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**Using formative assessment to teach vocabulary and grammar in
the EFL classroom**

TRABAJO DE TITULACIÓN

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Ocampo Villacís Carlos Rolando

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DEDICATION

This thesis is dedicated to my three beloved children:
Maria Valentina, Carlos Alejandro and Juan Sebastian
who are the engine of my life.

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First of all, I want to thank God for all the blessings of my life, for giving me the courage, wisdom, and above all health to face this challenge.

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ABSTRACT

The purpose of this study was to determine the effectiveness of using formative assessment to teach vocabulary and grammar in the EFL classroom in three concerns: the way teachers use formative assessment, the effects of using formative assessment to teach them, and students' beliefs about formative assessment. The participants were four English teachers and two groups of students from a public high school in the city of Cuenca-Ecuador (experimental and control group). Data was collected through surveys, teachers' interviews, and an experimental study with both groups of students. Then the information was analyzed using a mixed-method (quantitative and qualitative). The results showed that teachers use formative assessment to teach vocabulary and grammar in a very subjective way. Additionally, this study determined that using formative assessment to teach vocabulary and grammar provides better results in students' achievement in contrast with summative assessment. Lastly, it was found out that students had a positive perception about using formative assessment in the EFL classroom.

Keywords:

Formative assessment, EFL, vocabulary, grammar, quizzes, feedback.

RESUMEN

El propósito de este estudio fue determinar la efectividad del uso de la evaluación-formativa para enseñar vocabulario y gramática en el aula de Inglés como Lengua Extranjera en tres aspectos: la forma en la que los maestros utilizan la evaluación formativa, los efectos del uso de la evaluación-formativa para enseñarlos y las creencias de los estudiantes acerca de evaluación-formativa. Los participantes fueron cuatro profesores de Inglés y dos grupos de estudiantes de un colegio de la ciudad de Cuenca-Ecuador (grupo experimental y de control). La información se recopiló a través de encuestas, entrevistas a docentes y un estudio experimental con ambos grupos de estudiantes. Luego, la información se analizó utilizando un método mixto (cuantitativo y cualitativo). Los resultados mostraron que los profesores usan la evaluación formativa de una manera muy subjetiva. Además, este estudio determinó que el uso de la evaluación formativa para enseñar vocabulario y gramática proporciona mejores resultados en los logros de los estudiantes. Por último, se encontró que los estudiantes tienen una percepción positiva del uso de la evaluación-formativa en las clases de Inglés como lengua extranjera.

Palabras clave:

Evaluación formativa, EFL, vocabulario, gramática, cuestionarios, retroalimentación.

INTRODUCTION

It is generally known that achieving vocabulary and grammar is primordial to acquire any language. Therefore, the interest in studying how to improve students' learning is constant. English as a foreign language has been established as part of the curriculum of most public schools and private schools in Ecuador. In fact, the Ecuadorian Ministry of Education has established that eighty percent of the grading has to be from formative evaluation (Mineduc, 2016). Additionally, it provides public schools with English textbooks which are guided by the Common European Framework of References for Language and their use is mandatory (MinEduc, 2014). For that reason, it can be said that they are the principal resource to teach English at public schools. The textbooks are mainly focused on introducing students to English language and its culture by using many accomplishments from different methodologies or approaches such as multiple intelligences, task-based instruction, cooperative learning and cross cultural approach to teach and learn language (Murcia, 2015). Each textbook covers six-language units, two of the four lessons established for each topic have been designated for teaching vocabulary and grammar.

The official textbook presents vocabulary and grammar through the use of quizzes to be developed by students. Quiz activities as formative assessment can be particularly important to improve students' achievement of English as a Foreign Language in vocabulary and grammar. Geist and Soehren (1997) argue that frequent quizzing has a beneficial and significant influence on students' performance. Frequent quizzes also help students to retain the material for longer periods of time or make them ready for high-stake exams (Johnson & Kiviniemi, 2009); however, teachers should use more than one type of formative assessment in order to fulfill the eighty percent established by the Ministry of Education.

Formative assessment is used by teachers with the purpose of observing students' developing in learning, and providing them with feedback in order to improve teaching and learning. It is generally known that formative assessment involves all kind of activities that enhance learning. Formative assessment varies from simple activities such as "thumbs up", "yes or no questions" to more complex ones such as "self and peer-assessment" or "whole class discussion" (Brookhart, 2010). The interest of knowing if formative assessment activities can be beneficial to teach vocabulary and grammar in EFL brings a

question that is whether teachers use formative assessment appropriately to teach vocabulary and grammar or just to collect grades.

According to the Centre for Educational Research and Innovation (2017), in schools, the most noticeable assessments are summative because they are used to measure what students have learnt at the end of a lesson or unit, in order to ensure that students have met the required standards. In addition, it argues that in environments where summative tests have high visibility, teachers give priority to prepare students for taking them, devoting less time for formative assessment.

Regarding formative assessment, previous studies such as Ramsey and Duffy (2016) have documented and analyzed how teachers practice formative assessment finding that teachers use some forms of formative assessment regularly, but the implementation of their practice is irregular. Ketabi and Ketabi (2014) attempted to define different types of assessment, by making comparison between formative and classroom assessment the results showed that formative assessment is the most influential method to improve teaching and learning.

Also, Hanover (2014) provided information about the benefits of formative assessment concluding that existing researches give promising conclusions about the impact of formative assessment on students' academic performance. Additionally, Mehmood, et al., (2012) have developed a research study in order to find out the impact of formative assessment on academic achievement of secondary school students finding positive effects in students' achievement. Hirschel (2012) developed a research study to determine students' perceptions about quizzes determining that students have positive reactions to quizzes in terms of challenging their understanding of terms and concepts.

