

UNIVERSIDAD TÉCNICA DE AMBATO



FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS

Tema: “ALTERNATIVE ASSESSMENT TECHNIQUES FOR ONLINE ENGLISH LANGUAGE LEARNING”

Trabajo de Investigación, previo a la obtención del Grado Académico de Magíster en
Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés

Modalidad de titulación: Proyecto de Desarrollo

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Ambato – Ecuador

2022

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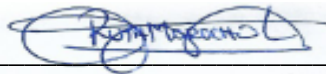
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ACKNOWLEDGEMENT

With immeasurable joy, I thank my family for being the main promoters of my dreams, for trusting and believing in my expectations, and for the advice, values and principles they have instilled on me. I also thank the professionals of the Universidad Técnica de Ambato, for having shared their knowledge throughout this process of personal and professional enrichment.

Jannet

DEDICATORY

I dedicate this research first to God for giving me the strength not to give up, and to my family for their love and sacrifice during this time. Thanks to you, I have managed to get here and become what I am. Thank you for always being present with me and for the moral support you gave me throughout this stage of my life. Thanks to all the people who have supported me to make this work successful.

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THEME: ALTERNATIVE ASSESSMENT TECHNIQUES FOR ONLINE ENGLISH LANGUAGE LEARNING

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DIRECTED BY: Cristina del Rocío Jordán Buenaño Magister

LINE OF RESEARCH: Methods and means of teaching

DATE: April 8th, 2022

ABSTRACT

The COVID-19 pandemic has brought some challenges in the teaching-learning process due to the sudden shift from face-to-face classes into online ones. This research aimed to determine the influence of alternative assessment techniques on the online English language learning in eighth year of Basic Education during the 2021-2022 school year. First, the alternative assessment techniques that are suitable to online learning were theoretically analyzed. Then, an intervention proposal that included alternative assessment techniques to online learning was designed which mainly contained class plans to improve English for speaking skills. Third, the students' performance before and after a classroom treatment based on alternative assessment to enhance the students' English language learning was assessed. The research group consisted of 52 students who attended to eighth grade of basic education. They were divided into two groups: 25 students in the experimental group; and, 27 who constituted the control group. This research had an exploratory and quasi-experimental design. Two instruments were used for the data collection process. First, the KET for schools (speaking part) as the pre and post-test was taken by the students during the classroom intervention. It was carried out in the classroom for eight weeks where two portfolios were collected from the students, one at the beginning and other at the end. To obtain the quantitative data from the student portfolio and the speaking part of the KET exam, two different rubrics were used, which were tabulated and analyzed using the SPSS statistical software. The statistical analysis yielded data that made possible to determine that the alternative assessment techniques favorably affect the learning of the English Language of eighth grade students. Therefore, it is suggested that this research could be socialized mainly to put alternative assessment into practice in the classroom, which would contribute to the secondary education of the country.

Keywords: alternative assessment - portfolio - rubric - learning English –speaking skill - communication–on-line environment –intervention -class planning- assessment techniques.

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TEMA: ALTERNATIVE ASSESSMENT TECHNIQUES FOR ONLINE ENGLISH LANGUAGE LEARNING

AUTORA: Licenciada Ruth Jannet Morocho Lara

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LÍNEA DE INVESTIGACIÓN: Métodos y medios de enseñanza

FECHA: 8 de abril del 2022

RESÚMEN EJECUTIVO

La pandemia de COVID-19 ha traído algunos desafíos en el proceso de enseñanza-aprendizaje debido al cambio repentino de clases presenciales a clases en línea. Esta investigación tuvo como objetivo determinar la influencia de las técnicas alternativas de evaluación en el aprendizaje del idioma inglés en línea en octavo año de Educación Básica durante el ciclo escolar 2021-2022. En primer lugar, se analizaron teóricamente las técnicas de evaluación alternativas que son adecuadas para el aprendizaje en línea. Luego, se diseñó una propuesta de intervención que incluía técnicas de evaluación alternativas al aprendizaje en línea y que contenía principalmente planes de clase para mejorar el inglés para la destreza oral. En tercer lugar, se evaluó desempeño de los estudiantes antes y después de un tratamiento en el aula basado en la evaluación alternativa para mejorar el aprendizaje del idioma inglés de los estudiantes. El grupo de investigación estuvo conformado por 52 estudiantes que cursaban el octavo grado de educación básica. Se dividieron en dos grupos: 25 estudiantes en el grupo experimental; y, 27 que constituyeron el grupo control. Esta investigación tuvo un diseño exploratorio y cuasi-experimental. Se utilizaron dos instrumentos para el proceso de recolección de datos. Primero, los estudiantes tomaron la prueba KET para colegios (parte oral) como pre y post test durante la intervención en el aula. Ésta se llevó a cabo en el aula durante ocho semanas donde se recogieron dos portafolios de los alumnos, uno al inicio y otro al final. Para obtener los datos cuantitativos del portafolio del estudiante y de la parte oral del examen KET, se utilizaron dos rúbricas diferentes, las cuales fueron tabuladas y analizadas mediante el software estadístico SPSS. El análisis estadístico arrojó datos que permitieron determinar que las técnicas alternativas de evaluación inciden favorablemente en el aprendizaje del Idioma Inglés de los estudiantes de octavo grado. Por lo tanto, se sugiere que esta investigación podría socializarse principalmente para poner en práctica la evaluación alternativa en el aula, lo que contribuiría a la educación secundaria del país.

Descriptores: evaluación alternativa – portafolio – rúbrica – aprendizaje del inglés – destreza oral – comunicación - entorno en línea - intervención – planificación de clases- técnicas de evaluación.

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

Assessment in education is a continuous and personalized process within the teaching-learning process whose objective is to know the evolution of each student in order, if necessary, to adopt reinforcement or compensation measures to guarantee that the educational objectives defined for their level are achieved (Alamri, 2018). It is, therefore, a very useful tool for making pedagogical decisions to improve student's performance. According to the experts, assessment is useful for both teachers and students. For the teachers because they have the opportunity to communicate to students what the learning objectives and expectations are and allow them to check the effectiveness of the teaching methods used (Almeida & Monteiro, 2021). In the case of the students, the assessment can serve as positive motivation to achieve recognition of their effort to review previous subjects of study, consolidating learning and clarifying ideas (Dikli, 2015).

The assessment is a punctual act, but teachers are in charge of collecting information about the students' evolution at different moments and through various tasks (Gutiérrez & Arana, 2017). It is the way to obtain a clearer and more complete vision of each student's learning process and thus make the best decisions to boost his or her performance (Iraji et al., 2016). Therefore, Assessment has been applied in the school environment in a traditional way, this means that it is done through exams and written tests in order to obtain a number that satisfies both parents and teachers by assigning an amount to measure knowledge of their children and students. On the other hand, according to Dikli (2015), the educational assessment also presents other alternatives to assess the teaching-learning process.

In that context, this study is focused on alternative assessment which refers to some procedures and techniques that are used within the context of teaching and learning process. That is the reason why, it is incorporated into daily classroom activities, gathering evidence about how students process and complete real tasks on a particular topic. This

kind of assessment focuses primarily on processes rather than results, and the student is the one who assumes responsibility for his, her own learning with a participatory role and continuous improvement. On the other hand, the current research work pretends to scaffold students in their English language learning. Learning the English language has become a key competence of humanity, arising from the need for communication in the daily and academic environment. Actually, it is essential to learn English because it is used in all areas of knowledge.

English is taught as a foreign language in Ecuador (Ministerio de Educación del Ecuador, 2016); and, it is apparently difficult to apply new assessment instruments aimed at meaningful learning processes. In consequence, teachers employ traditional assessment with the consequence of students had been face high levels of affective filter and the results in their level of performance is low (Almeida & Monteiro, 2021). The challenge for educational institutions, in Ecuador, is to achieve a teaching methodology based on communicative tasks to motivate them in language learning (Martínez-Chavez, et al., 2020). The student must perceive the useful purpose and must be in correspondence with real-life situations or experiential situations which means delving into a specific topic related to the students' future professional activities (Alamri, 2018).

Due to the information previously mentioned, learners' assessment is extremely important because it is intended that the student can be responsible and controls his or her improvement process dynamically. Consequently, this research aims to contribute with the educational process in the field of alternative assessment to support student in their improvement process in the field of their English language learning.

1.2.Justification

This research project is widely justified due to many reasons. First, it is relevant because it allows to solve one of the issues in the educational field which is assessment. At present, innovative teaching-learning methods are applied, but at the assessment level, a traditional way focused on written and oral exams is practiced. It should be noted that many of the exams and tests applied come from the textbooks which are predetermined, limiting both the teacher and students to achieve confidential and reliable assessment. Most of the time,

this type of assessment is based on memorization affecting the students' academic performance and development.

Currently, in the context of the Pandemic COVID-19, the students and teachers have faced a new way of the teaching-learning process. In other words, teachers and students are starting to adapt a new modality of work, online mode (Almeida & Monteiro, 2021). This has brought some challenges for both teachers and students. It is commonly heard that students must present their portfolios; however, teachers do not guide them. Maybe, due to their inexperience in the field. On the other hand, there are challenges for the students because they do not know how to build them. Furthermore, students must be promoted if they present at least two or three tasks in the whole year without taking into consideration their performance and their effort. Additionally, all the students must be graded with 7 if they present their portfolios on time (Subsecretaría de Fundamentos Educativos, 2020). In other words, both students and teachers do not develop alternative assessment properly because they do not have clear directions to do it.

According to Irají, et al. (2016), it has been widely proved that alternative assessment facilitates the teaching-learning process because it involves techniques that students can easily incorporate in their duties according to their context and promote meaningful learning. This means that, the alternative assessment allows guiding the student towards a new assessment perspective, with alternative assessment strategies and techniques that allow the development of a meaningful process and academic excellence. Teamwork, critical thinking and effective communication are essential for the teaching-learning process of the English language which constitutes a good source of assessment.

Furthermore, this research is newfangled for the target group the same that has always practiced traditional assessment. The proposal of an alternative assessment has great importance because it would allow the student's active, reflective, critical participation in the learning of the English language. This helps students explore and develop their own strategies, stimulating creativity and logical thinking. Therefore, this research aims to determine the influence of alternative assessment techniques in online education of the teaching-learning process of the English language in the eighth year of Basic Education during the 2021-2022 school year.

1.3. Objectives

1.3.1. General

To determine the influence of alternative assessment techniques in online English language learning in the eighth year of Basic Education during the 2021-2022 school year.

1.3.2. Specific

1. To analyze the alternative assessment techniques that are suitable to online learning.
2. To design an intervention proposal that include alternative assessment techniques to online learning.
3. To assess the students' performance before and after a classroom treatment based on alternative assessment to enhance the students' English language learning.

CHAPTER II

RESEARCH BACKGROUND

This section includes the most outstanding previous research to understand the topic for the current one and to propose a helpful intervention to help students in their English language learning in the context of virtual classes. To make the analysis of the research background, some data bases were consulted in web sites like Google Scholar, Scielo, Jstor, among others.

2.1. Previous research

Some previous research works were chosen and analyzed in order to have a clear idea of the topic of study and the current state of the theme. Therefore, an analysis was carried out from the oldest to the most current research. First, Gozuyesil and Tanriseven (2017) pretended to analyze the impact of alternative assessment techniques on students' achievement. They developed a meta-analysis combining the findings of previous research with the results from their research. They proved a high correlation between the students' academic performance with the alternative assessment techniques. They proved portoflios with good results in Maths with different significance according to the students' levels. The researchers concluded that portfolios, as alternative assessment technique, are singnificantly effective for students' assessment of performance. Nevertheless, the authors remark that this kind of assessment is not suitable for primary levels due to the use of creativity and high-order thinking skills needed.

During the pandemic Covid-19, the educational context changed. Teachers switched face-to-face teaching into virtual classes. Neither the teachers nor the students used that kind of education, as a result, they faced a lot of challenges. First, the teachers had to learn how to manage their classes in a different way; the students, on the other hand, had to develop a new way of task which is called as portfolio, even though, they have never made one. In this sense, it is necessary to remember that assessment also changed. The Ministry of Education of Ecuador (2020) ordered teachers to evaluate students through a portfolio. However, teachers did not manage this kind of assessment; thereby, Gozuyesil and

Tanriseven (2017) encourage the use of the portfolio as an alternative assessment technique.

Besides, Barnard's (2017) research which aimed to collect information about students of first year of high school perceive three types of alternative namely dynamic, task-based, and formative assessment in the world language classroom. All kinds of alternative assessment were combined with self and peer assessment. Furthermore, the researcher also made a correlation between these kinds of assessment with students' academic performance. This research had a quasi-experimental design with two groups of study whose scores were compared. The students from the control group were assessed through quizzes and tests. On the other hand, the experimental group perceived the formative assessment as their favorite kind; however, the task-based assessment was the least preferred. Interestingly, both the control and the experimental group had the same scores on the final test.

The research cited above is a clear example of what is aimed in the current one. The methodology used is suitable to be practiced in the present. Accordingly, it serves as a guide to continue researching. Self and peer assessment are good alternative assessment techniques that can be useful in the context of the Ecuadorian education to improve students' English language skills. It could be a valuable experience for the students if peer and self-assessment can be done in the context of the virtual classes. The students need a lot of support from their teachers to continue studying and facing this new way of learning, hence, alternative assessment could help to improve their self-esteem and motivation to continue improving.

Yet another research is Aliasin and Amanlu (2017) who pretended to evaluate the effectiveness of alternative assessment techniques of reading comprehension on students' reading comprehension and performance. According to the authors, matching exercises, filling gaps, C tests, ordering, and editing are forms of alternative assessment techniques. On the other hand, the authors suggest that multiple choice tests and essay types are forms of traditional assessment. The whole population took a proficiency test, from the results, the focus group was formed. 77 students from intermediate junior high school formed the target population for this study. The KET exam was the proficiency test the students took

for piloting. Finally, the results showed that there was a significant improvement in the students' reading comprehension skills.

The research mentioned before also serves as a guide for the current research. Aliasin and Amanlu (2017) argue that there are other ways of assessment which help the students to be less stressed and with low affective filter. Those ways of assessment make the teaching-learning process more meaningful and valuable for the students. Besides, the tool for determining the students' level of English performance was the KET exam for junior high school students, this fact gives another panorama in the methodology and data collection techniques for this study. Above all, the student is the great beneficiary of this project as it contributes to favoring and encouraging their significant learning by knowing their successes and differences to be understood and improved.

Another interesting research was written by Khoshsima and Morteza (2017) who compared two different kind of assesement such as paper based and computarized assessment. This correlational and exploratory research is developed in a class of general English. The correlation is developed among test takers' attitude, prior knowledge, testing preferences with their English performance on both kinds of tests. This research also develops a mixed approach research. After gathering data, the authors conclude that there is a great percentage about test preferences. The students showed better performance in the computer based test; that is the reason why they prefer these kinds of tests. According to the title for this study, it is necessary to know about the students' preferences during assessment. That information would serve a lot for the purposes of the current one. Being that, the students are in the virtual education, it could be a good idea to apply computer-based tests as a way of alternative assessment.

Another research conducted by Kalra et al. (2017) pretended to investigate the effects of portfolios as alternative assessment technique in a context of English as a foreign language classroom. This was a quasi-experimental research where two groups of study took a pre-test. This test was useful to prove that the students belonging to those groups were in the same level of performance. There was also an intervention phase where the students were taught by using a portfolio as a way of assesement; however the other group was evaluated through conventional methods of Assessment like tests. After collecting

data, the authors developed a T-test to compare medias. Those medias showed a significant difference between the groups scores. The authors concluded that, students who were part of the experiment obtained better scores than students from the control group in their writing skills.

This research is highly similar to the current one; however, the research only focused on writing skills. Indeed, it will serve a lot because it constitutes a guide for the current one. The authors take into consideration the portfolio as the alternative assessment technique; therefore, it could serve as the starting point to continue researching. The portfolio constitutes an attractive way of assessment for both teachers and students as Kalra et al. (2017) remark. Taking it like a base, an intervention could be developed not only to improve the students' writing skills but also other language skills like speaking. It has been noted in the target group of study, that they are somewhat ashamed to talk and orally participate in class. In this circumstance, helping students to improve their speaking skills could be a reliable experience.

