOOL**  
**Statistic Interpretation**  
**(CONTROL GROUP)**

$$\bar{X}_x = \frac{\sum x}{n} = \frac{379}{30} = \mathbf{12.63}$$

$$\bar{X}_y = \frac{\sum y}{n} = \frac{388}{30} = \mathbf{12.93}$$

$$ex = \sqrt{x^2 \frac{(\sum x)^2}{n}} = \sqrt{5017 - \frac{(379)^2}{30}}$$

$$ex = \sqrt{5017 - 4788.03} = \mathbf{15.13}$$

$$ey = \sqrt{y^2 \frac{(\sum y)^2}{n}} = \sqrt{5242 - \frac{(388)^2}{30}}$$

$$ey = \sqrt{5242 - 5018.13} = \sqrt{227.87} = \mathbf{15.09}$$

$$EE_x = \frac{ex}{\sqrt{n-1}} = \frac{15.13}{\sqrt{30-1}} = \frac{15.13}{5.38} = \mathbf{2.8122}$$

$$EE_y = \frac{ey}{\sqrt{n-1}} = \frac{15.09}{\sqrt{30-1}} = \frac{15.09}{5.38} = \mathbf{2.8048}$$

$$V_x = (EE_x)^2 = 2.81^2 = \mathbf{7.8961}$$

$$V_y = (EE_y)^2 = 2.80^2 = \mathbf{7.8400}$$

$$r = \frac{(\sum xy) - \frac{(\sum x)(\sum y)}{n}}{\sqrt{\left[ x^2 - \frac{(\sum x)^2}{n} \right] \left[ y^2 - \frac{(\sum y)^2}{n} \right]}}$$

**Symbols**

$\bar{x}$  = mean of the Pre-test  
 $\bar{y}$  = mean of the Post-test  
 $ex$  = expected frequency in Pre-test.  
 $ey$  = expected frequency in Post-test  
 $n$  = number of cases  
 $EE_x$  = Expected estimation in Pre-test. ( $SD_x$  Standard Deviation in Pre-test)  
 $EE_y$  = Expected estimation in Post-test. ( $SD_y$  Standard Deviation in Post-test)  
 $V_x$  = Variance in Pre-test ( $\hat{\sigma}^2$ )  
 $V_y$  = Variance in Post-test ( $\hat{\sigma}^2$ )  
 $r$  = coefficient of correlation  
 $EE_{xy}$  = Expected estimation of the product Pre and Post – test  
 $t$  = Student's  $t$

$$r = \frac{5126 - \frac{(379)(388)}{30}}{\sqrt{\left[5017 - \frac{(379)^2}{30}\right]\left[5246 - \frac{(388)^2}{30}\right]}}$$

$$r = \frac{5126 - 4901.73}{\sqrt{[5017 - 4788.03][5246 - 5018.13]}}$$

$$r = \frac{224.27}{\sqrt{[228.97][227.87]}} = \frac{144}{\sqrt{228.41}}$$

$$\mathbf{r = 0.982}$$

$$EE_{xy} = \sqrt{V_x - V_y - 2r(EE_x)(EE_y)}$$

$$EE_{xy} = \sqrt{(7.8961 - 7.8400) - 2(0.982)(2.8122)(2.8048)}$$

$$EE_{xy} = \sqrt{0.0561 - 15.4913}$$

$$EE_{xy} = \sqrt{-15.4352}$$

$$\mathbf{EE_{xy} = 3.92}$$

$$t = \frac{\bar{X}_x - \bar{X}_y}{EE_{xy}}$$

$$t = \frac{12.63 - 16.93}{3.92}$$

$$\mathbf{t = 0.07}$$

$$0.01 \rightarrow 2.797$$

$$0.05 \rightarrow 2.064$$

**STATISTC INTERPRETATION**

**CONTROL GROUP**

PRE-TEST	POST-TEST
$X = \frac{\sum X}{N}$ $X = \frac{379}{30}$ <p><b>X = 12.63</b></p>	$X = \frac{\sum X}{N}$ $X = \frac{388}{30}$ <p><b>X = 12.93</b></p>
$f' = \frac{\sum(X - X)^2}{N}$ $f' = \frac{229}{30}$ <p><b>f' = 7.63</b></p>	$f' = \frac{\sum(X - X)^2}{N}$ $f' = \frac{228}{30}$ <p><b>f' = 7.60</b></p>
$SD = \sqrt{\frac{\sum(x - x)^2}{n}}$ $SD = \sqrt{\frac{229}{30}}$ $SD = \sqrt{7.63}$ <p><b>SD = 2.76</b></p>	$SD = \sqrt{\frac{\sum(y - y)^2}{n}}$ $SD = \sqrt{\frac{228}{30}}$ $SD = \sqrt{7.60}$ <p><b>SD = 2.75</b></p>

## **ANALYSIS:**

According to the chart in the **Pre test** of this Group (**CONTROL**) demonstrated that 8 the students with 26.67% had **insufficient** and 11 students **regular** with 36.67%. Only 6 students reached 20% with **good**, and 5 students with 16.66% **very good** results. This showed that the most of the students had low academic scores and a few students had high scores.

On the other hand in **Post test** of this group we could see a little change, the chart shows 7 students with 23% of **insufficient** score, 9 students with 30% of **regular** and 8 students with 27% **good**, and just 6 students with 20% **very good** results. Finally we could not see a considerable increase in the scores because we could not apply the evaluation strategies with these students. The little changes is due to the own attitude of each student.