Additionally, Espinoza (2017) conducted a research about the impact that formative and authentic assessment have in ESL/EFL the results show that effective assessment goes beyond grading; therefore, formative and authentic assessment should demonstrate students' achievement during the process with significant tasks for them.

Consequently, if teachers use formative assessment properly, what are the effects of using it to teach vocabulary and grammar in the EFL classroom in contrast with summative assessment? Finally, what are the students' beliefs towards using formative assessment? With the aim of finding out the answers to these questions, this study has researched teachers' beliefs about formative assessment, the effects of using it to teach

vocabulary and grammar, and students' beliefs about it to teach vocabulary and grammar as well.

Thus, this study will provide other teachers with new information about formative assessment; and it could be a reference for future researches, based on the use of formative assessment to teach English as Foreign Language.

CHAPTER I: LITERATURE REVIEW

If we spoke a different language, we will perceive a world in a different way”

Ludwig Wittgenstein

English as Foreign Language in Ecuador

According to Cook (2016), foreign language is the language learned in a place where the community as a whole does not speak that language. It is well-known as English is a global language. According to Crystal (2012), nowadays English is widely taught as a foreign language to 1500 million of speakers internationally, and more than a hundred of countries teach it in schools as a foreign language. In fact, in Ecuador the Ministry of Education has developed a national curriculum in order to teach English as foreign language in all the public educational system. Additionally, English teaching and learning is very popular in private educational institutions as well.

The Ministry of Education (2014), considers English as the world's *Lingua Franca* due to much of the technologic, scientific, academic and social information used in Ecuador has been written in that language. With the intention of facing this challenge, the ministry acknowledges that English language can be a tool to understand people and cultures. It also has recognized the necessity to align the English curriculum to the Common European Framework of Reference (CEFR) for learning, teaching, assessment, and setting the principles of language learning and teaching in a Communicative Approach (p.5).

According to Richards and Rogers (2014), the Common European Framework of Reference (CEFR) is the most powerful illustration of an outcomes- and competency-based approach in language teaching. It was built around statements of learning outcomes of different levels of proficiency in relation to the skills of listening, speaking, reading and writing, describing in a comprehensive way what language learners have to learn. The CEFR descriptors operationalize what is normally understood by a basic, intermediate or advanced level of language proficiency describing six levels of achievement. There are three general groups: basic user (A1, A2), independent user (B1, B2) and Proficient user (C1, C2). In order to establish the CEFR Reference Levels in the Ecuadorian educational system, the Ecuadorian Ministry of Education has taken four considerations: the time that is designated to learn a foreign language to base the

programs on realistic estimates, effective instruction with 400 hours of time devoted to reach the B1 level, five weekly class periods of 45 minutes of English classes; therefore, students will be exposed to at least 480 hours of English by the time they complete the B1 level (MinEduc, 2014, p. 8).

Achievement

The Ecuadorian Ministry of Education has established as a general objective for students' exit profile that high-school graduates reach at least the B1 level according to the CEFR, building up in scholars outgoing language capability in its verbal, social and pragmatic components through the improvement of the four basic language skills; each level (academic grade) has its own student's exit profile but at the end students should have an adequate range of language and vocabulary to refer to diverse circumstances and say their ideas and thoughts (MinEduc, 2016).

Furthermore, the Ministry of Education provides English learners at public high schools with a book as a contribution to the language learning process, this book is guided by the CEFR (MinEduc, 2016). According to Murcia (2015), the main purpose of these books is to present English and its culture to high school students through the use of diverse activities in various methodologies and approaches such as multiple intelligences, task-based instruction, cooperative learning and cross cultural approach.

In addition to the student's exit profile required for each level, the official English textbook frames the topic, goals, grammar, skills, strategies and projects for each unit, also learning goals, indicators, key vocabulary and structures, as well as strategies for each lesson (Murcia, 2015). Although the curriculum projections for each academic area can be adapted according to the reality of institutions or students' needs, the Ecuadorian National Curriculum has issued the normative to assess students according to evaluation criteria and assess indicators in order to reach the standards proposed for each academic unit from its different sub-levels (MinEduc, 2016); therefore, vocabulary and grammar students' achievement will be assessed taking into account the criteria and indicators for evaluation as well the standards proposed by the Ecuadorian Ministry of Education included in the English National Curriculum.

Ecuadorian official English text-book

As it was mentioned before, all the students in public high schools are provided with English textbooks by the Ecuadorian Ministry of Education. Therefore, their use is mandatory. The main purpose of these textbooks is to contribute to English teaching and learning in Ecuador, and of course, to present the English culture through the use of different activities and projects (Murcia, 2015). The books are essentially compound by six units, each unit covers an explicit theme that is explored through the developing of four lessons which have the four basic language skills' activities together with the development of both vocabulary and grammar. However, the first two lessons are dedicated to present the target vocabulary and grammatical constructions which are processed by students through listening, speaking, reading and writing activities (Murcia, 2015). Apart from that lessons, the Ecuadorian official English text-book offers a segment entitled "Quiz Time". The main goal of this section is to evaluate students' achievement after the unit; these quiz-activities allow students to see how much vocabulary and grammar they have learned.

Before the analysis of how vocabulary and grammar are assessed, it is important to have an idea of the approaches that the textbooks use to present the information in order to guide students to acquire their knowledge in the foreign language in public education.