Ghani et al. (2018) conducted another research whose objective was to make an exploration based on the use of concept maps as alternative or formative assessment to enhance students' high order thinking skills in the subject of Chemistry. This research was conducted due to the learners' low level of basic concepts understanding and management. The researchers applied a mixed method design and pre-experimental design in their job. They also used an electrolysis test for high order thinking skills as collecting data instrument. To collect data, the authors applied pre and post intervention concept map tools. To check students' understanding and performance in class, they used a thinking aloud-protocol. The results for this research showed that students improved in their high-order thinking skills and consequently their knowledge in the subject matters by using concept maps as alternative assessment.

Similar to portfolios, the concept maps are considered as alternative assessment techniques (Ghani et al., 2018). Hence, concept maps can also be taken into account for the purposes of this research. If students improved their high order thinking skills, their performance would be better not only in Chemistry but also in other subjects like English. Furthermore, students could be better prepared for their challenges in their academic lives.

Concept maps can be used in the English classes to promote students' motivation and group interaction; as well as, to develop their high order thinking skills. In this way, they will be able to talk and use the target language as a means of communication in the real life.

In addition, Putri et al. (2019) investigated the modern practices and challenges of alternative assessment for the educators of English as a foreign language. They conceptualize alternative assessment as teacher-made, alternative, formative, or classroom assessment; making emphasis on teacher-made assessment as authentic assessment whose characteristics are different than traditional assessment. This case study analyzed the teaching performance of two different teachers who had experience in using alternative assessment in their practices. Further, two collection data instruments were used like a semi-structured interview and a check list for a class observation. These two instruments were used to determine the way that teachers use alternative assessment and the difficulties and challenges their face. They observed that teachers employ peer assessment in collaborative work, and peer observations in class. Those alternative assessment techniques were focused on oral skills during group and pair work classroom activities with the use of authentic materials. Furthermore, they implemented role plays, short dialogues, simulation, interactions, and oral presentations with good results at the end of the research. As a consequence, the authors encourage English teachers to use alternative assessment because it is a way to motivate students to improve their vocabulary, pronunciation, and accuracy. The research reviewed gives some important details. First, they are framed in the teaching of English specially in the oral skills. Secondly, peer assessment and observation during pair and group work activities can also be suitable for students. However, in the context of the online education would be necessary to test and then compare results before and after a treatment.

On the other hand, Kaya and Özkan (2019) explored students' views about the application of peer and self assessment as alternative assessment techniques and their relationship with their academic performance. To do that, the researchers employed a mixed method research. The population took peer assessment in the middle of the the academic term and the self-assessment instead of the final exam. The students' scoring was analyzed and

compared through SPSS, the teacher correlated the results. Interestingly, the scores provided by the students was highly similar to those provided by the students. After that, qualitative information gathered through an interview was analyzed where the population showed their preference about self-assessment in comparison with peer assessment.

Once again, peer assessment and self-assessment appear in interesting research. This gave the idea to apply both peer and self-assessment in the current research. The students could low their affective filter and improve their motivation to learn through these alternative assessment techniques. It might be helpful to confirm what Brown and Harris (2013) remarked. They stated that self-assessment and peer assessment keep the students motivated and engaged in the learning process doing reflective assessment. This also helps the students to be aware about their challenges and difficulties to work on. The students who formed the population for this study were not accustomed to develop self or peer assessment; therefore, it could be a good idea to implement them. In the context of the online classroom, the students were facing new ways of learning, therefore, alternative assessment may help them familiarize and continue growing.

Besides, Muñoz et al. (2019) stated that assessment constitutes one of the integral parts of the teaching-learning process. They used the terms “washback effect” to conceptualize the impact that tests carry out in the members of the educative field such as teachers and students. Therefore, they aimed to compare the washback effect of the traditional tests and the alternative assessment. This research was carried out with students from 7th grade of primary school. This developed a mixed- method research. To collect data, the population took a self-assessment survey after taking a traditional test. Moreover, the students participated in a focus group interview after doing a project to talk about their perceptions on the effects which were caused by the test and the project. The quantitative data was analyzed through a T-test while the qualitative data was analyzed through content analysis. The authors concluded that both the self-assessment and the interview as alternative assessment techniques collected positive results from the focus group regarding to their high motivation, low anxiety, and strategy.

The research cited above has a narrow connection with the current research due to it was developed with children. It is pretended to low students’ affective filter and keep them

engaged in their English learning process, therefore, it is important to apply less stressful assessment for their sake. As Fox (2017) argued, alternative assessment techniques are positive because they help students to show their understanding and knowledge with lower stress. Therefore, the students are engaged in authentic and meaningful interaction; and their teacher can provide significant feedback. As it was mentioned before, English must be put into practice for communicational purposes and the students need to socialize among them to use it in real life. With a good intervention in the classroom, this objective may be achieved and the students' affective filter could be reduced.

Additionally, Rojas Serrano (2017) aimed to implement a qualitative Assessment system in an educational context where this kind of assessment has never been used. In this case the elimination of tests and exams occurred; therefore, students had to understand it. In the context of the English learning process, the researcher has implemented alternative assessment and the students evaluated it. For this research, the author applied a survey, made a teacher's journal; the students did some self-reflections, and participated in interviews to collect data. Three aspects come up from the collected data like qualitative and quantitative assessment, and the students' self-reflections on alternative assessment. The author concludes that self and peer assessment could be applied in the English language classroom to change the way of traditional assessment. In this sense, it is important to note that exams and tests are not the only way of assessment. Even though the students used to be evaluated with tests and lessons, in the context of the online classrooms, it is necessary to change the way of developing the teaching-learning process and consequently, assessment. There are other forms that could be adapted to own situations in every single panorama. Therefore, it would be valuable if teachers could look at qualitative assessment tools to determine their effectiveness. Further, the teacher could be provided of significant tools to give students appropriate feedback. In this case, rubrics and observation checklists may be applied to replace exams.

Chung and Choi (2021) aimed to research about the effects of transition of educational setting into online classes in teachers and students. Furthermore, the level of satisfaction among teachers and students about the change form of English language teaching and assessment was examined. The authors developed a mixed method research design. The

methodology included two phases of research. First, an ethnographic work with interviews and the second phase involved a questionnaire survey to look forward information related to the teachers and students' perceptions about the change of educational modality. After gathering data and the correspondent analysis, the results demonstrated that teachers in Japan had previous formation regarding a process-oriented and formative assessment. Besides, teachers applied multimodal projects to have sustainability assessment in the language class. However, teachers' satisfaction about assessment strategies was low.

Referring to the research above and according to the experience during the COVID-19 pandemic, students and teachers, in this country, have faced big challenges. First, the experience of being alone at home; then, the fact that students do not meet their friends anymore; and, the act of being in silence in front of a computer screen among others make the teaching-learning process challenging for both teachers and students. However, there is something interesting in the Chung and Choi (2021) research because it remarks the fact that teachers were prepared which is different from the context of Ecuador. Thence, it is important to continue working because the online classroom is the only way of teaching.

In addition, Swaran Singh et al. (2022) aimed to make research and analysis of alternative assessment strategies mainly used by teachers in EFL classrooms. This was a case study which included semi-structures interviews, observations, and document analysis as collecting data tools. The authors found out that assessment strategies differ from teacher to teacher, thereupon, they develop different kinds of assessment like alternative, summative, formative, informal (observation) online, self-assessment, peer assessment, portfolios, and school-based assessment (p. 411). The authors remark that teachers' preferences are towards summative assessment. Besides, teachers use embedded assessment in class to motivate students to use the language in active learning. The authors concluded that teachers need more training to ensure sustainable assessment tools.

Moreover, Duque-Aguilar (2021) aimed at exploring the way that English teachers evaluate students' speaking skills. As collecting data instruments, the author used observations, interviews, and analysis of documents. Among the author's findings is the fact that teachers prefer summative assessment. Furthermore, they used rubrics to evaluate

speaking skills; after this process, teachers provide feedback with formative purposes. However, the author emphasizes that teachers are not aware of what they do in class and limit their results to summative goals. The Duque-Aguilar's (2021) results revealed that there is a need in English teachers to be aware of alternative assessment for teaching English purposes.

Jendli and Albarakati (2021) aimed at analyzing students' encouragement to learn English in south Arabian schools and the teachers' role in developing that motivation. The authors analyzed the present situation of English teaching in schools and propose some educational procedures for students' encouragement improvement and to reduce their affective filter. The authors focused on oral communication activities and alternative assessment with the objective of introducing real-life situation in the classroom. Besides, the authors pretended to provide comfort, confidence, and independence to the students. On the other hand, they presented formative assessment techniques like self-assessment, oral presentations, role-play, retelling stories, and ELP (everyday life performance) as alternative assessment technique to evaluate oral communication and interaction.

Clearly, that research has given evidence for the alternative assessment techniques that could be used in the classroom to promote motivation as well as self-confidence and a low level of anxiety of the students. Motivation is important for the students to improve their self-confidence because they are aware of their own strengths. Hence, they face any kind of task to their own pace. Additionally, when the teacher helps his or her students to collaborate among them, they will be more comfortable and they will interact among them with confidence. These kinds of actions would help a lot in the development of the current research. In the times of this pandemic, it is important to help students to be confident and encouraged for their English language learning.

Due to the transition from a face-to-face education into virtual education, Gidiotis (2021) made research about the assessment in the distance learning context in the primary and secondary education. Therefore, his main objective was to analyze the way lessons in Greek education are evaluated. This research had a quantitative approach. To gather data, the author used a questionnaire to look for information related to teachers' familiarity with alternative assessment methods and their readiness towards online lessons. Based on the

results, the author concluded that teachers are unwilling to include alternative assessment methods in the teaching-learning process. However, teachers are aware about their need to change from traditional way of assessment into alternative assessment in online classes.

The research work developed by Gidiotis (2021) is plenty of good ideas to be put into practice in the current study. Alternative assessment refers to procedures and techniques that can be used within the context of teaching and incorporated into daily classroom activities. These help collect evidence about how students process and complete real tasks in a particular topic that can be adapted to different situations (Al-Abdullatif, 2020). The teacher's work is fundamentally focused on processes rather than results, and the student is the one who assumes responsibility for their own learning with a participatory role and continuous improvement (Angelo and Cross, 1993). Even though it may require a lot of teacher's effort, the results could be motivating. In consequence, it is necessary to continue gathering information to propose something interesting to achieve the study goals.

In addition, Sulaiman et al. (2021) explored the students' perceptions about the use of Scratch and Challenge board as alternative assessment tool in the English language skills improvement. This tool involves a register which contains spaces to self-assessment like my idea, my question, chatting, comments, and score. It was a qualitative research design where interviews and students' assignments were used to collect data. The target population was formed by 10 focus groups with a sample of 3 and 4 students each. Students participated in discussions with a moderator. Data was analyzed through a comparative data analysis. The authors considered that alternative assessment promotes students' motivation to participate, integrates technology, improves students' learning. Therefore, they concluded that Scratch and Challenge board is an alternative assessment tool that is suitable for both face-to-face education and online education. It can be also integrated with social media.

English language learning becomes a key competence of the professional nowadays, arising from the need for communication in the daily and academic sphere. Today, more than ever, it is essential to learn English because it is currently used in almost all areas of knowledge to help students to be competitive and prepared for the current challenges (Alamri, 2018). English learning combined with a good assessment technique could help

to improve the teaching-learning process in Ecuador. Therefore, the use of Scratch and challenge board proposed by Sulaiman et al. (2021) could be a good alternative assessment tool for the purposes of the current study. The tool involves a complete register for the students to fill it out during class. This would help to have valuable notes about the students' improvement or their needs as well.

Moreover, Ahmad et al. (2020) argue that assessment is not an isolated part of the teaching-learning process; on the contrary, it is integral. Therefore, they aimed to discuss types of assessment and Assessment processes in education and to compare alternative assessment in contrast of traditional assessment focused on learning theories like behaviorism, cognitivism, and constructivism. Furthermore, the authors claim that students learn according to their own thinking way. Besides, assessment directly shapes the classroom activities. They concluded that alternative assessment techniques are needed to help students in their learning process and to provide immediate feedback. The importance of alternative assessment techniques mentioned by Ahmad et al. (2020) justifies the current work. The students need to be evaluated in a formative way in order to continue growing each day. Furthermore, alternative assessment techniques like concept maps, structural communication grids, and word association can be helpful to be used with the students for this research project.

Besides, Al-Abdullatif (2020) did research to detect the incidence of alternative web-based and peer assessment approaches to improve the students' projects. This author applied a study with higher education students. He developed an intervention with three important stages namely the product design, the second stage where the teacher provided feedback, and the third stage where the teacher provided feedback again to publish the final work. The students received two feedbacks in order to improve their final product. The intervention of this researcher concluded that both peer assessment and self-assessment are effective to evaluate the quality of students' projects. However, the author also emphasizes that credibility and objectivity are affected in the students' experience. They also suggested the use of self-assessment and alternative assessment for teachers and students. This research is valuable because it is pretended to implement an intervention in the classroom with students of the eighth year of basic education.

Therefore, some ideas came up to be implemented.

In the same way, Coman, et al. (2020) identified how Romanian universities managed the Pandemic context in the educational field taking into consideration that both students and teachers quickly adapted to online education. Accordingly, the researchers covered the issues respect to the students' perceptions regarding this kind of education and their learning, and the use of E-learning platforms. They used a survey to collect data from 762 students. The results showed that higher education institutions were not prepared at all for online education. The students mentioned the failures of devices and the fact that teachers were not really prepared. Furthermore, it was concluded that there is a poor communication between teachers and students and there is lack of interaction among students. This research reflects the reality of online learning in the Corona virus disease pandemic context. As educator, it is necessary to say that there is a similarity between the Romanian context and the Ecuadorian context because there is a poor communication among the students and with the teacher. Thence, alternative assessment could be the solution to support students to achieve learning goals.

Al-Mahrooqi and Denman (2018) developed a compilation referred to some conferences in the educational field especially about assessment. There were some discussions about the students' performance and assessment. It involves the fact that with alternative assessment the learners can growth their own learning and also apply their knowledge. Furthermore, alternative assessment gives the teacher the opportunity to provide valuable feedback to the students. Besides, the authors remark that alternative assessment is also appropriate to evaluate students in a meaningful context while improving their language skills. This study constitutes a great source of research for it serves as a guide to understand what is alternative exactly. After this revision, there are a lot of ideas that come to mind for applying in the present research in order to help the target population to improve their language skills and in the online education.

The researchs previously cited constitute great sources of information because they provide valuable data for the purposes of the current one. Techniques of alternative assessment were mentioned and how they were put into practice for successful interventions were also described. In addition, their results and further research were also

analyzed which gave clear ideas about how to develop this study. To sum up, it was detected that there is not enough information related to alternative assessment at high school level. That is the reason why this research is valuable because it pretends to focus on online learning in secondary education and the implications of it which include the students' perceptions about the process of the current teachers' work.

Independent variable: Alternative assessment techniques

2.2. Assessment

Due to what was exposed in the previous section, assessment is an extremely important aspect within the educational task because it seeks to make the student responsible and control his teaching-learning process with dynamism using various evaluation strategies and techniques. This is done without neglecting the formative and comprehensive human aspect based on the skills demanded by the subjects of the curriculum. In the case of the formal research, assessment is focused on the learning process of English as a foreign language. It is important, before addressing any evaluation content, distinguish some fundamental concepts, such as assessment and evaluation.

Assessment can be said that it is an activity inherent to all intentional human activity, so it must be systematic, and that its objective is to determine the value of something (Almeida & Monteiro, 2021). Everything is always assessed to make decisions. It is not enough to collect information on the results of the educational process and issue only one type of qualification, if no decision is made, there is no real assessment (Barnard, 2017). Thus, assessment is an activity or systematic process of identifying, collecting or processing data on educational elements or events, with the aim of assessing them first and, based on said evaluation, making decisions (Caluyua, 2018). Assessment, therefore, is characterized as: a process that involves collecting information with a subsequent interpretation. It is based on the contrast with certain instances of reference or patterns of desirability to issue a value judgment that guides action or decision making. It seeks information for immediate assessment and decision making. It focuses on a particular phenomenon (Aliasin & Amanlu, 2017).