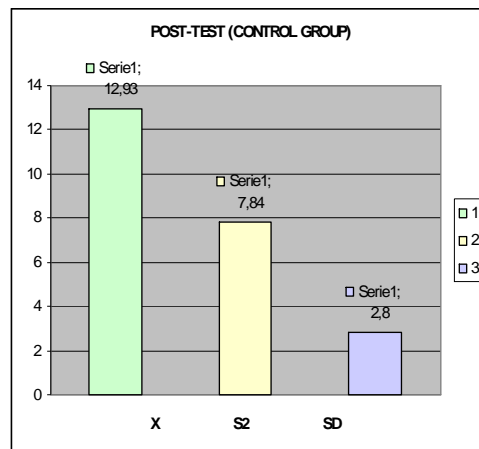
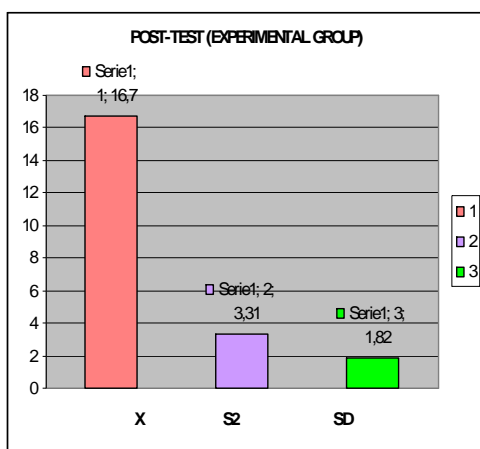
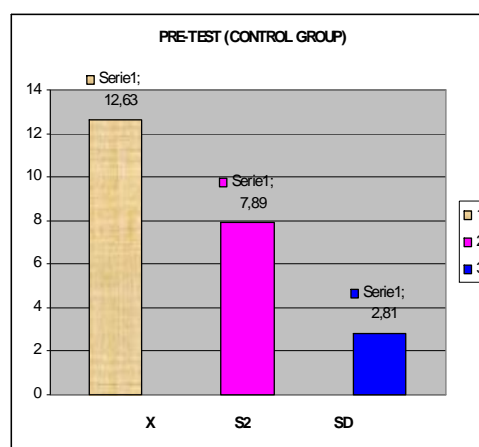
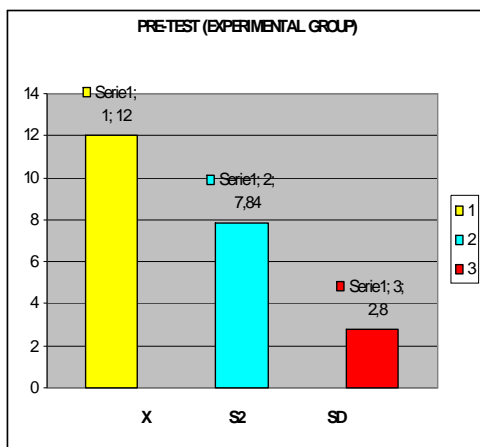
## **DECISION:**

Working hypothesis H1 is not approved because the application of evaluation strategies were not worked to a better performance of the English writing in the Control group at Alfonso Lasso Bermeo High School. Due to the results of T Student 0,07 is according one in the T tabulation 0.01 from confidence limit.

Contrary with the experimental group who did receive evaluation strategies to their performance, they reached 75%.

**GRAPHICAL EXPOSITION ABOUT POPULATION  
ALFONSO LASO BERMEO  
NINTH "A AND B"**

EXPERIMENTAL GROUP (Ninth "A")		CONTROL GROUP (Ninth "B")	
PRE-TEST	POST TEST	PRE-TEST	POST TEST
$\bar{X} = 12$	$\bar{X} = 16.7$	$\bar{X} = 12.63$	$\bar{X} = 12.93$
$f' = 7.84$	$f' = 3.31$	$f' = 7.89$	$f' = 7.84$
<b>SD = 2.80</b>	<b>SD = 1.82</b>	<b>SD = 2.81</b>	<b>SD = 2.80</b>



### 3.6 CONCLUSIONS

The obtained results after applying EVALUATION STRATEGIES influenced in the student's writing increasing the students' performance. It was proved by the following reasons:

1. Evaluation by competencies were presented for the validity and confidence of its contents in which we appreciate the increase of the writing level of the experimental group from (Pre test) to (Post test) as the results showed us.
2. We could see efficiency in English because of increasing of the students' marks, which demonstrate the good use of evaluation strategies to measure the process that was pointed to the student development like a social person taking into account the development of the ability, knowledge and values.
3. The use of mind maps, portfolio, reflexive journals, observation and interviews are the strategies that were applied to evaluate the English writing skills.
4. The students of Alfonso Laso Bermeo High School get the best results after we applied evaluation strategies in order to improve the writing skills.

### **3.7 RECOMMENDATIONS**

After finishing this research project in which we could see good results we as English teacher recommend the following:

- 1.** Proved the validity of evaluation strategies to assess writing we suggest that the evaluation must be by competencies because the traditional evaluation considered only the final product, but the evaluation by competences gave importance to the writing process like it is.
- 2.** Follow promoting a real learning in writing using the evaluation strategies and motivating to the students in the interest in the foreign language.
- 3.** Make gradually tests to measure not only the writing level of the students, but also the reached achievements by them; as well as look for other types of strategies than can be used in the classroom by teachers. It is essential to point that the function of the teacher is fundamental because one must be updated in knowledge in order to apply it in classroomgg and therefore to get good results.
- 4.** Put into consideration to our colleagues and make use of this proposal in order to be applied in any institution of our country.



## **CHAPTER IV : PROPOSSAL**

### **4.1 INTRODUCTION**

To manage another language is a main requirement nowadays, for that reason every institution tries to develop Reading comprehension skill and writing production specially in English, in order to students can dominate linguistic skills in the professional and academic field. Like English teachers we can see that students fail in English writing therefore, we picked up in our research theme the strategies to evaluate English writing.

Writing had just been taught focused on grammatical structure in which teachers just receive standardized answers without doing feedback and not pass the necessary parameters to learn writing of a new language in a reflexive and authentic way, because in this case teachers just evaluate the final product.

That's why is important to make a change where the writing process should be evaluated with the objective to communicate effectively through the methodological evaluation strategies.

### **4.2 GENERAL OBJECTIVE**

- To apply the evaluation strategies to asses writing using evaluation instruments investigated in this research project.

## 4.3 EVALUATION INSTRUMENTS TO ASSESS WRITING

We can number some of them, but in the metacognitive nature are the reflexive journals, portfolio, mind maps, observation, and interviews.

### REFLEXIVE JOURNAL

This strategy is based on orientated questions. The students can select the content of their reflections freely. Besides, the reflexive journal can be used by the following aspects:

The journal is useful to develop the metacognitive skills.

- It consists of meditating and writing about self learning process.
- The students can concentrate in one or some of their learning such as: the achieved conceptual development, the mental processes that they follow, and the experienced feelings and attitudes.
- The student' reflection can include the learning of a unit, a lesson, or a particular task.

As teachers we can help them to organize their reflections giving them some questions.

**Example:** They can ask themselves:

- Which discussed ideas today were the most important for me?
- Which ones do I need to clarify? What must I do to clarify?
- What reached aspects today would I like to know more about?
- What difficulties have found today to acquire the knowledge

that I have?

- About the topic we talked in class. What do I have more clearly?
- How has been my participation in the session today?
- Did I feel satisfied of the session today?

**Other examples could be:**

1.- Ask student to keep a special notebook to write anything for a few minutes every day such as:

- A reaction to something they have seen or read.
- An account of an event.
- Or a description of a feeling.

You can check periodically to see that the students are in fact doing it, but it is better if this personal writing remains ungraded. Occasionally, ask students to read back over their writing and to select something they wrote about what they would like to develop into a composition. Or ask students to volunteer to read some sections to the class so that the other students can respond.

2.- Allow a few minutes at the end of each class for students to write in their notebooks a summary of what happened in the class. From what they write, you can often discover quite a lot about your own lessons.

