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Tema:

**AUTHENTIC ASSESSMENT TOOLS FOR THE WRITING SKILLS
DEVELOPMENT TO EFL INTERMEDIATE STUDENTS**

Trabajo de Investigación, previo a la obtención el Grado Académico de Magíster
en la Enseñanza del Idioma Inglés como Lengua Extranjera

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Ambato – Ecuador

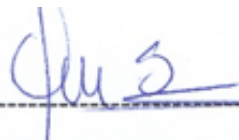
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A Dios por darme la vida, la fuerza y la oportunidad para cumplir este sueño, a mi esposo Fabián, a mis hijos Alexander y Scarlett por ser el apoyo incondicional y la inspiración para cumplir este sueño.

Paola Navarrete

UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSTGRADO

TEMA:

**“AUTHENTIC ASSESSMENT TOOLS FOR THE WRITING SKILLS
DEVELOPMENT TO EFL INTERMEDIATE STUDENTS”**

AUTORA: Licenciada Paola Vanessa Navarrete Cuesta Magíster

DIRECTOR: Licenciado Edgar Guardia Encalada Trujillo Magíster

FECHA: 21 de Marzo del 2018

RESUMEN EJECUTIVO

La investigación actual ha sido ejecutada debido al bajo desempeño en la destreza de writing demostrado por los estudiantes de nivel intermedio de la Comunidad Diocesana de la Zona 3, la cual está compuesta por la Universidad Católica Sede Ambato y el Seminario Mayor Cristo Sacerdote. Después que la investigación fue llevada a cabo a través de encuestas realizadas a estudiantes y docentes, se demostró efectivamente la afirmación de la hipótesis. Se observe claramente que la deficiencia en la escritura del idioma inglés se debió a la falta de la aplicación de evaluación auténtica y el frecuente uso de estrategias tradicionales y monótonas empleadas en el aula. Como consecuencia, la propuesta establecida a mejorar la destreza de la escritura mediante la aplicación de estrategias motivadoras basadas en material auténtico fue altamente aceptada por las autoridades, docentes y estudiantes demostrando un gran interés en la propuesta. Antes que las estrategias sean aplicadas los estudiantes fueron expuestos a un pre-test basado en el examen internacional KET (Key English Test, y los resultados fueron analizados, del cual se obtuvo un resultado no favorable. Después que las estrategias fueron implementadas los estudiantes fueron expuestos a un post- test basado en el mismo examen y se pudo notar una mejora muy significativa en la aptitud de la destreza de la escritura en los estudiantes. De estos resultados, la investigadora llegó a la conclusión que la presente investigación ha sido de mucha relevancia para la Comunidad Diocesana de la Zona tres.

Descriptor: aplicación, aptitud, comunidad, destreza de la escritura, docentes, estrategias, estudiantes, evaluación auténtica, significativa, tradicional.

UNIVERSIDAD TÉCNICA DE AMBATO
DIRECCIÓN DE POSTGRADO

THEME:

**“AUTHENTIC ASSESSMENT TOOLS FOR THE WRITING SKILLS
DEVELOPMENT TO EFL INTERMEDIATE STUDENTS”**

AUTHOR: Licenciada Paola Vanessa Navarrete Cuesta Magister

DIRECTED BY: Licenciado Edgar Guardia Encalada Trujillo Magister

DATE: 21st March, 2018

EXECUTIVE SUMMARY

The current investigation has been executed from the time a low proficiency in the writing skill was presented by intermediate students from the Diocesan Community Zone 3, which is compounded of Catholic University of Ambato and The Seminary Mayor Cristo Sacerdote. After the research was carried out through surveys done to teachers and students, it was effectively demonstrated the affirmation of the hypothesis. It was clearly observed that the outcome of the deficient aptitude in the writing skill was due to the lack of the application of authentic assessment since the traditional and monotonous strategies had been employed in the classroom. Consequently, the proposal established to improve the writing skill through the application of innovative and engaging strategies based on authentic assessment was highly accepted by the authorities, teachers and students; showing a great deal of interest in the proposal. Before the strategies were applied, scholars took a pre-test based on the international KET (Key English Test) exam and the results were analyzed, obtaining a fair product. After the strategies were implemented in the English classroom students were exposed to a post-test based on the same exam and there was a significantly improvement in the writing skill proficiency for intermediate students. From these results, the researcher concludes that the present research has been of a significant relevance for the Diocesan Community Zone three.

Keywords: application, authentic assessment, community, proficiency, significant, strategies, students, teachers, traditional, writing skill.

INTRODUCCION

El actual trabajo investigó el tema “Authentic Assessment Tools for The Writing Skills Development to EFL Intermediate students”. El estudio de estos conocimientos favoreció a los estudiantes de nivel Intermedio de la Pontificia Universidad Católica del Ecuador Sede Ambato, en el mejoramiento de la destreza de la escritura mediante la aplicación de evaluación autentica basada en el desarrollo de estrategias innovadoras, por consiguiente el trabajo de investigación de enfoca en seis capítulos que se detalla a continuación:

Capítulo 1. Incluye el tema, planteamiento del problema, contextualización, análisis crítico, prognosis, formulación del problema, interrogantes, delimitación del objetivo de investigación, justificación, objetivo general y específico.

Capítulo 2. Aprecia el marco teórico, antecedentes investigativos, fundamentación filosófica, fundamentación legal, variables dependientes e independientes, hipótesis, y señalamiento de variables.

Capítulo 3. Plantea la metodología que se aplicó en la investigación, y para ello se describe la modalidad básica de la investigación, nivel o tipo de investigación, población y muestreo, operacionalización de variables, técnicas e instrumentos de recolección, validez y confiabilidad, así como plan de recolección de información, plan de procesamiento de la información y el análisis de resultado. Además de la aplicación de un pre-test.

Capítulo 4. Enfoca el análisis e interpretación de resultados consta de análisis de resultados y verificación de hipótesis.

Capítulo 5. Consta de conclusiones y recomendaciones.

Capítulo 6. Plantea la propuesta, datos informativos, antecedentes de la propuesta, justificación ,objetivos, análisis de factibilidad, fundamentación metodológica. Introducción, previsión de la evaluación auténtica, además de diez actividades cada una con su respectivo proceso, material, rubrica de evaluación, post test sobre y finalmente material de referencias y anexos.

CHAPTER I

PROBLEM STATEMENT

1.1 Theme

Authentic assessment tools for the writing skills development to EFL intermediate students at Catholic University of Ambato August 2017- February 2018.

1.2 Problem statement

1.2.1 Contextualization

Assessment is considered as a relevant part in the process of teaching and learning. Assessing the students learning is an essential aspect of teaching. (Herman, Aschbacher & Winters, 2012) state that The National Educational objectives established by the governments highlights international standards of competence; these objectives are attained in different institutions based on the progress of the pupils as individual. Therefore, teachers are required to assess student's progress using different types of assessment, and techniques in order to reach the objectives established specially traditional assessment has been employed by different institutions of Ecuador aiming to measure educational accomplishment which has created an opportunity to improve education from a focus on curriculum, staff development, and instructional improvement. On the other hand assessment traditional assessment is considered as lack of spontaneity with more control (Mertler & A. Craig, 2016).

Our role as teachers is then, to assess the work that students do, and to assess their understanding and learning. However, according to (Dietel, Herman, & Knuth, 1991) People within the educational community, such as policymakers, educators, students, parents, administrators, have different ideas regarding the implementation of assessment strategies.

Mostly, Ecuadorian Institutions of Postgraduate Studies use traditional assessment. Pen exams are used as a tool to examine our students' progress. These

types of tests sometimes are not reliable. And students are usually not allowed to see how they will be assessed previously. In the other hand authentic assessment is developed in setting and with plenty of time, the instructor has the opportunity to measure the strengths and weaknesses of the pupils in a diversity of areas and states (Law & Eckes, 1995)

Standardized Assessment exams are accompanied by a set of established principles or instructional background which offer teachers with guidance for what and when something needs to be taught. This type of tests follows a curriculum which encouraged teachers to add to, rather than replace existing instructional topics. However this instructional setting might not be the most appropriate to assess students' learning. And more than once a year administrators discuss with teachers ways to improve assessment in writing skill.

“In a young language-learner schoolroom, the teachers' hard work in establishing a motivating atmosphere and positive attitudes towards learning English can be severely damaged when it comes to assessment” (McKay, 2006).

In other words, wrongly selected assessment tasks, like traditional exams with paper and pens used with learners can setback some children by disturbing them damagingly (Pinter, 2009; Rixon, 2010). Our role as teachers is to assess the work that students do in the class and outside the class, and to assess their input and learning. This will tell us if we are achieving the outcomes that have set out in our course. According to (Dietel, Herman, & Knuth 1991), as a consequence of traditional assessment, students tend to memorization of facts with little opportunity to practice higher-order thinking skills. Rather than following certain instructional patters students' shouldn't limit their abilities and intelligences. Moreover, they can develop them through the use of authentic assessment inside and outside the classroom.

Authentic assessment has been used in education at any level. Success of authentic assessment depends on performance that determines what apprentices can do with verbal in communicative classrooms. Active participation of learners

in assessing themselves and among them is considered as part of authentic assessment which is normally presented in the form of reflections on one's performance. Authentic assessments focus on students' performance on tasks that require extended time, complex rational, and combination of subject is relevant to learning (Baker & Linn, 1990; Shavelson, 1990; Torney-Purta, 1990). The city of Ambato is in continuous development and most of the educational institutions keep a traditional teaching methodology. When instructors approach to traditional assessment by giving regular skill instruction in setups that thoroughly look like tests, their instructional practices are unsuccessful and potentially damaging because of their reliance on outdated models of learning and instruction.

The result of this can be reflected on students' outcomes. One of the institutions which has these problems is Catholic University where a low proficiency in the writing skill performance has been found in EF Intermediate students with an average score of nine out of fifteen points, this is evidenced in the sheets final results that was provided by the evaluation commission. As a consequence a deficient performance has been met in the writing skill development. One of the factors that contribute to this problem is poor assessment tools used for assessing writing skills.

Assessment tools which have turned into a subjective strategy, which does not let to reach a significant learning. Hence, the actual research project aims to demonstrate how authentic assessment tools affect the development of writing skill on EFL intermediate students. And propose activities as authentic assessment to help teachers and Intermediate students from Catholic University of Ambato consider different ways of assessing the writing skill. And focus attention on the importance of methods and tools of alternative assessment for writing skills development to EFL intermediate students.

1.2.2 Critical analysis

1.2.2.1 Problem Tree Analysis

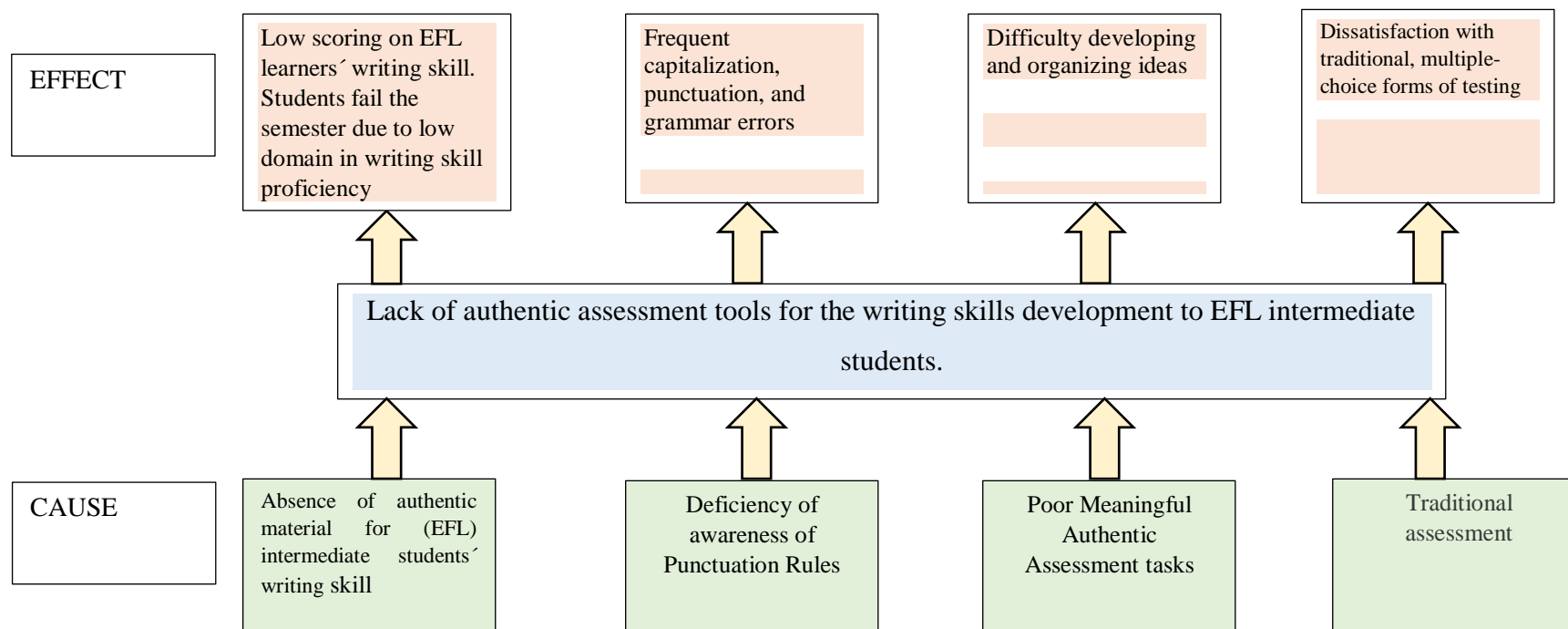


Chart 1 Problem Tree Analysis
Source: Direct Research
Investigated by Navarrete, P. (2018)

The current investigation considered the lack of authentic assessment tools for the writing skills development to EFL intermediate students as the main problem, because there is absence of authentic material which motivates students to learn English; as a result of this there was low scoring on EFL learners' writing skill performance in exams and the loss of the semester.

The deficiency of awareness of punctuation rules cause frequent capitalization, punctuation, and grammar errors. As teachers, we should be aware of punctuation rules, and use the best techniques with the hand of meaningful authentic assessment to get students to know about this topic it gives precision and stress in sentences so students can structure and organize their writing.

Poor meaningful authentic assessment tasks leads to difficulty for students in organizing ideas moreover, students cannot be critics in a certain situation since all the tasks presented are monotonous and not based on authenticity which in an important element when learning a new language. Presenting real, useful and meaningful activities where students can be critics and put into English language in their future is vital in the learning process.

The persistent use of traditional assessment causes dissatisfaction with traditional, multiple-choice forms of testing. Traditional assessment is memory testing and don't let students to demonstrate their competences about what they have learnt and are able to do.

1.2.3 Prognosis

If a solution is not given immediately to the problematic exposed inside the institution within a certain time Intermediate students will not be able to communicate effectively in a written way words, phrases, sentences and paragraphs, limiting themselves to repetition and memorization creating passive students without the ability to produce English language in an analytical form obtaining a negative learning since learners will show lack of interest and motivation to learn a Second Language. If the problem remains learners will have a great deal of difficulty creating written texts in an independent manner, and as a

consequence, dealing with problems in the learning process due to the continuous usage of traditional assessment.

1.2.4 Setting of the Problem

How do authentic assessment tools influence the development of writing skills on EFL intermediate students?

1.2.5 Research Questions

- What are the tools to be used as authentic assessment for writing skills on EFL student?
- How to apply authentic assessment strategies for writing skill development in the Diocesan community of the central zone 3?
- What is the result of using authentic assessment for the writing skills development to EFL intermediate students?
- What are the advantages of using effective authentic assessment for the writing skills development to EFL intermediate students?

1.2.6 Research Delimitation

Field: Education
Areas: Young Adults
Specific Field: Learning and teaching

Spatial scope: This research study was developed with TEFL intermediate students levels III from Catholic University of Ecuador in the city of Ambato

Temporal scope: The study was carried out within the academic period, taking into consideration the academic calendar September-February 2017 and February – March 2018

1.3 Justification

There has been a great **interest** to develop the present research project, aiming to reinforce the comprehension of the English language and as a consequence, improve the writing skill production on the EF Intermediate students at Catholic University of Ambato, since writing skill is the mean of communication throughout our feelings, thoughts and ideas are transmitted in a written way, allowing learners to use English Language in a meaningful and authentic manner and interact according to their needs.

All undergraduates needed to improve their abilities, skills and critical thinking. They got enhanced through the exposure of authentic tasks to improve their English writing skill.

The **importance** of developing this research is due to the significant role of education in society. This research contributes in the teaching and learning process improving writing skill proficiency in (EFL) in intermediate students, through the practice of authentic task which motivated pupils in their learning. An authentic assessment gives the opportunity to teachers and learners focus attention on communication, rather than on right or wrong responses. Putting emphasis on students' strengths and weaknesses, revealing what they can do with the language.

This is a current affair theme, since at Catholic University there has not been any researches developed in relation to Authentic Assessment Tools for the Writing skills development to EFL Intermediate Students. As most teachers do not have enough awareness about the advantages and benefits that bring the application of strategies based on authentic assessment tools, the present study has been considered as an **innovative** research for the Diocesan Community.

Realistic strategies based on authentic assessment tools were implemented in order to improve the writing skill proficiency on intermediate students leaving behind traditional and monotonous assessment and promoting students who can analyze, investigate, being constructivists, humanists and participants with an integral education avoiding traditional assessment based on repetition.

The present research is aiming to benefit all the educational community of Catholic University, since the project has given a significant contribution to the development of the writing skill. As a result, students have been provided with authentic assessment tools which have transformed society. Using authentic assessment to develop life-long writing skills for creative thinking, problem solving, synthesizing, and reflecting. Obtaining positive and effectively outcomes in the writing skill production.

1.4 OBJECTIVES

1.4.1 General

Determine how authentic assessment tools affect the development of writing skill on EFL intermediate students.

1.4.2 Specific

- To diagnose the type of tools used for authentic assessment for writing skill on EFL student at Catholic University of Ambato.
- To apply authentic assessment strategies for writing skill development in the Diocesan community of the central zone 3
- To find out the outcome after using authentic assessment are for the writing skills development to EFL intermediate students.
- To identify what the advantages of using effective authentic assessment for the writing skills development to EFL intermediate students.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research Background

The learning process of a new language could turn out easy for some people, meanwhile for others could be difficult. The level of complexity in the development of the skills depends on a variety of aspects such as the locations and the environments where the students develop; there is where motivation plays an important role. From the teaching experience I dare to say that the most difficult skills to develop are the productive skills speaking and writing. From this perspective some researches feel keen on find out, investigating, and propose new strategies in order to develop the writing skill (Kenneth G. Shiplay & Julie G. McAfee, 2016)

Some similar research projects have been found that are slightly related to the research topic alternative assessment. The first one was found from (S. Jaya, P. Pauh, P. Pinang & P. Malaysia, 2016) The authors explain in their research “Improving Process Writing with the Use Authentic Assessment” an investigation carried out in Sabah a school in Malaysia where the process of writing was enhanced with the usage of authentic assessment in an English classroom. In this rural school where eleven children from the age of four who were the participants of the case. Data was composed by observing them during the English lessons and at the end of the sequence of observations, an interview meeting was directed. The results of the study exposed that applying authentic assessment to measure young students is useful and real in helping them to write well in the English Language classroom. As a conclusion the authors have found that:

1. Educators might use projects such as stories, journals, dialogues, videos and interviews with the learners to assess the writing processes. For instance, an authentic assessment on the expedition of a famous traveler can be used to score students on a journal.

2. The educator may present self or peer-assessment as an option for assessment. A simple observation, checklist or questionnaires may be planned and employed to help them self-assess and co-assess their writing. Observation checklists, holistic and analytical rating scales are suggested. With the usage of authentic assessments, all the community has great opportunity to gain in the process of language acquisition.
3. The eventual aim of authentic assessment is to increase the learning development and help students to improve knowledge while carrying out assignments that are helpful to their “real-world” involvements.

From this investigation it is observed that the application of authentic assessment tools in the English classroom give students a different opportunity to improve writing skill proficiency. When assessing student’s assignment the most relevant information to be assessed are the ideas and thoughts; grammar and vocabulary are not very important when developing the writing skill. This research has inspired the author of the current project to do a research of different meaningful ways of assessing student’s capabilities in the writing skill development.

On the other hand the author (Hodgman, 2014) in their research “Using Authentic Assessments to Better Facilitate Teaching and Learning: The Case for Student Portfolios” demonstrates that Authentic assessments have frequently been estimated as fruitful tools for increasing student commitment, learning, and self-assurance. One specific strategy of authentic assessment is student portfolios which can be seen as beneficial authentic assessments tools when applied in certain abilities. Moreover, portfolios enhance students’ confidence and creativity.

As a conclusion, the author puts emphasis on authentic and meaningful learning demonstrating that authentic assessments and more explicitly student portfolios can be authentic strategies to inspire student self-evaluation, thinking, and motivation. Portfolios let educators to assess student presentation and development based on authentic illustrations of student effort.

Portfolios can offer significant opportunities for self-reflection, social interaction, and student independence, educators are often drowsy of applying portfolio initiatives due to the awareness that portfolios need extreme time and capitals that may delay with other instructional events. Educators need to cautiously consider their will to pledge to portfolio ingenuity before application.

The paper described has to some extent a relation with the current research project. The process, strengths and drawbacks have been illustrated and taken into account when employing authentic assessment tools in the English classroom since student will be the most important beneficiary and teachers can analyze and reflect from the students' work to find miscellaneous innovative tasks to develop students' abilities.

2.2 Philosophical Foundation

The current research was developed inside the paradigm of critical positivism from Lev Vygotsky, because it analyzes the problems found in English language assessment inside the classroom and looks for the solutions to them related to the lack of alternative assessment and the drawbacks students might face.

Teachers have to face relevant challenges each day such as preparing exams, planning a class, preparing quizzes, assess students' performances, find the best material for every lesson, be aware of student's achievements and as well as keeping a nice classroom environment. How well the teachers perform all these tasks will determine the students' success. Hence, the pupils won't successfully develop writing skill if there is no implementation of alternative assessment.

Authentic Assessment is an important part in Education, where this research is taking place. Most instructors have been involved in a traditional assessment, and as a consequence of it students have been pushed to memorize contents, and their writing skill competences have been assessed in an isolated way. In the other hand

the proposal of Alternative assessment in the EFL students helped to develop writing skill. This research became guidance for educators and students to develop writing skill proficiency.

2.2.1 Epistemology Foundation

Most elements of educations were based on Philosophy; and the concept of epistemology is fundamental when teachers assess students because basic concepts related to assessments and writing for developing teaching and learning must be internalized. Different concepts of epistemology have been researched, and according to one author it is defined as “*the views about the ways in which social reality ought to be studied*” (Bryman, 1992, p. 5). From this concept we can say that teachers use different techniques to approach different contents, and the study of alternative assessment is worth to be researched because tutors will understand different concepts related to the topic study and apply it in the classroom.

2.2.2 Methodology Foundation

Positivists accept that methodology can provide scientific descriptions of the incidence of events by applying quantitative theories or methods of data collection and examination through research and observation or causality philosophies (Carr & Kemmis, 1986). The current research tried to apply alternative assessment to develop writing skill in the English language, hence, we could obtain accurate information base on quantitative methods.

2.3 Legal Basis

The present research Project has a legal foundation in the Ecuadorian Regulations of the Constitution of Ecuador 2008, article 26 states that:

“Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.” (p. 10)

The constitution of Ecuador guarantees to all Ecuadorian citizens the right to live in a good way taking part in the educational system. Students feel worthy when they are being assessed using authentic materials which encourage them to strive for success. Another article from the Constitution of Ecuador points out:

“Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual , y el desarrollo de competencias y capacidades para crear y trabajar”. (p.10)

The widespread belief that the development of skills on students can persuade them to complete their objectives is affirmer according the article presented. Moreover, Tutors ought to apply the most suitable strategies taking into account the diversity of the classroom.

Chapter II from the LOES (Ley Organica de Educacion Superior).

Art. 5.- Derechos de las y los estudiantes:

b) Acceder a una educación superior de calidad y pertinente, que permita iniciar una carrera académica y/o profesional en igualdad de oportunidades;(…)

d) Participar en el proceso de evaluación y acreditación de su carrera; (p. 3)

According to the Constitutions of Ecuador Assessment is an important part of the Education process, and as teachers we need to find the best assessment methods to involve students into the learning process. And Authentic assessment can provide students that opportunity.

