

UNIVERSIDAD TÉCNICA DE AMBATO



DIRECCIÓN DE POSGRADO

MAESTRÍA EN LA ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

Tema: ALTERNATIVE ASSESSMENT IN THE ORAL PRODUCTION OF A2 LEVEL STUDENTS OF THE CENTRO DE IDIOMAS IN UNIVERSIDAD NACIONAL DE CHIMBORAZO”.

Trabajo de Investigación Previo a la obtención del Grado Académico de Magíster en la Enseñanza del Idioma Inglés como Lengua Extranjera.

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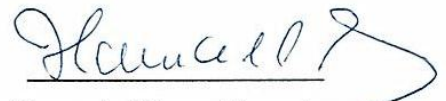
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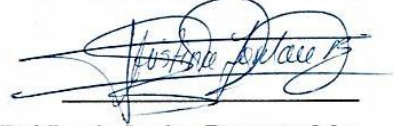
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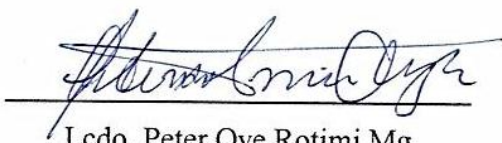
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Maria Eugenia

DEDICATORIA

I would like to dedicate this research work to my son Daniel who is the reason for being better every day, to my parents for their unconditional support and their endless love.

Maria Eugenia

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TEMA:

“ALTERNATIVE ASSESSMENT IN THE ORAL PRODUCTION OF A2
LEVEL STUDENTS OF THE CENTRO DE IDIOMAS IN UNIVERSIDAD
NACIONAL DE CHIMBORAZO”

AUTORA: Licenciada María Eugenia Rodríguez Durán.

DIRECTOR: Licenciado Peter Oye Rotimi Magíster.

FECHA: 21 de Mayo de 2018

RESUMEN EJECUTIVO

El proyecto de investigación “EVALUACIÓN ALTERNATIVA EN LA PRODUCCIÓN ORAL DE ESTUDIANTES DE NIVEL A2 DEL CENTRO DE IDIOMAS EN LA UNIVERSIDAD NACIONAL DE CHIMBORAZO” tuvo como objetivo principal examinar el uso de la evaluación alternativa en la producción oral de estudiantes de nivel A2 de conocimiento respecto al Idioma Inglés. La investigación tuvo un enfoque cuantitativo. Se llevó a cabo un estudio de campo experimental ya que se obtuvieron datos a partir de grupos de control y experimental y debido a que la investigación tuvo lugar en el aula de clase. La población consistió en 133 estudiantes de nivel A2 de segundo y tercer nivel de la Facultad de Ciencias de la Educación de la Universidad Nacional de Chimborazo. El instrumento utilizado para esta investigación fue una rúbrica la que sirvió para evaluar los criterios correspondientes a la producción oral y para verificar la incidencia de la evaluación alternativa en la producción oral de los estudiantes de nivel A2. Para la comprobación de la hipótesis se utilizó la prueba del chi-cuadrado. Los resultados obtenidos muestran que la evaluación alternativa influye en la producción oral. Se concluye que los estudiantes tuvieron una mejora en su producción oral después de aplicar técnicas de evaluación alternativa y el uso respectivo de la rúbrica.

Descriptores: Desempeño auténtico, desempeño lingüístico, desempeño oral, destreza comunicativa, destreza lingüística, destreza productiva, evaluación alternativa, evaluación auténtica, evaluación formal, producción oral.

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NACIONAL DE CHIMBORAZO”

AUTHOR: Licenciada María Eugenia Rodríguez Durán.

DIRECTED BY: Licenciado Peter Oye Rotimi Magíster.

DATE: May 21st 2018

EXECUTIVE SUMMARY

The Research Project entitled “ALTERNATIVE ASSESSMENT IN THE ORAL PRODUCTION OF A2 LEVEL STUDENTS OF THE CENTRO DE IDIOMAS IN UNIVERSIDAD NACIONAL DE CHIMBORAZO” aimed to examine the use of alternative assessment in the oral Production of A2 level students of knowledge regarding the English Language. The research had a quantitative approach. An experimental field study was carried out, the same that obtained results based on control and experimental groups. This research took place in the classroom. The population consisted of 133 students from second and third level from the Faculty of Educational Sciences of the National University of Chimborazo. The instrument used for this research was a rubric that was used to evaluate the oral production and verify the incidence of alternative assessment in the development of oral production. In order to verify the hypothesis, the chi-square test was used. The results showed that the application of alternative assessment influences oral production. It is concluded that the students had an improvement in their oral production after the application of alternative assessment techniques and the respective use of the rubric.

Keywords: Alternative assessment, authentic assessment, authentic performance, communicative skill, formal assessment, linguistic skill, linguistic performance, oral performance, oral production, speaking skill.

INTRODUCTION

This research entitled: “**ALTERNATIVE ASSESSMENT IN THE ORAL PRODUCTION OF A2 LEVEL STUDENTS OF THE CENTRO DE IDIOMAS IN UNIVERSIDAD NACIONAL DE CHIMBORAZO**” has as a main objective to analyze the influence of Alternative Assessment in the oral production of A2 level students at the National University of Chimborazo. The research provides relevant information about Alternative Assessment, its main characteristics, techniques and its influence on oral production. The investigation was carried out due to the form of evaluation in the area of speaking in most of cases was done in a subjective way; therefore, there was a lack of use of assessment instruments that allow both the teacher and the student to know deeply the evaluation criteria and detect the weaknesses and maintain or develop their strengths.

This study was field-experimental because alternative assessment was applied to a specific group of students with the objective of analyzing its effects on oral production. The instruments used for this research was a rubric that shows the specific parameters that determine oral production and through which the data could be obtained for the verification of the hypothesis. The research was of great importance since it allowed the researcher to know the influence and advantages of alternative assessment and its effects on oral production in students.

This research contributed to have an overview on the approaches that could be implemented in class. Moreover, it can be used as a basis for future studies.

The research is divided into the following six chapters:

CHAPTER I, presents the theme of the problem, its contextualization, critical analysis, prognosis, the setting of the problem, justification and objectives.

CHAPTER II, shows the research background taking into account previous research, philosophical foundation, legal basis, key categories, the theoretical support of the variables, the hypothesis, and signaling of hypothesis.

CHAPTER III, displays the methodology applied in the research, the level or type of research, population, operationalization of variables, the method of data collection and data collection analysis.

CHAPTER IV, presents the data obtained from the control and experimental groups. It also shows the results, data interpretation, and hypothesis verification in order to accept or reject the null hypothesis through the use of chi-square.

CHAPTER V, details the conclusions and recommendations that are established according to the objectives.

CHAPTER VI, provides information regarding to the proposal, its background, objectives, theoretical basis and its development.

CHAPTER I

PROBLEM STATEMENT

1.1 Theme of the problem

“Alternative Assessment in the oral production of A2 level students of the Centro de Idiomas in Universidad Nacional De Chimborazo”.

1.2 Problem Statement

Evaluation that learners are exposed to, is traditional, it means based structured test or, in some cases, subjective.

1.3 Contextualization of the problem

The learning of the English language has become of great relevance at the level of all the areas: educational, labor, economic and cultural. The importance of learning this language is that it is the most important in the world. It can be said that it is present throughout the world and it is the main element for communication between cultures that do not share a common language. The Common European Framework of Reference (CEFR) has established the parameters that goes from A1 to C2 that determines the level of proficiency a learner has to accomplish to master the language. In the field of education, English is considered an access tool for students who undertake internships, however, there is a great concern on the part of companies with respect to university students who participate in the internship or exchange programs regarding to the English Language Management. The future professionals have to take into account that the real possibilities of the labor insertion are determined, not only by the knowledge, abilities and skills acquired in their professional training, but also by the handling of diverse languages, mainly the English language.

At the level of Latin America, English is taught as a foreign language in most countries. In a report done by (Cronquist & Fiszbein, 2017) it mentions that

Learning English has become an important strategic issue in Latin America. Countries have developed national strategies, created programs and made substantial investments to expand access to opportunities to learn English. However, in a report by English Proficiency Index it indicates that despite enjoying a convenient access to education, English levels in Latin America continue being slightly below the global average.

According to a publication made by (Heredia, 2017) in El Comercio Newspaper, in which it mentions that English Proficiency Index; one of the highest rankings for the evaluation of English, Ecuador was ranked 55 out of 80 that participated in the year 2017. That is, it has a low level, according to Education First (EF). The reason is that the public education system is responsible for English proficiency besides the different reforms in the educational system regarding to the foreign language. The average English obtained in Ecuador was 49 out of 100. After an agreement with the Ministry of Education, the test came to the public schools. This was applied to 132 493 students. They reached a score of 49 points approximately out of 100. That is to say a low level, according to EF. Giorgio Lemmolo, academic director of the entity suggested that English must be used as a teaching language, train teachers, reform curricula and standard tests and use opportunities that technology offers nowadays.

According to the Ministry of Education in Ecuador there are standards in English language area, which are based on the document developed by the Teachers of English for Speakers of Other Languages (TESOL 2009).

This document is structured into five domains that fit with those stated for the general curriculum and of some which are related to English language teaching and learning.

The first domain, “Language” includes specific domains for language structure and communication, language acquisition, development and fluency.

The second domain is about “Culture”.

The third domain is devoted to “Curriculum Development”.

The fourth domain deals with Assessment which includes issues involved for learners as well as those related to language proficiency and classroom-based assessment.

Finally, the fifth domain represents the matter regarding “Professionalism and Ethical commitment” to keep teachers current with new instructional techniques, research results, and advances in the English teaching field for professional development.

The English Language Learning Standards (ELLS) are outcomes in what learners are expected to achieve at the end of a proficiency level; in terms of acquaintance and skills gained during the process. It means that they will show “what learners must know and be able to do as they move towards a full fluency in English”.

At Universidad Nacional de Chimborazo, the level of English of students at the moment of beginning their studies in the Language Center does not demonstrate a good proficiency level since they do not show their communicative competence. The problem relies on the lack of appropriate tools of assessment measurement in order to judge the specific criteria that help student identify their weaknesses and work on them.

In the teaching of English Language, evaluation is an important factor since the main actors are teachers and students, and it lets both: students and teachers to know the results of the learning process, since evaluation is a systematic and dynamic process of data collection to make decisions about effectiveness and efficiency in learning and teaching based on criteria and evidence.

In many of the cases traditional evaluation does not satisfy the needs of learning of students in the domain of English Language. The problem of traditional evaluation is possibly one of the biggest in education, that is why the change of traditional to alternative assessment is essential in the teaching learning

development of English Language, and it can be done through the training of constructivist teachers in order to change traditional evaluation that nowadays does not have ready acceptance by+++ students, towards the alternative assessment that proposes innovator techniques, instruments, procedures and activities like: projects, debates, dialogues, role plays, portfolios, rubrics and check lists, that are focused on the construction of answers letting students develop their learning styles, linguistic capacities and different experiences towards the improvement of learning of English Language.

Alternative assessment is commonly valuable with English as a foreign language because it employs strategies that ask learners to develop and show their linguistic and communicative competences; in contrast to traditional evaluation where students are tested on what they assimilate and produce rather than on what they are able to recall. It is an option which teachers can use in classes in order to foster and encourage students to increase in oral production, since it uses activities which reveal what students can do with language, thus emphasizing their strengths instead of their weaknesses. Alternative assessment instruments are not only considered and organized differently from traditional tests, they are also graded or scored differently, because alternative assessment is performance based, it helps teachers to stress that the point of language learning is communication for meaningful purposes.