3.- Begin some classes by letting students write for ten minutes on any topic. They write as much and as quickly as they can. If they can't think of a word in English, they just write it in their native language.

It is a good to encourage some students to volunteer to read aloud what they have written, for then the lesson begins with an emphasis on writing for communication of ideas. (**See Annex No. 4** There is a chart about a Reflexive journal)

### **Advantages:**

- To observe the student's experiences and how to link with learning process taking into consideration the academic, attitudinal, and skills levels.
- It lets students to summarize their thoughts and actions in order to compare further.
- To become aware about their own learning.
- It can be carried out in different situations (individual, group, debate, projects, etc).

### **Disadvantages:**

- Exhaustive level of showed information.
- It takes time to be evaluated by the teacher.

## **PORTFOLIO**

The portfolio is a selective deliberated and variable collection about the students' work, in which they can see reflected their efforts, progresses, and achievements in a period of time and in any specific area.

For that reason this technique is useful for the following aspects:

- It is a technique of teaching-learning of evaluation.

- It is a multifaceted task in which we can find many activities.
- It is made in a period of time.
- It contains a group of thoughts, ideas, and relations; which permits the development of the student's learning.
- It has a cooperative sense between teacher and student in the organization and development of his/her self-assessment.

### 1.- Portfolio types according to its function

According to its use they can be:

- **Work portfolios** in which student and teacher evaluate and verify the progress of learning (daily review). That is to say, it permits to prove the learning level in educational process; it will contain what the students consider like evidence of their learning.
- **Showcase portfolio** in which student selects the best works. The progress works are not included in this portfolio neither the daily works. Each student has his/her own presentation portfolio. Thus, it contains limited evidence. As I mentioned before it shows the best job, the job getting better, the preferred job, among them essays and creative jobs.
- **Memory portfolio** here the student can find the works that are not included in the presentation portfolio. This is a collection of basic and essential works for learning process. It is also called **checklist** in which the student can include a determined number of items that he/she can select to complete a range of activities.

Frequently we use both portfolios showcase and memory, in order to make evaluation because both contain works which report about the different tasks made by the students. In order to develop the portfolio, independently of its typology; it is necessary to consider the following aspects:

- To establish the purposes and objectives
- To select the contents
- Resources
- Reflection
- Evaluation
- To socialization

## **2.- Portfolio advantages**

- It reports about the individual progress of the learning, that is, not only what student is really learning, but also what student should learn.
- It facilitates the reflection teacher/student.
- It orientates the teaching-learning progress.
- It emphasizes what the student knows.
- Students learn about evaluation and self-assessment with some techniques.
- Student can report the results to other classmates, teachers and supervisor.

Among all different strategies to measure the quality of writing production we find: the informal observation, the general commentary technique and the portfolio use (Hyslop,1990:13).

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- Hyslop, N. (1990) Evaluating student writing: Methods and measurement [Revista en línea], Eric Digest. Disponible: <http://www.ericdigests.org/pre9214writing.htm> [Consulta:2005, octubre 31]

This is also called alternative evaluation strategy that permits compile the information that demonstrate the skills and achievements of the students, how they think, how ask, analyze, synthesize, produce or create and how interact(intellectual, emotional and socially) with others.

That is, it permits to identify the learning of concepts, procedures and attitudes of the students. It can be used as evaluation, co-evaluation and self-assessment. The use of this resource permits to monitor the learning process evaluation so that we can insert changes in it.

(Lopez e Hinojosa, 2000) Teachers of languages like Akirov(1997), Klenoswky(2000), McLaughlin y Vogt(1996), Quintana(2000), Tierney, Carter y Desai(1991), Villalobos(2002) and others, are working with the portfolio techniques to promote and file the develop of the writing production.

According to Castro Quitora (1996), the portfolio is an evident collection that summarizes the academic work. He also describes the personal learning process, individual and group meta cognitive process, present judgments of evaluation about holistic performance, value the achievement of objectives and the develop of competence and establish future goals of personal and professionals development.

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- López, B e Hinojosa, E. (2000) Learning Evaluation. Alternative and new developments. México
  - Akirob, A (1997). Some reflections about the portafolio use as reliable alternative in learning evaluation. *Between tongues*,1(3),39-41.
  - Klenowski, V.(2000).Portafolios: Promoting teaching. *Assessment in Education*, 7(2), 215-236.
  - McLaughlin, M. y Vogt, M.(1996). Portafolios in teacher education. Norwood, MA: International Reading Association.

The portfolio also called file, has been used in the last years with major emphasis. According to the UNESCO (1998) and the International Education Bureau (1998), there are studies that suggest the use of the portfolio as an evaluation strategy in the languages area specifically.

The European Language council (ELC) supports the development of European Language Portfolio (ELP), which appears with the purpose of establishing a common referential frame to acquire the languages, among English, French, Dutch and Italian.

This portfolio was designed to promote the multiple languages and the dialogue among cultures, facilitate the mobility in Europe, maintain and strengthen the cultural diversity, develop the auto learning and promote the languages learning.

In educational process the use of the portfolio offers several advantages. According to Brand (1992) the best advantage is to develop the process of the writing production and not only the product. Other Authors like Cassany (1999) mentions the use of the portfolio as an important alternative to several limitations that present the evaluation in specific points (multiple choice tests, grammar exercises) and direct tests.

Explain that the portfolio has value because is more representative in the real capacity of the writing production in the students that we can measure in the traditional evaluation.

- 
- Tierney, F., Carter, M. y Desai, L.(1991) Portafolio assessment in the reading writing classroom.
  - Brand, A (1992) Portafolio and test essay: The best of both writing assessment worlds at SUNY Brockport.
  - Cassany, D. (1999) Build writing. Barcelona, Spain: Paidós



Although, the portfolio also can present weakness; it could be seen like a not real evaluation. The organization and evaluation of contents could consume excess time by the teacher. Establish the parameters to evaluate and the objectives that take some difficulty at beginning.

If the goals and ideas are not clear from the beginning of the portfolio application, this can turn out in a collection of papers that do not represent a guide of student increase and not goals desired.

With this in mind, we must take into consideration the two main objectives: first, describe the circumstances of the structure and elaborate the portfolio and the pedagogical process of the one student sample, using writing application techniques in the reflexive writing.

### **Example:**

In this project we used portfolio as evaluation strategy in which we collect during the first term the writing production of the students into four sections:

- **Vocabulary list.**- in order to increase vocabulary and use it in a given context.
- **Activities.**- like grammar exercises, writing works, writing techniques among others.
- **Reading texts.**- where students can collect their readings. When they do not know the meaning they can look for it in the dictionary, and then write sentences which can be put in vocabulary list.

- **Learning log.**- it is the most important section because we can see acquired knowledge by the students, since that here the students can make their own reflections about learning process of writing and the development of writing production.

