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Topic:

Learning Assessment

Sub-topic:

The influence of formative assessment on the outcome of summative assessment in the speaking skill with students from tenth grade “B” at Juan José Rodríguez Institute in the second semester 2021.

**Graduation Seminar Research for obtaining the Bachelor’s Degree in Teaching
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“2022: “VAMOS POR MÁS VICTORIAS EDUCATIVAS”

Jinotepe, 27 de Enero de 2022

Dr. Wilmer Martín Guevara
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Estimado doctor Guevara, reciba un cordial saludo. Por medio de la presente le informo que los bachilleres:

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Han cursado bajo mi tutoría el Seminario de Graduación de la Carrera de Ciencias de la Educación con mención en Inglés, en la FAREM – Carazo, durante el segundo semestre del año lectivo 2021, mismo que llevó por tema:

The influence of formative assessment on the outcome of summative assessment in the speaking skill with students from tenth grade “B” at Juan José Rodríguez Institute in the second semester 2021.

Están preparados para realizar defensa del mismo, ante Tribunal examinador, tal como lo establece la Normativa para las modalidades de Graduación como formas de Culminación de estudios, Plan 2016, de la UNAN – Managua.

Sin más a que hacer referencia, me es grato suscribirme de usted.

Atentamente,



Lic. Giselle Ortiz Rodriguez

Docente – Tutor

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FAREM – CARAZO

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C.c. Interesados
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Abstract

This study was conducted to analyze the influence of formative assessment on the outcome of summative assessment in the speaking skill with students from tenth grade “B” at Juan José Rodríguez Institute in the second semester 2021. To achieve the main goal of this research, a mixed-method was used. The participants were the students and the English teacher. An observation guide was used to start the research, and an interview with open-ended questions to the English teacher to explore the assessment process and strategies more used in the classroom. Two formative assessments (oral presentation and video recording) were applied to students through the development of the unit V and VI of the fourth-year English study program, applying one of those activities for the final summative assessment process. Finally, questionnaires with close items were applied in a student survey. The data collected through the survey and the formative and summative assessment applied were processed with the SPSS program. Results suggest that the formative assessment applied during the teaching process was useful to improve the students’ English-speaking skill. Therefore, this research suggests the implementation of Formative assessment since it helps to identify the students’ need in speaking skill and allow the teacher to work subsequently in function of the students’ deficiencies, helping them improve the outcomes of summative assessment in speaking skill through the feedback that formative assessment activities can provide. Thus, students demonstrate progress by improving the difficult speaking areas presented during the development of the formative process, which is useful for not repeating the same mistakes, and evidence progress in their speech quality.

Introduction

The assessment of a language is a key role in the teaching and learning process. Alahmadi, Alrahaili & Alshraideh (2019) assert that assessment must serve the purpose of supporting learning. Regarding English, speaking has been identified as a skill that needs to be improved since students present a communicative deficiency in the language. To minimize the problem, a new perspective on the formative assessment process is suggested to assist students to improve their speaking outcomes. Furthermore, speaking assessment can produce efficient results if students are actively involved in their evaluation, making their performance more appropriate.

There is a need to seek approaches to enhance students' speaking performance taking into account that formative assessment has not been used to overcome the challenges faced by the students in final summative assignments. For this reason, this research aims to investigate the impact of the formative assessment in the outcome of summative assessment in the speaking skill with students from tenth grade "B" at Juan José Rodríguez Institute in the second semester 2021.

This investigation underlines the importance of involving students in the assessment procedure, and the practice of formative assessment that used effectively, it can even foster students' speaking to take ownership of their learning and understand that the goal is to improve learning, but not only gain final marks. It also remarks on the principle of following a sequence of both formative and summative assessment, paying attention to both results in the process.

In this way, the present research presents a problem statement, the objectives, and justification which is the reason behind this study. The theoretical framework is based on researches consulted by different authors focused on the assessment process and specific aspects of English speaking. It also includes a methodological design that explains the results of this study, and finally, conclusions, annexes, and a bibliography section.

The research in this paper is concluded in the hope of having highlighted all the points that make up this work, the speaking skill importance, and it is devoted to exploring the influence of formative assessment to improve the outcome in summative assessment of students' speaking skill.

Specific topic:

The influence of formative assessment on the outcome of summative assessment in the speaking skill with students from tenth grade “B” at Juan José Rodríguez Institute in the second semester 2021.

1. Background

This research paper is about the influence of formative assessment on the outcome of summative assessment in the speaking skill with students from tenth grade “B” at Juan José Rodríguez Institute in the second semester 2021.

To complement this research, it was necessary to look for relevant information that could contribute to showing other similar research papers that support the topic presented in this investigation. For that reason, it was proceeded to search for them through different online references. In this regard, it was found a previous study made two years ago by students of Faculty of Art and Humanities at Taibah University, Madinah, Saudi Arabia, whose investigation was based on the Influence of the Formative Assessment in Speaking Test on Saudi Students’ Performance (Alahmadi, Alrahaili & Alshraideh, 2019). The research is descriptive since it specifies the phenomenon or study problem of the population. The methodological analysis carried out through different activities such as dialogues, picture description, reaction to situations, and discussions, let researchers conclude that the continuous practice of the formative assessment contributes to the improvement in the overall performance of the students in the speaking test which resulted in gaining higher marks and the effective learning of the students by the constructive feedback received.

The second study was carried out by students of the Faculty of Teacher Training and Education at Syiah Kuala University, Indonesia, who conducted a study focused on “The Practice of Authentic Assessment in an EFL Speaking Classroom” (Inayah, Komariah & Nasir, 2019). This research has a descriptive qualitative approach since it attempts to understand the social phenomena from the perspective of the human participants by describing the application of authentic assessment in a speaking classroom.

To carry out the assessment, the researchers developed activities such as oral interviews related to specific topics; storytelling, which consisted of retelling an event by listening or reading a piece of information. It was also considered a variation of this activity called picture-cued description. In this kind of activity, students were given a series of pictures and prompts to generate stories. The third is the information gap activity where students could use many kinds of media such as pictures, photos, diagrams, or maps, and complete missing

information by speaking with their friends. Fourthly, there were applied role-plays. All mentioned activities were considered by the teachers as ideal to build students' confidence to produce the language orally. An analytic scoring rubric to assess pronunciation, intonation, fluency, and accuracy was considered important in the assessment process to give students feedback on their progress or achievement in learning speaking skills.

The research lets conclude that the practice of continuous assessment in an EFL speaking classroom is applicable to be implemented in the English classroom since students learn about their strengths and weaknesses when developing communication skills, and they can gradually check their progress in learning the language. The assessment applied also encouraged students to express orally confidently. Finally, researchers suggest that teachers can modify and simplify the types of assessment to fit with the level of the learners.

It was also found the third research conducted by Aswar (2018), a student of the Faculty of teacher training and education at Muhammadiyah University, whose investigation is based on “The effectiveness of formative assessment in evaluation students’ speaking ability”. The study employed a descriptive qualitative method since the data gaining is conducted to know the implementation of formative assessment for evaluating students’ language proficiency in speaking skill. This study allowed the researchers to conclude that there is an effective process over the students’ oral proficiency by assessing through oral presentations. They emphasize that this type of activity helps students reduce their anxiety in speaking, creates an interactive class, and offers more opportunities for students in expressing their ideas. They conclude that the best way to help students’ ability is measuring mainly through the spoken form.

It is important to mention that no more studies specifically based on the influence of formative assessment on the summative assessment outcome in speaking skill in Nicaragua were found. For this reason, this research has the purpose to contribute with a new perspective in suggestions to improve the formative assessment practice that is vital to help students obtain an enhancement on their speaking skill performance and better results on teachers’ summative assessment process in general.

2. Justification

This research approaches aspects that are fundamental in the speaking assessment process of the English language. It should be mentioned that this skill is one of the basic competencies that all students must develop when they course secondary education, and thus be able to directly access all subjects of the current curriculum of the education system. Regarding the assessment process of speaking skill, tests are always required to assess students' English performance. Nowadays, teachers apply strategies to encourage writing and reading skills, but speaking has not been encouraged enough. Unfortunately, formative assessment has not been used to prepare students to overcome the challenges faced in speaking final assessment, which aims learners to have several difficulties when expressing orally.

The present research then has the purpose to evaluate the influence of formative assessment on students' speaking performance for the outcome of summative assessment, trying to produce better results that affect both the development of speaking on students, and the teacher growth by improving the continuous, specialized and systematic process of formative speaking assessment, which will help students to identify strength and weaknesses when practicing spoken English, and in the acquisition of in-depth learning in general that makes them possible to perform speaking skill assertively according to their school level.

This research paper intends to promote or provide the teachers' community useful knowledge about how formative assessment has a significant influence in speaking summative assessment through an environment of experience and learning, without losing sight of the will of participation and the skill of the students, whom this research is focused after all. In addition, the results of this investigation will be an important contribution to support future researches that have the intention of provoking changes on the summative assessment through the students' speaking performance taking as a base the formative assessment of the English language in Nicaragua's education system.

3. Problem statement

Assessment is an essential element in the teaching-learning process that enables teachers to evaluate their methods of teaching and provides them with the required information regarding the learners' progress (Alahmadi, Alrahaili & Alshraideh, 2019, p. 261). Part of the English language assessment procedures involves measuring students' English proficiency in all aspects of the language. Taking into consideration the four skills, which are all closely related to each other, the speaking skill is essential when keeping conversations or transmitting information to others. The learner can express himself/herself orally, coherently, fluently, and appropriately in a given meaningful context, which involves producing, receiving, and processing information (Barrios, 2016, p. 10). Speaking is the heart of the language. Without speech, people cannot communicate with other people. There are many positive influences that a proper speech can provide, and students can make better use of them as they analyze, compare and understand their environment (Qureshi, 2007, pp. 2,3)

The deficiency found in the formative assessment process applied in the classroom for English as a foreign language is the main problem observed among the tenth-grade students at Juan José Rodríguez Institute. As a result, students face many difficulties to develop their English-speaking skills efficiently, presenting some problems using the grammatical structures, expressing themselves with an accurate pronunciation of the words, and domain of vocabulary. Strategies to develop an effective formative assessment for students' speaking skills have not been promoted enough in the classroom. Students are reduced to practicing writing activities most of the time, but few speaking activities are developed as they are taking the subject. As a consequence, there is a lack of interaction or active participation in the English classes, fluency problems as students do not feel confident to express their ideas orally using the language, and a lack of correction in the pronunciation of words.

Possible factors that affect the students' speaking development are the lack of didactic resources that help students understand the topics by listening directly to the target language. In addition, the lack of strategies that reduce speaking difficulties, and encourage the constant practice of the speaking skill through different activities in the classroom.

3.1. Research questions

- ✓ How to evaluate the influence of formative assessment on the outcome of summative assessment in the speaking skill with students from tenth grade “B” at Juan José Rodríguez Institute in the second semester 2021?
- ✓ What types of assessment do the teachers from Juan Jose Rodriguez Institute implement with students in the English subject?
- ✓ How is the formative assessment implemented in the speaking skill during the teaching process?
- ✓ Why is the summative assessment applied in the speaking test?
- ✓ How does the formative assessment help students to identify their weaknesses and strengths in the speaking skill?
- ✓ What is the influence obtained from results of formative assessment in speaking skill?

4. Objectives

4.1. General objective:

To evaluate the influence of formative assessment on the outcome of summative assessment in the speaking skill with students from tenth grade “B” at Juan José Rodríguez Institute in the second semester 2021.

4.2. Specific objectives:

1. To explore the types of assessment teachers from Juan Jose Rodriguez Institute implement with students in the English subject.
2. To implement the formative assessment in the speaking skill during the teaching process.
3. To apply the summative assessment in the speaking skill.
4. To analyze how formative assessment helps students to identify their weaknesses and strengths in the speaking skill.
5. To determine the influence of formative assessment over the results obtained in speaking skill.

5. Theoretical Framework

A. Assessment

1. What is assessment?

The assessment process is considered vital in the education field; it is a tool that helps teachers guide the students' progress. The teaching process is not all about producing knowledge. Besides instruction, it is important to know the teaching effectiveness over students you create lessons for. Based on the data collection of the assessment, it is possible to know strengths and weaknesses so that the teaching-learning process can be improved, which influences the students' performance accordingly. For this reason, assessment is a broad term defined as the process of gathering information systematically. It is an essential element in the teaching-learning process that enables teachers to evaluate their methods of teaching and provides them with the required information regarding the learners' progress" (Alahmadi, Alrahaili & Alshraideh, 2019). By his part, Brown (2008) as cited in Caluyua (2020) also argues: "assessment refers to a related series of measures used to determine a complex attribute of an individual or group of individuals".

In other words, it can be described as the process of determining students' competence and progress by collecting, analyzing, and using information related to the strengths and weaknesses of the students' learning process so that teachers can make better decisions to improve students' performance by changing, correcting or modifying the information obtained as results of the assessment (Madani, 2019, pp. 48, 49)

As the cited authors expressed, assessment plays a key role in the development of the teaching-learning process, because this helps both teachers and students to get better results in their performance. Assessment drives students' learning and allows educators to identify the weaknesses and strengths of students so that academic support can be provided. Regarding the importance of assessment, Tosuncuoglu (2018) points out: "assessment has an important role in education and it has a critical role in the teaching process. Through appropriate assessment, teachers can classify and grade their students, give feedback, and structure their teaching accordingly"

Based on the above, assessment is considered integral for student-teacher interaction since it encourages students to reflect on and monitor their own learning process through feedback

and opportunities to improve. As Willis & Cowle (2014) asserted in Ayala (2019, p. 10): “It is a dynamic space in which teachers learn about their students and where all students can be empowered to find success”. Thus, assessment becomes important since it tells how the teaching-learning process is going, and what the teacher should improve to achieve the main goal which is to transmit the knowledge to students (Sandoval & Hernández, 2018, p. 13).

2. Types of assessment

Concerning the types of assessment, Scarino & Liddicoat (2016, p. 68-70), cited in Sandoval & Hernández (2018, p. 13), state:

There are two main types of assessment, the first is the Summative assessment, which is based on the curriculum of an educational institution, and its purpose is to measure the knowledge achieved in the course. The second is the Formative assessment, which is used to measure the students’ understanding; it means that its purpose is also to provide meaningful knowledge that allows the teacher gives feedback to students, but also for himself or herself.

Thus, both formative and summative become essential for the assessment process in general since it affects directly the learners’ performance, which allows provoking improvements for their academic development.

2.1. Formative assessment

The assessment described as formative has been interpreted in many ways. For Dolin, Black, Harlen & Tiberghien (2018, pp. 55-56), it is the process of seeking and interpreting evidence obtained during the instruction that helps teachers to decide where the learners are in their learning, where they need to go and how best to get there. Besides, this assessment provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes. Concerning this, Alahmadi, Alrahaili & Alshraideh (2019, p. 262) corroborate the previous mentioned by saying:

Formative assessment has the whole activities undertaken by teachers, and/or by their students, which provide information that can be used as feedback to modify the teaching and learning activities in which they are engaged. In this way, formative assessment can be used to facilitate the learning process in the classroom. (Black et. al, 2003, pp. 262)

Looking at the importance of feedback, Zhang & Qu (2013, p. 338) emphasize that this process has the purpose to encourage and help students to learn better. During the classroom activities, for example, teachers carefully observe and record every student's performance. After activities, teachers immediately give feedback to students such as pointing out strengths and deficiencies in their performance and giving instruction on how to do it well next time. In this way, formative assessment helps students who have a lack of confidence realize their progress and help everyone establish his/her direction and goals. In addition, Dolin et al (2018, pp. 56-58) support the previously said stating:

This process gives students a role in their own assessment that helps them to come to understand the process of learning, to work towards explicit goals (...), to modify what they do in relation to constructive feedback into the teaching-learning process. Feedback here, as in other situations, means giving responses to a product or process to improve performance.

From this definition, it infers that the goal of formative assessment is to diagnose feedback to teachers and students that can be used throughout the instructional process. Concerning this, Anandan (2019, p. 13) clarify: “Formative assessment measures student progress but it can also assess your own progress as an instructor. A primary focus of formative assessment is to identify areas that may need improvement”. If used effectively, it can even bolster students' abilities to take ownership of their learning and understand that the goal is to improve learning, but not apply final marks (Ayala, 2019, p. 10)

2.2. Summative assessment

For Zhang & Qu (2013, p. 336), summative assessment is the process where the teacher wants to find out what the students can remember about the course material so that a mark can be determined. It lets the teacher sum up what the students have learned, or make a judgment. As summative assessment provides very accurate quantitative data for teaching analysis, teachers can analyze the test results to guide the next teaching instruction. For their part, Dolin et al (2018, p. 62) consider: “The aim of summative assessment is generally to report on students' level of learning at a particular time, rather than to impact on ongoing learning, as in the case of formative assessment”.

Furthermore, Alahmadi, Alrahaili & Alshraideh (2019, p. 262) sustain that summative assessment is given at the end of a learning period to conclude if learning occurred, and often to place some value (score) on how much learning had occurred or to quantify how much a learner knows about the subject matter (Atkin, Black, & Coffey, 2005, p. 262).

It is important to emphasize that assessment for summative purposes involves evidence of learning at a certain point such as stage, semester, or the end of a year, from short-term goals of a particular lesson, or topics and long-term goals over the whole period of school education. About this concept, Anandan (2019, p. 13) argued: “Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process,”

In short terms, summative assessment, as The Glossary of Education Reform (2014 parr. 8) assert: “refers to all about formal assessment which is used to evaluate student’ learning progress and achievement after a specific instructional period usually at the end of a project, unit, course, semester, program, or school year”. This assessment is useful since it provides evidence of student achievement to make a judgment about student competence or program effectiveness (Bustamante & Blass, 2015, p. 52)

3. From formative assessment to summative assessment

Summative and Formative assessments have different forms and functions. To assess effectively, there should be a matching of both to give a solution to the students’ needs and obtain better results on students' achievements accordingly. In this sense, it is important to promote a sequence of both assessments into the teaching-learning process so that the results of students’ performance can be effective and positive. In this regard, the implementation of appropriate formative assessment in EFL classrooms can prepare students to develop a better performance when using speaking skills in summative assessment.

From this definition, it infers those advantages of both processes should be taken parting from the main functions: Formative assessment that directs more on the individual progress of students; and summative assessment that determine the overall progress of students at the end of a certain point, measuring the acquisition of in-depth learning obtained throughout the course. Sandoval & Hernández (2018) referring the implementation of both types of

assessments suggest: “Teachers must be careful when assessing because he or she cannot apply only summative assessment, he or she has to alternate also formative assessment because it will permit feedback for students and the teacher itself before they can be assessed by grades” (p. 16). By their part, Zhang & Qu (2013) sustain:

If we use one type of assessment method for a long period, it is possible to cause negative effects. Therefore, formative evaluation and summative evaluation cannot be completely separated. In a certain range, effective evaluation can make teachers use different ways of evaluation so they will have a comprehensive understanding of students' abilities. Therefore, we should put summative and formative assessments combine together to make students play a variety of potential as much as possible (p. 338)

In addition, Himawan & Purwati (2020, p. 211) contribute: “assessment is more than testing; it means that the teacher should also consider that the assessment must have a good washback to present the language skill on various context”

To sum up, formative assessment and summative assessment are complementary ways of assessing student progress in schools since each assessment type provides different information in order to contribute to the teaching-learning process and maximize the effectiveness of each process (ResourCED , 2017). It should be respected the importance of maintaining a sequence of assessments during the teaching process preparing students through the formative assessment so that they can have positive results when applying summative assessment.

B. Speaking skill

1. What is speaking?

Speaking is one of the four basic skills in the English language, it is one of the most important parts of language learning as speaking skill is how we tend to communicate in everyday life. Speaking is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, and viewpoints (Fattah & Torky, 2019) cited in (Herrera & Muñoz, 2020, p. 15). Many definitions describe this skill. Castillo, Benedith & Alvarez (2014, p. 20) mentioning to Brown (1994) explain: “speaking is an

interactive process of constructing meaning that involves producing and receiving and processing information”.

Regarding this, Torkey (2006) also defines speaking as the secondary stage students' ability to express themselves orally, coherently, fluently, and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar, and vocabulary and adopting the pragmatic and discourse rules of the spoken language. As Indah (2019) claims: “A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that the listeners can understand” (p. 25)

1.1. Importance of speaking

Speaking is the most important skill among all the four language skills in order to communicate well in this global world. As English is widely used all over the world, there is a need for learners to acquire the communication skills of it to get success in their respective fields (Rao, 2019, p. 6). In this respect, speaking is also an essential element within the academic community. This skill leads to meaningful use of the language, as speaking is how we tend to communicate in everyday life. Based on the above, Markadina (2019) argues:

The main point of the speaking activity is that speakers communicate their message to the listeners. In this case, the speaker and listener should be able to understand each other. The speaker can produce the sounds that involve the messages and the listener can receive, process, and respond to the messages. Speaking is a two-way process between speakers and listeners and involves the productive and receptive skill of understanding (p. 8)

Speaking skills are the most essential skills for all the learners who wish to learn English to enhance their career, improve business, build confidence levels, get better job opportunities, make public speeches, attend interviews, participate in debates and group discussions, give presentations, and so on. In the present modern world, everything is linked with speaking skills (Rao, 2019, p. 9).

2. Factors that interfere in the speaking development

Speaking as all the language skills has different factors that interfere in its development, each day in classrooms students face difficult problems in learning to speak, it is clear that speaking is one of the most difficult skills for students to learn. Concerning this, Hanifa (2018) mentioned in Suryani (2020, p. 51) states that there are two main factors inhibiting students in speaking: Affective and Cognitive factors. These same authors claim that affective factors appear as students get negative results from the process of learning English in the classroom. For his part, Humera (2015) proposes four subfactors categorized as affective factors. They are lack of motivation, shyness, self-confidence, and self-esteem.

2.1. Affective factors

2.1.1. Lack of motivation

Motivation is an important factor that clearly interferes when learning any of the language skills. Harmer (2001, p. 51) argues that “motivation is some kind of internal drive which pushes someone to do things in order to achieve something” (Naima, 2013, p. 6). There are many aspects that interfere in motivation and that create a desire to learn. Some of them are teachers and classmates; when students receive motivation from teachers and friends, they will be more active in participating in the classroom. When students are not motivated, they are not able to learn.

2.1.2. Shyness

In EFL classrooms based on communication purposes in which students need to use the English language as a tool for communication, shy students are at a great disadvantage. Speaking in front of others is a difficult task for them. They have a negative picture about themselves that influenced their motivation to speak. A shy person may hesitate, make a lot of pauses, or even escape from the situation. As a result, they receive low marks in speaking classes because there is a wrong supposition from the teachers' side that they are not competent enough in speaking skill (October, 2015, p. 22).

2.1.3. Self-confidence

Lack of self-confidence is the next factor inhibiting students in speaking. Limited knowledge possessed by students related to English certainly makes students have low self-confidence.

This situation might get worse as they see some of their friends do not easily understand their speaking performance in the classroom (Humera, 2015) cited by (Suryani, Suaranajaya & Pratiwi, 2020, p. 63).

Lack of vocabulary can be another reason for the lack of confidence of students when students do not know enough vocabulary to speak, they feel insecure of themselves, some students may understand what the teacher said but when the teacher asks them, it is hard for them to tell their opinion or their answers. It could be caused by students' lack of vocabulary and lack of grammar knowledge. Having limited vocabulary could be a barrier in speaking, and therefore a cause of lack of self-confidence.

2.1.4. Self-esteem

Brown (2000) explains that self-esteem is probably the most persuasive aspect of any human behavior. There is no successful cognitive or affective activity carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity. Self-esteem is also a factor in speaking skill, for this reason, teachers should teach students ways to appreciate their speaking competency (Satriani, 2019, p. 10).

2.2. Cognitive factors

Cognitive factors mostly deal with students' knowledge of English. These factors interfere in speaking skill development. Hanifa (2018) classifies them into the knowledge of grammar, vocabulary, and pronunciation. These factors are going to be explained later with more details in this document (*see page 25 "Assessing speaking skill"*).