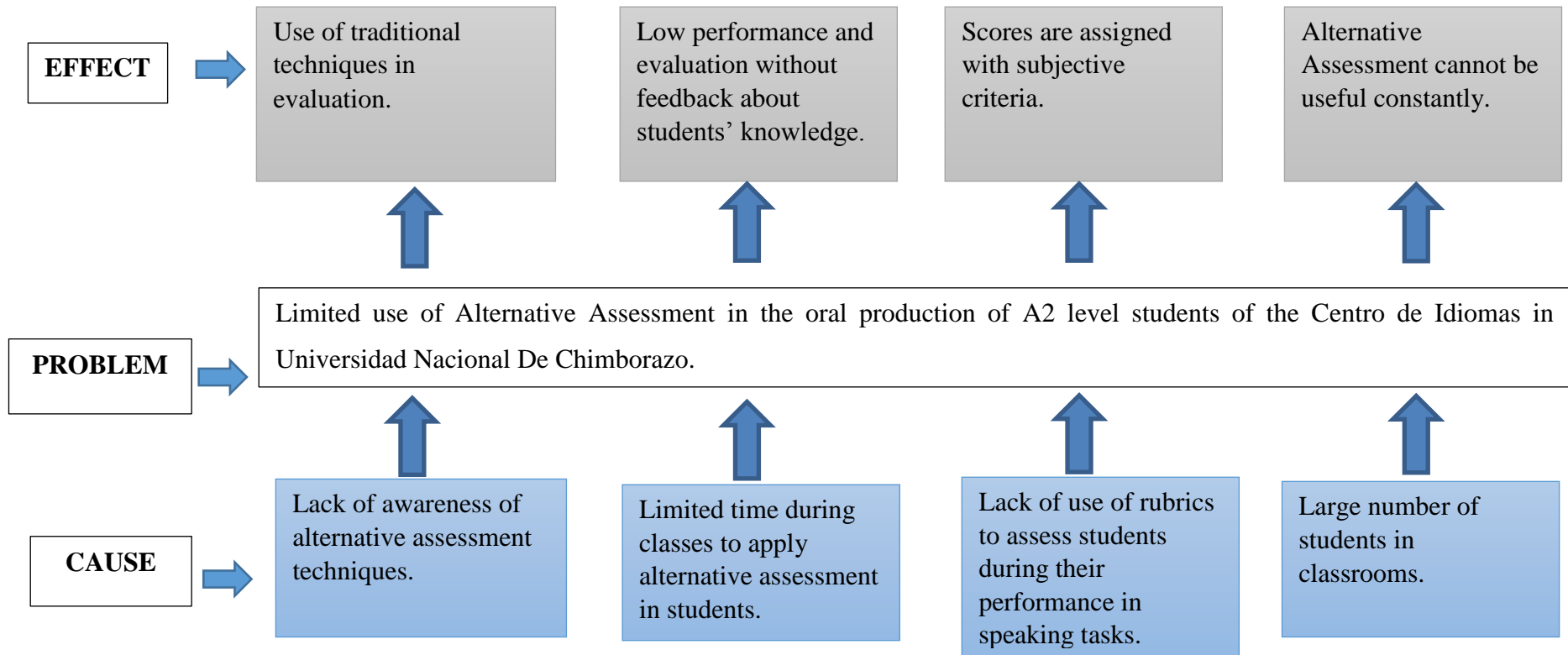
Alternative assessment techniques are good tools and work well in learner-centered classrooms because they are based on the idea where students can assess their own learning and learn from the evaluation development. These methods give learners chances to reflect on both their linguistic growth and their learning processes (these help them to learn and what might help them learn better). Alternative assessment therefore gives teachers a way to link assessment with a review of learning strategies.

The purpose of using alternative assessments is to assess students' proficiency in performing difficult tasks that are directly associated with learning outcomes, it

gauges the quality of someone's process rather than the result of someone's task (Surbhi, 2016).

1.3.1 Critical Analysis

1.3.2 Mind Map of Problem



Graphic No. 1: Mind Map of problem.
Author: Rodríguez, M (2018)

The present research work considers that the main problem is the limited use of Alternative Assessment in the oral production of A2 level students of the Centro de Idiomas in Universidad Nacional de Chimborazo, due to lack of awareness of alternative assessment by English teachers causing the use of traditional tests in evaluation that only shows the memory capacity of students and not their productivity and domain of English Language.

The limited time during classes to apply alternative assessment makes difficult the progress of students in their learning process in English Language, for that reason their general performance is low and there is not the opportunity to get and give feedback since the tests that are assigned by teachers do not expect students use the language in real contexts of everyday life.

On the other hand, the lack of use of rubrics to assess students during their performance in speaking activities is another cause to the no application of alternative assessment, in this way scores are assigned with subjective criteria and any feedback.

Finally, the large number of students in the classrooms causes that the teacher does not apply the alternative assessment techniques constantly due to it demands time for organizing groups and therefore, other topics have to be covered related to the syllabus.

It is for this reason that it emerges the need to use alternative assessment in the learning process of English Language that let teachers frequently monitor the current advance in their students. Some of the alternative assessment techniques are relevant to evaluate process, and others to evaluate results.

1.3.3 Prognosis

If limited use of Alternative Assessment in A2 level students' oral production at Centro de Idiomas in Universidad Nacional de Chimborazo as a problem is not solved, students will continue being tested in the traditional form, they will not

experience an alternative form, demonstrate their abilities and develop higher-order thinking skills. On the other hand, if the problem is solved students and teachers will use different strategies to demonstrate the communicative competence by the use of Alternative Assessment, and prove that students can improve in their oral production.

1.3.4 Setting of the problem.

¿How does the use of Alternative Assessment affect in the oral production of A2 level students of the Centro de Idiomas in Universidad Nacional De Chimborazo?

1.3.4.1 Research Questions

- How does Alternative Assessment help students in their oral performance?
- How do students improve their oral production by using alternative assessment?
- What are the Alternative Assessment techniques that improve the Oral production of A2 level students?

1.3.4.2 Research Delimitation

Field: Education
Area: Methodology.
Aspect: Alternative Assessment.

1.3.4.3 Temporal Delimitation

October 2017- February 2018 Academic Period.

1.3.4.4 Spatial Delimitation

The research work will be performed in Centro de Idiomas in Universidad Nacional de Chimborazo.

1.4 Justification

The present research work is of great importance because it claims to improve the assessment process in the oral production of English Language in A2 level students of Centro de Idiomas in Universidad Nacional de Chimborazo through the use of alternative assessment which allows teachers and students to have instruments and tools that provide learners develop their communicative skills through activities that really demonstrate their linguistics capacities. In this way it is shown the useful of this research work in students and teachers since alternative assessment is going to be used in order to improve the oral production in A2 level students.

Academically, this research fulfills gaps of knowledge because evaluation was tested traditionally based on structured and semi structured tests. Alternative assessment expanded the perspective of recognition of real learning of students. This research work is of great interest in Universidad Nacional de Chimborazo because it pretends to improve the results in oral evaluations in order to have real and reliable information about students' oral performance, alternative assessment is going to be considered as authentic because it emphasizes on processes rather than outcomes, with students being the main actors of their learning.

Methodologically, this research work was justified due to the instruments of data collection which was the creation of the author were based on the research variables.

The research is feasible because there is the cooperation of teachers, students and authorities of Universidad Nacional de Chimborazo, the research also seeks to adapt existing instruments to the development and improvement of oral production of A2 level students through the alternative assessment which will employ authentic tasks and rubrics for a real assessment.

Finally, the research is important for the researcher because the acquired experience improve the learning process based on alternative assessment, also

because the researcher looks for offer an alternative for assessment in oral production, as new and innovative, looks for refresh teachers' knowledge and apply new alternatives in oral assessment instead of traditional ones.

1.5 Objectives:

1.5.1 General Objective

To examine the use of Alternative Assessment in the oral production of A2 level students of the Centro de Idiomas in Universidad Nacional De Chimborazo.

1.5.2 Specific objectives

- ✓ To identify the different alternative assessment techniques that are useful to improve oral production in A2 level students.
- ✓ To determine the effectiveness of application of alternative assessment in the oral production.
- ✓ To identify the alternative assessment techniques for the oral production improvement in A2 level students.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Research Background

(Arroba, 2015) in her research entitled “*Técnicas De Evaluación Alternativa en el Aprendizaje del Idioma Inglés con los Estudiantes de los Octavos Años de Educación General Básica en la Unidad Educativa Temporal Agropecuario Luis A. Martínez*”, after carrying out the research that aimed to examine the influence of Alternative Assessment on the learning process of English Language concluded that there was a strong influence of the traditional model in education in the evaluation of English Language. That is, the use of traditional tests as unique means of evaluation that impeded the autonomous development of student learning. As a solution to the problem, the author proposes the use of alternative assessment to improve English language learning.

(Pineda, 2013), in the paper, “*The Feasibility of Assessing Teenagers’ Oral English Language Performance with a Rubric*” reports the experience of a study group in a public university in Colombia, formed mostly by academic coordinators who worked in the design of assessment rubrics. Its focus is on the experience of the academic coordinator of the English program for teenagers, who concentrated on implementing the rubric to assess the students’ oral performance. The data collection instruments used were the rubric and interviews with the teachers and students. The results are related to the impact of the assessment rubrics on the program’s teachers regarding practicality.

(Vaca & Gómez , 2017), in their research study “*Increasing EFL Learners’ Oral Production at a Public School Through Project-Based Learning*” examined how a group of ninth graders enhanced the speaking skill in an English as a foreign language classroom through project-based learning. Data about the experience were collected through field notes, transcripts of learners’ oral performance, and one interview. Grounded theory was implemented for data analysis, out of which

three main findings emerged: project-based learning encouraged students to increase oral production through lexical competence developed, it helped them to overcome fears of speaking in L2, and it increased their interest in learning about their school life and community.

(Villalobos, 2015), in his paper "*Fostering Students' Oral Production in the EFL Class*" conclude that people speak on a daily basis in order to communicate and exchange meaningful information. Therefore, the development of such ability in L2 students becomes very important. This study reflects upon the experience of using three speaking activities: 1- a role-play, 2- an interview and 3- speaking workstations to foster students' oral production in the EFL class (English as a Foreign Language). Additionally, the methodology and the action plan are addressed. Facilitated by action research, this study reports on the use and subtleties of these speaking activities. The effectiveness and implementation of these activities are also discussed in this paper. The relevance of these activities to the teaching of speaking constitutes one of the main findings of this paper. Finally, this research project was especially useful as it heightened awareness of the researcher's teaching beliefs.

(Yahay & Kheirzadeh , 2015) in their article entitled "*The Impact of Oral Presentation on Fluency and Accuracy of Iranian EFL Learners' Speaking*", present a study about the efficacy of students' oral presentations in improving their speaking ability in terms of accuracy and fluency. In this respect, control and experimental groups data were gathered through an oral interview. Oral pre- and post-tests were administered to both groups, comprising the total of 35 participants, while students' performance was recorded for further analysis. The recorded data was transcribed later and two measures, i.e., error-free T-units and number of correct words per minute, were used to identify students' speaking accuracy and fluency. An analytic scale was also prepared and used by an observer and a teacher as an observation checklist in pre- and post-test sessions to assess students' performance. T-tests were run to compare groups on pre- and posttests. The obtained results from observation checklists were compared with

the data of two measures. The outcome of both analyses showed that oral presentation can improve accuracy and fluency in speaking ability of students and the effect size in both measures was large. In addition, the comparison between findings of accuracy and fluency measurement and outcome of observation checklists yielded the same result; both of which verified students' speaking improvement.

The research works, articles and papers mentioned before are useful since they make reference to the variables concerned in this study and are a good basis for this research work. Taking into account these findings it is evident the importance of oral production and alternative assessment for the communicative competence.

2.2 Philosophical Foundation

The present investigation is oriented on the positivism foundation, it consists of not admitting as valid scientifically other knowledge, but those that come from experience, rejecting, therefore, all a priori notion and every universal and absolute concept. The fact is the only scientific reality, and experience and induction, the exclusive methods of science (El Positivismo, s.f.).

2.3 Legal Basis

This research investigation has legal basis which is based on laws, rules and items found in different legal documents.

De acuerdo a los Derechos del Buen Vivir, Segundo capítulo, sección 5 artículo 27

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 comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

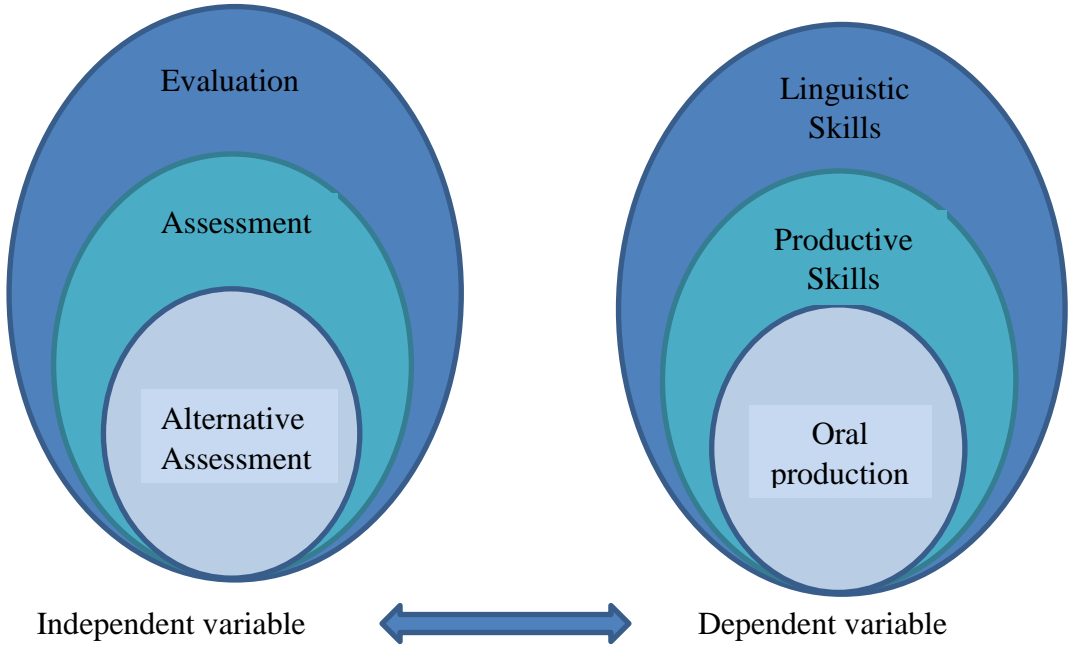
La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.