All of these reflections are the base for relating them to writing process, types of evaluation, learning processes, students' attitude, their motivation and finally the use of portfolio as evaluation strategy. We must take into consideration the following aspects:

- Production of different types of texts.
- The skill to write correctly (spelling).
- The use of samples.
- Vocabulary in which can be available the following estimation scale:

(**See Annex No.5** There is a chart about scale to measure writing production) (**See Annex No. 6** There is a chart about criteria for portfolio co-evaluation)

**Another example could be:** Make a portfolio about a story

**TITLE:** Little Red Ridinghood

**TIME:** 14 minutes

**PLACE:** Classroom

**MAIN CHARACTERS:** Little Red Ridinghood, Wolf

**PROBLEM:** She must cross the forest to carry out fruit to her ill grandmother

**EVENT 1:** She carries a basket to visit to her grandmother

**EVENT 2:** She meets the wolf

**EVENT 3:** The wolf deceived her and said her to go by the large way

**EVENT 4:** The wolf arrived first and ate to her grandmother

**SOLUTION:** The woodman arrived and rescued

## MIND MAPS

Mind maps are learning strategies developed by Joseph Novak; they are taken into account by Ausubel under meaningful learning of two main principles:

- Progressive differentiation where concepts acquire more meaningful when we relate them among them.
- Integrated Reconciliation which establish better learning, basing on the integration of new link among concepts.

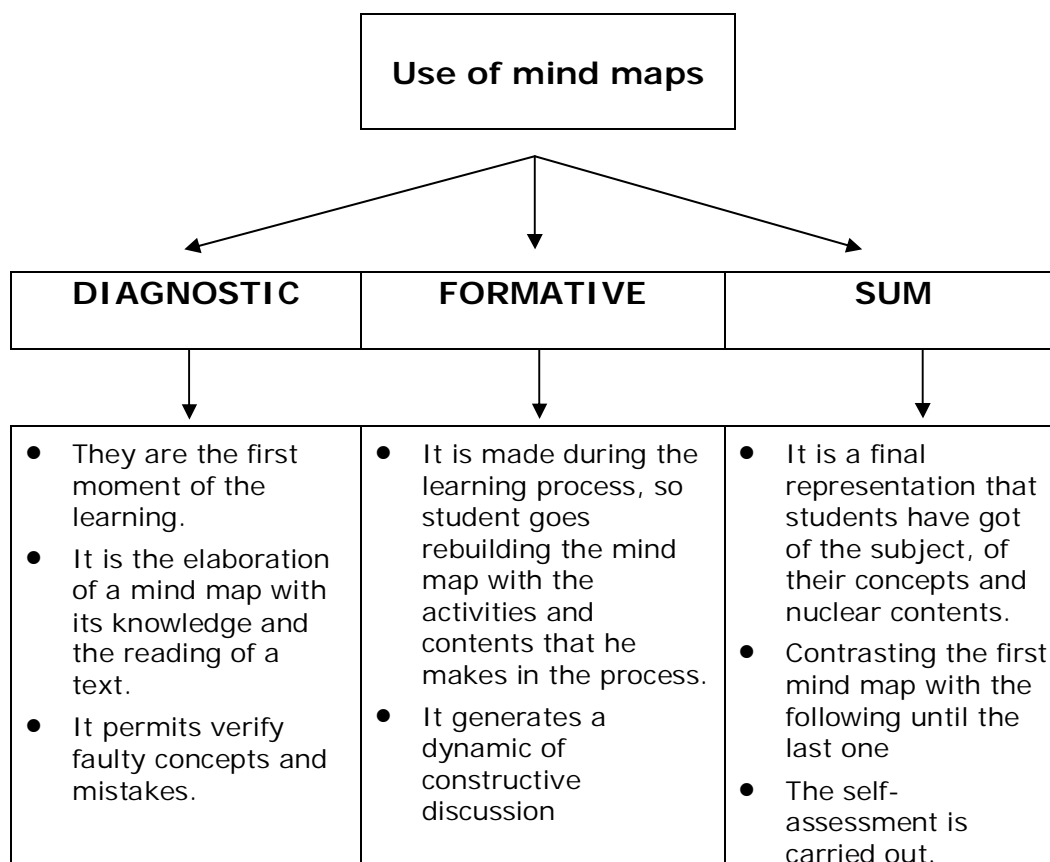
Mind maps are diagrams which express relations between general concepts and specifics of a subject, reflecting hierarchy. They show hierarchies, interrelations, branching, intertwinement, and linking words, which provide an understanding and integrative representation of the nuclear content of a knowledge field.

As evaluation it permits to analyze the representations that student goes producing of the concepts of a subject and value its skill to integrate in an understanding mental scheme.

In order to build mind maps we must take into account three fundamental elements:

- **The concepts**, according to the creator would be regularities in objects or event designed through a term like human beings, the sun, animals, plants, etc.
- **The clauses**, consist of the union of two or more concepts, through linking words in order to form a meaningful unit.
- **Linking words**, are terms used to match two or more concepts, for example, conjunctions, verbs, etc.