The Ecuadorian official English textbooks use different methods or approaches such as multiple intelligences, task-based instruction, cooperative learning and cross cultural approach to teach and learn language.

According to Andriotis (2012), the most relevant point established by Gardner is the notion that individuals develop their capacity to develop their intelligences well due to biological abilities and the utilization of specific activities. Regarding individual development, the English textbook presents variety in their activities, and the topics presented are oriented towards students' language practice in real situations. Gardner's theory on multiple intelligences is built on the concept of an "intelligence" which is defined by its author as "the ability to solve problems or to create products that are valued within one or more settings" (Gardner, 1993 as cited in Tirri and Nokelainen, 2012).

At the beginning, the multiple intelligences were linguistics, logical-mathematical, musical, spatial, bodily kinesthetic interpersonal and intrapersonal (Gardner, 1993 as cited

in Aubrey and Riley, 2017), but later Gardner added an eighth one, the naturalistic intelligence (Gartrell, 2014).

The information mentioned above is important in order to create a background knowledge about the way EFL is been taught in public education.

Teaching Vocabulary and Grammar

Vocabulary teaching

It is generally known that vocabulary is the list of words that a language user should know in order to communicate in the target language. In fact, the Merriam-Webster Dictionary (2017), defines vocabulary as “a list or collection of words and phrases usually alphabetically arranged and explained or defined”, also vocabulary can be defined as “words we must know to communicate effectively”.

However, many students may consider that learning or practicing words before a lesson is a waste of time, but there are some benefits if they can acquire a significant vocabulary. Students should improve their skills not only in scoring higher in a test, they should be also able to explain their thoughts clearly, they should write better articles, reports and messages, they should speak more precisely and persuasively, they should understand more what they read, and they should get better grades at school, high school and university (Konchady, 2009).

Marzano and Simms (2013) indicate that students’ success in learning English as a Foreign Language is directly tied to vocabulary knowledge, this is because it is an important aspect in developing reading comprehension, reading for specific information and writing. Additionally, these authors suggest that the awareness of word meaning benefit students in the interconnection of prior knowledge and new information. Therefore, reading this information sounds very easy for an English teacher to provide students with a simple list of new words before each lesson and ask them to memorize them, but learning new words in the second language is more complicated than just providing students with a simple list. There are many aspects that a teacher must take into consideration at the moment of teaching vocabulary in a EFL class because words have form, meaning, and use. Additionally, a teacher has to take in mind that not all the students learn in the same way, the way to present new words has to be planned before each lesson.

In relation to individual and contextual variables in receptive EFL vocabulary, Fernandez (2014) argues that there are two types of knowledge: productive and receptive. Productive vocabulary knowledge is related with the production of words in order to communicate their intentions using the writing or the speaking skill. On the other hand, perceptive vocabulary knowledge is related to the word perception and meaning comprehension using the listening and reading skill.

According to Doff (2012), vocabulary teaching has four steps. The first one is the presentation, this phase is the most important, since words are introduced to students (meaning and form). In our context even the pronunciation is introduced, if students need the vocabulary of fruit for a lesson, it is not enough to tell them that the meaning of the word “apple” is “manzana”(Spanish translation for apple), it has to be explained its English pronunciation, otherwise students can pronounce as they do in Spanish “aple” when its correct pronunciation is /'æpl/ (Carley, Mees & Collins, 2017). In the same way, there are other words which their writing form and pronunciation are pretty similar to Spanish words but their meaning is different, for this reason, it is more effective to present words in form and meaning, then develop exercises to use them in order to acquire vocabulary. In order to present vocabulary, Doff (2012) suggests techniques such as introducing new words in a visual form, explaining new words meaning by taking into consideration the context, relating them with synonyms or contrasting them with antonyms and finally using the translation method to present or explain new words meaning.

The second step that Doff (2012) presents involves practice. In this stage new words which were set in a passive vocabulary are transformed to an active form, in other words, the new vocabulary will be stored in the long-term memory; therefore, the teacher should design or present some activities oriented to make students practice vocabulary, otherwise they will easily forget the new items. In this concern, the official English textbook presents activities such as matching pictures and words, matching words and meaning, completing sentences, listing words in categories, quiz and glossary activities (Murcia, 2015)

The third stage presented by Doff (2012) is production, which according to the author the use of the known words allows students to develop fluency in vocabulary. In order to make students produce new vocabulary, activities such as creating new words by using the prefixes and suffixes can benefit students' vocabulary production. Similarly, activities that require students to read a text and then replace words with others related to the topic can benefit students' vocabulary production.

The final stage is the vocabulary reviewing, in which the teacher should present activities where old vocabularies are used again. In this way students will have the opportunity to develop a more active and productive vocabulary.

Grammar Teaching

According to Mount (2013) as cited in Giovanelli (2014), without grammar people were in the Stone Age, producing only simple sentences and not being able to make more complicated ones. In fact, without grammar people would not be able to read, write and even speak English properly. Grammar can be defined as the way words are put together to make correct sentences (Williams and Wright, 1991). Grammar can be prescriptive and descriptive. The prescriptive grammar approach to language is typically emphasized in rules. On the other hand, the descriptive approach gives importance to the varieties of use in all forms, and linking these to specific contexts. Grammar teaching in schools has been dominated by formalistic approaches (exploring in built-structures, rules and idealized examples of language) or by functional ones (focusing more on the wider context of language, the relationships between communicators and the purposes of speaking or writing). Exposure to the target language can benefit students to pick up some accurate linguistic forms, but in the case of EFL students, they do not have too much exposure, so most educators agree with the need to teach grammar forms; however, grammar is much about form (Larsen-Freeman, 2001).