2.4 Key Categories

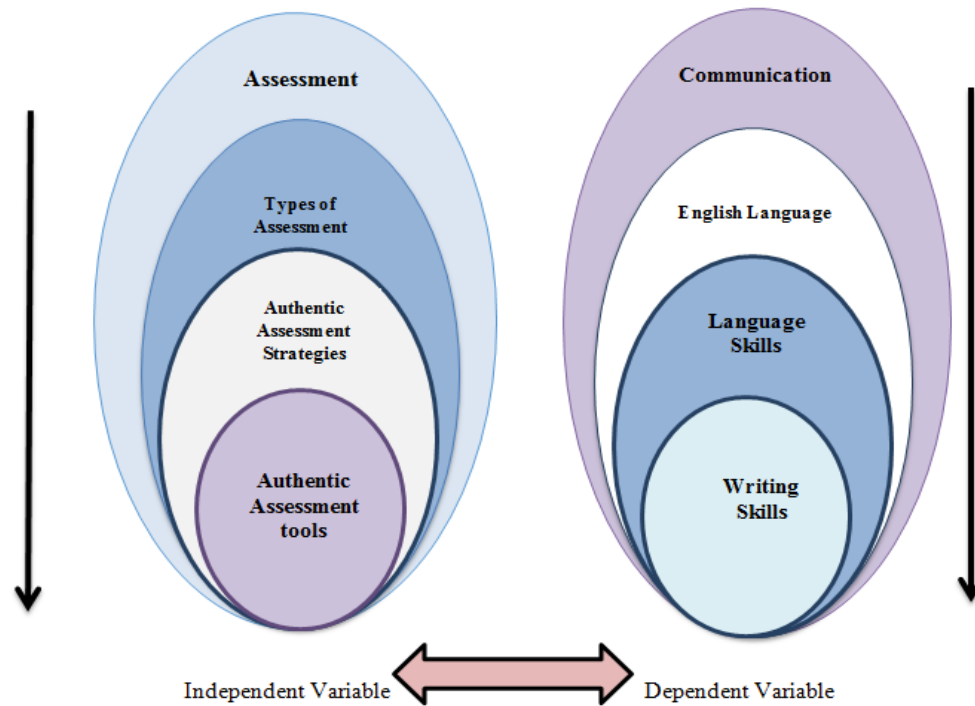


Chart 2 Key Categories
Source: Direct Research
Investigated by Navarrete, P. (2018)

2.4.1 Independent variable interrelated graphic

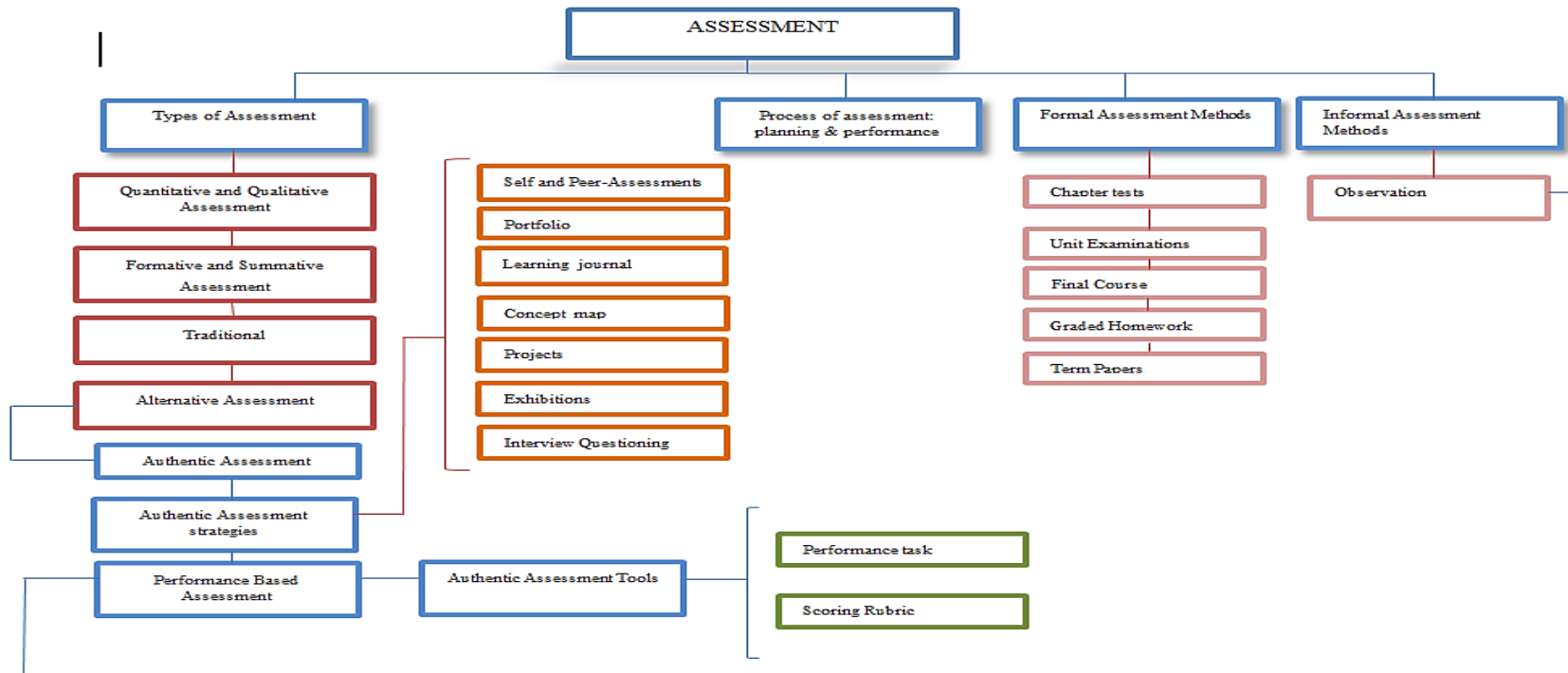


Chart 3 Independent variable interrelated graphic
 Source: Direct Research
 Investigated by Navarrete, P. (2018)

2.4.2 Dependent variable interrelated graphic

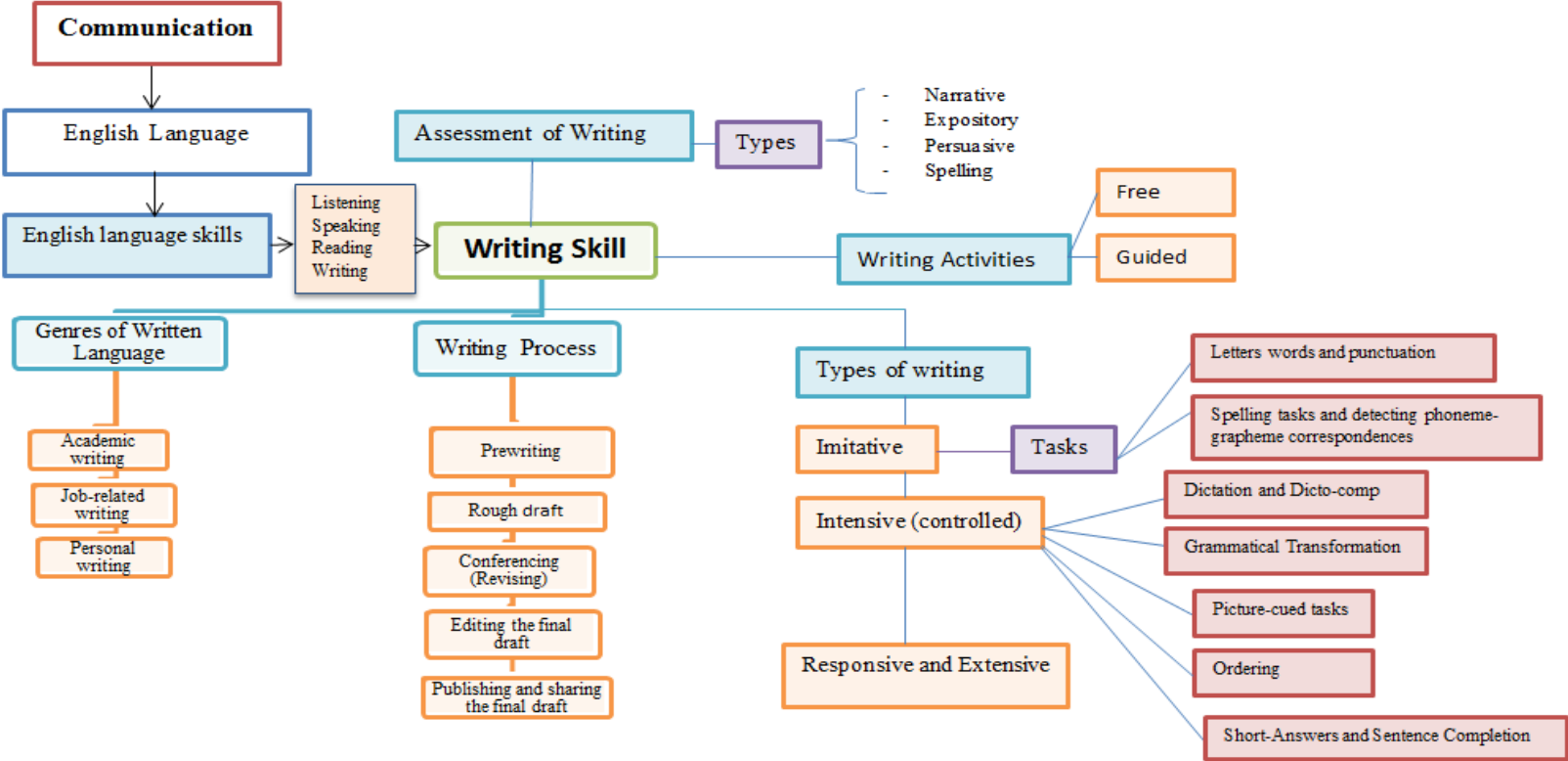


Chart 4 Dependent variable interrelated graphic
 Source: Direct Research
 Investigated by Navarrete, P. (2018)

2.4.3 Didactic view of conceptualizing variables

2.4.3.1 Independent variable framework: Authentic Assessment tools

ASSESSMENT

There are different terms related to assessment and firstly, it is necessary to identify what assessment for learning is. According to the authors (Lorna, E. & Steven, K. 2006). Assessment for learning is defines as “ strategies designed to confirm what students know, demonstrate whether or not they have met curriculum outcomes or the goals of their individualized programs, or to certify proficiency and make decisions about students’ future programs or placements” (p.55).

It is clearly inferred that educators need to meet the goals and the outcomes stablished in a syllabus, and the results obtained will determine the students ‘future in their education. In the other hand (Jones, C., 2005) states that “Assessment as part of classroom activities is a fundamental process required to promote learning and ultimately achievement” (p. 5).

Both authors describe the importance of Assessment to determine students’ achievements. Hence, Assessment should be used as an instrument to help students to improve their knowledge, abilities, competences and skills and reach the outcomes stated in a planning course.

The author (Jones , C. 2005) displays that there are some important aspects the learner needs to be aware in order the learning process can take place:

What is the purpose of the lesson?

Why do students need to learn it?

Where are students in terms of reaching the goal?

How can students accomplish the goal?

Holistic aspects must be taken into account when assessing students' performance. There is a complete process which involve planning, aims awareness, effective, and feedback, motivation, improving feedback and providing several opportunities will promote an effective assessment in the classroom.

(Mertler & A. Craig, 2016), define assessment system as “all the systematic methods and procedures that are used to obtain information about behaviors and upon which educational decisions are based.” From this definition I dare to say that assessment has a broader perception in which a series of measures will be applied in order to determine the attributes of an individual or a group moreover, the result of the related measurements might consist on different types of assignments used to determined specific cognitive characteristics.

Assessment must to be a unified part of teaching and learning. The idea of assessment is that focuses on relating student learning, recognizing where each scholar is in his or her individual learning development, analyzing any difficulties scholars may be having in their learning, and giving direction to the teacher and the student to improve learning (Berry, R. 2008).

This idea on the use of assessment to sustenance learning, rather than to file accomplishment, has to be as “assessment for learning”. To take the conception of assessment for learning to achievement in the classroom, activities have to be planned and conducted with the determination of learning. If teachers are to embrace this new idea of assessment, they need to comprehend what assessment for learning is and how it works.

Formal Assessment Methods

Formal assessment methods are described by (Mertler & A. Craig, 2016) as planned in advanced for the administrator with lack of spontaneity with more control. They include tests, examinations, final tests, graded homework, papers. Students are not only aware of how the formal authentic method will be

implemented but how they will be used by the teacher. As a consequence of this awareness most students have a deep fear of these exams perhaps they do not really demonstrate the cognitive abilities of learners.

Informal Assessment Methods

In the other hand informal authentic methods are more spontaneous and used when the teacher needs to collect information more often. When deciding which method to use it is necessary to select a balanced method on order to obtain reliable information.

a. Observation

All teachers whether they are conscious or not observes their students in the classroom, every movement, response or a non-verbal behavior are noticed. Without ever organizing a test the teacher know a lot about the students. Experience teachers are so good at this process of assessment that his or her estimations of a student competence are highly correlated with the independently administrated test scores. (Brown, 2004)

Moreover, observation is a systematic, planned procedure for real life, almost secret recordings of students' verbal and non-verbal behavior and the objective of observations is to assess students without their consciousness of the observation so the genuineness of the linguistic performance is exploited.

(Brown, 2004) Points out that designing a system of observation is not an easy task. The observation recording can take the form of anecdotal records, check list, or rating scales.

From this study teachers should consider that it is their choice to use the most effective observation tool whether it is an anecdotal record, check list or rating scale. The one which satisfy students` needs should be considered.

TYPES OF ASSESSMENT

1. Quantitative Assessment

Quantitative assessment according to (Mertler & A. Craig, 2016) leads to a numerical score that estimated student's behavior and characteristic. This type of assessment is the one that predominates in all educational system and as teachers we have to find the right method of quantitative assessment among tests, checklists, rating scales in order to make the right decisions in an unbiased approach.

2. Qualitative Assessment

Qualitative assessment in the other hand result in a verbal explanation of the characteristics and the methods include anecdotal records, observations and informal questions (Mertler & A. Craig, 2016 in Greedler, 1999).

Teacher need to take these methods into account in order to measure students learning.

3. Formative and Summative Assessment

Formative assessment happens during the instruction and its purpose the determining what adjustments have to be made in the instruction (Mertler & A. Craig, 2016). This type of assessment is one used by teachers and provides support in developing instruction, as well as feedback to teachers and students to solve any misunderstanding and problems. And the feedback is often based on informal methods such as observations and questions.

Summative Assessment in the other hand arises at the end of the instruction, semester, course, lesson ,etc. (Mertler & A. Craig, 2016). It is at this time when teachers want to assess students in terms of identifying classroom objectives and assigning grades. Summative assessment is essential for promoting students as it

is for administrative decisions. The purpose of this assessment is to have an summary of students achievements.

4. Traditional Assessment

The authors (Mertler & A. Craig, 2016) describe traditional assessment as the routinely assessment performance of students using multiple-choice, short-answers quizzes. Consisting on paper and pencil tests where there is only one correct answer and allows teachers to assess quickly and simultaneously many students.

5. Alternative Assessment

In the decades of 60s and 70s the movement towards more hands-on began to flourish and new methods known as alternative assessment appeared. One relevant type of alternative assessments is authentic assessment. The real application of skills further than instructional context is essential. The idea of authentic assessment is to apply concepts, knowledge, and facts in an attempt to solve real problems.

Janisch, C., Liu, X. & Akrofi, A., (Spring 2007), points out that “*The theoretical framework for using alternative assessment in the classroom includes considering learners as constructors of knowledge; finding authenticity in materials and activities; employing dynamic, ongoing evaluation tools; and empowering students. By putting these ideas into practice, individual attributes of initiative, choice, vision, self-discipline, compassion, trust, and spontaneity can be promoted in student*”.(p. 221)

Janisch, C., Liu, X. & Akrofi, A., also mention that Alternative assessment has the prospective to inverse the traditional model of student nonparticipation and switch it with student creativity, self-will, and excellence.

According to Janisch and Akrofi, alternative assessment encourages students to build their knowledge using authentic material and motivation as the vehicle to success. It is vital for teacher to use positive input to obtain constructive output from our students.

a. Defining Authentic Assessment

(Linda Van Wageningen, 2006) State that authentic assessment is used to judge the quality of a student's response to an authentic assessment task. Each assessment task is designed to combine geographic concepts with supporting information (often from other disciplines). Each task involves steady work habits as well as the skills to communicate accurate understanding to others. The authentic assessment task challenges to put the student in a "real-world" context so that classroom knowledge can be put to authentic uses. Tasks may integrate a number of themes and disciplines; focus on a given certain element. Authentic assessment tasks, therefore, should involve students in problems that are similar to those encountered in the larger world.

b. Authentic Assessment as Learning Activity

Moreover, the authors (Linda Van Wageningen, 2006) explain that authentic assessment is designed to expand the student. While a traditional test is aimed to take a snapshot of what the student knows, the authentic assessment task encompasses the student in work that actually makes learning more meaningful and builds on the student's present knowledge and skills. As a student is engaged in an assessment task with assessment lists and examples of excellent work, both learning and assessment will occur.

AUTHENTIC ASSESSMENT STRATEGIES

It is not possible to make a complete list of alternative assessment strategies as they report student's learning and traditional based test assessment is not used. According to the author (Berry, R. 2008). The most common strategies are observations, experiments, journals, portfolios, exhibitions, interviews, oral presentations, interviews and project.

“it is important to understand, however, that some products may be the means for assessing aspects of process, or skills deemed to be more important than the product itself” (Berry, R. 2008 p.84)

Alternative Assessment strategies require learner to produce or demonstrate their own learning with product-oriented assessment and as educators the process needs to be taken into consideration when applying alternative assessment.

(Sánchez-Reyes& Duran, 2008) point out that teachers should make more use of authentic assessment in the classroom. Moreover, educators have to know why, how and when to use authentic strategies. Standard classroom text books contain a lot of authentic material. However, they have all been written with a specific purpose in mind, to teach the students English. Text books bestow many benefits on both learners and teachers, they provide:

- A paced plan and consistent syllabus.
- High quality materials.
- Sets of related, high quality sources.
- Ready- made assessment activities.
- Solid support to teachers, especially inexperienced teachers.
- A constant record of the content covered and the work to be covered.
- Referenced material.

However, teachers using text books are not encouraged to develop their own personal style and students rely heavily on the contents of their books. They do not push their knowledge to the confines of the book.

Essentially any classroom, university, or language activity can aid as a source to gather information about the learner proficiency, learning course and guided instruction.

1. Self-assessment

Self-assessment draws its theoretical justification from a number of recognized principles from second language acquisition. The principle of autonomy is highlighted as a fundamental stone in the students' success. To set one's own goals regarding the structure of a classroom and the curriculum and to pursue them are all keys to success. Developing intrinsic motivation which comes from a self-propelled desire stands out as successful acquisitions of any groups of skills. (Brown, 2004)

2. Peer-Assessments

Peer-Assessments hold the main principle which is cooperative learning. Many people go through a whole regimen of education from kindergarten up to a graduate degree and never appreciate the importance of collaboration in learning. (Brown & Hudson 1998) cited in (Brown, 2004) agree that all the above agreements of self and peer-assessments bring certain benefits: direct involvement of students in their own learning, the encouragement of autonomy and increased motivation due to their involvement. Setbacks must be taken into account. Subjectivity is a main obstacle; students might be too harsh on themselves or too self-flattering or they might have not the necessary tools for a truthful assessment.

Types of Self and Peer-assessment

It is necessary to distinguish between different sorts of self and peer assessment and to apply them accordingly. (Brown, 2004)

a. Direct assessment of performance. Students observe themselves in oral or written production. The evaluation takes place immediately or soon after the performance. After having student made an oral presentation, the students (or a peer) fill out a check list which rate students' performance.

b. Indirect assessment of performance. Board larger slices of time with a view to representation an evaluation of general ability, as opposed to one specific, moderately time-constrained performance.

c. Metacognitive assessment. Have the purpose of setting goals and maintaining an eye on the process of their pursuit. Fosters intrinsic motivations and provides students with extra-special impetus for having set and accomplished one's own goals.

d. Assessment of socio-affective factors. It requires looking at oneself through a psychological lens and might not vary significantly from self-assessment across a number of subject- matter areas or for any groups of personal skills.

e. Students self- generated tests are not usually classified firmly as self or peer-assessment is the method of appealing students in the process of building tests themselves. The traditional view of what a test is would never permit students to engage in tests structure, but students-generated tests can be fruitful, intrinsically motivating.

3. Portfolios

(Osman Birgin, 2007), illustrates in (Artel &Spandel 1991) that portfolios are a focused collection of student effort that displays to the student their achievement. The collection ought to include learner contributions in selecting contents, the criteria for collection, the criteria for judging merit and indicators of student personal-reflection.

(Brown, 2004) Illustrates the material portfolios might include:

- Essays and compositions in draft and final forms
- Reports, project outline;
- Poetry and creative prose;

- Artwork, photos, newspaper or magazine clippings;
- Audio and/ or video recordings of presentations, demonstrations, etc.;
- Journals, diaries and other personal reflections;
- Test, test scores and other written homework exercise;
- Notes on lectures; and
- Self – and peer-assessments – comments, evaluations and check lists.

Portfolios were thought to be used only for children, but nowadays they are used for all learners, benefiting themselves of portfolio development.

(Gottlieb , 1995 cited in (Brown, 2004) recommended a developing scheme for considering the determination of portfolios, using the acronym CRADLE to plan six potential features of portfolio:

- Collecting
- Reflecting
- Assessing
- Documenting
- Linking
- Evaluating

(Brown, 2004) Relates the acronym as **collection**, portfolios are seen as students' identity. The freedom of students to select what to collect should be appreciated, but the objectives of the portfolio must be clear. **Reflective** practice through journals and assessment check-list is necessary for the success of a portfolio. Teachers and students should take the role of **assessing** the portfolio seriously as they evaluate the progress over time. The portfolio is an important **document** which demonstrates student's achievements. The portfolio can serve as a **link** between students, teachers, community, peers and authorities created with pride which displays student's uniqueness. Finally, evaluating a portfolio can be time-consuming, but fulfilling process of generating knowledge.

Portfolios give numbers of potential benefits when creating them:

- Foster intrinsic motivation, responsibility and ownership
- Promotes student-teacher interaction with the teacher as a facilitator,

- Individualize learning and celebrate the uniqueness of each student,
- Provide tangible evidence of a student's work,
- Facilitates critical thinking, self-assessment , and revision processes,
- Offers opportunities for collaborative work with peers , and
- Permit assessment of multiple dimensions of language learning.

Portfolios might fail if the objectives are not set clearly or if the guidelines are not given to the students. Sometimes developing a portfolio might be challenging specially for teachers who have never created one before. A successful portfolio depends on the following steps:

1. States Objectives clearly
2. Give guidelines on what material to include.
3. Communicate assessment criteria to students.
4. Designate time within the curriculum for portfolios development.
5. Establish periodic schedule for review and conferencing.
6. Designate an accessible place to keep portfolios.
7. Provide positive washback-giving final assessment.

4. Learning Journals

According to (Hamayan, 1995) Common entrances that students make in their journals can provide teachers a vision not only students' language ability, but their awareness of the learning process. The author emphasizes the importance of journals in the classroom and how it influences in the learning process.

On the other hand (Brown, 2004) study confirms that fifty years ago journals had no place in the second language classroom. The concept of free writing was confined almost exclusively on developing essays on assigned topics. But today journals occupy an important role that let students develop a self-reflection and take control of their own destiny.

A journal is a register of students' thoughts, feeling, reactions, assessment, ideas and progress toward goals, usually written with little attention to structure, form and correctness. Students can articulate their thought being judge later by the

teacher. Sometimes journals are confused sets of language with no particular point purpose or audience. Fortunately, models of journeys used in education have tightened up to give this type of journals a focus. A number of overlapping categories have emerged in journal writing such as:

1. Language- learning logs
2. Grammar journals
3. Responses to reading
4. Strategies based learning logs
5. Self-assessment reflections
6. Diaries or attitudes, feelings and other affective factors
7. Acculturations logs

5. Concept Map

Concept maps offer learners the chance to reflect thoughtfully. They can aid as a meta-learning strategy that helps learners how to learn. It can also support learners to organize and comprehend more evidently new information to be learned. By a concept map, learners connect their new knowledge with their own existing knowledge.

6. Projects

(Berry, R. 2008) claims that projects offer useful data about learners ' understanding and awareness of specific learning areas, about skills to apply in particular studies, and about capabilities to communicate subject-specific data clearly. Most projects need learners to assume an investigation process in which they work in groups or separately to select a topic, design a data collection process, examine and organize the data collected and then display the results.

7. Exhibitions

Exhibits are the product of a topic studied in depth. Producing the exhibit demands effort and time as well as deep understanding of the subject matter. Exhibitions provide both teachers and students a chance to gain a better view of what students are learning and accomplishing (Klenowski, 2000).

8. Interview

According to (Brown, 2004) an interview is proposed to represent a context in which the teacher converses with a student for a designated assessment determination. Interviews might have one or numerous possible aims in which the teacher:

- Assess the students' oral production,
- Ascertain a student's 'needs before designing a course or curriculum,
- Seek to discover a student's learning styles and preferences,
- Ask a student to assess his or her own performance, and
- Request or evaluation of a course.

Moreover, to keep the all-important reliability factor, interview questions must be built carefully to elicit as focus as a reply as possible. As there are a lot of objectives it is difficult to establish the principles, but the following guidelines may help efficiently:

- Offer an initial atmosphere and anxiety- lowering (warm up)
- Begin with relatively simple questions
- Continue with level-check and probe question, but adapt to the interviewee as needed
- Frame questions simply and directly
- Focus on only one factor for each question. Do not combine several objectives in one question
- Be prepared to repeat or reframe questions that are not understood

- Wind down with friendly and reassuring closing comments

The author (Hamayan, 1995) in (Canales 2012) remarks that Interviews with individual pupils can produce extensive data about the student's language and, more outstandingly, about the development of learning, it also permits for students' thoughts of features of instruction.

9. Questioning

It is essential to the interaction among learners and teachers in classroom. Through answering to questions, learners are capable to organize and self-develop data into concepts. Students are capable to take a dynamic role to think of and as well as produce knowledge.

Anecdotal records of observations

(Hamayan, 1995), states that anecdotal records of observations are notes written through the day or the class illustrating the teacher's observations on several learners.

AUTHENTIC ASSESSMENT TOOLS

According to the author (Mertler & A. Craig, 2016), this kind of assessment involves students to openly apply their awareness and skills, often from numerous content areas to complete an activity or a task and assess students capabilities along a variety of strategies developed by the teacher. The information gathered from this kind of assessment focuses on student's comprehension. Helping teacher to answer the questions "What do my students know and what are they capable of doing?" This assessment goes hand in hand with performance assessment.

(Adamson, 2010) Rightly points out that in performance assessment learners need to construct a response, create a product, or perform an activity. From this view, performance assessment embraces a very extensive range of activities, from

concluding a sentence with a few words, to writing a full analysis. It must therefore be recognized that performance assessment needs students to show that they have learnt precise skills and competencies by carrying out or producing something.

From this analysis, when applying authentic assessment tools in the classroom a great deal of benefit is obtained regarding the skills development and as a consequence of this students are exposed to an authentic environment where meaningful learning is being process so students can have an excellent performance in a real life context.

Performance Assessment

As (Nitko, 2001) describes performance based assessment different tasks students have to perform individually or in groups. Moreover, performance assessment leads to the direct observation of student competences and skills. In other words, the outcomes of performance assessments gives teachers information about the extent to which scholars are proficient of actually *applying* specific awareness or actually *performing* a precise set of skills.

Additionally, performance assessment uses specific established criteria to evaluate the effort performed by the end of the activity. Moreover, performance assessment is compound of performance assessment tasks and a pre-established scoring criteria frequently in the method of a rubric.

The performance task is the authentic prompt or action provided to pupils as part of a performance assessment; it states to students precisely what they are to organize.

Scoring rubric is a scoring conductor, containing of exact pre-established presentation criteria, used in gauging student effort on performance assessments.

Rubrics provide an explanation of the expected level of performance for each measure. Teachers can have standards for different ranks of performance.

This assessment presented is quite more different from the traditional assessment where students have to use paper and pencil to measure their knowledge. This assessment goes beyond in order to know if students understand concept, facts and know how to “do” and accomplish skills in a successful range.

The author (Jones, 2005) states that learning has to be cautiously planned. Planning is an important part of a teacher’s assignment. Teachers must plan and produce opportunities within each meeting for both the learner and the teacher to gain information about a learner’s progress in the direction of the learning goals defined by the tutor at the beginning of the session. It is essential that the learning goals are communicated to the student, but also the assessment criteria which will be used to assess the students’ progress.

2.4.3.2 Dependent variable framework

COMMUNICATION

The author (Rayudo, C. 2009) illustrates that "communication" is consequent from the Latin term *communis*, that means common. In its claim, it means a common ground of understanding. It is a procedure of interchange of facts, ideas, and thoughts that individuals or groups share importance and understanding with one another. In other words, it is the conduction and cooperating of realities, ideas; thoughts, emotions or attitudes. Communication allows us to do significant things, to breed, to acquire to be conscious of ourselves and to regulate to our setting. To interconnect with one another is an obsessive need of human beings. There can be no common sympathetic without communication; common accepting is the essential of human relations.