## 1.- Use of mind maps in the evaluation times

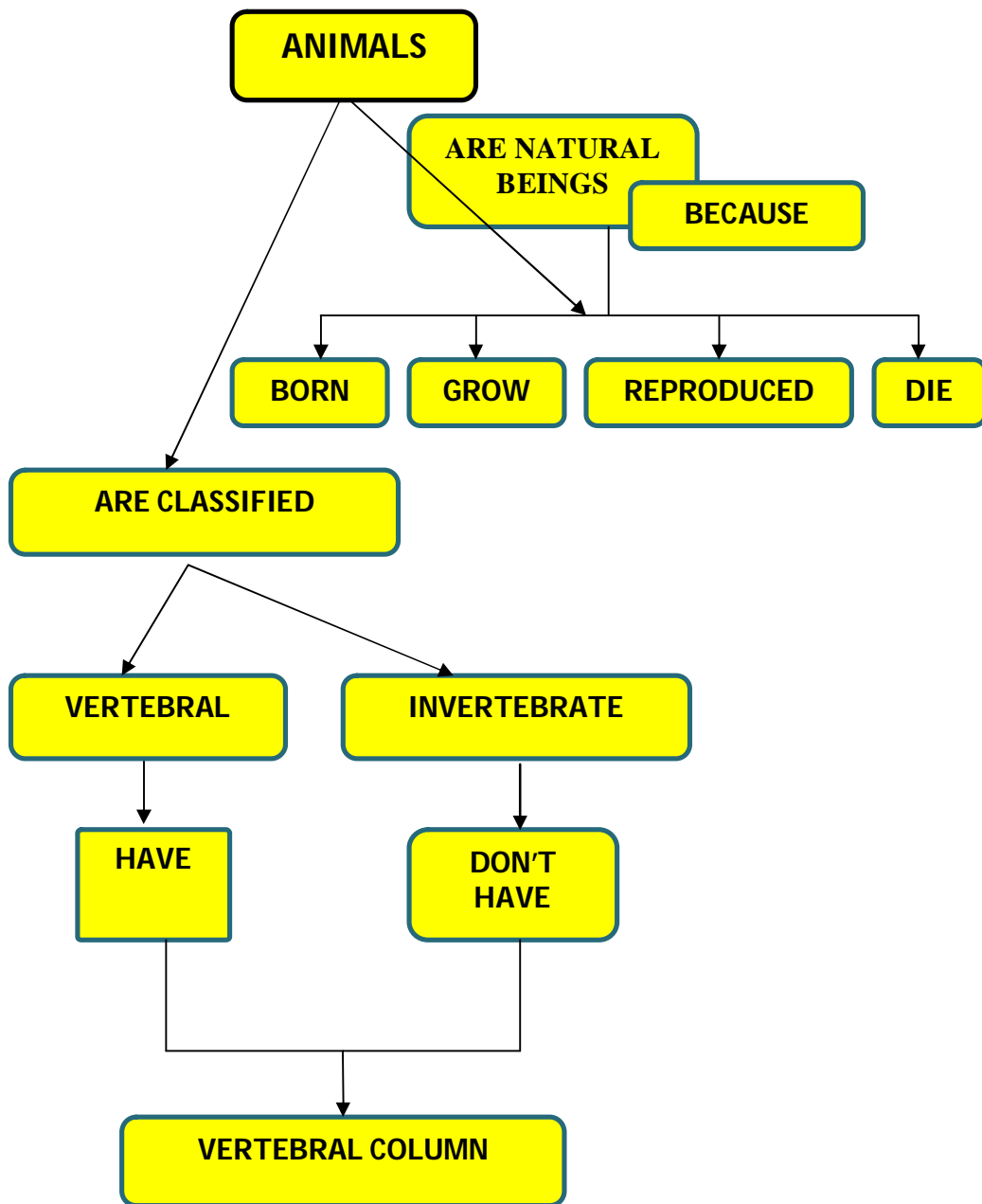


In other words, Mind Maps are evaluation techniques which analyze the students' mind process, with the map we can see if the students learned what we are teaching, as well verify if they can distinguish between general and specific concept about any topic. Mind map is a good tool because it shows us an evolution in the learning.

### Examples:

- Pick up a good concept and ask the students to make a mind map that will be able to show all the concepts and relations that can connect with them.

- Pick up some concepts of the topic that we are studying and ask the students to make a mind maps with them. And check the right and bad connection.



## OBSERVATION

It is when the teacher has predetermined objectives and as consequence he/she knows what aspects will be evaluated in the students, the importance here is to indicate in advance clearly to the students the aspects to evaluate.

The following points that will be considered during observation are:

- Select the most important aspects to be observed.
- Determine the moments to formal register, for not accumulate the information without immediate use.
- Use the observation in the essential formative function, this data help to improve the learning and teaching process.
- Make from observation a tool for stimulating the students' self-assessment.
- Maintain the dialogue between teacher and student.

**Systematic observation** constitutes a technique that facilitates a wide range of information about learning, especially when we talk about the domain of procedures or skills and those that allow the development of attitudinal and positive values.

Teachers use **observation technique** in their works. However, they use very little what was observed for evaluation object, because they consider it an eminently subjective procedure. The fact is that the observation is not usually planned, because this is not a passive attitude, but rather it involves good will and expertise.

To decrease the subjectivity in the observation and the data that are picked up possess reliability and validity, it is necessary to plan the process.

The observation can be systematized through various instruments. One of them could be to elaborate a check list that consists of a square of double entrance in which data are picked up, in the left column the skills that should be reached in a certain period (medium/large), or also the evaluation criteria that we want to develop in the students.

Skills must be clear, concrete, direct, unique (identical value in another circumstance or activity), so that they allow their observation and registration without ambiguities, neither they are subjected to diverse interpretations.

Check lists are an indispensable tool in the activity of the teacher, because it allows selecting the observation for periods of time. Thus, the visual work in the classroom is not disseminated to the improvisation neither to the events that occurs in it.

On the other hand, they are susceptible to begin dialogues with the students about those facets that project and that they do not usually realize.

(**See Annex No. 7** There is a chart to evaluate by means of observation the acquisition of the specific skills of **Organization Abilities**.)

The registration also allows an opinion above subjectivities that parents usually demand to the institution and especially to the teachers.

**Anecdotic registration** are index cards in which teacher writes down any outstanding situation to know or to value to the student about his/her way of thinking, to feel and to act, as well as processes and products of the learning.

It is an instrument evaluative in which teacher not only writes the student's behaviour observed in normal situations, but also accumulates positive and negative situations that will be interpreted after gathering a sequence of them. (**See Annex No. 8** There is a chart about Model of Anecdotic registration)

**Specification Charts** reflect the application versatility in any evaluation technique. (Written and oral lesson, debates, open consults, work in groups, exhibitions, daily and unit tests). The charts of specification are technical tools, fundamental in the process of evaluation of English. Through them we specify the three processes of the co-educative activity, such as: cognitive, affective and operative processes.

To specify, it is "to explain a thing individually". Therefore, Specification Chart is to individualize the mental, affective processes or psychomotor which are manifested in the interchange learning.

Functions that fulfil the specification chart:

- a.- It is a parameter in the planning and elaboration of the evaluation instruments, at the same time, it rationalizes all its elements.
- b.- It explains the processes of the school domains in connection with those fulfilled objectives in class.



- c.- It facilitates the elaboration of tests, conditioning the items according to the level of the academic domains and what you want to prove will be visualized in the specification chart.
- d.- It relates the processes that should be evaluated, taking into account what we reached in class.
- e.- It shows what the teachers have worked with their students, evaluating processes not only contents.
- f.- The specification charts must be designed to apply to the students in all evaluation instruments.
- g.- It is a help tool either for the teachers or scientific process of evaluation.
- h.- It allows to evaluate the sensitivity and behaviours.

**Structure of Specification charts.-** Consists of a square of double entrance vertical and horizontal, in vertical is placed the name of the students who will be evaluated in the evaluative process. In horizontal are parameters which will be evaluated according to learning levels and the instrument type used to evaluate.

(**See Annex No. 9** There is a chart about evaluation for English writing skills) According to this chart each level must have a valuation percentage that teacher makes in teaching.

One of the most important characteristics that emerges from the research that has been carried out from evaluation conception that we propose here by means of Specification Charts, Systematic Observation and Anecdotic Registration, is that this is not limited to measure the students' performance, but takes into account contextual and curricular aspects.

Teachers will review the place that takes evaluation in their subject and will be able to attribute it the necessary importance.