If learners have the goal to achieve a better adjustment between grammar and communication, it is not helpful to think that grammar is exclusively series of prescriptive rules about linguistics. Grammatical structures have form structures, semantics and pragmatics, so it would be helpful to have a framework of reference among them.

Therefore, grammar teachers and EFL teachers should focus on teaching form, meaning and use of any grammar point appropriately (Larsen-Freeman, 2001). Traditional grammar teaching has employed structural syllabus and lessons composed of the three phases: presentation, practice and production (PPP approach); however, these days most teachers embrace a more communicative oriented approach, starting with a communicative activity such as a task content-based material. According to Hellström (2016), Presentation Practice and Production approach is more effective to teach grammar, easier for teachers to use in their classes than task-based approach.

Formative Assessment

Coffey (2011) as cited in Boyle and Charles (2013) suggests that “formative assessment should be understood and presented as nothing other than genuine engagement with ideas, which includes been responsive to them and using them to inform next moves” (p. 6). In the same context, James Pophams (2008) as cited in Boyle and Charles (2013) indicates that formative assessment is not a test oriented to obtain a grade or score, more like, it is oriented to get a perception of student’s understanding in a qualitative way.

Regarding teaching vocabulary, the opportune detection of students mistakes can help teachers to guide students in a better way. For example, if a student is pronouncing a word incorrectly, the teacher with a simple technique such as repeating the word correctly without emphasizing in the mistake can help the student to correct the error, therefore the learning process can be benefited.

Regier (2012) indicates that formative assessment can be any process that uses informal assessment strategies with the main goal of obtaining information about students’ learning. This information may be used by teachers to determine what students understood after a class or lesson, and what they did not understand. The strategies used to develop formative assessment take place during the regular classes linking closely instruction and assessment. Formative assessment can fit easily into the instruction process because most formative assessment strategies are quick and easy to use. The results obtained from this type of assessment are not used for grading. Finally, descriptive feedback should be provided at the end to let students know whether they have mastered an outcome or whether they need more practice.

According to Andrade and Cizek (2010), students can obtain better results in EFL learning through the use of formative assessment practices when teachers have the conviction that all students can learn. To do this, teachers should know students and their communities, also they have to learn and use effective ways to assess students’ learning. Additionally, teachers have to provide a high quality feedback to their students during all the steps of the teaching-learning process. In addition, teachers have to use a high variety of assessments and provide students with multiple opportunities to show their knowledge or to perform the required activities. Finally, the author indicates that the developing of these principles will help students to improve self-academic efficacy, and they will become self-regulated learners.

In addition, formative assessment can be present in all the activities proposed in the classroom, the type of evaluation depends on the methodology applied during the developing of the assessment, in fact all the activities in the EFL classroom should be formative, even a summative test could be formative if the teacher provides feedback about the test, but unfortunately the periods allowed in the curriculum to cover certain subjects, most of the time do not permit teachers to do that; also the priority of grading students in the public education system can be an impediment to provide feedback to summative tests. According to Furtak (2018), for some researches, an activity can be called formative if some kind of feedback has been provided to help students to go forward in the achievement of knowledge.

It is not new that teachers always try to evaluate the students' acquisition of the target language, but what instruments are the most effective? Regier (2012) argues that many factors are involved in the decision of what type of formative assessment the teacher should choose for the class, among them, teachers must think about the aspects they want to measure, their students' preferences and how the formative assessment will be developed (individually or in groups). The individual formative assessment gives teachers a more accurate idea of the understanding that each student had on certain topic. On the other hand, the group formative assessment will give the teacher general information of the students understanding, and, this information will help he/she to plan his/her future classes.

In sum, formative assessment is an evaluation that collects information about the learning process during a lesson or unit of study; this information is very important for teachers because it indicates the students' progress in the target language. If students are achieving the objectives proposed, it is a signal that the teaching methodology is correct. On the contrary, it is a signal that teachers should change or adapt their methodology in other way to obtain more effective results.

It is important to remark that "the information gathered is never marked or graded, and descriptive feedback may accompany a formative assessment to let students know whether they have mastered an outcome or whether they require more practice" (Regier, 2012, p. 5).

According to Correa, et al (2013, p. 150) "feedback is the information that explains how well or poorly learners performed, the main objective is to identify the potential areas where some improvements could be made as well as to foster students' autonomy". In other words, teachers use feedback to tell students how they developed an activity, and in

case students developed the activity in a wrong way, teachers can explain to students a way to do things well.

One of the challenges of formative assessment is providing feedback that can enhance students' learning and engage them to English learning. Traditional feedback involves little communication between learners and it is usually leaded by teachers, contrary to the current good classroom practices, teacher-lead feedback usually requires one student interaction at a time, it can be predictable, monotonous and time-consuming and sometimes it is unnecessary in the case of more capable students (Darn and Bagulay, 2009). However, feedback is necessary for different reasons: complement task activities in order to satisfy students' expectations and needs, students need to know if their answers are well and also why they are correct or incorrect if that was the case, and, errors may indicate the need for clarification or re-teaching.

In this concern, Darn and Bagulay (2009) offer some alternatives for teacher lead feedback. First, they recommend that teachers should ask students randomly, in this way, they can verify grammar at the same moment that they check students' answers. The answers can be included at the back of the activity sheet, in an extra sheet, in a power point slide, or students can be grouped to analyze the activities and provide the correct answers.