2.3. Types of activities to assess speaking skill

Regarding the types of activities to assess speaking skill, Campos (2021) considers that there are five types, these are divided into intensive speaking, responsible speaking, interactive speaking, extensive speaking, and imitative speaking.

2.3.1. Intensive speaking

Intensive speaking goes one step beyond imitation to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive

speaking can be self-initiated or it can even form part of some pair work activity, where learners “going over “a certain form of language (Brown, 2010, p. 273)

Intensive speaking, in other words, is focused on the use of grammar and phonological characteristics. The competency of students at this level is shown through achieving certain grammatical or lexical mastery, this depends on the teacher’s expectations. Some examples of activities for this type of speaking are: A read-aloud Task, reading aloud a passage or giving a direct response to a simple question, a sentence/ dialogue completion task, picture cued Tasks, and others.

2.3.2. Responsive speaking

Responsive is a type of speaking which needs students to give appropriate responses to the teacher’s questions. Brown (2010, p. 173) states that “a good deal for student’s speech in the classroom is responsive: short replies to teacher or students-initiated questions or comments”; dialogue is a common task in this type of speaking that includes a simple question with a follow-up question or two. Conversations and speech here can be meaningful and authentic; the teacher role here is important to achieve it. By his part, Campos (2021) proposes some tasks that can be used when using Responsive Speaking Tasks:

Question and answer: Students respond to questions that the test administrator asks

Giving Instructions and Directions: The test-taker is asked to give directions or instructions

Paraphrasing: The test-taker is asked to paraphrase in two or three sentences what he heard or read.

2.3.3. Interactive speaking

It is a learning experience that helps students to build the ability to use spoken language to interact with other people. Interactive speaking situations include face-to-face conversations where the person listens carefully, understand what has been said, and answer logically. According to this type of speaking, Brown (2010, p. 142) states:

The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can take two forms of transactional language which has the purpose of exchanging

specific information or interpersonal exchanges, which have the purpose of maintaining social relationships.

Some of the most common interactive speaking tasks are: Interviews, role plays, discussions, conversations, and games as an informal assessment task.

2.3.4. Extensive speaking

Extensive speaking requires students to give speeches. Planning is involved, and interaction is generally ruled out (Brown, 2010, p. 142). Some of the most common tasks for this type of speaking are oral presentation, picture-cued, storytelling on which students describe a story based on a series of pictures they previously saw, and re-telling a story on which students are asked to tell a story based on something they heard or read (Campos, 2021).

2.3.5. Imitative speaking

“Imitative speaking requires to “parrot back” a word, a phrase or a sentence” (Brown, 2010, p. 142). The goal in this type of speaking is only that students reproduce what was said to them, that is to say, they simply have to try to repeat what was said to them in an understandable way, focused on the pronunciation of the words as presented by the teacher. Imitative speaking tasks are based on repetitions, some examples can be direct response tasks, reading aloud, sentence and dialogue completion, and limited picture-cued tasks.

C. Formative assessment of the speaking skill in the classroom

To develop the formative assessment, there are taken into account two types of activities based on the Extensive speaking type that assess the English oral skill of the students. These have been developed throughout the Teaching Practices period monitoring fourth-year students and working from the affective and cognitive factors so that students can improve on their speaking performance in English class.

1. ORAL PRESENTATION

Oral presentation as public speaking or simply presentation consists of an individual or group verbally addressing an audience on a particular topic. Thus, oral presentations at school assess the presenter’s ability to communicate relevant information effectively in an engaging manner (University of Wollongong-Australia, 2021). In this respect, Sirisrimangkorn (2021, p. 67) asserts: “Presentations is effective for learners as it helps bridge the gap between

language study and language use. This activity has a positive effect on language learners' self-confidence and reduces their anxiety by encouraging them to present oral works in front of their classmates". Hence, oral presentation activities in the classroom can be worked individually or in groups.

In this way, oral presentations, as Warwick (2020) claims, are a form of assessment that calls on students to use the spoken word to express their knowledge and understanding of a topic. Furthermore, there are different types of oral presentations, some of them can be presented in a common format often supported by visual aids in PowerPoint slides with a standard length that varies between 10 to 20-minute (depending on the level of the students). One of the advantages of this format is that students can fit a large number of presentations or slides in short times. It is also a format that enables students to express their creativity through the appropriate use of images on their slides to support their speech.

In this regard oral presentations, depending on the task set, can be particularly useful in assessing the knowledge skill and critical analysis, the ability to research and prepare arguments, the ability to communicate effectively, the ability to present information clearly with appropriate use of visual and technical aids and the time management of the students.

In addition, oral presentations are very useful when developing speaking skill, and this one should be used to promote students' oral skills more than simply get scores. As (Ferlazzo & Sypniewski (2018) affirms: "The focus of oral presentations with EFL students should be on the practice and skills they are gaining, not on the grade or "score" they are earning". Thus, it is important to prepare an effective oral presentation and it is essential to teach students how to prepare one. Nadia (2013) corroborates the previously said, expressing:

The key to making a good oral presentation is preparation. The time given to the students to prepare their presentation plays a key role in the result of this, he argues that students need all the time that the teacher guides them in the preparation of an oral presentation in order to increase their understanding of the topic. They need to be able to present and explain the content to their classmates (p. 13)

It is important to mention that an oral presentation is a kind of extensive speaking because it requires students to give speeches. Oral presentation is a short talk related to a specific topic on which students express their views according to their reading or research.

2. VIDEO RECORDINGS

Video recordings are defined by Oxford Learners' Dictionaries (2021) as an electronic medium for the recording, copying, playback, broadcasting, and display of moving visual media. Video recording as one of the technologies is an appropriate media that can be used to develop the students' speaking skills (Gromik, 2015); since they can see their own reflection just like normal speaking in front of a mirror but showing a better version. Students can easily analyze the mistakes that they have made when watching their video later (Wicaksono, 2017).

In this way, speaking skill in the class can be assessed using video recordings through pair or small group activities in which learners can be given a short dialogue or sentences, and the teacher asked them to perform in the classroom (Molina, 2018, p. 4). This assessment should also require individualized attention to learners for at least short periods, and eventually, use video recordings for making this process more effective to guide each student about their weaknesses and strengths in the topic.

Moreover, the development of this strategy is focused on exploring how the use of these tools influences the learners' speaking performance and the opportunities for teachers to optimize the time available to assess the whole class in one session.

It is emphasized that the use of video recording has many advantages when developing speaking skill in the classroom. According to Nabila & Dwi (2019), using video recordings can help students recognize their strengths and weaknesses when speaking because videos can be used as a self-evaluation tool on which students can playback videos as much as they need, analyze their own mistakes, and improve. Video recordings, thus, help students to gain their self-confidence and to have the courage to speak in public. They also state that video recording has a positive effect on students' speaking abilities, especially in terms of accuracy and fluency.

2.1. Before a presentation in the classroom

Some tips to be taken into account, according to University of Wollongong-Australia (2021), for all types of presentations should be previously shared with students. These ones advise learners to:

- Speak slowly and clearly.
- Write the speech dot points.
- Don't read off your palm cards.
- Maintain eye contact with the audience.
- Maintain good posture so they can be clearly heard.
- Use natural hand gestures.
- Use a natural tone of voice.
- Practice to improve your confidence.
- Practice pronunciation of difficult words by breaking them into syllables.
- Be mindful of your body language.

Furthermore, the presentations should be reliable by using a consistent style for the visual aids (in case of needing them), and it should be assured these are clear, and readable for the audience. In addition, speech in presentations must be delivered in spoken or conversational language rather than written language to avoid the presentation appearing disjointed.

D. Assessing speaking skill

1. What are speaking skills?

Speaking skills are the skills that allow people to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand to do a simple conversation (Twinkl Teaching, 2014). It is important to take into account that speaking skills in conversation are more sophisticated and multifaceted since speakers need to flex the muscle of pragmatics, express a broad and perfectly selected lexis relevant to the topic, master complex grammatical studies to express ideas, utilize appropriate phonology (from phonemes to intonation and 'thought groups'), and to do all this spontaneously, fluently and respectfully (Snelling, 2021).

Based on the importance of the previously explained, the ability to speak confidently and fluently is something that students will develop during their time at school, and something that will help them throughout their life.

2. Speaking elements

2.1. Vocabulary

Being a good speaker means constantly growing your vocabulary. The more interesting words you know, the stronger your speaking skill (Binus University, 2018). Furthermore, vocabulary development is where students understand the meaning and pronunciation of words necessary for communication. When they understand what a word means, they can check what the word or sentence means. This is so important so they can keep up a conversation. If they understand what the other person is saying and they know what vocabulary to say back, they are halfway there to communicate effectively (Twinkl Teaching, 2014).

2.2. Grammar

Related to grammar for speaking, Murni (2018, p. 32) claims that: “Grammar is a description of organizing aspects of a particular language. It usually includes phonological (sound), morphological (word composition), and syntactic (sentence composition) points”. In short, grammar knowledge is a very important part to speak in English. When students do not have enough knowledge about it, they do not have any eagerness to participate actively in the classroom. We may think that grammar is something needed just for written language. But grammar includes lots of important areas for spoken language such as an understanding of verb tenses and the correct way to structure statements. Grammar helps convey information in a way that the listener will recognize and understand (Twinkl Teaching, 2014)

2.3. Pronunciation

In defining pronunciation, Moreno, Tuckler & Reyes (2014) assert that: “Pronunciation is important because, with the use of the sound, articulation is possible to send the message to other people understandably and fluently” (p. 17). This involves understanding the small units that make up the spoken language, as pronunciation varies from country to country, and even city to city. Murni. (2018, p. 33) on the other hand, referring to the several reasons why we must master pronunciation well in learning English state:

Firstly, English has differences in writing and pronunciation. In English, the pronunciation of the word is not similar to written text and each of the words that are pronounced has a

different meaning. If we are wrong in pronouncing the words, the meaning will be different and make it the learner difficult to understand.

Secondly, intonation in English can change the kinds of words. If it is separated one by one, it will show the other meaning. It means that if the intonation cannot spell correctly, the meaning of the sentence will confuse and change the meaning.

2.4. Fluency

Fluency, as Binus University (2018) expresses, is referred to how comfortable and confident you are in speaking English. If you can speak for an extended period of time, that is an indicator of strong fluency. It is also about showing a clear connection between each point that you are trying to make. This skill means that the listener can follow what you are saying and does not get lost.

Based on the above, fluency can refer to how well a learner communicates meaning rather than how many mistakes they make in grammar, pronunciation, and vocabulary. In other words, to ease with which a learner can speak and how well they can communicate without pauses and oral hesitation, without needing to search for words or phrases, without having to consider the language or what they are about to say (The TEFL Academy, 2017). This builds their confidence and also helps them to announce better, which benefits when keeping conversations. The more fluent your students are in English, the more interesting, exciting, and insightful conversations they can have (Twinkl Teaching, 2014).

2.4.1. Accuracy

Concerning accuracy, British Council (2019) asserts: “Accuracy refers to how to correct learners’ use of the language system, including their use of grammar, pronunciation, and vocabulary”. Based on the previously said, accuracy is very important to develop speaking skill. This is an important aspect to be evaluated for teachers when using the different evaluation instruments in the classroom since “accuracy in speaking counts how exactly /correctly the person use grammar in his/her speech” (Kumar, 2013, p. 18).

It is important to mention that Fluency and accuracy are closely related because both are necessary for good communication. Regarding this, Kumar (2013) also states that: “the

teacher has to combine fluency and accuracy and meticulously design certain language tasks that may help the learner to improve the speaking skill” (p. 18).

3. Assessment criteria

3.1. Checklists

For Lauzon (2014), checklists are assessment tools that set out specific criteria, which educators and students may use to gauge skill development or progress. Moreover, checklists set out skills, attitudes, strategies, and behaviors for evaluation and offer ways to systematically organize information about a student or group of students.

Generally, checklists consist of a set of statements in a yes/no format in relation to student demonstration of specific criteria (Assessment in Mathematics , 2018); the answer to each statement can vary in different types of assessment criteria such as “Yes” or “No”, or “Done” or “Not Done”. or “Good”, “Very good”, “Excellent”, “deficient”, etc.

The Purpose of Checklists, according to Lauzon (2014) is:

- To provide tools for systematically recording observations;
- To provide students with tools that they can use for self-evaluation;
- To provide examples of criteria for students at the beginning of a project or learning activity;
- To document the development of the skills, strategies, attitudes, and behaviors that are necessary for effective learning;
- To identify students’ learning needs by summarizing learning to date.

The speaking checklist applied in the classroom to assess the students’ oral skill was designed in a qualitative form, guiding learners in the accomplishment of the different criteria in each one of the assessment activities.

3.2. Rubrics

Referring to instruments to assess speaking skill in EFL classes, rubrics are an explicit set of criteria used for assessing a particular type of work or performance and provide more details than a single grade or mark. Rubrics, therefore, will help you grade more objectively (Northern Illinois University Center for Innovative Teaching and Learning, 2012). Thus, rubrics are important because they clarify for students the qualities their work should have.

This point is often expressed in terms of students understanding the learning target and criteria for success. For this reason, rubrics help teachers teach, they help coordinate instruction and assessment, and they help students learn (Brookhart, 2013)

Regarding its intention, rubrics, like any other evaluation tool, are useful for certain purposes and not for others. In addition, the main purpose of rubrics is to assess performances. In this respect, Brookhart (2013) also argues:

For some performances, you observe the student in the process of doing something, like using an electric drill or discussing an issue. For other performances, you observe the product that is the result of the student's work, like a finished bookshelf or a written report.

The speaking rubric applied in the classroom to assess the students' final test was designed in a quantitative form, since the activity had the purpose of measuring the students' knowledge acquisition on the topics previously studied, and their ability to take advantage of the feedback received through formative assessments in class, scoring the assignment for their final performance.

3.3. Checklists are not a rubrics

it is important to highlight the difference between both instruments. a checklist is a set of criteria teachers provide to ensure students understand how to fulfill all requirements of an assignment. For example, before submitting a research report for grading, a student can refer to a list of components the teacher needs in the final project, such as title page, report, maps or tables, and bibliography. Further, the teacher may use a checklist to clarify expectations. students can use this guide to be sure they are meeting the specifics: what format a document should be in, what font to use and how to present the report. Checklists can also list acceptable sites to use for research and deadlines and due dates that must be met. Technically, a checklist is a tool of tasks accomplished, not a means of assessing acquired knowledge as in rubrics (Huson, 2020).

6. Methodological design

6.1. Type of research

The proposed study takes a Philosophical Mixed Approach since it represents the combination and integration of quantitative and qualitative methods of data collection in the same study to best understand a research purpose (Plano & Ivankova, 2016). In this type of study, the data may be collected qualitatively, but it is often analyzed quantitatively, using frequencies, percentages, averages, or other statistical analyses to determine relationships (Nassaji, 2015).

The main factor that helps researchers how to conduct a mixed-method study is guided by the implementation of the data collection, which refers to the sequence the researcher uses them to collect both quantitative and qualitative data. In this regard, when qualitative data collection precedes quantitative data collection, the intention may be first to explore the problem being studied and then to follow up on this exploration with quantitative data that are amenable to studying a large sample, so that the results can be applied to a population (Molina-Azorin, 2016).

According to the study level, it presents a descriptive approach since it describes how the investigated population manifests the phenomenon or problem of study. In other words, it is based on the experiences lived by the population, specifying the behavior of the group to determine how the changes occur. In this regard, Sampieri, Fernández & Baptista (2010) argue “Descriptive studies seek to specify the properties, characteristics, and profiles of people, groups, communities, processes, objects, or any other phenomenon that undergoes an analysis”. In addition, descriptive research is more concerned with “what” rather than “how” or “why” something has happened (Gall & Borg, 2007) as cited in (Nassaji, 2015).

According to the period and sequence of the study, it is cross-sectional since it collects data at a single time. Its purpose is to describe variables and analyze their incidence and interrelation at the given moment in a studied population (Sampieri, Fernández & Baptista, 2014, p. 154).

6.2. Area of study

The study in question was carried out at Juan José Rodríguez Institute which is located in Jinotepe municipality of Carazo department.

6.3. Universe and sample

The universe in this research was composed by all students of Juan José Rodríguez Institute from the 10th grade morning and evening shift. The sample for this research was constituted by 15 students. From this sample, only 10 students were constant.

6.4. Methods and data collection techniques

In collecting the data needed for this study, the researchers used observation, and instruments such as interview and survey, which are explained as follow.

6.4.1. Observation sheet

An observation guide is a registered instrument that evaluates performance, which allows researchers to observe the activities developed by those assessed more integrally (Johnson, 2021) . In addition, it can be used to observe the students' response in an activity during a workweek, a complete didactic sequence, or in any of the three moments during a bimester or whole the school year (Instrumentos para evaluar, 2020). The observation enables researchers to describe existing situations providing a 'written photograph' of the situation under study (Erlandson et al., 1993) mentioned by (Inayah, Komariah & Nasir, 2019, p. 157). Additionally, Cortez & Salcedo (2019) suggest:

It should be taken into account the number of observations that are needed to be applied. A single observation is clearly feasible; however, it is suggested to carry out more than one. A single observation can present an unclear/mistaken impression about the teacher's performance as specific situations of a class that could impede to show the performance in all the defined areas or the way in which the aspects are planned (p. 12).

Thus, the number of observations that can be applied will enable researchers to describe better-existing situations providing a 'written photograph' of the situation under study (Erlandson et al., 1993) mention by (Inayah, Komariah & Nasir, 2019, p. 157)

In this regard, a preliminary observation guide for gathering data (*see annex 4*) was conducted ethically and professionally because no interventions were developed during the teacher's class. This instrument was developed to explore the types of assessment that teachers from Juan Jose Rodriguez Institute implement with students in the English subject. The observation was carried out in a 90-minute session.

6.4.2. Interview

An interview has been defined as a guided conversation between interviewer and interviewee with a purpose. There is a basic concern that involves asking questions and getting answers from participants in a study. It is not a normal conversation, however. Interviews can be structured, semi-structured, or unstructured. As the interview is one of the main data collection methods is one of the most powerful ways to understand the interviewee's world or understand the construction of reality (Chae Jung & Young Jong, 2015).

Based on the above, a preliminary semi-structured interview (*see annex 5*) with the English language teacher at the 10th grade B was applied to get information about the assessment process applied by the teacher in English classes. It was planned to obtain specific information that involves the different strategies used to assess the English skills of students as well as the instruments to assess their performance.

This interview was prepared carefully so that the teacher could answer each of the 10 questions, considering the disposition and time. For the interview, the questionnaire was developed in a format of open questions to gather information according to the research objectives. The interview lasted 30 minutes in which the teacher kindly responded to each question.

6.4.3. Survey.

According to Muhammad (2016, p. 244) surveys are a good way of gathering a large amount of data, providing a broad perspective. Surveys research can be specific and limited, or it can have more global, widespread goals. This one is often used to assess thoughts, opinions, and feelings and it can be administrated in a variety of different groups.

In this way, the survey instrument in this research (*see annex 6*). was designed to collect information throughout 13 closed questions about the assessment process experienced by students of 10th grade B during all years they have taken the English class as a foreign language in secondary education instead of that applied just in a specific and limited period like 2 months or one semester, for example. It is an analysis of the students' assessment experience in general. The sample to participate in the survey application was constituted by 15 students who becomes 100% of the population.

6.5. Tabulation and analysis

For analytical purposes, the qualitative results obtained from Formative assessment as well as the students' scores obtained from rubrics applied on summative assessment, were computed in continuous numerical variables range from one to five values in which one refers to fail, and five refers to excellence. The data of rubrics have been collected per student after administering the summative speaking activity. In the same way, data obtained from the survey instrument has been processed. In addition, the results of the data collection instruments are presented through bar and pie graphs. All data have been processed by the Statistical Package for the Social Science (SPSS) program.

7. Results

ANALYSIS OF THE OBSERVATION SHEET

The observation visit was useful to identify different aspects of the assessment process involved in the English subject. Based on the learner and learning, it was observed that the teacher connects lessons to students' interests, personal experience, and prior knowledge with defined evidence. In the class, this was noticed when he took into account his students' opinions and ideas related to the topic, the teacher created an inductive class by allowing the students to use their previous knowledge about the topic, share their ideas and build real concepts using the English language. The teacher connected the class with real situations experienced by students and motivated them to participate.

Focused on the learner differences, it was noticed that the teacher implements developmentally appropriate and challenging learning experiences with ideas for growth since few strategies to challenge learning experiences were identified during the observation visit.

About the learning environment (classroom management) the teacher communicates, models, and positively reinforces or redirect clear task and behavioral expectation through verbal and nonverbal signals with defined evidence. It was observed during all the class that the teacher connected his oral explanations with nonverbal signals, and he gave them clear instruction. When students did not understand, he explained the activities again patiently.

On the other hand, it was detected that the teacher creates a positive learning environment through relationships, organization, and routines through an awareness of the classroom environment with ideas for growth. Some of these aspects could not be identified due to the short time of the observation visit; however, it was evidenced the relationship that the teacher has with the students and the confidence created when it was asked learners to participate in the different activities developed in the classroom. In addition, the organization, and the entire class was developed in a logical order.

In regards to the content knowledge (Accuracy), the observation let researchers notice that the teacher uses the academic language of the content correctly creating relevant

opportunities where students can practice and apply academic language learned in the classroom, demonstrating in this way the understanding of the contents. This process was seen in the way the teacher asked some questions about the specific topic, which let students use the new vocabulary and argue to answer.

Respecting the application of the content, it can be said that the teacher relates content to meaningful examples that provoke critical thinking and inquiry in the students. The teacher also provides his students the opportunity to understand and take control of their learning through some activities that boost critical thinking skills and let them focus on the course thoughtfully.

Questioning and activities that engage students to conjecture and discover key ideas were similarly identified during the class. These activities are applied by the teacher to determine how learners organize and answer the questions about the new learning, and assess what students have learned and understood; verifying in this way if they are ready to move forward with the new information. This could be evidenced when the teacher asked some questions and applied some dynamics that challenged learners to think, analyze, and give an answer using the topic.

On the other hand, it was slightly observed that the teacher creates content-appropriate learning opportunities to develop students' communications skills since activities did not widely allow learners to engage them in a dialogue or share ideas. The activities during the class were based on drawing assignments on the board and in the notebooks. However, it is possible that more activities focused on communication skills can be implemented in other lessons.

Concerning the instructional practice, it was evidenced that the teacher implements assessments that measure lesson objectives and checks for students' understanding throughout the lesson using oral questions and activities that involve the thinking of the learners to give an answer based on the comprehension they have about the lesson.

It was also perceived the assessment applied by the teacher that engages students in their growth and decision making, implementing required accommodations as necessary. The

assignment of projects and meaningful tasks evidence this process. Both points previously mentioned are related to the classroom assessment in general.

Respecting instructional strategies or evidence-based strategies, the application of gradual release of responsibility by the teacher was clearly recognized since this one varies his roles within the instructional process, presenting himself as the instructor, facilitator, coach, or audience according to the different types of activities applied in the classroom, which encourage students to have an active role in the teaching-learning process.

Similarly, it was discerned the function of the teacher who applies engagement strategies with ideas for growth by providing content-rich tasks that involve students in the learning through partner work, group work, presentations, task modeling, pair-share activities, which promote cooperation and communication in the classroom and boost students' confidence.

ANALYSIS OF THE RESULTS OBTAINED FROM THE PRELIMINARY INTERVIEW FOR THE ENGLISH LANGUAGE TEACHER

The interview applied let researchers know about the assessment process used by the English teacher, who affirmed that his experience has let him learn new ways to assess his students' language skills taking the basis of the formative and summative assessment. In this regard, the teacher expressed that it is important to think first of the level and skills that students already possess to be able to adapt the different assessment strategies in the classroom, which are commonly designed to make students work on the four skills of the English language.

It is also mentioned some aspects that the teacher takes into account at the moment to elaborate the lesson plan to develop assessment activities. Concerning this, he expressed that before setting the activities he needs to think about the students' needs like learning vocabulary and enhancing speaking and listening skills which result sometimes harder to be worked on by the learners than the other ones. The number of people in each section is also a factor considered by the teacher to develop strategies that let him assess students effectively. This factor helps the mentor decide the best way to work with them, that is, applying group or individual activities that encourage learners' work and be assessed accordingly.