### **Criteria to establish categories of valuation**

#### **Written expression completely appropriate:**

It is when a person communicates his/her ideas with a good grade of satisfaction for the reader from introduction until conclusions. So the message can be understood easily. It has an argument and outstanding central ideas as well there are no errors in the mechanisms neither in the grammatical structure.

#### **Appropriate written expression:**

It is when a person communicates his/her ideas with little grade of difficulty for reader. There is an organizational logic structure and the message arrives easily. The argument is outstanding and the central idea is clear and there are not errors in the mechanisms neither in the grammatical structure.

#### **Written expression partially appropriate:**

It is when a person communicates his/her ideas with difficulty. The organizational structure is not very clear which makes difficult to understand the message. The argument is satisfactory, the central idea is relatively clear and there are some errors in the mechanisms and also in the grammatical structure.

#### **Insufficient written expression:**

It is when a person can not communicate his/her ideas, the organizational structure is confused and you cannot understand the

message. Due to argument is irrelevant the reader cannot understand the central idea and there are frequent errors either in mechanisms or in grammar.

## **INTERVIEWS**

The interview is a useful technique to try with a new class so that students and the teacher can get to know each other. When the students write the record of an interview, they convey to others genuine information transmitted to them by the other students.

### **Examples:**

1.- With an elementary class, the teacher works with the class to devise a set of questions that an interviewer might ask, such as:

- Where do you live? (Address? house or apartment?)
- Whom do you live with? (Family? Friends? Alone?)
- What do you do in your spare time?
- What are you good at? (Sports? Cooking? Skills?)
- Where do you usually go on vacation?

The students are divided into pairs and one of them is the interviewer who asks the questions and writes down answers in complete sentences. Then he arranges his sentences into a paragraph.

2.- At an intermediate or advanced level, students can make up their own questions. Each student in a pair takes turns interviewing the other, making up the questions, listening to the answers, and taking notes.

Then the roles are reversed and the interviewer is now interviewed. Both students write a report of the information they gathered for other students to read.

- 3.- In a more guided interview, interviewers might be instructed to find out specific information from each other, such as how they spend their weekends, how they organize their study time, what their daily routine is like, what family meals might consist of for a typical week, or how they celebrate birthdays. Then they write a report.
- 4.- Another way to structure the interview is to provide the interviewer with a form on which to collect information. Other students can then use that form to construct a description of a letter.
- 5.- The teacher collects the accounts of the interviews that the pairs wrote and distributes them to other pairs of students.

They might then list what questions they think the writer asked or they write more questions that they would like to know the answers to. Either way, this is good practice in writing questions. Advanced classes might combine two groups who then write a comparison/contrast of two students for the class bulletin board or magazine.

- 6.- The students in the pair exchange their notes gathered from the interview with each other. They pretend they are reporters, writing up a report (in indirect speech) of an interview with a celebrity: "She said that she lives at..."

**7.-** In pairs students interview other teachers or students in the school, or any English-speaking adults in the community. They write a report for the classroom bulletin board, or they write a report with **X** in place of the person's name. The class has to guess who is being described.

## COMPETENCY UNIT PLAN 1

**COURSE:** 9<sup>th</sup> Basic  
**Teachers' name:** Lenin Lizarzaburo and Shida Ochoa

**Time:** 30 períodos  
**Title:** School Fun

**Competence unit:** Analyze place and daily activities inside the High School with responsibility.

Elements of competence	Contents	Methodology	Resources	Indicators	Technics and instruments
<p>Describe members of the school.</p> <p>Introduce teacher and students.</p> <p>Describe the names of the school members.</p> <p>Introduce Greetings.</p> <p>Describe school supplies</p> <p>Follow the story</p>	<p>Introduce yourself</p> <p>Exchange Greeting</p> <p>School supplies Classroom objects</p>	<p>Comment about the school.</p> <p>Describe the members of the school</p> <p>Glue the cutouts</p> <p>Sing a song</p> <p>Describe the school supplies</p>	<p>Books</p> <p>CD</p> <p>Flash Cards</p> <p>Tape Recorder</p> <p>Cotouts</p> <p>Glue</p> <p>Scissors</p>	<p>Recognize the members of the school</p> <p>Recognize school supplies and objects</p> <p>Count classroom objects and supplies</p>	<p>Technics:</p> <p>Recognize members of the school.</p> <p>Regognize school supplies.</p> <p>Count classroom objects and supplies.</p> <p>Instruments:</p> <p>Read and draw about members of the school.</p> <p>Look and complete the questionnaire</p>

# LESSON PLAN

**COURSE** 9<sup>th</sup> Basic

**Teacher's name:** Leni Lizabucard Sica

**Grade**

**Unit title:** Analyze and do activities inside the High School with responsibility

**Time:** 45 minutes

**Title:** School Fun

**Competence Element:** Describe elements of the school.

Skill	Content	Methodology/Activities	Resources	Evaluation
Describe every element of the school orally	Identify school	<p><b>EC Brainstorming</b> Vocabal new that places of the school are in your school</p> <p><b>OR Comparison</b> Group work to compare what are the places of the school and the places of home Exposition about conclusions</p> <p><b>AG Optical Organizer</b></p> <p>Make a mind map about school with its places</p> <p><b>AP Exposition</b> Describe characteristics of the school with its places</p>	<p>Books</p> <p>CD</p> <p>Flash Cards</p> <p>Tape Recorder</p>	<p><b>Technique</b> Observation</p> <p><b>Instrument</b> Checklist</p> <p><b>Goal Exposition</b> Describe every of the school, places of it Recognize the elements of the school Court classroom objects and supplies</p>

# LESSON PLAN

**COURSE** 9<sup>th</sup> Basic  
**Teacher's name** Leni Liza Bucard Sicat Ochoa

**Time** 45 minutes  
**Title** Show Fun

**Unit title** Analyze and critically activities inside the High School with responsibility

**Competence Element** Narrate a tale using a narrative structure orally.

Skill	Content	Methodology/Activities	Resources	Evaluation
Describe any archetypes of the story orally	Identify story	<p><b>EC Brainstorming</b>            Video is recorded about the archetypes of the tale</p> <p><b>OR Comparison</b>            Group work to compare what are the characteristics of narrative examples            Exposition about conclusion orally</p> <p><b>AG Graphical Organizer</b>            Make a diagram with the characteristics of the tale</p> <p><b>AP Exposition</b>            Make a story of the tale</p>	<p>Facebook            CD            Tape Recorder</p>	<p><b>Technique</b>            Observation</p> <p><b>Instrument</b>            Checklist</p> <p><b>Goal Exposition</b>            Describe any of the tale            Describe the characteristics of the archetypes            Make an exposition about his or her tale</p>