El Consejo de Educación Superior (CES), en su Régimen Académico, Capítulo III,

Artículo 31.-Aprendizaje de una lengua extranjera. -Las asignaturas destinadas al aprendizaje de la lengua extranjera podrán o no formar parte de la malla curricular de la carrera, en todo caso las Instituciones de Educación Superior (IES) deberán planificar este aprendizaje en una formación gradual y progresiva. Sin embargo, las IES garantizarán e l nivel de suficiencia del idioma para cumplir con el requisito de graduación de las carreras de nivel técnico superior, tecnológico superior y sus equivalentes; y, tercer nivel, de grado, deberán organizar u homologar las asignaturas correspondientes desde el inicio de la carrera. La suficiencia de la lengua extranjera deberá ser evaluada antes de que e l estudiante se matricule en el último periodo académico ordinario de la respectiva carrera; tal prueba será habilitante para la continuación de sus estudios, sin perjuicio de que este requisito pueda ser cumplido con anterioridad.

Se considera también el Reglamento del Centro de Idiomas de la Universidad Nacional de Chimborazo, Capítulo V Objetivos del Centro de Idiomas y de las Unidades de Apoyo de las Facultades de la Universidad Nacional de Chimborazo lo siguiente: a. Ofrecer a estudiantes de diferentes niveles, una formación con sólidos conocimientos y valores para ser ejecutores del desarrollo individual y social.

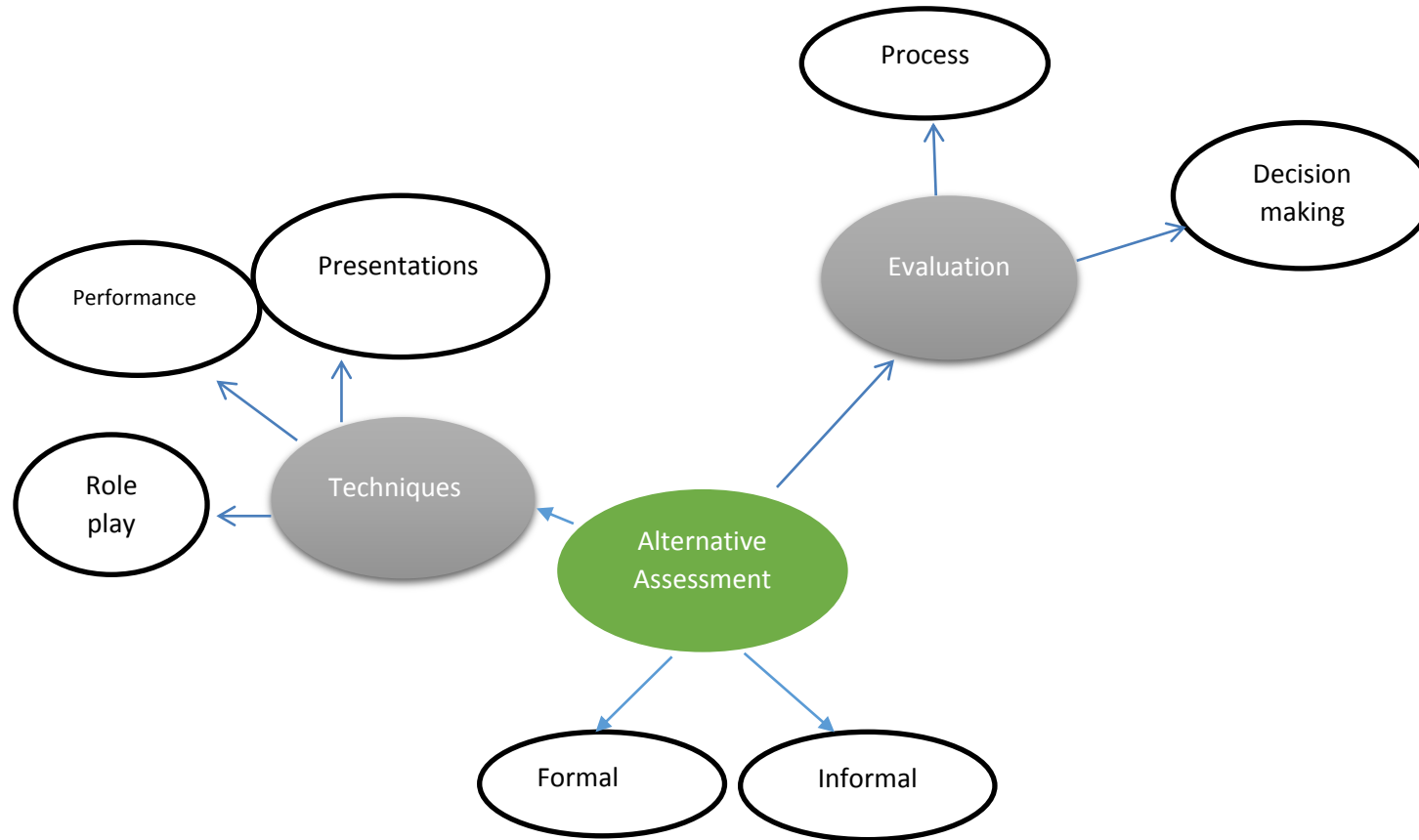
2.4 Key Categories



17

Graphic No. 2: Fundamental categories.
Author: Rodríguez, M (2018).

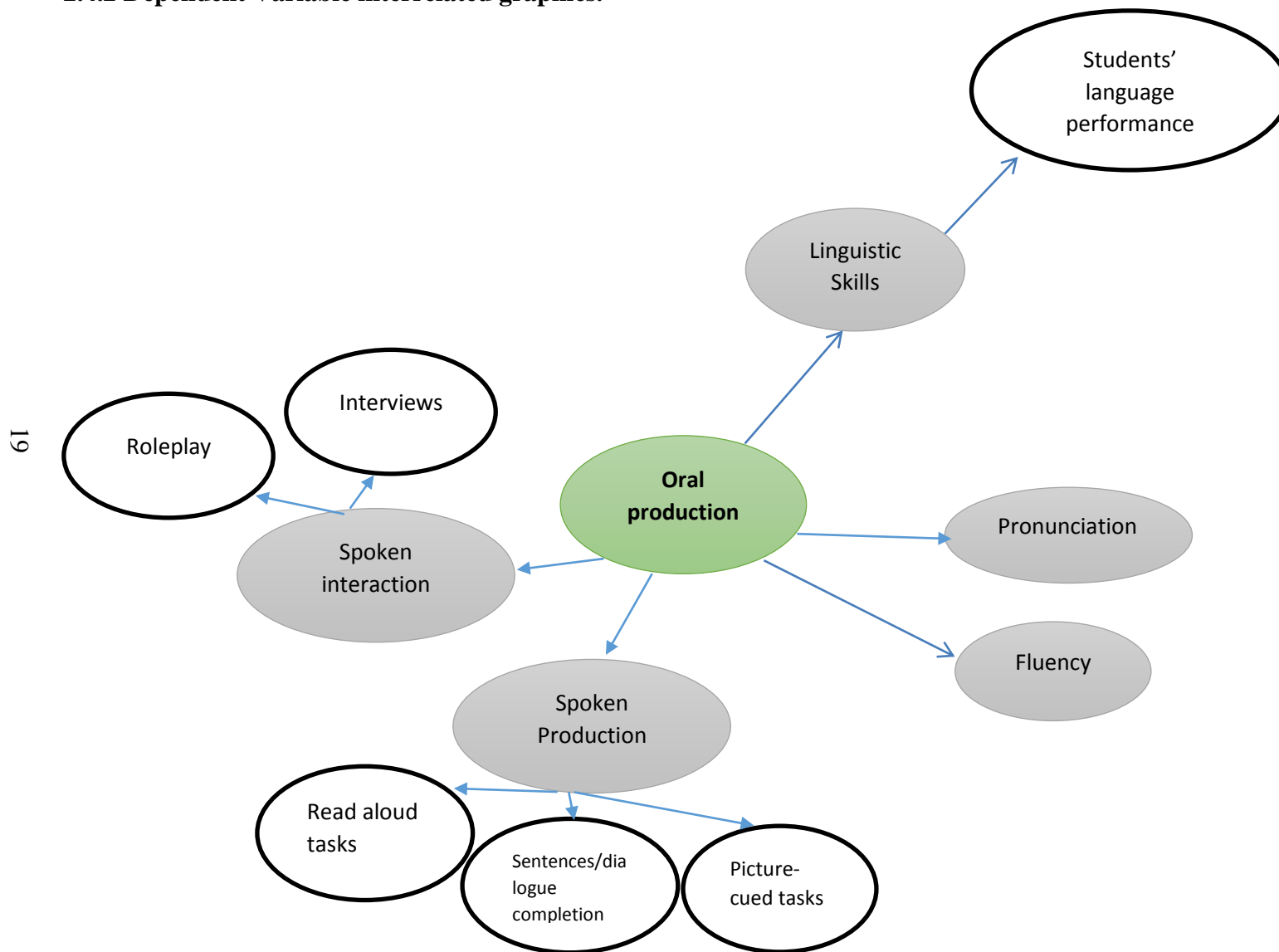
2.4.1 Independent Variable interrelated graphics.



Graphic No. 3: Independent Variable interrelated graphic

Author: Rodríguez, M (2018)

2.4.2 Dependent Variable interrelated graphics.



Graphic No. 4: Dependent Variable interrelated graphic

Author: Rodríguez, M (2018) graphics.

2.4.3 Dialectical view of conceptualizing variables.

2.4.4 Independent Variable framework.

2.4.4.1 Evaluation

Despite the different concepts that several authors have used to define evaluation, it can be said that according to (V.K.Maheshwari, 2017), evaluation is the information that is provided for decision making, a systematic process of collecting evidence about students' achievement in both: cognitive and non-cognitive areas of learning on the basis of which judgments are formed and decisions are made. From here, it can be said that Evaluation is one of the most important part of the educational process, in teaching and learning.

In the teaching- learning process of English language, evaluation plays an important role because its importance is based on the learning outcomes that are established in the syllabus, the change from a traditional to an alternative assessment evaluation look for that students will be more responsible for their own learning through their active participation in their own assessment.

The problem of traditional evaluation is reflected in the memorization of content, so, real learning is not developed and students do not improve communicative competence and thinking skills that are required in English language proficiency. According to (Bondelli, s.f.), Traditional Educational System relies on intellectual learning rather than experiential learning and students are not really involved in their own learning.

For this reason, importance is given to the use of alternative assessment as a way of improving students 'oral production using techniques such as: Role play, project, graphic organizers, simulations, debates, picture descriptions and presentations, without mentioning the advantages and disadvantages of alternative assessment, and efficacy in the classroom.

2.4.4.2 Alternative assessment

The Alternative Assessment is particularly useful with English as a foreign language because it employs strategies that ask students to show their linguistic and communicative competences. In contrast to traditional evaluation where students are evaluated on what they integrate and produce rather than on what they are able to reproduce.

It refers to strategies and techniques that are used to foster in students the ability to respond to those activities that involve communicative competence. Alternative Assessment is based on authentic tasks and focus on students' performance without emphasizing on rights or wrong answers, letting them to realize by themselves their mistakes and build their own learning through feedback. In this research we mention formal and informal assessment; formal assessment refers to procedures specifically designed to access into a storehouse of knowledge (Brown, 2010). Informal assessment refers to a set of forms where teachers do not make decisions about content, but on students' performance.

2.4.4.3 Types of Alternative Assessment

Popular forms of alternative assessment techniques include: essays, portfolios, role play, debates, presentations; that offer teacher and students an opportunity to demonstrate their real knowledge about the language, they often require a rubric for measuring students' performance.

2.4.4.4 Performance-Based Assessment

Require the performance of authentic tasks which would be systematically evaluated through observation in order to judge the outcome, test takers are involved in real -world tasks that involve the integrations of language skills. (Brown, 2010)

2.4.4.5 Characteristics of performance assessment

1. Students make a constructed response.
2. They engage in higher-order thinking, with open-ended tasks.
3. Tasks are meaningful, engaging and authentic.
4. Tasks call for the integration of language skills.
5. Both process and product are assessed. (Brown, 2010)

Role Play. - Is a communicative language teaching activity, this technique helps students engage and make the task memorable, and allow students to be creative in their linguistic output.

Oral Presentations. – It refers to public communication and speech making, however it is oral performance. It has to contain an introduction, main body and conclusion like a short paper, body languages such as eye contact, facial expression, posture and gesture plays a significant role in oral presentation process. (Kamrul, 2013).