According to the author (Rayudo, C. 2009) there are some common definitions about communications expressed by the following individuals:

"The interchange of thought or information to bring about mutual understanding and confidence or good human relation." (American Society of Training Directors in Rayudo, C. 2009)

"Communication is an exchange of facts, ideas, opinions, or emotions by two or more persons. Communication is also defined as intercourse by words, letters, symbols, or messages and as a way that one organization member shares meaning and understanding with another." (Newman and Summer in Rayudo, C. 2009)

"Communication is the transmission and interchange of facts, ideas, feelings, or course of action." (Leland Brown in Rayudo, C. 2009)

"Communication is the sum of all the things one person does when he wants to create understanding in the mind of another. It involves a systematic and continuous process of telling, listening and understanding." (Allen Louis A.in Rayudo, C. 2009)

From the illustrated information communication has different ways to be defined, but all of them reach the conclusion that communication is perceived as the exchange of ideas and all emotions of the human being. Communicative skills must be developed nowadays in the English classroom regarding all the skills found in the English language such as listening, speaking, reading and writing in order to improve communicative competences.

ENGLISH LANGUAGE

English language is considered the most useful system of communication around the world. The British Council in its article "The Future of English?" suggests that 1.5 billion people around the world speak English. Moreover, according to the number of users it is the most popular language used in the internet. In addition, English is the first language used for international book publications with 28% of all books being published in English- But why has English become a global language? (Crystal, 2003) Remarks that the growth of the British Empire is the reason for world English. Furthermore, he observes in (Pitman, 1873) that 'The British Empire covers nearly a third of the earth's surface, and British subjects are

nearly a fourth of the population of the world.’ Due to this information the future of English was predicted accurately. The British Empire colonization in different parts of the world such as Africa, the Caribbean, South East Asia, Australia, among others had a great deal of influence and as a result English became a lingua franca.

It is no wonder that English remains strong due to political facts, as (Crystal, 2003) reveals in publication “Many blacks saw English as a means of achieving an international voice, and uniting themselves with other black communities.” Even in 1925 the English language was perceived as a lingua franca, with dozens of different languages spoken in Africa English was the only language to keep the people united.

LANGUAGE SKILLS

(Rayudu, C. 2009). States that language funds the words and method of speaking, writing, typically linked with a specific group of people. It is a method of the style of speaking or writing. It suggests the method of applying symbols like words giving countenance to facts and feelings. Human speech, the speech of a precise state, the speaker or writer can agree but should write or speak on the level of or readers or listeners. This will create the message attractive and fascinating. An individual listener is attracted in listening everything which pleases his purpose and wish. It is the skill of writing or speaking. In communication, every speaker needs to know the importance of language which is vital for real communication.

In addition, trying to produce language that is attractive to the audience is a whole process it combines different skills such as listening, speaking, reading and writing and as educators there is an urge to model students language accordant to the current context of society.

WRITING SKILL

In the process of teaching and learning, the four language skills ought to be learnt by the students (listening, speaking, reading and writing). From all the language skills writing is classified as one of the productive skills beside with speaking since they include producing language rather than reception it. (Spratt, 2005)

Different information has been found about writing. (Wendy A. Scott & Lisbeth H. Ytreberg, 1991) state that writing has specific characteristics that make it hard for students to enhance with it, especially for young learners. Writing has been considered a difficult skill to develop and teachers are looking for new strategies to help students accomplish proficiency in the skill.

Moreover, (Wendy A. Scott & Lisbeth H. Ytreberg, 1991) claim that body language, tone of your voice, eye contact and some other characteristics of the language cannot be used in writing. Many students take a long time to domain writing skill. Correcting errors has been taken into account over content, but if we used meaningful authentic tasks to develop writing, then errors could be improved.

Additionally, in the field of second language teaching, only fifty years ago professionals were saying that writing was chiefly a treatment for writing skill for copy speech, strengthening grammar and other lexical structures of the language. Now we recognize the individuality of writing as a skill with its own structures and conventions. Furthermore, the assessment of writing is not a simple assignment. As you consider assessing you students' writing skill the educator should contemplate clear objectives and criterion. What is it you want to assess? Handwriting ability? Correct spelling? Writing sentences that are grammatical correct? Paragraph construction? Logical development of a main idea? All these questions and more are objectives and can be assessed through a variety of tasks. . (Brown, 2004)

The authors have given a clear concept of what writing is however, as educators we should make a critical and objective decision about what the objectives of writing will be consider and the type of writing we want our students to develop, in this way we will be contributing in an accurate process of teaching and learning English.

Positive things of writing

Wendy A. Scott & Lisbeth H. Ytreberg express that even though there are difficulties in writing, it is necessary, useful and a funny part of learning in the EFL classroom:

- Writing complements bodily dimensions to the process of learning. Implementing your hands instead your eyes and ears.
- Students can define their character
- Writing can consolidate learning with other skill areas. It helps to develop speaking.
- Writing activities develop conscious language learning. Mostly, when we speak the language is understood because of the situation, but when we write a lot more expressions and vocabulary is needed. And if we did badly in the writing we can go backwards and write again.
- There is a humongous feeling of happiness when we have something written. Teachers should always value the effort and work done by students.

Genres of Written Language

According to (Brown, 2004) the following list is slightly short, but educator should be aware of the astonishing multiplicity of options of written genres that second language students need to acquire.

GENRES OF WRITING	
Genre	Description

Academic writing	<ul style="list-style-type: none"> • Papers and general subjects report • Essays, compositions • Academically focused journals • Short- answer test Responses • Technical reports (e.g., lab reports) • Theses, dissertations
Job-related writing	<ul style="list-style-type: none"> • Messages (e.g., phone messages) • Letters/emails • Memos (e.g., interoffice) • Reports (e.g., job evaluations, project reports) • Schedules , labels , signs • Advertisements , announcements • Manuals
Personal writing	<ul style="list-style-type: none"> • Letters , emails , greeting cards , invitations • Messages , notes • Calendar, entries , shopping list, reminders • Financial documents (e.g., checks , tax forms, loan applications) • Forms, questionnaires, medical reports , migration documents • Dearies, personal journals • Fiction (e.g., short stories poetry)

Chart 5 Genres of Written Language

Source: Language Assessment Principles and Classroom Practice (Brown, 2004)

Investigated by Navarrete, P. (2018)

Writing Process

According to the author (Miller, 1995) in her book *Alternative Assessment Techniques for Reading and Writing*, mentions that the learners should use the following steps to write a finished product. They should not be followed while doing all writing and sometimes a first draft is sufficient.

- **Prewriting** – The learner attempts to come up with the topic to write about. In many cases, a number of ideas will be discarded before the final topic is selected.
- **Rough draft**- The learner writes a rough draft without paying attention to correct spelling, sentence, structure, or grammar.
- **Conferencing (Revising)** - During a conference either with a teacher or his or her peer, the learner attempts to determine how to improve his or her written product. The goal in the conference is to locate all the mechanical errors and to organize the product into a polisher final form.
- **Editing the final draft** - After the final draft is completed the learner either alone or with a peer(s) goes over the writing very carefully to be sure it is written in the best possible manner and that there are no mechanical errors.
- **Publishing and sharing the final draft** – Since writing is usually, but not always, written to be shared with others, the final polisher draft should be published in some type of book form and shared by reading it aloud to other students or by placing it in the classroom library center.

Types of writing performance

(Brown, 2004) Notes that there are four types of writing performance that release the scale of written production, and reflect the individuality of the skill range.

Type	Description
Imitative	This category embraces the ability to spell properly and to identify phoneme-grapheme correspondences in English spelling system. At this stage form is the primary while context and meaning are a secondary worry.
Intensive (controlled)	Meaning and context are of some significance in determining correctness and relevance, but more assessment tasks are more concerned on firmly control.
Responsive	Needs learner to perform at a limited dissertation level, linking sentences into a paragraph and generating a logical connected sequence of two or three paragraphs. Task reply to pedagogical instructions, list of criteria, outlines and other procedures. Genres of writing embrace brief narratives and descriptions, small reports, lab reports, summaries, brief replies to reading and interpretations of diagrams or graphs.
Extensive	Implies successful management of all the processes and strategies of writing for all purposes, up to the length of an essay, a term paper, a major research project report or even a thesis. Writer focus on accomplishing a purpose, establishing and developing

	ideas rationally using details to support or illustrate ideas demonstrating syntactic and lexical variety to achieve a final product.
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Chart 6 Types of writing performance
 Source: Language Assessment Principles and Classroom Practice (Brown, 2004)
 Investigated by Navarrete, P. (2017)

1. Designing Assessment Task: Imitative Writing

Many beginner English learners from young adults to older adults need basic training in and assessment of imitative writing.

Tasks in writing letters words and punctuation

(Brown, 2004) Remarks a limited variety of tasks usually used to evaluate a person's ability to create written letters and symbols.

- 1. Copying** there is nothing innovative or modern about directing a test taker to copy letters or words.

The test taker reads: copy the following words in the spaces given:

bit	bet	bat	but	Oh?	Oh!
bin	din	gin	pin	Hello, John!	

Chart 7 Copying
 Source: Language Assessment Principles and Classroom Practice (Brown, 2004)
 Investigated by Navarrete, P. (2018)

- 2. Listening cloze selection tasks:** Combine dictation with a written scrip that has a quite frequent relating proportion. The sheet provides a set of missing words from which the test taker should choose.

3. **Picture-cued tasks:** Familiar pictures are presented, and test takers are told to write the word that the picture characterizes. Assuming no uncertainty in identifying the picture.
4. **Form completion tasks:** A difference picture is used for a simple form (registration , application, etc.) that ask for name , address and other data, previous instructions are given to fill in the form.
5. **Converting numbers and abbreviation to work:** Some tests have sections in which numbers are written such as addresses, schedules, dates , etc. This can serve as a method to simulate handwriting in English. It lacks authenticity however, many people have never written numbers. Converting abbreviations to words is more authentic. S

Spelling tasks and detecting phoneme- grapheme correspondences

According to the author (Brown, 2004) there is a variety of tasks used to measure the ability to spell the words correctly and to practice phoneme-grapheme correspondences.

1. Spelling tests

2. Picture-cued tasks

3. Multiple-choice techniques

4. Matching phonetic symbols

2. Designing Assessment Tasks: Intensive (Controlled) Writing

It might also be assumed of as form- focused writing, grammar writing or simple grammar writing. Students show language to display their ability in grammar, vocabulary or sentences information and not necessarily to convey meaning for authentic purpose. (Brown, 2004)

Dictation and Dicto-comp: Dictation is the restoration in writing of what one hears aurally. It could be classified as a derivative type of writing. Test takers must listen to stretches of dissertation and in the process insert punctuation. Dicto-

comp. Here, a paragraph is read at regular speed, usually read two or three times. Then the teacher requests students to rewrite the tasks from the best form of their memory.

Grammatical Transformation Tasks: (Brown, 2004) States that many versions of the tasks are possible.

1. Change the tenses in a paragraph
2. Change full form of the verbs to reduce forms
3. Change the statements to yes/no or w-h questions
4. Change questions into statements
5. Combine sentences into one using relative pronouns
5. Change direct speech to indirect speech
6. Change from active to passive voice

Different tasks regarding grammatical transformation have been presented from the author, but the educators must consider presenting the tasks using authentic material to find it meaningful.

Picture-cued tasks: The main advantage of this technique is in detaching the almost prevalent reading and writing assembly and present stead a nonverbal means to stimulate written replies.

1. Short sentences: A picture of some simple actions is presented and the test-taker writes a simple sentence.

2. Picture Description: a more complex picture is presented and test-takers are asked to describe the pictures. The criterion is considered to be met.

3. Picture sequence description: A sequence of three to six pictures representing a story line can offer a suitable incentive for written production.

Vocabulary Assessment Tasks

The author (Brown, 2004) indicated that there are two major techniques used to assess vocabulary are (a) defining and (b) using a word in a sentence. The test taker frequently in a matter of a second has to come up with an suitable sentence, which may or may not show that the test-taker knows the word.

Ordering Tasks

One task at the sentence level may appeal to those who are fond of word games and puzzles: ordering or reordering a scramble set of words into a correct sentence. (Brown, 2004)

Motivation is essential part of the English and learning process, and educator should put emphasis on tasks such as ordering sentences which are a lot funnier and encouraging.

Short-Answers and Sentence Completion Tasks

Such items range from very simple and predictable to somewhat more elaborate responses.

3. Issues in Assessing Responsive and Extensive Writing

According to the author (Brown, 2004), responsive writing creates the chance for test takers to offer a selection of possible creating replies within a pedagogical or assessment framework. Freed from the severe control of intensive writing students can exercise a number of choices in selecting vocabulary, grammar and discourse, but with some limitation and conditions.

The genres of texts addressed here are:

- Short reports
- Responses to the reading of an article or story
- Summaries of articles or stories
- Brief narratives or descriptions
- Interpretation of graphs, tables and charts.

Writing Activities

a. Free Writing Activities

(W. Scott & L. Ytreberg, 1991) Explain that learners need to be able to try out their language in a freeway. In free activities the language is learner's own language, no matter what level the learner is. The tutor should be the initiator and helper, the responsible for seeing that the tasks can be done by students at that level. The more language the learners have, the easier it is to work on free writing activities.

b. Guided writing activities

Fill-in Exercises

Fill-in Exercises are useful activities, especially at the beginners' level, they do not require much active production of language, since most of the language is given, but they do require understanding. They can be used to focus attention on specific language items.

Dictation

The teacher might like to try dictation only half a sentence and ask students to complete it in their own way in order to develop writing skill.

Letters - Cards - Invitations

It is a useful way to get learners to write short meaningful pieces of writing.

Assessment of Writing

(Kenneth G. Shiplay & Julie G. McAfee, 2016) State that assessment for all types of writing should focus on:

- Productivity: How many sentences are there? How many clauses? How many different ideas are presented? How many words are there altogether?

- Complexity: How many different clause types are there? How complex are they? How many words per sentence or clause? How many grammatically correct sentences?
- Appropriateness for audience and topic: Is the form appropriate for the topic? Is it written well for the intended audience?
- Cohesiveness: Is it organized well? Does it make sense?
- Mechanics: Are words spelled correctly? Is punctuation correct? Are capital letters used?
- Analytic aspects: Does the writing have the intended effect? How successfully can the writer revise and edit his or her work?

Types for assessment for writing

According to (Kenneth G. Shiplay & Julie G. McAfee, 2016) there are four types of assessment for writing:

1. Assessment of Narrative Writing

Narrative writing expresses a story or shares an experience. It can be fiction or nonfiction, and content is often from personal experience.

2. Assessment of Expository Writing

Expository writing is a more advanced form of writing. It is nonfiction essay writing and its purpose is to explain, define, or inform.

3. Assessment of Persuasive Writing

The most progressive form of writing is persuasive writing. Its purpose is to persuade the reader that a specific point of view is effective and accurate. It includes personal opinion, sustained by factual information.

4. Assessment of Spelling

Spelling capability may offer consciousness into other classes of knowledge needed for written communication. Underprivileged spelling may expose flaws in one or more of the following language mechanisms:

- Phonemic awareness
- Orthographic knowledge
- Semantic knowledge
- Morphologic knowledge

2.5 Hypothesis

Authentic assessment influences on the writing skill development of EFL intermediate students.

2.6 Signaling hypothesis variables

Independent variable: Authentic Assessment Tools

Dependent variable: Writing skills

CHAPTER III

METHODOLOGY

3.1 Research Approach

The present research focuses attention on a quantitative and qualitative research, and according to C. R Kothari (2004), quantitative investigation is centered on the measurement of amount or quantity. It is appropriate to phenomena that can be communicated in expressions of quantity. Hence, quantitative research was used in this research because the researcher wanted to find out and understand different social situations, and the results of the investigation was subjected to numeric analysis with the statistics support.

In the other hand, C. R. Kothari (2004) mentions that quantitative is related to qualitative. Qualitative research targets at find out the underlying motives and needs, using in depth discussions for the determinations. Therefore, qualitative research was used to analyze and interpret the research problem giving a clear and consistent contextualization to approach the reality of the investigation.

3.2 Basic Research Modality

This research was based on bibliography - documentary modality and research since there was a deeply research of information in relation to the present investigation such as books, publishes, and textbooks. The information gathered was physics and electronic means. Once the strategies were applied a discussion of final results were stablished to find out the results of this research.

3.2.1 Biography Documentary Research

The present research was based on bibliographic because theory information was gathered, and it helped to a deeply comprehension of the independent and the dependent variable through the opinion of different authors. The information was collected from different libraries and on e-libraries of Technical University and PUCESA university library as well.

3.2.2 Field Research.

This investigation is a field research because it will be performed in the exact place where the events take place Diocesan community of the central zone 3. Furthermore certain research tools will be used to gather information such as surveys which will be used to find out the facts that are developing in the Community. To be in contact with the people involved in the investigation will be a great deal rewarding because valid information will be taken to continue with this research.

3.3 Level or type of Research

Descriptive research

The research is descriptive because with this method the investigator has no control on the variables. The methods of research utilized in descriptive research are survey methods of all types including correctional methods, on the other hand, the researcher had to use information already available, and study these to make analytical assessment of the material. Furthermore, fundamental aspects were investigated within the variables and the people involved in the research, the main characteristics in the behavior of authorities , teachers and students through the observation, surveys and interviews, which helped to demonstrate how alternative assessment influences in the learning process of the English language to develop writing skill. Then the researcher proceeded to classify analyze and announce the results with the aim to know fundamental aspects of the variables.

Exploratory Research

There is a relationship between authentic assessment and writing skill. In addition, assessment projects the results of the learning process and let judge the developing of writing skill in students. In conclusion there is a direct relation between the variables. The independent variable which has to do with alternative assessment and the dependent one which has to do with writing skill.

3.4 Population and sample

3.4.1 Population

The population to be investigated is the teachers and levels II and III intermediate students from Diocesan community of the central zone 3, located in Tungurahua province, Ambato city.

LANGUAGES AND LINGUISTICS PUCESA SCHOOL
SEMESTER SEPTEMBER 2017 - JANUARY 2018

LEVEL	Time/Class	Quantity
THIRD	CLASS FROM 1:00 TO 2:00 p.m.	27
THIRD	CLASS FROM 2:00 TO 3:00 p.m.	26
THIRD	CLASS FROM 3:00 TO 4:00 p.m.	21
THIRD	CLASS B FROM 2:00 TO 4:30 p.m.	16
		90
FOURTH	CLASS FROM 1:00 TO 2:00 p.m.	25
FOURTH	CLASS FROM 2:00 TO 3:00 p.m.	21
FOURTH	CLASS FROM 3:00 TO 4:00 p.m.	11
FOURTH	CLASS B FROM 1:00 TO 2:00 p.m.	21
THIRD	SEMINARIO MAYOR	10

TOTAL

178

Table 1 Population
Source: Pontifical Catholic University Ambato
Investigated by Navarrete, P. (2018)

TOTAL POPULATION

	Population	Total
Teachers		12
Students		178

Table 2 Total population

Source: Seminary Mayor "Cristo Sacerdote" and Pontifical Catholic University
Ambato

Investigated by Navarrete, P. (2018)

3.4.2 Sample

Sample was not taken in this research since the population is not very big at the Diocesan Community Zone three which is compounded by Catholic University of Ambato and Seminary Mayor Cristo Sacerdote. The universe of study was 180 intermediate English students who belong to level III in the regular curriculum of study and 12 teachers who are permanently teaching the level mentioned.

3.5 Operationalization of variables

3.5.1 Operationalization of independent variable

Independent variable: Authentic Assessment

TABLE N.-1				
Conceptualization	Categories	Indicators	Basic Items	Techniques and instruments
<p>Assessment is defined as the procedure of collecting , and understanding information to achieve decisions making</p> <p>Alternative Assessment must be considered an essential part of instruction and therefore should occur continuously. It is more useful in determining a students´ literacy strengths and weaknesses.</p>	Assessment	<ul style="list-style-type: none"> • Peer-Assessments • Self-assessment 	<ul style="list-style-type: none"> • In the English classroom, is authentic material (real material) applied by your teacher as a support in the classroom? • Does your teacher foster interactive learning activities including self- assessment (assessment of the students by himself) and co- assessment (assessment among students)? • Are clear guidelines given clearly to develop: journals, portfolios, and write stories? 	<ul style="list-style-type: none"> • Observation and survey addressed to teachers and students.

	Devices for authentic assessment	<ul style="list-style-type: none"> • Tools: Holistic Analysis 	<ul style="list-style-type: none"> • Is traditional writing tests used as the only way to assess the writing skill? 	
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Chart 8 Independent variable: Authentic Assessment
Source: Direct Research
Investigated by Navarrete, P. (2018)

<p>systematic symbols; furthermore, writing is materialized through a complex process with techniques, activities and resources which let the audience be involved in the product.</p>	<p>Types of writing performance</p> <p>Writing Activities</p>	<ul style="list-style-type: none"> • Drafting • Revising • Editing • Publishing • Imitative • Copying, • Intensive (controlled) • Responsive • Extensive • Free activities • Guided activities 	<p>sharing the final draft) useful for me?</p> <ul style="list-style-type: none"> • There is a varied type of activities used to develop writing skill? • In the classroom are free activities performed such as: fairy tales, journals, reports, stories, emails, profiles descriptions, etc.? • Does your teacher apply dictation as a technique to develop the writing skill and determine the stage of 	
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			my proficiency	
--	--	--	----------------	--

Chart 9 Dependent variable: Writing skill
Source: Direct Research
Investigated by Navarrete, P. (2018)

3. 6 Method of data collection

Techniques and tools of data collection

The following stage was followed in the research:

3.6.1 Observation

Observation was used during the teacher's classes aiming to find out information regarding the techniques, strategies and instruments used for writing assessment that the teachers were using for intermediate students. From the information obtained it was observed that most teachers employ traditional assessment.

3.6.2 Pilot-test

The pilot test was applied to intermediate students who are cursing Diocesan community of the central zone 3. With the information gathered, an analysis with the Alfa Cronbach was done and gave a result of 0.84. This information let us know that the questionnaire was ready to be used.

3.6.3 Survey

The survey was applied as a technique and a questionnaire as an instrument. 180 intermediate students from the Diocesan Community Zone 3 and 12 teachers were surveyed; with the target to gather information related to the application of alternative assessment for writing skill. The data obtained was useful for the current research.

3.7 Data collection plan

The persons who were involved in this research were 180 students, cursing intermediate level from the Diocesan Community Zone 3 and 12 teachers. In the city of Ambato. Academic year 2017- 2018. In addition, for the execution of the research it was necessary to develop accurate questions taking into account the independent and dependent variables information:

BASIC QUESTIONS	EXPLANATION
What for?	To achieve the objectives set in this investigation.
What are the aspects?	Authentic assessment and the writing skill
Who?	The investigator is Paola Navarrete
To whom?	The teachers and the students
When?	This research took place in November and December 2017
Where?	At Diocesan Community Zone 3
How often?	Once
What are the techniques?	Observation, Pilot-test, Survey-questionnaire.

Chart 10 Data collection plan
Source: Direct Research
Investigated by Navarrete, P. (2018)

3.8 Process and analysis plan

- After the data was gathered, it was examined. The analyses of data required setting up of categories, the presentation of these categories was through tabulation and illustrating statistical conclusions.
- Coding process was through categories of data; transformed it into symbols that were tabulated.
- Tabulation was a part of the technical process where data was put in the form of tables.
- A great deal of information was held on the computer by applying different well clear statistical procedures accurate results were obtained.
- After analyzing the information, the investigator was in a position to test the hypotheses. The test Chi square was developed. Hypothesis-testing resulted in accepting the hypothesis or in rejecting the other.
- Researcher analyzed the results of the research clearly and precisely. Established conclusions and recommendations were based on the objectives established at the beginning of this research.

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Analysis of Results

Based on the survey applied to the 178 intermediate students from the Diocesan Community Zone 3 as well as the 12 English teachers who collaborate in the same institutions, the tabulation of the answers given to every question was preceded. Finally, the analysis and interpretation of results were developed:

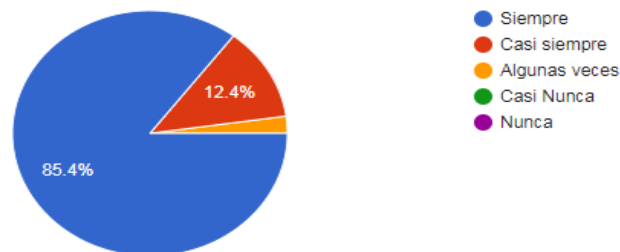
4.2 Data Interpretation

4.2.1 Survey Directed to Students of the Pontifical Catholic University of Ecuador in Ambato and Seminario Mayor Cristo Sacerdote.

1. In the English classroom, is authentic material (real material) applied by your teacher as a support in the classroom?

Frequency	F	%
Always	152	85.4 %
Frequently	22	12.4 %
Sometimes	4	2.2 %
Occasionally		
Never		
Total	178	100%

Table 3 Students' Survey Question 1 Authentic Material.
Source: Direct Research
Investigated by Navarrete, P. (2018)



Graphic 1 Students Survey Question 1 Authentic Material
Source: Direct Research
Investigated by Navarrete, P. (2018)

Analysis and Interpretation

According to the data gathered 152 students who serve as 85, 4% believe that their teacher ALWAYS implements authentic material as a support in the classroom is important. Meanwhile, 22 students 12, 4% consider that their tutor FREQUENTLY applies authentic material and 4 students which correspond to a 4, 4% contemplate that only sometimes authentic material is used.

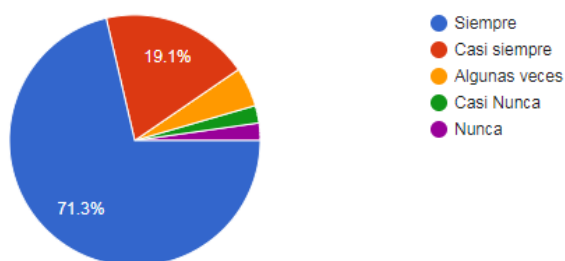
As a result the majority of the population reflects that authentic material is applied in the English classroom. Moreover, the tutors should design authentic assessment which will develop student's writing abilities and

will help students demonstrate their real interests regarding communication issues.

2. Does your teacher encourage the use of peer assessment and self-assessment?

Frequency	F	%
Always	127	71.3 %
Frequently	34	19.1 %
Sometimes	9	5.1 %
Occasionally	4	2.2
Never	4	2.2
Total	178	99%

Table 4 Students Survey Question 2 Peer assessment and self- assessment
 Source: Direct Research
 Investigated by Navarrete, P. (2018)



Graphic 2 Students Survey Question 2 Peer assessment and self- assessment
 Source: Direct Research
 Investigated by Navarrete, P. (2018)

Analysis and Interpretation

127 students who signify 71.3% think their teacher ALWAYS encourage the use of peer assessment and self-assessment, 34 students who represent 19.1% believe their teacher FREQUENTLY use peer assessment and self-assessment, 9 students 5.1% reflect that the teacher SOMETIMES use peer assessment and self-assessment, and 4 students 2.2% thinks the teacher OCCASIONALLY and NEVER use it.