Likewise, Darn and Bagulay (2009), indicate some student-lead alternatives for feedback such as peer-checking feedback which requires students to give each other feedback after the task is finished; this creates the opportunity to discuss and use language for real purposes. Students have the opportunity to agree and disagree the answers, as well as thinking skills such as rationalizing and problem-solving are developed. In addition, a student or group of students can be required to take teacher's role to conduct the feedback. She/he might nominate other students to provide the answers. Also, students are given a numbered strip to write the answers to the corresponding questions, after students check their answers they discuss any difficulties in an open class. In mixed-ability classes, less able students might be required to conduct the feedback.

Apart from the alternatives described above, there are other categories for feedback. Cognitive feedback is the extent to which we indicate that a message was understood (Brown 2000). "Positive feedback which has two principal functions, one lets

students know that they have performed correctly and the other increases motivation” (Nunan, 1995, p.195). Negative feedback where teacher’s overall attention towards mistakes (Brown, 2000). Neutral which simply informs the speaker that the message has been received (Nunan, 1995). Explicit which is extremely clear and evident and it is perceived by the students (Ellis, 2006). Finally, Implicit which is not evident, the students have to notice it and know how to improve their performance (Ellis, 2006).

Previous Studies

Several studies about formative assessment have been conducted around the world. In this section, six previous studies are going to be analyzed.

First of all, Ramsey and Duffy (2016) developed a research study in order to document and analyze how teachers practice formative assessment. This study was done in three urban school districts. Observations to 28 English teachers’ classroom formative assessment practices and 1098 surveys to teachers and 22 administrators were used to collect the information, then they used a qualitative and quantitative method to examine data. Researchers established that their research will be focused only in short cycle formative assessment (assessment that occurs within and between lessons with a maximum of two hours long). They found that, in fact, teachers use some forms of formative assessment regularly, but the implementation of their practice is irregular. In the same way, the researchers found that, teachers know and use some strategies effectively, but most of them need more practice and support in order to improve their implementation, especially in the way they make students participate and in the way students become owners of their learning.

In the same way, Ketabi and Ketabi (2014) developed a research study attempted to define different types of assessment, compare formative and classroom assessment, and also identify the areas which need more attention by the researchers. The authors analyzed several studies focused in formative and summative assessment, formal, informal and classroom assessment. They found that, formative assessment is the most influential method to improve teaching and learning, the use of its tools offer solutions to learning problems in ESL/EFL classroom if teachers and scholars focus their attention to the assessment in a formative way.

In addition to the researches above, Hanover (2014) developed a study in order to provide information about the benefits of formative assessment, conceptions about the roles that teachers, students and peers, as well as the aspects involved this kind of assessment. The author has examined several studies about formative assessment in a qualitative way comparing their descriptions, results and weaknesses. The author concluded that existing researches give promising conclusions about the impact of formative assessment of students' academic performance, and assessment criteria improve students' self-assessment abilities and, as a result, improve learning outcomes.

Also, Mehmood, et al., (2012) developed a research study in order to find out the impact of formative assessment on academic achievement of secondary school students. This study was experimental, 60 students from class 10th participated in two groups (experimental and control). The experimental group was taught and assessed in a formative assessment way during the treatment and the control group was not assessed during the treatment. The study concluded that formative assessment has positive effects on students' achievement.

Additionally, Hirschel (2012) developed a research study to determine students' perceptions about forums, glossaries, and quizzes, all provided by the online course management system known as Moodle. In the study participated twenty-three students (nineteen women and four men). The research study employed open-ended survey questions and focus groups to examine students' perceptions. The research determined that students have positive reactions to quizzes in terms of challenging their understanding of terms and concepts, though students did not explicitly mention of the advantages of online quizzes in providing both instantaneous feedback and multiple attempts.

Finally, Espinoza (2017) developed a research to determine the impact of formative and authentic assessments have in ESL/EFL. This research was done through the use of a student's journal as a tool for the investigation, this study took four years and it was developed in an elementary school in the United States. As a general conclusion, the author determined that effective assessment goes beyond grading, formative and authentic assessment should demonstrate students' achievement during the process with significant tasks for them.

CHAPTER II: METHOD

Approach

In order to investigate the effectiveness of formative assessment to teach vocabulary and grammar in the EFL classroom, a mixed-method approach was used in this research. This approach is the most appropriate because it gives the possibility to triangulate the results. In other words, it allows the researcher to analyze the obtained data in two different ways to corroborate findings. According to Creswell (2014) this type of research shares characteristics of both, qualitative and quantitative methods and approaches.

Setting and participants

This study took place in an Ecuadorian public school located in a rural area in the city of Cuenca. The school has around 860 students between men and women. All the students are Spanish native speakers and their socio-economic status varies from middle to low. The participants were four graduated English teachers and two groups of twenty-eight students who are in senior high school. According to MinEduc (2016), students at senior high school should have B1.1 level. They were selected because they have the same teacher, equal number of students per class (28 students), and an equal number of hours of English classes (5 periods of 40 minutes per week). According to PROCED (2016) there must not be an obvious academic difference between the two selected groups (experimental group and control group), in other words, they have the same proficiency level.

Instruments

This study collected data through the use of different instruments. First, in order to obtain information about whether teachers truly use formative assessment to evaluate vocabulary and grammar or not, a survey that included questions related to the use of formative assessment was used (*Annex 1*). Second, a pre-test to diagnose students' proficiency about the lesson topic was administered during this step, three vocabulary and grammar quizzes (adapted from the textbook) were used to determine the effects of using formative assessment to teach vocabulary and grammar in the EFL classroom in contrast with using the same quizzes without any assessment before the summative evaluation,

and finally a post test was applied (*Annexes 2, 3, 4, 5 and 6*). Third, two surveys were used for students as well as teachers, but these instruments were used to gather information about students' attitudes towards using formative assessment (*Annex 7*).