2.4.5. Dependent Variable framework

2.4.5.1 Speaking

The learning of the English Language involves the handling of the four skills: Reading, listening, writing and speaking, each one with its respective relevance for the effective handling of the language.

Reading and listening are to be considered two of the receptive skills, while writing and speaking are two of the productive skills necessary for an effective communication. Of all these macro skills speaking is the most important essential for communication (Pathom, 2010).

One frustration commonly voiced by learners is that they have spent years studying English, but they still cannot develop their communicative skill, there are factors that determine this, since this skill is not well developed due to it is

difficult and challenging for students, and also because: reading, writing and listening are easier to test in EFL classrooms.

For non-native speakers it is kind of challenging to develop the speaking skill, however, there must take into account the tasks that are designed to foster oral production where students are going to be tested according to their performance, where factors like: pronunciation, vocabulary, collocations are included to be fluent; it means that students need intensive practice, and work on situations that help them in real contexts where they would be able to communicate among others.

Bygate (1987: 1) states: “Our learners often need to be able to speak with confidence in order to carry out many of their most basic transactions. It is the skill by which they are most frequently judged, and through which they make or lose friends.”

2.4.5.2 Oral production

One of the main requirements in the learning of a foreign language and communicative competence is the development of the receptive and productive skills, which are listening, speaking, reading and writing, but in EFL classrooms those skills are not developed enough due to a set of factors like: time and didactic material which cause in some students the lack of motivation in the acquisition of English Language.

As a consequence, learners have many problems, especially in oral communication. When they try to express themselves orally, they first think in their native language and then they try to translate literally in the foreign language, they start saying isolated words and incoherent sentences making their production humble. Speaking is required in academic and proficient performances; deficiency of oral production skills becomes a serious disadvantage in communicative circumstances.

Pronunciation

In the learning of English as a foreign language it is important to be aware of the features of pronunciation, first, segmental features or phonemes that can be considered as the individual sounds that differentiate one word from another. On the other hand, suprasegmentals features like accent, stress and intonation. In the learning of the foreign language it is really essential to consider the two features of pronunciation since they will provide an effective communication.

Pronunciation is an essential part of oral production, according to the (Cambridge Dictionary, s.f.), pronunciation shows how we say the words. It can vary according to the regions or part of the country that people belong to.

Fluency

According to (British Council, s.f.), fluency in language means that the speaker speaks without hesitations and pauses, easily, reasonably and without to have to make pauses a lot. Even if the speaker makes mistakes it is important to be understood at the moment of communication. For being fluently it is important to practice and know vocabulary, sources like internet and active listening can be helpful to master fluency.

2.4.5.3 Spoken Interaction

It Involves interaction and creativity with an interlocutor. Some examples are the following:

Interview. - It is a conversation where questions are asked and answers are given. It can be recorded for relistening and items like: pronunciation, grammar and vocabulary use, fluency, and comprehension are scored.

Games. – According to (Sehgal, 2017) games are useful for three reasons: grammar concepts, vocabulary development and fluency. Games involve language production depending on the type.

2.4.5.4 Spoken Production

Learners are able to demonstrate linguistic ability at a specified level of language.

Read-Aloud Tasks. – Include reading beyond the sentence level up to a paragraph or word, it is a strong indicator of overall oral production ability, this technique scores pronunciation and fluency. (Brown, 2010). Underhill (1987, pp.77-78) suggested some variations on tasks readings a short passage:

- Reading a scripted dialogue, with someone else reading the other part.
- Reading sentences containing minimal pairs.
- Reading information from a table or chart.

Sentence/Dialogue Completion Tasks and Oral Questionnaires. – Technique where learners are required to think and complete appropriately the gaps according to the given questions.

Picture-cued tasks. – This technique requires description and elicit oral language performance, the tasks can be designed from simple to complex level measuring in learner's grammatical categories, oral production, vocabulary, pronunciation and fluency.

2.5 Hypothesis

Null Hypothesis

The use of Alternative assessment influences in the oral production of A2 level students of the Centro de Idiomas in Universidad Nacional de Chimborazo.

Alternative Hypothesis

The use of Alternative assessment does not influence in the oral production of A2 level students of the Centro de Idiomas in Universidad Nacional de Chimborazo.

2.6 Signaling hypothesis variables

Independent variable: Alternative assessment

Dependent variable: Oral production

CHAPTER III

RESEARCH METHODOLOGY

3.1. Basic Method of Research

This research is based on the scientific method because it establishes a problem which is formulated, and the research questions are indicated; it has objectives and hypotheses that have to be proven. It is based on theoretical information that supports knowledge of the problem. As established by the scientific method, the variables are operationalized and the method followed for data collection is determined; based on these the hypothesis is checked or rejected.

This research was designed considering the hypothetical deductive method because it describes the phases of the scientific method in its fundamental stages.

It is applied because it is aimed at solving a practical problem.

It is methodological because it explores about theoretical and applied aspects of measurement, data collection, data analysis and hypothesis testing using mathematical models.

3.2. Type and level of Research

According to the method of study of the variables the approach to this research is conducted quantitative methodology because it receives the information in a numerical way responding to the questions: how much and how many. According to the type of prior knowledge it is scientific because it uses theoretical frameworks derived from science.

According to the nature of the object of study, it is factual or empirical because the phenomena are visible in reality. According to the raised question in the problem, this research is predictive because it is going to be verified what will happen with the oral production when alternative assessment proceeds.

According to the number of variables, the research is bivariate because it works with the independent variable that is alternative assessment and the dependent variable that is oral production.

This research work is bibliographic because it is based on printed and technological resources like internet, in addition to scientific publications like books, magazines, journals, research papers, which are useful and trustworthy at the moment of explaining, comparing and expanding the point of view of the different authors.

According to the nature of the data produced by the research, it is primary because the data provided by the research correspond to the academic process. It is also field because the work was done in the classroom to get a situation as real as possible.

According to the depth of the topic, the work is exploratory because the hypothesis is on a small scale, it examines a problem that has not been well studied and that has not been addressed before, and identifies potential relationships among the study variables. The research is quasi-experimental because it has a control group and an experimental group and, according to the time and application of the variables, the research is longitudinal because the data has been obtained initially and then through a process to obtain new data.

3.3. Population

3.3.1. Population

The population of this research was composed of students registered in second and third level in the Faculty of Education Sciences at Universidad Nacional de Chimborazo.

Table No. 1: Study population

Population	Frequency	%
1 second and 1 third semester students (Experimental group)	63	47,36%
1 second and 1 third semester students (Control group)	70	52,63%
TOTAL	133	100%

Source: Centro de Idiomas-Universidad Nacional de Chimborazo

Author: Rodríguez, M (2018).

3.4.2 Sample

Since the population is small, it has been considered the whole population.

3.4. Operationalization of variables.

3.4.1 Operationalization of Independent variable.

Chart No. 1: Operationalization of Independent variable, Alternative Assessment

Independent Variable	Definition	Dimensions	Indicators	Item/scale	Technique/Tool
Alternative assessment	Formal/ informal Procedures and techniques which can be used within the context of instruction and can be easily incorporated into the daily activities of the educational environment.	Formal Procedures Techniques	Oral performance	<p>Fluency: Phonetically correct Almost error-free Awareness of accent</p> <p>Pronunciation: Speaks fluently with few hesitations. Sounds as a natural conversation.</p>	Rubric
		Informal procedures techniques	Oral presentation		

Author: Rodríguez, M (2018).

3.4.2. Operationalization of Dependent variable.

Chart No. 2: Operationalization of Independent variable, Oral Production.

Dependant Variable	Definition	Dimensions	Indicators	Item/scale	Technique/ Tool
Oral production of A2 level (elementary)	<p>The ability a learner develops through activities that that help to interact and produce the language.</p> <p>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</p>	<p>Spoken interaction</p> <p>Spoken production</p>	<p>Role Play Interview</p> <p>*Read aloud tasks *Dialogue completion tasks *Picture-cued tasks</p>	<p><i>Fluency</i></p> <p>Student speaks fluently with few hesitations</p> <p><i>Pronunciation</i></p> <p>Phonetically correct</p> <p>Speaker is always intelligible</p>	Rubric

Author: Rodríguez, M (2018).

3.5. Method of data collection

To proceed with this investigation, these phases were considered:

a) Preparatory phase. First, the study area was considered. Methodology was chosen as the research line and its specific guidelines for teaching English in elementary, secondary, high school, and university: curricular design, materials analysis, strategies, evaluation, and adaptations.

In second place, the problem was identified, for which a deep revision of the theory that supports alternative assessment was made.

In order to define the problem, it was considered that: Evaluation that students are exposed to, is traditional, this means based or structured tests, in some cases, it is subjective. For that reason, the alternative is considered.

b) Field work. In order to obtain data a proposal was developed based on the activities taken from the books Top Notch1 and 2; which are used in the language center of the UNACH. At the end of each unit the book establishes an oral review that is evaluated according to the previously developed process, this activity is executed based on structures previously taught, vocabulary, pronunciation and use of the language. The proposal takes the same tasks but in addition, it is added one more instruction that students can execute with his own information. A rubric is established to correctly measure students' abilities based on pronunciation and fluency, parameters that are taken into account for the development of this thesis.

After designing the proposal, it was applied to the experimental group at the end of each unit; the activities were carried out to determine their oral production based on pronunciation and fluency. The students read and followed the instructions, it must be emphasized that the teacher gave feedback in the preparatory process before the presentation. The alternative techniques that were applied were: role play, interview, read aloud tasks, dialogue completion, and picture-cued tasks; one technique for each unit. To determine the score of the task

performed, the rubric was used that specified the criteria to be taken into account, so that the evaluation was not subjective.

The control group students performed the same activities with the same techniques at the end of each unit; the difference was that to assign a score it was not taken into account a rubric, so the students could not know their strengths and weaknesses. At the end of the semester, scores were obtained regarding to their oral production to determine if there was an improvement or not.

3.6. Data collection and analysis

Techniques and Instrument selection to collect data:

The instruments for the data collection were adapted rubrics based on the parameters of pronunciation and fluency; these criteria were taken into account since they are the ones that are going to be measured to determine the oral production.

People who were investigated:

The population that was included in the research were young adult students enrolled in the second and third semesters belonging the majority to the faculty of science of education and a minor amount of other faculties of the university due to the ease and accessibility of the schedules. The students are from several cities of the country and study English as it is a necessary requirement to finish their major, due to this, many of them only study the subject to pass the level and not because they really like the language.

CHAPTER IV

ANALYSIS AND INTERPRETATION

4.1 Analysis of results.

Based on the obtained results, oral production results were obtained through the application of a rubric that measured pronunciation and fluency.

4.2. Data Interpretation

The following data shows the final results obtained from the oral evaluation in the control groups (Second E and Third B) which were traditionally evaluated using techniques such as: interview, role play, dialogue completion task and picture-cued task, which were taken and adapted from the oral review section at the end of each unit of the books Top Notch 1 and 2. These tasks served to measure students' oral production. The scores of the control groups were gotten by teacher's personal judgment, basically taking into account their pronunciation and fluency.

On the other hand, the final scores of the experimental groups (Second H and Third C) were evaluated with the same techniques mentioned above; however, in this group it was applied the alternative assessment which includes the use of the rubric as an instrument to measure oral production making reference in fluency and pronunciation. The values for evaluating these criteria are from 1 through 5 points.

The tables below show the oral production final scores of the control and experimental groups detailed by unit and technique.

Unit 1: Interview

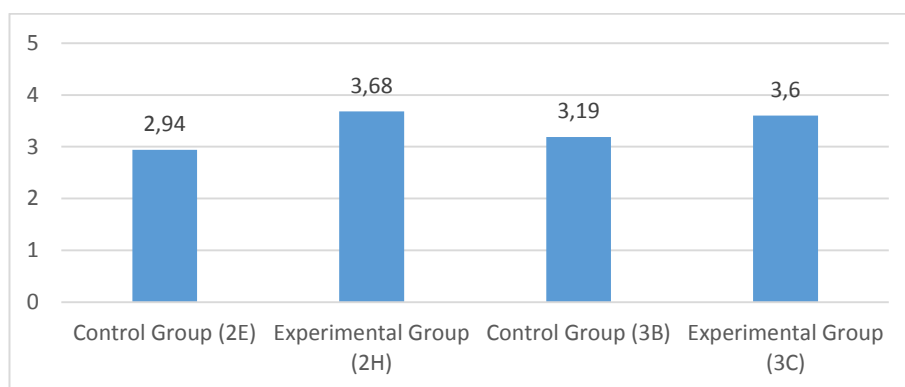
Table No. 2: Interview, Traditional and Alternative assessment.

	Oral Production Final Score
Control Group (2E)	2.94
Experimental Group (2H)	3.64
Control Group (3B)	3.19
Experimental Group (3C)	3.6

Source: Control and Experimental group oral production assessment

Author: Rodríguez, M (2018)

Graphic No. 5: Interview, Traditional and Alternative assessment.