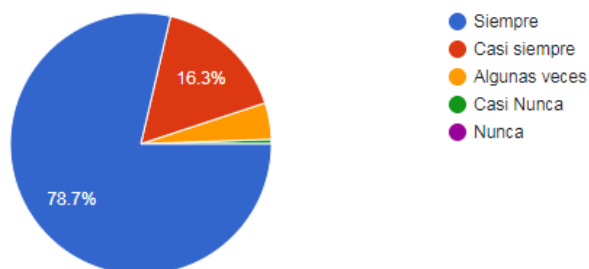
With these results, it is realized that most of the time peer assessment and self-assessment is used in the class. As a result of this, our objectives re

being accomplished when students are learning from their peers and finding out the negative things of them to turn them into strengths in developing the writing skill.

- Does your teacher give clear guidelines to develop: journals, portfolios, and write stories?

Frequency	F	%
Always	140	78.7 %
Frequently	29	16.3 %
Sometimes	8	4.5 %
Occasionally	1	0.6 %
Never		
Total	178	100%

Table 5 Students Survey Question 3 Clear guidelines for writing development
Source: Direct Research
Investigated by Navarrete, P. (2018)



Graphic 3 Students Survey Question 3 Clear guidelines for writing development
Source: Direct Research
Investigated by Navarrete, P. (2018)

Analysis and Interpretation

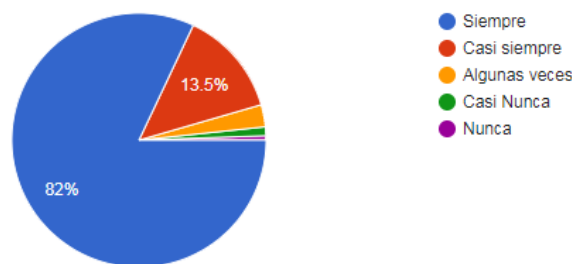
From this data the results are 140 students who represent 78.7% think their teacher ALWAYS give clear guidelines to develop: journals, portfolios, and write stories; 29 students who represent 16.3% consider their teacher FREQUENTLY give clear guidelines, 8 students rely on their teacher to SOMETIMES give clear guidelines and 1 students 0.6% reflects the teacher OCCASIONALLY do it.

A great deal of satisfaction is reached, with the present results in this question as a big percentage of students show their teacher to give clear guidelines to develop: journals, portfolios, and write stories, which is an important component when developing the writing skill.

4. Does your teacher design in advance the assessment tools for journals, interviews, portfolios and paragraphs?

Frequency	F	%
Always	146	82 %
Frequently	24	13.5 %
Sometimes	5	2.8 %
Occasionally	2	1.1 %
Never	1	0.6 %
Total	178	100%

Table 6 Students Survey Question 4 Advance design of assessment tools.
Source: Direct Research



Graphic 4 Students Survey Question 4 Advance design of assessment tools.
Source: Direct Research
Investigated by Navarrete, P. (2018)

Analysis and Interpretation

This time, outcomes are 146 students who mean 8% think their teacher ALWAYS design in advance the assessment tools for journals, interviews, portfolios and paragraphs, which is a lot positive for students due to the fact that in this system students develop the listening ability being in interaction throughout different types of assessment.

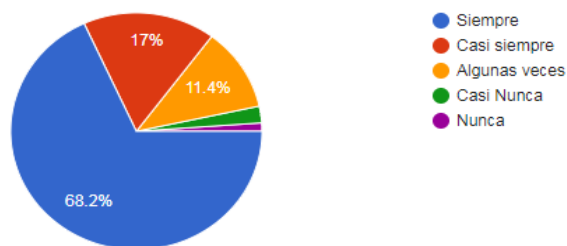
5. Do you think that your teacher vary continuously of activities to assess the writing skill?

Frequency	F	%
Always	120	68.2 %
Frequently	30	17 %
Sometimes	20	11.4 %
Occasionally	4	2.3 %
Never	2	1.1 %
Total	176	100%

Table 7 Students Survey Question 5 Variation of activities to assess the writing skill.

Source: Direct Research

Investigated by Navarrete, P. (2018)



Graphic 5 Students Survey Question 5. Variation of activities to assess the writing skill.

Source: Direct Research

Investigated by Navarrete, P. (2018)

Analysis and Interpretation

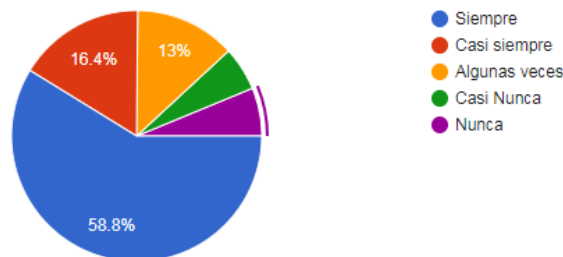
The majority of students 120 students who are 68.2% claim their teacher ALWAYS vary continuously of activities to assess the writing skill. 30 students 17% thinks their teacher FREQUENTLY vary activities. 20 students 11.4 % think their tutor SOMETIMES does.

There is evidence that the teachers vary continuously of activities to assess the writing skill, but in the other hand there are some students who consider the opposite for those reason teachers should put more emphasis on the teaching and learning process for the formative process of the students, applying innovative and creative activities.

6. Does your teacher apply activities that are not in the English book to assess the writing skill?

Frequency	F	%
Always	104	58.8 %
Frequently	29	16.4%
Sometimes	23	13%
Occasionally	10	5.6%
Never	11	6.2%
Total	177	100%

Table 8 Students Survey Question 6. Activities that are not in the English book
 Source: Direct Research
 Investigated by Navarrete, P. (2018)



Graphic 6 Students Survey Question 6. Activities that are not in the English book.
 Source: Direct Research
 Investigated by Navarrete, P. (2018)

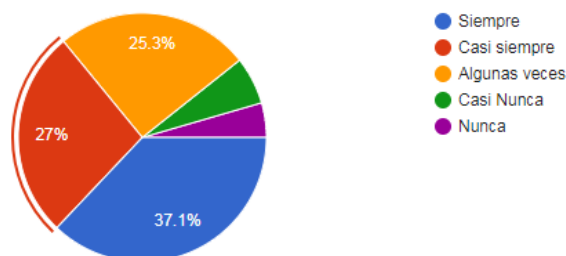
Analysis and Interpretation

From this data it is inferred that 104 students who signify 58.8% think their teacher ALWAYS applies activities that are not in the English book to assess the writing skill. 29 students 16.4% show that their tutor FREQUENTLY does. 23 students 13 % demonstrate their teachers SOMETIMES do. 10 students 5.6% correspond to OCCASIONALLY and 11 students 6.2% consider their teachers NEVER do. A great deal of data gathered show positive results, but it is appreciated that there are students who claims their teachers do not apply activities out of the textbook and teachers must encourage pupils to learn a new languages by incorporating new activities to have a better student´s performance.

7. Does your teacher implements traditional instruments only to assess the writing skill?

Frequency	F	%
Always	66	37.1 %
Frequently	48	27 %
Sometimes	45	25.3 %
Occasionally	11	6.2 %
Never	8	4.5 %
Total	178	100%

Table 9 Students Survey Question 7. Traditional instruments
Source: Direct Research
Investigated by Navarrete, P. (2018)



Graphic 7 Students Survey Question 7. Traditional instruments
Source: Direct Research
Investigated by Navarrete, P. (2018)

Analysis and Interpretation

The results obtained show 66 students who represent 37.1% that consider their teacher ALWAYS implements traditional instruments only to assess writing skill. 48 students 27% think their tutor FREQUENTLY implements traditional instruments. 45 students 25.3% claim their teacher SOMETIMES does. 11 students 6.2% students consider their teacher OCCASIONALLY implements traditional instruments. And 8 students 4.5% show their tutor never does.

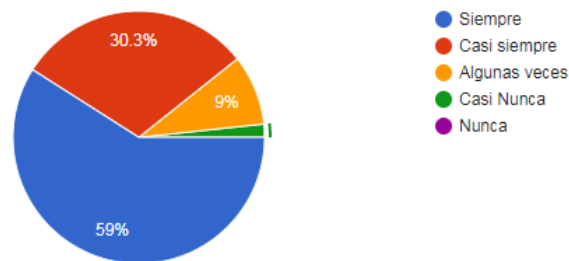
In the English classroom, when the teacher implements traditional assessment only, as a result students might not have a remarkable class participation, reflection and criteria, in the learning process. Moreover, without authentic assessment students will not be able to identify his strengths and weaknesses to improve writing skill proficiency. The teacher should break boundaries to the

application of traditional instruments only and must research authentic assessment tools for writing skill development.

8. Does your teacher create new activities for the writing skill development?

Frequency	F	%
Always	105	59 %
Frequently	54	30.3 %
Sometimes	16	9 %
Occasionally	3	1.7 %
Never		
Total	178	100%

Table 10 Students Survey Question 8. New activities for the writing skill development.
Source: Direct Research
Investigated by Navarrete, P. (2018)



Graphic 8 Students Survey Question 8. New activities for the writing skill development.
Source: Direct Research
Investigated by Navarrete, P. (2018)

Analysis and Interpretation

From the information collected 105 students who signify 59% claim their teacher ALWAYS create new activities for the writing skill development. 54 students 30.3% think their teacher FREQUENTLY does. 16 students 9% consider their teacher SOMETIMES does. And 3 students 1.7% believe their teacher OCCASIONALLY does.

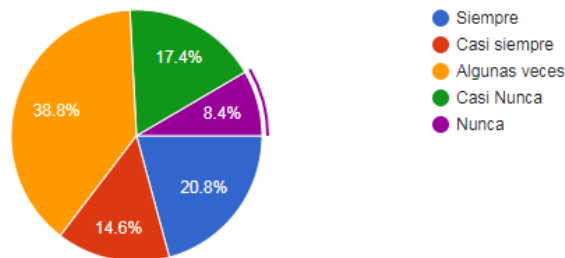
It is observed that most of the time the teachers alternates activities in the class creating new ones to develop the writing skill. Consequently, pupils can have a highlighting proficiency in the writing skill. Nevertheless,

teachers must identify the authentic material according to the student's needs.

9. Do I have difficulty when developing paragraphs in English?

Frequency	F	%
Always	37	20.8 %
Frequently	26	14.6 %
Sometimes	69	38.8 %
Occasionally	31	17.4 %
Never	15	8.4 %
Total	178	100%

Table 11 Students Survey Question 9. Difficulty when developing paragraphs.
Source: Direct Research
Investigated by Navarrete, P. (2018)



Graphic 9 Students Survey Question 9. Difficulty when developing paragraphs.
Source: Direct Research
Investigated by Navarrete, P. (2018)

Analysis and Interpretation

From these results, students who are 20.8% claim to ALWAYS have difficulty when developing paragraphs in English. 26 students who represent 14.6% consider they FREQUENTLY have difficulty. 69 students 38.8% think they SOMETIMES have difficulty. 31 students 17.4% OCCASIONALLY have difficulty and 15 students 8.4 % NAVER do.

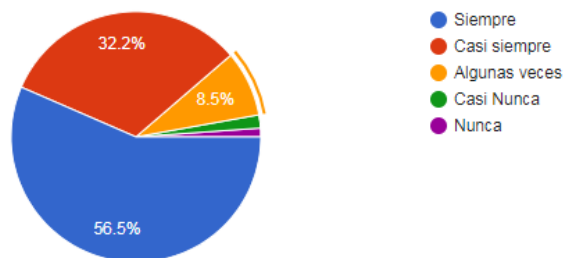
Evidently some students still have difficulty when developing paragraphs in English since it is a matter of practice to have a correct paragraph written in English, In addition it is appreciated that the teacher does use

authentic assessment for developing writing skill as a big percentage of students show to have small or none difficulty when writing in English.

10. Are the activities for writing (Prewriting, Rough draft Conferencing Revising, Editing the final draft, Publishing and sharing the final draft) useful for me?

Frequency	F	%
Always	100	56.5 %
Frequently	57	32.5 %
Sometimes	15	8.5 %
Occasionally	3	1.7%
Never	2	1.1 %
Total	178	100%

Table 12 Students Survey Question 10. Activities for writing
Source: Direct Research
Investigated by Navarrete, P. (2018)



Graphic 10 Students Survey Question 10. Activities for writing.
Source: Direct Research
Investigated by Navarrete, P. (2018)

Analysis and Interpretation

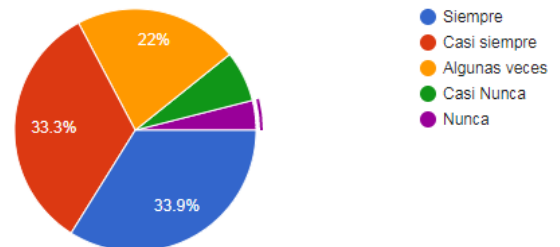
From these results, 100 students who represent 56.5% claim those activities for writing (Prewriting, Rough draft Conferencing Revising, Editing the final draft, Publishing and sharing the final draft) are ALWAYS useful for them. 57 students who represent 32.5% consider they are FREQUENTLY useful. 15 students 8.5% think they are SOMETIMES useful. The results demonstrate clearly that the teacher is applying the process to develop

writing skill as a consequence of this the vast majority of students find it very useful. Furthermore, the application of this process leads students to the efficient accomplishment when writing.

11. Does your teacher apply dictation as a technique to develop the writing skill and determine the stage of my proficiency?

Frequency	F	%
Always	60	33.9 %
Frequently	59	33.9%
Sometimes	39	22 %
Occasionally	12	6.8 %
Never	7	4 %
Total	177	100%

Table 13 Students Survey Question 11. Dictation.
Source: Direct Research
Investigated by Navarrete, P. (2018)



Graphic 11 Students Survey Question 11. Dictation.
Source: Direct Research

Analysis and Interpretation

From these results, 60 students who signify 33.9% claim that their teachers ALWAYS apply dictation as a technique to develop the writing skill and determine the stage of their proficiency. 59 students who represent 33.9% consider their teacher FREQUENTLY does. 39 students 22% think their teacher SOMETIMES does. 12 students 6.8% believe their tutor OCCASIONALLY does and 7 students 4% reflect their teacher NEVER does. From these results we have the arguments that the vast majority of the teachers apply dictation as a technique to develop the writing skill and determine the stage of students' proficiency. When a

teacher varies activities for assessments as using dictation in the class, it means the teacher is not using the same traditional instruments such as writing tests. On the other hand there are a few tutors who do not use this strategy which does awake student's interest to learn English Language.

4.2.2 Survey Directed to Teachers of the Pontifical Catholic University of Ecuador Ambato Headquarters and Seminario Mayor Cristo Sacerdote.

1. Is authentic material (real material) applied as a support for your students in the classroom?

Frequency	F	%
Always	12	100%
Frequently		
Sometimes		
Occasionally		
Never		
Total	12	100%

Table 14 Teacher's Survey Question 1. Authentic Material.
Source: Direct Research
Investigated by Navarrete, P. (2018)



Graphic 12 Teacher's Survey Question 1. Authentic Material.
Source: Direct Research
Investigated by Navarrete, P. (2018)

Analysis and Interpretation

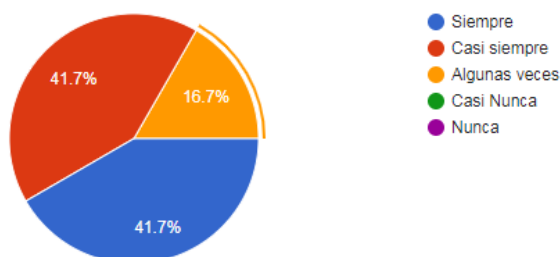
From these results, 12 teachers who signify 100% consider authentic material (real material) applied as a support for your students in the classroom. We can deduce that all of the population of teachers is aware of the importance of

authentic material. Real material fosters the development of students 'skills. The more authentic material is applied in the classroom the more students will learn.

2. Do you encourage the use of peer assessment and self- assessment?

Frequency	F	%
Always	5	41,7%
Frequently	5	41,7%
Sometimes	2	16,7
Occasionally		
Never		
Total	12	100%

Table 15 Teacher´s Survey Question 2. Peer assessment and self- assessment
Source: Direct Research
Investigated by Navarrete, P. (2018)



Graphic 13 Teacher´s Survey Question 2. Peer assessment and self- assessment
Source: Direct Research
Investigated by Navarrete, P. (2018)

Analysis and interpretation

From these results, 5 teachers who are 41, 7 % ALWAYS encourage the use of peer assessment and self- assessment in the English classroom. 5 teachers who represent 41, 7 % FREQUENTLY do it and 2 teachers 16, 7 % SOMETIMES do it.

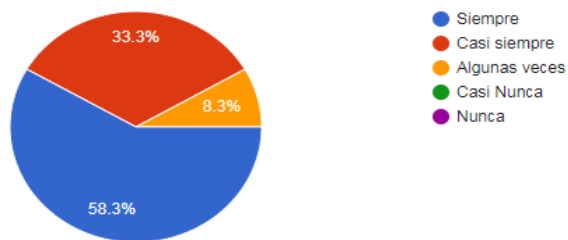
This information tells us that the vast majority of the teachers highly encourage their students in different types of assessment the most important outcome students will have from peer assessment and self- assessment is that pupils will learn from this experience and this is exactly

why teachers are taking this as an advantage in the classroom for writing skill development.

3. Do I give clear guidelines to develop: journals, portfolios, and write stories?

Frequency	F	%
Always	7	58,3%
Frequently	4	33,3%
Sometimes	1	8,3%
Occasionally		
Never		
Total	12	100%

Table 16 Teacher's Survey Question 3. Clear guidelines for writing development.
 Source: Direct Research
 Investigated by Navarrete, P. (2018)



Graphic 14 Teacher's Survey Question 3. Clear guidelines for writing development.
 Source: Direct Research
 Investigated by Navarrete, P. (2018)

Analysis and Interpretation

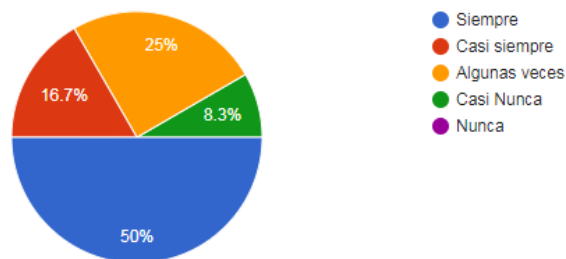
From these results, 7 teachers who represent 58, 3 % claim to ALWAYS give clear guidelines to develop: journals, portfolios, and write stories. 4 teachers 33,3% FREQUENTLY do it and 1 teacher 8,3 % SOMETIMES do it. The teachers consider they use clear guidelines since most of the responses are positive to this question. To give clear instructions leads to a highly performance when writing in English, a misunderstanding might

have negative consequences such as to have a not understandable paragraph.

4. Do you design in advance the assessment tools for journals, interviews, portfolios and paragraphs?

Frequency	F	%
Always	6	50%
Frequently	2	16,7%
Sometimes	3	25%
Occasionally	1	8.3%
Never		
Total	12	100%

Table 17 Teacher´s Survey Question 4. Advance design of assessment tools.
Source: Direct Research
Investigated by Navarrete, P. (2018)



Graphic 15 Teacher´s Survey Question 4. Advance design of assessment tools.
Source: Direct Research
Investigated by Navarrete, P. (2018)

Analysis and Interpretation

From this survey, 6 teachers who signify 50% ALWAYS design in advance the assessment tools for journals, interviews, portfolios and paragraphs. 2 teachers who represent 16,7% FREQUENTLY do it. 3 teachers 25% SOMETIMES do it. And 1 teacher who represent 8,3 % OCCASIONALLY do it.

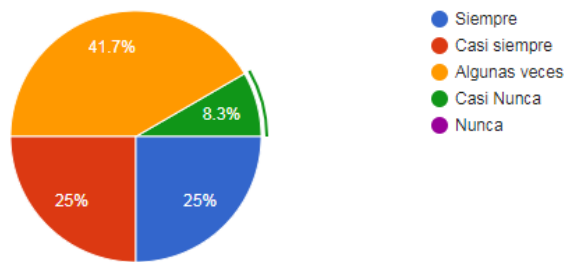
From this information , a great deal of teachers design their type of assessment used for writing skill, guiding students into an interactive approach to English language through authentic assessment application, students will develop proficiency in writing skill inside and outside the classroom.

5. Do I continuously vary activities to assess the writing skill?

Frequency	F	%
Always	3	25%
Frequently	3	25%
Sometimes	5	41,7%
Occasionally	1	8.3%
Never		
Total	12	100%

Table 18 Teacher’s Survey Question 5. Variation of activities to assess the writing skill.

Source: Direct Research
 Investigated by Navarrete, P. (2018)



Graphic 16 Teacher’s Survey Question 5. Variation of activities to assess the writing skill.

Source: Direct Research
 Investigated by Navarrete, P. (2018)

Analysis and Interpretation

As a result, 3 teachers who are 25% ALWAYS vary activities to assess the writing skill. 3 teachers who represent 25 % FREQUENTLY do it. 5 teachers who represent 41, 7% SOMETIMES do it and 1 teacher 8, 3 % OCCASSIONALLY does it.

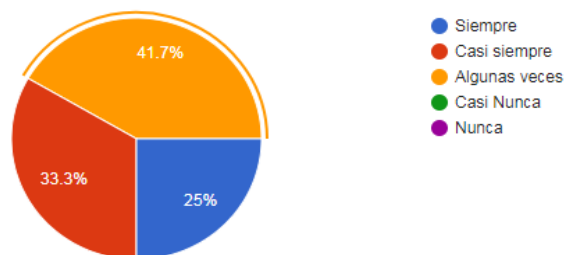
The teachers surveyed consider that it is significant to vary activities for writing assessment. Nevertheless time should be taken into consideration for developing activities. Hence, tutors should select the right activity to have an efficient outcome regarding writing skill.

6. Do I apply activities that are not in the English book to assess the writing skill?

Frequency	F	%
Always	3	25%
Frequently	4	33,3%
Sometimes	5	41,7%
Occasionally	-	-
Never	-	-
Total	12	100%

Table 19 Teacher’s Survey. Question 6. Activities that are not in the English book.

Source: Direct Research
Investigated by Navarrete, P. (2018)



Graphic 17 Teacher’s Survey Question 6. Activities that are not in the English book

Source: Direct Research
Investigated by Navarrete, P. (2018)

Analysis and Interpretation

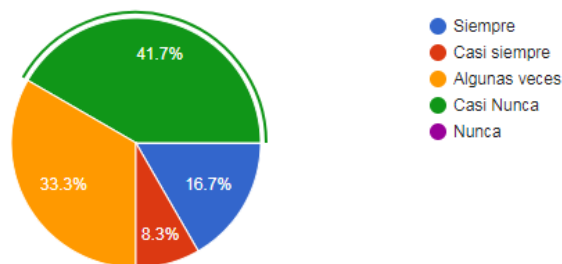
From these results, 3 teachers who symbolize 25% consider they ALWAYS apply activities that are not in the English book to assess the writing skill. 4 teachers who represent 33, 4 % FREQUENTLY do it and 5 teachers 41,7% consider they SOMETIMES do it.

These results demonstrate that teachers are using activities that are not in the text, which is a positive support for students' learning. Hence, scholars are acquiring a highly input and motivation to develop writing skill by being involved in different activities that trigger enthusiasm to study another language.

7. Do I implement traditional instruments only to assess the writing skill?

Frequency	F	%
Always	2	16,7%
Frequently	1	8,3%
Sometimes	4	33,3%
Occasionally	5	41,7%
Never	-	-
Total	12	100%

Table 20 Teacher's Survey. Question 7. Traditional instruments.
Source: Direct Research
Investigated by Navarrete, P. (2018)



Graphic 18 Teacher's Survey Question 7. Traditional instruments.
Source: Direct Research
Investigated by Navarrete, P. (2018)

Analysis and Interpretation

According to this data, 2 teachers who serve as 16,7 % think they ALWAYS implement traditional instruments only to assess the writing skill. 1 teacher 8,3 % consider they FREQUENTLY do it. 4 teachers 33,3 % reflect they SOMETIMES do it and 5 teachers who represent 41,7 % demonstrate they OCCASIONALLY do it.

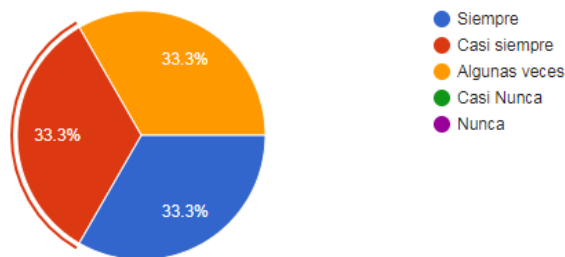
These results tell us that traditional instruments are still used as a media of assessment. This method has the drawback of lack of authenticity (real-world context) with no critical intellectual skill and no opportunities to demonstrate writing skill in a more realistic context. Besides tutors must take this background into considerations and implement authentic assessment for current students.

8. Do I build new activities for the writing skill development in the classroom?

Frequency	F	%
Always	4	33,3%
Frequently	4	33,3%
Sometimes	4	33,3%
Occasionally	-	-
Never	-	-
Total	12	100%

Table 21 Teacher’s Survey. Question 8. New activities for the writing skill development.

Source: Direct Research
Investigated by Navarrete, P. (2018)



Graphic 19 Teacher’s Survey Question 8. New activities for the writing skill development.

Source: Direct Research
Investigated by Navarrete, P. (2018)

Analysis and Interpretation

From this data, 4 teachers who mean 33,3% ALWAYS build new activities for the writing skill development in the classroom. 4 teachers

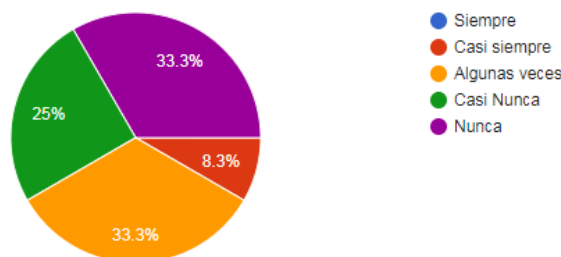
who represent 33,3 % who FREQUENTLY do it and 4 teachers 33% who SOMETIMES do it.

Most of the time teachers create new activities for the writing skill development in the classroom. This is an important priority when teaching English and shows the commitment of the tutors with the teaching and learning process .Consequently, students are highly motivates with innovative activities which promotes proficiency in writing.