It was also mentioned the use of technology that has been considered as a tool that students use to be assessed according to the different topics. In this regard, learners use technology to record and edit videos of themselves talking about a specific topic. Then, students present their videos which are projected using the data show in the classroom or the technology room. They also elaborate PowerPoint presentations using a given content, and then students explain it orally.

Technology is also used by the teacher as part of his teaching process for presenting cartoons or educational videos that students can watch using Nica tablets and reinforce their learning. Based on the teacher's comment, these activities are effective to assess learners' progress because they love technology. It is a tool that motivates them and makes them do homework differently.

Concerning the types of assessment, all of them important for the teaching-learning process, the teacher considered summative assessment as more effective to appraise the students' learning. Positive results have been obtained through this type of evaluation because most of the students that form part of the tenth grade B (27 of 30 students) feel engaged to accomplish the tasks and learn to obtain good grades.

The teacher emphasized that activities included in the formative assessment such as projects, presentations, etc, are fairly good because they motivate students to learn more. They work, investigate, use the topics given in the lessons, and are assessed differently than usual. Nonetheless, it should not be omitted the summative assessment that involves doing tests, quizzes, or application sheets, which can be considered boring sometimes, but important in the way that learners force themselves to go home and study the lessons more. Thus, the teacher estimates formative assessment as effective to motivate students, and summative assessment as plenty more effective to assess their learning.

Concerning evaluation instruments, rubrics and checklists are the most used by the mentor to assess learners when they make presentations. These instruments let him assess specific criteria as pronunciation, the appropriate use of words, and others. Also, he affirmed to apply tests that involve the evaluation of reading and writing skills.

Based on the activities used by the teacher to assess these specific skills: Reading and Writing, he expressed that many strategies have been used taking into account the group's characteristics and the students' level. To improve **reading** skill, strategies such as “reading and answering questions”, “reading and identifying vocabulary”, and word repetitions are commonly used. The teacher also highlighted that he usually brings pieces of paper with texts related to the topic as a resource and meaningful material to encourage students to read. In the same way, the teacher also makes use of posters which can be observed in some parts of the classroom so that students read and learn phrases to use them every time they need to express themselves using the English language.

Concerning **writing** skill, the teacher mentioned that he applies activities such as competitions in which he encourages students to write vocabulary words on the whiteboard or in their notebooks individually. They also write paragraphs in which students use learned vocabulary and write sentences to reinforce knowledge of grammatical structures. It is important to mention that the teacher also promotes writing activities where he motivates students to make use of digital dictionaries or translators so that they can express their ideas.

Regarding how the teacher assesses **listening** and **speaking** skills, it could be observed that the teacher usually makes use of technological resources that motivate and attempt students' attention; it was explained that using these resources has been useful in the way that encourages students to be active in the class. To assess **listening**, the teacher mentioned the use of music and videos related to the contents which have been taken into account for being resources of interest for the students. Music and videos have allowed developing activities such as writing summaries, analyzing and finding the message of songs or videos, listening and filling the gaps, listening and writing. In addition, the teacher has expressed videos and music have been useful to develop speaking skill because through these activities students learn new vocabulary and grammatical structures, which are very useful at the moment of expressing themselves orally.

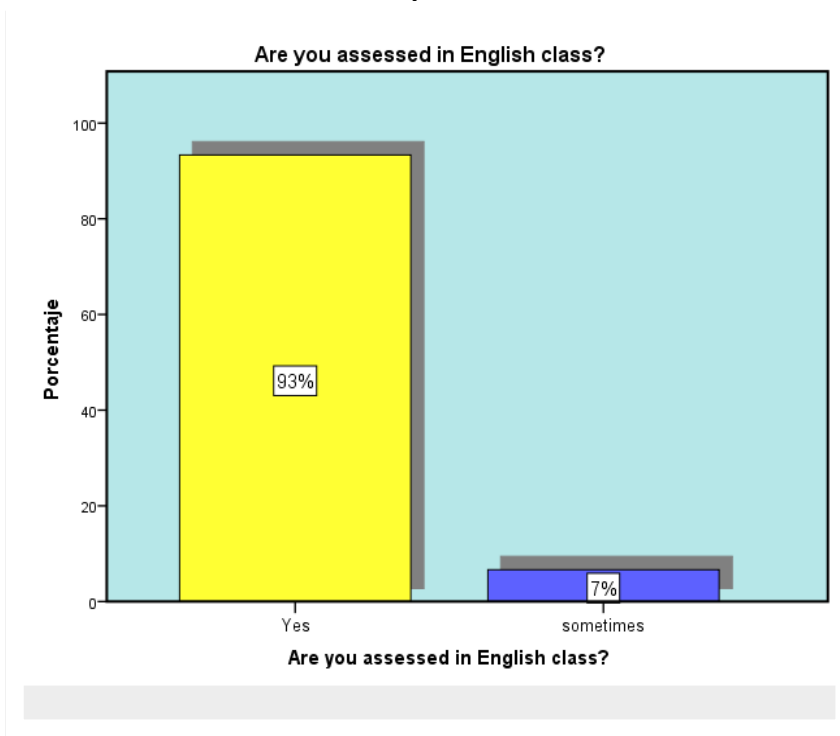
Some of the strategies he uses to assess the speaking skill are oral presentations, drilling activities, role-playing, and some games that encourage students to speak and make use of vocabulary. When it is about oral presentations, students do activities like recording themselves in a video. Their presentations can be also assessed through the elaboration of place models (maquettes) to support their speech which sometimes is presented to students of other levels. These kinds of activities have become a good way to assess students because they learn about the topics deeply and are more motivated when doing some crafting projects or using technology.

Finally, based on the teacher's opinion, a special assessment is emphasized that is given to the speaking skill for being one of the most difficult to develop for students. Secondly, the writing skill; thirdly, listening skill, and lastly, reading skill. Based on the observation visit, it is considered that more activities to help students write and speak in the classroom should be enhanced.

RESULTS OBTAINED FROM THE STUDENTS' SURVEY

The data analysis corresponding to the survey instrument in this research shows the results of the information collected about the assessment process experienced by students during all years they have taken English as a foreign language in secondary education, instead of that applied just in a specific and limited period like 2 months or one semester, for example. It is an analysis of the students' assessment experience in general. This survey, which includes 13 questions, was applied with 100% of the students (15 students) from the 10th grade B at Juan Jose Rodriguez National Institute,

Graph 1



The first graph represents the results related to question number 1 from the survey instrument. It was enquired about the assessment process, essential for the learning progression, that students experience in their English classes if their performance is summatively or formatively assessed. From this preliminary question, the sample represented by 93% in the bar graph affirmed being effectively assessed in English class, while

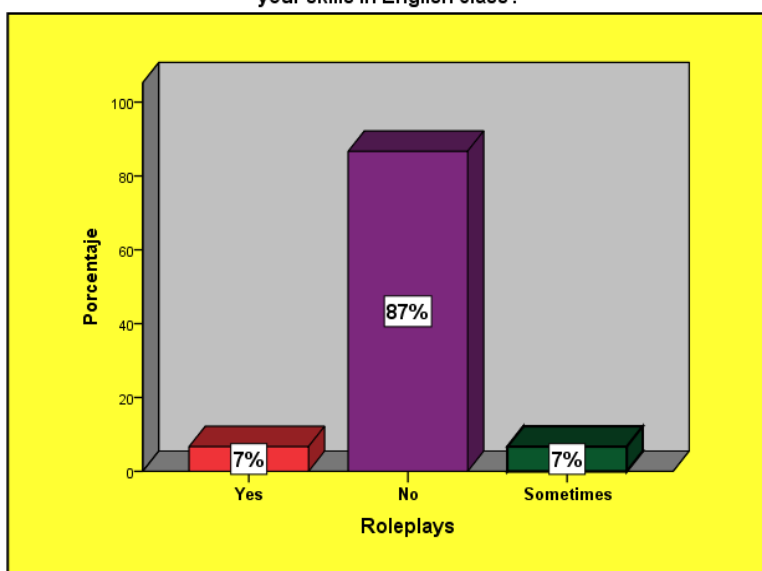
7% of the sample declared being occasionally assessed or only sometimes in all their classes.

From this result it can be confirmed that the assessment process is developed as an integral part of the English teacher' role over tenth grade B students since no one of the surveyed population, corresponding to 15 scholars or 100% of the sample who applied to the instrument, affirmed not to be assessed in English class.

Question 2 of the survey is focused on analyzing the different types of formative assessment commonly used by teachers in secondary education to assess speaking skills in English class. As can be seen, the options of this question are classified into role plays, oral presentations, projects, oral questions, games/ dynamics, and video recordings. Each of the options was classified by students who consider, according to their experience in the classroom, if these activities are applied as a formative assessment for English classes in a range of “yes, no, and sometimes”. The following graphs detail the results obtained per each of the options previously mentioned.

Graph 2

2. What type of formative assessment does your teacher implement to assess your skills in English class?



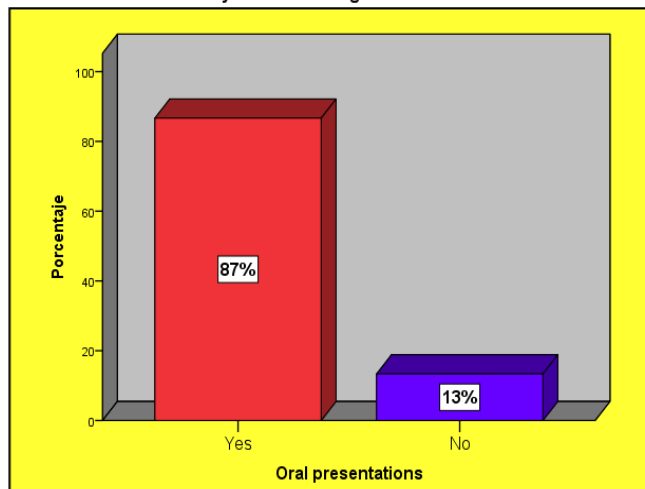
Graphic 2 shows the results obtained from question number two of the survey, where it is described the answer of the students regarding the use of role-plays as formative assessment activity in the classroom. In this respect, a small fraction of the surveyed sample corresponding to only 7% in the pie graph answered positively in relation to the use of roleplays to be assessed in speaking skill. Other 7% of

students affirmed that roleplays are only sometimes applied to assess them. The remaining of the surveyed population represented by 87% (13 students) in the graph answered negatively. Based on the analysis of these answers, it can be concluded that roleplays are rarely used as formative assessments in the classroom.

Regarding the second option of question number two: “oral presentation” as a formative assessment activity, it is obtained the results of 87% of the surveyed sample, who represent a population of 13 students. This part of the sample confirms the use of oral presentations as an activity implemented by the English teacher to assess their speaking skill in the classroom. The remaining part of the population, represented by 13% in graph 3 answered negatively. Results confirm the use of this activity to assess the students’ speaking skill, though.

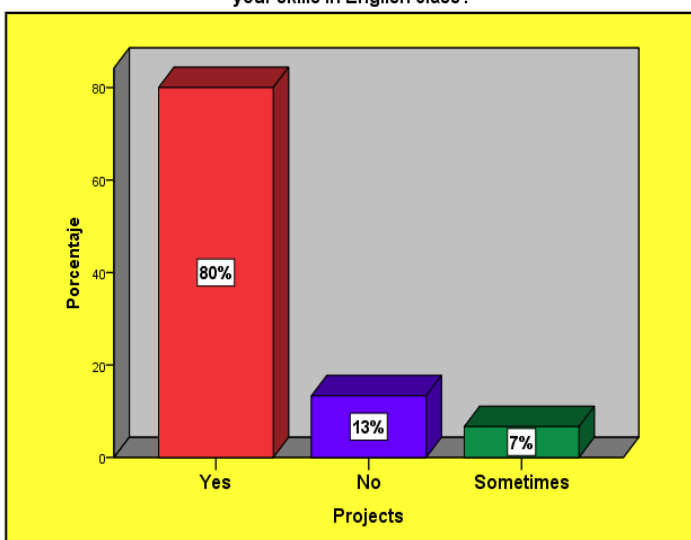
Graph 3

2. What type of formative assessment does your teacher implement to assess your skills in English class?



Graph 4

2. What type of formative assessment does your teacher implement to assess your skills in English class?



The third option included in question number 3, is related to the assignment of projects (based on the teacher’s preliminary interview) as formative assessment in English class. It involves the elaboration of maquettes, posters, materials, handicraft works, video editions, etc., for specific contents, that can request or not the performing of writing, reading, listening or speaking skills to present the project.

About the previous expressed, it is obtained the data of 13% of the sample (3 students) who consider projects as an activity that is not applied to assess them in the classroom. It is also attained 7% of the sample who answered that projects are sometimes used as formative assessment, it means, occasionally applied. The remaining of the population (80% in the

graph) who represents most of the surveyed students affirmed that projects are implemented to assess their skills in English class.

According to these results, it can be concluded that the teacher makes use of project assignments to evaluate students formatively. It is important to say that during our Teaching practice process some of these projects (as teacher's extra evaluation) could be observed through the elaboration of posters, recycle containers, etc. which request students to put into practice their speaking skills when presented their project and the purpose this one was elaborated for.

Graph 5

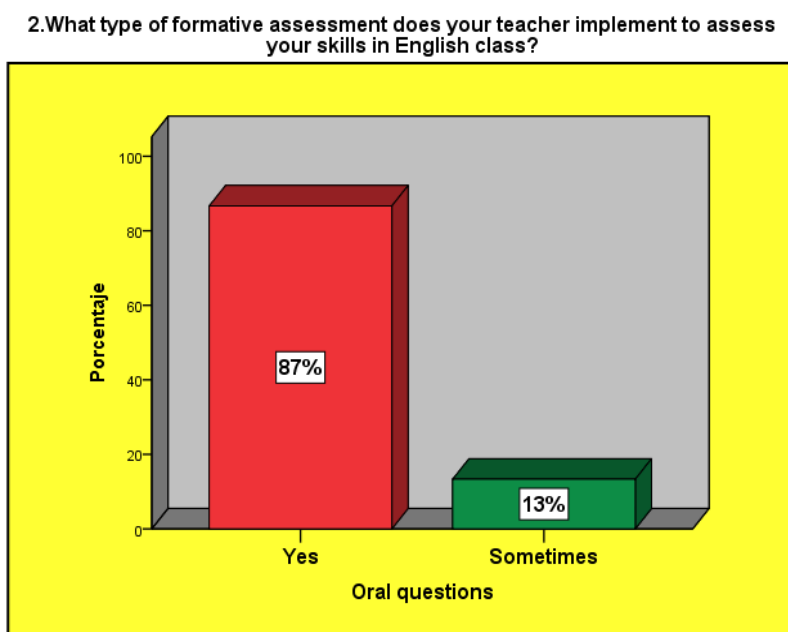
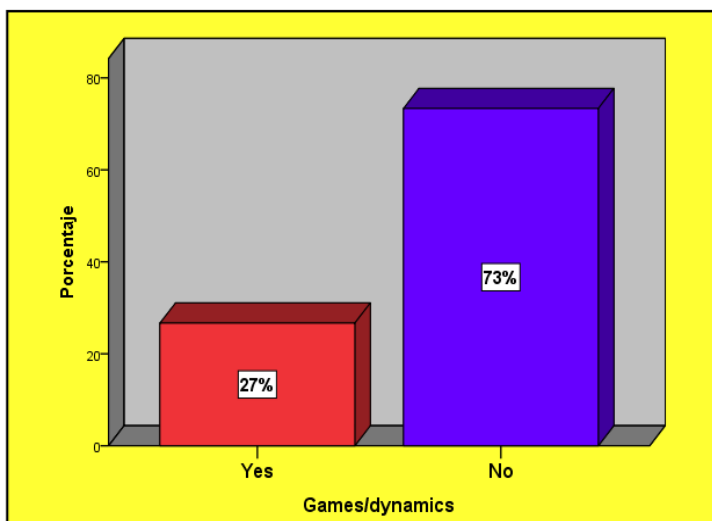


Figure 5 shows the answer of the students related to the fourth option “oral question” as formative assessment activity corresponding to the same question. This bar graph explains the results obtained from 87% of the surveyed sample (13 students), who confirm the use of oral questions in English class to assess speaking skill. The remaining part of the population represented by the 13% in the graph answered that oral questions are only sometimes applied during their lessons. It is worthwhile mentioning that no students gave negative answers for this option. Thus, it is concluded that oral questions are used by the teacher to assess students in the classroom.

Graph 6

2. What type of formative assessment does your teacher implement to assess your skills in English class?



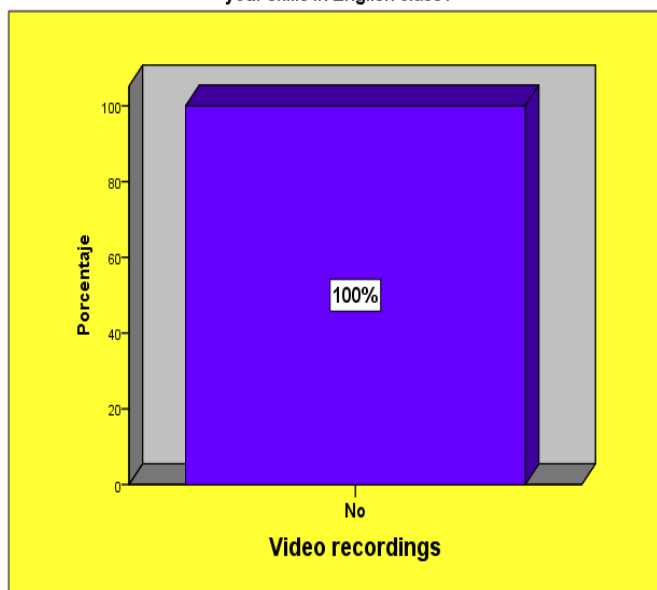
The data obtained in graph 6 is the representation of students' answers related to the fifth option (games/dynamics) of the second question in the survey. This activity was included as part of options for this question due to games and dynamics promote the students' active participation in the classroom and let the teacher provides immediate feedback (as part of the formative assessment) in any of the different skills that

learners can use while participating in games and dynamics in the classroom. According to the results presented in the bar graph, only 27% of the sample who represent a population of 4 students answered positively about the use of this type of activity to assess their English skills. The majority of the sample, however, corresponding to 73% in the figure, points that Games/Dynamics are not used in the classroom as part of the teacher's assessment process. The results obtained infer that few dynamics and games are applied in English to assess 10th grade B students formatively in the classroom.

Concerning the last option "video recording" (Graph 7) as formative assessment activity corresponding to the same question, 100% of the sample that represents 15 surveyed students answered negatively, which means that video recordings are not used to assess students formatively. The inclusion of video

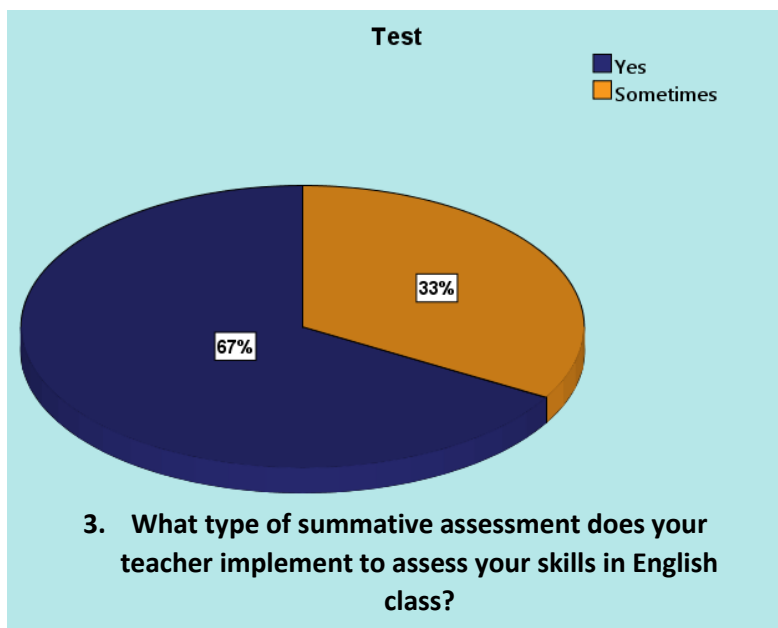
Graph 7

2. What type of formative assessment does your teacher implement to assess your skills in English class?



recordings in this question is based on the teachers' preliminary interview who mentioned the use of technology in English class.

Graph 8

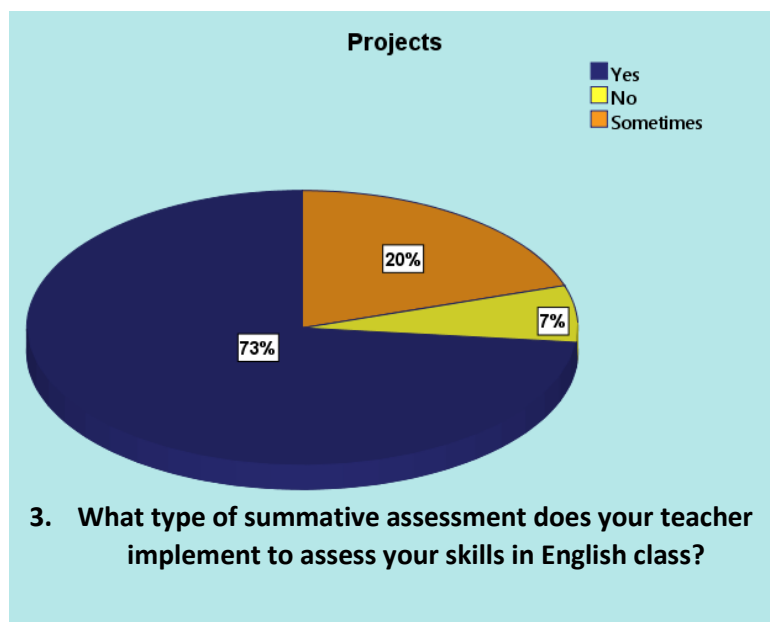


Question number 3 of the survey pretends to inquire about the type of summative assessment applied by the teacher for the different English skills. This question includes 4 assessment activities (tests, projects, presentations, reports) to be considered by students in a frequency range of “yes, no, sometimes”. The following graphs represent the results of the data obtained per activity.

Regarding the first option corresponding to graph “Test” (graph 8) as a summative assessment, it is obtained the results of 67% of the sample, equivalent to 10 students, who affirmed being assessed by the English teacher through tests to evaluate their writing and reading skills, while 33% of the surveyed population, represented by 5 students, affirmed being assessed through test only sometimes.