Source: Table 4

Author: Rodríguez, M (2018)

Analysis and Interpretation:

Table 1 shows that there is an increase of 0.74 points in the average of scores in the second level in the experimental group; in the third level, there is also an increase of 0.41 points in the experimental group after the application of alternative assessment. Taking into account that interview is part of spoken interaction, it helped learners improve in their oral production. It is evident that with the application of the rubric students improved their scores through the application of the rubric for their assessment.

Unit 2: Role Play

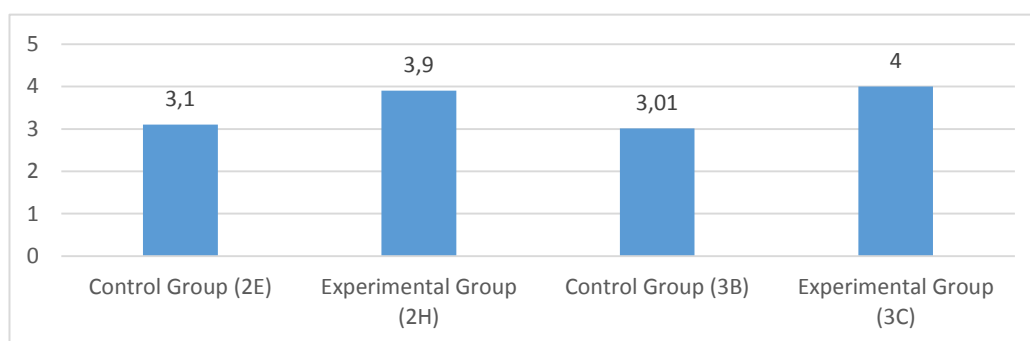
Table No. 3: Role Play, Traditional and Alternative assessment.

	Oral Production Final Score
Control Group (2E)	3.1
Experimental Group (2H)	3.9
Control Group (3B)	3.01
Experimental Group (3C)	4

Source: Control and Experimental group oral production assessment

Author: Rodríguez, M (2018).

Graphic No. 6: Role Play, Traditional and Alternative assessment.



Source: Table 5

Author: Rodríguez, M (2018)

Analysis and Interpretation:

As it is shown in table 2, the control groups that were tested with traditional evaluation got an average of 3 out of 5, while the experimental groups that were tested through a rubric got an average of 4 out of 5, showing this late group an increase in the final scores.

Role play is a communicative activity that let students use their creativity as well as their previous knowledge to produce the language. Therefore, through the assessment using the rubric there was an evident improvement in students' oral performance.

Unit 3: Read Aloud Task

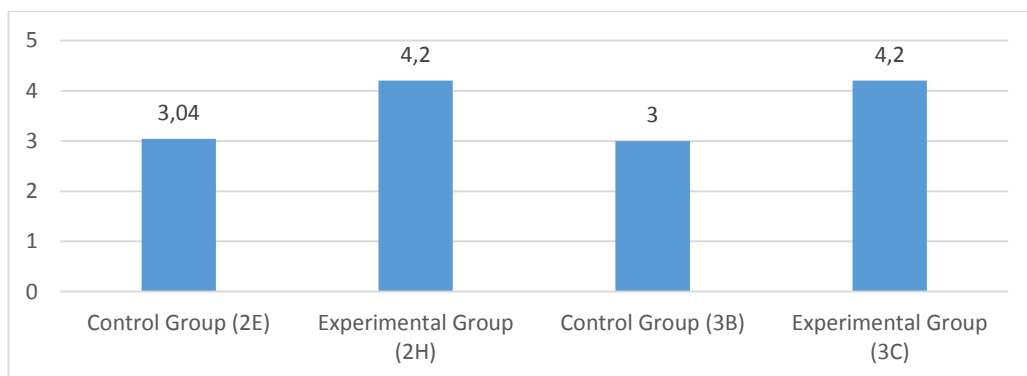
Table No. 4: Read aloud task, Traditional and Alternative assessment.

	Oral Production Final Score
Control Group (2E)	3.04
Experimental Group (2H)	4.2
Control Group (3B)	3.01
Experimental Group (3C)	4

Source: Control and Experimental group oral production assessment

Author: Rodríguez, M (2018)

Graphic No. 7: Read aloud task, Traditional and Alternative assessment.



Source: Table 6

Author: Rodríguez, M (2018)

Analysis and Interpretation:

Table 3 shows an average of 3 points out of 5 in the control groups using traditional evaluation; the experimental groups show an improvement of 1 point in average compared to the control groups using the same technique with the application of a rubric to score oral production.

Considering that Read Aloud task is a technique strongly based in pronunciation and fluency, it was evident that learners felt more confident and their production were more intelligible showing a progress in their scores as it is evident in the chart.

Unit 4: Dialogue Completion

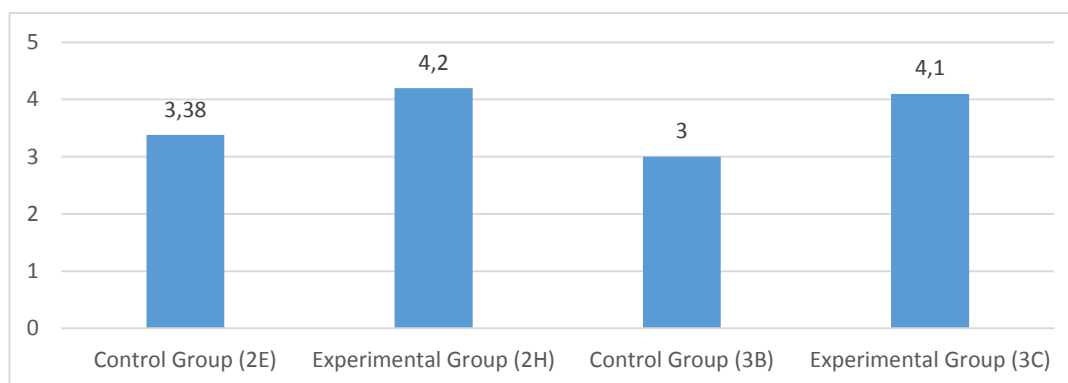
Table No. 5: Dialogue Completion, Traditional and Alternative assessment.

	Oral Production Final Score
Control Group (2E)	3.38
Experimental Group (2H)	4
Control Group (3B)	3
Experimental Group (3C)	4.1

Source: Control and Experimental group oral production assessment

Author: Rodríguez, M (2018)

Graphic No. 8: Dialogue Completion, Traditional and Alternative assessment.



Source: Table 7

Author: Rodríguez, M (2018)

Analysis and Interpretation:

As it is shown in table 4 control groups of both levels got an average of 3 out of 5 points in the assessment of dialogue completion task, while the experimental groups of both levels got an average of 4 out of 5 points.

Dialogue Completion task is a technique where learners are required to think and complete appropriately the gaps according to the given questions. As the results show there is a significant improvement in the scores of experimental groups because of the application of the rubric to score oral production based on specific criteria.

Unit 5: Picture-cued task

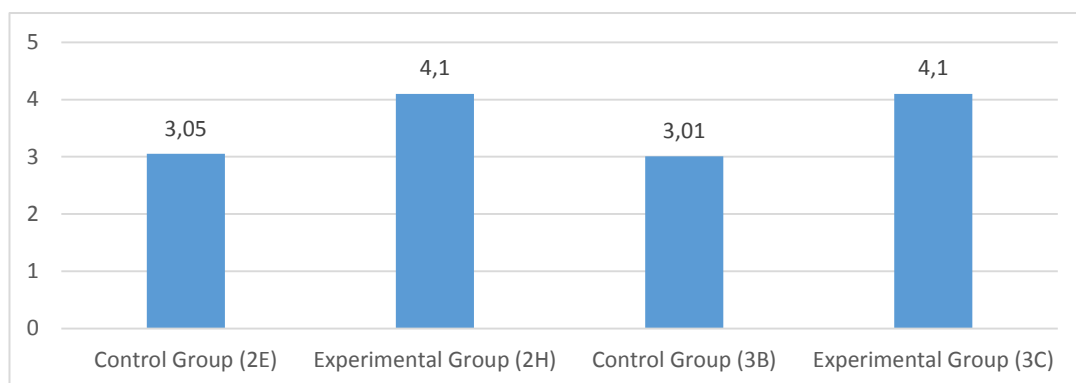
Table No. 6: Picture-cued task, Traditional and Alternative assessment.

	Oral Production Final Score
Control Group (2E)	3.38
Experimental Group (2H)	4
Control Group (3B)	3.01
Experimental Group (3C)	4.1

Source: Control and Experimental groups oral production assessment.

Author: Rodríguez, M (2018)

Graphic No. 9: Picture-cued task, Traditional and Alternative assessment.



Source: Table 8

Author: Rodríguez, M (2018)

Analysis and Interpretation:

Table 5 demonstrates the scores with traditional evaluation in the control groups of both levels, they got 3,38 and 3,01 respectively. The experimental groups of both levels got 4 and 4.1 points, indicating a progress in this group.

Picture cued task requires that students elicit oral language performance, the tasks can be designed from simple to complex level measuring in learners: grammatical categories, oral production, vocabulary, pronunciation and fluency. As it is shown in the results of the experimental groups, there is a significant development in the oral production by using this technique along with the use of the rubric.

Pronunciation and Fluency results in Alternative Assessment

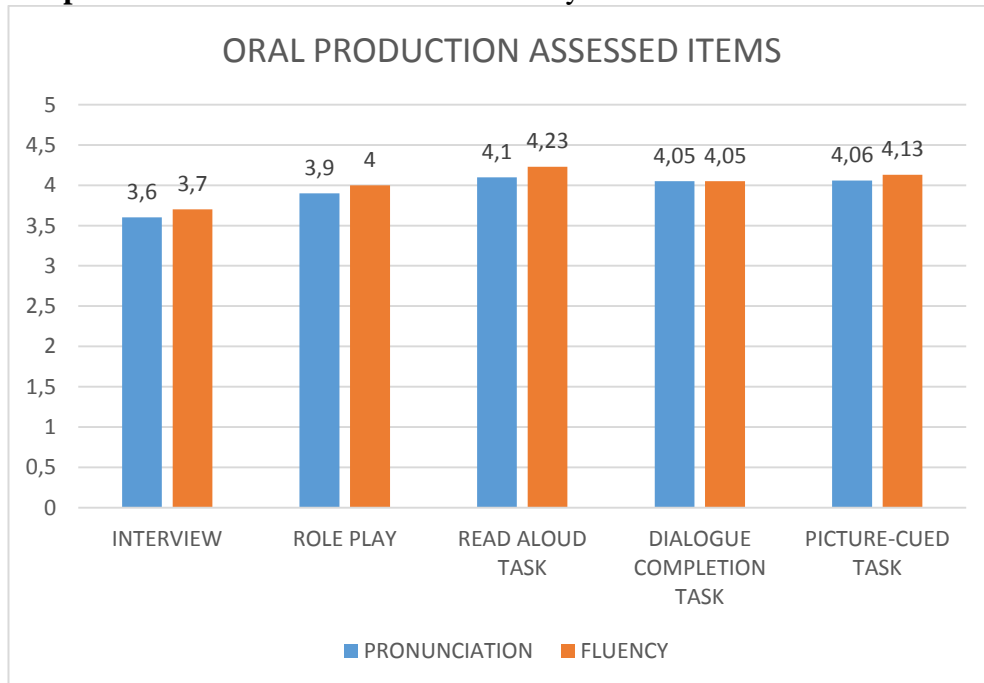
Table No. 7: Pronunciation and Fluency results in Alternative Assessment

TECNIQUE	PRONUNCIATION AVERAGE	FLUENCY AVERAGE
INTERVIEW	3,6	3,7
ROLE PLAY	3,9	4
READ ALOUD TASK	4,1	4,23
DIALOGUE COMPLETION TASK	4,05	4,05
PICTURE-CUED TASK	4,06	4,13

Source: Pronunciation and Fluency results in Alternative Assessment

Author: Rodríguez, M (2018)

Graphic No. 10: Pronunciation and Fluency results in Alternative Assessment



Source: Table 9

Author: Rodríguez, M (2018)

Analysis and Interpretation:

As it is shown in table 6, it is a summary of the items that were assessed through the rubric to the experimental groups, both in the second and third levels. The results show the average obtained in pronunciation and fluency, as it is seen a more remarkable advance in fluency than in pronunciation. We must also emphasize that the lowest averages in the two items are in the interview technique, this is because it was the first time that the rubric was applied to students as an instrument to measure oral production, while at the end of the term the students got used to the rubric and for that reason the picture-cued task technique shows a little more progress in the final scores of the two items.

It should also be noted that, of all the applied techniques, read aloud task is the most averaged, because it is a technique in which students were able to have the available resources in their hands and it was easier to read and pronounce than simply produce the language.