9. Do my students have difficulty when developing paragraphs in English?

Frequency	F	%
Always	-	-
Frequently	1	8,3%
Sometimes	4	33,3%
Occasionally	3	25%
Never	4	33,3%
Total	12	100%

Table 22 Teacher´s Survey. Question 9. Difficulty when developing paragraphs.
Source: Direct Research
Investigated by Navarrete, P. (2018)



Graphic 20 Teacher´s Survey Question 9. Difficulty when developing paragraphs
Source: Direct Research
Investigated by Navarrete, P. (2018)

Analysis and Interpretation

From this data, 1 teacher who appear as 8,3 % considers his students FREQUENTLY have difficulty when developing paragraphs in English. 4 teacher who represent 33,3 % think their students SOMETIMES do it. 3

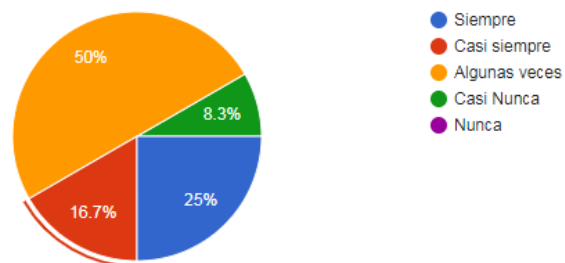
teacher reflect their students OCCASIONALLY do it and 4 teachers 33,3 % think They NEVER have difficulties.

The vast majority of students are adapted to the writing skill production and all the components that it has such as the correct use of grammatical rules, vocabulary connectors. Nevertheless, it is necessary to develop activities where students can identify the procedure to write paragraphs in English.

10. Do I apply activities for writing (Prewriting, Rough draft Conferencing Revising, Editing the final draft, Publishing and sharing the final draft) to achieve effective assessment?

Frequency	F	%
Always	3	25%
Frequently	2	16,7%
Sometimes	6	50%
Occasionally	1	8,3%
Never	-	-
Total	12	100%

Table 23 Teacher´s Survey. Question 10. Activities for writing
Source: Direct Research
Investigated by Navarrete, P. (2018)



Graphic 21 Teacher´s Survey Question 10. Activities for writing
Source: Direct Research
Investigated by Navarrete, P. (2018)

Analysis and Interpretation

The results are 3 teachers who mean 25% consider to ALWAYS apply activities for writing (Prewriting, Rough draft Conferencing Revising, Editing the final draft, Publishing and sharing the final draft) to achieve effective assessment. 2 teachers who represent 16, 7% demonstrate a FREQUENTLY rank. 6 teachers 50% reflect they SOMETIMES do it and 1 teacher 8,3 % OCCASIONALLY do it.

From this data it is assumed that teachers apply the process for writing .Although, tutors should implements this process in a deeply form analyzing all the stages and with no complex material so students can recognize all the procedure and improving their writing skill.

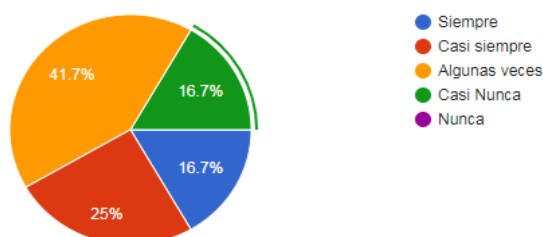
11. Do I use dictation as a technique to develop the writing skill and determine the stage of proficiency in students?

Frequency	F	%
Always	2	16,7%
Frequently	3	25%
Sometimes	5	41,7%
Occasionally	2	16,7%
Never	-	-
Total	12	100%

Table 24 Teacher´s Survey. Question 11. Dictation.

Source: Direct Research

Investigated by Navarrete, P. (2018)



Graphic 22 Teacher´s Survey Question 11. Dictation

Source: Direct Research

Investigated by Navarrete, P. (2018)

Analysis and Interpretation

The results are 2 teachers who represent 16,7% consider they ALWAYS use dictation as a technique to develop the writing skill and determine the stage of proficiency their students. 3 teachers who represent 25% reflect they FREQUENTLY use it. 5 teachers 41,7 % think they SOMETIMES use it and 2 teachers 16,7% OCCASIONALLY use the technique.

A big amount of teachers use dictation as a technique inside the classroom which leads students to the writing skill development and it is used as an alternative assessment to encourage pupils into the learning English process. On the other hand some teachers don't use it since lack of awareness and knowledge regarding this technique.

4.3 HYPOTHESIS VERIFICATION

To verify the hypothesis in the investigation the investigator proceeded to perform the statistical test known as Chi-Square to determine if there is any kind of relationship between the two variables.

4.3.1 Independent Variable:

Alternative assessment

4.3.2 Dependent Variable:

Writing skill

4.3.3 Logical Model

HO:

Authentic assessment influences on the writing skill development of EFL intermediate students.

HI:

Authentic assessment does not influence on the writing skill development of EFL intermediate students.

4.3.4 Significance level

The present investigation will have a confidence level of 95% (0.95), therefore a level of risk of 5% (0.05)

We work with the Chi-Square formula for the verification of the hypothesis, since for the answers several alternatives were elaborated, thus having a contingency table.

4.3.5 DATA COLLECTION AND STATISTICAL CALCULATIONS

Table of frequencies observed Students' survey

TABLE OF FREQUENCIES OBSERVED STUDENTS'SURVEY						SUBTOTAL
QUESTIONS	CATHEGORIES					
	Always	Frequently	Sometimes	Occasionally	Never	
1. In the English classroom, is authentic material (real material) applied by your teacher as a support in the classroom?	152	22	4	-	-	178
2. Does your teacher encourage the use of peer assessment and self- assessment?	127	34	9	4	4	178
3. Does your teacher give clear guidelines to develop: journals, portfolios, and write stories?	140	29	8	1	-	178
4. Does your teacher design in advance the assessment tools for journals, interviews, portfolios and paragraphs?	146	24	5	2	1	178
5. Do you think that your teacher vary continuously of activities to assess the writing skill?	120	30	20	4	2	176
6. Does your teacher apply activities that are not in the English book to assess the writing skill?	104	29	23	10	11	177

7. Does your teacher implements traditional instruments only to assess the writing skill?	66	48	45	11	8	178
8. Does your teacher create new activities for the writing skill development?	105	54	16	3	-	178
9. Do I have difficulty when developing paragraphs in English?	37	26	69	31	15	178
10. Are the activities for writing (Prewriting, Rough draft Conferencing Revising, Editing the final draft, Publishing and sharing the final draft) useful for me?	100	57	15	3	2	178
11. Does your teacher apply dictation as a technique to develop the writing skill and determine the stage of my proficiency?	60	59	39	12	7	177

Table 25 Table of frequencies observed Students' survey

Source: Direct Research

Investigated by Navarrete, P. (2018)

Table of frequencies observed teachers' survey

TABLE OF FREQUENCIES OBSERVED TEACHERS' SURVEY						SUBTOTAL
QUESTIONS	CATEGORIES					
	Always	Frequently	Sometimes	Occasionally	Never	
1. Is authentic material (real material) applied as a support for your students in the classroom?	12	-	-	-	-	12
2. Do you encourage the use of peer assessment and self-assessment?	5	5	2	-		12
3. Do I give clear guidelines to develop: journals, portfolios, and write stories?	7	4	1	-	-	12
4. Do you design in advance the assessment tools for journals, interviews, portfolios and paragraphs?	6	2	3	1	-	12
5. Do I continuously vary activities to assess the writing skill?	3	3	5	1	-	12
6. Do I apply activities that are not in the English book to assess the writing skill?	3	4	5	-	-	12
7. Do I implement traditional instruments only to assess	2	1	4	5	-	12

the writing skill?						
8. Do I build new activities for the writing skill development in the classroom?	4	4	4	-		12
9. Do my students have difficulty when developing paragraphs in English?	-	1	4	3	4	12
10. Do I apply activities for writing (Prewriting, Rough draft Conferencing Revising, Editing the final draft, Publishing and sharing the final draft) to achieve effective assessment?	3	2	6	1	-	12
11. Do I use dictation as a technique to develop the writing skill and determine the stage of proficiency in students?	2	3	5	2	-	12

Table 26 Table of frequencies observed Teachers' survey
Source: Direct Research
Investigated by Navarrete, P. (2018)

4.3.6 SELECTED QUESTIONS

SUM OF FREQUENCIES OBSERVED STUDENTS AND TEACHERS SURVEY						SUBTOTAL
QUESTIONS	CATEGORIES					
	Always	Frequently	Sometimes	Occasionally	Never	
1. In the English classroom, is authentic material (real material) applied by your teacher as a support in the classroom?	164	22	4	-	-	190
2. Does your teacher encourage the use of peer assessment and self- assessment?	132	39	11	4	4	190
3. Does your teacher give clear guidelines to develop: journals, portfolios, and write stories?	147	33	9	1	-	190
9. Do I have difficulty when developing paragraphs in English?	37	27	73	34	19	190
10. Are the activities for writing (Prewriting, Rough draft Conferencing Revising, Editing the final draft, Publishing and sharing the final draft) useful for me?	103	59	21	4	2	190
11. Does your teacher apply dictation as a technique to develop the writing skill and determine the stage of my proficiency?	62	62	44	14	7	190

Table 27 Selected questions
 Source: Direct Research
 Investigated by Navarrete, P. (2018)

4.3.7 Degrees of freedom.

Degrees of freedom (Gl) = (fila – 1) (column– 1)

Explanation

GI:

Represents the number of questions that are chosen for the respective analysis

C:

Represents the alternatives to answer each question has

$$GI = (f - 1) (c - 1)$$

$$GI = (6 - 1) (5 - 1)$$

$$GI = (5) (4)$$

$$GI = 20 \quad X^2t=31, 4104$$

4.3.7 DISTRIBUTION OF CHI – SQUARE

v/p	0,001	0,0025	0,005	0,01	0,025	0,05	0,1
1	10,8274	9,1404	7,8794	6,6349	5,0239	3,8415	2,7055
2	13,8150	11,9827	10,5965	9,2104	7,3778	5,9915	4,6052
3	16,2660	14,3202	12,8381	11,3449	9,3484	7,8147	6,2514
4	18,4662	16,4238	14,8602	13,2767	11,1433	9,4877	7,7794
5	20,5147	18,3854	16,7496	15,0863	12,8325	11,0705	9,2363
6	22,4575	20,2491	18,5475	16,8119	14,4494	12,5916	10,6446
7	24,3213	22,0402	20,2777	18,4753	16,0128	14,0671	12,0170
8	26,1239	23,7742	21,9549	20,0902	17,5345	15,5073	13,3616
9	27,8767	25,4625	23,5893	21,6660	19,0228	16,9190	14,6837
10	29,5879	27,1119	25,1881	23,2093	20,4832	18,3070	15,9872
11	31,2635	28,7291	26,7569	24,7250	21,9200	19,6752	17,2750
12	32,9092	30,3182	28,2997	26,2170	23,3367	21,0261	18,5493
13	34,5274	31,8830	29,8193	27,6882	24,7356	22,3620	19,8119
14	36,1239	33,4262	31,3194	29,1412	26,1189	23,6848	21,0641
15	37,6978	34,9494	32,8015	30,5780	27,4884	24,9958	22,3071
16	39,2518	36,4555	34,2671	31,9999	28,8453	26,2962	23,5418
17	40,7911	37,9462	35,7184	33,4087	30,1910	27,5871	24,7690
18	42,3119	39,4220	37,1564	34,8052	31,5264	28,8693	25,9894
19	43,8194	40,8847	38,5821	36,1908	32,8523	30,1435	27,2036
20	45,3142	42,3358	39,9969	37,5663	34,1696	31,4104	28,4120
21	46,7963	43,7749	41,4009	38,9322	35,4789	32,6706	29,6151
22	48,2676	45,2041	42,7957	40,2894	36,7807	33,9245	30,8133

Table 28 Distribution of Chi-Square
 Source: Direct Research
 Investigated by Navarrete, P. (2018)

4.3.8 Statistical Estimator

$$\chi^2 = \sum \frac{(O - E)^2}{E}$$

Σ = Addition

O = Observed Frequency

E = Expected frequency

χ^2 = Chi-Square

4.3.9 CALCULATION OF FREQUENCIES

Observed Frequency

SUM OF FREQUENCIES OBSERVED STUDENTS AND TEACHERS SURVEY						
QUESTIONS	CATEGORIES					SUBTOTAL
	Always	Frequentl y	Sometime s	Occasionall y	Neve r	
1. In the English classroom, is authentic material (real material) applied by your teacher as a support in the classroom?	164	22	4	-	-	190
2. Does your teacher encourage the use of peer assessment and self-assessment?	132	39	11	4	4	190
3. Does your teacher give clear guidelines to develop: journals, portfolios, and write stories?	147	33	9	1	-	190

9. Do I have difficulty when developing paragraphs in English?	37	27	73	34	19	190
10. Are the activities for writing (Prewriting, Rough draft Conferencing Revising, Editing the final draft, Publishing and sharing the final draft) useful for me?	103	59	21	4	2	190
11. Does your teacher apply dictation as a technique to develop the writing skill and determine the stage of my proficiency?	62	62	44	14	7	190
TOTAL	645	242	162	58	33	1140

Table 29 Frequencies Observed
Source: Direct Research
Investigated by Navarrete, P. (2018)

Expected Frequencies

EXPECTED FREQUENCIES					
QUESTIONS	CATEGORIES				
	Always	Frequently	Sometimes	Occasionally	Never
1. In the English classroom, is authentic material (real material) applied by your teacher as a support in the classroom?	108	40	27	10	6

2. Does your teacher encourage the use of peer assessment and self- assessment?	108	40	27	10	6
3. Does your teacher give clear guidelines to develop: journals, portfolios, and write stories?	108	40	27	10	6
9. Do I have difficulty when developing paragraphs in English?	108	40	27	10	6
10. Are the activities for writing (Prewriting, Rough draft Conferencing Revising, Editing the final draft, Publishing and sharing the final draft) useful for me?	108	40	27	10	6
11. Does your teacher apply dictation as a technique to develop the writing skill and determine the stage of my proficiency?	108	40	27	10	6

Table 30 Frequencies Expected
Source: Direct Research
Investigated by Navarrete, P. (2018)

4.3.10 CALCULATION OF CHI-SQUARE

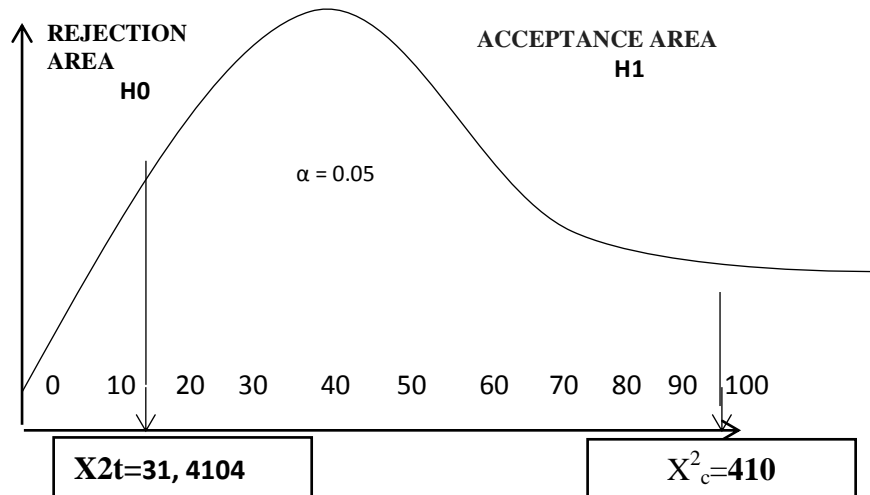
QUESTIONS	O	E	O-E	(O-E) ²	(O-E) ² /E
1. In the English classroom, is	164	108	56	3136	29

authentic material (real material) applied by your teacher as a support in the classroom?	22	40	-18	324	8
	4	27	-23	529	20
	0	10	-10	100	10
	0	6	-6	36	6
2. Does your teacher encourage the use of peer assessment and self-assessment?	132	108	24	576	5
	39	40	-1	1	0
	11	27	-16	256	9
	4	10	-6	36	4
	4	6	-2	4	1
3. Does your teacher give clear guidelines to develop: journals, portfolios, and write stories?	147	108	39	1521	14
	33	40	-7	49	1
	9	27	-18	324	12
	1	10	-9	81	8
	0	6	-6	36	6
9. Do I have difficulty when developing paragraphs in English?	37	108	-71	5041	47
	27	40	-13	169	4
	73	27	46	2116	78
	34	10	24	576	58
	19	6	13	169	28
10. Are the activities for writing (Prewriting, Rough draft Conferencing Revising, Editing the final draft, Publishing and sharing the final draft) useful for me?	103	108	-5	25	0
	59	40	19	361	9
	21	27	-6	36	1
	5	10	-5	25	3
	2	6	-4	16	3
11. Does your teacher apply dictation as a technique to develop the writing skill and determine the stage of my proficiency?	62	108	-46	2116	20
	62	40	22	484	12
	44	27	17	289	11
	14	10	4	16	2
	8	6	2	4	1
	TOTAL				410

Table 31 Calculation of Chi-Square
Source: Direct Research
Investigated by Navarrete, P. (2018)

4.3.11 Graphic representation

Gaussian Bell Curve



Graphic 23 Gaussian Bell Curve
Source: Direct Research
Investigated by Navarrete, P. (2018)

4.4 Final Decision

The result obtained from the calculation of the Chi-Square is 410, this being greater than the value of the tabular table of the Chi-Square that is 31,4104, therefore, the H1 hypothesis is accepted, which says: Authentic assessment influences on the writing skill development of EFL intermediate students.

CHAPTER V

CONCLUSIONS AND RECOMENDATIONS

5.1 Conclusions

- ✓ Alternative Assessment tools were scientifically based in the research, and instruments were found such as: portfolios, journals, and conferences, interview rating scales, rubrics and anecdotal records of observation. As well as different types of writing activities as imitative, intensive, responsive and extensive. These tools and activities can give an efficient support for students and teachers learning process.
- ✓ The lack of authentic assessment tools affects the development of the writing skill on intermediate students from the Diocesan Community zone 3, we can evidence this on the survey performed to students and teachers where many students claim their teachers do not create new authentic assessment tools, applying traditional instruments most of the time.
- ✓ Through the application of the survey, the hypothesis verifications and the chi rating scale, it was detected that there is a strong connection between the authentic assessment tools and the writing development skill and I dare to say that most students do not have proficiency according to the international standards of the international standards.
- ✓ Positive outcomes have been figured out as part of authentic assessment for writing skill development. Components such as planning, authenticity and innovation are a priority in the learning process. Consequently, most of the students have improved their proficiency in writing skill after being exposed to authentic assessment tools.

- ✓ After the applications of alternative assessment tools teachers and students have found the teacher and learning process more interactive and as an excellent approach to address the syllabus indicators. Moreover, there has been a feeling of improvement in the writing skill development.

5.2 Recommendations

- ✓ To apply authentic assessment tools and writing activities to contribute in the formative process of teaching and learning in an innovative, interactive and authentic manner for the writing skill development on intermediate students.
- ✓ To design Authentic assessment tools setting emphasis on the genres of the written language, writing process, the types of writing and the writing skill construction, funding the writing skill development.
- ✓ To implement activities taking into consideration the pace of the learners when developing a task in order to achieve the class' goals.
- ✓ To motivate teachers to implement components for the wiring skill development such as planning, authenticity and innovation which enrich the English learning process in a more accurate genuine way developing the writing skill efficiently.
- ✓ EFL teachers must consider which strategy works best according to students' diverse needs and levels, strategies that will have to encourage students as virtuous writers. Then teachers must plan cautiously the appropriate classroom writing, having permanently in mind students' needs, welfares, and limitations. Lastly, choose the appropriate assessment tools that will have affirmative effects on writing performance. For some teachers the combination of traditional and alternative assessment may work best for pupils.

CHAPTER VI

PROPOSAL

“STRATEGIES BASED ON AUTHENTIC ASSESSMENT FOR THE WRITING SKILLS DEVELOPMENT TO EFL INTERMEDIATE STUDENTS”

6.1 DATA

Name of the Institute: Pontifical Catholic University of Ecuador

Beneficiary: Intermediate Students - Level III

Faculty: Language and Linguistics School ELL

Director: Ing. Eduardo Hong Magister

Coordinator: Mg. Juan José Ramos

Researcher: Mg. Paola Navarrete

Province: Tungurahua

City: Ambato

Parish: Huachi Chico

Address: Av. Manuela Saénz

Type: Private Education

Email address: info@pucesa.edu.ec

Web page: www.pucesa.edu.ec

Phone number: +593 32586016

Starting date: March, 2018

Ending date: July, 2018

6.2 PROPOSAL BACKGROUND

Students from the Diocesan Community Zone 3 have been found with low proficiency in writing skill and not reaching the international standards. Nowadays, it is necessary to communicate using English language, which is considered as the global language. Moreover, writing skill is considered as an important component of communication and interaction and as every situation in real life, written English functions as the linking ideas between the native language and the second language. Hence, the proposal “Strategies Based on Authentic Assessment for the Writing Skills Development to EFL Intermediate Students”, will strongly improve writing skill proficiency on intermediate students from Catholic University of Ecuador.

6.3 JUSTIFICATION

In a young language-learner classroom, the teachers’ hard work in establishing a motivating atmosphere and positive attitudes towards learning English can be severely damaged when it comes to assessment (McKay, 2006). In other words, wrongly selected assessment tasks, such as traditional paper and pen tests used with older learners can disadvantage some students by affecting them negatively (Pinter, 2009; Rixon, 2010). Assessment is considered as one of the most relevant parts of teaching and learning.

Assessing student learning is an essential part of teaching. Consequently, after studying the performance in students from The “Diocesan Community Zone 3” on the writing skill and encountering low proficiency according to international standards, comes out the proposal of strategies as alternative assessment is to help teachers and students have diverse ways of assessing the writing skill with authentic, innovative and motivating strategies. The strategies also focus attention on the importance of methods and tools of assessment.

Our role as teachers is to assess the work that students do in the class and outside the class, and to assess their income and learning. This will tell us if

we are achieving the outcomes that have set out in our course. Alternative assessment has been used in education at any level. Success of alternative assessment depends on performance that demonstrates what learners can do with language in communicative classrooms.

Active involvement of students in assessing themselves and one another is considered in the proposal as part of alternative assessment which is normally presented in the practice of reflections on one's enactment. Alternative assessments focus on students' performance on tasks that require extended time, complex thinking, and integration of subject matter learning (Baker & Linn, 1990; Shavelson, 1990; Torney-Purta, 1990). For leaders in the investigation and program communities, the recognition that processes educational attainment reflects the complexity of learning which has created enormous opportunity to reform education through providing a focus on curriculum, staff development, and instructional improvement as well as giving the chance to new proposal in education as the current proposal which has been of a big support on learning English learners

6.4 OBJECTIVES

6.4.1 GENERAL

To improve the writing skill through the application of strategies based on authentic assessment to EFL intermediate students at Pontifical Catholic University of Ecuador.

6.4.2 SPECIFIC

- ✓ To determine the most appropriate strategies based on authentic assessment to be developed inside the English classroom to improve the writing skill.

- ✓ To apply authentic assessment strategies in order to improve the proficiency in the writing skill.
- ✓ To assess the strategies in order to measure the results obtained on the writing skill development.

6.5 FEASIBILITY

When giving the proposal “strategies for authentic assessment for the writing skills development to EFL intermediate students at Pontifical Catholic University of Ecuador”, a positive response was given from the authorities, teachers and students; most of the community at Catholic University showed a feeling of interest and thankfulness for the material provided. To give teachers and students the opportunity to develop the English writing skill with the support of a guide was meaningful alternative for their development. Additionally, the researchers counts with the corresponding authorization from the director of the institution, and the teachers who gave the appropriate time, place and support for the proposal application in the English classrooms in order to have a deeper appreciation of the strategies.

6.6 FOUNDATION

STRATEGIES

“Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement”. (Oxford, 1990, p.1)

Strategies are taken as a strong element in the teaching and learning process. Students practice the new strategies with considerable support from the teacher and then encouraging autonomous work; persuading students’ success and development of the English proficiency in writing skill.

6.7 OVERALL PROCEDURE FOR EFFECTIVE STRATEGIES DEVELOPMENT

- a. Provide an environment of warmth and loving which nurtures a sense of wellbeing.
- b. Seat the student near to the front of the classroom.
- c. Create a daily routine in your classroom
- d. Use as many senses as possible (seeing, hearing, touching, smelling and tasting) to present material to students.
- e. Provide students guidelines for written work and assignment tasks.
- f. Afford alternative instruction when the class instructions are extremely difficult for the ESL student.
- g. Give verbal information and clarifications along with a visual performance.
- h. Give the students plenty time to complete tasks.
- i. Give directions accurately.
- j. Clearly explain assignments since the ESL student lacks the English language support at home.
- k. Allow ESL students to use bilingual dictionaries to provide sufficient support of content material.

6.7.1 JOURNAL

According to (Hamayan, 1995) Common entrances that students make in their journals can provide teachers a vision not only students' language ability, but their awareness of the learning process. The author emphasizes the importance of journals in the classroom and how it influences in the learning process.

On the other hand (Brown, 2004) study confirms that fifty years ago journals had no place in the second language classroom. The concept of free writing was confined almost exclusively on developing essays on assigned topics. But today journals occupy an important role that let students develop a self-reflection and take control of their own destiny.

A journal is a register of students' thoughts, feeling, reactions, assessment, ideas and progress toward goals, usually written with little attention to structure, form and correctness. Students can articulate their thought being judge later by the teacher. Sometimes journals are confused sets of language with no particular point purpose or audience. Fortunately, models of journeys used in education have tightened up to give this type of journals a focus. A number of overlapping categories have emerged in journal writing such as:

1. Language- learning logs
2. Grammar journals
3. Responses to reading
4. Strategies based learning logs
5. Self-assessment reflections
6. Diaries or attitudes, feelings and other affective factors
7. Acculturations logs

6.7.2 ESSAYS

According to (Whitaker, 2010) An essay provides written evidence of your aptitude to research a topic, organize your opinions, express these views in a logical, clear and critical manner, and extent conclusions which follow from the data and the arguments you put forward. There will be a control on the number of words you use so, unsurprisingly, you need to be careful about content.

6.8 STRUCTURE OF AN ESSAY

STRUCTURE OF AN ESSAY	
Introduction Paragraph 1	Opening topic General statement Thesis statement Outline of central ideas you will

	discuss.
Argument Paragraph	Paragraph 2 Topic sentence Supportive evidence Concluding sentence Paragraph 3 Topic sentence Supportive evidence Concluding sentence Paragraph 4 Topic sentence Supportive evidence Concluding sentence
Conclusion Paragraph 5	Summary of central points; final remarks.

Chart 11 Structure of an Essay
Source: Adapted from (Bowker, 2007)
Investigated by Navarrete, P. (2018)

The tutor should keep the framework of an essay as simple as possible taking into consideration that the level of the students is intermediate and can be accommodated to the question given, as well as the number of words which may vary from 100 to 500.

6.7.3 REPORTS

According to the author (Bowker, 2007) who states that a report is a precise form of writing that is organized in a briefly identifying and investigative issues, events, or findings that have occurred in a physical sense, such events that have occurred within an organization or discoveries from a research investigation. Furthermore, the writer expresses there are three structures that, together, describe report writing at a very simple level: a pre-defined structure, independent sections, and reaching unbiased conclusions.