# LESSON PLAN

**COURSE** 9<sup>th</sup> Basic  
**Teacher's name** Leni Lizabucard Sicat Ochoa

**Time** 45 minutes  
**Title** Show Fun

**Unit title** Analyze places around your town with honesty

**Competence Element** Talk about places using grammars structure correctly

Skill	Content	Methodology/Activities	Resources	Evaluation
Describe scenery and places orally	Identify places using not only prepositions but also with questions	<p><b>EC Brainstorming</b>            What can I know many places can you find in this place?</p> <p><b>OR Comparison</b>            Demonstration in front of the class about interview            Parivoktoget information about his/her neighborhood</p> <p><b>AG Graphical Organizer</b>            The subjects are together sentences in a paragraph</p> <p><b>AP Exposition</b>            Describe scenery and places of their neighborhood</p>	Book Poster CD Tape Recorder Networks	<p><b>Technique</b>            Observation</p> <p><b>Instrument</b>            Interview</p> <p><b>Goal Exposition</b>            Describe scenery of places of their neighborhood            Make an exposition about their neighborhood</p>

# LESSON PLAN

**COURSE** 9<sup>th</sup> Basic  
**Teacher's name** Leni Lizabucard Sicat Ochoa

**Time** 45 minutes  
**Title** Show Fun

**Unit title** Analyze expository compositions with detail

**Competence Element** Describe expository compositions using adjectives correctly.

Skill	Content	Methodology/Activities	Resources	Evaluation
Analyze expository compositions in written way	Identify grammar structures correctly	<p><b>EC Writing</b> I describe an episode in front of the class using some adjectives</p> <p><b>OR Comparison</b> Group work to compare each change in the passage Snake the changes in a piece of paper</p> <p><b>AG Graphical Organizer</b> Make a report using as many adjectives as they can do</p> <p><b>AP Exposition</b> Make a report for the whole class</p>	<p>Book</p> <p>CD</p> <p>Tape Recorder</p> <p>Magazines</p> <p>Networks</p>	<p><b>Technique</b> Test</p> <p><b>Instrument</b> Written test</p> <p><b>Goal Exposition</b> Make an exposition about your own report to the class</p>

## **CHAPTER V : ADMINISTRATIVE FRAME**

### **5.1 Material**

- Computer
- Internet
- Office supplies
- Alfonso Laso Bermeo School
- Books
- Stationery
- Copies
- Dictionaries
- DVD
- CDs
- Library
- Electronic mail
- In focus
- Transportation

### **5.2 Human competency**

- Director and co directors.
- Two students of Linguistics applied to English Language.
- Students

### 5.3 Budget

Computer	80
Internet	60
Office supplies	20
Books	60
Stationery	60
Copies	180
Bindings	40
Dictionaries	20
DVD	20
CDs	20
Library	50
Electronic mail	40
Transportation	<u>120</u>
<b>TOTAL</b>	<b>\$ 770</b>

### 5.4 Chronological distribution

#### Chronogram of activities

The development of the project will be subordinated to the beginning of the year 2008-2009 in the Institution and its working chronogram.

## CRONOLOGICAL DISTRIBUTION

ACTIVITIES TIME	May				June				July				August			Responsible
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	
Bibliography review	■	■														Shida Ochoa & Lenin Lizarzaburo
Making project			■	■												Shida Ochoa & Lenin Lizarzaburo
Presenting the project				■												Shida Ochoa & Lenin Lizarzaburo
Making the Instruments						■										Shida Ochoa & Lenin Lizarzaburo
Validity of instruments							■									Shida Ochoa & Lenin Lizarzaburo
Field work								■								Shida Ochoa & Lenin Lizarzaburo
Analysis, discuss results										■						Shida Ochoa & Lenin Lizarzaburo
Graphical exposition										■						Shida Ochoa & Lenin Lizarzaburo
Conclusion recomendation											■					Shida Ochoa & Lenin Lizarzaburo
Review and correction												■				Shida Ochoa & Lenin Lizarzaburo
Bookbinding													■			Shida Ochoa & Lenin Lizarzaburo
Show thesis														■	■	Shida Ochoa & Lenin Lizarzaburo
Pre – Defense															■	Shida Ochoa & Lenin Lizarzaburo

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## GLOSSARY

**Evaluation:** quantitative determination of a magnitude, either by means of an impression trial or for measure.

**Methodology:** it is about the teaching means, of the training, of the education in their control either in general form, (that concerns to all the matters), or special (that are guided in particular to the treatment of some subject).

**Auto-evaluation:** to take to the educating to appreciate their own results in the process of their learning. To be compared with answers previous of behaviour in front of an educational stimulus.

**Pedagogic paradigm:** I model of educational instruction on which diverse procedures are based, as mental outlines that serve as courses for an Institution.

**Theory:** group of concepts, definitions and propositions related to each other that they present a systematic point of view of phenomena, specifying relationships among variables, in order to explain and to predict the phenomena.

**Cognitive domain:** he/she refers to certain abilities and dexterities of court intellectual.

**Capacity:** possibility to develop an activity or of concluding something. We understand it related with the motive functions and thought processes.

**Diagnostic evaluation:** I process that completes the function of detecting information, for e.g. Habits, abilities that the student possesses for of there to begin the inter-learning process.

**Formative evaluation:** it is good to check the effectiveness of the pedagogic procedures that you/they are applied in the school.

**Adding Evaluation:** he/she allows knowing the global aspect of the process in the affective, cognitive and psychomotor.

**Measurement:** it is a scientific process, it leaves of the evaluation



that has for object to register the characteristics, estates and relationships of the phenomena quantitatively.

**Instruments of Evaluation:** they are observation elements for the members of the educational activity; it provides data about the academic progress.

**Chart of Specifications:** it is a useful technical instrument in the evaluation that shows the mental, affective and motive processes when the student works in some class activity.

**You prove:** they are technical instruments of evaluation that help to prove or to demonstrate the approaches of value that it is given to the student yield.

**Exam:** it proves whose purpose is to discover or to appreciate the knowledge and the capacities of the students in its school life.

**Intelligence:** capacity or ability. We understand it as the general yield of the mental mechanism.

## **ANNEX**

### **(Annex No. 1)**

#### **QUESTIONS OF INVESTIGATION**

- Is there Unification of evaluation approaches in English's subject in those Fiscal schools of the South area of the Metropolitan District?
- Is it possible to diminish the teacher's subjectivity in the elaboration and application of the evaluation instruments?
- Are the teachers in capacity of elaborating the reagent evaluation efficiently?
- Is there Relationship among objectives, skills, contents, methodologies and evaluation in the English learning?
- Does the teacher expand the evaluation to other spheres of the instructional environment, or just concentrate to measure the student's cognitive production inside the classroom?
- According to the evaluation that is carried out at the moment, Is a process that allows us to observe the development of significant contents that facilitate to integrate the education to the effective competitive world?