Procedure

First of all, in order to identify if teachers truly used formative assessment to teach vocabulary and grammar, a survey was administered to four English teachers who work at the school selected for this study. After that, teachers' interviews were conducted in order to identify the reasons that motivated teachers to answer the surveys.

Second, to determine the effects of using this type of assessment in EFL students, an experimental research with two groups of students was conducted. In this experiment, one group of 28 students was the independent variable and other group of 28 students from a similar course was the control group. The research started with a pre-test to diagnose students' proficiency about the topic lesson. Next to, the independent group performed a quiz as formative assessment after each class, then they received the correspondent feedback and the opportunity to develop the same quiz again. The proposed quizzes, assessment and feedback were developed individually, in pairs and in groups. In contrast, the control group did not perform the activities in a formative way, they performed the proposed activities individually, but, they did not receive feedback, neither the opportunity to do the same quizzes again, they were assessed only in a summative way. To end, both groups took a test in order to investigate how effective formative assessment was to teach vocabulary and grammar.

Additionally, to determine the students' attitudes towards using formative assessment, two surveys were administered, one survey was for the students in the control group with questions related only to the development of summative assessment, and, the other survey was for the students in the experimental group with questions related to the use of formative assessment.

Finally, the information collected from the surveys and the information from students' tests was analyzed in a quantitative and qualitative way.

CHAPTER III: RESULTS AND DISCUSSION

This study set out to determine the effects of using formative assessment to teach vocabulary and grammar in the EFL classroom. The following chapter presents the findings of the research and the discussion focused in teachers' beliefs about formative assessment to teach grammar and vocabulary, the effects of using this type of assessment in EFL students and students' beliefs about it.

The first specific objective proposed in this research was to identify the way teachers use formative assessment to teach vocabulary and grammar. In order to identify it, a survey was conducted to four English teachers. The results obtained from the teachers' survey are described by using several graphs. Additionally, some information from the teachers' interviews related to the graphs are exposed.

Table 1. Teachers' Perceptions about Formative Assessment.	
Description	Numbers of teachers
Formative assessment should be regularly used to assess students' understanding	0 of 4
Formative assessment should occur regularly to create small assessment marks, throughout the term, for my students.	0 of 4
Formative assessment is used to shape our thinking about individual students, inform us of where students are and help us to monitor development and progress.	4 of 4
Formative assessment provides information that helps us develop instruction that in turn provides experiences that further influence students' development.	4 of 4

Done by Carlos Ocampo (2018)

In table 1, it can be seen that 100% of teachers who took the survey agreed with the idea that formative assessment is used to shape their thinking about individual students, to inform teachers where students are and to monitor students' development and achievement. In sum, formative assessment provides teachers with information that helps them to develop their instruction. In fact, Coffey (2011) as cited in Boyle and Charles (2013) indicates that formative assessment has to be used as a guide in order to plan the next move in teaching.

Additionally, teachers expressed in the interview that teachers have to set clear ideas about what they want to evaluate, and they have to indicate their students the purpose of evaluation, the criteria and performance standards that it will be used.

According to Regier (2012), formative assessment offers the opportunity to evaluate students' understanding through many types of informal assessment in order to determine what are the students' needs or in other words what students understand and what they need to achieve the established goal for the class.

By the way, this study found that the participant teachers have a clear understanding of formative assessment. In fact, all of them agreed with the idea that formative assessment provides information that helps teachers to develop instruction. This is important because if they have a common understanding about this type of assessment, they can establish an agreement in the way they should develop vocabulary and grammar activities, as well as the resources that should be used. This can really benefit students because, as it was described above, public schools have to use the same English textbook as the main teaching resource, in which the first two lessons of each unit are designated for vocabulary and grammar in all levels (Murcia, 2015).

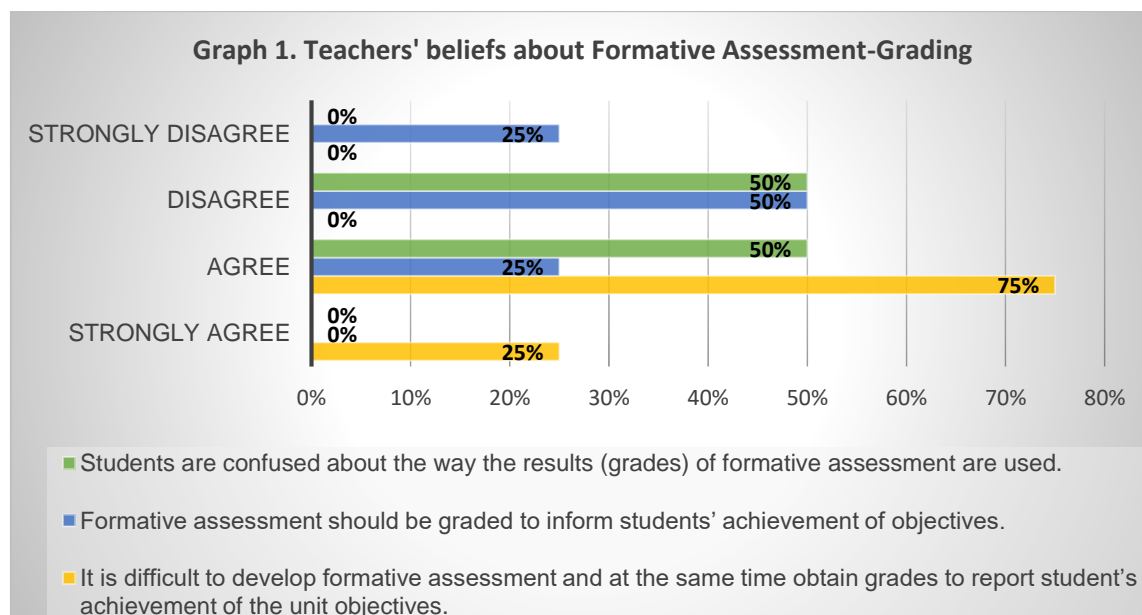
Table 2. Frequency in which teachers used formative assessment in their classroom during the past unit.	
Frequency	Numbers of teachers
Once per unit	0
Twice per unit	0
Three times per unit	0
Once a week	2
Twice a week	0
Daily	2
Never	0
Not sure	0