Teachers should select piece of reported to be presented considering the simplicity of the paper and the essential information that it has to include.

a. Pre-Defined Structure

The writer (Bowker, 2007) assumes that a report can be differentiated from an essay by the establishment of headings into which information is structured. Largely, these headings may show sections within a report, such as: an Introduction, Discussion, and Conclusion.

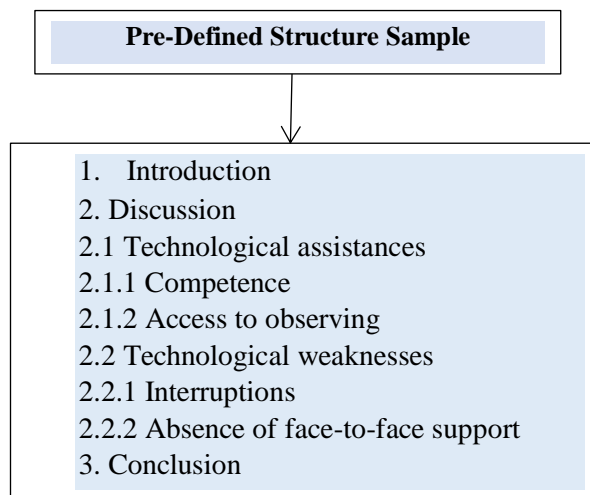


Chart 12 Rubric Opinion Essay
Source: Direct Research
Investigated by Navarrete, P. (2018)

The heading must be developed according to the topic of the report in a simple and accurate way and flexible.

b. Having Independent Sections

Each piece in a report is naturally written as a separate piece, so the reader can selectively recognize the report sections they are involved with. (Bowker, 2007).

Writer can organize each paragraph as an independent one being cautious of not having too much information in one paragraph.

c. Reaching Unbiased Conclusions

The author (Bowker, 2007) insists that the last element of report writing has to be an unbiased and an objective writing. Moreover, the writer can have in mind a specific point of view when beginning your report, but try to give the impression that your conclusion is objective with strong point of views involved.

6.8 APPROACH

The general principles of Communicative Language Teaching (CLT) are widely recognized around the world and have been the foundation of diverse teaching practices. The Natural Approach, Content-Based, Cooperative Language Learning, Teaching and Task-Based Teaching are some of the present teaching approaches putting forward to claim that represent basic principles of CLT.

6.8.1 NATURAL APPROACH

Krashen and Terrell see communication as the principal function of language, and since their approach emphasizes on teaching communicative abilities; they state to the Natural Approach (NA) as an illustration of a communicative approach. The Natural Approach "is similar to other communicative approaches being developed today" (Stephen D. Krashen & Tracy D. Terrell, 1988). Moreover, the authors put emphasis that acquiring a language can take place only when learners understand messages in the target language, and real communication happens when there is more significance and comprehensive input inside and outside the classroom.

The proposal was based on the natural approach since it put emphasis on real communication which is considered as a priority on the ESL learners and can accomplish a target language.

Five main hypotheses the NA's main doctrines proposed by (Stephen D. Krashen & Tracy D. Terrell, 1988) are:

1. The Acquisition or Learning Hypothesis
2. The Monitor Hypothesis
3. The Natural Order Hypothesis
4. The Input Hypothesis
5. The Affective Filter Hypothesis.

The Natural Approach teacher has three essential roles. First, the teacher is the main source of understandable input in the target language. "Class time is devoted primarily to providing input for acquisition," (Stephen D. Krashen & Tracy D. Terrell, 1988) the teacher is the principal originator of that input. In this role, the teacher is required to create a continuous flow of language input.

Second, the Natural Approach teacher generates a classroom environment that is fascinating, friendly, and in which there is a low affective filter for learning and providing subject substance of high awareness to students. Finally, the teacher must choose and coordinate a rich mix of classroom activities, relating a variety of group dimensions, content, and contexts. The primary objective of materials in the Natural Approach is to create classroom activities as meaningful as possible by supplying "the extralinguistic context that helps the acquirer to understand and thereby to acquire" (Stephen D. Krashen & Tracy D. Terrell, 1988) by involving schoolroom activities to the real world, and by adopting real communication between the learners.

6.9 EPISTEMOLOGY BASIS

The following strategies are based on the genres of writing described by the author (Brown, 2004) in which a variety of authentic activities for writing are presented. Moreover, realistic activities were created to enhance the English proficiency on the writing skill in an interactive innovative and engaging way.

GENRES OF WRITING	
Genre	Description
PERSONAL WRITING	<ul style="list-style-type: none"> • Letters , emails , greeting cards , invitations • Messages , notes • Calendar, entries , shopping list, reminders • Financial documents (e.g., checks , tax forms, loan applications) • Forms, questionnaires, medical reports , migration documents • Dearies, personal journals • Fiction (e.g., short stories poetry)
JOB-RELATED WRITING	<ul style="list-style-type: none"> • Messages (e.g., phone messages) • Letters/emails • Memos (e.g., interoffice) • Reports (e.g., job evaluations, project reports) • Schedules , labels , signs • Advertisements , announcements • Manuals
ACADEMIC WRITING	<ul style="list-style-type: none"> • Papers and general subjects report • Essays, compositions

	<ul style="list-style-type: none"> • Academically focused journals • Short- answer test Responses • Technical reports (e.g., lab reports) • Theses, dissertations
--	---

Chart 13 Genres of Written Language
 Source: Language Assessment Principles and Classroom Practice (Brown, 2004)
 Investigated by Navarrete, P. (2018)

6.9 PROCESS FOR DEVELOPING WRITING SKILLS

The activities in this booklet are designed according to a level of difficulty which will go from the easy ones to the most difficult tasks. The goal is to improve student’s proficiency step by step implementing all the resources widely available for the learners.

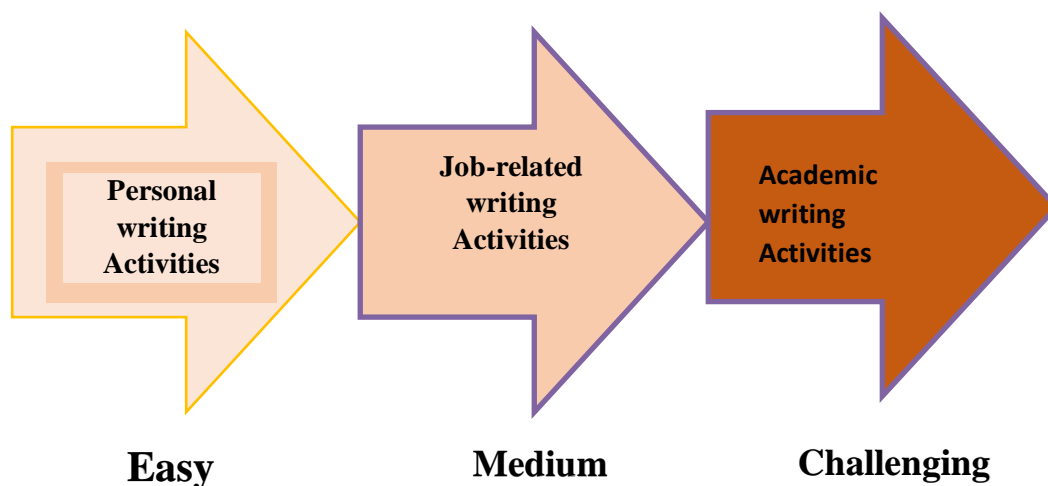


Chart 14 Level of Difficulty for developing writing skill
 Source: Direct Research
 Investigated by Navarrete, P. (2018)

6.11 ACADEMIC WRITING

The goal of academic writing is not to show off everything that you know about your topic, but rather to show that you understand and can think critically about your topic (Whitaker, 2010 pg.2). Academic writing is perceived as a strong contribution when studying a topic and moreover, scholars need to infer, interpret, and be critics about any study field whether from pre-graduate studies or university level.

According to the author (Bailey, 2011) there are some common reasons for academic writing:

- To report on a piece of investigation the writer has conducted.
- To response a question the writer has been given or chosen.
- To discourse a subject of common interest and give the writer's view
- To synthesize investigation done by others on a topic.

6.11.1 PRINCIPLES OF ACADEMIC WRITING

According to the author (Whitaker, 2010) Simple principles have been designed for academic writing.

- 1. Clear purpose:** Your writing paper do have a purpose it is to answer the question stated in a simple process analysis, synthesis and report
- 2. Audience Engagement:** Academic writing is focused to a specific audience. Consider your audience to be colleague students with the same level of awareness as yourself in the field. They might be interested in your reading. So you will have to involve them with your thoughts and catch their interest with your writing style.

3. **Strong Point of View:** Academic writing is not just a list of facts or abstracts of sources. Although you will display other people's concepts and research, the objective of your paper is to present what you think about the topic. Your paper will have your own original idea about the subject. This is called the thesis statement, and it is your response to the question.
4. **Single Focus:** There will not be unnecessary, unrelated, insignificant, or inconsistent information.
5. **Consistent Organization:** Consistent Organization. Academic writing follows a regular organizational pattern:
 - ✓ **Introduction:** presents background information, and let the reader know what to believe. It has the thesis statement.
 - ✓ **The body paragraphs:** funding the thesis statement. Each body paragraph has one main point which supports the thesis. Each point is then braced in the paragraph with logical reasoning and confirmation. Each sentence is connected to the other before and after it.
 - ✓ **The conclusion:** summarizes the paper's thesis and central points and shows the reader the importance of the paper's findings.
 - ✓ **Strong Support.** Each body paragraph will have enough and significant support for the topic sentence and thesis statement. This support will contain of evidences, examples, description, personal knowledge, expert opinions and quotations.
6. **Clear and Broad Explanations.:** The reader should not have difficulties to understand your ideas, judgment, or organization. English readers want everything to be done for them; your thoughts should be clearly and wholly explained.
7. **APA Style:** All academic papers should accomplish the guidelines of the American Psychological Association as established in Research and APA Style Guide 2010.

8. **Writing Style:** you should use your personal words, ideas whenever possible. Use your natural style that you would apply in the classroom. Your paper should be clear, brief, and easy to read.
9. **Follow the directions of your tutor.** Every tutor has a purpose for giving you an assignment, and each tutor's requests may vary. Follow your tutor's instructions to get the most from an assignment.

6.11.2 WRITING PROCESS

Before starting the development of your writing paper consider the writing process:

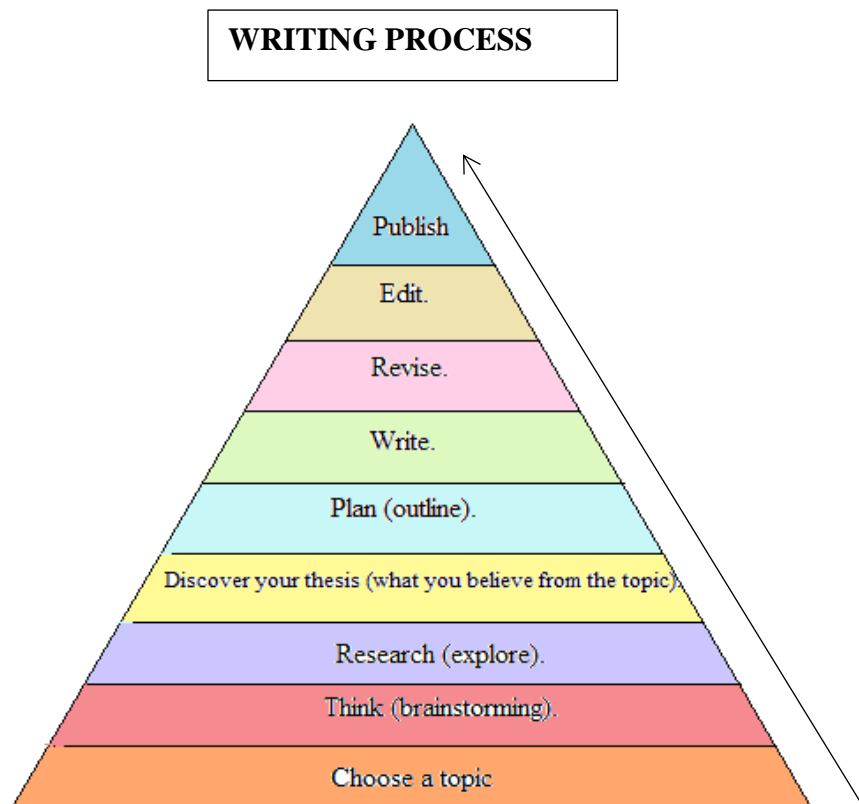


Chart 15 Writing Process
Source: Adapted from (Whitaker, 2010)
Investigated by Navarrete, P. (2018)

*“I hear and
I forget.*

*I see and
I remember.*

*I do and
I understand”.*

Confucius

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INTRODUCTION



Assessment has been considered as a panic for students of English as a Foreign Language and as a consequence learners have not been able to develop writing proficiency since the instruments of assessment have been monotonous, traditional and without any purpose. Strategies based on authentic assessment for the writing skills development to EFL intermediate students are designed to meet the requirements of students whose first language is not English, giving them the opportunity to achieve high levels of proficiency according to international standards.

The goal of this proposal is to ensure that English Language learners are supported with the necessary authentic strategies to continue developing their English proficiency and to succeed in the writing skill. Offering students the opportunities to practice writing through a variety of authentic activities, which are based on the genres of writing and the natural approach with the hand of realism. The following strategies are recommended specially for EFL Intermediate Students from Catholic University of Ecuador. With accommodation from the tutor they may be largely appropriate to all students.

The EFL and classroom teachers will cooperate to succeed with the implementation of the authentic strategies in the regular classroom. Strategies based on authentic assessment for the writing skills development to EFL intermediate students is not a course in itself. It is intended to give a support to be

integrated with the regular module; outcomes are to be completed in the content classroom.

2. PURPOSE

These strategies are planned to help intermediate students succeed in the writing skill, tasks are given to develop and reinforce scholars' writing skill proficiency. The type of writing task that students are asked to do may vary from the tasks they have done before, but tutors are aware of this and will help and give support during the full learning process, at the same time students will want to learn to write as clearly and precisely as possible, not only to succeed on your present course but also in preparation for their careers. This booklet can help scholars to achieve their goal.

3. ASSESSMENT

For assessing the tasks, authentic rubrics have created and taken into consideration. The rubrics are best developed within settings that are meaningful and relevant to students. Given that assessment is a main focus for students, the goal of the rubric is to support students to appreciate what is expected of them in their assessments.

4. PROCESS OF DEVELOPMENT

The strategies can be used either with a tutor or for self-study. It has been developed in three stages which go from simple stages to challenging ones. Furthermore, each stage contains miscellaneous of strategies based on authentic assessment tools:

Unit 1 SIMPLE

Unit 2 COMPLEX

Unit 3 CHALLENGING

5. PROCESS

Teachers and students have the benefit to appreciate step by step the process to develop the activities with the hand of innovative and interactive strategies which include web sites from the internet. There is a precise description about how students can reach the comprehension of specific grammar and vocabulary in order to achieve a remarkable improvement in the writing skill.

6. TEMPLATE

The template can be used as a worksheet where students can develop the writing exercise besides, the teachers have a flexible material in which they can give or take some of the content according to their needs.

7. HOW TO USE THE RUBRIC OF ASSESSMENT TO SUPPORT YOUR STUDENTS

The writing rubric can be modified to any assignment and it is aimed to be used as a support for teachers when assessing students' writing skill:

- Explain the importance of the academic writing skills genres.
- Display the rubric, how you have contextualised it to your task and clarify the criteria.
- Highlight to students that the rubric is the instrument for assessing the writing skill and students can identify within the rubric what is expected from their writing paper.

*“Give a man a fish and you feed
him for a day, but teach him to
fish, you feed him for life.”*

Chinese proverb

PERSONAL WRITING

Personal writing is based on personal opinions or feelings rather than realities or evidences. When you write personal papers, the content of your writing is based on your own experience, opinion and feelings, in which you provide a description of a person, place, object, or state. Personal opinion writing falls into this category, as do some reflective papers. Personal writing asks what you reflect about a topic or what you observed or experienced.

ACTIVITY 1

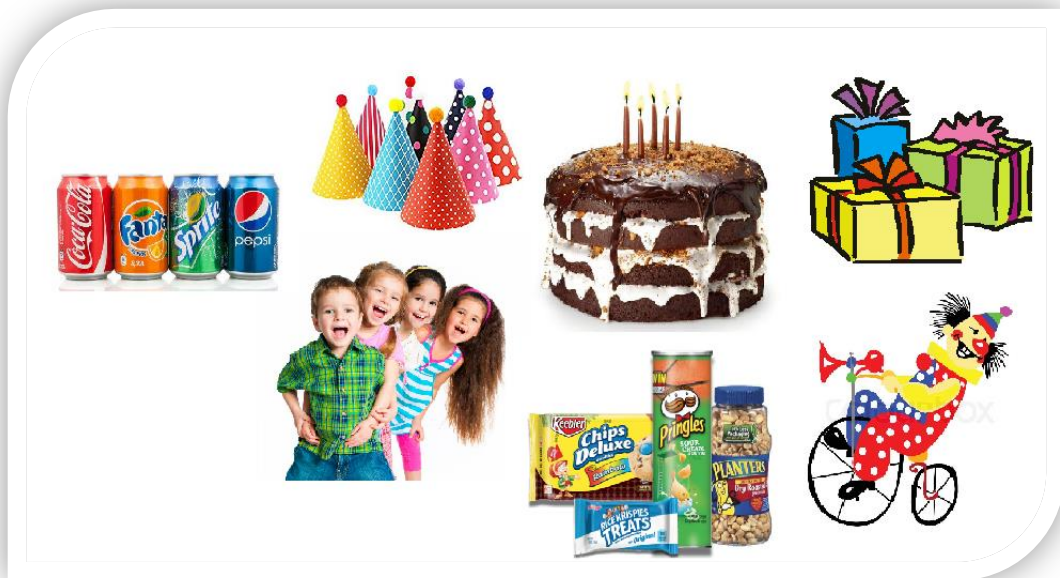
“MY OWN JOURNAL”

1. WRITING A PERSONAL JOURNAL

Skill:	Writing
Level:	Intermediate
Resources:	Pen and handouts, slides and markers
Time:	30 minutes
Learners:	Young adults
Competence:	Communicative
Intelligence:	Intrapersonal/verbal-linguistic
Grammar:	used to

2. PROCESS:

1. Introduce vocabulary by showing items from a birthday party.
2. Elicit student’s information and ask them to write the names of the pictures on the board next to each picture.



Graphic 24 Personal Journal
 Source: Direct Research
 Investigated by Navarrete, P. (2018)

3. Check the correct spelling of the word with them: clown, cake, party hats, snacks, drinks, presents.
4. Show a students the video about a birthday party found in this link : <https://www.pumpitupparty.com/birthday-parties/>
5. Ask students: “how do the kids in the video celebrate their birthdays?”, meanwhile, students share ideas the teacher writes on the board new vocabulary that may come out from such as “bubbles” and “inflate games”.
6. Then ask students the following questions to elicit even more information:
 When you were a child ...
 - How did you use to celebrate your birthday?
 - Did you use to receive a lot of presents?
 - Did your mom use to cook?
 - What did you like the most about your birthdays?
 - Who was always with you?
 - What did you like to eat?
7. Hand out the template for writing a personal journal about a party.

3. PERSONAL JOURNAL TEMPLATE

Match the pictures with the corresponding vocabulary words:



- Children
- Drinks
- Gifts
- Snacks
- Party hats
- Chocolate cake
- Clown
- Ballons

Graphic 25 Match vocabulary
Source: Direct Research
Investigated by Navarrete, P. (2018)

4. RUBRIC PERSONAL JOURNAL

CRITERIA	UNSATISFACTORY 0,5	SOMEWHAT SATISFACTORY 1,0	SATISFACTORY 1,5	VERY SATISFACTORY 2,0
GRAMMAR	Too many mistakes in grammar	A lot of grammar mistakes.	Some grammar mistakes.	No grammar mistakes.
VOCABULARY	The journal contains only few vocabulary words.	The journal contains some vocabulary word.	The journal contains plenty vocabulary words	The journal contains all of the vocabulary words.
SPELLING AND PUNCTUATION	Email has more than six errors in spelling and punctuation.	Email has fewer than five errors in spelling and punctuation.	Email has fewer than three errors in spelling and punctuation.	Email uses correct spelling and punctuation.
TOPIC DEVELOPMENT	The journal hardly develops the situation.	The journal somewhat develops the situation.	The journal mostly develops the situation.	The journal fully develops the situation. It is clear and logical.
FLUENCY	Only few ideas are communicated clearly. There is hesitation all the time.	Ideas are communicated with some clarity. There is a lot of hesitation.	Ideas are communicated clearly. There is some hesitation.	Ideas are communicated clearly and without hesitation.
SCORE:				

Chart 16 Rubric: Personal Journal: Used to
 Source: Direct Research
 Investigated by Navarrete, P. (2018)

ACTIVITY 2

“THE SHARK”

1. DESCRIPTION: “THE SHARK”

The students will have the opportunity to create a journal based on their imagination which is an important part of learning another language. Through this exercise scholars will incorporate vocabulary from their register and set the scenery.

Skill:	Writing
Level:	Intermediate
Resources:	Pen and handouts, slides, markers, internet, speakers, pens and paper
Time:	30 minutes
Learners:	Young adults
Competence:	Communicative
Intelligence:	Intrapersonal/verbal-linguistic
Grammar:	past simple and present perfect.
Vocabulary:	Adjectives with prefixes

2. PROCESS:

1. Introduce new adjectives words by showing pictures and slides.
2. Show the pictures again but this time students will have to write the vocabulary names.
3. Tell students that they are going to listen to a story, but first students will have to close their eyes.
4. The tutor reads the story and asks students to imagine every single thing they hear.
5. At the end of the story the teacher plays the sound track of the movie “Shark” found in the link:

<https://www.youtube.com/watch?v=BX3bN5YeiQs>



Graphic 26 Shark
Source: Direct Research
Investigated by Navarrete, P. (2018)

6. The teacher asks the students to imagine how the story would end.
7. The teacher asks the students to write the story from the beginning to the end encouraging them to use the adjectives and past and present simple tenses.
8. The rubric will be used as assessment.

3. VOCABULARY PRESENTATION “SHARK”



Graphic 27 Vocabulary Presentation “Shark”
 Source: Direct Research
 Investigated by Navarrete, P. (2018)

4. STORY: “THE SHARK”

THE SHARK HORROR STORY

*Imagine that ... you are a very friendly person and you're a multimillionaire. You like to organize parties in your luxury yacht. You seem to be a bit **immature**, but you enjoy life and enjoy the pleasure things of it. You're **friendly** so you love to share what you've got with the one you consider your friends.*

*One clear night, while you were dancing in your yacht and having lots of fun something strange was about to happen. All your friends were dancing and drinking on your yacht. The food and the drinks were amazing. There were so many beautiful people that even your friends were impressed. No **unattractive** guys were found. The music was so nice!! But suddenly the yacht started to move, everybody was so scared, you were **unsure** about what has happened. The yacht moved so hard that many people including you fell in the sea, but you were not frightened .You were trying to swim and something, something big has come to you.....aahhhhhh!!!*

Chart 17 Story: The shark
Source: Direct Research
Investigated by Navarrete, P. (2018)

6. RUBRIC “THE SHARK”

CRITERIA	UNSATISFACTORY 0,5	SOMEWHAT SATISFACTORY 1,0	SATISFACTORY 1,5	VERY SATISFACTORY 2,0
GRAMMAR AND VOCABULARY	Too many mistakes in grammar and vocabulary.	A lot of grammar and vocabulary mistakes.	Some grammar and vocabulary mistakes.	No grammar or vocabulary mistakes.
JOURNAL ELEMENTS	The journal contains only few elements correctly.	The journal contains some elements correctly.	The journal contains most elements correctly.	The journal contains all the elements correctly.
SPELLING AND PUNCTUATION	The journal has more than six errors in spelling and punctuation.	The journal has fewer than five errors in spelling and punctuation.	The Journal has fewer than three errors in spelling and punctuation.	The journal uses correct spelling and punctuation.
TOPIC DEVELOPMENT	The journal hardly develops the situation.	The journal somewhat develops the situation.	The journal mostly develops the situation.	The journal fully develops the situation. It is clear and logical.
FLUENCY	Only few ideas are communicated clearly. There is hesitation all the time.	Ideas are communicated with some clarity. There is a lot of hesitation.	Ideas are communicated clearly. There is some hesitation.	Ideas are communicated clearly and without hesitation.

SCORE:

Chart 19 Rubrics “The shark”

Source: Direct Research

Investigated by Navarrete, P. (2018)

ACTIVITY 3
“MADE UP STORY”

1. WRITING A “MADE UP STORY”

The following strategy will give the chance to students to develop writing skill in an interactive and dynamic way, putting into practice a list of new adjectives. Nonetheless, the vocabulary included in this section is flexible since teachers and students can include more words or reject.

Skill:	Writing
Level:	Intermediate
Resources:	Pen, paper and cardboard.
Time:	40 minutes
Learners:	Young adults
Competence:	Communicative
Intelligence:	Intrapersonal/verbal-linguistic
Grammar:	present simple, past simple and present perfect.
Vocabulary:	Adjectives.

2. PROCESS:

1. Give each student one card 20cm x 8cm. In each card there will be an adjective written on it.

e.g:



impressive

2. Present the new vocabulary words through the slides presented in this activity.
3. The first slide will have no vocabulary words included



4. The teacher elicits information from the first slide: “What can you see?” “How would you describe the picture with one word?”
5. Then the tutor will ask one student from the classroom to raise the most appropriate description from the first slide.
6. The second slide is shown and students will check answers.



7. The teacher will do the same with the rest of the slides.

 1	 2	 3	 4
 5	 6	 7	 8
 9	 10	 11	 12
 13	 14	 15	 16

8. Students are asked to stand up and find a pair to work with.
9. The teacher may participate in this exercise if all class results in an even number.
10. All the class is asked to stand up back to back meanwhile, one student is ask to tell a made up story using the vocabulary given at the beginning of the class. e.g.: “Last Saturday I attended to the stadium to see a group of gymnastics. The show was amazing and all the public was **impressed**.”
11. When the students mentions the word given e.g. “**Impressive**” the rest of the class have to switch partners.
12. Five students have to participate in this activity telling the story.
13. Then the teacher asks students to create one short story including new vocabulary words.
14. Finally students stick their pieces of papers around the class and students read all the stories.