On the contrary, the term evaluation refers exclusively to the appreciation of the behavior of the students (school qualification). Grading, therefore, is a more restricted activity than assessment. The grade will be the qualitative expression (pass/fail) or quantitative (10, 9, 8, etc.) of the value judgment that the teacher makes about the student's activity and achievement. In this value judgment, it is usually wanted to express the degree of sufficiency or insufficiency, knowledge, skills and abilities of the student, as a result of some type of test, activity, exam, or process (Caluyua, 2018). Furthermore, evaluation based on traditional tests generates a very high degree of anxiety, nervousness and even the partial or total blockage of knowledge. Sometimes the teacher destabilizes the student when the content evaluated in the tests does not correspond to the content reviewed in class. As a result, bewilderment is induced among the students; influencing the academic result and his or her true performance (Cullinane, 2011).

2.2.1. Types of assessment

Formative assessment

Assessment is preferably used as an improvement strategy and to adjust educational processes in order to achieve the goals or objectives. It is usually identified with continuous assessment (McAlpine, 2002). Formative assessment is a permanent and systematic process in which information is collected and analyzed to understand and assess the learning processes and the levels of progress in the development of skills. On this basis, decisions are made in a timely and pertinent manner for the continuous improvement of the teaching-learning process. In this sense, the purpose of the assessment is to contribute to the development of the students' competences and, as a final goal, to the learning of the basic education exit profile (Ministerio de Educación del Ecuador, 2016).

According to Dikli (2015), this is how a formative assessment seeks, in various stages of the process, the following:

- a. Assess the students' performance when solving problems that involve genuine challenges for them, challenges that allow them to put into action various capacities, as well as integrate and combine them.

- b. Identify the current level students are at with respect to competencies in order to help them progress to higher levels.
- c. Create ongoing opportunities for students to demonstrate the extent to which they are able to appropriately combine the various skills that make up good performance. The purpose of formative assessment is not to verify the isolated acquisition of content or skills, or to distinguish between those who pass and those who do not. In other words, the formative assessment is the assessment as learning.

Formative assessment tasks

Assessment can be quick, enjoyable, and versatile (Al-Mahrooqi & Denman, 2018). For assessment to be formative, it must be constant throughout the teaching and learning process. In this way, the teacher is able to monitor the course, give feedback to his or her students and modify classes, in order to improve the results. Therefore, it is important to use different assessment methods and change them constantly to stimulate the students and the teacher. There are a number of formative assessment tasks that can be put into practice in the classroom. Some of them are reviewed below.

1) Pair questioning: students write their own questions about the content and then ask their partner as a quiz. They will have to review the wrong answers together, working as a team and improving their performance (Cullinane, 2011).

2) Journal: Keeping a journal or journal for students is one of the best reflection tools they can have. The student can be asked to record the ideas that seemed most interesting throughout the class and then write a short summary about each of them. In this way, they will have in writing something that was significant to them from the lesson (Angelo & Cross, 1993).

3) Letters from the Past: a student takes the figure of a historical character and writes a letter to another student that represents another character from the same era. A significant event may be discussed, such as the French Revolution (Almeida & Monteiro, 2021)

4) Collage: Students are asked to make a collage or poster from magazines and newspapers that explains a certain concept. You can thus include artistic concepts when learning (Morris, 2015).

5) Simulation: a simulated television, radio, or internet program where the students are the journalists or well-known figures and discuss important points of the class. They write their own questions and possible answers for the show (Gutiérrez & Arana, 2017)

6) Challenging Scribbles: Students are challenged to express their understanding of a concept without using words, but through drawings. This exercise can be useful to invite those students who are embarrassed to participate in class to participate (Bailey, 1998).

7) Exploration table: at the end of the class, each student answers the following questions:

- What did we do today in class?
- Why did we do it?
- What did I learn today?
- How can I apply it in my life?
- What questions do I have about what we saw?

8) 3-2-1: consists of students writing or talking about 3 things they learned, 2 things they want to learn more about, and 1 question they have. These values can be interchangeable and even different setpoints can be used (Angelo & Cross, 1993).

9) The four corners: this is a way to include movement and dynamism while teaching; each corner of the class is designated with the letters A, B, C and D. The teacher prepares multiple choice exercises and the students stand in the corner that represents the letter they think is the correct answer (Angelo and Cross, 1993).

10) The traffic light: each student is given a card that is green on one side and red on the other. Throughout the class, the teacher can ask if what is being explained is being understood, and the students can respond clearly by raising the card on the side they consider (López and Hinojosa, 2001)

11) "Twitter Board": the students summarize what they have learned in the lesson using a maximum of 140 characters. Their responses can be collected and posted on a wall to resemble Twitter, where everyone's opinions can be seen (Rojas Serrano, 2017).

12) "Top Ten" list: the students reflect on everything reviewed in class and write the 10 most relevant things.

13) Roll the Dice: A 6-sided die is placed on each desk. At the end of class, each student rolls the die and briefly answers a question out loud based on the number obtained, according to Black and Williams (1998) & Herrera & Murry (2011):

- 1. I want to remember ...
- 2. Something I learned today.
- 3. A word to summarize what I learned.
- 4. Something I already knew.
- 5. I'm still confused about...
- 6. An "aha" moment I had today.

Summative assessment

This kind of assessment is usually applied in the assessment of products, that is, when processes end, with precise and valuable achievements. With this assessment, it is not intended to modify, adjust or improve the object or product, but simply to determine its value, depending on the use that it is desired to make of it later (States et al., 2018). The function of summative assessment is to determine the degree of achievement that a student has obtained in relation to the objectives set for an area or stage. It is usually carried out, therefore, at the end of a teaching-learning process, and is linked to promotion, qualification and certification decisions. It is totally linked to the so-called evaluation of the use (Taylor & Nolen, 2005).

A conception of communication and, therefore, as one more learning activity, with a regulatory, communicative and formative function, is compatible with a final, certifying, summative evaluation (Stobart 2008). On the one hand, the feedback offered to the student during the teaching-learning process contributes to obtaining better results at the end of this process; on the other hand, the final or summative assessment is also formative for the student by informing the students about their preparation when starting a new stage or educational process.

Summative assessment tasks

Al-Abdullatif (2020) argues that learning takes place in the heads of students and is invisible to others. This means that learning must be assessed through performance, through the application that students make of their knowledge. In that way summative assessment can involve tasks that are formal or informal, individual or collective. Summative assessment is most often recorded at the end of one or more learning phases and aims to verify acquired skills. Furthermore, it is established with respect to the skills that the teacher wishes to validate, these summative controls, programmed and distributed, are of variable duration and rhythm according to the level of the class.

The summative assessment serves to certify the degree of mastery of the students' skills. It results in the issuance of a certificate. This type of assessment is teacher-led and must be conducted in a fair and equitable manner reflecting student achievement. Accordingly, there are many tasks for assessing learning and performance, as well as how to make the teacher's expectations and performance criteria clear to students. To cite a few, they were pointed out by Ruiz-Primo (2001) and States et al. (2018):

- classroom tasks
- Exams
- The use of assessment techniques in the classroom (digital whiteboard voting system)
- The use of concept maps
- The use of concept tests
- Group and pair work assessment

2.2.2. Alternative assessment

In the search for a formative assessment, the alternative is proposed, which allows generating a participatory work, of permanent interaction that privileges the participation of the students, based on the orientation and guidance of the teacher. Formative assessment promotes meaningful and self-managed learning by the learner, based on their own reflection and analysis, but also on collaborative work between the different actors of the formative action (Cullinane, 2011). According to Álvarez (2001), when the

assessment is intended to contribute to a training process, the assessment and correction criteria must be explicit, public, published, and negotiated between the teacher and the students. This will give the process, in addition to a formative intention, a character of greater transparency, equanimity and equity.

According to Barnard (2017), alternative assessment is a continuum, procedural, and integrating action that arises from the very design of the learning process. The contents and procedures selected to assess for qualifying purposes and the assessment criteria applied totally condition how the teacher teaches and how the students learn. For example, if exam questions are rote and very reproductive of what the textbook or didactic unit says, it is normal for students to believe that it is only necessary to study the day before the exam and then forget everything, and working continuously is not necessary. Besides, Alternative assessment is also known as authentic and performance. That is, for the alternative assessment to be authentic, students have to perform activities that belong to real life. It is important to point out that it cannot be designed by the teacher, instead, in performance evaluation, students must develop a product, build, and provide solutions to problems raised.

Every activity and every practice of educational assessment that does not form, that does not educate and from which the subjects do not learn, must be separated from the learning processes. The alternative assessment proposes to look for daring and original ways of evaluating, that are congruent with the contents to be learned, that are highly significant and that, at the same time, promote new ways of learning. Therefore, teachers need to innovate with different ways of evaluating, which go beyond the usual ones: exams, short tests, questionnaires with established scores and predetermined answers (Almeida & Monteiro, 2021). Besides, alternative assessment is the series of strategies, techniques or procedures, different from the traditional assessment (memory, exams, objectives, measurement, etc.) that a teacher uses in order to assess the learning of their students throughout the educational process. This assessment, being varied, creative, and dynamic allows not only self-reflection but also facilitates student's learning (Al-Abdullatif, 2020).

2.2. 3. Alternative assessment techniques

In recent years, there have been a set of changes in the Assessment of learning that have probably led to the most important innovation in the educational field. They will be introduced briefly in this section. The nature of the performances that are subject to assessment have been substantially modified, expanding the field of content, and assigning values in a different way than the traditional (Rojas Serrano, 2017). Thus, procedural, and attitudinal content is added to the classic academic content, and all of these are complemented with a set of skills, abilities and values of a transversal type, which should also be subject to Assessment (Ministerio de Educación del Ecuador, 2016). In this context, Assessment of learning takes special dimension and focuses its attention on verifying students' understanding; not only by proceeding to make evaluative judgments regarding learning, but also by influencing their improvement in the teaching-learning process (Almeida & Monteiro, 2021).

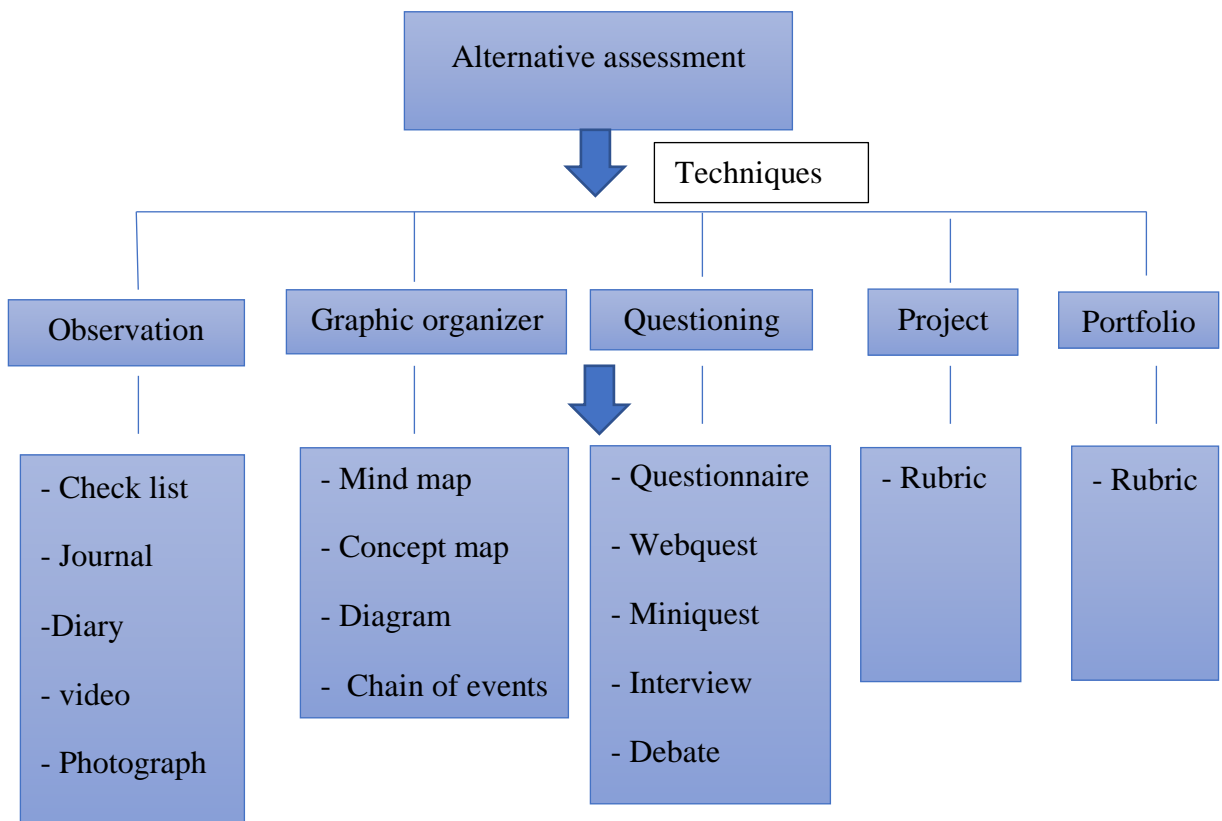
Besides, through the application of the strategies and instruments of the traditional approach, it is not known with certainty how the students are learning and how the application of the curriculum affects them, even more, the type of capacities that they put into practice (Brown and Harris, 2013). Furthermore, tests are not always related to the kind of knowledge and skills that have relevance in the real world (Alamri, 2018). That is the reason why, according to García et al. (2000), movements emerge which emphasize the use of methods that facilitate direct observation of students' work and their skills. This approach is known as alternative, authentic, or performance Assessment. According to Mateo (2000), there are some characteristics of alternative assessment:

- Uses samples such as student's experiments, projects, discussions, portfolios, and products.
- Makes evaluative judgment based on observation, subjectivity, and professional experience and thinking.
- Focuses individual assessment on students in light of their own learning.
- Enables the teacher to create an evaluative register regarding the individual or the group.
- Is idiosyncratic.

- Provides information in a way that facilitates curricular actions, replanning, and feedback.
- Allows students to participate in their own assessment.

As the figure 1 displays, there are some alternative assessment techniques that are suitable for English language learning such as observation, Graphic organizers, questioning, projects, and the portfolio (Chung & Choi, 2021). Each one of them have their own instruments. Under these considerations, there are some assessment techniques that are suitable for the English language learning all of them have also own instruments of assessment:

Figure 1. Alternative assessment techniques and instruments



Created by: Morocho (2022)

Observation

According to Bailey (1998), observation is the most appropriate technique to assess aspects of students' learning, development, and performance. One of the main benefits of observation in order to assess is that it can be carried out in different situations: when the student is working in a group, in a debate, in an analysis of cases, in the preparation of a project in class, simulations, during the process of solving a problem, etc. As mentioned, the tests are effective in evaluating thinking skills, especially cognitive ones. However, there are other types of learning that require observation procedures to be evaluated. For this, instruments have been developed such as journals, diaries, checklists, audio or video recordings, photographs that show the observed performance.

The teacher has the opportunity to observe daily the development of their students' learning, the events that occur and that are also relevant and significant, allow them to determine their conduct and behavior in a variety of situations. By obtaining this information, the teacher will be able to complement the information he or she obtained using the objective methods (López & Hinojosa, 2001). Furthermore, the observation technique does not record everything that is observable; therefore, it is important to discriminate between what is observable and what is really worth observing. Limit observations of all students and considering some types of behavior only restrict the technique to students who really show some type of behavior that requires special help.

In accordance with the words of Díaz and Barriga (2000), observing what students say or do when they learn is an essential activity for carrying out formative and procedural assessment. It is used interchangeably to assess diagnostically or to assess what has been learned after the completion of an instructional process. These authors point out that observation makes possible to assess the learning of the different curricular contents such as conceptual, procedural and attitudinal. According to Kaya and Özkan (2019), the advantages of observation lie in evidencing the student's experiences and how they relate to the learning of concepts and processes. In addition, it serves to record their academic, attitudinal and skills progress and allows students to synthesize their thoughts and actions and compare them with later ones. They can be carried out in different situations (individual, group, debate, cases, projects, etc.).

Graphic organizers

Graphic organizers facilitate the understanding of information through significant and linked relationships of the concepts. According to Díaz-Primo (2000), the instruments that serve for creating graphic organizers are:

- **Concept maps:** are useful to connect similar ideas with others and look for new connections through the use of images and drawings with the functions of reducing words and being used as mnemonics as well.
- **Diagram:** the superior concept appears at the top and from there the different categories or sub-themes to be developed emerge.
- **Chain of events:** it is useful for the representation of events that occur in chronological order or show phases of a process.
- **The wheel of attributes:** the concept is written, and around it the main characteristics or attributes are written without hierarchy order, so that they provide a visual representation of a given object.