4.3. Hypothesis verification

4.3.1. Dependent Variable

Oral production

A) Observed Data Table (fo)

Table No. 8: Observed Data Table (fo)

	I	RP	RAT	DC	PCT	Total
Control Group (2E)	2,94	3,1	3,04	3,38	3,05	15,51
Experimental Group (2H)	3,68	3,9	4,2	4,2	4,1	20,08
Control Group (3B)	3,19	3,01	3	3	3,01	15,21
Experimental Group (3C)	3,6	4	4,2	4,1	4,1	20
Total	13,41	14,01	14,44	14,68	14,26	70,8

Source: Control and Experimental groups oral production assessment.

Author: Rodríguez, M (2018)

DENOMINATION	CODE
Interview	I
Role Play	RP
Read Aloud Task	RAT
Dialogue Completion	DC
Picture-cued task	PCT

B) Hypothesis Formulation

Ho: The use of Alternative assessment influences in the oral production of A2 level students of the Centro de Idiomas in Universidad Nacional de Chimborazo.

H1: The use of Alternative assessment does not influence in the oral production of A2 level students of the Centro de Idiomas in Universidad Nacional de Chimborazo.

C) Calculation of expected frequencies or theoretical (ft)

Table No. 9: Calculation of expected frequencies or theoretical (ft)

	Interview		Role Play		Read Aloud Task		Dialogue Completion		Picture-cued task	
	fo	ft	fo	ft	fo	ft	fo	ft	fo	ft
Control Group (2E)	2,94	2,94	3,1	3,07	3,04	3,16	3,38	3,22	3,05	3,12
Experimental Group (2H)	3,68	3,80	3,9	3,97	4,2	4,10	4,2	4,16	4,1	4,16
Control Group (3B)	3,19	2,88	3,01	3,01	3	3,10	3	3,15	3,01	3,15
Experimental Group (3C)	3,6	3,79	4	3,96	4,2	4,08	4,1	4,15	4,1	4,15

Source: Control and Experimental groups oral production assessment.

Author: Rodríguez, M (2018)

2.94 is obtained from: $13.41 \times 15.51 / 70.8$ of the totals of the observed data.

3,80 is obtained from $13,41 \times 20,08/70,8$ of the totals of the observed data.

So on for each (fo).

D) Calculation of the degree of freedom (v) of the observed data table

$v = (\text{number of columns} - 1) \times (\text{number of rows} - 1)$

$v = (5-1)(4-1) = 12$

E) Calculation of χ^2 independent variable

$$\chi^2 = \sum \frac{(fo - ft)^2}{ft}$$

Table No. 10: Calculation of χ^2 independent variable

	fo	ft	fo-ft	(fo-ft) ²	(fo-ft) ² /ft
Interview	2,94	2,94	0,00	0,00	0,00000
	3,68	3,80	-0,12	0,015	0,00400
	3,19	2,88	0,31	0,096	0,03317
	3,60	3,79	-0,19	0,035	0,00934
Role Play	3,10	3,07	0,03	0,001	0,00031
	3,90	3,97	-0,07	0,005	0,00136
	3,01	3,01	0,00	0,000	0,00000
	4,00	3,96	0,04	0,002	0,00045
Read Aloud Task	3,04	3,16	-0,12	0,015	0,00481
	4,20	4,10	0,10	0,011	0,00267
	3,00	3,10	-0,10	0,010	0,00336
	4,20	4,08	0,12	0,015	0,00358
Dialogue Comple.	3,38	3,22	0,16	0,027	0,00837
	4,20	4,16	0,04	0,001	0,00032
	3,00	3,15	-0,15	0,024	0,00749
	4,10	4,15	-0,05	0,002	0,00053
Picture-cued task	3,05	3,12	-0,07	0,005	0,00175
	4,10	4,16	-0,06	0,004	0,00097
	3,01	3,15	-0,14	0,021	0,00655
	4,10	4,15	-0,05	0,002	0,00053

χ^2 calculado 0,08957

Source: Control and Experimental groups oral production assessment.

Author: Rodríguez, M (2018)

F) Compare with the table at the level of significance set and the degree of freedom.

p = probability of finding greater than or equal to the tabulated chi-square

p = 0,05

v = 12 (degree of freedom)

Search in the table of X2 in column 00.5 and in row, v, 12

$x^2 = 28,2997$

G) Decision:

If calculated X^2 (0.08957) > tabulated X^2 (28.2997), then the null hypothesis is rejected.

Since 0.08957 is < 28.2997, then the alternative hypothesis is rejected and the null hypothesis is accepted.

H₀: The use of Alternative assessment influences in the oral production of A2 level students of the Centro de Idiomas in Universidad Nacional de Chimborazo.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

This research project aimed to provide evidence to what extent Alternative Assessment influences in the oral production of A2 level students of the Centro de Idiomas in Universidad Nacional de Chimborazo. After analyzing data and the verification of hypothesis, the following conclusions are drawn:

- There is a great variety of techniques within the alternative assessment that lead to improve the oral production in the students, both in the production and interaction. Role play, Interview, Read Aloud task, Dialogue Completion and Picture- Cued task were the selected techniques used in this research who were adapted to the needs and level of the students.
- The application of the alternative instead of traditional assessment was effective due to the use of a rubric that facilitated the identification of the evaluation criteria in oral production. The teacher avoided subjectivity when assigning a score and, additionally, the students were able to recognize and reinforce their weaknesses.
- For the improvement of oral production in A2 students of the National University of Chimborazo a booklet was proposed, the same that contains the alternative assessment techniques mentioned above with activities adapted from the books that students currently use for learning English. Through the application of these techniques, students obviously were able to improve their oral production, based on their pronunciation and fluency.

5.2. Recommendations

After the implementation of alternative assessment in oral production assessment, the following recommendations are set:

- Use alternative assessment techniques and rubrics for assessing properly in class since it will help students to improve in their oral performance.
- Use the alternative assessment with the suggested techniques and apply more additional that help students combine their abilities and enjoy learning English for getting better results regarding to the oral production in students.
- Besides the criteria that are established in the rubrics from the booklet, it is also recommended for teachers to take into account another criterion and assess them for advanced levels.

CHAPTER VI

PROPOSAL

6.1. INFORMATIVE DATA

Proposal

A handbook based on Alternative Assessment techniques to improve Oral Production in A2 level Students.

Topic: “Alternative Assessment techniques to improve Oral Production in A2 level students at Universidad Nacional de Chimborazo”

Executing Institution: Universidad Nacional de Chimborazo

Beneficiaries: English teachers and students at Universidad Nacional de Chimborazo

Project Responsible: Maria Eugenia Rodríguez; Mg. Peter Oye.

6.2. PROPOSAL BACKGROUND

This research was developed considering the form of evaluation with respect to the oral production of A2 level students of the Language Center who belong to the Faculty of Educational Sciences at National University of Chimborazo, who, at the time of being evaluated, do not obtain the right criterion to know better their weaknesses and improve them.

It was notable that, when assigning a score, this is largely done based on the teacher's criteria, subjectively and without any instrument that establishes the necessary parameters to be considered.

In this way, Alternative Assessment was considered as a possible solution to this problem prior to the respective analysis and study and to examine how this type of

evaluation helps students improve their oral production. A brochure was then developed that includes alternative techniques for evaluation based on the activities of the book that students use for the language learning.

6.3. JUSTIFICATION

The objective of this proposal is to provide the teacher with a list of alternative techniques that help students improve their oral production through a proper assessment. Alternative Assessment is a form of evaluation that allows both the teacher and the student to apply techniques that promote learning in a better way. The techniques selected in this proposal are specifically to develop spoken production and interaction. It should be noted that through alternative assessment students apply the techniques in the real context, and in this way the task becomes meaningful. In addition, the use of a rubric as an assessment tool facilitates the teacher to evaluate the specific criteria, informing the student of their weaknesses and strengths, with the teacher having the opportunity to give feedback.

6.4. OBJECTIVES

6.4.1. General Objective

- To improve oral production through the application of Alternative Assessment techniques in A2 level students of the Language Center at Universidad Nacional de Chimborazo.

6.4.2. Specific Objectives

- To use Alternative Assessment techniques that foster oral production in students.
- To use the rubric in order to assess students effectively

6.5. FEASIBILITY ANALYSIS

The proposal is feasible because there is support and permission from the Director and teachers from the Language Center, and they agree on the use of Alternative

Assessment in order to get better results at the moment of evaluation. Students undoubtedly will improve their oral production through a correct assessment.

6.6. THEORETICAL BASIS

This proposal was developed taking into account the high importance of evaluation in the learning process of the language. Alternative Assessment is a form of evaluation that allows more than the teacher the students to create their own answers instead of simply choosing from a proposed list, apart from giving the student the opportunity to demonstrate efficiently what he has learned during a lesson, a unit or semester, according to (Brown, 2010), Alternative Assessment has the following characteristics:

- Continuous long-term assessment
- Untimed, open-ended responses
- Contextualized communicative tasks
- Individualized feedback
- Criterion-referenced scores
- Open-ended, creative answers
- Formative
- Oriented to process
- Interactive performance
- Fosters Intrinsic motivation

From here, and taking into account the advantages mentioned above, we can realize that alternative assessment should be used in our classrooms due to the great benefit for students.

The techniques selected in this handbook include: Role play, Interview (Spoken interaction), Read aloud task, Dialogue completion and Picture-cued task (Spoken production), which help in the oral production of students. Through and with the use of these techniques, students can demonstrate their language skills at a

specific language level. These techniques are adaptable according to the student's needs and can be used as a continuous assessment tool.

The effectiveness of the use of alternative techniques is evident because it increases oral production in students. Students will feel more comfortable when speaking and interacting, while the teacher with the use of the rubric will give an appropriate criterion when assessing certain assigned activity.

6.6.1. PROPOSAL DEVELOPMENT

ALTERNATIVE ASSESSMENT TECHNIQUES FOR ORAL PRODUCTION

SECOND LEVEL



Source: <https://bit.ly/2pQIDW5>

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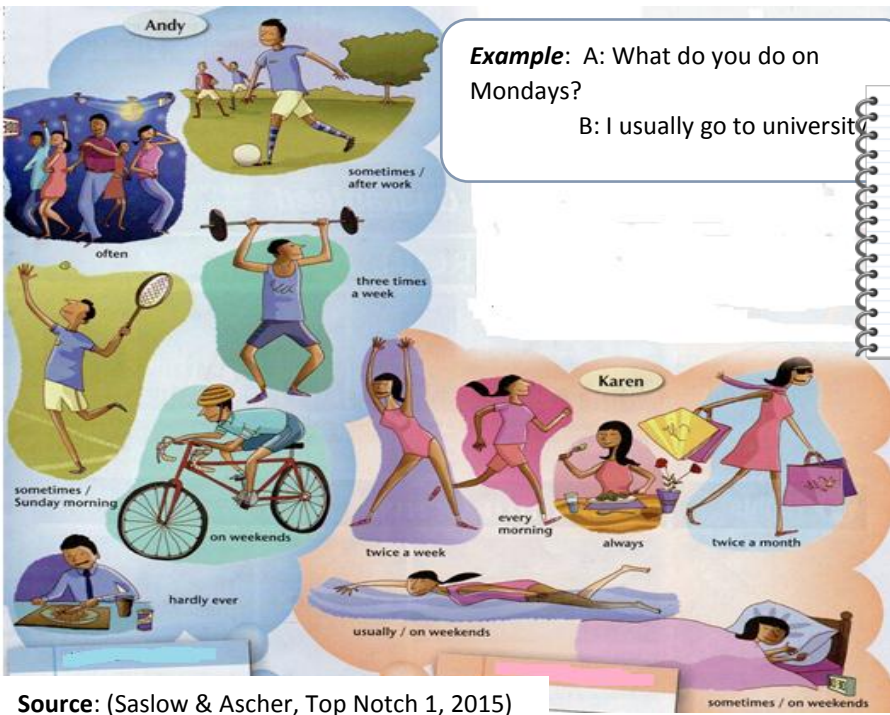
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Variable	Dimension	Indicator
Oral Production	Spoken Interaction	Interview

Task Objective: To create a conversation using the information on the chart.

- Directions:**
1. Based on the provided pictures, chose Andy’s or Karen’s routines and create a conversation about their activities using frequency adverbs.
 2. Practice with a partner making and answering the questions, and present it in pairs to the class.
 3. Using real information interview your partner about his/her routines.



The illustration shows Andy and Karen with various activities and frequency adverbs:

- Andy: sometimes / after work (soccer), often (dancing), three times a week (weightlifting), sometimes / Sunday morning (tennis), on weekends (cycling), hardly ever (cooking).
- Karen: twice a week (yoga), every morning (exercise), always (eating), twice a month (shopping), usually / on weekends (sunbathing), sometimes / on weekends (sleeping).

Example: A: What do you do on Mondays?
B: I usually go to university.

Ideas

- What....?
- Where....?
- How old...?
- How often...?