3. TEMPLATE MADE UP STORY:

ADJECTIVES:
IMPRESSIVE:

REMARKABLE:

SUPERB:

ASTONISHED:

STUNNING:

Chart 20 Template: Made up story
 Source: Direct Research
 Investigated by Navarrete, P. (2018)

4. RUBRIC “A MADE UP STORY”

CRITERIA	UNSATISFACTORY 0,5	SOMEWHAT SATISFACTORY 1,0	SATISFACTORY 1,5	VERY SATISFACTORY 2,0
GRAMMAR AND VOCABULARY	Too many mistakes in grammar and vocabulary.	A lot of grammar and vocabulary mistakes.	Some grammar and vocabulary mistakes.	No grammar or vocabulary mistakes.
STORY ELEMENTS	The story contains only few elements correctly.	The story contains some elements correctly.	The story contains most elements correctly.	The story contains all the elements correctly.
SPELLING AND PUNCTUATION	The story has more than six errors in spelling and punctuation.	The story has fewer than five errors in spelling and punctuation.	The story has fewer than three errors in spelling and punctuation.	The story uses correct spelling and punctuation.
TOPIC DEVELOPMENT	The story hardly develops the situation.	The story somewhat develops the situation.	The story mostly develops the situation.	The story fully develops the situation. It is clear and logical.
FLUENCY	Only few ideas are communicated clearly. There is hesitation all the time.	Ideas are communicated with some clarity. There is a lot of hesitation.	Ideas are communicated clearly. There is some hesitation.	Ideas are communicated clearly and without hesitation.

SCORE:

Chart 21 Rubrics: A made up story
 Source: Direct Research
 Instigated by Navarrete, P. (2018)

ACTIVITY 4
“ANECDOTE”

1. SHOCKING TALE WRITING

In the following activity students will be a bit challenging since scholars will have to test their memories. The following strategy will be a great deal useful in order to improve their retention as well as learn new vocabulary words and develop writing skills.

Skill:	Writing
Level:	Intermediate
Resources:	Pen and handouts, slides, markers, pens and paper
Time:	30 minutes
Learners:	Young adults
Competence:	Communicative
Intelligence:	Intrapersonal/verbal-linguistic
Grammar:	present simple, past simple and present perfect.
Vocabulary:	Adjectives and nouns

2. PROCESS:

1. The teacher introduces vocabulary by encouraging students to practice dictation.
2. The teacher asks students to take out a piece of paper and copy the words they hear.

Vocabulary words:				
Postpone	value	promise	prize	competition
Previous	collect	useless	ticket	circus

Chart 22 Anecdote Vocabulary
Source: Direct Research
Investigated by Navarrete, P. (2018)

3. After students have finished, spelling and meaning will be clarified.
4. Then, the teacher writes the vocabulary words on the board.
5. Students will have the opportunity to check spelling. The teacher elicits meaning from students giving them as much guidance as possible.
6. The slide (a) about an anecdote is presented.
7. Students read carefully, paying attention to all the details.
8. Teacher presents the slide (b) , in which some information missing.
9. Students fill in the gaps with what can they remember from it.
10. Teachers checks answers with students.
11. Finally students will have to remember the entire story and write it on a piece of paper.

3. RECOMMENDATION

Teachers should give as much support as possible during the activity monitoring students' performance and providing help.

4. SLIDES (a) AND (b)

(a)

TIME IS VALUABLE

Mark was a very idle boy and always used to postpone things. One day his mother called him and made him appreciate the value of time that one should always do things on time. Mark promised his mother that he would never postpone things. One day, he came to know that he had won the first prize in a singing competition that was held the previous month. He was asked to collect the prize the same day. He didn't care and went to collect the prize the next day. But the prize became useless for him, as it was a ticket to a circus show, which was held the previous day. Mark learnt a lesson from this incident.

6. RUBRIC “ANECDOTE”:

CRITERIA	UNSATISFACTORY 0,5	SOMEWHAT SATISFACTORY 1,0	SATISFACTORY 1,5	VERY SATISFACTORY 2,0
GRAMMAR AND VOCABULARY	Too many mistakes in grammar and vocabulary.	A lot of grammar and vocabulary mistakes.	Some grammar and vocabulary mistakes.	No grammar or vocabulary mistakes.
ANECDOTE ELEMENTS	The anecdote contains only few elements correctly.	The anecdote contains some elements correctly.	The anecdote contains most elements correctly.	The anecdote contains all the elements correctly.
SPELLING AND PUNCTUATION	The anecdote has more than six errors in spelling and punctuation.	The anecdote has fewer than five errors in spelling and punctuation.	The anecdote has fewer than three errors in spelling and punctuation.	The anecdote uses correct spelling and punctuation.
TOPIC DEVELOPMENT	The anecdote hardly develops the situation.	The anecdote somewhat develops the situation.	The anecdote mostly develops the situation.	The anecdote fully develops the situation. It is clear and logical.
FLUENCY	Only few ideas are communicated clearly. There is hesitation all the time.	Ideas are communicated with some clarity. There is a lot of hesitation.	Ideas are communicated clearly. There is some hesitation.	Ideas are communicated clearly and without hesitation.
SCORE:				

Chart 24 Rubrics “Anecdote”

Source: Direct Research

Investigated by Navarrete, P. (2018)

ACTIVITY 4
“ORDERING A STORY”

5. WRITING STORIES

Skill:	Writing
Level:	Beginners and pre-intermediate
Resources:	Pen, paper and vocabulary flashcards
Time:	25 minutes
Learners:	Young adults
Competence:	Communicative

6. PROCESS : How to write a very nice story?

STEP 1. -Divide the class in groups of three.

STEP 2. - Stick one set of pictures of different stories for each group on the wall.

STEP 3. -Explain the strategy carefully. Tell students that they need a secretary to write while the other students have to decide which picture goes first, second, etc.

STEP 4. - Provide students a general guide to write a story and some vocabulary and useful phrases to develop the story and be able to recognize each part.

To begin

First of all,

To start off with,

Initially,

To begin with,

To continue with the story

Then,

After that,

Next,

As soon as / When + full clause,

... but then

Immediately,

To make it more interesting

Suddenly,

Unexpectedly,

To end up the story

Finally,

In the end,

STEP 4.- The two students have to go to the board decide order of the pictures and then start telling the story to the secretary so he/she can write it on the paper. They can go to the board to see the pictures as many times as they need.

STEP 5. – The secretary only writes notes or key words for each picture. Then when they have the ideas for each picture the team sits down together to start writing using the given words and phrases.

STEP 6. – Once they finish their version of the story they have to take their notes and compare them with the pictures on the board. At this point the secretary can see the pictures.

STEP 7. - Give the groups some extra time to sit together and analyze if everything is Ok. The teacher must be monitoring each groups work and checking the first draft.

STEP 8. – Students edit their story.

STEP 9. - Students share their story with the other groups. The other groups' role is to check if the story is ordered correctly and if the story is creative and interesting.

STEP 10. - Start a discussion with the class to decide which the nicest story is.

7. TEMPLATE FOR ORDERING A STORY

Name: _____ **Date:** _____

Topic: _____



Picture 1 _____

Picture 2 _____

Picture 3 _____

Picture 4 _____

Picture 5 _____

Picture 6 _____

Introduction:

- Write an introductory sentence to start. (First of all /To start off with/ Initially/To begin with)

This is a/an (*adjective*) story. _____

Body:

- **To continue with the story**

Then,

After that,

Next,

As soon as / When + full clause,

... but then

Immediately,

To make it more interesting

Suddenly,

Unexpectedly,

To finish the story

Finally,

8. RUBRIC “ORDERING STORY”

Sequence Story Rubric	4 Exceptional	3 Acceptable	2 Needs Improvement	1 Poor
Organization	The story has a clear beginning, middle and end. Follows a logical sequence.	The story has a beginning, middle and end. Events are in logical order.	The story does not have a clear beginning, middle and end. The sequence of events is confusing.	The story is missing either a beginning or ending. The relationship between events is often confusing.
Plot	Plot is interesting and has conflict which is established, developed and resolved after a gripping climax.	The plot makes sense and the conflict is established, developed and resolved after a climax.	The plot may be hard to follow. The conflict is established and resolved, but lacks proper development.	The plot is hard to follow. The conflict is not developed and it may not be resolved in a logical way.
Characters	Characters are well-developed through dialogue, action or thoughts.	Some characters are well-developed through dialogue, actions and thoughts.	The characters are described rather than established through dialogue, action or thought.	The characters may not be fully described, even through description. Some characters are revealed through dialogue, action or thought.
Grammar	There are no errors in , grammar, or spelling.	There are some errors in, grammar or spelling.	There are many error in, grammar, or spelling.	Numerous errors in, grammar, and spelling wh
Group work	All members work well and motivated to develop the activity.	Two members work well and motivated to develop the activity.	Only one member work well and motivated to develop the activity.	The group is not interested in developing the activity
Total				

Chart 25 Rubric “Ordering Story”

Source: Direct Research

Investigated by Navarrete, P. (2018)

*“Real knowledge is to know the
extent of one’s ignorance”*

Confucius

ACTIVITY 6
“WRITING AN EXPLANATION”

1. JOB RELATED WRITING

Skill:	Writing
Level:	Intermediate
Resources:	Pen and handouts
Time:	25 minutes
Learners:	Young adults- business people
Competence:	Communicative

2. PROCESS:

How do you write an explanation?

1. Introduce the strategy by modeling it.
2. Guide students to prepare a plan. In the plan, consider the following elements:
 - Definition of what is going to be explained
 - Description of the component parts, if applicable
 - Explanation of the operation in a cause-and-effect sequence
 - Description of the application
 - Interesting comments, special features or evaluation.
3. Design a diagram .It will help you to organize the necessary information.
4. Using the template for writing an explanation start writing your first draft.
5. Provide students a variety of expressions, phrases and useful words to write their letter.
6. Read the first draft and edit it, correct possible mistakes.
7. **ASSESSMENT:** Teacher designs a rubric to assess students’ ability to write a document explaining the process of something.

3. TEMPLATE “WRITING AN EXPLANATION”

Template for Writing an Explanation

Name: _____ **Date:** _____

Topic: _____

Introduction:

- What is the topic? Why is it of interest to us?

Definition:

- What is it?

How it works:

- Causes and effects

Applications:

- Other examples/illustrations
- Variations

Comments/Evaluation of topic/issue/problem:

Chart 26 Template “Writing an Explanation”
Source: Direct Research
Investigated by Navarrete, P. (2018)

4. RUBRIC FOR WRITING AN EXPLANATION

CRITERIA	UNSATISFACTORY 0,5	SOMEWHAT SATISFACTORY 1,0	SATISFACTORY 1,5	VERY SATISFACTORY 2,0
PLAN DEVELOPMENT	The plan contains only few elements correctly.	The plan contains some elements correctly.	The plan contains most elements correctly.	The plan contains all the elements correctly.
FIRST DRAFT	The draft doesn't follow the required elements.	The draft slightly follows the required elements.	The draft has most of the required elements.	The draft has the required elements.
GRAMMAR AND VOCABULARY	Too many mistakes in grammar and vocabulary.	A lot of grammar and vocabulary mistakes.	Some grammar and vocabulary mistakes.	No grammar or vocabulary mistakes.
SPELLING AND PUNCTUATION	The document has more than six errors in spelling and punctuation.	The document has fewer than five errors in spelling and punctuation.	The document has fewer than three errors in spelling and punctuation.	The document uses correct spelling and punctuation
FLUENCY	Only few ideas are communicated. There isn't connection between ideas.	Ideas are communicated with some clarity. There is a lot of hesitation.	Ideas are communicated clearly. There is some hesitation.	Ideas are communicated clearly and without hesitation.
SCORE:				

Chart 27 Rubric "Writing an explanation"
 Source: Direct Research
 Investigated by Navarrete, P. (2018)

ACTIVITY 7
“FORMAL EMAIL”

1. WRITING A FORMAL E-MAIL

Skill:	Writing
Level:	Intermediate
Resources:	Pen and handouts
Time:	30 minutes
Learners:	Young adults
Competence:	Communicative
Intelligence:	Intrapersonal/verbal-linguistic

2. PROCESS

1. Students are given an email of introduction. They have to analyze the elements of it: grammar and vocabulary.

2. Students are given a situation and are asked to write an email of introduction.

You start a new job as a director of the human resources department. Your job is to organize training courses for all the employees next month. Write to your new colleagues. Introduce yourself. Tell them you are motivated to work with people who are predisposed to learn things every day.

3. Students read the situation and start to draft the email.

4. Students read the draft and edit it.

5. Students write the final email of introduction.

ASSESSMENT: Teacher elaborates a rubric to assess students’ ability to compose a formal email of introduction.

4. RUBRIC “FORMAL EMAIL”

CRITERIA	UNSATISFACTORY 0,5	SOMEWHAT SATISFACTORY 1,0	SATISFACTORY 1,5	VERY SATISFACTORY 2,0
GRAMMAR AND VOCABULARY	Too many mistakes in grammar and vocabulary.	A lot of grammar and vocabulary mistakes.	Some grammar and vocabulary mistakes.	No grammar or vocabulary mistakes.
EMAIL ELEMENTS	The email contains only few elements correctly.	The email contains some elements correctly.	The email contains most elements correctly.	The email contains all the elements correctly.
SPELLING AND PUNCTUATION	Email has more than six errors in spelling and punctuation.	Email has fewer than five errors in spelling and punctuation.	Email has fewer than three errors in spelling and punctuation.	Email uses correct spelling and punctuation.
TOPIC DEVELOPMENT	The email hardly develops the situation.	The email somewhat develops the situation.	The email mostly develops the situation.	The email fully develops the situation. It is clear and logical.
FLUENCY	Only few ideas are communicated clearly. There is hesitation all the time.	Ideas are communicated with some clarity. There is a lot of hesitation.	Ideas are communicated clearly. There is some hesitation.	Ideas are communicated clearly and without hesitation.

SCORE:

Chart 29 : Direct Research

Source: Direct Research

Investigated by Navarrete, P. (2018)

ACTIVITY 8
“HOW TO APPLY FOR A JOB”

5. JOB RELATED WRITING

Skill:	Writing
Level:	Intermediate
Resources:	Pen and handouts
Time:	35 minutes
Learners:	Young adults
Competence:	Communicative

6. PROCESS:

How to write a letter applying for a job?

1. Grab a piece of paper and make two columns.
2. In the left column write “Requirements” and in the right, “My Skills”.
 - In the left column write down the requirements and skills needed for the job.
 - In the right column write some points from your resume that are appropriate to those.
3. Provide students a picture for each element of a letter applying for a job(see visual help for writing a letter applying for a job) and follow the steps one by one. Explain clearly the process to follow. The idea is that the students first analyze the provided example and then produce their own letter.
4. Start your letter by adding your contact information at the top.
 - Name
 - Address
 - Phone number
 - Email address

- Personal website (if you have one)
 - LinkedIn profile
5. Include the company's information. After you include your information, you need to include the name of the employer to whom you are applying for the job, his title, name of company and address.
 6. Address your letter to the person whom you are writing.

Writing the Letter

1. Write an engaging first paragraph. Open with a strong, declarative statement that informs that you are excited to be applying for [the position] at [company].
2. Mention where you found the position to which you are applying.
3. Explain why hiring you will benefit the employer.
4. Summarize your strengths, qualifications, and experience.
5. Paint a picture of yourself that's not on your resume. Show the human side of yourself; show that you're more than just facts on a piece of paper.

Finishing Up the Letter

1. Briefly summarize why you are the perfect candidate for the job in one sentence.
2. Invite the hiring manager to contact you
3. Sign off
4. Write your name underneath.
5. Check with students the first draft to correct any mistake and then ask students to write down their final letter.

ASSESSMENT: Teacher elaborates a rubric to assess students' ability to write a letter applying for a job.

7. TEMPLATE “ APPLYING FOR A JOB”

Visual help for writing a letter applying for a job

Name: _____ Date: _____

PREPARING THE LETTER

1

Harold Waybird
586 Main St.
Brighton, TX 45965
Phone: (555) 555-1212
Email: hwaybird@email.com

2

Mr. Burgin
Acme Investments, Inc.
Attn: Thomas Burgin
4634 W. Industrial Dr., Ste. 24
Houston, TX 45987

3

July 23, 2013
Harold Waybird
586 Main St.
Brighton, TX 45965
Phone: (555) 555-1212
Email: hwaybird@email.com
Dear. Mr. Burgin,
Mr. Burgin
Acme Investments, Inc.
Attn: Thomas Burgin
4634 W. Industrial Dr., Ste. 24
Houston, TX 45987

WRITING

1

Dear. Mr. Burgin,
I am writing to you to express my interest in the Office Manager position currently available at Acme Investments, Inc. I believe that I am an excellent fit for this position, given my extensive background in office management and administration. I believe that the Office Manager is the driving force of a businesses support team, and I know that my skills and qualifications prove my ability to fill that role.

2

Dear. Mr. Burgin,
I am writing to you to express my interest in the Office Manager position currently available at Acme Investments, Inc.

3

I believe that after you have reviewed my application and resume you will see that I possess an excellent skill set which matches your requirements

Finishing Up the Letter

1

I believe that the Office Manager is the driving force of a businesses support team, and I know that my skills and qualifications prove my ability to fill that role.

2

I look forward to hearing from you at your earliest convenience.

3

I look forward to hearing from you at your earliest convenience.

Yours faithfully,

Harold Waybird

Chart 30 Template “Applying for a job”

Source: Direct Research

Investigated by Navarrete, P. (2018)

4. RUBRIC “HOW TO APPLY FOR A JOB”

CRITERIA	UNSATISFACTORY 0,5	SOMEWHAT SATISFACTORY 1,0	SATISFACTORY 1,5	VERY SATISFACTORY 2,0
LETTER DEVELOPMENT	The letter contains only few elements correctly.	The letter contains some elements correctly.	The letter contains most elements correctly.	The letter contains all the elements correctly.
FIRST DRAFT	The draft doesn't follow the required elements.	The draft slightly follows the required elements.	The draft has most of the required elements.	The draft has the required elements.
GRAMMAR AND VOCABULARY	Too many mistakes in grammar and vocabulary.	A lot of grammar and vocabulary mistakes.	Some grammar and vocabulary mistakes.	No grammar or vocabulary mistakes.
SPELLING AND PUNCTUATION	The letter has more than six errors in spelling and punctuation.	The letter has fewer than five errors in spelling and punctuation.	The letter has fewer than three errors in spelling and punctuation.	The letter uses correct spelling and punctuation
FLUENCY	Only few ideas are communicated. There isn't connection between ideas.	Ideas are communicated with some clarity. There is a lot of hesitation.	Ideas are communicated clearly. There is some hesitation.	Ideas are communicated clearly and without hesitation.

SCORE:

Chart 31 Rubric “How to apply for a job”
 Source: Direct Research
 Investigated by Navarrete, P. (2018)

*“Life is really simple, but we insist on
making it complicated”*
Confucius

ACTIVITY 9 “OPINION ESSAY”

1. WRITING AN OPINION ESSAY

Skill:	Writing
Level:	Intermediate
Resources:	Poster paper, markers, pens/pencils, paper and handouts
Time:	1.5 hours
Learners:	Young adults
Competence:	Communicative
Intelligence:	Intrapersonal/verbal-linguistic

2. PROCESS:

1. Teacher elicits the students’ opinions about different topics asking questions like “Do you agree or disagree with...?” or “Whichdo you prefer? Why?”
2. Split students into small groups and give them a topic to form an opinion about. Provide them with poster paper and markers and ask them to make a poster that reflects their opinion.
3. Students present their posters to the class. Comment on how clear the opinions and the reasons are (or how unclear the opinions and reasons are if that is the case).
4. Point out to students that it is helpful to draft your ideas before expressing them. This is true in both speaking and writing.
5. Give students an essay outline. Point out that when they were talking about their opinions, they followed a logical structure or format. When we read about an opinion in an essay, we expect to find this same format.
6. Explain what a thesis statement is, and the purpose of each paragraph.

7. Give students the handout with an example opinion essay. Have them identify the thesis statement and topic sentences.
8. Give students a new topic and have them use the outline to draft a thesis statement and reasons for their opinion.
9. Review the list of linking words and explain that to use them you need to fully understand their purpose and you need to use them with correct grammar and punctuation.
10. Students use the outline and linking words to write a first draft of the essay.
11. Students use a check-list to peer-edit the essay.
12. Students re-write the essay taking into consideration the observations made by their classmate.
13. Students hand in the final copy of the opinion essay to their teacher for evaluation.

3. WRITING ASSESSMENT FOR ADVANCED (B1) INTERMEDIATE STUDENTS

1. Possible opinion topics:

The best place to eat in your city
Efficiency of public transportation
Are smartphones making us stupid?
Who was better: the ex-president or the

The best way to learn English
Public education vs. private
Who was better: the ex-president or the
Current president?

2. An example of an opinion poster:

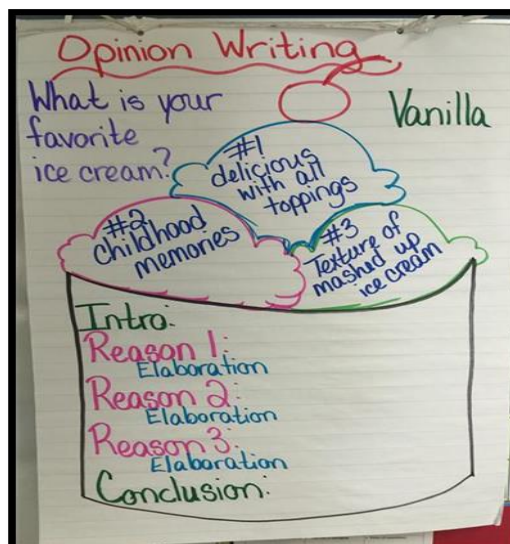


Chart 32 Example of Essay poster
 Source: Direct Research
 Investigated by Navarrete, P. (2018)

4. ESSAY OUTLINE

Sample Four-Paragraph Essay Subject: Should parents vaccinate their children?	
<p><i>Title</i></p> <p>Paragraph One: <i>Introduction</i></p> <p>Thesis Statement</p> <p>Paragraph Two: <i>Develops the first reason by giving examples.</i></p> <p>Paragraph Three: <i>Topic sentence</i></p> <p><i>Develops the second reason, giving facts and statistics to support the statement.</i></p> <p>Conclusion: <i>Restatement of thesis</i> <i>Summary of reasons</i></p>	<p style="text-align: center;">Why Should Vaccinate their Kids</p> <p>Vaccines have been a significant part of public health care in the world. Many parents select not to vaccinate their children. Because it is widely known that vaccines have few side effects, <u>I consider it is important that all parents go on to vaccinate their children.</u></p> <p>All main health organizations, recommend vaccination. <u>The value of vaccination is reinforced by exploration from around the world, and researchers are regularly working to increase the safety of vaccines.</u> The scientists, whose job is to study the epidemic of disease, all recommend vaccination.</p> <p>Many parents concern about the safety of vaccines. <u>While side effects do happen, they are usually insignificant,</u> like redness or inflammation around the site of an injection. In Canada, only about one in a million doses of vaccine have serious effects. The most famous study linking vaccines to autism, one which got many parents concerned about vaccination, has been proven untrue and the doctor who led the study has had his medical certificate taken away.</p> <p>If and when you have kids, get them vaccinated. The dangers are minimal and you will not only be following the best recommendation of medical science and caring your own child from disease; you will be helping in the fight to exterminate infectious diseases in your community.</p>

Chart 33 Sample Four-Paragraph Essay
 Source: Direct Research
 Instigated by Navarrete, P. (2018)

5. EXAMPLE ESSAY

Over the past forty to fifty years, television has become typical pieces of equipment in most homes, and watching television has become a regular activity for most families. Clearly, this has an effect on children's development. Although, there are many brilliant programs for young viewers, I would maintain that television can have a harmful influence on children for three central reasons.

First, some types of TV programs effect children's emotional and conduct. Police stories and action movies, for example, often have violence. People are killed with guns, knives and cars. Seeing this, some kids might think that these things could happen to themselves at any time and they become frightened. Moreover, some might begin to think that violence is an ordinary, adequate form of behavior because they see it so frequently on television. As a result, they might become aggressive and hurt both themselves and their friends.

Second, television can ruin children's reading ability. Reading involves skills and brain processes that watching television does not. If children watch television for a long time each day, they do not have the opportunity to practice the skills that they need to learn how to read.

Lastly, television may influence on children's assignment in other ways. If they spend too much time watching television, they may get left behind their homework. In addition, if they stay up to watch a late night film, they may fall asleep in class. Consequently, they will not learn and they could fail in school.

As a conclusion, if children watch the wrong programs or too much television, their characters can be damaged. Furthermore, their improvement in school can be affected. It is essential, therefore, that parents should detect what programs their children are watching and take appropriate steps to avoid any harmful effects. This should include turning off the television so that their children study.

- *Underline the thesis statement.*
- *Underline the topic sentences.*
- *Circle linking words. Discuss what their purpose is and observe what grammar and punctuation is used.*

Chart 34 Example Essay
Source: Direct Research
Instigated by Navarrete, P. (2018)

6. LINKING WORDS

<p>Expressing opinion:</p> <p>In my opinion, Personally, I think/ I believe (that)... / I strongly believe that... It is clear (to me) that... I (completely) agree/disagree with ... It seems to me that... As I see it, ... In my view,... From my point of view, As far I am concerned, ... I am sure/ convinced that ...</p>	<p>Giving reasons:</p> <p>My main reason is.... / Another reason... One reason for... is Many people say / believe that... Because... Since... Because of / Due to...</p>
<p>Expressing facts:</p> <p>It is widely known that... It is a well-known fact that ... Research has shown that... There are definitely... It is a fact that... It is clear/ true that... For example / For instance,...</p>	<p>Expressing purpose:</p> <p>so (that) in order to to so as to</p>
<p>Adding ideas:</p> <p>What is more,... Moreover / Furthermore / In addition (to) Firstly,... / First of all,... Secondly,.. Thirdly,... Lastly,... / Finally,...</p>	<p>Contrasting an idea:</p> <p>Although / even though / though Despite / in spite of Whereas However In contrast But On the one hand..... on the other hand...</p>
<p>To conclude the essay:</p> <p>To sum up, In summary, All in all, To conclude, In conclusion, It is clear that...</p>	

Chart 35 Linking words
 Source: Direct Research
 Instigated by Navarrete, P. (2018)

7. PEER-EDITING CHECKLIST

	You did great!	You could do better.
You wrote a strong beginning that states my opinion.		
Your opinion essay states the reasons for your point of view.		
Your reasons are supported with details.		
You wrote a paragraph for each reason and its supporting details.		
Your writing sounds like you.		
Your conclusion is strong.		
You used synonyms for words you use too often.		
You began sentences in different ways.		
You made very few mistakes in capitalization, grammar, punctuation, and spelling.		

Chart 36 Peer-editing checklist

Source: Direct Research

Instigated by Navarrete, P. (2018)

Students make improvements, type up the essay and present a final copy.