Questioning

Through the interrogation, the cognitive area of the student is evaluated. It is a basic and essential procedure for the discovery of truth inasmuch as it stimulates the reflective activity of the student when he or she distinguishes errors from truth. In this regard, there are open-ended questions. The usefulness of open-ended questions is because they direct the answer in multiple directions (Makrogiorgou & Antoniou, 2016). There are some instruments that are helpful in the questioning technique according to Mateo (2000):

- **-Questionnaires:** They can be done in writing or orally, so that the questions must be stated clearly and precisely depending on the expected level of learning of the student.
- **Interview:** It is a complementary instrument when applying it so that it can be done in a pleasant, natural, honest and trusting environment. These can be structured, semi-structured or unstructured. In this case, it is a shared activity between the interviewees (evaluator) and the interviewee (evaluated). According

to Brown (2003), interviews are reliable to examine the oral production of the students.

- **Debate:** It is an Assessment instrument focused on the student. It allows a qualitative Assessment that allows demonstrating the students' ability to argue and present their criteria on the topics to be discussed (Park, 2009).
- **Web-quest:** It constitutes an instrument of the alternative assessment including the Information and Communication technologies ITCs (Makrogiorgou & Antoniou, 2016). In fact, the Assessment is located in the fourth part of the critical elements of a web-quest. It indicates how the student will be evaluated and its correspondent criteria. That is, the teacher constantly monitors the student while providing feedback on their learning process. The Assessment criteria are based on the students' performance in accordance with the objectives of the Web-quest.

Projects

Through projects, students demonstrate their knowledge, their ability to assume responsibilities, make decisions, and satisfy individual interests. On the other hand, the teacher provides students with some recommendations to ensure the proper completion of the project as facilitator of the process. Furthermore, the project allows students to be managers of the solution to a real problem within a work environment. The experience gained through the project allows mastering knowledge and the application of the concepts, experience that can hardly be achieved in the classroom (Lopez & Hinojosa, 2001). Through projects it is intended to make a product over a long period of time. In addition to demonstrating students' knowledge of specific subjects, teachers can test their ability to take responsibility, make decisions, and satisfy individual interests.

Portfolios

The portfolio is possibly the most popular procedure within alternative assessment. It consists of a compilation of students' work, collected over time, that provides evidence regarding their knowledge, skills, or even their willingness to act in certain ways. It constitutes, within the framework of the new credit system, a very effective tool for the joint management of learning. The sample of materials contained in the portfolio must

cover an extended period of time, usually the school year. In this way, the teacher and students have sufficient concrete evidence to be able to analyze and determine the degree of development and growth of the student during a specific period (Fox, 2017).

According to Kalra et al. (2017), a key benefit of the portfolio is that it allows the student to present his or her creations to the teacher, so that the teacher can judge that work in a global and comprehensive way and not fragmented and disconnected from other aspects of her own personality. Another of the great advantages is the fact of having to choose the materials to be included in the portfolio, which makes it necessary to be aware of which are the ones that best reflect the evolution of the most significant learning. It obviously means deepening in their degree of knowledge and understanding and also about the intentionality of the educational intervention, on the one hand, and their own levels of success, on the other.

It also provides students and teachers with elements to guide the teaching- learning process. When discussing the contents of the portfolio, all parties become clearly aware of the degree of development and progress of the student, as a person and as a student (Bailey, 1998). Besides, the portfolio is an assessment modality, its use allows monitoring the evolution of the learning process by the teacher and by the student himself, in such a way that changes can be introduced during said process. Furthermore, it promotes the students' active participation. Both portfolios and projects use rubrics as instruments of assessment.

Online portfolios

Online portfolios are technological resources for the follow-up and evaluation of the student. They are, in many ways, like a window that opens, not only on the student's work, but on the student's way of thinking. The online or digital portfolio is an instrument that combines technological tools in order to gather evidence in order to monitor the student's learning and evaluation process (Almeida & Monteiro, 2021). It has the following structure:

1. Presentation and index.
2. Collection, selection, reflection and publication of different types of work that highlight students' learning.
3. General evaluation of the electronic portfolio: This is the phase where the evaluation will take place. The criteria for this have had to be exposed at the beginning of the teaching-learning process and known by the student (Angelo & Cross, 1993).

Rubrics

Different forms of Assessment have traditionally been used, among them one of the most common is the written test. However, currently, in the context of virtual education caused by the COVID-19 pandemic, the use of the rubric for the Assessment of learning is being promoted (Ministerio de Educación del Ecuador, 2021). This contributes to assess the procedures applied for knowledge management and resolution of the proposed exercises according to the skills and content that students must develop. Every teaching-learning process requires the application of methodological strategies and these, in turn, an Assessment instrument. For example, to evaluate a presentation, it is necessary to create a rubric where the criteria to be evaluated are defined, which allows the person being evaluated to know in advance the form of assessment.

Casco and Calderón (2021) express that a rubric is an instrument whose main purpose is to share the criteria for carrying out learning and Assessment tasks with students and among teachers. They also add that the rubric is a powerful instrument for the Assessment of any type of task, but its value for evaluating authentic tasks, real-life tasks, must be especially highlighted. Therefore, the rubric is a means that aims to certify both qualitatively and quantitatively the level or degree of learning built through the different activities. In addition, it leads to arousing interest and the desire to overcome the difficulties encountered thanks to the timely feedback from the teacher. Moreover, rubrics contain three fundamental characteristics: Assessment criteria, an assessment scale and a rating strategy. This consideration allows assessing and qualifying the level of knowledge according to the learning pace of each student, and therefore, the quality of the learning activities assigned in each session.

2.2.4. Validity and reliability

To talk about assessment quality, it is needed to remember the value of assessment as a tool to achieve learning and not just to measure it. Assessment has a very important power for students, teachers, and the entire educational system because it determines the destiny of students, programs, professional, and academic careers, etc. That is why it is necessary to stop and reflect on its purpose as a tool to equalize educational opportunities and not to discriminate or distinguish between those who achieve a certain mastery of the required competencies and those who do not. Therefore, for this purpose equalizing opportunities, is that the evaluation has to meet all the necessary requirements to be valid and reliable (Stobard, 2009). Hence, for the inferences resulting from the assessment to enjoy credibility, it must be valid and reliable (Newton, 2007).

To achieve validity and reliability, two positions are identified. The first emphasizes measurements, objective calculations, and replicable and predictive results. In the case of education, this view of validity and reliability is frequent when talking about standardized tests, on a large scale and with summative and accrediting purposes. It is usually used in relation to assessment in a particular context, people and relationships (a course, a class, a specific institution). This position understands that the importance of validity and reliability does not lie in the predictive and replicable value of the results, but in their ability to explain and interpret and achieve improvements in the teaching-learning processes (Stobard, 2008; Stobard, 2009; Newton, 2007). Therefore, what needs to be valid and reliable are not the instruments but the interpretation or meaning of the results and of the entire evaluation process, as well as its implications (Al-Mahrooqi & Denman, 2018).

Validity

Validity is awarded to the results of a test if they really refer to the behavior that is intended to be measured. According to Ruhe (2002), the results may be valid for one purpose and not for another. Measures that account for validity, therefore, inform how appropriate, meaningful, and useful the specific inferences that can be made from the scores. That is why it is key that the instrument is chosen according to the objective or purpose. If assessments and their instruments are purposeful and valid, the conclusions drawn from

that evidence will be much more useful and meaningful. For example, if the objective is to know the student's ability to argue, the results of a multiple-choice test are hardly valid being that this type of test mostly verifies the recall of facts, concepts or data.

Validity, especially in the educational field, may not be perfect because it focuses on inferences about student's learning, and these are influenced by multiple factors (Almeida & Monteiro, 2021). Therefore, it will vary according to the application situation, the defined purposes, even by the chosen instrument (because any instrument is totally perfect to assess certain learning). In other words, there is no linear adjustment between instrument and learning. Therefore, in order to determine validity, it is necessary to know the external criteria that guided its construction and administration. Moreover, validity no longer focuses exclusively on tests and has been extended to consider performance, the social consequences, interpretations, and uses made of the results the area where they will be used. In other words, validity refers to the quality of the conclusions that are taken from the measurements and the consequences that the measurements generate in the processes that they intend to measure (Bailey, 1998). In this regard, there are some kinds of validity.

- Content or curricular validity: when the selection of contents included in the evaluation is a representative sample of the contents of the course, class, etc. That is, the degree to which the test exemplifies the scope of behavior or content on which it is intended to infer. This type of validity is usually difficult to investigate due to the difficulty of quantifying the contents of a program in order to really verify the representativeness or exemplary nature of a test quantitatively (López and Hinojosa, 2001).
- Descriptive validity: accounts for the degree to which a criterion-based test actually measures what its descriptive scheme claims to measure. To set this type of validity, especially useful for criteria-based tests, descriptive scheme of the test is needed, that contains its specifications and that establishes the basic rules for creating the items. These rules must be free of any ambiguity because they must be clearly understood both by the people who construct the items or questions and by those who will interpret the performance of the students or examinees. In this

way, thanks to the descriptive clarity of the test specifications, it will be guaranteed that there is a certain homogeneity in the items regardless of the person who made them. A final step in confirming this type of validity is to ask examiners to assess whether the items are consistent with the test specifications. A consistency level of 90% or more is considered satisfactory for this type of validity (Popham, 2008).

- Predictive validity: it is the correlation between the performance achieved in the test and its subsequent performance both inside the course and outside it (Rudner & Schafer, 2002).
- Validity of construction or construct: it is the coherence between the evaluation program, the pedagogical project and the theories that support them (Rudner & Schafer, 2002).
- Convergence validity: convergent relationship between an instrument of already recognized validity and another that is intended to be used (Rudner & Schafer, 2002).

Reliability

Regarding the concept of reliability, assessment is reliable when it measures what it seeks to know with precision and accuracy, as well as with sufficient sensitivity to identify the degrees of presence or magnitude (Popham, 2008). Therefore, reliability has to do with the accuracy of the empirical evidence and the measurements obtained. This characteristic implies another definition that establishes that it is the constancy of the measurement or the reproducibility of the evaluation results. According to Rudner and Schafer (2002), it is the estimation of the degree of consistency or constancy between repeated measurements made to the same subjects with the same instrument.

It is necessary to clarify that, regarding the measurement of behaviors, it will be difficult to obtain two exactly the same measurements because there are multiple factors (tiredness, stress, new learning, etc.) that influence individuals and produce logical differences because people do not behave identically twice (Stobard, 2008). If the interval between one test instance and the other is short, the difference between the measurements will be smaller compared to that situation where there is more time between the two. The differences between both instances are produced by factors that fall within the possible

margins of error. The smaller this margin of error, the smaller the differences between successive testing opportunities and the more consistent the instrument will be (Bailey, 1998).

Dependent variable: Online English language learning

2.3. Online learning

Teaching represents a challenge when it comes to finding new dynamics and ways of transmitting knowledge to others, especially in times when information is immediate, and the dynamics of socialization have changed. In this context, virtual education is one of the current teaching methods and uses technology to educate remotely, eliminating the barriers of distance and, why not, time. Also known as online teaching, it refers to the development of teaching-learning dynamics that is carried out virtually. In other words, there is an educational format where teachers and students can interact differently from the face-to-face space (Coman et al., 2020).

Online learning is supported by ICTs (Information and Communication Technologies). It makes use of the tools offered by the Internet and new technologies to provide adequate and high-quality educational environments (García Ávila, 2017). It is important to keep in mind that virtual education is related to distance education, which was born as a result of the need for quality educational coverage for people who, due to distance and time, cannot travel to a physical training center (Hussain & Farid, 2018). Virtual education complements this type of academic modality. Therefore, it improves the dynamics of student training and offers greater support to teachers for the development and academic monitoring of the students in charge (UNESCO, 2021).

2.3.1. Advantages and disadvantages of online education

Online learning does not eliminate other types of teaching, nor should it annul them; on the contrary, it must be integrated into the multiple learning styles that a person may have. In this way, people can point to a global learning, a learning in which everyone reaches their goals at their own pace and way of learning (UNESCO, 2021). Online teaching is

today the most common style of education and each educator can make use of it, to get closer to his or her students and attend to their needs (Hussain & Farid, 2018).

However, according to García (2017), like all types of training, virtual education has certain advantages and disadvantages:

Advantages

- Allows immediate access to information.
- It offers flexibility on time management when studying and the place from which the connection to study is made.
- It offers autonomy over the learning process.

Disadvantages

- Many students whose learning process is facilitated by face-to-face monitoring and/or have concentration problems do not reach the expected output profiles.
- Given that virtual education knows no geographical barriers and international training programs can be accessed, in many countries and, according to the legislation in this regard, there are failures when it comes to validating the degrees obtained.

2.3.2. Virtual platforms

Virtual platforms are computer systems created to carry out a virtual educational project, normally known as LMS (Learning Management Systems). They are generally known as "virtual educational campuses", which is like taking your college or university online (Fernández et al., 2011). According to Dagger et al. (2007), some features of LMS are:

Reusable: they allow the personalization of content based on the same structure.

Accessible: they allow full access to the contents that are presented there.

Durable: because they remain valid on the network. It is important that for this, the contents are kept up to date.

Optimizable: which, in relation to the previous characteristic, allow the optimization of the contents, technology and other elements that make them up.

Interoperable: because they allow several users to enter content in parallel to feed the content of the site, without eliminating each other.

Moreover, the LMS technologically support the processes around a virtual educational project. According to Bin (2017), they are classified in two ways:

Due to its development model, which includes two ways of organizing: *open source*: whose source code is available, and anyone can use and modify it free of charge; for example, Moodle, Chamilo, Canvas, etc. On the other hand, *closed source*: whose source code is not available. It is used under contract by subscription or single payment such as Blackboard, eDucativa, FirstClass, etc.

The second group is based on its implementation model, which is outsourced or managed internally (Bin, 2017).

2.3.4. Online classroom

An Online classroom is a digital environment in which a knowledge exchange process can be carried out with the aim of enabling learning among the users who participate in the classroom. In other words, a virtual classroom is a space within an online platform in which teachers and students share content, and in which queries, doubts and evaluations of the participants are answered. As such, the online classroom has no physical or temporal limits. The student can access it whenever they want to take their classes, without having to be subject to schedules and physical displacement (Almeida & Monteiro, 2021).

This online classrooms were mainly used in the context of the Ecuadorian education during the Pandemic COVID-19 (Ministerio de Educación del Ecuador, 2021). The traditional classroom is a potential source of contagion and, for this reason, preventive measures against the transmission of this virus have included the cancellation of face-to-face classes at all levels among their first actions. Therefore, for almost two years students and teachers have faced a new way of teaching and learning.

Thus, in online education, the student, guided by the teacher, uses many of the resources provided by the digital environment to access valuable information and carry out activities that allow him or her to consolidate knowledge and develop skills. Furthermore, online classrooms have a vocation to serve as a base to develop the learning process, and are one

of the main cores of e-learning platforms. Among other aspects, they have been used to be in contact with the teacher and with other students, and to interact with them (Cepeda et al, 2021). In fact, they are the ideal place to ask questions, propose activities or solve doubts, not only asking the teacher, but also seeing what other students ask. In fact, they are one of the ways used by e-learning platforms to involve the student and encourage interaction. They do it through tools such as chats, forums or videoconferences, with which they can communicate with teachers or with other students in an easy and simple way (Chung & Choi, 2021).

2.3.5. English language learning

The sociocultural theory of learning posits that it is mediated through interaction with others, and that this process occurs through mediation tools such as language, culture, social institutions, technology, and temporal structure in that the interaction takes place (Vygotsky, 1977). The process is transformative and cyclical: initially the mediation tools help create learning; then, the learner can modify and adapt them to achieve their own goals (Chapelle, 2003). In this context, three central aspects of computer-mediated language learning stand out: the interaction among the students, the interaction with the tasks, and with the technology (Felix, 2003). In the particular case of learning a language, language constitutes a goal and a means in itself as a learning mediation tool, for this reason it is considered important to analyze the student's point of view in the learning experience in as much as technology impacts both interactions and tasks (Harmer, 2007).