Source: (Saslow & Ascher, Top Notch 1, 2015)

Notes

Source: <https://bit.ly/2pQIDW5>

RUBRIC FOR ASSESSMENT

CRITERIA\ SCORE	5	4	3	2	1
Pronunciation	Phonetically correct Almost error-free Awareness of accent	Comprehensible, generally correct, occasional error	Frequent errors, interviewer /interviewee require repeating or guessing the word/question.	Many errors that interfere with intelligibility	Most utterances contain errors Many utterances are incomprehensible communication
Fluency	Student speaks fluently with few hesitations. Sounds as a natural conversation.	Student mostly speaks fluently with few hesitations, a word or two are inaudible.	Student speaks haltingly with long pauses.	Halting, hesitating require guessing at meaning Visibly translating before responding	Constant searching for vocabulary, verb tense Does not complete utterances

Source: (Sample Assessment Rubrics, s.f.)

Other criteria to take into account. No scored

Grammar	Makes few errors in the following areas: Frequency adverbs are well used. Correct word order.	Makes several errors in structure that do not affect overall comprehensibility.	Makes several errors that may interfere with comprehensibility.
Comprehension	Can understand the conversation.	Comprehension is quite complete.	Understand simple questions with slowed speech or repetition.

Source: (Sample Assessment Rubrics, s.f.)



Variable	Dimension	Indicator
Oral Production	Spoken Interaction	Role Play
<p>Task Objective: To describe vacation experiences based on the picture and using real information.</p>		

Directions:

1. Based on the vacation picture, create a conversation about people activities using past tense.
2. Practice with a partner and role play the situation making and answering questions, and present it to the class.
- 3.- Using your own information role play a conversation about your last vacation experience.

Example: A: Where did you go in your last vacation?
B: I went to Esmeraldas.



Source: (Saslow & Ascher, Top Notch 1, 2015)

Notes

A spiral-bound notebook with lined pages for taking notes.

Source: <https://bit.ly/2pQIDW5>

RUBRIC FOR ASSESSMENT

CRITERIA\ SCORE	5	4	3	2	1
Pronunciation	Phonetically correct Almost error-free Awareness of accent	Comprehensible, generally correct, occasional error	Frequent errors, require repeating or guessing the word/question.	Many errors that interfere with intelligibility	Most utterances contain errors Many utterances are incomprehensible Little communication
Fluency	Student speaks fluently with few hesitations. Sounds as a natural conversation.	Student mostly speaks fluently with few hesitations, a word or two are inaudible.	Student speaks haltingly with long pauses.	Halting, hesitating require guessing at meaning Visibly translating before responding	Constant searching for vocabulary, verb tense Does not complete utterances

Source: (Sample Assessment Rubrics, s.f.)

Other criteria to take into account. No scored

Grammar	Makes few errors in the following areas: <ul style="list-style-type: none"> • Past tense is well used. • Correct verb tenses. 	Makes several errors in structure that do not affect overall comprehensibility.	Makes several errors that may interfere with comprehensibility.
Content	Role play contained the necessary elements, including target language, verbs and word order.	Role play included good use of target language. Minor deficiencies of verbs and word order.	Role play was a little disorganized in content, including verbs and word order.

Source: (Sample Assessment Rubrics, s.f.)

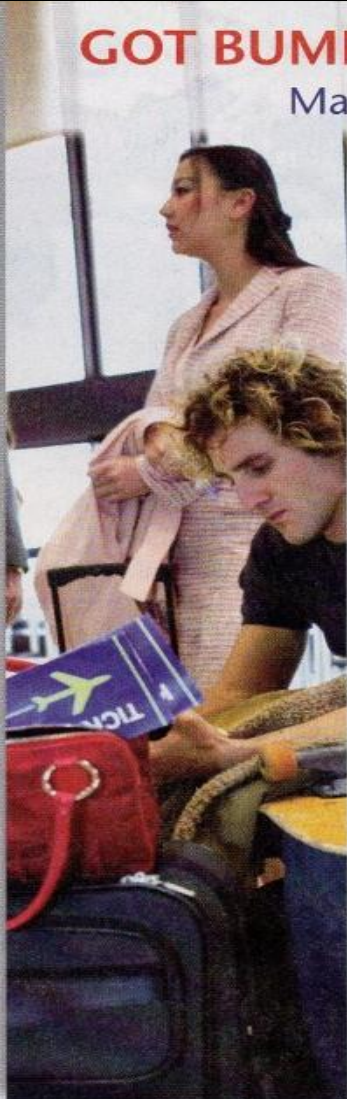
Read Aloud

Variable	Dimension	Indicator
Oral Production	Spoken Production	Read aloud task

Task Objective: To read the paragraphs with correct pronunciation and fluency.

Directions:

1. Based on the provided picture, read the paragraphs with appropriate pronunciation and fluency.
2. Practice with a partner and make corrections.



GOT BUMPED FROM A FLIGHT?
Maybe it's not so bad after all . . .

As most travelers know, airlines commonly overbook flights because of the large and predictable number of “no-shows”—people who have reservations but don’t show up for the flight. Overbooking helps airlines limit the number of empty seats on their flights. However, if a flight is overbooked, some passengers with confirmed reservations have to get off the plane.

Getting bumped isn’t always a bad thing, however. There is a growing number of passengers who feel lucky if their flight is overbooked. Why? Because airlines have to provide bumped passengers with cash, free flights, hotels, and/or meals to compensate them for their inconvenience.

In fact, airlines usually ask for volunteers to get off an overbooked flight in exchange for those perks, and many passengers say “Sure!” and happily deplane. Some people even make a habit of choosing flights that are likely to be overbooked, just so they can volunteer!

Source: (Saslow & Ascher, Top Notch 1, 2015)

RUBRIC FOR ASSESSMENT

CRITERIA\ SCORE	5	4	3	2	1
Pronunciation	Phonetically correct Speaker is always intelligible	Some phonemic errors, but the speaker is intelligible.	Frequent phonemic errors that cause the speaker to be unintelligible.	Many errors that interfere with intelligibility	Most utterances contain errors Many utterances are incomprehensible Little communication
Fluency	Student speaks fluently with few hesitations	Student mostly speaks fluently with few hesitations that do not interfere with intelligibility.	Numerous pauses that interfere with intelligibility.	Speaks slowly, using hesitant or halting speech.	Makes no attempt or shows constant hesitation.

Source: (Sample Assessment Rubrics, s.f.)

Dialogue Completion

Variable	Dimension	Indicator
Oral Production	Spoken Production	Dialogue completion task.
<p>Task Objective: To complete the dialogue in a written and oral form and role play the conversation.</p>		

Directions:

1. Read the questions carefully and complete the dialogue.
2. Practice with a partner and role play the conversation.
3. Imagine that you are at a restaurant, write at least five questions and make them to your partner, present the dialogue to the class.

In the department store:

May I help you?
.....

Okay, What size do you need?
.....

What color would you like?
.....

How would you like to pay for it/them?
.....

Here you go
.....

RUBRIC FOR ASSESSMENT

CRITERIA\ SCORE	5	4	3	2	1
Pronunciation	Phonetically correct Almost error-free Awareness of accent	Comprehensible, generally correct, occasional error	Frequent errors, require repeating or guessing the word/question.	Many errors that interfere with intelligibility	Most utterances contain errors Many utterances are incomprehensible Little communication
Fluency	Student speaks fluently with few hesitations. Sounds as a natural conversation.	Student mostly speaks fluently with few hesitations, a word or two are inaudible.	Student speaks haltingly with long pauses.	Halting, hesitating require guessing at meaning Visibly translating before responding	Constant searching for vocabulary, verb tense Does not complete utterances

Source: (Sample Assessment Rubrics, s.f.)

Other criteria to take into account. No scored

Grammar	Makes few errors in the following areas: Questions are well structured. Correct verb tenses.	Makes several errors in structure that do not affect overall comprehensibility.	Makes several errors that may interfere with comprehensibility.
Vocabulary	Uses a range of vocabulary appropriate to the theme under discussion; uses some idiomatic expressions	Uses a limited range of vocabulary; there are very few idiomatic expressions	The vocabulary is inadequate; there is no idiomatic feel Errors often interfere with the message

Source: (Sample Assessment Rubrics, s.f.)

PICTURE-CUED TASK

Variable	Dimension	Indicator
Oral Production	Spoken Production	Picture-cued task.
Task Objective: To describe air conditioners by using comparative forms.		

Directions:

1. Based on the provided picture use a comparative form to compare air conditioners.
2. Describe to the teacher all possible comparisons.
3. - With a partner compare again the air conditioners based on the following criteria: size, color, price, etc., then give your description to your teacher.

Air Conditioners

Cool Machine
\$330
Very affordable

Honshu Breeze
\$560
The best!

Power X
\$380
Very small and quiet

Example: Cool Machine air conditioner is cheaper than Honshu Breeze.

Source: (Saslow & Ascher, Top Notch 1, 2015)

RUBRIC FOR ASSESSMENT

CRITERIA\ SCORE	5	4	3	2	1
Pronunciation	Phonetically correct Almost error-free Awareness of accent	Comprehensible, generally correct, occasional error	Frequent errors, require repeating or guessing the word/question.	Many errors that interfere with intelligibility	Most utterances contain errors Many utterances are incomprehensible Little communication
Fluency	Student speaks fluently with few hesitations. Sounds as a natural conversation.	Student mostly speaks fluently with few hesitations, a word or two are inaudible.	Student speaks haltingly with long pauses.	Halting, hesitating require guessing at meaning Visibly translating before responding	Constant searching for vocabulary, verb tense Does not complete utterances

Source: (Sample Assessment Rubrics, s.f.)

Other criteria to take into account. No scored

Grammar	Makes few errors in the following areas: Adjectives are well used.	Makes several errors in structure that do not affect overall comprehensibility.	Makes several errors that may interfere with comprehensibility.
Vocabulary	Uses a range of vocabulary appropriate to the theme under discussion.	Uses a limited range of vocabulary.	The vocabulary is inadequate. Errors often interfere with the message

Source: (Sample Assessment Rubrics, s.f.)

ALTERNATIVE ASSESSMENT TECHNIQUES FOR ORAL PRODUCTION



Source: <https://bit.ly/2pQIDW5>

THIRD LEVEL

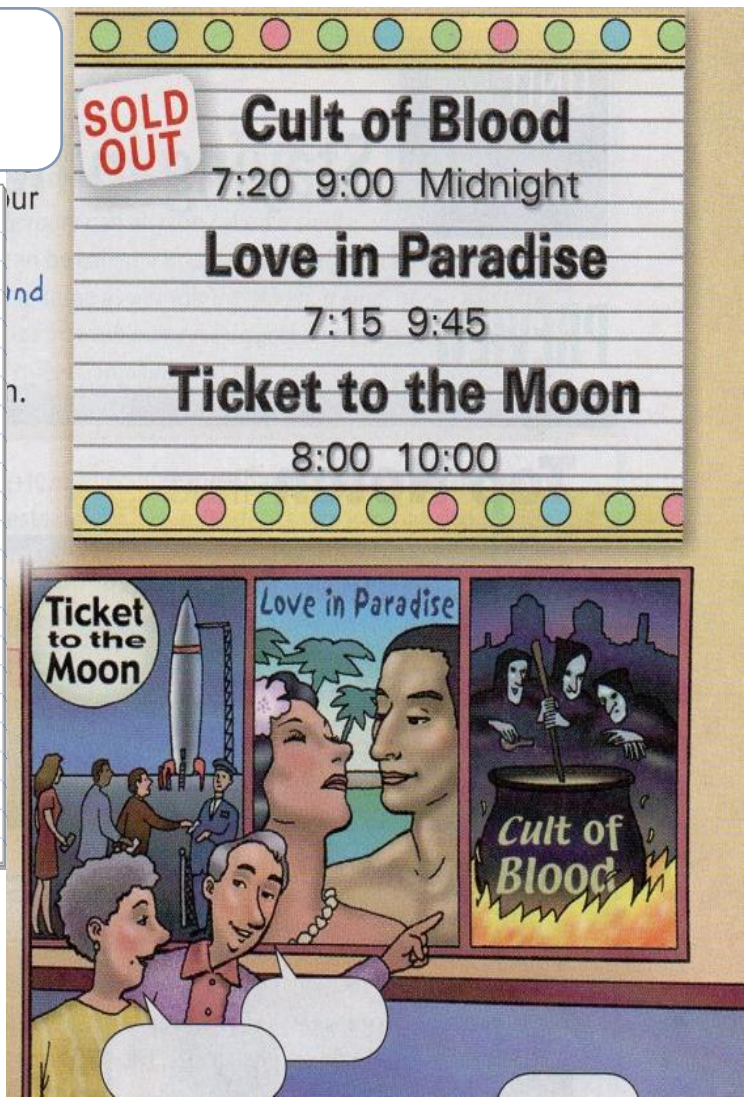
Variable	Dimension	Indicator
Oral Production	Spoken Interaction	Interview
Task Objective: To interview a partner about his/her favorite movies.		