Done by Carlos Ocampo (2018)

Table 2. shows the frequency in which teachers used formative assessment in their classroom during the past unit. Two of four teachers used formative assessment once a week and the other two used it daily. In this concern, a teacher indicated in the interview that it is important to know that teachers need to assess everything students do; but they

do not grade all what students do. In the same way, other teacher said that teachers have to develop formative assessment during the whole teaching-learning process. According to Marzano (2006), a high frequency of assessment can benefit students' achievement. Similarly, Geist and Soehren (1997) mention that frequent quizzes are beneficial for students' achievement.

Contrary to the total agreement about the understanding of formative assessment, teachers do not use it in the same frequency, 50% of them only use formative assessment once a week. This reinforces the idea that teachers could not have been using this type of assessment properly. If it is considered that the Ecuadorian Ministry of Education has established five periods of forty-five minutes to teach English as Foreign Language per week (MinEduc, 2016); however, it is curious that half of the teachers use it only once a week. In this regard, Ramsey and Duffy (2016) found that teachers regularly practice formative assessment but the implementation of their practice is uneven determining that teachers need more practice and support to improve the development of formative assessment. Regarding vocabulary practice, Doff (2012) argues that words that are learned passively must put into practice otherwise they can be forgotten and Darn and Bagola (2009) suggest that teachers should ask students randomly, they can make reference to grammar at the same moment that check students' answers.



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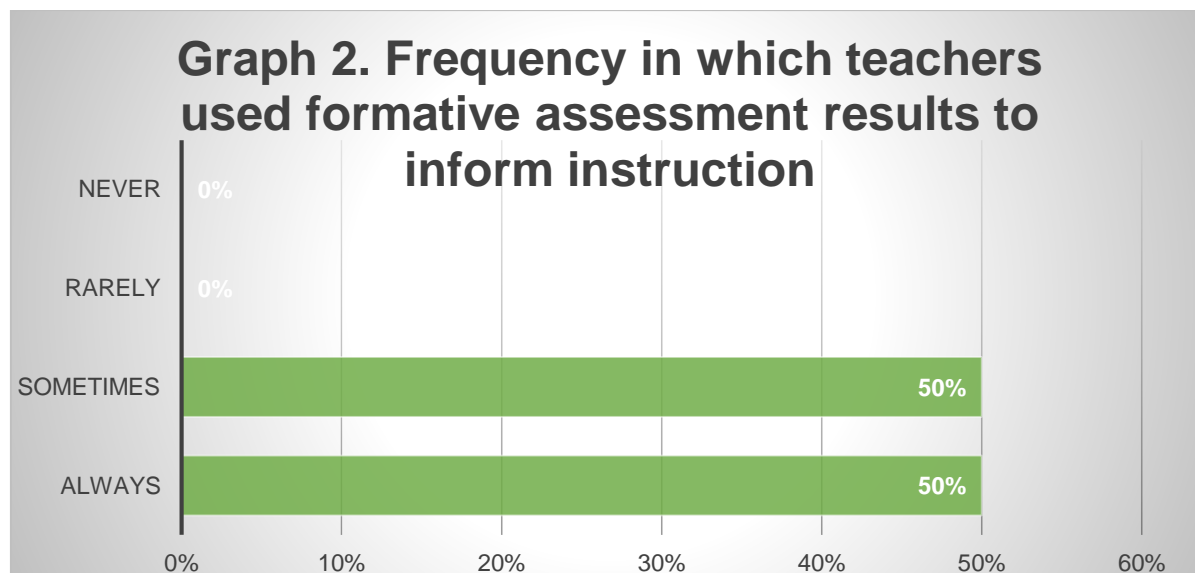
Graph 1 shows the teachers' beliefs about formative assessment in relation to grading through the use of three questions. The first question asked teachers if they think that students are confused about the way the results (grades) of formative assessment are used. The opinions were divided because 50% of the teachers agreed with this idea and the other 50% disagreed. The second question asked teachers if they believe that formative assessment should be graded to inform students' achievement of the objectives. 50% of the surveyed teachers agreed with the idea of using formative assessment to grade students' achievement, 25% strongly agreed and only 25% disagreed. The third question was about the difficultness to develop formative assessment and obtain grades to report students' achievement about the unit objectives. In this concern, 75% of the teachers disagreed with the idea that it is difficult to obtain grades and develop formative assessment, and 25% strongly disagreed with this idea.

In this context, Caffrey (2009) defines summative assessments as the tests given at the end of lessons; therefore, it does not help to assess students' knowledge of vocabulary and grammar that are usually developed at the beginning of the unit. On the other hand, Regier (2012, p.5) indicates that "formative assessment is a process that uses informal assessment strategies to gather information on student learning". Additionally, a teacher said in the interview that teachers have to communicate the way and the purpose of the evaluation.