Learning is a personal activity framed in functional, meaningful and authentic contexts (Alvarez, 1993). It consists of a process of structuring and restructuring mental schemes (prior knowledge) that occurs when the subject enters into interaction with new knowledge (Ausubel, 1973). This process occurs due to mediation and interaction processes. Mediation refers to the use of physical or intellectual tools that the learner can use to interact both with his or her environment and with other partners. That interaction followed by an internal dialogue in which the subject compares, hierarchizes and reorganizes the information or shared knowledge in the socialization stage helps to improve knowledge (Alvarez, 2016).

In virtual education, the physical mediation tools available are those provided by the teaching-learning environment. For this reason, it is extremely important that both teachers and students know their attributes, opportunities and ways of use (Belda, 2020). Information and communication technologies (ICTs) condition the mode of communication and interaction with peers and with the teacher, so the student needs to know how to use the available communication tools and make the most of their training potential. In addition, the interaction with the content and learning activities is also mediated, so the student needs to know how to use the virtual classroom, materials and teaching resources, while using them to enhance their learning. In addition, to the extent that the virtual development of the subject is greater, the students need to know and understand the objectives, materials, tasks, work and participation guidelines, assessment criteria, etc. so that they can organize and regulate their own rhythm and working time (Fernandez et al, 2011).

In learning English in virtual environments, it is important to respect fundamental aspects of the communicative approach (Belda, 2020). Learning tasks must be contextualized, authentic and meaningful (Harmer, 2007). The modified linguistic input that is provided must respond to the needs, objectives and previous knowledge of the students (Krashen, 1982). In addition, the context of social interaction must be friendly and favor socialization among the participants, collaborative work, as well as access to learning/practice communities (Felix, 2003). Furthermore, the students' personal factors must be taken into consideration both in the selection of input and teaching approaches (Richards & Rodgers, 1987).

2.3.6. English for communication

Communication is the exchange of ideas, messages, opinions, information between people by sending and receiving messages. This can be better understood when it is analyzed as a process and as a product. As a process, it is the transmission and reception of messages; as a product it is the shared message. To achieve communication, the presence of the following elements is required: a sender, a receiver, the message, and the interpretation of the message that is manifested by the response issued by the receiver after processing it, and is called as feedback (Felix, 2003).

The teaching-learning process of English as a foreign language from the methodological point of view is given by the acquisition of linguistic knowledge and the formation of linguistic habits and skills (Richards & Rodgers, 1987). This has been characterized in the course of history in different ways, ranging from its identification as a teaching process, with a marked emphasis on the central role of the teacher as a transmitter of knowledge, to the most current conceptions, in which it is conceived the teaching-learning process as an integrated whole, in which the leading role of the student is highlighted (Chapelle, 2003). The integration of the cognitive and the affective, of the instructional and the educational, as essential psychological and pedagogical requirements is demonstrated (Ausubel, 1973).

A class with Communicative approach is centered in student-student interaction. Some characteristics of a communicative approach class are: there is a student-student interaction; negotiation of meanings by the students and the teacher (as the facilitator); great development of students' interest in learning; activities focused on accuracy and fluency; activities centered on communicative result. Furthermore, classroom communicative activities look for some goals such as: practice of tasks, motivation, and learning in a natural way environment (Herrera & Murry, 2011).

Besides, communicative language teaching is the extent to which actual communication is evident in language classes and strategies can be used to encourage communicative teaching of that foreign language in communicative situations. Therefore, it is the teacher's responsibility and fundamental task to prepare classes where he or she emphasizes the functional aspects of the language to achieve communication (Richards & Rodgers, 1987). The communicative approach requires the student from the set of language skills, which can become an efficient communication. Moreover, the communicative ability to activate critical thinking, necessary in these times, to solve problems that can be found in daily life allows not having barriers while communicating (Díaz & Barriga, 2002). Therefore, systematic practice gives the students the opportunity to be able to acquire basic skills for their learning.

CHAPTER III

METHODOLOGY

3.1.Location

This research was carried out at the Unidad Educativa José Enrique Rodó which belongs to the canton Guano, located in the province of Chimborazo. The target population was formed by students belonging the eighth grade of Basic education. They were between the ages of 12 and 13. This group of students has been chosen because they had facilities to work. Firstly, the researcher was the teacher of this year of basic general education. This study was focused on the alternative assessment techniques for English language learning in a virtual classroom.

3.2.Equipment and materials

In the context of the pandemic COVID-19, the primary equipment and materials were those suitable for online classrooms. In this case, the students needed their electronic devices like smartphones, tablets, and/or computers with their corresponding internet connection. The majority of the students who were part of the population for this study had access to equipment and materials. This fact facilitated the process of this research including gathering of data.

3.3.Type of research

The type of research was exploratory because it allowed learning in depth the cause of the problem with its respective consequences (Cohen et al. 2007). Furthermore, it permitted to detail based on scientific knowledge in a deep way, allowing in-depth solution of the problem. A quantitative approach was put into practice because the data obtained was subjected to numerical, mathematical and statistical processes, to later be tabulated using statistical tables (Hernandez, et al. 2010). This research was also quasi-experimental because there was a treatment and a comparison of means before and after the intervention. Furthermore, there were two study groups namely the control and the experimental (Cohen et al. 2007).

3.4. Hypothesis

Hypothesis 1: Alternative assessment techniques positively influence in online English language learning.

Hypothesis 0: Alternative assessment techniques do not influence in online English language learning.

3.5. Population

As it was mentioned before, the population belonged to a school with government support. Besides, it is located in the province of Chimborazo. The total population of eighth graders was composed by 52 students; therefore, the sample was the same number of students. As it is shown in the table below.

Table 1. *Population*

CLASS	ROOM	MEN	WOMEN	TOTAL	GROUP
8th	A	11	14	25	Experimental group
8th	B	13	14	27	Control group

Source: Secretary of Unidad Educativa José Enrique Rodó (2021)

The population was divided into two groups of study. The control group with 27 students and the experimental group with 25 students. Both, the students from the control and the experimental group live near the school and do not need any means of transport to arrive there. Furthermore, most of them belong to the medium-low socio-economic status. They live in the rural area, therefore, in their free time, they help their parents and relatives in the agricultural and farming activities. There is a general phenomenon with the adult population in this parish; this means that most of them migrate to the city or to another country. Accordingly, the students live alone, with their grandparents, or with their older brothers or sisters which constitutes a big challenge for teachers.

3.6. Data collection

To collect data, the researcher has used two important techniques. A pre-test and a post-test focused on the KET for Schools exam (Speaking part) with a rubric. The second technique, during the intervention phase, was the portfolio which was collected to check the students' development during classes. As the Ministry of Education of Ecuador has chosen the portfolio as the main way of evaluation for students, it was mandatory to continue using it in the context of the online education with the "Plan Educativo COVID-19" (Ministerio de Educación del Ecuador, 2021). For the purpose of this research, two main portfolios were evaluated. The first one at the end of the first partial of the first term, and the other one at the end of the second partial of the same term after the intervention.

Table 2. *Data collection*

Basic questions	Explanation
What for?	To achieve the research goal.
What people or objects for?	Students from eighth year of Basic Education
What aspects about?	Alternative assessment techniques in an online classroom for the English language learning
Who?	The researcher. Jannet Morocho
When?	From September 2021 to January 2022
Where?	Unidad Educativa José Enrique Rodó
How many times?	Once
What data collection techniques?	Pre-test and Post-test (KET – speaking part) Portfolio
What data collection instruments?	- Rubric for the KET exam - Rubric for the portfolio

Created by: Morocho (2022)

3.7. Data processing

The data obtained from the rubrics coming from the KET exam and the portfolio before and after the intervention were tabulated in a Microsoft Excel file. Afterwards, they were statistically analyzed in the SPSS statistical software through the T-student test. This process helped to prove the proposed hypothesis.

3.8. Variables

The independent variable: the alternative assessment techniques (portfolio and rubric) were put into practice in the intervention phase. Two portfolios were collected. The first, at the end of the first partial in the first term, and the second one at the end of the second partial of the first school term. It is dared to explain that the second portfolio was collected after the intervention phase. Furthermore, the portfolio was graded with a rubric to prove or reject the hypothesis. On the other hand, the dependent variable: online English language learning was evaluated before and after the intervention through the KET exam (speaking part) as the pre and post-test to collect data. It was expected that students improve their English language learning through the application of alternative assessment techniques to avoid their stress and to encourage their own improvement.

CHAPTER IV

RESULTS AND DISCUSSION

Once the data collection phase was done, the next stage was the processing of these data. This process involved computer processing of the data, which included registering and storing them in files or databases for subsequent manipulation, tabulation, and analysis. Thus, the processing of the information served to prepare the data for the different analyses, respectively (Creswell, 2015). In this way, they can become relevant information for decision making (Hernández et al., 2010). Therefore, the aspects related to the entry, purification, coding, and transformation of the raw data were developed for its subsequent analysis using the selected computer program, that is, SPSS.

In this regard, two data collection instruments were applied. The first was a portfolio which used a rubric to check the students' development in the English online classroom (Annex1). And the second was the KET for schools (speaking part) to check students' English language enhancement (Annex 2). After gathering and analyzing the information that came from the pre-test, an intervention process was developed based on the English language speaking skills and alternative assessment which mainly focused on the elaboration of the portfolio (Annex 3). After the intervention phase, the portfolio was collected again as well as the post-test and the quantitative data was obtained through the before mentioned rubrics (Annex 1, 2).

The portfolio with its correspondent rubric were employed to check the students' development in the English classes as the unique way of assessment to be promoted. While the students had online English classes, the portfolio was built by using the steps proposed by the teacher in the intervention proposal. Among the most important tasks to be develop in the intervention were pair interaction while answering questions about any familiar topic like their age, likes, hobbies, daily routines among others. During classes, the teacher scaffolded and provided feedback to students to check their understanding and check their pronunciation, vocabulary and grammar. On the other hand, the KET exam was used to check students' initial level and their improvement in the English

language learning with a different rubric. The speaking part of the exam was chosen for one main reason. The students orally interacted during synchronized online classes while in the asynchronized class (without their teacher), the students drew and copied the reading texts to build their portfolios.

4.1. Pre-test

The KET for schools (speaking part) was given (Annex 3). This exam contained two parts, the first was related to the students' personal information and the second part was a conversation in pairs about hobbies. Furthermore, this exam had a rubric for assessment which contained three criteria. One of them was grammar and vocabulary, the second, pronunciation, and the last was interactive communication. The rubric also had 6 bands from 0 to 5 which helped to obtain quantitative data. They were condensed and statistically analyzed through SPSS statistical software.

Table 3. *Pre-test- descriptive statistics*

		Statistics	
		Pre-test Experimental group	Pre-test Control group
N	Valid	25	27
	Missing	27	25
Mean		3.64	3.96
Median		3.00	3.00
Mode		3	3
Std. Deviation		1.729	1.531

Created by: Morocho (2022)

Table 3 shows the descriptive statistics taken from the pre-test. The students took the Key English Test for schools in the speaking part and the results are displayed. First, with 25 valid cases, the Experimental group obtained a mean of 3.64, its mode is 3 and median is also 3. On the other hand, the control group obtained a mean of 3.96 and its median and mode are 3. In this case, it is evidenced that both the students from the control and the experimental group are in the same level of English performance as it is showed in the

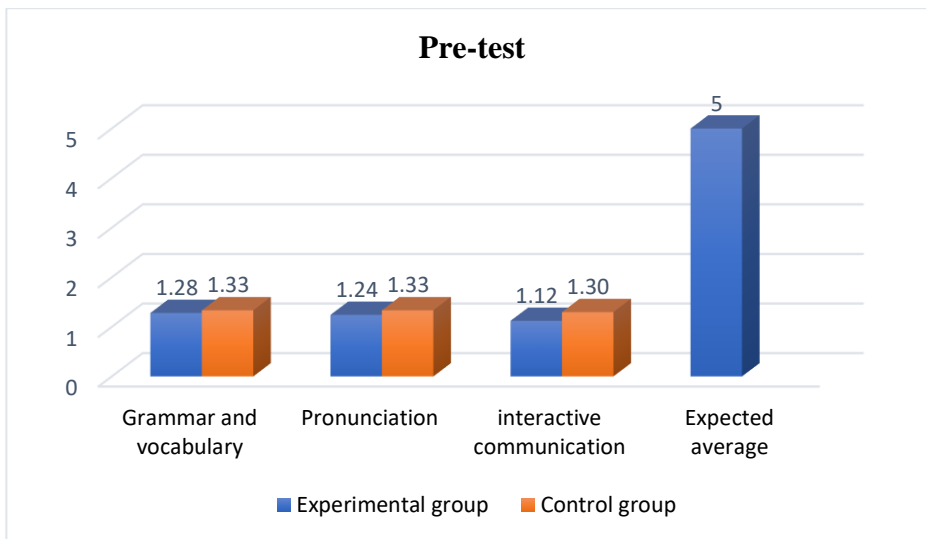
table 4 because in the Mann-Whitney U test, the two tailed significance is .689 which is $> .05$. This means that there is no difference between the two groups.

Table 4. *Test statistics - Pre-test*

Test Statistics ^a	
	Pre-test
Mann-Whitney U	316.500
Wilcoxon W	641.500
Z	-.400
Asymp. Sig. (2-tailed)	.689

Created by: Morocho (2022)

Figure 2. *Pre-test results*



Created by: Morocho (2022)

Figure 2 displays important information based on the students' performance in the pre-test. According to the results from each rubric criterion, the students show a very limited management of few grammar forms and the words are uttered isolated. Furthermore, their pronunciation is deficient and unintelligible. The students tend to pronounce words in the same way as they are written. Last but not least, they do not develop interactive

communication. It is very difficult for them to establish a short conversation. Therefore, a classroom intervention is needed.

4.2. Post-test

After the 8 weeks classroom intervention, the students took the same KET for schools (speaking part) as the post-test. Those results were condensed and statistically analyzed to be compared with those in the pre-test. Regarding to this, the results are showed in the following tables and figure.

Table 5. *Post-test - statistics*

Statistics			
		Post-test Control group	Post-test experimental group
N	Valid	27	25
	Missing	25	27
Mean		4.70	7.24
Median		4.00	8.00
Mode		4	8
Std. Deviation		1.382	2.127

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Table 5 exhibits the results from the post-test. Firstly, the students from the control group obtained a mean of 4.70; the median was 4, and the mode was 4. While the experimental group got 7.24; as the mean; 8 as the median; and, the mode was also 8. As displayed in table 6 in the Mann-Whitney U test, the statistics show that there is a significant difference between the two groups because the two-tailed significance is .000 which is $< .05$. Accordingly, it is clearly understood that the mean in the experimental group is higher than the control group.

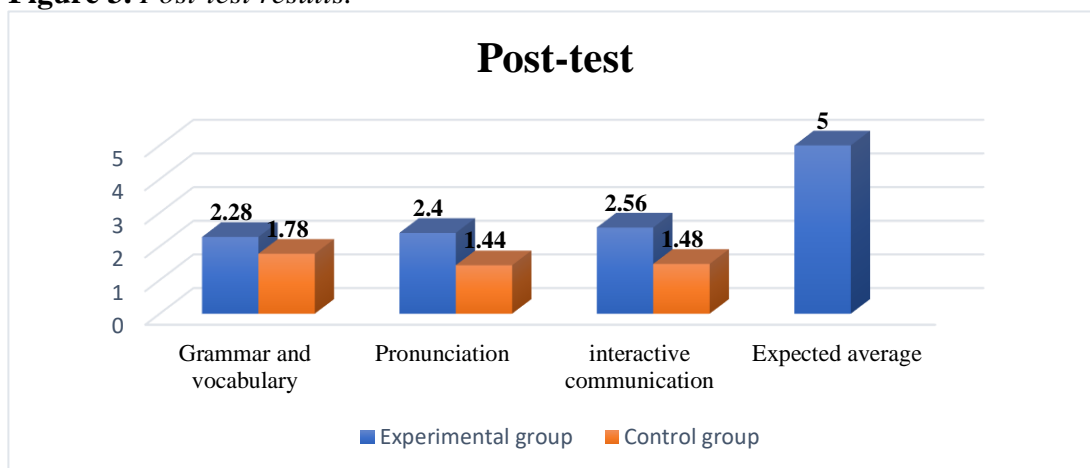
Table 6. *Test statistics: post-test*

Test Statistics ^a	
	Post-test
Mann-Whitney U	111.000
Wilcoxon W	489.000
Z	-4.190
Asymp. Sig. (2-tailed)	.000

Created by: Morocho (2022)

At the same time, the statistics analysis was developed between the control and the experimental group according to the rubric of assessment criteria. Regarding to this, figure 3 presents the results in the post-test per criterion. In general, it is noted that the students belonging to the control group remained in the same level which means that they need a lot of support in all aspects of the English language learning. On the other hand, the students from the experimental group had improvement in all criteria of the rubric. According to the rubric, their performance shares features of the first and the third band. Taking into consideration that the means are higher than 2, the students showed improvement in vocabulary and have more control of grammatical forms. Even though the students have limited control of pronunciation, their utterances are more comprehensible. Finally, the students' show better interactive communication despite some difficulty.