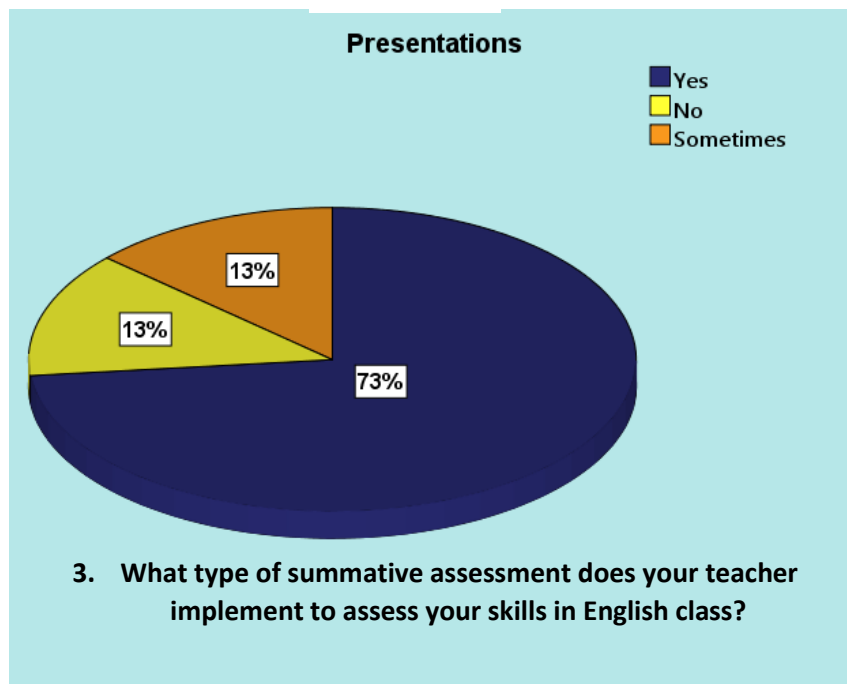
The second option included in question number 3, is related to the assignment of projects as summative assessment in English class. Analyzing results from graph “Projects” (graph 9) as summative

Graph 9



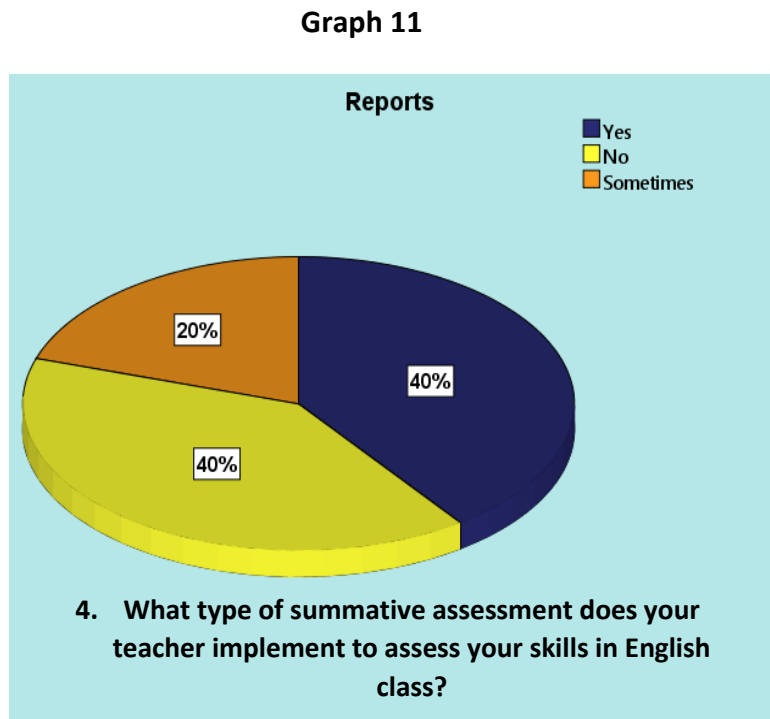
assessment activity shows the answer of 73% of the surveyed population, equivalent to 11 students of the sample, who indicates being effectively assessed through projects by the English teacher for final assessment. The 20% of the sample, represented by 3 students, indicates that projects as summative assessment are occasionally applied to assess them in English class (sometimes only), while 7% of the sample denied being assessed through this assignment.

Graph 10



Graph 10 corresponding to the third option: “Presentations” of question 3 in the survey shows information about this activity as summative assessment in the classroom. The results detailed through the pie graph clearly demonstrate a significant majority of students equivalent to 73% of the surveyed population or 11 students who confirmed that presentations activities are assigned by the English teacher for summative assessment of their speaking skill in the classroom. A small fraction of the sample identified through 13% in the pie graph (equal to 2 students of the sample) indicates being assessed through this activity only sometimes. The same student fraction corresponding to 13% of the sample answered negatively in the use of this activity to be assessed. Nonetheless, it can be confirmed the use of presentations as summative assessment activity applied by the teacher.

Graph 11: “Reports” identified as the fourth option of question number 3 gives information about this activity as summative assessment applied by the teacher. This activity describes reports as writing exercises assigned to students, such as submitting the writing of essays, descriptions, paragraphs, a list of sentences using specific verb tenses, etc., which are assigned by teachers as a summative assessment.



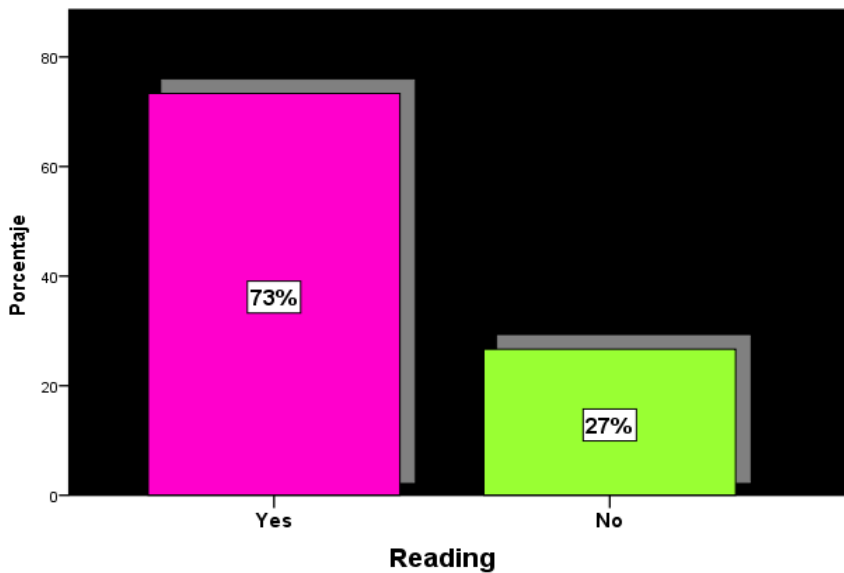
Based on this activity, the data obtained from 40% of the sample represented by 6 students, affirmed that reports are assigned to assess their English skills in the classroom. On the other hand, a similar fraction de students equal to the same 40% of the sample answered not to be assessed with reports. Finally, only 20% of the sample expressed being sometimes evaluated through this activity. The result infers the use of reports as summative assessment due to 20% of the sample answered “sometimes”, adding up these possible results to 40% of the sample who marked “Yes” in the use of the Reports in the classroom.

The fourth question of the survey intends to know whether or not the students are provided with feedback after an assessment activity in the English class. This question is focused on the four language skills which are divided into reading, writing, listening, and speaking. The surveyed sample, equivalent of 15 students who represent 100% of the population; answered this question according to their experiences in the classroom. The individual data per skill is described as follows.

Results of the students’ opinions, related to whether or not the teacher gives feedback after carrying out reading activities in the class, are shown in graph 12.

Graph 12

4. Do you receive feedback after an assessment activity in English class?



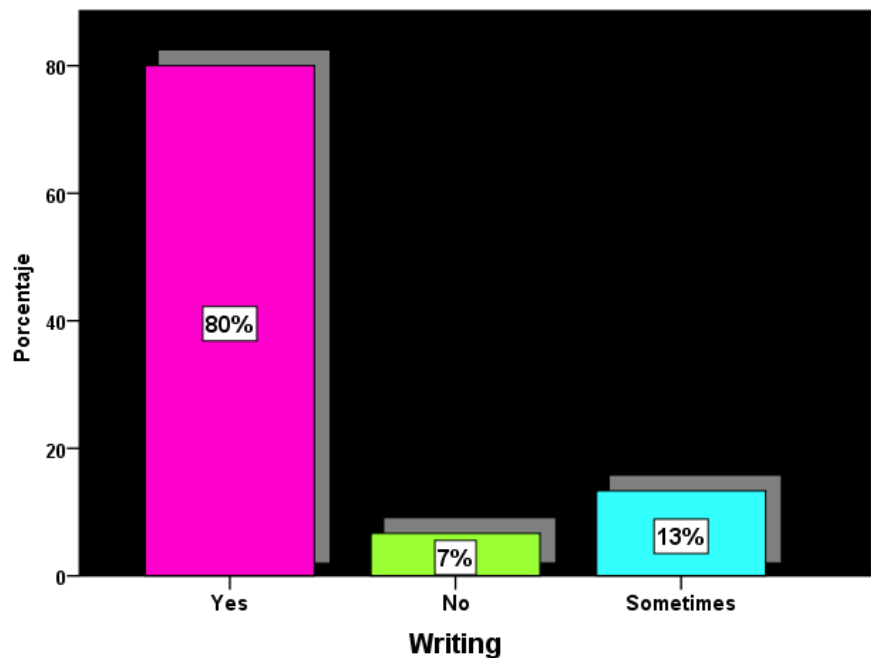
The results point that most of the students (11) represented by 73% of the surveyed population affirm to receive feedback for this skill. The remaining part (4 students) represented by 27% in the figure consider that feedback is not given. According to this result, it is confirmed that the English teacher gives feedback to students when

assessing reading activities in the classroom, being an important part of the students learning process.

Results of the students' answers regarding the second option "writing" of question number four of the survey are detailed in graph 13. The data present 80% of the sample who confirm feedback is provided after writing activities in the classroom. The other part represented by 13% in the graph indicates that feedback is occasionally shared (that

Graph 13

4. Do you receive feedback after an assessment activity in English class?



is, sometimes). It is important to mention that both parts of the students represent the majority of the population together (93% of the surveyed sample). They answered positively,

indicating that feedback is effectively shared by the teacher after assessing writing activities in the classroom. The remaining part of the group represented by 13% of the students answered negatively.

Graph 14

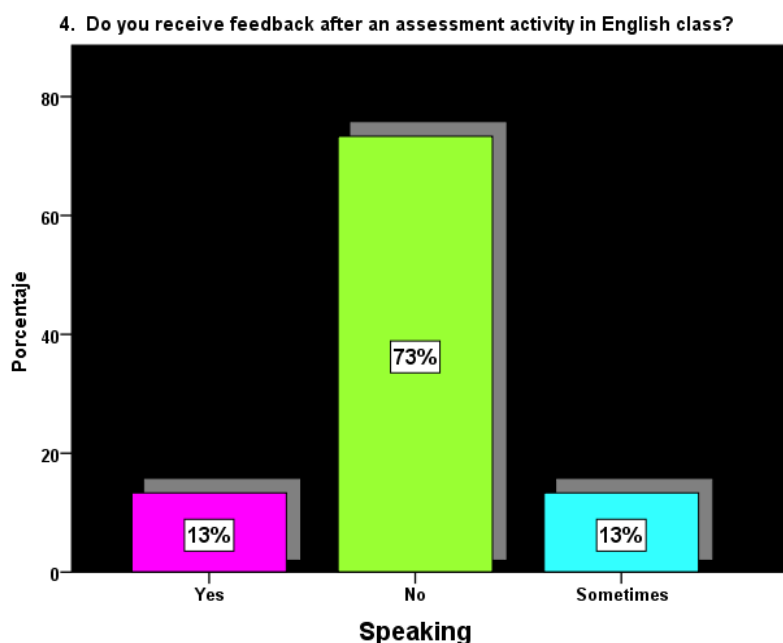


In relation to the result of the third skill “Listening” of the same question, which is shown in graph 14, none of the students answered positively, which means that 100% of the respondents consider not receiving feedback for listening activities. According to these results, it is concluded that the teacher does not give feedback for this skill in the classroom. Listening is an

important skill on which students also need motivation, and where they need to recognize their mistakes. Feedback in this skill plays an important role in the development of the language.

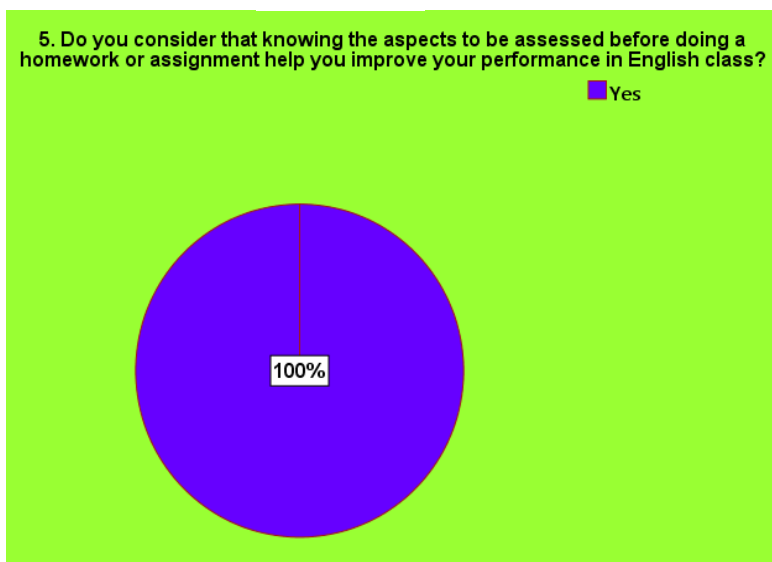
In relation to the Speaking skill (Graph 15), it is observed 13% of the surveyed sample (2 students) who affirms receiving feedback for this skill. Another small fraction equivalent to the other 13% in the graph (2 students) consider that feedback is given only sometimes during the English class for speaking.

Graph 15



According to the results for the fourth option of the fourth question in the survey, it is defined that feedback is not provided after speaking activities in the classroom since most of the population represented by 73% of the surveyed students answered negatively for this option.

Graph 16



Graph 16 describes the results acquired from question number 5 of the survey instrument. This question arises from the purpose of evaluating the impact of the assessment instruments before students develop a summative assessment activity; how useful is for them to know what they should do and include exactly in an assignment oriented by

the teacher so that they can accomplish the task accurately and successfully, and request the teacher's help if students consider their weaknesses and difficulties to understand or performance something of the task.

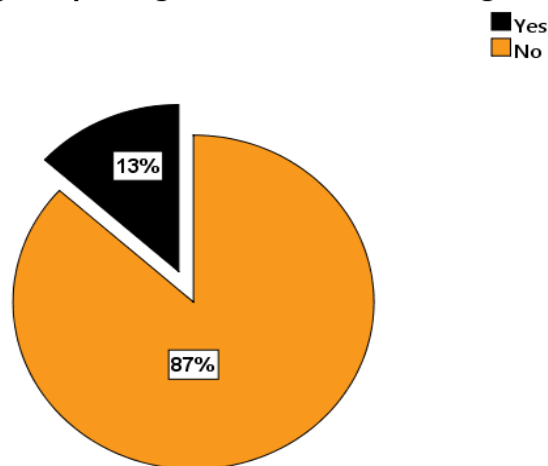
Knowing the aspects before doing homework or assignment help students work specifically in the areas requested for the task and effort themselves to give a better performance, obtaining the total score for the assessment carried out by the teacher accordingly. In this respect, the data represented through the pie graph confirm that 100% of the sample consider that the explanation of the aspects to be taken into consideration before an assessment activity helps them improve their performance in assignments.

Question 6 of the survey is focused on analyzing the inclusion of the speaking skill as a section to be assessed on a final English test, that is, if students' final assessment includes the speaking skill besides Writing and Reading, taking into account the importance of communication in English classes at secondary education.

In this regard, 87% of the surveyed sample, equivalent to a significant majority of the students, affirms that speaking skill is not assessed when doing a final test. This result allows inferring the lack of a section in the final test to assess the speaking skill specifically as part of the English macro skills. Only 13% of the sample, equivalent to 2 students, answered positively in relation to the speaking assessment.

Graph 17

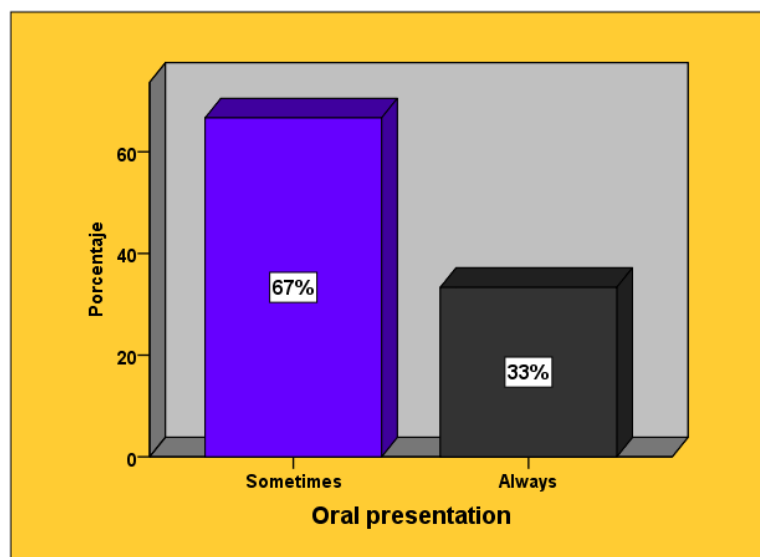
6. Is your speaking skill assessed when doing final tests?



Question number 7 of the survey is focused on analyzing the frequency in which formative assessment in speaking activities is applied. For purpose of this question, five options or activities commonly implemented for English classes have been taken into consideration. These are Oral presentations, Roleplays, Games, video recording, and oral questions. Each one of these options, presents four frequencies divided into “Always, sometimes, hardly ever, and never”, so that students can evaluate according to their opinion and based on their experience in the classroom.

Graph 18

7. How frequent does your teacher apply formative speaking assessment on the following activities?

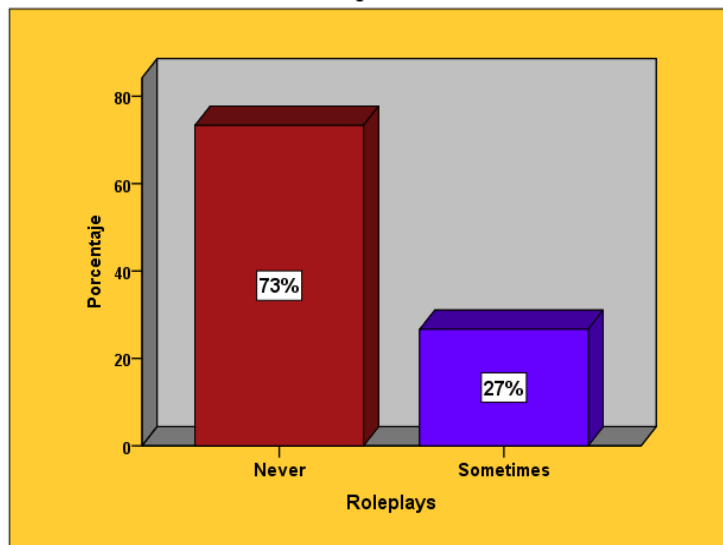


In relation to results shown in graph 18: “Oral presentation”, most of the students equal to 67% of the surveyed group (10 students) consider that this activity, oral presentation, is sometimes applied as formative assessment; while the remaining group (33% in the graph representing 5 students of the population) consider this activity as always applied as formative

assessment. From these results, it is inferred that oral presentations are not frequently used as a formative speaking assessment activity in the classroom, they are commonly used as a summative assessment activity instead. Students must begin to see this activity not only as a way to get more points in the class but as a way to improve their oral skills first.

Graph 19

7. How frequent does your teacher apply formative speaking assessment on the following activities?

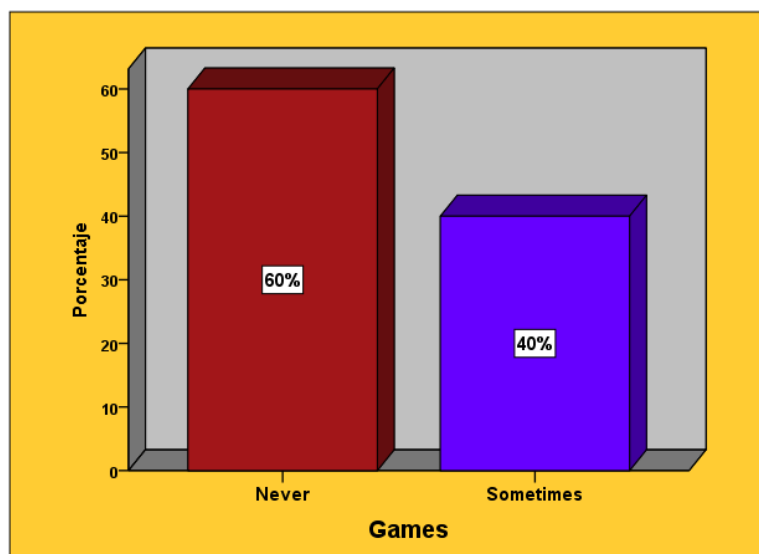


Regarding the second option “Roleplays” (graph 19) of question number 7, it is obtained the results from 73% of the sample (11 students) consider that roleplays are never applied as a formative assessment for speaking skill. Nonetheless, the remaining population represented by 27% in the bar graph affirms this activity is sometimes applied by the teacher to assess them formatively in the classroom. The results observed let us know that roleplays are rarely used as a formative speaking assessment in English class, what it means this activity can be used more frequently to help students improve the speaking skill using the tools and opportunities that roleplays provide to interact and communicate.

Concerning the third option “Games”, it is obtained a large fraction of the surveyed population represented by 60% (9 students) in graph 20, who marked games as never applied in the classroom to assess their speaking skill formatively. On the other hand, 40% of the population marked this activity as occasionally applied in the classroom in formative assessment.

Graph 20

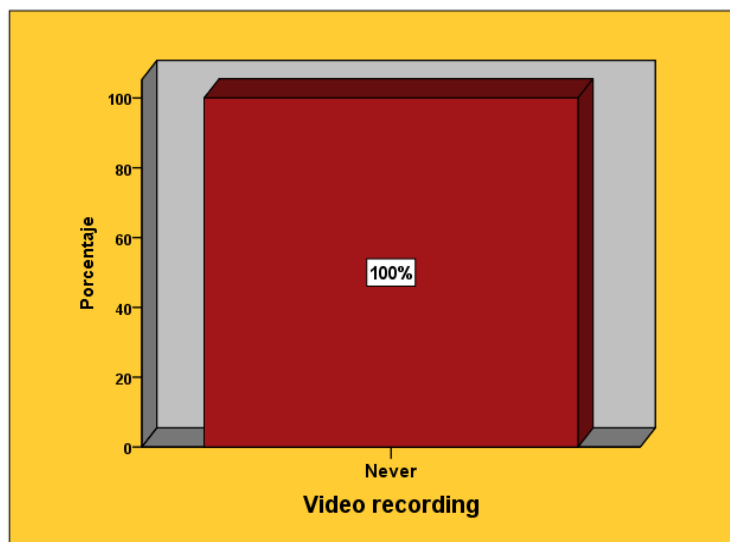
7. How frequent does your teacher apply formative speaking assessment on the following activities?



According to the results, it is a conclusion that the teacher does use games but it is infrequently, considering that most of the students responded negatively. Games motivate students to participate actively in the classroom, it also helps them to make use of the language in a more meaningful way. Games play key roles in the development of different language skills, and they could be a good way to encourage students to speak and interact with their classmates.

Graph 21

7. How frequent does your teacher apply formative speaking assessment on the following activities?

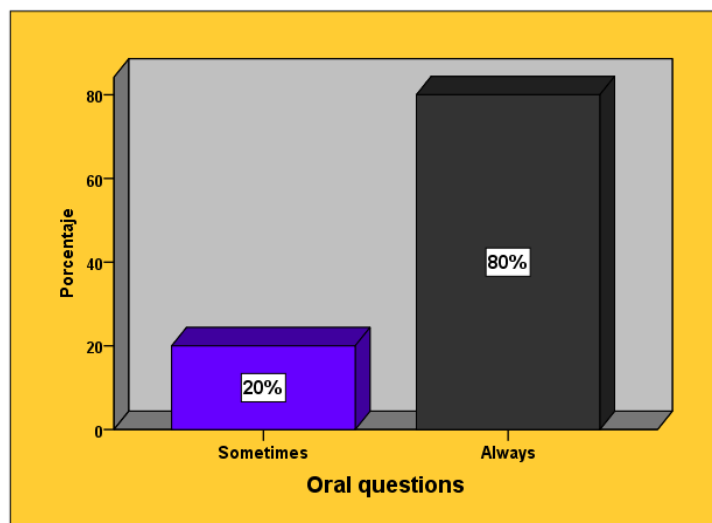


Results from the fourth option “video recording” of the same question were analyzed obtaining 100% of the surveyed sample, corresponding to all 15 students of the population, who indicate that video recording as formative speaking assessment is never applied in the classroom. This option was included according to the teacher’s preliminary interview

in relation to the use of technological tools in the classroom. It is important to mention that the use of video recording was applied for the Teaching practice period to develop speaking skill in the class. During this process, it was evidenced that videos help students develop this skill since they get confidence and discover their strengths and weaknesses in the process.