Directions:

1. Based on the provided picture create a conversation for the people.
2. Imagine what the movies are about and role play the conversation.
3. Write at least five questions about movies and interview your partner.

Example: A: When was the last time you saw a movie?
 B: It was the last weekend.

Notes



Source: <https://bit.ly/2pQIDW5>

Source: (Saslow & Ascher, Top Notch 2, 2015)

RUBRIC FOR ASSESSMENT

CRITERIA\ SCORE	5	4	3	2	1
Pronunciation	Phonetically correct Can be understood in the target language. Uses intonation and speech patterns	Generally correct, occasional error, has some interference from English language speech sounds, patterns, and rules	Frequent errors, interviewer /interviewee require repeating or guessing the word/question.	Many errors that interfere with intelligibility	Many utterances are incomprehensible for communication
Fluency	Student speaks fluently with few hesitations. Sounds as a natural conversation.	Student mostly speaks fluently with few hesitations, a word or two are inaudible.	Student speaks haltingly with long pauses.	Halting, hesitating require guessing at meaning Visibly translating before responding	Constant searching for vocabulary, verb tense Does not complete utterances

Source: (Sample Assessment Rubrics, s.f.)

Other criteria to take into account. No scored

Grammar	Makes few errors in the following areas: Correct question and word order.	Makes several errors in structure that do not affect overall comprehensibility.	Makes several errors that may interfere with comprehensibility.
Comprehension	Shows ability to understand the target language	Can understand the target language when spoken at a somewhat normal rate of speed.	Understand simple questions with slowed speech or repetition.

Source: (Sample Assessment Rubrics, s.f.)

Role Play Variable	Dimension	Indicator
Oral Production	Spoken Interaction	Role Play
Task Objective: To role play a welcoming to a visitor to your city using present perfect.		

Directions:

1. Based on the provided pictures create a conversation for the man and the woman in photo 1 using present perfect.
2. Imagine the man is welcoming the woman to his city, chose one of the cities in the travel brochure and practice the conversation.
3. Welcome a visitor to your city. Role play the situation with a partner.



TRAVEL BROCHURE

Source: (Saslow & Ascher, Top Notch 2, 2015)

SPAIN
The Prado Museum

FRANCE
Paris, France
The Eiffel Tower
Tour boat on the Seine River

ITALY
Rome, Italy
The Colosseum
Gelato

THE U.K.
London, the U.K.
The Millennium Wheel
Carnaby Street

RUSSIA
Moscow, Russia
Ballet at the Bolshoi Theater
Borscht

NOW I CAN

- Get reacquainted with someone.
- Greet a visitor to my country.
- Discuss gestures and customs.
- ...ing experience.

Source: (Saslow & Ascher, Top Notch 2, 2015)

RUBRIC FOR ASSESSMENT

CRITERIA\ SCORE	5	4	3	2	1
Pronunciation	Phonetically correct Can be understood in the target language. Uses intonation and speech patterns	Generally correct, occasional error, has some interference from English language speech sounds, patterns, and rules	Frequent errors, require repeating or guessing the word/question.	Many errors that interfere with intelligibility	Many utterances are incomprehensible. Little communication
Fluency	Has a generally smooth flow, with self-correction and little hesitation	Student mostly speaks fluently with few hesitations, a word or two are inaudible.	Student speaks haltingly with long pauses.	Halting, hesitating require guessing at meaning Visibly translating before responding	Student speaks with long pauses that causes unintelligibility.

Source: (Sample Assessment Rubrics, s.f.)

Other criteria to take into account. No scored

Grammar	Makes few errors in the following areas: Present Perfect is well used. Correct verb tenses.	Makes several errors in structure that do not affect overall comprehensibility.	Makes several errors that may interfere with comprehensibility.
Content	Role play contained the necessary elements, including target language, verbs and word order.	Role play included good use of target language. Minor deficiencies of verbs and word order.	Role play was a little disorganized in content, including verbs and word order.

Source: (Sample Assessment Rubrics, s.f.)

Read Aloud

Variable	Dimension	Indicator
Oral Production	Spoken Production	Read aloud task
Task Objective: To read the paragraphs appropriately with correct pronunciation and fluency.		

Directions:

1. Based on the provided picture, read the paragraphs with appropriate pronunciation and fluency.
2. Practice with a partner and make self-corrections.

WHAT'S YOUR ALL-TIME FAVORITE MOVIE?

Phil Ito Toronto, CANADA



I've just seen *Tootsie*. What a great movie—perhaps one of the most hilarious romantic comedies of all time. Before I saw the movie, I thought the plot sounded both weird and silly, but it wasn't. Dustin Hoffman stars as out-of-work actor Michael Dorsey, who dresses as a woman to get a part on a TV drama. But problems begin when he falls in love with his co-star, Jessica Lange, who doesn't know Michael is a man. If you want a good laugh, be sure to see this funny, funny film!

Angela Teixeira Fortaleza, BRAZIL



When someone says that documentaries are boring, I say, "You have to see *Grizzly Man*," one of the most thought-provoking documentaries of all time. This 2005 movie by German director Werner Herzog tells the true story of the life and death of Timothy Treadwell, who lived for 13 years among bears in the Alaska wilderness. Treadwell believed that he could live near bears without danger. In the end, however, Treadwell and his girlfriend are killed by bears. Even if you would rather avoid violence, go to see *Grizzly Man* because there is no actual violence on screen.

Rebecca Lane Miami, USA



I've just seen *Casablanca* for the hundredth time. It's the most romantic movie in the world, and there's no movie I would rather see. Humphrey Bogart and Ingrid Bergman star as former lovers who meet after many years. They're still in love and have to make some difficult choices. The ending is unforgettable and always makes me cry. This movie was made in 1942, but it's always "new." I guess that's what makes it a classic.



RUBRIC FOR ASSESSMENT

CRITERIA\ SCORE	5	4	3	2	1
Pronunciation	Phonetically correct Speaker is always intelligible.	Some phonemic errors, but the speaker is intelligible.	Frequent phonemic errors that cause the speaker to be unintelligible.	Many errors that interfere with intelligibility	Many utterances are incomprehensible Little communication
Fluency	Student speaks fluently with few hesitations.	Student mostly speaks fluently with few hesitations that do not interfere with intelligibility.	Numerous pauses that interfere with intelligibility.	Speaks slowly, using hesitant or halting speech.	Makes no attempt or shows constant hesitation.

Source: (Sample Assessment Rubrics, s.f.)

Dialogue Completion

Variable	Dimension	Indicator
Oral Production	Spoken Production	Dialogue completion task.
Task Objective: To complete the dialogue and create another based on real contexts.		

Directions:

1. Read the questions carefully and complete the dialogue based on the picture.
2. Practice with a partner and role play the conversation.
3. Imagine that you are hosted at a hotel, write at least five questions and make them to your partner, present the dialogue orally to the class.



At the hotel:

Hello. Room service. How can I help you?

Okay, Do you need something else?

Yes, the sauna is still open.

Do you need extra towels?

I'll be happy to help you with that

RUBRIC FOR ASSESSMENT

CRITERIA\ SCORE	5	4	3	2	1
Pronunciation	Phonetically correct Almost error-free Awareness of accent	Some phonemic errors, but the speaker is intelligible.	Frequent errors, require repeating or guessing the word/question.	Many errors that interfere with intelligibility	Most utterances contain errors Many utterances are incomprehensible Little communication
Fluency	Student speaks fluently with few hesitations. Sounds as a natural conversation.	Student mostly speaks fluently with few hesitations, a word or two are inaudible.	Student speaks haltingly with long pauses.	Halting, hesitating require guessing at meaning Visibly translating before responding	Constant searching for vocabulary, verb tense Does not complete utterances

Source: (Sample Assessment Rubrics, s.f.)

Other criteria to take into account. No scored

Grammar	Makes few errors in the following areas: Questions are well structured. Correct verb tenses.	Makes several errors in structure that do not affect overall comprehensibility.	Makes several errors that may interfere with comprehensibility.
Vocabulary	Uses a range of vocabulary appropriate to the theme under discussion; uses some idiomatic expressions	Uses a limited range of vocabulary; there are very few idiomatic expressions	The vocabulary is inadequate; there is no idiomatic feel Errors often interfere with the message

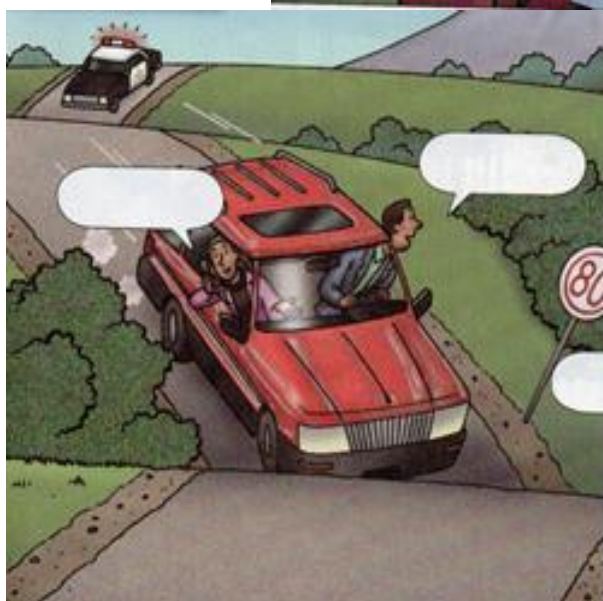
Source: (Sample Assessment Rubrics, s.f.)

PICTURE-CUED TASK

Variable	Dimension	Indicator
Oral Production	Spoken Production	Picture-cued task.
Task Objective: To make a description using the information in the pictures.		

Directions:

1. Chose a picture and make a brief description of it.
2. Describe it to a partner and ask them to point to the correct picture.
3. Chose a photo from your cellphone and describe it to your partner.



RUBRIC FOR ASSESSMENT

CRITERIA\ SCORE	5	4	3	2	1
Pronunciation	Phonetically correct Almost error-free Awareness of accent	Comprehensible, generally correct, occasional error	Frequent errors, require repeating or guessing the word/question.	Many errors that interfere with intelligibility	Most utterances contain errors Many utterances are incomprehensible Little communication
Fluency	Student speaks fluently with few hesitations. Sounds as a natural conversation.	Student mostly speaks fluently with few hesitations, a word or two are inaudible.	Student speaks haltingly with long pauses.	Halting, hesitating require guessing at meaning Visibly translating before responding	Constant searching for vocabulary, verb tense Does not complete utterances

Source: (Sample Assessment Rubrics, s.f.)

Other criteria to take into account. No scored

Grammar	Demonstrates good use of grammatical structures. Makes no grammatical errors, or a few minor grammatical errors that do not interfere with communication	Makes several errors in structure that do not affect overall comprehensibility.	Makes many grammatical errors that negatively affect communication, or doesn't/can't respond.
Vocabulary	Uses a range of vocabulary appropriate to the theme under discussion.	Uses a limited range of vocabulary.	The vocabulary is inadequate. Errors often interfere with the message

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ANNEXES

ANNEX 1: CERTIFICATE OF AUTHORIZATION



Riobamba, 15 de diciembre de 2017
Oficio No. 596-CDII-UNACH-2017

Licenciada
María Eugenia Rodríguez
DOCENTE DEL CENTRO DE IDIOMAS
Presente

De mi consideración

Reciba un cordial y atento saludo, a la vez que en atención a su oficio sin número de fecha 14 de diciembre del 2017, mediante el cual me solicita autorización para realizar la investigación de su tesis: "ALTERNATIVE ASSESSMENT IN THE ORAL PRODUCTION OF A2 LEVEL STUDENTS OF THE CENTRO DE IDIOMAS IN UNIVERSIDAD NACIONAL DE CHIMBORAZO", le hago conocer que esta Coordinación le autoriza lo solicitado.

Particular que informo para los fines consiguientes.

Atentamente

A handwritten signature in blue ink, appearing to read "Magdalena Ullauri".

Dra. Magdalena Ullauri, Ph.D.
**COORDINADORA DEL CENTRO DE IDIOMAS
DE LA UNACH**
Elaborado por: Y. Echeverría



cc. archivo

597 ceci

CENTRO DE IDIOMAS

Campus "La Dolorosa"
Avda. Eloy Alfaro y 10 de Agosto
Teléfonos: (593-3) 37 30 910 • ext. 1269 • 1419 • 1518

ANNEX 2: URKUND REPORT

Urkund Analysis Result

Analysed Document: Tesis María-Rodríguez.docx (D38937640)
Submitted: 5/21/2018 4:14:00 AM
Submitted By: xcalero@uta.edu.ec
Significance: 3 %

Sources included in the report:

tesis.docx (D15715834)
RICARDO GOMEZ RODRIGUEZ PARA URKUND.docx (D26432040)
lenguasylinguistica_pradogallogabriela_valenzuelabernalpaola.docx (D15269474)
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Instances where selected sources appear:

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