Figure 3. *Post-test results.*



Created by: Morocho (2022)

4.3. Portfolio

25 students from the experimental group and 27 students from the control group made a portfolio before and after the intervention phase. This portfolio was assessed with a rubric designed for this research (Annex 2). It was mandatory that the students present their portfolios at the end of each *partial*, the researcher collected them in a virtual way to assess through the rubric. It means that students made their portfolio in their notebooks or copybooks and scanned them to make a PDF file. This was uploaded to a WhatsApp group to be assessed. That rubric consisted of five categories namely quality of construction, design, attention to the topic, titles and text, reflections. All these categories had 4 bands numbered from 1 to 4; being 4 the highest; consequently, the students must have 20 as the expected average. To make the statistical analysis it was necessary to transform those qualitative data into numerical data. Those data were analyzed with a T-test through the SPSS statistical software. Thus, the results are showed below. First, data normality test was performed and the results are displayed in the tables 7 and 8.

Table 7. *Data normality test. Experimental group*

One-Sample Kolmogorov-Smirnov Test ^a Experimental group		
		Portfolio before the intervention
N		25
Normal Parameters ^{b,c}	Mean	5.84
	Std. Deviation	1.625
Most Extreme Differences	Absolute	.177
	Positive	.177
	Negative	-.148
Test Statistic		.177
Asymp. Sig. (2-tailed)		.041 ^d

Created by: Morocho (2022)

Table 8. *Data normality test. Control group*

One-Sample Kolmogorov-Smirnov Test ^a Control group		
		Portfolio before the intervention
N		27
Normal Parameters ^{b,c}	Mean	5.96
	Std. Deviation	2.066
Most Extreme Differences	Absolute	.236
	Positive	.236
	Negative	-.171
Test Statistic		.236
Asymp. Sig. (2-tailed)		.000 ^d

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In the data normality test, the results show that both the experimental and the control groups have data abnormal distribution because the 2-tailed significance in the experimental group is .041 and the control group is .000 which means that they are $< .05$. After this process, it was necessary to continue with the T-test. In doing this, the first step was to apply the Levene's test to check the assumption of equality of variances which are displayed in the table 8.

Table 9. *Test of equality of variances*

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Portfolio before the intervention	Experimental group	25	5.84	1.625	.325
	Control group	27	5.96	2.066	.398
Independent Samples Test					
	Levene's Test for	t-test for Equality of Means			

		Equality of Variances								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Portfolio before the intervention	Equal variances assumed	3.338	.074	-.237	50	.813	-.123	.518	-1.164	.918
	Equal variances not assumed			-.239	87	.812	-.123	.513	-1.155	.909

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In the table 9, the significance is .074 which is slightly $> .05$ which indicates that equal variances are assumed. Besides, the two tailed significance is .813 which is > 0.5 ; therefore, the means are statistically equal; taking into consideration that the mean for the experimental group in the pre-test was 5.84; and the mean for the control group was 5.96. Therefore, it can be concluded that before the classroom intervention, both the experimental and the control group need a lot of support to build their portfolios.

Having analyzed the results in the portfolio before the intervention, an intervention proposal was designed. This intervention was developed during 8 weeks of the second *partial* of the first term. The students from the control group attended to the traditional virtual classes and at the end of the period, the researcher provided them the rubric for assessment. On the other hand, the students who formed part of the experimental group, attended to classes with the implementation of the proposal. The teacher provided 8 sessions to promote the communication skills of the students as well as their improvement in the presentation of their portfolio. The students attended to a Lesson 0 which aimed to teach how to make a portfolio. After the implementation of the proposal, the two groups

of study presented a new portfolio and the researcher assessed them through the same rubric whose results are displayed in the table 10.

Table 10. *T-student test: Portfolio after the intervention*

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Portfolio after the intervention	Experimental group	25	10.76	2.743	.549
	Control group	27	8.04	1.990	.383

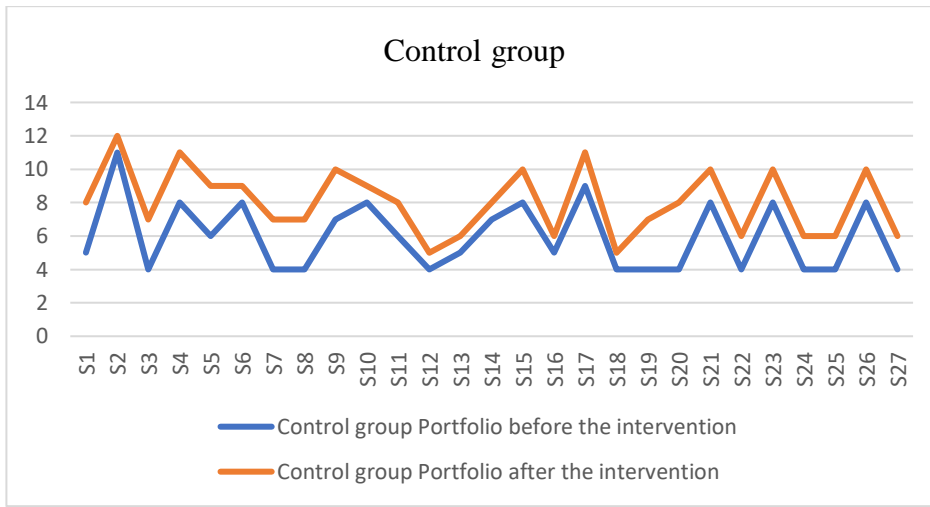
Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	1.599	.212	4.120	50	.000	2.723	.661	1.395	4.050
Equal variances not assumed			4.070	43.547	.000	2.723	.669	1.374	4.072

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The results obtained from the portfolio after the intervention are 10.76 for the experimental group while the control group obtained 8.04. Besides, the 2-tailed significance is .000 which is $< .05$. This indicates that there is a significant difference between the means of the control and the experimental group. It is clearly visible that the students from the experimental group obtained better results with the classroom intervention. Perhaps, the students from the control group obtained better results because their teacher provided the rubric in advance.

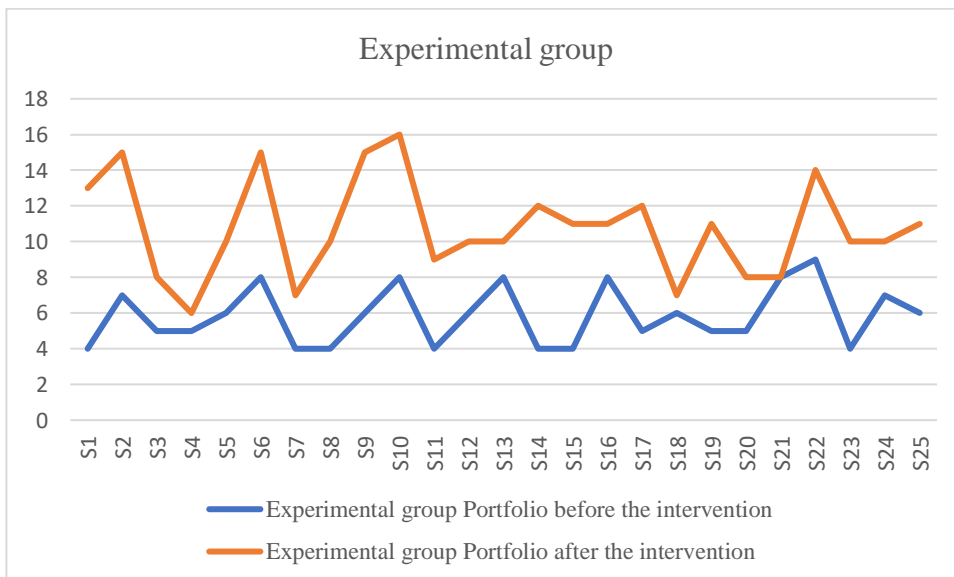
Figures 4 and the figure 5 sum up the data behavior both in portfolio before and after the intervention. In general, it is evident that the control group slightly goes up. However, in the experimental group, data significantly increases. Therefore, it can be concluded that the use of the portfolio and the rubric as alternative assessment techniques have contributed to a better students' performance during the virtual classes.

Figure 4. *Control group. Data behavior*



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Figure 5. *Experimental group. Data behavior*



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Finally, table 11 shows a comparison between the results of both the experimental group and the control group as for the portfolio after the intervention as the post-test. It is concluded that in the two cases, the experimental group has a better performance in comparison with the control group.

Table 11. General statistics

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Experimental group	25	7.24	2.127	.425
	Control group	27	4.70	1.382	.266
Portfolio after the intervention	Experimental group	25	10.76	2.743	.549
	Control group	27	8.04	1.990	.383

Created by: Morocho (2022)

Table 12. *Independent samples: Post-test*

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-test	Equal variances assumed	4.857	.032	5.137	50	.000	2.536	.494	1.545	3.528
	Equal variances not assumed			5.056	40.686	.000	2.536	.502	1.523	3.550

Portfolio after the intervention	Equal variances assumed	1.599	.212	4.120	50	.000	2.723	.661	1.395	4.050
	Equal variances not assumed			4.070	43.547	.000	2.723	.669	1.374	4.072

Created by: Morocho (2022)

Besides, in the two-tailed significance column, it is clearly visible that there is a significant difference between the results of the post-test and the portfolio after the intervention. Therefore, it is concluded that the classroom intervention focused on speaking skills succeed. In this case, the alternative hypothesis was proved, and the null was rejected. In other words, the application of the portfolio as alternative assessment technique positively influenced in the online English language learning.

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS, BIBLIOGRAPHY, AND ANNEXES

5.1. Conclusions

After this research process, some conclusions emerged.

- The influence of alternative assessment techniques in online English language learning in the eighth year of Basic Education during the 2021-2022 school year was determined. To fulfill this achievement, it was necessary to plan an intervention proposal focused on the use of language skills for communication purposes, to motivate students; and, alternative assessment techniques. This was a quasi-experimental design research which used a pre-test and a post-test to check the students' English performance. It had a positive influence in the context of online English learning because, at the beginning, students showed certain shyness and they did not speak at all, that is why both the students from the experimental group and the control group had 3.64 and 3.96 out of 15, respectively. However, while they were building their portfolios, the students interacted among them, and produced oral language while the researcher observed and provided feedback; and, at the end, they produced spoken language according to their level of study. Even though, they did not reach the expected average, the students from the experimental group, where the treatment was put into action, experienced a significant improvement with the final average of 7.24.
- Alternative assessment techniques that are suitable to online learning were theoretically analyzed namely observation, graphic organizers, questioning, projects, rubrics, and the portfolio. These techniques were used during the construction of the portfolio to avoid students stress and provide feedback. Taking into consideration that the portfolio was the unique way of assessment in the educational field, it was built with a rubric to enlighten students' work. Furthermore, to check students' learning improvement, a different rubric was used. The rubrics were important because they guided the researcher's work during the whole process. At the beginning, eighth graders did not know how to build their

portfolio and the mean was 5.84 and 5.96 for the control and the experimental group respectively. However, after the intervention the students from the experimental group obtained a mean of 10.76 for the experimental group and 8.04 for the control group, which indicated a significant improvement.

- In the context of the pandemic COVID-19 and the online education, an intervention proposal was designed which included the portfolio as the alternative assessment technique with its correspondent rubric. Besides, the proposal was focused on the enhancement of the language skills. Regarding to this, the proposal had eight weekly plans focused on communicative tasks. Additionally, a lesson 0 was planned to teach how to make a portfolio with the aim of clarifying the students' ideas about it. As a result, the proposal which included tasks for students' interaction helped in the improvement of their learning which was proved with the data obtained from the posttest.
- The students' results before and after the classroom treatment based on alternative assessment to enhance the students' English language learning were assessed. It was developed through the portfolio as alternative assessment used in the class with its rubric. On the other hand, the students' English language speaking skills performance was determined through the pre and post-tests before and after the classroom intervention. Finally, it was statistically determined that the use of alternative assessment positively affected to improve the students English learning. It was proved in the statistical test which showed that both the portfolio and the speaking test had .000 which means that there was a significant difference with respect of the results obtained at the beginning.

5.2. Recommendations

Based on the study conclusions some recommendations must be placed:

- It is recommended to promote the use of the portfolio and the rubric as alternative assessment techniques in order to achieve learning goals. It is necessary to contribute with the students' improvement in their English language learning; therefore, it could be valuable to support with proposals that aim to scaffold them for better results.
- In the context of the Pandemic, a new way of teaching and learning was faced by both teachers and students; consequently, it is suggested to take advantage of the alternative assessment techniques like the portfolio and the rubric. It would be a strength for future research and teachers' work.
- It is highly encouraged to propose classroom interventions with the use of alternative assessment in the English classroom. The intervention must not be only in the eighth year of basic education but also in the whole school to present better results at the end of the school year.
- It is advised to do research with the students in the future through classroom interventions. It could be important to give the students a pre-test before the classroom intervention and a post-test after it. In this way, the results could be compared with those in the current one. In this way, the level of students' may be improved significantly.

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5.4. Annexes

Annex 1.

Rubric for the portfolio

Portafolio

Nombre del maestro/a: **Jannet Morocho**

Nombre del estudiante: _____

CATEGORÍA	4	3	2	1
Calidad de la construcción	El portafolio muestra una considerable atención en su construcción. Sus componentes están nítidamente elaborados. Todos los elementos están cuidadosa y seguramente incluidos. Es original y no existen imágenes borrosas.	El portafolio muestra atención en su construcción. Sus componentes están nítidamente elaborados. Todos los elementos están cuidadosa y seguramente incluidos. Es original y no existen imágenes borrosas.	El portafolio muestra algo de atención en su construcción. Sus componentes están nítidamente elaborados. Todos los elementos están cuidadosa y seguramente incluidos. Es original y no existen imágenes borrosas.	El portafolio fue construido descuidadamente, los elementos parecen estar "puestos al azar". Hay piezas sueltas. Parece ser trabajo de otra persona y no tiene imágenes.
Diseño	Las gráficas están anexadas a un tamaño apropiado y en una forma interesante y están bien organizados. Se prestó cuidado a balancear las fotos en todo el trabajo.	Las gráficas están anexadas a un tamaño apropiado y en una forma interesante y están organizados. Sin embargo, no parece haber balance.	Las gráficas han sido anexadas a un tamaño y forma apropiados, pero la forma en que se arreglaron los elementos no es muy atractiva. Parece que no hubo mucha planificación en el arreglo.	Las gráficas no están anexadas correctamente, no tienen un tamaño y una forma que no son apropiados. Parece que se le dio muy poca atención al portafolio.
Atención al tema	El estudiante da una explicación razonable de cómo cada elemento en el portafolio está relacionado al tema asignado. Para la mayoría de los	El estudiante da una explicación de cómo la mayoría de los elementos en el portafolio están relacionados con el tema asignado. Para la mayoría de los	El estudiante da una explicación de cómo los elementos en el portafolio están relacionados al tema asignado. Sin embargo, hace falta	Las explicaciones del estudiante son vagas e ilustran su dificultad en entender cómo los elementos están relacionados con el tema asignado.

	elementos, la relación es clara sin ninguna explicación.	elementos, la relación está clara sin ninguna explicación.	ampliar la explicación.	
Títulos y el texto	Los títulos y el texto están escritos claramente y son fáciles de leer. El texto varía en color, tamaño y/o estilo para los diferentes elementos del texto.	Los títulos y el texto pueden ser leídos. El texto varía en color, tamaño y/o estilo para los diferentes elementos del texto.	Los títulos y el texto son fáciles de leer. Hubo una pequeña variación en la apariencia del texto.	Los títulos y/o el texto son difíciles de leer.
Reflexiones	El estudiante claramente analiza y reflexiona sobre sus avances y/o dificultades en el tema tratado.	El estudiante analiza y reflexiona sobre sus avances y/o dificultades en el tema tratado.	El estudiante de alguna manera analiza y reflexiona sobre sus avances y/o dificultades en el tema tratado.	El estudiante no analiza ni reflexiona sobre sus avances y/o dificultades en el tema tratado.