Graph 22

7. How frequent does your teacher apply formative speaking assessment on the following activities?

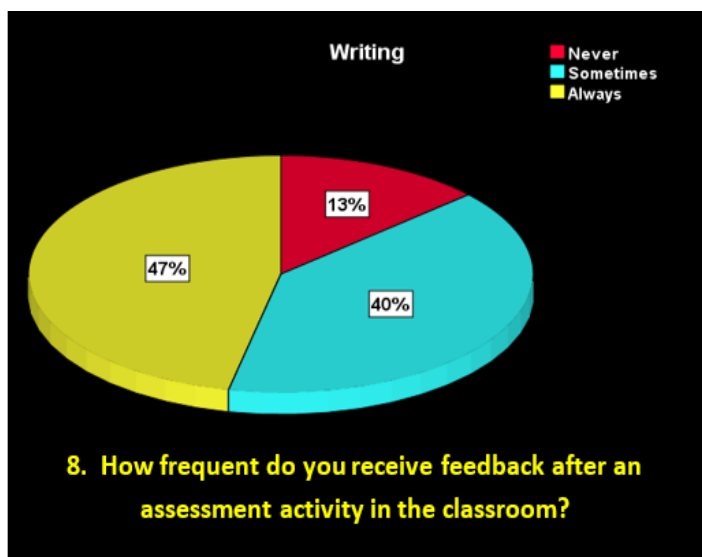


Graph 22 presents the results obtained from the last option of question number 7. This graph includes data from 80% of the surveyed sample who indicates that oral questions are part of the formative assessment used by the English teacher all the time to assess the speaking skill in the classroom. This group marked this option in a frequency of “Always” used in class. The remaining 20% of students marked the frequency of “sometimes” for this option, indicating that the teacher occasionally makes use of oral questions as formative speaking assessment. Based on the result analysis, it can be concluded that the teacher makes constantly use of oral questions to develop speaking skill in the classroom.

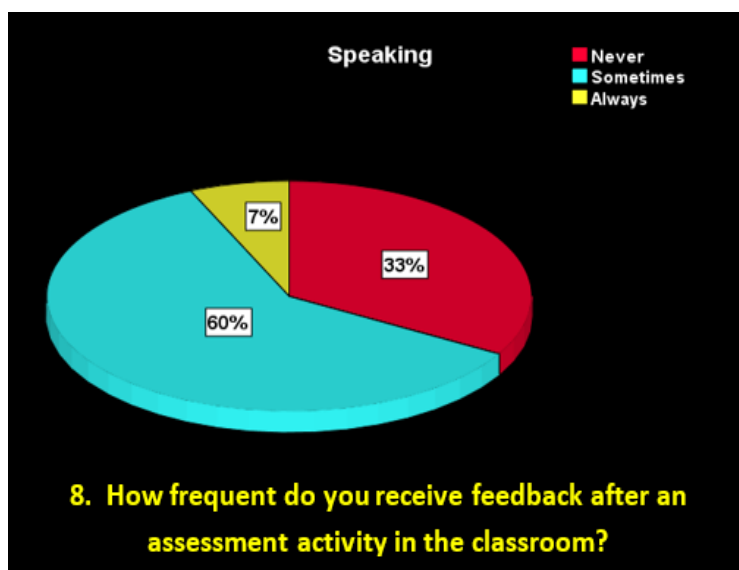
Taking into consideration that Writing and Speaking are the skills most encouraged in English class at secondary education, question number 8 of the survey is included to analyze the frequency in which feedback is given for the skills previously mentioned after assessment activity in the classroom. That is, how frequently the feedback is shared so that students can improve their performance in writing and speaking skills.

Based on the expressed before, it is analyzed graph 23, corresponding to the Writing skill, where feedback is referred to that given in form of mistakes correction or right word spelling in writing activities or tests. In this respect, 47% of the sample, equivalent to 7 students, affirms that feedback is always provided by the English teacher after writing activities. By its part, 40% of the sample consider the feedback is sometimes given after writing assessment. On the other hand, it is presented only 13% of the students who express that feedback is never shared after they are assessed.

Graph 23



Graph 24

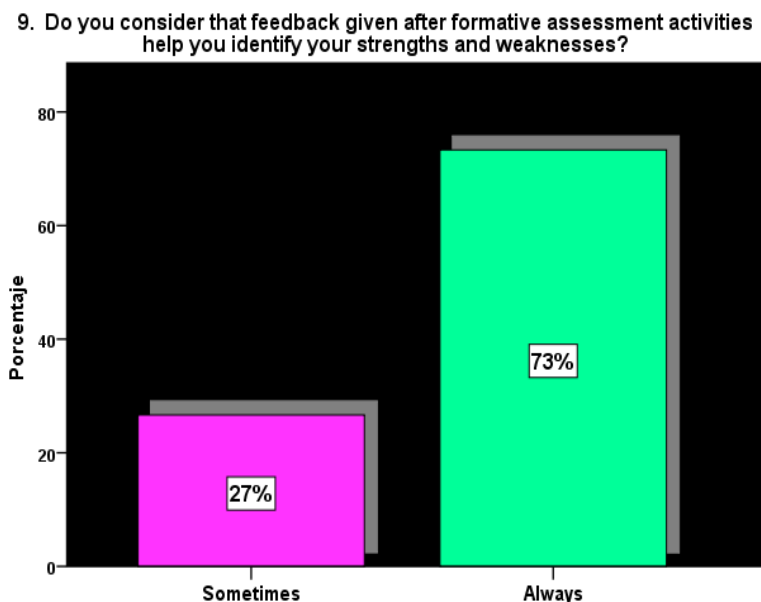


Concerning the speaking skill, the data obtained is detailed in graph 24, where it is asked students about the feedback frequency they received after oral activities. The results in the graph are divided into 60% of those surveyed who declare receiving feedback only sometimes for speaking activity after an assessment. On the other hand, it is obtained 33% of the sample who consider never receiving feedback after being assessed; and finally, a small fraction of the sample corresponding to 7% in the graph who state they always receive feedback after a speaking activity in the classroom.

receiving feedback after being assessed; and finally, a small fraction of the sample corresponding to 7% in the graph who state they always receive feedback after a speaking activity in the classroom.

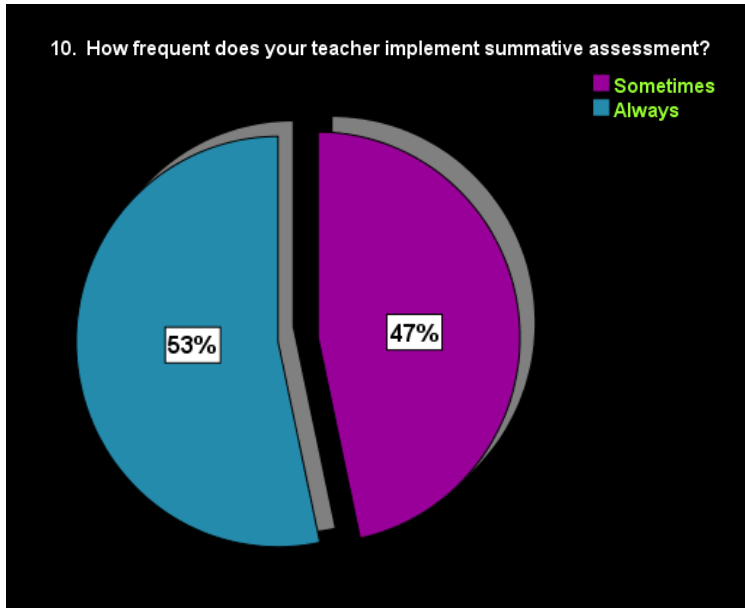
According to the data in this skill, it is inferred that feedback for oral skill is just given occasionally. Based on both graph results, it is noticed that feedback is provided more for writing skill than speaking skill.

Graph 25



Regarding question number 9 of the survey, results are detailed through the bar graph 25, showing the answer of 73% of respondents who affirm that feedback given by the English teacher as part of formative assessment after performing activities in the classroom always help them identify strengths and weaknesses in English skills, which is useful since they have an understanding about what things should be improved to give a better performance. The remaining of the surveyed sample equivalent of 27% in the bar graph, however, consider feedback as not so important since it does not help them to improve their performance, just occasionally or sometimes during all time they have taken English classes. This answer could be understood by the fact of some of these students who do not express a preference for the class, have a continuous lack of attendance for these ones, or the teacher's formative assessment process which does not promote feedback continuously in the classroom. Nonetheless, it can be concluded that students consider feedback as important to identify strengths and weaknesses and improve their performance accordingly due to no one in the sample said that feedback is NEVER applied in the classroom, or it has NEVER been useful for them.

Graph 26

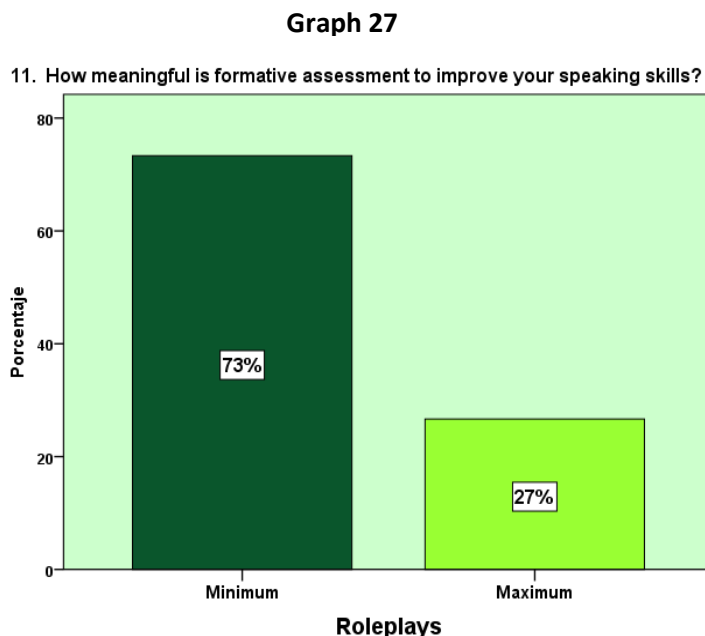


By organizing the data about how frequently does the teacher implement summative assessment in the classroom, the next result was obtained: 47% of those surveyed who represent a population of 7 students answered that summative assessment is sometimes implemented by the teacher, while the remaining population represented by 53% in the pie graph marked summative

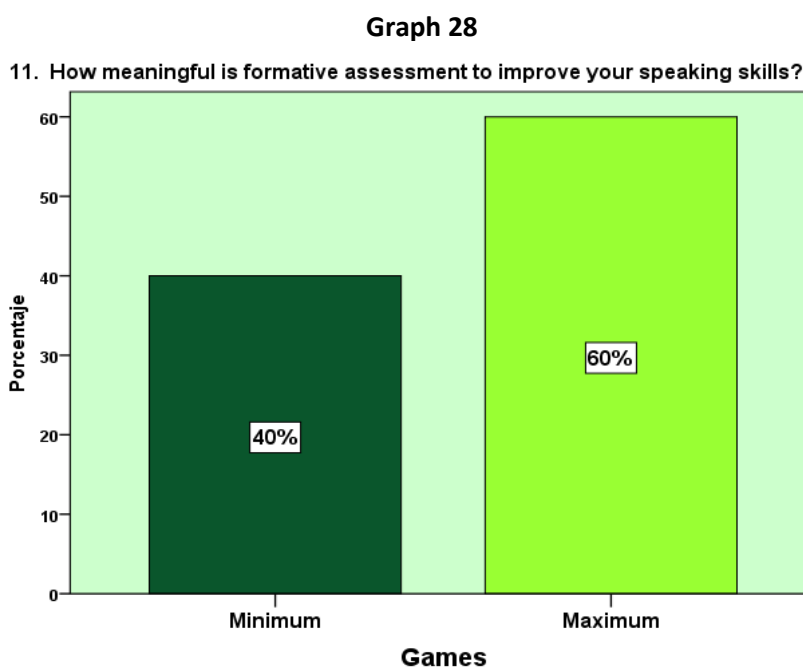
assessment as always applied. It is important to mention the four frequency options to answer this question, which was presented to the students in the survey. This frequency was classified into “always, sometimes, hardly ever and never”. As can be seen in graphic 26 above, the students gave answers that referred only to frequencies of “sometimes” and “always”, that is, students marked positive answers only. Thus, it is concluded that the teacher almost always implements summative assessment in the classroom. During the preliminary observation class, some summative assessment activities were observed. Students completed some tasks in the classroom related to the different topics previously learned, some homework also was assigned for the teacher following this purpose (to assess students in a summative way).

Question number 9 of the survey has the intention to evaluate the meaningfulness of formative assessment applied by the teacher in the classroom so that students can improve their skills in English class. This question proposes 4 of the most common speaking activities in formative assessment: Roleplays, games, oral questions, oral presentations (according to the preliminary interview applied to the 10th-grade teacher and general knowledge of the most frequent strategies used in classrooms) to be classified by students in an effectiveness/meaningfulness range between minimum and maximum.

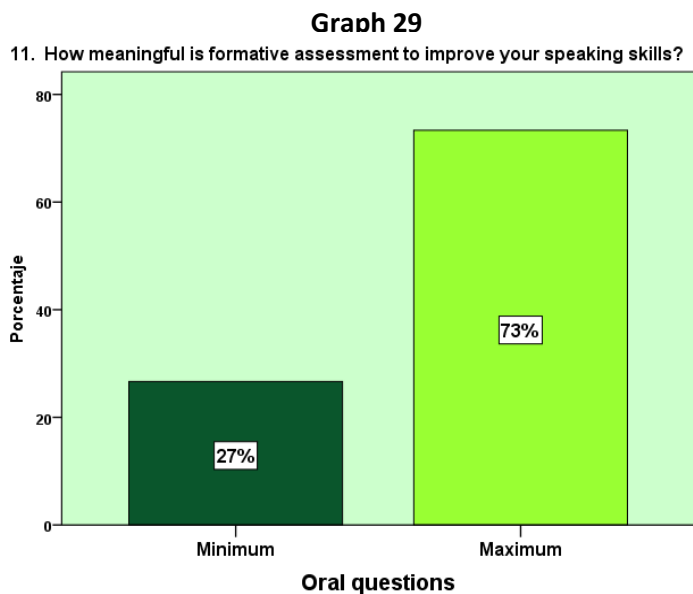
Graph 27 represents the results obtained from the first activity “Roleplays”, included as part of formative assessment activities, where 73% of the survey population points the meaningfulness of this activity as a minimum to improve their English-speaking skill, while 27% of the sample points the meaningfulness as maximum



Graph 28 shows the results for the second option “Games”, which involves activities like competitions, or any other dynamic that requires physical movement in the classroom to enhance the speaking skill through the students’ active participation. Concerning this option, the data presented through the bar graph identify 60% of the surveyed population who think that activities like games in the classroom are meaningful to improve in a maximum way their speaking skills. The remaining 40% of respondents consider the meaningfulness of this type of activity as minimum



Results from the third option: “Oral question” of question 11 in the survey as part of the formative assessment activities applied by the teacher in the classroom to evaluate English speaking skills, are presented through figure 29 in the bar graph. This activity was included among the options of question 11 since encourages students to face oral fears by answering

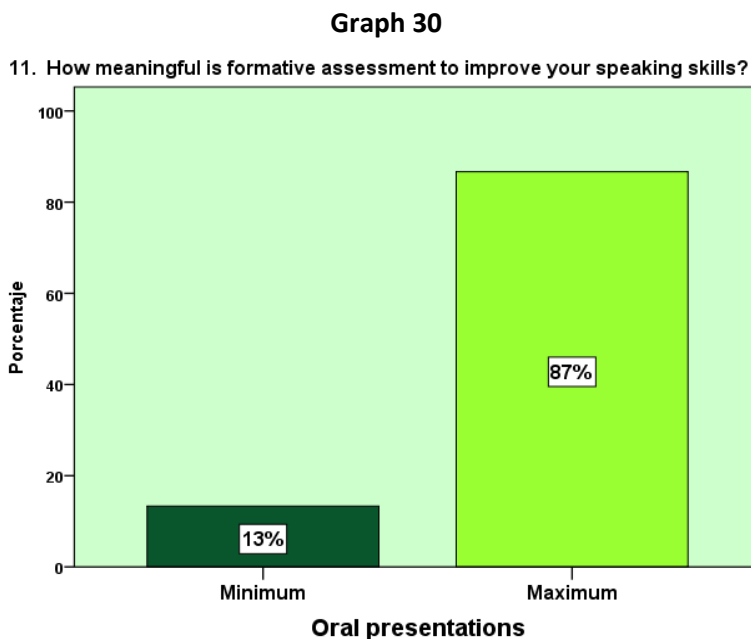


questions about the content developed, which allows the teacher to verify students’ comprehension skills.

Based on the above, the data obtained presents 73% of the students who consider the meaningfulness of oral questions as maximum to assess and improve their speaking skills, while the remaining 27% of the sample affirm that the meaningfulness of these ones is minimum.

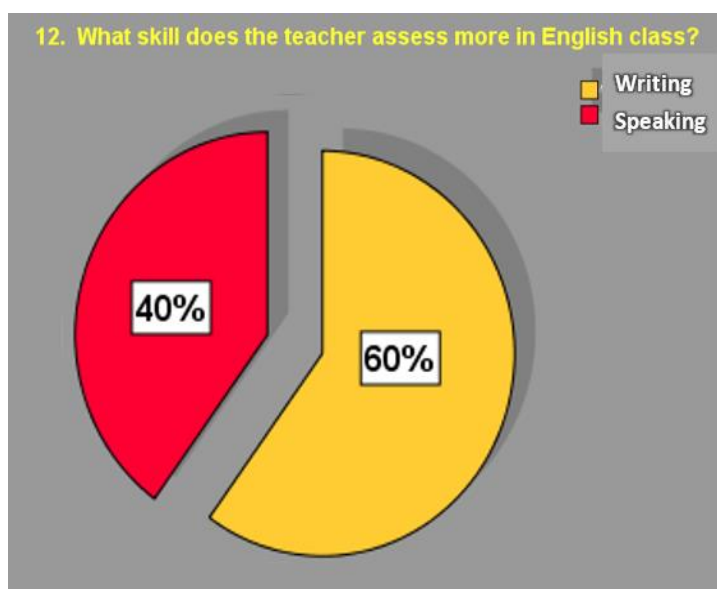
The data obtained from the fourth activity: “Oral presentation” as part of the options of question 11 are detailed in bar graph 30. This activity is included for being one of the most common formative assessment

activities for speaking skill in the classroom. In this way, results present 87% of the surveyed sample who marked the meaningfulness of formative assessment in oral presentations as maximum to makes them improve their oral skills, while 13% of the students considered the formative assessment effectiveness in this type of oral activities as minimum to give a significance in their performance.



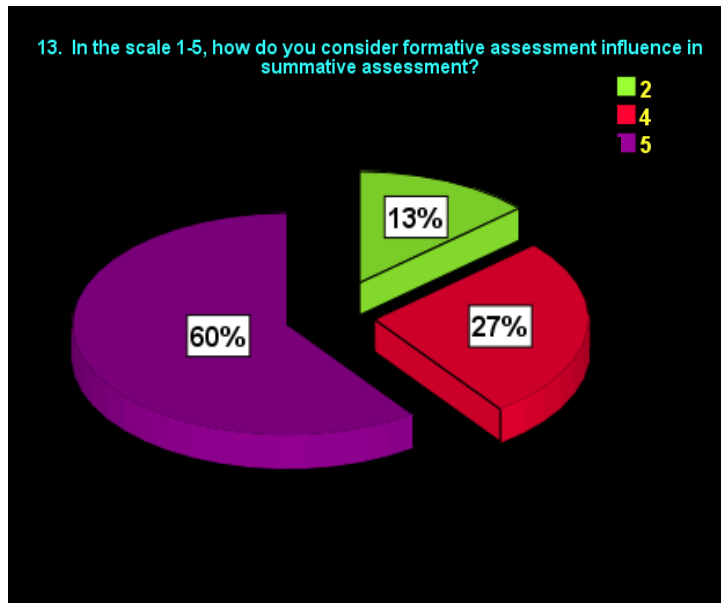
Question number 12 of the survey is detailed in graph 31. This question is included to analyze what English skill is the most assessed by the teacher. In other words, where is students' need, and what skill should be worked more so that they can level or improve their performance in that area.

Graph 31



Taking into account that English skills are all related to each other, it is emphasized Speaking and Writing since these ones are production skills that students need to communicate themselves using the language. According to figure 31 below, these skills are the most assessed by the teacher in the classroom. The results present a large portion of the surveyed sample equivalent of 60% in the bar graph that considers the writing skill is the more assessed in English class due to this one is frequently used by the teachers in all kind of assessment. Also, it is obtained the remaining part of the sample, corresponding to 40%, who claim that speaking is more assessed for English class.

Graph 32



For graph 32, the last question of the survey is focused on inquiring the students about the impact of formative assessment applied in the classroom to improve their English skills and their performance in general for the summative assessment. In this regard, it was asked students to measure the effectiveness or influence of this process on a 1-5 scale, considering 5 and 4 as the highest scores; 3, 2, and 1 for the lowest. The data obtained show the results of 60% of the surveyed sample in the pie graph who marked 5 as score, and 27% who marked 4, verifying that these part of the sample feels that formative assessment given by the teacher is meaningful and prepare them for a better performance of the activities when they are summatively assessed. Only the remaining part of students, equivalent to 13% of the surveyed population for a total of 100%, consider that formative assessment does not influence their performance or summative assessment activities, or it is not relevant.

For a summary of this graph, it is noticeable that most of the students affirmed the effectiveness of formative assessment for the improvement of their English skills in summative assessment.

Formative assessment of the speaking skill in the classroom

Based on the previous results, it was carried out two types of formative assessment activities focused on the English-speaking skill of the students. These ones were developed throughout the Teaching Practices period assessing fourth-year students on two days available to teach English in 45-and-90-minute classes. The assessment activities applied by the researchers are explained as follows.

1. ORAL PRESENTATION WITH FLASHCARDS

This assessment activity was developed using the unit V of the fourth-year English study program of secondary education with the topic: *Consequences in the environment*. Students were studying the use of the auxiliary “will” to create cause-and-effect sentences. It was necessary to share previous vocabulary related to positive and negative actions humans do, and the consequences of these ones for the environment. In this way, students had the opportunity to work first on their Writing skills in class, and then, they prepared themselves to make a short presentation for the next class, designing pictures (Flashcards) related to consequences of positive or negative actions we can produce in the environment. Consequently, they explained their flashcard (*see annex 7*) saying at least two cause-and-effect sentences. This activity was assessed individually through a speaking qualitative checklist (*see annex 1*) that describes specific aspects to be considered by students.

2. VIDEO RECORDINGS

Speaking skill was assessed in class through pair or small group activities in which learners were given a short dialogue or sentences, and teacher asked them to perform in the classroom. This assessment required individualized attention to learners for at least short periods of time, and eventually, the teacher used video recordings for making this process more effective to guide each student about their weaknesses and strengths in the topic.

2.1. Video recording 1

This first assessment was applied taking the basis of the unit VI: Natural disasters and the topics: *Natural disasters in Nicaragua and Consequences*. In this activity, students worked in groups of 5 to create cause-and-effect sentences using the auxiliary “Will” and vocabulary about natural disasters and their consequences in the environment. Besides, students made drawings on flip paper to represent possible consequences of natural disasters graphically.

This material was useful for them to support their speech. Then, all groups were recorded (*see annex 7*) while performing their presentation being evaluated through a speaking qualitative checklist with specific criteria (*See annex 2*).

2.2. Video recording 2

The second assessment was applied taking the topic: *Prevention in emergencies* from Unit VI: Natural disasters. As students have studied in previous classes about natural disasters and their consequences, students were requested to create a short paragraph where they named a natural disaster that could be common in a specific place of Nicaragua (e.g., Hurricanes are very common in the Atlantic Coast...). Then, they needed to mention some consequences of that natural disaster (home destruction, people death, loss of properties, etc), and finally use the last vocabulary studied in class to share some preventions we could take in emergencies (keep a first-aid kit, don't panic, look for a safe shelter, etc). Students were eventually recorded after being helped with their speech (*see annex 7*). This activity was assessed through a speaking qualitative checklist with specific criteria (*see annex 2*).