(Annex No. 2)

**ARMY POLYTECHNIC SCHOOL**  
**APPLIED LINGUISTICS CAREER**  
**ENGLISH WRITING EVALUATION STRATEGIES**

**Objective.-** To obtain information about evaluation strategies that your teacher used. Please be honest with your answers because the results will be important for us. It is not necessary to write your name.

1.- Do you think writing is important in language? Why or why not?

---

---

2.- In your exams, does the teacher take into account the written mistakes?

Always  sometimes  usually  never

3.- Does your teacher evaluates using:

Pictures  magazines  videos

4.- Does the teacher give you enough exercises about writing?

Always  sometimes  usually  never

5.- Does your teacher help in the process by reading and commenting on drafts you work?

Always  sometimes  usually  never

6.- Are the classes interesting and interactive

Always  sometimes  usually  never

7.- Are the writing tests difficult to understand?

Always  sometimes  never

8.- Do you agree with the evaluation strategies used by your teacher? Why or why not?

---

---

9.- Do you like to participate in class? Why or why not?

---

---

10.- How often does your teacher evaluate you?

---

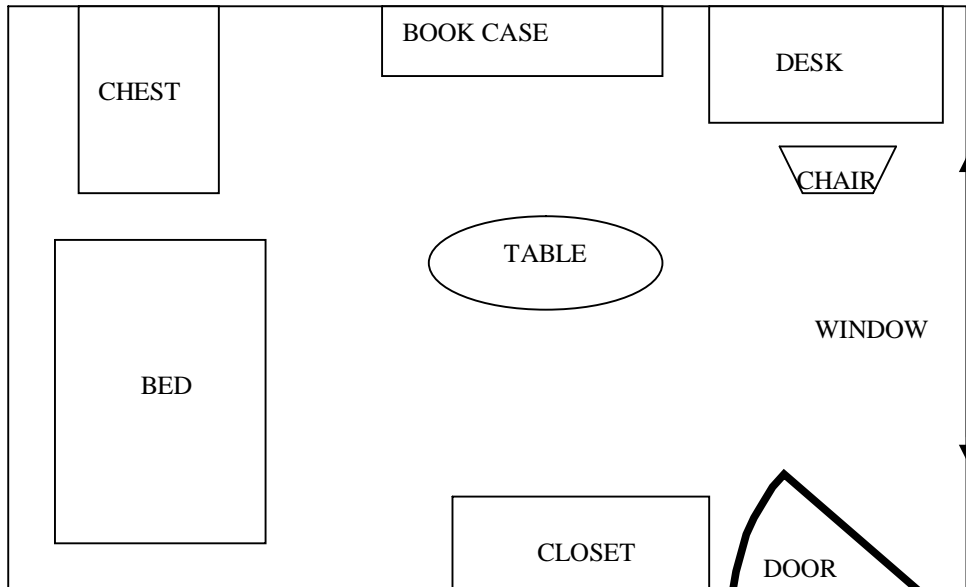
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(Annex No. 3)

**ALFONSO LASO BERMEO HIGH SCHOOL  
PRE-TEST WRITING**

**NAME:** \_\_\_\_\_

**Make a description about this picture, then make a comparison with your bedroom and contrast them. (Use present tense, there is/are, prepositions of place and any new vocabulary words).**



.....

.....

.....

.....

.....

.....

.....

.....

**(Annex No. 4)**

<b>Reflexive journal</b>	
<b>Subject:</b> <u>Grammar</u>	<b>Date:</b> <u>08 – January- 09</u>
<b>Worked topics in classroom:</b> <u>The use of punctuation marks.</u>	
<b>Doubts:</b> <u>When we use comma and semicolon</u>	
.....	
<b>Comments:</b> <u>The class was interesting, but I don't have clear the above</u>	
<u>doubt.g</u>	
.....	

**(Annex No. 5)**

**Scale to measure writing production**

<b>INDICATORS</b>	<b>DEFICIENT</b>	<b>REGULAR</b>	<b>GOOD</b>	<b>EXCELLENT</b>	<b>VALUATION</b>	<b>EVALUATION</b>
Punctuation						
Spelling						
Concordance Subject/verb						
Grammatical Structure						
Vocabulary						
Use of connectors						
Coherence						
Communicative objective						
Formal/right writing						
Presentation						

**(Annex No. 6)**

**Criteria for portfolio co-evaluation**

DESCRIPTION	YES	NO	REFLECTION	GRADE	OBSERVATION
Does he/she have a vocabulary list?					
Does learning log demonstrate reflection?					
Is there evidence of improved versions?					
Does he/she correct spelling mistakes?					
Does he/she do homework to reinforce the grammatical point?					
Can you see progress as writer?					
Were the tasks carried out into formal/right writing?					
<b>TOTAL</b>					

**(Annex No. 7)**

**Example:** To evaluate by means of observation the acquisition of the specific skills of **Organization Abilities**.

<b>SKILLS</b> <b>STUDENTS</b>	Group work activities according to their own characteristics.	Select the research and work material.	Make questions to set the activity.	Establish a work space.
Andy	Yes	Yes	yes	Yes
Alex	No	Yes	no	Yes
Frank	No	No	yes	Yes
Francis	Yes	No	no	no

(Annex No. 8)

**MODEL OF ANECDOTIC REGISTRATION**

Observer's name:.....

Year:.....date.-Beginning of the observation:.....

High school:.....date.-finalization of the observation.....

Date. Place. Hour.	Events or Actions Observed	Student's name

(Annex No. 9)

EVALUATION FOR ENGLISH WRITING SKILLS

Levels	Procedures	Cognitive	Attitude	T O T A L																											
	P A R A M E T E R S																														
	A	S	I		G	L	C	O	D	J	C	D	C	C	E	A	C	C	R	E	P	C	M	S	H	R	S	P	S	E	
	N	I	N		R	O	O	R	I	U	O	O	L	E	X	R	O	O	E	N	U	O	O	O	O	E	O	R	A	D	
	A	N	V		A	C	N	G	F	D	M	M	E	N	P	G	H	M	S	T	N	L	T	L	N	S	C	A	F	U	
	L	T	E		P	A	S	A	E	G	P	I	A	T	L	U	E	M	P	H	C	A	I	I	E	P	I	C	E	C	
	I	H	S		H	L	E	N	R	E	A	N	R	R	A	E	R	U	E	U	T	B	V	D	S	O	A	T	A		
	Z	E	T		I	I	N	I	E		R	A	A	I		E	N	C	S	U	O	A	A	T	N	L	I	T			
	E	T	I		C	Z	S	Z	N		E	T	U	L	N		N	I	T	I	A	R	T	R		S	C	E			
	I	G			E	U	E	C			E	P	I			T	C	F	A	L	A	O	Y		A	A	D				
	Z	A			S		E					Z				A	U	S		T	R		B	L							
	E	T										E				T	L	T		O			L								
		E													E					R			E								





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