Annex 2. English language speaking skills – KET for Schools (Speaking)

Key for Schools Speaking Sample Tests

Test 1: Hobbies

Taken from: <https://www.cambridgeenglish.org/exams-and-tests/key-for-schools/exam-format/>

Test 1

Part 1 (3-4 minutes)

Phase 1

Interlocutor

To both candidates Good morning / afternoon / evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm, and this is

To Candidate A What's your name?

To Candidate B And what's your name?

Back-up prompts

	B , how old are you?	
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	
	A , how old are you?	
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	

Phase 2

Interlocutor

Now, let's talk about **school**.

A, what subject do you like best?

What clothes do you wear to school?

B, What time do you finish school?

What do you eat after school?

Extended Response

Now **A**, please tell me something about the homework you have to do.

Back-up prompts

Do you like maths?

Do you wear a uniform?

Do you finish school at 4 o'clock?

Do you eat snacks after school?

Back-up questions

Do you get a lot of homework every day?

Did you do any homework yesterday?

Do you like homework? (Why?/Why not?)

Interlocutor

Now, let's talk about **home**.

B, who do you live with?

How many bedrooms are there in your house?

A, where do you watch TV at home?

What's your favourite room in your house?

Extended Response

Now, **B**, please tell me what you like doing at home.

Back-up prompts

Do you live with your family?

Are there three bedrooms in your house?

Do you watch TV in the kitchen?

Do you like your bedroom?

Back-up questions

Do you like cooking?

Do you play computer games?

Did you stay at home last weekend?

Part 2 (5-6 minutes)

Phase 1

Interlocutor

⌚ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2** booklet, open at **Task 2a**, in front of candidates.

Here are some pictures that show **different hobbies**.

Do you like these different hobbies? Say why or why not. I'll say that again.

Do you like these different hobbies? Say why or why not.

All right? Now, talk together.

Candidates

.....
⌚ Allow a minimum of 1 minute (maximum of 2 minutes) before moving on to the following questions

**Interlocutor /
Candidates**

*Use as appropriate.
Ask each candidate
at least one
question.*

Do you think ...
... playing football is fun?
... playing an instrument is difficult?
... playing computer games is boring?
... reading is interesting?
... painting/drawing is easy?

*Optional prompt
Why?/Why not?*

What do **you** think?

Interlocutor

So, **A**, which of these hobbies do you like best?
And you, **B**, which of these hobbies do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Phase 2

Interlocutor

⌚ Allow up to 2
minutes

Now, do you prefer to spend your free time alone or with other people, **B**? (Why?)

And what about you, **A**? (Do you prefer to spend your free time alone or with other people?) (Why?)

Which is more fun, playing sports or watching sports, **A**? (Why?)

And you, **B**? (Which is more fun, playing sports or watching sports?) (Why?)

Thank you. That is the end of the test.

Do you like these different hobbies?



Annex 3. RUBRIC FOR STUDENTS' SPEAKING DEVELOPMENT

A2	Grammar and vocabulary	Pronunciation	Interactive communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

Source: <https://cambridge-exams.ch/sites/default/files/a2-key-for-schools-handbook-2020.pdf>

Annex 4. Validation



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO
MAESTRÍA EN EDUCACIÓN, COHORTE 2021
Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO “RÚBRICA” PERTENECIENTE A LA INVESTIGACIÓN:

ALTERNATIVE ASSESSMENT TECHNIQUES FOR ONLINE ENGLISH LANGUAGE LEARNING

AUTOR/A: Ruth Jannet Morocho Lara

Señale mediante un ✓ , según la validación para cada criterio:

1D- DEFICIENTE

2R- REGULAR

3B- BUENO

4O- ÓPTIMO

PARÁMETROS PREGUNTAS	Pertinencia de los criterios y bandas del instrumento con los objetivos				Pertinencia de los criterios y bandas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de los criterios			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Criterio 1				X				X				X				X
Criterio 2				X				X				X				X

Criterio 3				X				X				X				X
Criterio 4				x				X				X				X
Criterio 5				X				X				X				X

Observaciones:



Realizado por:
Lic. Ruth Jannet Moracho Lara



Validado por:
Mgs. Noemí Mercedes Remache
 CJ:0602930638



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO
MAESTRÍA EN EDUCACIÓN, COHORTE 2021
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AUTOR/A: Ruth Jannet Morocho Lara

Señale mediante un ✓ , según la validación para cada criterio:

1D- DEFICIENTE

2R- REGULAR

3B- BUENO

4O- ÓPTIMO

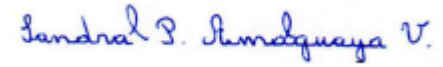
PARÁMETROS PREGUNTAS	Pertinencia de los criterios y bandas del instrumento con los objetivos				Pertinencia de los criterios y bandas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de los criterios			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Criterio 1				X				X				X				X
Criterio 2				X				X				X				X
Criterio 3				X				X				X				X
Criterio 4				x				X				X				X

				X				X				X				X
Criterio 5				X				X				X				X

Observaciones:



Realizado por:
Lic. Ruth Jannet Morocho Lara



Validado por:
Mgs. Sandra Amaguaya
C. I. 0604605006

Rubric to assess the portfolio

Portafolio

Nombre del maestro/a: **Jannet Morocho**

Nombre del estudiante: _____

CATEGORÍA	4	3	2	1
Calidad de la construcción	El portafolio muestra una considerable atención en su construcción. Sus componentes están nítidamente elaborados. Todos elementos están cuidadosa y seguramente incluidos. Es original y no existen imágenes borrosas.	El portafolio muestra atención en su construcción. Sus componentes están nítidamente elaborados. Todos elementos están cuidadosa y seguramente incluidos. Es original y no existen imágenes borrosas.	El portafolio muestra algo de atención en su construcción. Sus componentes están nítidamente elaborados. Todos elementos están cuidadosa y seguramente incluidos. Es original y no existen imágenes borrosas.	El portafolio fue construido descuidadamente, los elementos parecen estar "puestos al azar". Hay piezas sueltas. Parece ser trabajo de otra persona y no tiene imágenes.
Diseño	Las gráficas están anexadas a un tamaño apropiado y en una forma interesante y están bien organizados. Se prestó cuidado a balancear las fotos en todo el trabajo.	Las gráficas están anexadas a un tamaño apropiado y en una forma interesante y están organizados. Sin embargo, no parece haber balance.	Las gráficas han sido anexadas a un tamaño y forma apropiados, pero la forma en que se arreglaron los elementos no es muy atractiva. Parece que no hubo mucha planificación en el arreglo.	Las gráficas no están anexadas correctamente, no tienen un tamaño y una forma que no son apropiados. Parece que se le dio muy poca atención al portafolio.
Atención al tema	El estudiante da una explicación razonable de cómo cada elemento en el portafolio está relacionado al tema asignado. Para la mayoría de los elementos, la relación es clara sin ninguna explicación.	El estudiante da una explicación de cómo la mayoría de los elementos en el portafolio están relacionados con el tema asignado. Para la mayoría de los elementos, la relación está clara sin ninguna explicación.	El estudiante da una explicación de cómo los elementos en el collage están relacionados al tema asignado. Sin embargo, hace falta ampliar la explicación.	Las explicaciones del estudiante son vagas e ilustran su dificultad en entender cómo los elementos están relacionados con el tema asignado.

Títulos y el texto	Los títulos y el texto están escritos claramente y son fáciles de leer. El texto varía en color, tamaño y/o estilo para los diferentes elementos del texto.	Los títulos y el texto pueden ser leídos. El texto varía en color, tamaño y/o estilo para los diferentes elementos del texto.	Los títulos y el texto son fáciles de leer. Hubo una pequeña variación en la apariencia del texto.	Los títulos y/o el texto son difíciles de leer.
Reflexiones	El estudiante claramente analiza y reflexiona sobre sus avances y/o dificultades en el tema tratado.	El estudiante analiza y reflexiona sobre sus avances y/o dificultades en el tema tratado.	El estudiante de alguna manera analiza y reflexiona sobre sus avances y/o dificultades en el tema tratado.	El estudiante no analiza ni reflexiona sobre sus avances y/o dificultades en el tema tratado.

Annex 5. Intervention proposal



ALTERNATIVE ASSESSMENT TECHNIQUES FOR ONLINE ENGLISH LANGUAGE LEARNING

INTERVENTION PROPOSAL

Lic. Jannet Morocho

2022

PRESENTATION

The portfolio is a way of collecting information that demonstrates the abilities and successes of learners. This is one of the alternative assessment techniques that contribute to assess the students' development and performance. It is student-centered and encourages collaboration between the student and his or her teacher. It covers all the language skills and helps to be aware of own learning, to organize work and to carry out self-assessment. It can be in the form of a folder, a box and it can also be digital; for example, a power point file, a website, a blog, a wiki etc. The portfolio has three phases: collection, selection and reflection on its contents. For the purposes of this intervention process, the teacher will be the one who guides the process of building the portfolio through their English classes in order to improve the learners' communicative competence. In this way, students are encouraged to develop their own portfolios; which will be assessed with a rubric.

CONTENTS

Lesson 0. How to make a portfolio

Lesson 1. Describing my family

Lesson 2. Comparing people

Lesson 3. Life stages

Lesson 3. Teenage life

Lesson 4. Talking about myself

Lesson 5. Living in the countryside

Lesson 6. Stories from my town

Lesson 7. Daily activities in the countryside

Lesson 8. City life

LESSON 0

INFORMATION DATA:		
Subject: English	Topic: How to make a portfolio	Grade: 8th
Date: From 15-11-2021 to 19-11-2021		
OBJECTIVE: Students will be able to (SWBAT) assess their own portfolios to improve their development in the future submits.		
MATERIALS		
Video 1: https://www.youtube.com/watch?v=sacuuqjHPXo		
Video 2: https://www.youtube.com/watch?v=YzTqcqRh5Z0		
Paper and pencil, color pencils, makers		
A smartphone - computer		
Internet connection		

Procedure

METHODOLOGICAL STRATEGIES	ASSESSMENT
<p><i>Pre task activities</i></p> <p>Teacher has the students to watch a video about some considerations for making a portfolio https://www.youtube.com/watch?v=sacuuqjHPXo</p> <p><i>Task activities</i></p> <p>Teacher explains about the importance and utility of a portfolio to register their own learning achievements and reflections about them.</p>	Formative assessment

<p>The teacher asks some questions about the students' portfolio. Ex. Is making a portfolio easy? What is the portfolio used for? Do you agree with this kind of assessment during online classes? Why do you do a portfolio?</p> <p>The students answer the teacher's questions and reflect on them.</p> <p>The students watch another video to be aware about how the portfolio must be organized: https://www.youtube.com/watch?v=YzTqcqRh5Z0</p> <p>The teacher encourages the students to review their own portfolios to fulfil an observation checklist:</p> <ol style="list-style-type: none">1. Quality of construction The portfolio has been constructed with great care. Its components are all well-made. All of its components have been carefully and safely included. There are no fuzzy photos and everything is original.2. Understanding the what the student is doing. The student can explain what a portfolio is and how it differs from other types of evaluation. He or she can at least mention five factors that contribute to the portfolio's effectiveness and appeal.3. Design The graphs are neatly arranged and are attached at an appropriate size and in a fascinating manner. Throughout the project, great care was made to balance the pictures.4. Coherence	<p>Observation of the students' behavior.</p> <p>Teacher's support towards students' questions.</p>
--	---

<p>The student logically explains how each item in the portfolio connects to the assigned topic. The majority of relationships are self-evident and do not require explanation.</p> <p>5. Text</p> <p>The text is well-written and easy to understand. Varied text elements have different colors, sizes, and/or styles.</p> <p>6. Reflection</p> <p>The student examines and reflects on his or her progress and/or difficulties in the subject.</p> <p><i>Post-task activities</i></p> <p>The teacher encourages the students to participate with their own portfolio assessment. Students reflect on their own portfolio's strengths and weaknesses. Students draw a flowchart about the parts of the portfolio to make future submits.</p>	
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LESSON 1: Describing my family

INFORMATION DATA:		
Subject: English	Topic: Describing my family	Grade: 8th
Date: From 22-11-2021 to 26-11-2021		
OBJECTIVE: Students will be able to (SWBAT) talk about their own family's descriptions.		
MATERIALS		

Paper and pencil, color pencils, makers
 A smartphone - computer
 Internet connection

Procedure

METHODOLOGICAL STRATEGIES	ASSESSMENT				
<p><i>Pre task activities</i></p> <p>Teacher asks the students to bring a family photo or a photo from each member of their family. The teacher asks the students to share the screen and show the students' photos, saying their names. For example, this is my little brother Luis.</p> <p>Task 1. Paste your family photos, at least 7, and write their names. Ex. This is my sister Lorena.</p> <p><i>Task activities</i></p> <p>Teacher explains that people can be described based on their physical appearance or based on their personality traits and provide the meanings of the words in the task 2.</p> <p>Task 2. Look at the picture, write the words in the corresponding column and say the words.</p> <table border="1" data-bbox="942 1133 1551 1408"> <thead> <tr> <th data-bbox="942 1133 1247 1175">Physical traits</th> <th data-bbox="1247 1133 1551 1175">Personality traits</th> </tr> </thead> <tbody> <tr> <td data-bbox="942 1175 1247 1408"></td> <td data-bbox="1247 1175 1551 1408"></td> </tr> </tbody> </table>	Physical traits	Personality traits			<p>Formative assessment</p> <p>The teacher observes each student's participation and provides feedback on their pronunciation and vocabulary by retelling words or sentences.</p> <p>Teacher's support towards students' questions.</p>
Physical traits	Personality traits				



--	--

Feedback after each task to check understanding

Task 3. Talk with a partner about yourself. Write down what you are going to say.

Ex. I am tall, young, and thin; besides, I am quiet and friendly.

Task 4. Read this information and answer the questions in pairs.

Rosie's Family

My family is not very big. I have one baby brother and no sisters. We live with our parents, my grandma and our dog Flocky. My mother is 38 years old. She is a very kind and happy woman. She is short, a little fat, and she has long hair. She works at a supermarket. My father is 42. He is a very funny and honest man. He works as a mechanic with my uncle Carlos, his younger brother. My younger brother is sweet so I love playing with him. My grandma is only 59 years old. She's a really good **cook** and her chocolate cake is the best in the world. Her hair is grey and short. Flocky is our **pet** dog. He's small and noisy. Finally, I am Rosie. I'm 14 years old. I'm short and thin. I am a bit quiet, but friendly.

Answer the following questions:

- How many sisters does Rosie have?
- How old is Rosie's grandmother?
- Who is Carlos?
- Describe Rosie physically.
- What does Carlos do as a job?

Retrieved from https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/INGLES_8_MODULO_1.pdf

Task 5. Draw Rosie's family

Post-task activities

Task 6. Paste your family photo and describe three people in your family.

Use SHE - HE

Make a brief reflection about what you have learned in this lesson.

What were your difficulties to do your job?

LESSON 2: Comparing people

INFORMATION DATA:		
Subject: English	Topic: Comparing people	Grade: 8th
Date: From 29-11-2021 to 05-12-2021		
OBJECTIVE: SWBAT compare people in their family		
MATERIALS		
Video 1: https://www.youtube.com/watch?v=wXiD0FdON7k Paper and pencil, color pencils, makers (in case of the student needs to make a physical portfolio) A smartphone - computer Internet connection		

Procedure

METHODOLOGICAL STRATEGIES	ASSESSMENT
<p><i>Pre task activities</i></p> <p>The teacher asks the students about their difficulties in doing the last class and solve them to produce a reliable portfolio.</p> <p>Teacher asks the students to fill in the spaces to complete the student's ID card. With this task, the students are engaged in the class.</p> <p>Task 1. Fill in the spaces to complete your ID card</p>	<p>Formative assessment</p> <p>The teacher observes each student's participation and provides feedback</p>



Task activities

Teacher explains that people can be compared because sometimes people are different from others.