Summative assessment in the classroom

3. Oral Presentation (PowerPoint)

This activity was applied as the final speaking assessment of students, and it was based on the unit VI (Natural disasters) of the four-year English study program of secondary education. This unit involves learning about “natural disasters, consequences of natural disasters, and preventions in emergencies”. Taking into consideration all activities carried out in class and the support given to students in the learning and comprehension of the unit, the summative final assessment was designed based on the three contents previously mentioned.

Thus, students were requested to choose a specific natural disaster that occurred in Nicaragua. For the presentation, it was important to mention some general aspects like the date in which the natural disaster occurred, the location, what type of natural disaster was, and other relevant information in a brief description so that the audience could have an understanding

of the topic selected by the students. Consequently, students needed to mention possible consequences that could happen if a disaster like mentioned occurred again, and finally, some preventions we should take in case of emergencies. It is important to mention that in both parts students used the variety of vocabulary previously learned in class. This factor helped them to improve in content domain, pronunciation, and fluency.

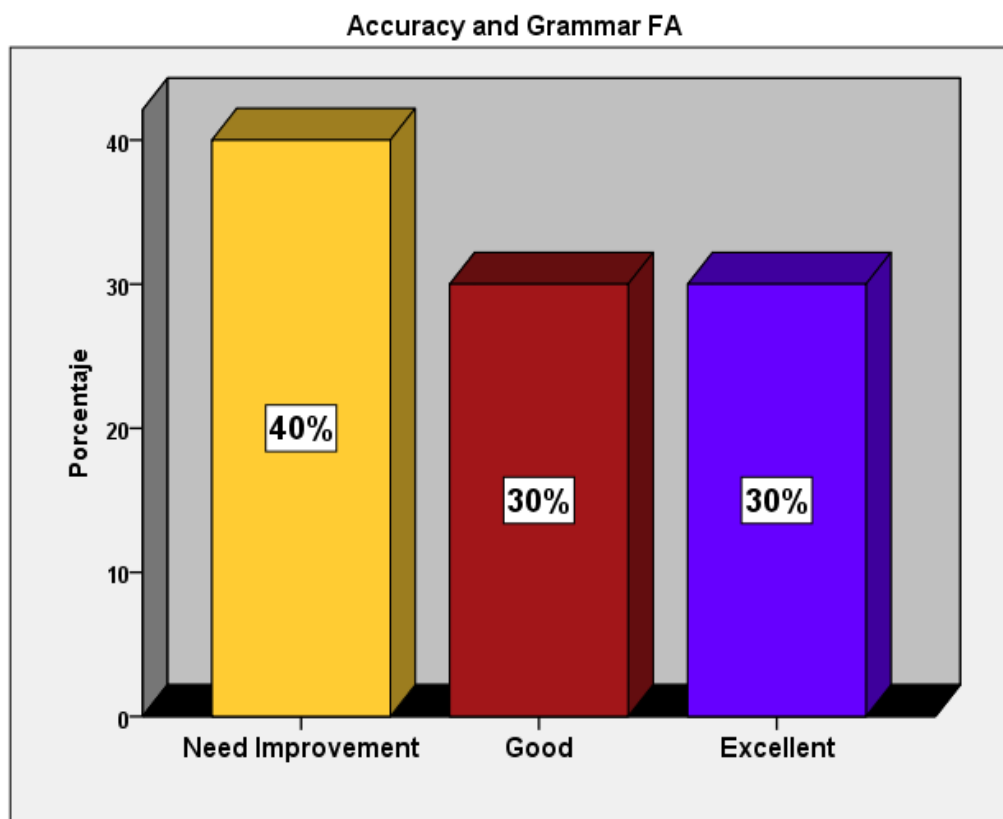
For this assessment, students applied their technological skills to design a PowerPoint presentation to include different pictures related to the natural disaster they chose to support their speech at the moment of their presentation. The class was developed in the TIC room during a 45-minute class, where students who worked in group of 5 could use the projector to carry out their presentations which had a duration of 10 minutes as maximum per group. This assignment was graded on 30 points, and it was necessary to design a detailed rubric (*see annex 3*) for the assessment of the students' performance.

Graph description

1. Formative assessment

Activity: Oral Presentation

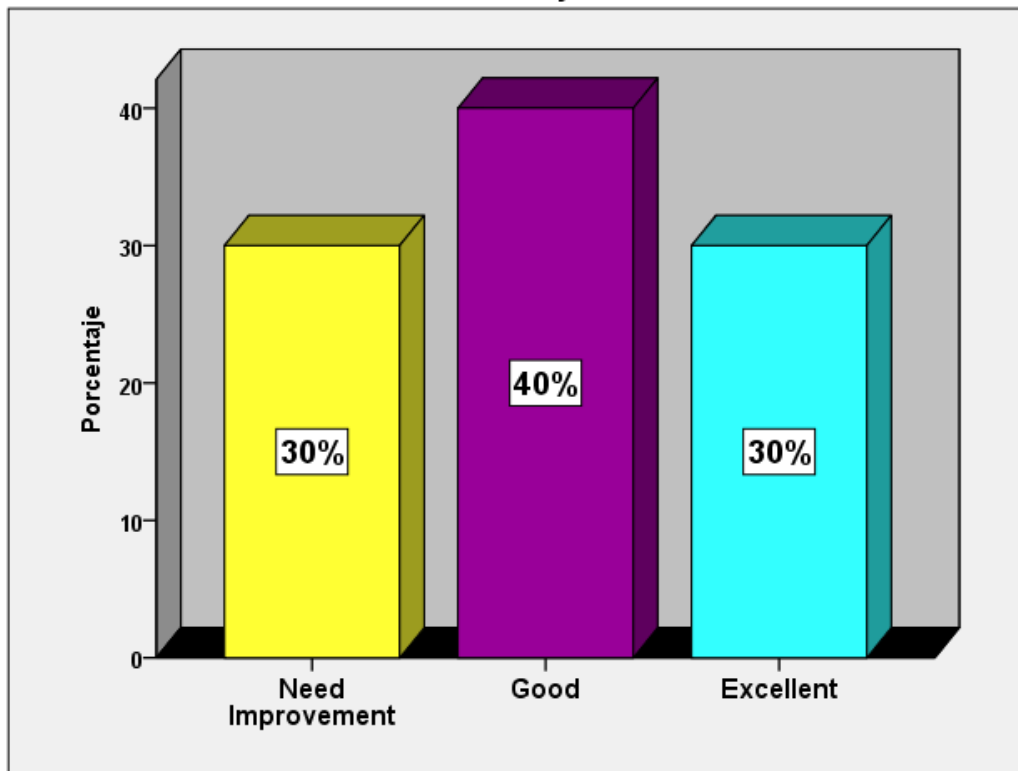
Graph 1



Graph 1 shows the students' results concerning the "Accuracy and Grammar" category of the checklist in formative assessment. It can be appreciated a large fraction of students represented by 40% in the bar graph who Need Improvement since there is no use of the grammar requested and make several errors in conjugation. Most of the students, however, identified through 30% who obtained "Good" results, and 30% who obtained "Excellent" results for a total of 60% accordingly demonstrate a satisfactory performance since understood and applied the grammar structures requested for the corresponding contents, and made good use of connectors to support their speech.

Graph 2

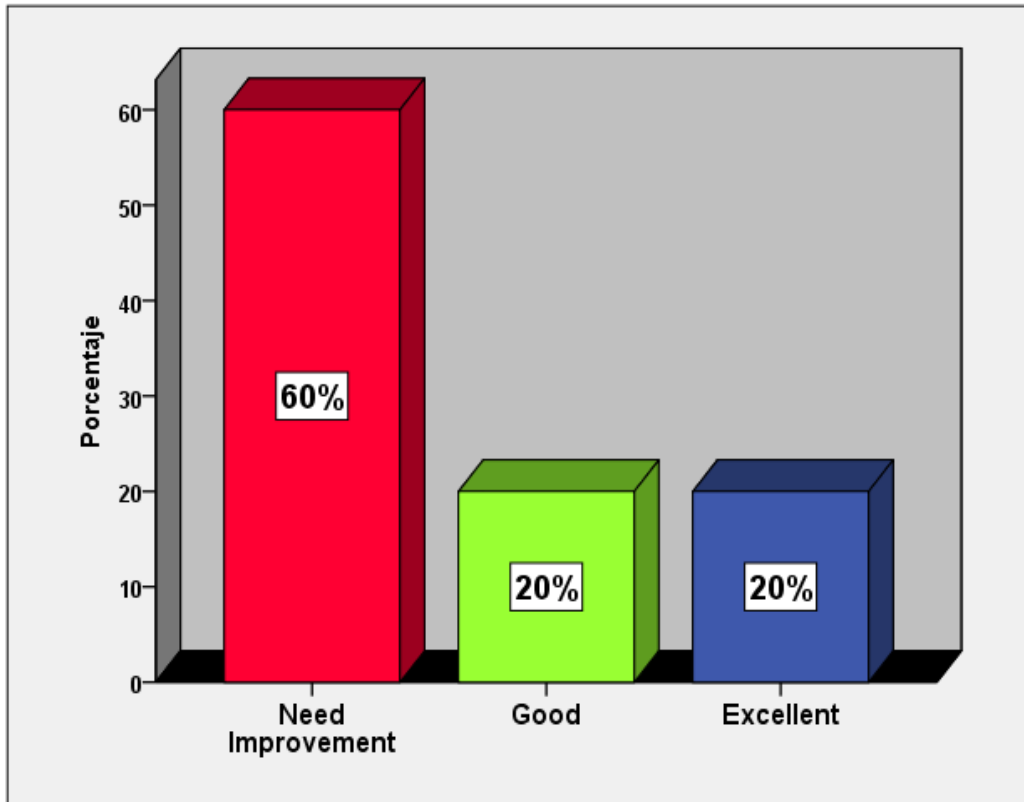
Vocabulary FA



Graph 2 describes the results of the “Vocabulary” category in formative assessment. The data obtained present 30% of students who Need Improvement (according to the checklist) since students do not use the vocabulary words related to natural disasters when presenting their speech. On the other hand, it is also shown 40% of the sample in the bar graph who obtained “Good” results, and 30% of the sample who achieved “Excellent” qualification due to they demonstrated good vocabulary control and word spelling in sentences related to natural disaster consequences

Graph 3

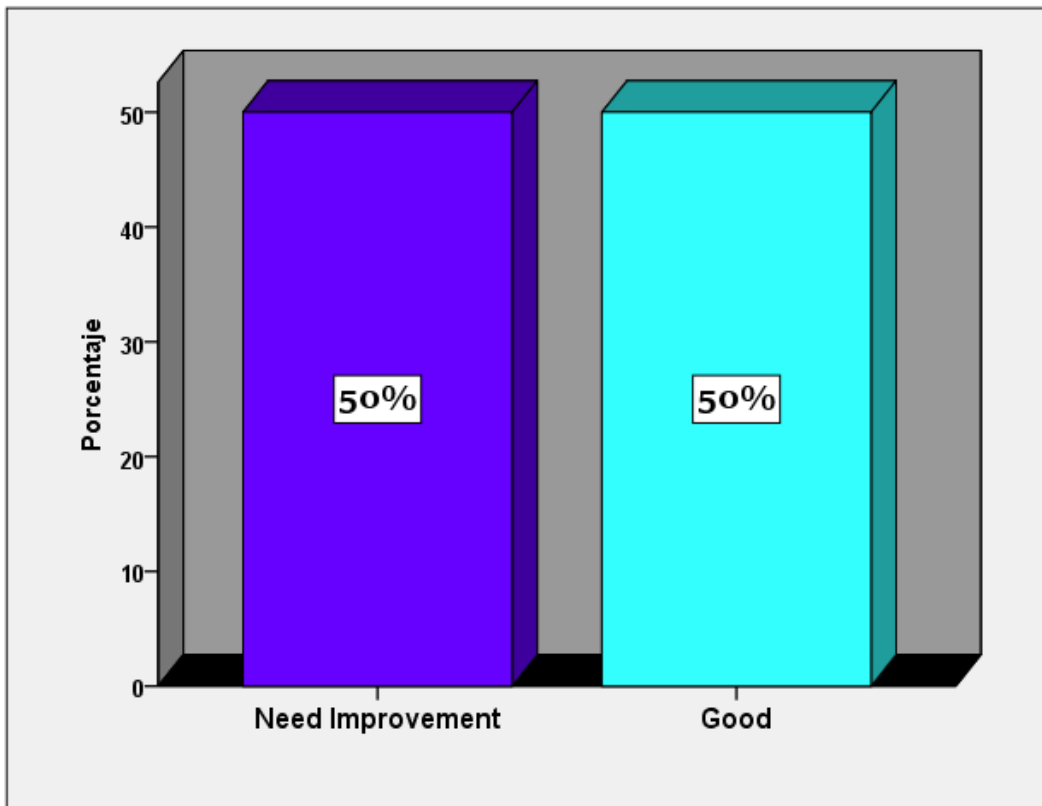
Fluency and voice FA



Graph 3 present a large percentage of students equal to 60% in the formative assessment graph who “Need Improvement” since students evidenced problems to give a fluent speech. They showed frequent hesitations depending too much on notes to develop their speaking skill. Nonetheless, it is also obtained 20% of the sample who gave “Good” results and 20% who attained “Excellent” qualification for a total of 40% in both percent. These results were positive since this part of the sample demonstrated confidence in their speech when presenting orally, little hesitations were detected and they were able to convey the message of their speech.

Graph 4

Pronunciation and Accent FA

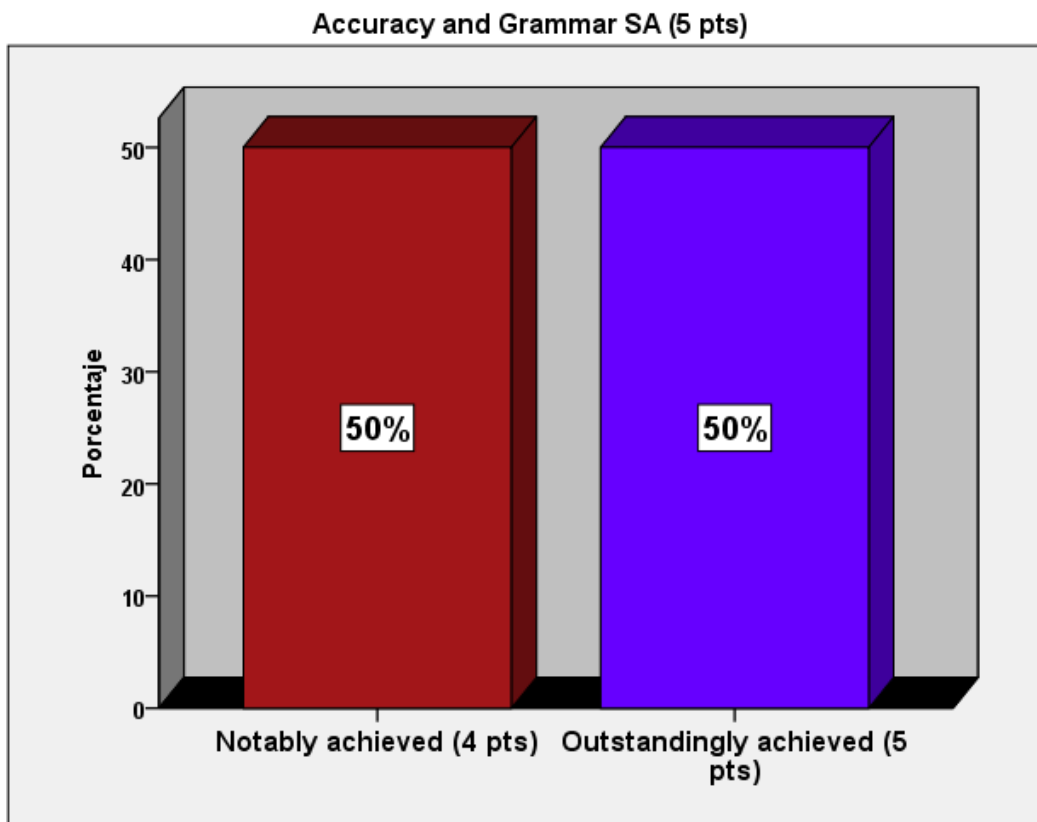


Graph 4 shows the students' results about the "Pronunciation and accent" category of the checklist in formative assessment. In these results, it is observed that 50% of the sample "Need Improvement" in this aspect due to students do not have a clear pronunciation of most of the words, and the speech is not intelligible. It also presents a similar fraction of the sample corresponding to 50% in the bar graph who obtained "Good" results since demonstrated progress in pronunciation of the speaking skill. They were able to be understood properly without being affected by the accent.

2. Summative assessment

Activity: Oral Presentation

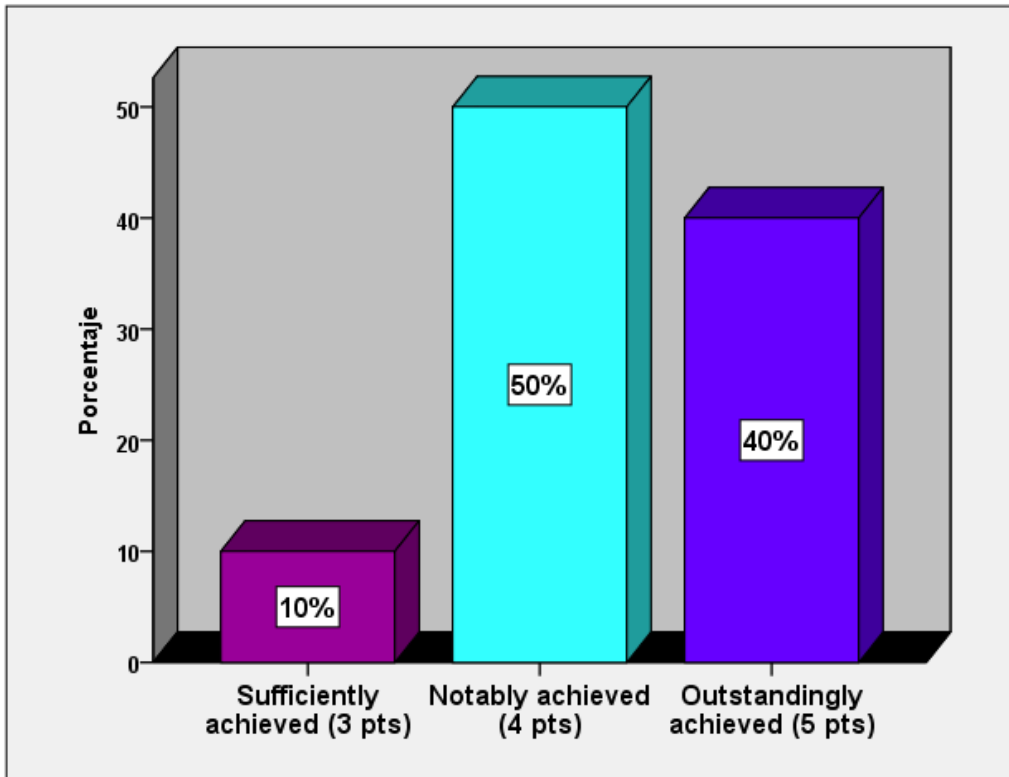
Graph 1



Graph 1 represents the data obtained from the first aspect “Accuracy and Grammar” of the speaking skill. This graph shows satisfactory results since 50% of the population got the highest score in the rubric (5 points) for this category, which is equal to “Outstandingly achieved”. This means that students demonstrated correct use of the grammar structures requested for the content and efficient use of connectors in the speech redaction. On the other hand, it is remarkable that the other 50% of the students had a “Notably achieved” comprehension equivalent of 4 points in the summative assessment due to students used the grammar structures required for the content but made some errors in the conjugation and the use of connectors. It can be observed good results in general achieved by students as they marked the highest scores.

Graph 2

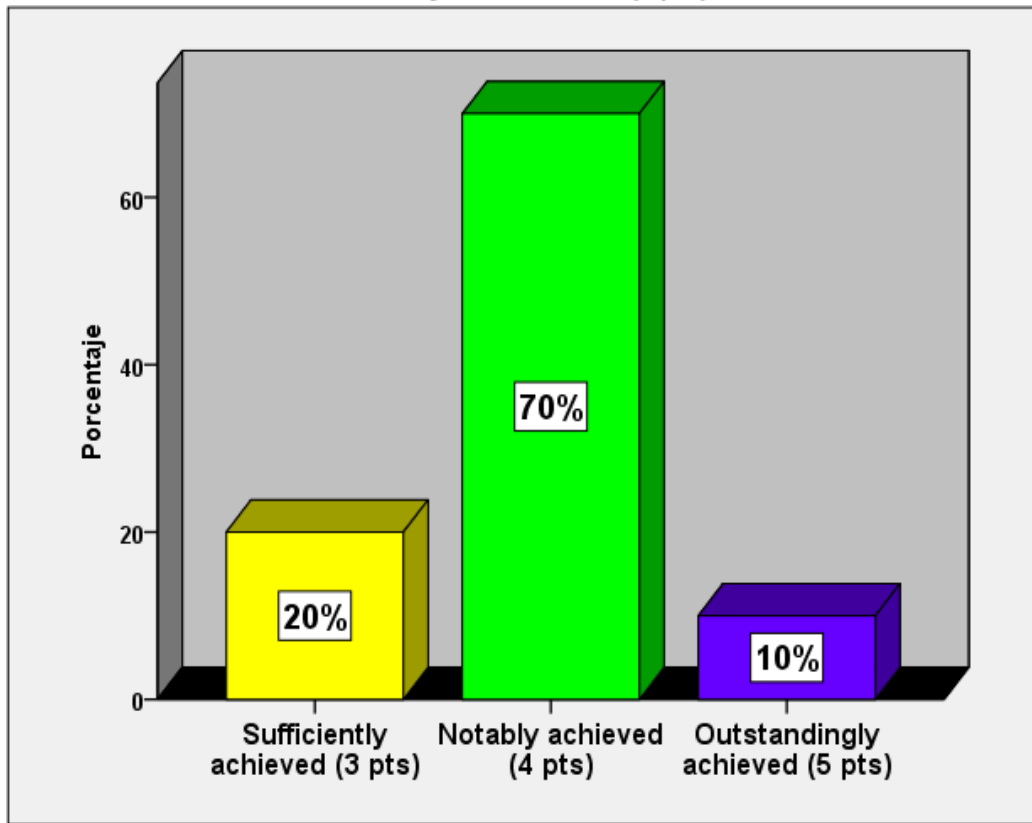
Vocabulary SA (5 pts)



Graph 2 represents the data obtained from aspect 2: “Vocabulary”. The results observed show 50% of the sample that demonstrated "Notably achieved" knowledge equal to 4 points since students used different vocabulary with some occasional errors in word choice. There were also some repetitions but no exceeded. On the other hand, 40% of the sample evidenced an "outstandingly achieved" learning equivalent to 5 points, which involved a proficiency in the use of appropriate vocabulary for the contents and a variety of these ones. Only 10% of the students presented some difficulties indicating a sufficiently achieved learning equivalent of 3 points in the rubric. This result involved adequate language control but some frequent repetitions. Nonetheless, good results on graph 2 indicate that most of the students showed vocabulary domain included in their presentation.