8. RUBRIC OPINION ESSAY

Rubric for Writing an Opinion Essay:				
Criteria	UNSATISFACTORY 0,5	AVERAGE 1,0	VERY GOOD 1,5	EXCELLENT 2,0
GRAMMAR	Too many mistakes in grammar that cause confusion for the reader.	A lot of mistakes in grammar. The reader needs to make an effort to comprehend the idea.	Some mistakes in grammar that do not hinder overall comprehension.	Grammar is flawless - no mistakes.
VOCABULARY	Too many mistakes in vocabulary that cause confusion for the reader.	A lot of mistakes in vocabulary. The reader needs to make an effort to comprehend the idea.	Some mistakes in vocabulary that do not hinder overall comprehension.	Vocabulary is flawless - no mistakes.
FLUENCY	Few ideas are communicated clearly with logical transitions between them.	Some ideas are communicated clearly with logical transitions between them.	Most ideas are communicated clearly with logical transitions between them.	All ideas are communicated clearly with logical transitions between them.
SPELLING AND PUNCTUATION	Essay has more than six errors in spelling and punctuation.	Essay has fewer than five errors in spelling and punctuation.	Essay has fewer than three errors in spelling and punctuation.	Essay uses correct spelling and punctuation.
STRUCTURE / ELEMENTS OF AN OPINION ESSAY	The essay does not follow the indicated format and contains very few of the elements correctly.	The essay somewhat follows the indicated format and contains only some of the elements correctly.	The essay mostly follows the indicated format and contains many of the elements correctly.	The essay follows the indicated format and contains all the elements correctly.
SCORE				

Chart 37 Rubric Opinion Essay
 Source: Direct Research
 Investigated by Navarrete, P. (2018)

ACTIVITY 10
“FORMAL REPORT”

9. WRITING A FORMAL REPORT

Skill:	Writing
Level:	Intermediate
Resources:	Pens/pencils, paper and handouts
Time:	2 hours
Learners:	Young adults
Competence:	Communicative
Intelligence:	Interpersonal/verbal-linguistic

10. PROCESS:

1. Students read several reports and discuss the relevance and impact of the findings.
2. Explain that there are different types of reports but the format is usually the same. Look at the layout of a formal report.
3. Point out the most common phrases and the expected grammar structures that are used.
4. Give students sentences for them to match to the different sections.
5. Tell students that they are going to write their own reports based on a quick research project. Organize the students into small groups and give them a topic (or have them come up with their own topic). Have students prepare a short survey about that topic.
6. Let students go around the university to conduct the survey with other students and staff around the university.
7. When students come back, ask them to calculate their results.
8. Ask students to write a report by following the layout and using the phrases and grammar structures previously discussed.
9. The teacher walks around, monitoring and correcting mistakes when necessary.

10. When finished the reports, students start to plan to present their report to the class orally.
11. Students present the reports and hand in the written copy to the teacher for assessment

WRITING ASSESSMENT FOR INTERMEDIATE LEVEL STUDENTS

3. EXAMPLES OF FORMAL REPORTS:

Introduction

The purpose of this report is to compare ideas to make classes in Today School more pleasant for scholars while learning at the same time. A big number of students were interviewed to discovery points of view.

Classroom Activities

Some of the students recommended using more videos and songs during the classes and some said that parties with beer would be a good idea. A few of them gave details why they preferred these activities:

- Reggeton music and films are interesting and typical.
- Beer makes people relax and talk more.

Outside Class

Most of the students mentioned that assignment should be reduced considerably whereas others said a preference for doing trips in English, giving the following reasons:

- Too much assignment makes students stressed
- Trips are an entertaining way of putting into practice what is learnt.

Recommendations

Some of the thoughts have benefits; however, recommendations allow beer and reduce assignment should be instantly unwanted. On the other hand, it is felt most of students would take advantage of more reggeton

music, videos and trips and so these ideas are suggested.

Chart 38 Examples of formal reports
Source: Direct Research
Instigated by Navarrete, P. (2018)

4. LAYOUT OF A FORMAL REPORT

HOW TO WRITE A SURVEY REPORT

A survey report is a formal piece of writing based on research.

Introduction

State the aim of the report, when and how the information was collected.

Main Body

All the information collected and analyzed is presented clearly and in detail (break down the respondents into groups according to sex, age and place of residence, state the main differences between groups). Subheadings, numbers or letters can be used to separate each piece of information.

Conclusion

Sum up the points mentioned above.

Chart 39 Layout of a formal report
Source: Direct Research
Instigated by Navarrete, P. (2018)

5. COMMON PHRASES AND GRAMMAR STRUCTURES:

Useful phrases:	Grammar points:
<p>To introduce:</p> <ul style="list-style-type: none">- <i>The purpose/aim of this report is to...</i>- <i>This survey was carried out / conducted by means of...</i>- <i>The questionnaire consisted of...</i>	<p>Use formal language. Avoid using informal language like contractions, idioms and phrasal verbs.</p>
<p>To generalize:</p> <ul style="list-style-type: none">- <i>In general</i>- <i>Generally</i>- <i>On the whole</i>	<p>Use the passive voice where possible. <i>Instead of "I conducted surveys", write "Surveys were conducted"</i></p>
<p>To report findings:</p> <ul style="list-style-type: none">- <i>It appears that the majority of...</i>- <i>Most (students) seem...</i>- <i>Not surprisingly,</i>	<p>Use passive reporting verbs. <i>Instead of "The people said that..." write "it is said that..."</i> <i>Instead of "The students thought that..." write "it was thought that..."</i></p>
	<p>Make use of nominalization.</p>

<p>- According to...</p> <p>To give recommendations:</p> <ul style="list-style-type: none"> - I strongly recommend (+ing) - It would be highly advisable to... - I would no doubt suggest (+ing) - I also believe we should... <p>To conclude/ summarise:</p> <ul style="list-style-type: none"> - In conclusion - All things considered - To sum up - All in all - If any conclusions may be drawn from the data - It is clear that - The survey shows/indicates/demonstrates 	<p>Instead of “What <u>attracted</u> the children most was...”, write “the biggest <u>attraction</u> for the children was...”</p>
---	---

Chart 40 Common phrases and grammar structures

Source: Direct Research

Instigated by Navarrete, P. (2018)

6. TOPICS FOR RESEARCH PROJECT

<p>What are the 3 most important subjects that students should study in high school to prepare them for the future?</p>	<p>What are 3 important cultural norms or traditions from your cultural background?</p>	<p>Are exams an effective way to evaluate knowledge?</p>
<p>In order to have a successful marriage, what steps should a couple take before getting married?</p>	<p>What changes still need to occur to help attract foreign tourists to come to the Fruits and Flowers Festival in Ambato?</p>	<p>Is it a good idea to pay for private university education?</p>

Chart 41 Topics for research project

Source: Direct Research

Instigated by Navarrete, P. (2018)

7. RUBRIC FORMAL REPORT

Criteria	UNSATISFACTORY 0,5	AVERAGE 1,0	VERY GOOD 1,5	EXCELLENT 2,0
GRAMMAR	Too many mistakes in grammar that cause confusion for the reader.	A lot of mistakes in grammar. The reader needs to make an effort to comprehend the idea.	Some mistakes in grammar that do not hinder overall comprehension.	Grammar is flawless - no mistakes.
VOCABULARY	Too many mistakes in vocabulary that cause confusion for the reader.	A lot of mistakes in vocabulary. The reader needs to make an effort to comprehend the idea.	Some mistakes in vocabulary that do not hinder overall comprehension.	Vocabulary is flawless - no mistakes.
FLUENCY	Few ideas are communicated clearly with logical transitions between them.	Some ideas are communicated clearly with logical transitions between them.	Most ideas are communicated clearly with logical transitions between them.	All ideas are communicated clearly with logical transitions between them.
SPELLING AND PUNCTUATION	Report has more than six errors in spelling and punctuation.	Report has fewer than five errors in spelling and punctuation.	Report has fewer than three errors in spelling and punctuation.	Report uses correct spelling and punctuation.
STRUCTURE / ELEMENTS OF AN OPINION ESSAY	The report does not follow the indicated format and contains very few of the elements correctly.	The report somewhat follows the indicated format and contains only some of the elements correctly.	The report mostly follows the indicated format and contains many of the elements correctly.	The report follows the indicated format and contains all the elements correctly.
SCORE:				

Chart 42 Rubric for writing a formal report

Source: Direct Research

Instigated by Navarrete, P. (2018)

6.12 ANALYSIS OF PRE-TEST RESULTS

A KET (Key English Test) test was taken to students of intermediate levels of Catholic University of Ambato. 23 students took the test on line due to the accuracy of results we were aiming to reach.

The test had three types of questions:

QUESTION 1: In this questions students had to find the correct vocabulary word according to the definition given:

Free Practice Tests for learners of English

Graphic 28 Question 1 Pre-test
Source: Direct Research
Investigated by Navarrete, P. (2018)

QUESTION 2: It is appreciated a complex question where students had to complete with the correct gap.

Question 2 Pre-test

Graphic 29 Question 2 Pre-test
Source: Direct Research

QUESTION 3: Students had to read the letters and find the precise information.

Ket Exam Part 8

Ket Writing

Read the information about a school theatre trip. Complete Emma's notes.

<p>Join us in a school trip to Stratford-on-Avon on Saturday 6th June. You can spend the morning shopping. For lunch we will have a picnic near the river. In the afternoon we will see William Shakespeare's play 'Macbeth'. Price: £15 Meet at River Road car park: 8.30 a.m. Return: 6.30 p.m.</p>	<p>Dear Students, Our Stratford-on-Avon trip is very popular. Unfortunately we cannot get enough tickets to see 'Macbeth'. So we have tickets for 'As you like it' instead. The tickets are a little more expensive so the trip will now cost £18 per person. Arrival and departure times are the same. Mrs Wentworth English Teacher</p>
---	---

Emma's notes:
School Trip:
Name of Town:
Name of the Play:
Cost:
Meeting place:
Return time:

part 3: conversations

part 4: comprehension

part 5: text with gaps

part 6: word completion

part 7: text with gaps

part 8: fill in a form

Reading and writing, test 2

Advertisements
[Ads by Google](#)

Exam Practice Test

Ket Reading Part 8

Ket Writing

B1 Listening Exam

KET Sections

Graphic 30 Question 3 Pre-test
 Source: Direct Research
 Investigated by Navarrete, P. (2018)

The following results are based on the KET test presented.

QUESTION 1					
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	20	4	17,4	17,4	17,4
	60	5	21,7	21,7	39,1
	80	8	34,8	34,8	73,9
	100	6	26,1	26,1	100,0
	Total	23	100,0	100,0	
QUESTION 2					
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	20	2	8,7	8,7	8,7
	60	7	30,4	30,4	39,1
	80	5	21,7	21,7	60,9
	100	9	39,1	39,1	100,0
	Total	23	100,0	100,0	

QUESTION 3					
		Frequency	Percentage	Valid percentage	Accumulated percentage
Valid	20	8	34,8	34,8	34,8
	60	8	34,8	34,8	69,6
	80	5	21,7	21,7	91,3
	100	2	8,7	8,7	100,0
	Total	23	100,0	100,0	

Table 32 Analysis of Pre-test results
Source: Direct Research
Investigated by Navarrete, P. (2018)

Discussion of results pre-test

According to the results obtained in the indicated tables, from the application of the pre-test it is observed that in **QUESTION 1** of a total of 23 students, 17.4% reached a percentage rating of (20%), 21.7% reaches a percentage score of (60%), 34.8 reaches (80%) the knowledge, while 26.1% is in an expected or satisfactory range (100%). In **QUESTION 2** it is analyzed that 8.7% reach a minimum of (20%), 30.4 with a percentage rating of (60%), 21.7% exceed the 80% rating, while only 39.1% reach a 100% rating. With regard to **QUESTION 3**, it is observed that there are two equal percentages 34%, ranking in a range of 20 to 60% of the qualification according to the applied test, in the same way it is obtained that 21.7% reaches a qualification of (80%) and a small group of students, 8.7%, are rated 100%.

Conclusion pre-test

After applying the test to measure the level of knowledge of the students, it is observed that there are percentages, which are below an acceptable or satisfactory rating according to learning.

6.13 ANALYSIS OF POST TEST RESULTS

QUESTION 1 POST TEST					
		Frequency	Percentage	Valid percentage	Accumulated percentage

	80	6	26,1	26,1	26,1
	100	17	73,9	73,9	100,0
	Total	23	100,0	100,0	
QUESTION 2 POST TEST					
		Frequency	Percentage	Valid percentage	Accumulated percentage
	80	5	21,7	21,7	21,7
	100	18	78,3	78,3	100,0
	Total	23	100,0	100,0	
QUESTION 3 POST TEST					
		Frequency	Percentage	Valid percentage	Accumulated percentage
	80	11	47,8	47,8	47,8
	100	12	52,2	52,2	100,0
	Total	23	100,0	100,0	

Table 33 Analysis of Post Test Results
Source: Direct Research
Investigated by Navarrete, P. (2018)

DISCUSION OF RESULTS POST TEST

According to the data obtained from the **QUESTION 1 POST TEST**, it is observed that 26.1% reach a grade of 80%, while 73% of the students are in an outstanding grade, reaching 100%

In the **QUESTION 2 POST TEST**, it is found that 21.7% reach a score of 80%, and 78.3 reach a score of 100%, achieving satisfaction with respect to the acquired learning.

The **QUESTION 3 POST TEST** shows that 47.8% of the students obtain a percentage score of 80%, while 52.2% achieve the 100% score.

CONCLUSION POST TEST

According to the analyzed results of the **POST TEST**, it is observed that the students obtain acceptable or satisfactory percentages according to the evaluation done, showing an accurate measure in students learning and knowledge.

COMPARISON BETWEEN THE PRE TEST AND THE POST TEST

T-TEST

Paired sample statistics			
		Media	N
Par 1	QUESTION 1	2,70	23
	QUESTION 1 POST TEST	3,74	23
Par 2	QUESTION 2	2,91	23
	QUESTION 2 POST TEST	3,78	23
Par 3	QUESTION 3	2,04	23
	QUESTION 3 POST TEST	3,52	23

Table 34 Paired Sample Statistics
 Source: Direct Research
 Investigated by Navarrete, P. (2018)

Analysis

From the data obtained it is observed that there is a difference between the arithmetic means or averages between the pre and post-test, allowing to determine that it was improved, after applying the proposal it is with regard to the understanding of the English language.

Test of paired samples		Media	Sig. (bilateral)
Par 1	QUESTION 1 - QUESTION 1 POST TEST	-1,043	,000
Par 2	QUESTION 2 - QUESTION 2 POST TEST	-,870	,000
Par 3	QUESTION 3 - QUESTION 3 POST TEST	-1,478	,000

Table 35 Test of paired samples
 Source: Direct Research
 Investigated by Navarrete, P. (2018)

Statistical Decision

P-Valor = 0.000	<	a= 0.05
------------------------	-------------	----------------

Table 36 Statistical Decision
Source: Direct Research
Investigated by Navarrete, P. (2018)

Decision criteria:

If the probability obtained P-Value \leq a, reject H_0 and accept H_1

Final Conclusion:

There is a significant difference between the means of the tests (Pre and Post) applied to the students so that it is concluded that the present proposal did have an effect on the learning of English writing skill.

ANNEXES

1. REFERENCES

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2. Encuesta Dirigida a Estudiantes

Encuesta Dirigida a **Estudiantes** de la Pontificia Universidad Católica del Ecuador Sede Ambato y Estudiantes del Seminario Mayor Cristo Sacerdote de nivel Intermedio.

Objetivo: Diagnosticar el tipo de herramientas utilizadas como medio de evaluación auténtica para la destreza de *writing* en los estudiantes del Idioma inglés como lengua extranjera en la Comunidad Diocesana de la zona central 3.

Instrucciones: A continuación se presenta una serie de enunciados relacionados con el uso de herramientas de evaluación en el desarrollo de la escritura. , por favor indique el grado en que está de acuerdo con cada una de las frases, haciendo una cruz en la casilla que corresponda.

CUESTIONARIO	1 Siempre	2 Casi siempre	3 Algunas veces	4 Casi Nunca	5 Nunca
1. Es importante el uso del material autentico (real) en el aula de clase.					
2. El docente motiva la utilización de la evaluación en parejas y la auto-evaluación.					
3. El docente da claros lineamientos para desarrollar: journals, portafolios y al escribir historias.					
4. El docente diseña previamente las herramientas para la evaluación de journals, entrevistas, portafolios y párrafos.					
5. ¿Considera que el docente de inglés cambia continuamente de actividades para la evaluación de la destreza de writing?					
6. ¿Utiliza el docente actividades que no se encuentren en los textos de inglés para evaluar la destreza de escritura “writing”?					

7. Se utiliza solamente pruebas tradicionales para evaluar la destreza de la escritura.					
8. En la clase se realiza diferentes actividades de escritura para desarrollar la destreza writing.					
9. Tengo dificultad al momento de desarrollar párrafos en inglés.					
10. Me son útiles las actividades de escritura (pre-escritura, un borrador, revisión, y publicar) que aplica el docente para mis evaluaciones.					
11. Para la evaluación de la destreza <i>writing</i> el docente utiliza la misma estrategia para todos los ejercicios de los temas de estudio.					

3. Encuesta Dirigida a docentes de la Pontificia Universidad Católica del Ecuador Sede Ambato

Objetivo: Diagnosticar el tipo de herramientas utilizadas como medio de evaluación auténtica para la destreza de writing en los estudiantes del Idioma inglés como lengua extranjera en la Comunidad Diocesana de la zona central 3.

Instrucciones: A continuación se presenta una serie de enunciados relacionados con el uso de herramientas de evaluación en el desarrollo de la escritura. , por favor indique el grado en que está de acuerdo con cada una de las frases, haciendo una cruz en la casilla que corresponda.

CUESTIONARIO	1	2	3	4	5
	Siempre	Casi siempre	Algunas veces	Casi Nunca	Nunca
1. Es importante el uso del material autentico en el aula de clase.					
2. Motivo la utilización de la evaluación en parejas y la auto-evaluación.					
3. Doy claros lineamientos para desarrollar: journals, portafolios y al desarrollar párrafos.					
4. Diseño previamente las herramientas para la evaluación de journals, entrevistas, portafolios y párrafos.					
5. Cambio continuamente de actividades para la evaluación de la destreza de writing?					
6. ¿Utilizo actividades que no se encuentren en los textos de inglés para evaluar la destreza de escritura “writing”?					
7. Utilizo solamente pruebas tradicionales para evaluar la destreza de writing.					

8. En la clase realizo diferentes actividades de escritura para desarrollar la destreza writing.					
9. Tengo dificultad al momento de desarrollar párrafos en inglés.					
10. El docente aplica actividades de escritura (pre-escritura, un borrador, revisión, y publicar) para llegar a una valoración efectiva					
11. Para la evaluación de la destreza writing utiliza la misma estrategia para todos los ejercicio de los temas de estudio.					

4. Documento Permiso de desarrollo del trabajo de Investigación

Ambato 28 de Noviembre del 2017

Estimado

Ing. Eduardo Hong

Director Escuela de Lenguas y Lingüística

Pontificia Universidad Católica de Ecuador Sede Ambato

Yo, Paola Vanessa Navarrete Cuesta estudiante de la Maestría en Enseñanza del Idioma Inglés como Lengua Extranjera de la Universidad Técnica de Ambato, solicito muy comedidamente me conceda el permiso correspondiente para realizar el trabajo de titulación **“AUTHENTIC ASSESSMENT TOOLS FOR THE WRITING SKILLS DEVELOPMENT TO EFL INTERMEDIATE STUDENTS”** en su prestigiosa institución. El periodo que se llevará a cabo la investigación será durante el año 2017-2018, el presente proyecto de investigación contribuirá e impactará a la universidad de una manera positiva, brindando una propuesta innovadora para el uso de herramientas auténticas para la evaluación de la destreza de la escritura *writing*.

Con saludos cordiales y a tiempo de agradecerles su atención a esta solicitud, aprovecho la oportunidad para reiterarle mi más alta consideración y estima.



Atentamente,

Mg. Paola Navarrete

C.I.N.- 1803545423

5. Documento Aprobación de Encuestas

Ambato 28 de Noviembre del 2017

Estimado

Ing. Eduardo Hong

Director ELL PUCESA

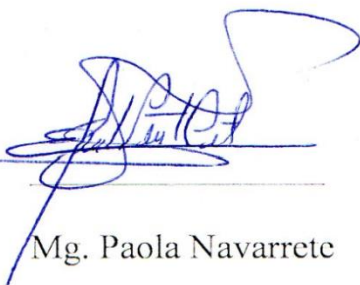
Yo, Paola Vanessa Navarrete Cuesta estudiante de la Maestría en Enseñanza del Idioma Inglés como Lengua Extranjera en la Universidad Técnica de Ambato, solicito muy comedidamente me permita realizar una encuesta a los señores estudiantes de la Escuela de Lenguas y lingüística nivel Intermedio y a los señores docentes de la cual usted muy acertadamente dirige. La encuesta tiene como propósito identificar las estrategias utilizadas para la evaluación de la destreza *writing*.

Todas las encuestas serán llevadas a cabo en el mes de Noviembre y Diciembre del 2017. La encuesta puede durar entre 2 a 5 minutos y no requerirá tiempo ni trabajo adicional.

El presente estudio es parte de mi trabajo de titulación: "AUTHENTIC ASSESSMENT TOOLS FOR THE WRITING SKILLS DEVELOPMENT TO EFL INTERMEDIATE STUDENTS"

De antemano agradezco su valiosa colaboración para este estudio.

Atentamente,



Mg. Paola Navarrete

C.I.N.- 1803545423

AUTHORIZED



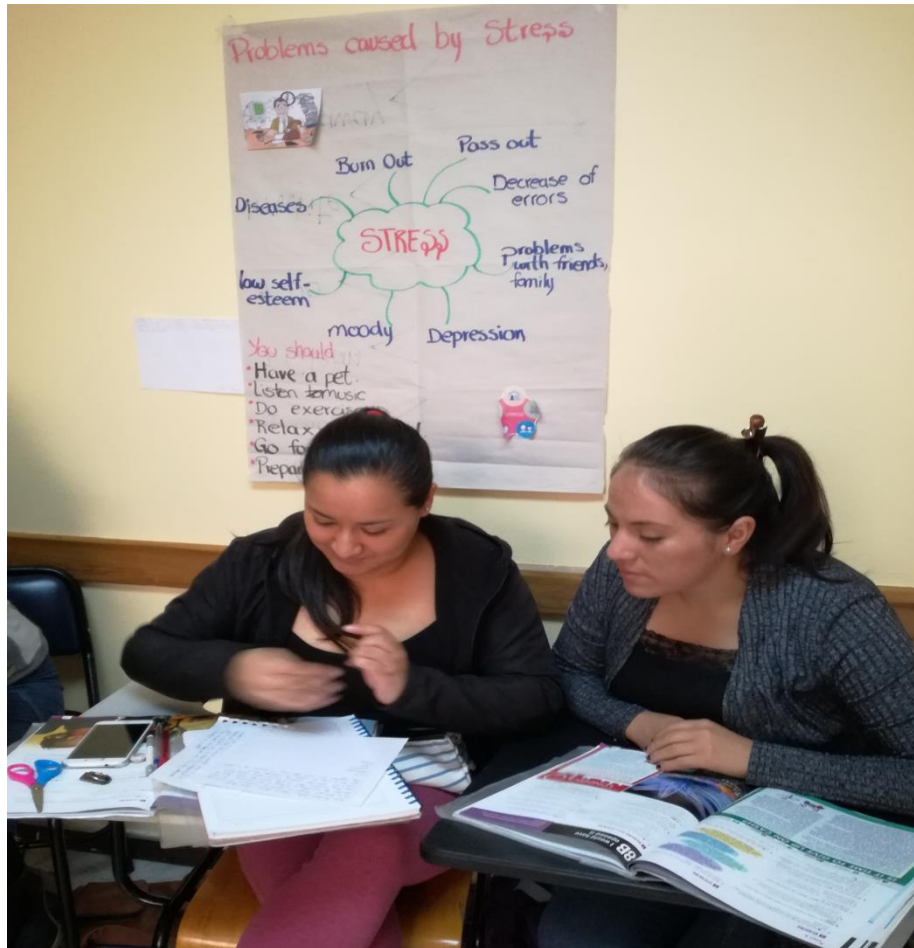
Pontificia Universidad
Católica del Ecuador

DIRECCIÓN
ESCUELA DE

Mr. Hong

Language and Linguistic Department

6. Fotografías Aplicación de Propuesta

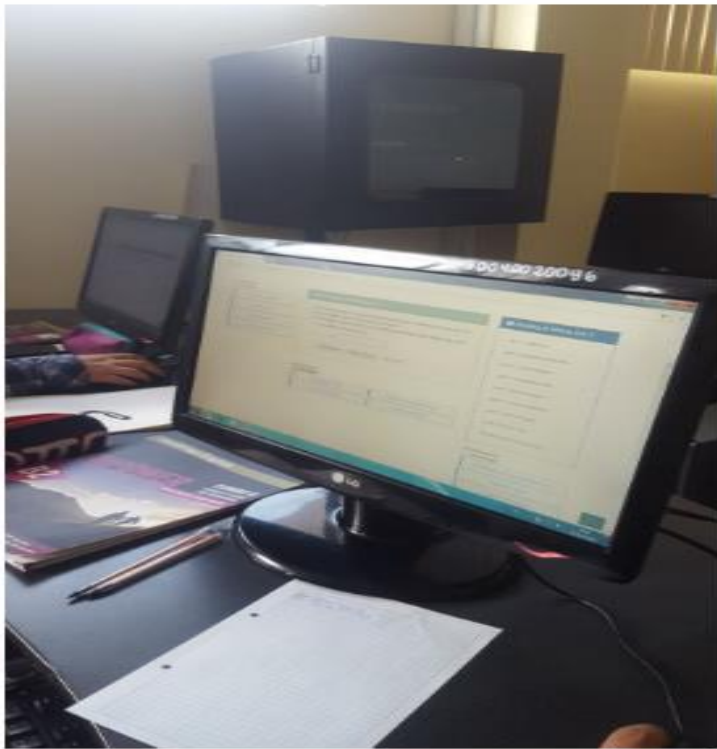






7. Fotografías aplicación Pre-test





8. Skills sheets results from Catholic University

LEV	TEACHER	No.	L	G	R	W	GRADES
1	Paola	21	11,00	7,00	10,00	10,00	9,50
	Ileana	17	10,00	9,00	9,00	8,00	9,00
	Marco	20	4,00	8,00	11,00	12,00	8,75
	Ileana	12	9,00	3,00	8,00	7,00	6,75
	LEVEL	II					
2	Paola	17	12,00	4,00	8,00	7,00	7,75
	Anita	25	18,00	10,00	14,00	14,00	14,00
	Anita	19	15,00	10,00	11,00	11,00	11,75
	Lita	12	5,00	3,00	4,00	6,00	4,50
	Juan	16	4,00	5,00	2,00	7,00	4,50
					9,00		
	LEVEL	III					
3	Jairo	20	16,00	4,00	4,00	9,00	8,25
	Jairo	17	9,00	3,00	8,00	7,00	6,75
	Paola	23	9,00	10,00	7,00	11,00	9,25
	Andrea	18	5,00	0	3,00	7,00	3,75