The teacher shows some examples and make questions related to the video they have watched.

Task 2. Watch this video

<https://www.youtube.com/watch?v=wXiD0FdON7k>

The teacher explains about the rules to make comparisons.

The teacher provides a list of adjectives to describe people.

The students make some comparisons about the members of their families.

Task 3. In pairs, look at the pictures, write comparisons and tell sentences with the comparisons.



The students write as many comparisons as they can.

on their pronunciation and vocabulary by retelling the words or phrases.

Teacher's support towards students' questions.

Feedback after each task to check understanding

Post-task activities

Task 4. Choose two people in your family, paste their photos, write and say comparisons about them.

Ex. My older brother is taller than my sister.

Task 5. Choose two people in your class, paste their photos, write and say comparisons about them.

Ex. Karla's hair is longer than María's.

Make a brief reflection about what you have learned in this lesson.

What were your difficulties to do your job?

LESSON 3. Life stages

INFORMATION DATA:		
Subject: English	Topic: Life stages	Grade: 8th
Date: From 6-12-2021 to 10-12-2021		
OBJECTIVE: SWBAT talk and write about life stages.		
MATERIALS		
Video 1: https://www.youtube.com/watch?v=x-YF4XO9RjY		
Paper and pencil, color pencils, makers (in case of the student needs to make a physical portfolio)		
A smartphone - computer		
Internet connection		

Procedure

METHODOLOGICAL STRATEGIES	ASSESSMENT
<p>The teacher asks the students about their difficulties in doing the last class and solve them to produce a reliable portfolio.</p> <p>Pre task activities</p> <p>Teacher asks the students to talk about their family members ages. The teacher provides a model.</p> <p>Task 1. In pairs, talk about your family members ages.</p> <p>For example: My father is 46 years old. My mother is 35 years old. My brother is 15 years old.</p>	<p>Formative assessment</p> <p>The teacher observes each student's participation and provides feedback on</p>

Task activities

Teacher explains that people pass through some stages in their lives and invite students to watch a video.

Task 2. Watch this video

https://www.youtube.com/watch?v=QYi7Cl-u_j0

The teacher asks the students to say words that they know and could read in the video.

The students retell and identify new words found in the video.

Then, the teacher asks the students to read the text.

Task 3. Read the text



There have been lots of studies about **adolescents**, and the way they handle this **stage** of life depends on different factors. To understand this **interesting** stage, we can **go through** the cycle of life. Before we are born, it is **amazing** how we grow inside our mothers for about forty weeks. After we are born, the time goes by fast. Childhood is the time to discover the world and learn many things. After that, we go through one of the most **challenging** stages in life, our teenage years called "**adolescence**." Later, when we think we are mature and everything will be simpler, we are sometimes more confused. Eventually we decide if we want to have a family, to make money, to travel the world, to buy things. If things go wrong, we get disappointed. Finally, we become **elderly**, we are **relaxed**, but health problems usually start unless you have a healthy life with a healthy diet and regular exercise.

Task 4. Answer these questions based on the reading text, ask and answer in pairs.

- a. What are the stages of life mentioned in the reading text?

their pronunciation and vocabulary by retelling the words or phrases.

Teacher's support towards students' questions.

Feedback after each task to check understanding.

b. What is the stage you are in?

Task 5. Think about your family members and write about their life stages. Paste photos if you can. Talk to your partners about them.

Ex. This is my father. He is 46 years old. He is mature.

Post-task activities

Task 6. Answer this question.

How difficult is it for you to be an adolescent?

Make a brief reflection about what you have learned in this lesson.

What were your difficulties to do your job?

LESSON 4. Talking about myself

INFORMATION DATA:		
Subject: English	Topic: Talking about myself	Grade: 8th
Date: From 13-12-2021 to 17-12-2021		
OBJECTIVE: SWBAT describe their own personality.		
MATERIALS		
Paper and pencil, color pencils, makers (in case of the student needs to make a physical portfolio) A smartphone - computer Internet connection		

Procedure

METHODOLOGICAL STRATEGIES	ASSESSMENT
<p>The teacher asks the students about their difficulties in doing the last class and solve them to produce a reliable portfolio.</p> <p><i>Pre task activities</i></p> <p>The teacher talks about herself and make some questions to the students.</p> <p>Task 1. Answer your teacher questions.</p> <ul style="list-style-type: none"> - What is your full name? - How old are you? - What is your favorite music? - Who is your favorite singer? 	<p>Formative assessment</p> <p>The teacher observes each student's participation and provides feedback on their</p>

Task activities

Teacher explains that people should talk about themselves for the others to be aware about who they are.

Before Reading, the teacher asks the students about the meaning of some words.

Task 2. Read this text.

Talking About Myself



Value: Social-emotional abilities

Did you know that..

Some of us do not like to talk about ourselves. **However**, thirty to forty percent of people worldwide love talking about themselves. It is considered a **need** just like the good sensation you feel when you eat after being so hungry. That is a sensation that your **brain** feels when you talk about yourself!! So, if you don't usually talk about yourself, start doing so. It can give your body a good sensation.

Task 3. In pairs, ask and answer this question.

- What makes you feel these emotions?

pronunciation and vocabulary by retelling the words or phrases.

Teacher's support towards students' questions.

Feedback after each task to check understanding.



happy



sad



angry



surprised



distracted



disgusted

Write about those emotions separately.

Post-task activities

Task 4. Interview one of the members of your family and write down about their personality.

What does it make him or her to feel the emotions mentioned in the task 3?{

Task 5. Talk to the class the result information about the previous interview.

Make a brief reflection about what you have learned in this lesson.

What were your difficulties to do your job?

LESSON 5. Living in the countryside

INFORMATION DATA:		
Subject: English	Topic: Living in the countryside	Grade: 8th
Date: From 20-12-2021 to 24-12-2021		
OBJECTIVE: SWBAT describe a place in the countryside.		
MATERIALS		
Paper and pencil, color pencils, makers (in case of the student needs to make a physical portfolio) A smartphone - computer Internet connection		

Procedure

METHODOLOGICAL STRATEGIES	ASSESSMENT
<p>The teacher asks the students about their difficulties in doing the last class and solve them to produce a reliable portfolio.</p> <p>Pre task activities</p> <p>The teacher asks students to talk about the places they have visited or lived outside the city. The student can mention their hometowns or their parents' places of origin.</p> <p>Task 1. Answer these questions</p> <ul style="list-style-type: none"> - Were you born in the city? - Where are you from? - Where is that place located? 	<p>Formative assessment</p> <p>The teacher observes each student's participation and provides feedback on their</p>

Task activities

Teacher explains that there are a number of places in the countryside that people from other cultures appreciate.

Before Reading, the teacher asks the students about the meaning of some words.

Task 2. Read this text.

Living in the Countryside

Did you know that...

- Ecuador has most of its cultural **richness** in its countryside.
- There are **still** some tribes that don't have any kind of human contact in Ecuador's Amazon region and some of them do not even wear clothes as we know clothes. They do wear clothes made from materials in nature such as ropes and leaves, but not like we see in the city every day.
- Quichua is a language that some students in the **countryside** learn at schools.
- Ecuador has protected areas and they are in Ecuador's countryside.

Task 3. Ask and answer these questions, in pairs.

- Where does Ecuador have its most cultural richness?
- Are there some tribes in the countryside of Ecuador?
- What other language do students in the countryside learn at schools?
- Where are the protected areas of Ecuador located?

Post-task activities

pronunciation and vocabulary by retelling the words or phrases.

Teacher's support towards students' questions.

Feedback after each task to check understanding.

Task 4. Paste four photos of landscapes in the countryside and describe them.

Example: Guano in the province of Chimborazo



It has the best “cholas.” A kind of bread that looks like “allullas” but sweet. In Guano, people make delicious fritadas. There are many touristic attractions like Los Elenes.

Make a brief reflection about what you have learned in this lesson.

What were your difficulties to do your job?

LESSON 6. Stories from my town

INFORMATION DATA:		
Subject: English	Topic: Stories from my town	Grade: 8th
Date: From 03-1-2022 to 7-1-2022		
OBJECTIVE: SWBAT write a story from the town.		
MATERIALS		
Paper and pencil, color pencils, makers (in case of the student needs to make a physical portfolio) A smartphone - computer Internet connection		

Procedure

METHODOLOGICAL STRATEGIES	ASSESSMENT
<p>The teacher asks the students about their difficulties in doing the last class and solve them to produce a reliable portfolio.</p> <p><i>Pre task activities</i></p> <p>The teacher talks about some stories or legends that took place many years ago and have been transmitted from generation to generation.</p> <p>Task 1. Answer this question</p> <ul style="list-style-type: none"> - Do you know any story from your town? If so, mention them. <p><i>Task activities</i></p>	<p>Formative assessment</p> <p>The teacher observes each student's participation and provides feedback on their</p>

Teacher explains that there are a number of places in the countryside that people from other cultures appreciate.

Before Reading, the teacher asks the students about the meaning of some words. If the students do not know, the teacher helps them.

Task 2. Read this text.



Stories from the Country

Hi! I am Rosy. I lived in the country as a child. It was an excellent time of my life. I remember one day, I was going to the river because it was my favorite place to take a shower and refresh myself. As I was walking, I saw a little girl. She was very beautiful with her long black hair. She was crying. I immediately **ran up to** her, and **as** I was getting closer, she stood up and ran away. I ran faster to **catch up with** her. When I finally got close to her, she turned and I could see her face was full of **scars**. I screamed like crazy and returned to my house. I told the story to my mom and she told me that happened to girls like me who didn't listen to their mothers. My **mommy** always told me not to go to the river alone, but I never paid attention. It was my favorite place and I had lots of fun there. However, I learned the lesson. So kids, always listen to your mother!! I really don't know how, but they always know what is best for us.

pronunciation and vocabulary by retelling the words or phrases.

Teacher's support towards students' questions.

Feedback after each task to check understanding.

Task 3. In pairs, read again, ask and answer these questions.

- Did you like Rosy's story?
- Have you heard any similar story?
- What you thought about while reading the text?

- What was the lesson from this story?

Post-task activities

Task 4. Google two other stories and write a short version about each one. Include a picture about each story.

Make a brief reflection about what you have learned in this lesson.

What were your difficulties to do your job?

LESSON 7. Daily activities in the countryside

INFORMATION DATA:		
Subject: English	Topic: Daily activities in the countryside	Grade: 8th
Date: From 10-1-2022 to 14-1-2022		
OBJECTIVE: SWBAT to talk about daily routines in the countryside.		
MATERIALS		
Video: https://www.youtube.com/watch?v=JwGnCIIsLOpU		
Paper and pencil, color pencils, makers (in case of the student needs to make a physical portfolio)		
A smartphone - computer		
Internet connection		

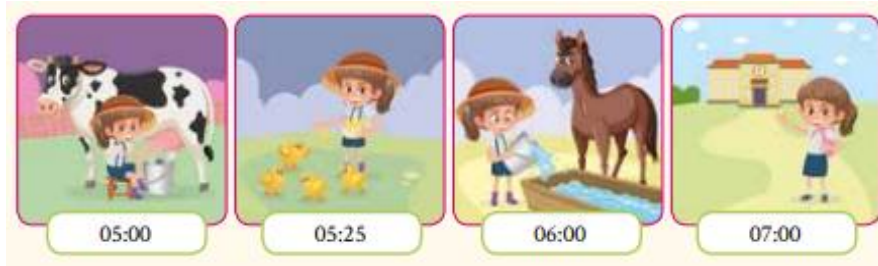
Procedure

METHODOLOGICAL STRATEGIES	ASSESSMENT
<p>The teacher asks the students about their difficulties in doing the last class and solve them to produce a reliable portfolio.</p> <p>Pre task activities</p> <p>The teacher has the students to watch a video about daily routines.</p> <p>Task 1. Watch this video</p> <p>https://www.youtube.com/watch?v=JwGnCIIsLOpU</p> <p>Do you do the same activities as those showed in the video?</p>	<p>Formative assessment</p> <p>The teacher observes each student's participation and</p>

Task activities

Teacher explains about her daily routines.

Task 2. Look at the pictures and predict what that girl daily routine is.



Task 3. Read the sentences and write them in sequence according to the pictures in the previous task.

..... Then she fed the chickens.

..... And in the end, she gave the horse water.

..... Today while I was sleeping, Louise was doing activities in her ranch.

..... She wakes up very early every morning.

..... For example, she milked the cows.

...1..... This is my friend Louise.

Task 4. Talk with a partner and write down his or her daily routine.

Use sequence words.

provides feedback on their pronunciation and vocabulary by retelling the words or phrases.

Teacher's support towards students' questions.

Feedback after each task to check understanding.

To express the sequence of events you can use **connectors** like:

- *First, First of all, At first...*
- *Second, Then, After, Later (on), Third, Right after (that), Sometime later...*
- *In the end, Eventually, Finally, At last...*

Post-task activities

Task 5. Write your own daily routine by using sequence words. Include pictures.

Make a brief reflection about what you have learned in this lesson.

What were your difficulties to do your job?

LESSON 8. City life

INFORMATION DATA:		
Subject: English	Topic: City life	Grade: 8th
Date: From 10-1-2022 to 14-1-2022		
OBJECTIVE: SWBAT talk about a city.		
MATERIALS		
Paper and pencil, color pencils, makers (in case of the student needs to make a physical portfolio) A smartphone - computer Internet connection		

Procedure

METHODOLOGICAL STRATEGIES				ASSESSMENT
The teacher asks the students about their difficulties in doing the last class and solve them to produce a reliable portfolio.				Formative assessment The teacher observes each student's participation and provides feedback on their
<i>Pre task activities</i>				
The teacher has the students to talk about public places.				
Task 1. Make a list of public places in your city				
Public place	Who do you go there with?	When do you go there?	What do you do	

				pronunciation and vocabulary by retelling the words or phrases.
<p>Task activities</p> <p>Teacher talks about her favorite public places and encourages students to read.</p> <p>Task 2. Read this information and complete the sentences below.</p> <div data-bbox="317 467 1150 868" style="background-color: #e0f0ff; padding: 10px;"> <p>All cities around the world, small or large, quiet or noisy, clean or polluted, have public places. There are some where people can enjoy time with family or friends like parks, swimming pools, stadiums and concert halls. Others are for business and commercial purposes. For example, stores, markets and banks. When we need medicine, there are public hospitals, medical centers and drug stores. Young people look for some fun time at the movie theaters, restaurants and bars; mostly at night. There are also day care centers, schools and universities where people go to learn. No matter where you live, people share public places almost every single day.</p> </div> <p>Task 3. Complete the sentences based on the information of the reading text.</p> <ul style="list-style-type: none"> • Soccer players, sports coaches, kids and pets go to to play, practice sports and relax. • You can go to the beach,, or rivers to practice water sports. • We find vegetables, fish, chicken, soda, etc. at a • Babies and toddlers don't go to school yet. They stay at a when their parents' work. <p>Task 4. Talk to a partner and answer this question</p>				<p>Teacher's support towards students' questions.</p> <p>Feedback after each task to check understanding.</p>

What is your partner's favorite public place? Why?

Post-task activities

Task 5. Describe 5 public places you visit in your city. Paste photos.

Make a brief reflection about what you have learned in this lesson.

What were your difficulties to do your job?

Annex 5. Letter commitment

CARTA COMPROMISO

San José de Chazo, 27 de agosto del 2021

Doctor
Victor Hernández del Salto
PRESIDENTE
UNIDAD ACADÉMICA DE TITULACIÓN
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

Yo, Lic. Carlos Chaffa, en mi calidad de Rector, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Alternative Assessment Techniques for online learning" en los estudiantes de octavo año de educación general básica en la Unidad Educativa José Enrique Rodó, parroquia San José de Chazo, cantón Guano, provincia de Chimborazo, en el periodo académico 2021-2022, propuesto por la estudiante Ruth Jannet Morocho Lara portadora de la cédula de ciudadanía No. 0603593518, estudiante de la Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros mención inglés, cohorte 2021 de la Universidad Técnica de Ambato.

A nombre de la institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente,



Lic. Carlos Chaffa

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