Graph 3

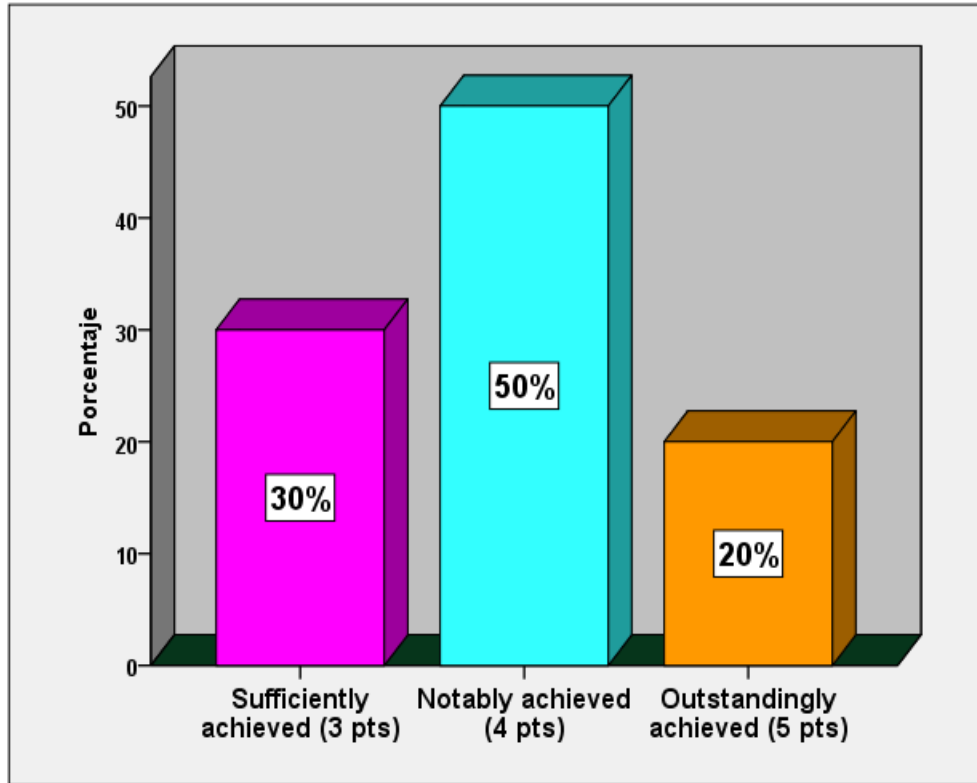
Fluency and Voice SA (5 pts)



Graph 3 represents the data obtained from the third aspect: "Fluency and Voice". On one hand, results demonstrated that 70% of the sample had a "Notably achieved" performance corresponding to the achievement of 4 points in the rubric. These students evidenced little hesitations which did not interfere with their communication. Delivery was usually fluent but some notes were necessary during their speech, the volume of voice was proper. On the other hand, 20% of the sample showed a sufficiently achieved proficiency equal to 3 points, due to students made some short periods of silence. There were frequent hesitations except for short memorized phrases. Finally, 10% of the sample evidenced proficiency in natural fluency since no hesitations were detected. The speech was clearly understood, not depending too much on notes, with no attempts to search for words, and an excellent volume of voice. Good results were obtained from students about Fluency and voice in general.

Graph 4

Pronunciation and accent SA (5 pts)



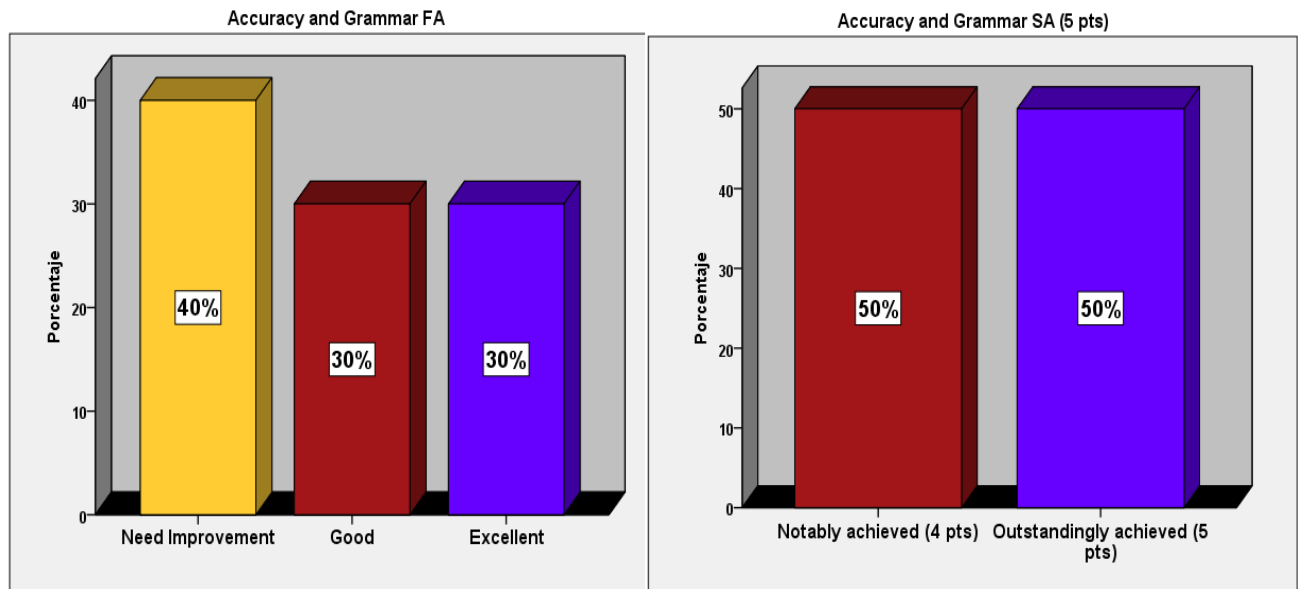
Graph 4 includes the data obtained from aspect 4: “Pronunciation and accent”. This point presents the results of 50% of the sample whose performance was “Notably achieved”, marking 4 points. These students indicate clarity in communication despite some problems with pronunciation. Besides, the occasional errors did not obstruct the message. Results from 20% of the sample showed an “outstandingly achieved” equal to the highest score (5 points). It indicates that speech was intelligible, the intonation was appropriate, and the sound of pronunciation was clear and correct. The few errors presented did not obstruct the understanding of the message, being students able to be understood properly without being affected by the accent. Finally, 30% of the sample had a “sufficiently achieved” learning equivalent to 3 points since some pronunciation errors made the message difficult to be understood. Positive advances and a good domain of pronunciation were verified in general.

Formative and summative assessment analysis

The influence of formative assessment on the final summative assessment is presented throughout the analysis of each category represented in the graph below.

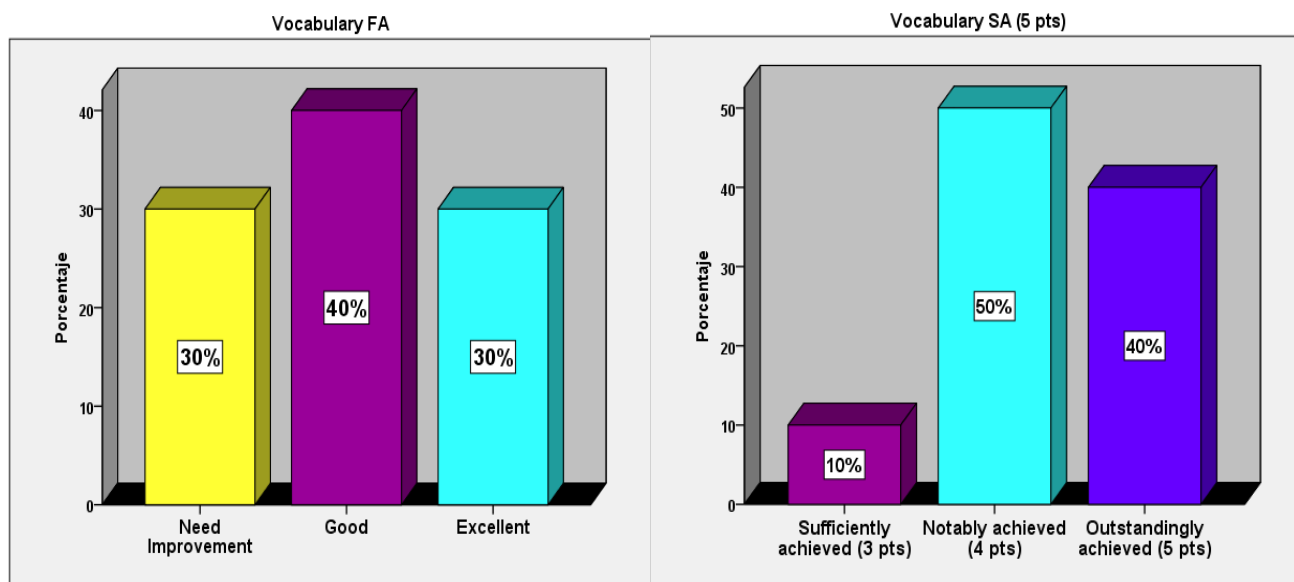
Activities: Oral Presentation

Graph 1: Accuracy and Grammar



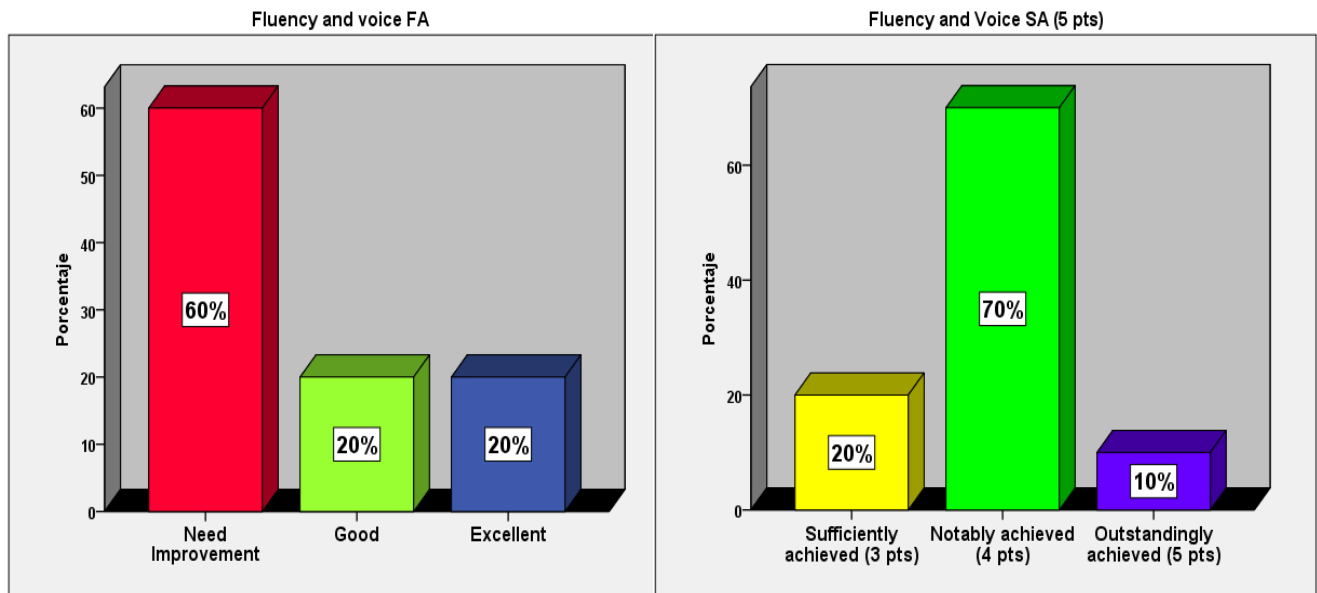
It can be evidenced the influence of formative assessment on summative assessment in the “Accuracy and grammar” category assessed. The results obtained in the summative assessment demonstrated that all students (50% for Notably achieved and 50% for Outstandingly achieved) could use the grammar required for the Unit VI: Natural disasters and made efficient use of connectors in the speech. The majority of students (40%) in formative assessment graph need to improve their accuracy and grammar. They finally did it at the moment of applying the summative assessment, evidencing the effectiveness of formative assessment to improve their final speaking outcome in very good results regarding “Accuracy and grammar”.

Graph 2: Vocabulary



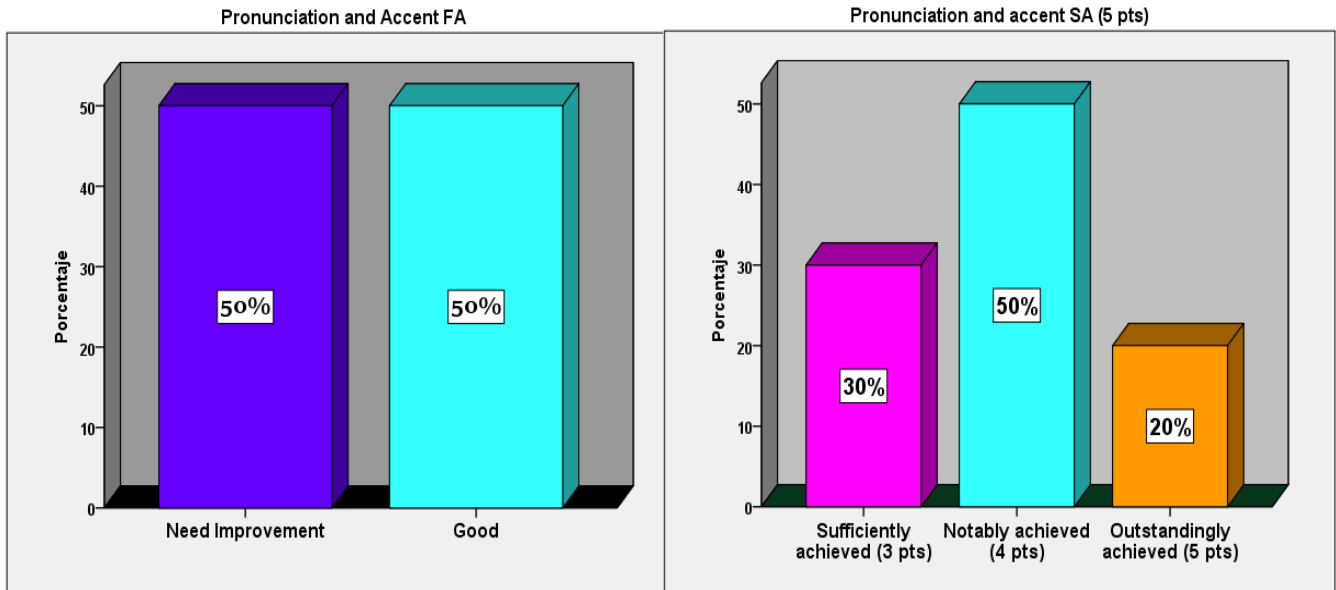
Regarding the influence of formative assessment on summative assessment in the “Vocabulary” category assessed, it is verified through the results obtained in the summative assessment that most of the sample (50% for Notably achieved and 40% for Outstandingly achieved) definitively used the proper vocabulary requested for the contents and expanded the variety of the words for the summative assessment. The 30% of the students in formative assessment who needed to improve in the vocabulary acquisition finally evidenced their progress by applying proper words related to each of the contents for the summative assessment. These results confirm the positive influence of formative assessment to improve the students’ final speaking outcome regarding “vocabulary”.

Graph 3: Fluency and Voice



In relation to the influence of formative assessment on summative assessment in the “Fluency and Voice” category assessed, the results demonstrated that the majority of students (70% for Notably achieved and 10% for Outstandingly achieved) had best fluency of the speaking skill, avoiding frequent hesitations or pauses during their speech and those detected did not impede the communication. A large fraction of the sample (60%) in formative assessment definitively needs to improve fluency. They did it at the moment of applying the summative assessment, evidencing the effectiveness of formative assessment to improve the final speaking outcome in good results.

Graph 4: Pronunciation and accent



It is confirmed the influence of formative assessment on summative assessment in the “Pronunciation and accent” category assessed. Results in summative assessment clearly demonstrated that all students had clarity in the communication during their speech. They also pronounced the words well and the message was properly understood for their final assessment. The half of the students (50% of the sample) in formative assessment need to improve this aspect of speaking. They finally did it when applying the summative assessment, demonstrating a good domain of pronunciation for the outcome of their final speaking performance.

7.1. Results discussion

The observation process applied in the classroom was focused on analyzing the teacher's performance to apply the assessment process that enhances the development of the English skills. As the theory suggests, the observation sheet was based on an indicator list written in statements that aimed at the observation purpose to explore the assessment aspects that were relevant to be observed (Instrumentos para evaluar, 2020). Additionally, no interventions were made by the researchers during the observation process. According to Cortez & Salcedo (2019), it should be taken into account the number of observations that are needed to be applied. It is suggested to carry out more than one. A single observation can present an unclear/mistaken impression about the teacher's performance as specific situations of a class that could impede to show the performance in all the defined areas or how the aspects are planned (p. 12).

In contrast to the previously explained, this research applied the observation sheet only in one English class due to the deadline to develop the instrument. Several aspects were evidenced in relation to the teacher's performance. Nonetheless, to obtain the most meaningful description of the existing situation, more days were necessary to complement the observation process, but this fact could not be finished.

Concerning the interview instrument, it was carried out following its concept expressed by Chae Jung & Young Jong (2015) on which this instrument is presented as a guided conversation on which some questions are presented with a specific purpose. The questions were specifically designed to explore the assessment process applied by the teacher in relation to the students' English skills. This instrument allowed gathering a thorough description of the reality, giving answer to the objective proposed for this interview. The teacher's answers were useful to obtain a clearest idea about the assessment activities and the types of instruments used to measure the students' knowledge. Furthermore, it made possible to identify the main deficiency focused on the speaking skill that learners needed to improve as part of their English development.

On the other hand, Muhammad (2016) share those surveys are a good way of gathering a large amount of data. This instrument can be specific and limited, or it can have more global, widespread goals. The goal of our survey was specific this was used to obtain the specific

perspective of the situation in the classroom, taking as a base the assessment process experienced by the students in English class. An important aspect to be considered is the different types of questions that researchers can include to create the instrument. Although the questionnaire of the survey, according to Chattermill (2018), can be classified in open and closed questions, this study was focused on developing the instrument using only the second one (closed questions), taking into consideration the characteristics of the population who do not have a whole domain of the English language to argue or extend an answer, and the specific data that was needed to be obtained. In this regard, it was possible to obtain the expected results using guided questions to give a response for this study.

Referring to the implementation of formative assessment in the classroom and taking into consideration its importance expressed by Alahmadi, Alrahaili & Alshraideh (2019), this process was developed appropriately resembling the theory that suggests it benefits the students' learning and prepare them to develop a better speaking performance in summative assessment. In this way, the formative assessment applied to tenth-grade students was developed through the use of different assessment activities on which students had the opportunity to practice vocabulary, grammatical structures and develop different language skills, specifically the speaking ability. Students were encouraged to self-assess their own speaking skill and knowledge; feedback was given in order to help learners in the speech; teachers pointed out strengths and deficiencies in their performance, and instructed how to do it well next time.

The formative assessment process explained in this research differs in the time needed to apply the assessment. It is emphasized the process that should be continual and permanent so that learners can produce meaningful results. Even though the short time given to implement the formative assessment and develop the two main formative activities, it was possible to prepare students to improve their speaking performance for the outcome of the summative assessment. Additionally, the formative assessment needs to be applied for a longest period in the classroom taking into account that students also need to develop Reading, Listening, writing instead of Speaking only.

Despite the different formative activities, only two of them were reinforced to enhance the speaking skill to the maximum (Oral presentations and video recordings). Oral presentation,

as the University of Wollongong-Australia (2021) expressed, can be worked in groups or individually. Students worked both ways in the classroom, creating their own material to support their speech, designing PowerPoint slides for the final summative assessment. Video recording, unlike the idea proposed by the different authors, was carried out differently. In this regard, we were responsible to record all presentations group by group in the classroom instead of requesting students to record themselves. This change was useful since the feedback provided by the teacher was immediate and constructive so that students practiced their speech and presented to the teacher all doubts in pronunciation and grammar accuracy specifically to improve their speaking performance. In addition to the explained, they were assessed until the teacher was sure that students made a progress, working hard on the deficiencies. Also, the teacher helped learners in the speech writing, which allowed the correction of the mistakes and verify the students' understanding.

It was evidenced a significant progress helping students in the classroom to promote the self-assessment and improve their oral skills using video recordings. This activity gave the immediate feedback students needed, being more effective than simply analyzing the performance after submitting a video, and taking advantage of the time in the classroom.

The results in the formative and summative assessment analysis allowed to identify the main students' achievement obtained during the assessment process that was demonstrated by the progress of their speaking skill in pronunciation and fluency that mostly needed improvement in both areas, but at the end of the course we can observe that this percent was reduced in many people who advanced from a "Need improvement" level to a "Good" and "Excellent" level corresponding to 4 and 5 points in the summative assessment.

Regarding vocabulary and accuracy, students improved their vocabulary acquisition because they applied proper vocabulary step by step for each of the content studied in the classroom thanks to the positive influence of formative assessment and the correct application of the different instruments correspondingly. At the beginning of the unit V in the formative assessment, some students needed improvement but at the end of the unit VI most of the students reached 4 to 5 points in the summative assessment, evidencing their progress in their speaking skill.

7.2. Challenges faced in the process of study

This research implied a big opportunity to get knowledge about different and important aspects related to the assessment. The time to apply the activities in the classroom had a meaningful impact since it brought many helpful experiences for our professional and intellectual growth. Nonetheless, during all the process of the study, investigation, and application of the strategies, some dares were faced, such as:

- The attendance of the students was irregular. Some of them did not stay after the previous class, which interfered with their understanding of the contents to develop properly the assessment activities afterward in the classroom. Besides, they had many problems with the accomplishment of the homework or tasks.
- The lack of integration of students in the different assessment activities made it difficult to evaluate their performance and identify their speaking difficulties with the use of the language. Since students presented weak responding techniques in the classroom due to poor vocabulary development and no domain of grammar, they were reluctant to participate in the assessment activities carried out in the classroom. In addition, there were shy students, and the activities developed seemed to be new for them.

Helping students to feel confident in the classroom was challenging. They felt nervous and not confident at the moment of making oral presentations in the classroom. So we were forced to bring in a lot of creativity and diverse strategies to make pupils involved in the activities and make them do homework, which in turn require additional preparation time. However, once we learned to come out of it, we empowered experience for our career and the benefit of the classroom, as well.

- Time to work with students in the classroom and the poor communication of the teacher with the researchers impeded knowing extracurricular activities or any unexpected situation that interrupted the development of the class. Some 90- and 45-minute classes were missed because unexpected activities were not notified on time. This fact delayed the application of important assessment activities, being necessary to reschedule them

and alter the lesson plans in the shortest time. Thus, the time of each session class was not sometimes enough to develop the activities planned.

- Adaptation difficulties of the students at the beginning of the teaching-learning process to understand English lessons. As all classes were developed only in English, it was difficult for students to understand the instructions in class. they did not have the habit of taking classes in full English while studying secondary education; they were used to listening to translation to learn instead of the target language merely (one factor to have speaking deficiencies). Besides, we were often tempted to speak to them in Spanish, but it was objective they listen to English for speaking English. The goal was challenging but necessary to accomplish and demonstrate the purpose of this study. It is also mentioned the help of the tutor whose feedback provided after each observation helped us improve our performance as teachers. As time passed, students got used to the lessons in English, and they started using the target language more.

Finally, it is necessary to mention that each of the challenges was faced through the use of different strategies that helped us achieve the goals in the classroom, following the commitment to obtain good results for the development of this study

Conclusion

It was verified the implementation of both formative and summative assessment used by the teacher to collect information about the students' performance in English class. This process involves the application of different strategies to assess the students' skills in Listening, Reading, Writing, and Speaking, so that learners can develop the competence requested for their level. It is also mentioned the type of activities used by the teacher in the classroom for formative assessment, such as oral questions, games, word repetition, writing short sentences and paragraphs. Regarding summative assessment, activities like oral presentations, tests, roleplays, video editions, and songs are implemented to assess students' English skills.

Also, the formative assessment applied during the teaching process was useful to improve the students' English-speaking skill. In the classroom, different types of activities were developed for students' formative assessment, nonetheless, we were more focused on promoting only two of them: Oral presentations and video recording. These activities helped students get confidence in their speaking skill, get familiar with the vocabulary, and work on the deficiencies of the language through the permanent teachers' feedback, provoking changes and good results in the performance of students in speaking skill. The application of these activities in a formative way played a key role in the preparation of students for the final assessment at the end of the process.

The summative assessment was successfully applied after the continuous implementation of formative assessment activities in the classroom. Regarding the results of the students in the summative assessment, positive results were obtained in comparison with the first speaking assignment on formative assessment. In this way, students demonstrated a notable domain of the oral skill, progress and good results were evidenced.

It is verified the effectiveness of the formative assessment to identify the weaknesses and strengths of students in speaking skill to work then in function of the students' deficiencies and help them improve through the feedback that formative assessment activities can provide. The assignments applied for formative assessment also encouraged students to participate actively, which helped them identify deficiencies by facing oral skills, providing adequate feedback after their performance in the classroom. This feedback was quite useful since students recognized their errors, made questions about their doubts, and felt motivated to

repeat the most difficult areas in speaking skills until they improved in pronunciation, intonation, accuracy, as well as getting confidence for the different presentations. In addition, the assessment instruments greatly helped teachers corroborate the learners' progress, and encourage them to prepare themselves and improve their speaking skill for their final assessment.

Finally, the Formative assessment process greatly influenced on the students' English skill summative outcome by following the sequence of both assessments in the teaching-learning process. Furthermore, the students demonstrated interest and great effort during the practice given when they were formatively assessed, which was vital to overcome difficulties presented in speaking skill.

Recommendation

The assessment process is an important issue in education. In the analysis of the present research, there were found several factors that do not allow the development of the speaking skill in the classroom. For this reason, it is important to provide some recommendations that can be useful for the teacher to improve the English-speaking assessment of the tenth grade B student at Juan José Rodríguez National Institute.

First of all, it is recommended to the teacher to improve the assessment process through the continual application of formative assessment specifically that provides students adequate constructive feedback to improve their performance in English. Based on the results obtained in this study, we suggest that the formative assessment includes more practice of speaking by using a variety of activities that help students build self-confidence in speaking to develop communication. In the same way, the assessment activities such as oral presentation and video recordings described in this study are suggested to be implemented in future lessons within the assessment process more frequently, taking advantage of the technological resources to increase students' interest, and redesigning how oral presentations are commonly assessed. When formative assessment is implied, it improves the students' performance in speaking skill and also enables them to understand the contents of the subject properly, which is better than using the summative assessment only.

Thus, the sequence of both formative and summative assessment needs to be implemented to influence learning. In other words, to improve learning outcomes, the teacher should consider the benefits of the formative process that enables students to learn English effectively as well as to adjust and reflect on their own learning by the feedback received to prepare them for a summative assessment. It also expands their knowledge of the language as they are assessed regularly and thoroughly.

Based on the mentioned before, it is suggested to expand the variety of formative assessment activities, and alternate them for not having a monotonous and boring class, that is, avoid unmeaningful and repetitive assessment activities to promote significant impact on the students that allow them to develop the speaking skill to the maximum. Therefore, the assessment activities need to be redesigned to motivate students not to gain scores only but

also to work hard on improving their speaking skill by using the target language in the classroom, achieving a positive attitude of students toward the English language could facilitate the assessment process in speaking skill.

Furthermore, it is important that the teacher expands the use of the assessment instruments within the formative and summative assessment process, and applies them frequently for the different speaking activities. This study confirms the effectiveness of the assessment instruments to collect specific information about student's performance that is useful for the teacher to monitor their weaknesses and strengths and help students improve. The teacher should make corrections of pronunciation after students have spoken, giving permanent individual feedback as much as possible with positive signs to encourage students to involve themselves during the class. In this way, assessment instruments will also help the teacher improve their own performance in general for the benefit of the learners.

Additionally, students should be provided with more specific vocabulary beforehand to apply it in speaking activities during English classes. This factor will give opportunities so that learners use the target language fluently. The results obtained from the assessment process implemented by the researchers in this study verified the effectiveness of formative assessment to improve the students' speaking skill.

Regarding resources, it is also necessary that the teacher updates didactic materials and expands the use of pictures and other instruments to create the bilingual atmosphere that is needed, benefiting the teaching-learning process so that learners can better understand the contents of the subject and be assessed consequently. The right resources can make the process of learning more dynamic and interesting.

As the last recommendation, we suggest using the target language more to develop the lessons in full English in the classroom instead of using the mother tongue or using translations that hinder the students' learning and speaking development. For this reason, the teacher must support his class with varied materials so that students can understand and associate the language without listening to translations. It should not be forgotten that listening is essential for students to promote direct contact with the language, and produce the speaking consequently.

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ANNEXES

Annex 1:

Speaking skill checklist

Student's name: _____

Date: October 12th, 2021

Subject: English language

Grade: 10th B Morning shift

Unit V: Environment

Content: Consequences in the environment

Activity to observe: Oral presentation (Individual work)

Students say sentences about possible consequences of our positive and negative actions in the environment, and create flashcards to represent the message of their sentences.

N°	Criteria	Student performance		
		Excellent (E)	Good (G)	Need improvement (NI)
1	Use of at least 4 vocabulary words related to positive and negative actions in the environment to be included in the sentences			
2	Present 2 cause-and-effect sentences as minimum			
3	Use of the grammatical structure requested (Auxiliary WILL to express cause-and-effect sentences)			
4	Good word spelling in sentences related to consequences in the environment			
5	Speech begins with an introduction			
6	Speech has a clear pronunciation of the words			
7	Appropriate control of the language to talk with very little hesitation and self-correction			
8	Voice is clear and adequate when presenting orally			
9	Speak with confidence when presenting orally to convey the message in sentences.			
10	Delivery is fluent and expressive without depending too much on notes			
11	Effective use of pictures in flashcards to represent the message of the sentences for audience comprehension			
12	The task is complete. The required topic and supporting material are included.			

Annex 2:

Speaking skill checklist

Student's name: _____

Date: October 19th, 2021

Subject: English Language

Grade: 10th B Morning shift

Unit VI: Natural disasters

Content: Consequences of natural disasters

Activity to observe: Video recordings (Group work)

Students talk about consequences of natural disasters through video recordings, presenting cause-and-effect sentences related to different natural disasters using the auxiliary WILL, and making drawings to represent the meaning of their sentences.

N°	Criteria	Student performance		
		Excellent (E)	Good (G)	Need improvement (NI)
	<i>Grammar range, content, and vocabulary</i>			
	Use of at least 4 to 5 vocabulary words related to natural disasters when presenting the sentences			
	Present 4 cause-and-effect sentences as minimum			
	Effective use of the grammatical structure requested (Auxiliary WILL to express cause-and-effect sentences)			
	Good vocabulary control and word spelling in sentences related to natural disaster consequences.			
	<i>Pronunciation</i>			
	Speech begins with an introduction			
	Speech has a clear pronunciation of the words (intelligible speech)			
	Able to be understood properly without being affected by the accent			
	<i>Fluency</i>			
	Good control of the language to talk with very little hesitation and self-correction			
	Intonation is appropriate to convey the message			
	The speaker shows enthusiasm and interest in topic through the speech			
	Speakers demonstrate confidence when presenting orally to convey the message in sentences.			
	Delivery is fluent and expressive without depending too much on notes			
	<i>Task completion</i>			
	Effective use of graphic examples in sentences to represent natural disaster situations for audience comprehension			
	The task is complete. The required topic and supporting material are included.			

Annex 3:

Speaking assessment rubric

Student's name: _____

Date: November 18th, 2021

Subject: English Language

Grade: 10th B Morning shift

Unit VI: Natural disasters

Content: Consequences of natural disasters

Activity to observe: Oral presentation (Group work)

✓ Preventions for natural disasters

Students design a PowerPoint presentation to talk about consequences of natural disasters and preventions for emergencies. During the presentation, students will mention general aspects about a natural disaster occurred in Nicaragua (e.g., Hurricane Mitch: date, location), then, they mention possible consequences of a future hurricane in Nicaragua (what will happen if a hurricane like Mitch occurred again?), and preventions we should take in case of possible emergencies.

CATEGORY	Outstandingly achieved	Notably achieved	Sufficiently achieved	Needs Improvement	Total score
Score range	5	4	3	2-1	30/30
Accuracy and Grammar (5 pts)	Use the grammar structures that are required for the content (future, present) with only occasional grammatical errors. Efficient use of connectors in the speech redaction.	Use the grammar structures required for the content but makes some errors in the conjugation. Connectors used are adequate in the speech redaction.	Use the grammar structures required for the content with frequent errors. There is a lack of connectors in the speech redaction.	No use of the grammar structures required for the content. Several errors in conjugation. No use of connectors	
Vocabulary and content (5 pts)	Use appropriate vocabulary for the content (2 contents) Use a variety of vocabulary words and with no repetitions. Shows a full understanding of the topic	Use a variety of vocabulary but make some errors in word choice. There are some repetitions but it is no exceeded. Shows domain of the content.	Adequate language control, vocabulary range is lacking. There are some frequent repetitions. Shows understanding of some parts of the content.	There is no vocabulary variation. The student tends to repeat the words all the time. The student talks a memorized speech but he/she does not seem to understand the content.	
Fluency and Voice (5 pts)	Message can be understood clearly. No hesitations. Confidence and natural fluency of the speech. No attempts to search for words. Delivery no depends too much on notes. Volume of voice is excellent.	Little hesitation which does not interfere with communication. Shows confidence when speaking. Delivery is usually fluent, but some notes are necessary. Volume of voice is proper.	Several short periods of silence. Some notes are necessary. Speech is frequently hesitant except for short memorized phrases. Volume is very soft.	Hesitation and repeated pauses obstruct communication. Delivery is not fluent. Notes are necessary all the time. Volume of voice is inaudible.	
Pronunciation and accent (5 pts)	It is intelligible. Intonation is appropriate. Accurate word and clear sound of pronunciation. Few errors (1-4) that do not obstruct the understanding of the message. Able to be understood properly without being affected by the accent	Most ideas make sense despite some problems with pronunciation and intonation. Errors (4-6) do not obstruct the message. Good effort at accent	Frequent pronunciation errors (6-8) make difficult to understand the message. Some effort at accent but it is definitely non-native.	Pronunciation is lacking. Message is hard to understand due to continuous problems with pronunciation and intonation, no efforts toward and accent.	
Body language (5 pts)	The speaker is continuously orientated to the audience. The student tries to keep eye contact during the speech. There are not any nerves expression.	The speaker is continuously orientated to the audience. The student tries to keep eye contact during the speech. There are some nerves expressions.	The speaker is not continuously orientated to the audience. The student does not try to keep eye contact during the speech. There are some nerves expressions.	The student is not orientated to the audience. The speaker does not keep eye contact during the speech. There are frequent nerves expressions.	
Materials (5 pts)	Balanced use of multimedia materials to support the speech. The material is used in the right way.	The student uses good quality materials to support the speech. The material is used in the right way.	The material is used in the right way even though it is no high quality and varied.	The student does not use material to support the speech.	

Annex 4:



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OBSERVATION SHEET

Teacher candidate: School: Grade/Topic: Observation #: Date: Supervisor:			(+) Observed with defined evidence	(/) Observed with ideas for growth	(-) Not observed or evident	(N/A) Not applicable to the lesson
Learning and learner						
Standard 1: Learner development (Student Needs)						
1. Connects lessons to students' interests, personal experiences and prior knowledge by modifying, adapting or adjusting instruction and materials for students						
Standard 2: Learner differences (Differentiation)						
2. Implements multiple developmentally appropriate and challenging learning experiences						
3. Uses data gathered to differentiate instruction using flexible grouping, individualized instruction, various teaching styles, and differentiated content						
Standard 3: Learning Environment (Classroom Management)						
4. Communicates, models, and positively reinforces or redirects clear task and behavioral expectations through verbal and nonverbal signals (smiles, high fives, thumbs up, gives verbal acknowledgement, praise, uses proximity, eye contact, attention getters, signals, etc.)						
5. Uses strategies for transitions that minimize problems and maximize instructional time						
6. Creates a positive learning environment through relationship, organization, and routines through an awareness of the classroom environment.						

Comments on the Learner and Learning				
Content knowledge				
Standard 4: Content knowledge (accuracy)				
7. Uses the academic language of the content correctly and creates relevant opportunities for students to practice and apply academic language and practice/demonstrate understanding				
Standard 5: Application of content (Critical Thinking)				
8. Relates content to meaningful examples that provoke critical thinking and inquiry (within and across content fields)				
9. Uses questioning and activities to engage students to conjecture and discover key ideas				
Standard 5: Application of content (Communication)				
10. Engages student in applying content knowledge and literacy skills to real world contexts by gathering, organizing and evaluating information and ideas from a variety of resources and texts.				
11. Creates content appropriate learning opportunities to develop students' communication skills by providing opportunities for students to engage in dialogue, share ideas, and form positive relationship				
Comments on content knowledge				
Instructional practice				
Standard 6: Assessment (classroom assessment)				
12. Implements multiple assessment that measure lesson objectives and check for students understanding throughout the lesson				
13. Uses assessment to engage students in her/his growth and decision making and implements required accommodations as necessary				
Observation form (Formative assessment)				
Standard 6: Assessment (Impact on student learning)				

14. Provides students clear criteria and performance standards by which their work will be evaluated				
15. Monitors student learning to guide instruction and provides ongoing feedback to engage learners in their own performance (e.g. goal setting, self-assessment, etc.)				
Standard 7: Planning for instruction (Written lesson plan)				
16. Prepares necessary resources and materials				
Standard 8: Instructional strategies (evidence-based strategies)				
17. Utilizes gradual release of responsibility and pacing by varying roles within the instructional process (e.g., instructor, facilitator, coach, audience)				
Standard 8: Instructional Strategies (Engagement)				
18. Provides content rich tasks that directly involve students in the learning using active engagement strategies (e.g., partner work, pair share, performance tasks, Kagan strategies Talk moves, etc)				
Comments on instructional practice				
Professional responsibility				
Standard 9: Professional learning and ethical practice (accepting feedback – dispositions)				
19. Seeks, positively accepts and implement feedback from a variety of sources including students by executing goals for improvement				
Comments on professional responsibility				
Wilcoxon, S. &. (Agosto de 2021). https://www.unk.edu/academics/ceertification/ files/observation-form-formative-assessment.doc				

Annex 5:



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FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO FAREM – CARAZO

PRELIMINARY INTERVIEW FOR THE TEACHER

1. **Interviewed:** Teacher Edgar Zamora
2. **Objective:** To identify an educational need through the strategies applied by the English teacher for the assessment of the different language skills in students of tenth grade B of the Juan Jose Rodriguez Institute during the second semester of 2021.
3. **Topics to be carried out:** Assessment of the English language skills.
4. **Technical and contextual reference of the methodological instrument**
 - a. **Method:** Interview
 - b. **Technique:** Semi-structured interview
 - c. **Date:** Thursday September 9th, 2021
 - d. **Duration:** 30 minutes
 - e. **Place:** Juan José Rodríguez Institute
 - f. **Interviewers:**
 - Betsaida Patricia Nicaragua Quintana
 - Katling Junieth Cruz Cabrera
 - Yessely Suyen Ortega

5. Rapport.

- a. Primera Fase: El entrevistador se presenta y da a conocer a la persona que entrevistará el objetivo de su trabajo de investigación.
- b. Segunda Fase: El entrevistador da lugar a las preguntas de iniciación y empatía, son sencillas y tienen como fin establecer la comunicación cómoda y fluida entre el entrevistador y el entrevistado.

6. Empoderamiento del Entrevistado:

Tiene como fin confirmar que la persona a la que se va a entrevistar se autoevalúa como poseedora de una sabiduría especial en el tema que estamos estudiando, ejemplo: ¿Conoce usted del tema en estudio?

7. Sobre el Contenido con preguntas abiertas:

Se sugiere plantear temas de conversación para motivar una argumentación, narración, explicación o interpretación por parte de la persona entrevistada sobre el tema investigado. Si se opta por hacer preguntas, éstas se deben formular motivando a través de las mismas una respuesta extensa en donde el rol del investigador sea el mínimo posible. Utilice formulaciones sencillas como: Según su opinión..., De acuerdo a su experiencia..., Cómo reflexiona usted sobre..., Considera Usted que..., Cómo interpreta la situación....

8. Preguntas de evaluación: Es recomendable hacer preguntas tales como ¿piensa que me ha conversado todo lo que deseaba?, ¿ha quedado algún tema pendiente?, ¿Cómo se ha sentido durante la entrevista? Preguntas de retorno: ¿Le gustaría continuar esta entrevista?, ¿qué temas le gustaría abordar?

9. **Desarrollo de las preguntas:** Tomar en cuenta que la flexibilidad es primordial para adecuarse a la persona entrevistada sin perder de vista el tema y objetivos de la entrevista

10. Interview Questionnaire

1. Tell me about your experience in the assessment process that you apply in your classroom as a language teacher.
2. What aspects do you take into consideration to assess your students when elaborate your lesson plan?
3. what kind of strategies do you use to motivate students learning?
4. How do you use technology to help you assess your learners progress?
5. What type of assessment do you consider is more effective to measure the learning of your students? why?
6. What evaluation instruments do you apply to assess students' English performance?
7. What strategies do you use to assess reading and writing skills?
8. What type of activities do you apply for the assessment of listening and speaking skills?
9. How do you assess students with learning difficulties? What have you done to help them?
10. Based on your assessment process, what is the most difficult skill for your students when learning English?

Annex 6:

N0 _____



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MULTIDISCIPLINARY REGIONAL FACULTY OF CARAZO (UNAN – FAREM Carazo)

Survey to EFL students of tenth grade at Juan José Rodríguez Institute

- 1. Surveyed: 10th grade student**
- 2. Age:**
- 3. Topic to be carried out:** Assessment of the English language speaking skill.
- 4. Technical and contextual reference of the methodological instrument**
 - **Method:** Survey
 - **Date:** Thursday November 18th, 2021
 - **Duration:** 30 minutes
 - **Place:** Juan José Rodríguez Institute
- 5. For the student:**

Dear student, we request your cooperation in taking the following survey.

Survey questionnaire

- 1. Are you assessed in English class?**

Yes No Sometimes

- 2. What type of formative assessment does your teacher implement to assess your skills in English class?**

Roleplays:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>
Oral presentations:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>
Projects:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>
Oral questions:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>
Games/dynamics:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>
Video recordings:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>

3. What type of summative assessment does your teacher implement to assess your skills in English class?

Test	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>
Projects	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>
Presentations	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>
Reports	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Sometimes	<input type="checkbox"/>

4. Do you receive feedback after an assessment activity in English class?

Reading:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Writing:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Listening:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
Speaking:	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>

5. Do you consider that knowing the aspects to be assessed before doing a homework or assignment help you improve your performance in English class?

Yes No Sometimes

6. Is your speaking skill assessed when doing final tests?

Yes No

7. How frequent does your teacher apply formative speaking assessment on the following activities?

Oral presentation:	always	<input type="checkbox"/>	sometimes	<input type="checkbox"/>	hardly ever	<input type="checkbox"/>	never	<input type="checkbox"/>
Roleplays:	always	<input type="checkbox"/>	sometimes	<input type="checkbox"/>	hardly ever	<input type="checkbox"/>	never	<input type="checkbox"/>
Games:	always	<input type="checkbox"/>	sometimes	<input type="checkbox"/>	hardly ever	<input type="checkbox"/>	never	<input type="checkbox"/>
Video recording:	always	<input type="checkbox"/>	sometimes	<input type="checkbox"/>	hardly ever	<input type="checkbox"/>	never	<input type="checkbox"/>
Oral questions:	always	<input type="checkbox"/>	sometimes	<input type="checkbox"/>	hardly ever	<input type="checkbox"/>	never	<input type="checkbox"/>

8. How frequent do you receive feedback after an assessment activity in the classroom?

Writing Always Sometimes Never

Speaking Always Sometimes Never

9. Do you consider that the feedback given after formative assessment activities help you identify your strengths and weaknesses?

Always Sometimes Never

10. How frequent does your teacher implement summative assessment?

Always Sometimes Hardly ever Never

11. How meaningful is formative assessment to improve your speaking skills?

Roleplays Minimum Maximum

Games Minimum Maximum

Oral questions Minimum Maximum

Oral presentations Minimum Maximum

12. What skill does the teacher assess more in English class?

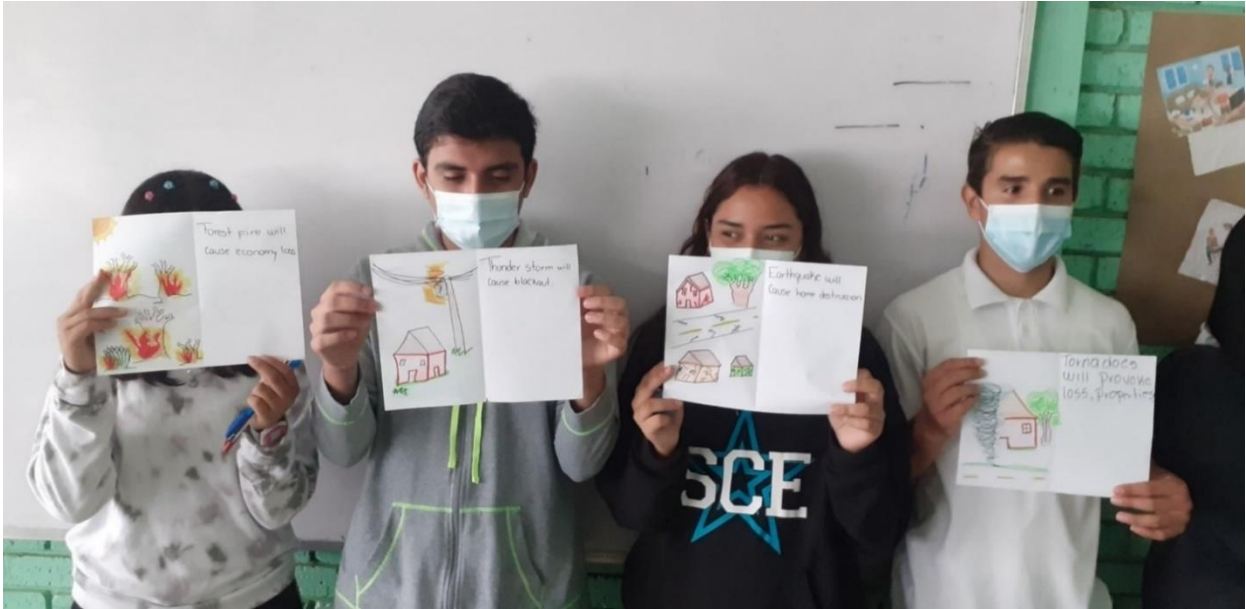
Writing Speaking Listening Reading

13. In the scale 1-5, how do you consider formative assessment influence in summative assessment?

1: 2: 3: 4: 5:

Thanks for your collaboration!

Annexe 7:



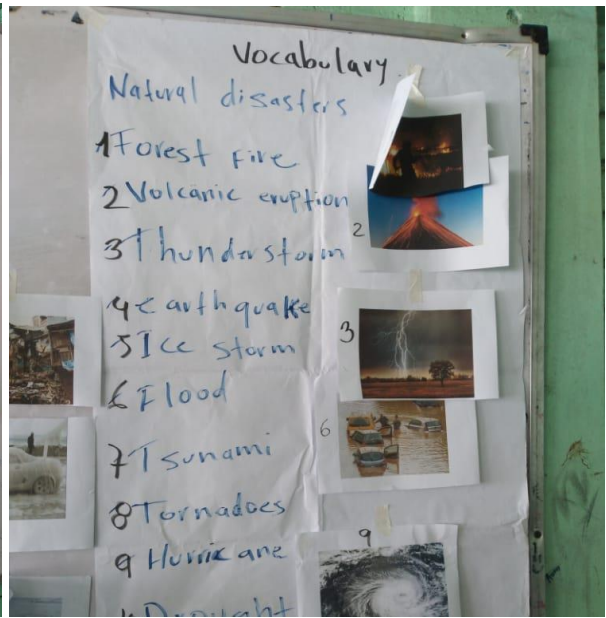
Students making oral presentations with flashcards about Unit V: Environment and Unit VI: Natural disasters



Students working in the Unit VI: Natural disasters to make Video recordings as formative assessment in English class



*Oral presentation through PowerPoint as final summative assessment in English class
Unit VI: Natural disasters*



Students working on the writing of their speech for oral presentations, using vocabulary provided by the teachers in flashcards (Unit V: Environment, Unit VI: Natural Disasters)



Students receiving feedback in formative assessment to improve the speaking skill



Students participating in formative speaking activities in the classroom



Teachers presenting unit and content from lesson plans prepared