According to Regier (2012) the information obtained from formative assessment does not have to be used for grading. In contrast, the Ecuadorian Ministry of Education has established that 80% of the evaluation for the students' achievement register must be formative (Mineduc, 2016). In this concern, teachers mention that formative assessment can be graded. For example, if a teacher asks a question to any student and if he or she answers it correctly, the teacher should put a good grade, other case he/she might give another chance to answer another question.

Another important finding in this research is that teachers are using the results of formative assessment to register students' achievement. In fact, they considered that it is not difficult to grade formative activities. Regarding grammar and vocabulary teaching, students can benefit with the assessment in these early stages because they can notice their mistakes and improve their learning. On the other hand, the pressure of grading can stress students.

However, the Ecuadorian Ministry of Education has established that 80% of the grading has to come from formative activities (Mined, 2016). Therefore, a new question for future investigations appears in order to clear if it is correct to use the results of formative assessment to register students' achievement. According to Regier (2012) the information obtained from formative assessment does not have to be used for grading.



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Graph 2. shows the frequency in which the results of formative assessment were used by teachers to inform the students' instruction. Half of teachers use the results of this kind of assessment to inform students' achievement sometimes and the other 50% always use it.

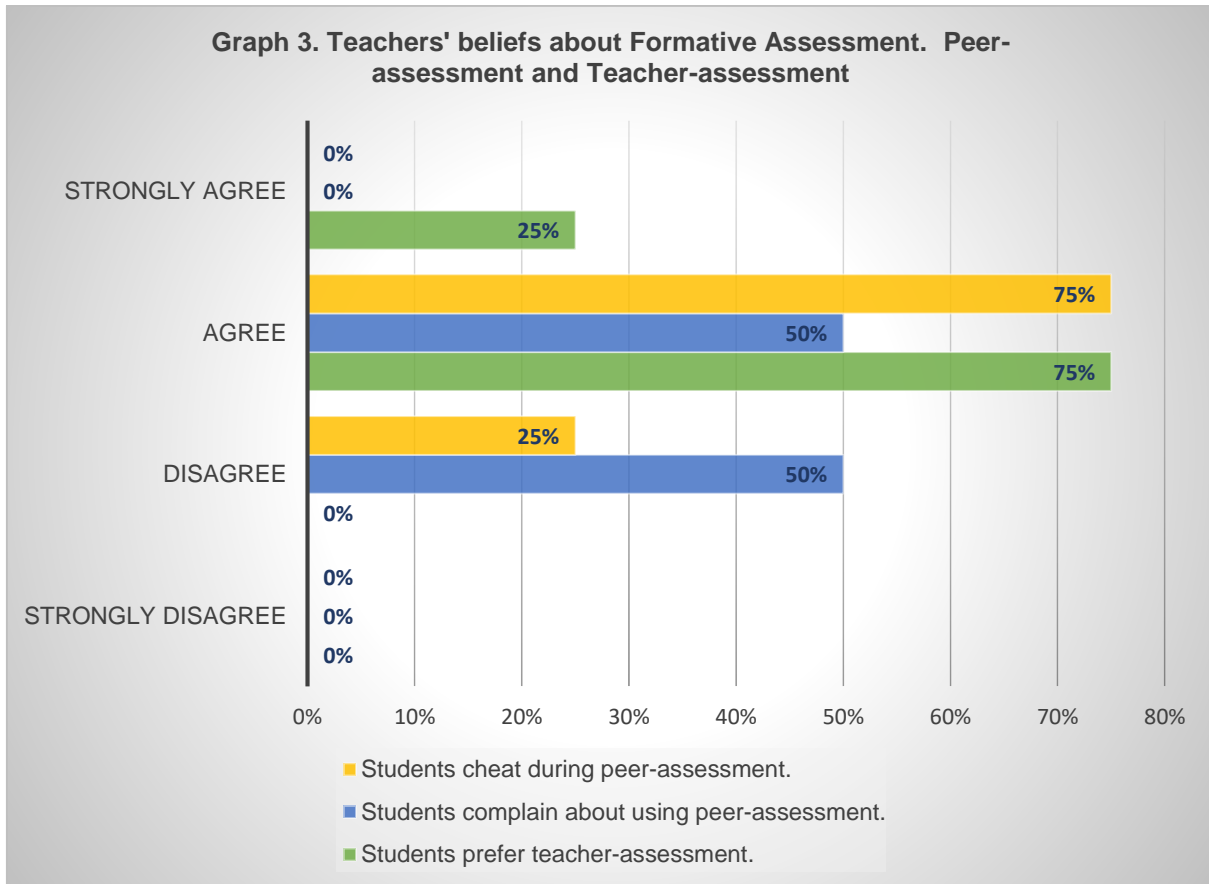
According to Regier (2012), teachers must have in mind what they are going to evaluate before choosing a determinate instrument; also the way that the formative assessment will be developed has to be considered. In this regard, teachers argued that EFL teachers must look for several and varied activities just in case students fail developing an activity. The methodology for teaching vocabulary is pleasurable, but the methodology for teaching grammar is unpleasurable for students because they must internalize the rules to apply them. Therefore, formative assessment can benefit grammar teaching because it offers variety in activities from simple ones to more complex allowing teachers to propose other activities in the case a student fails in one.

Table 3. Types of formative assessment used by teachers in the past unit.	
Types	Number of teachers
Exit slips	0 of 4
Nods/ Thumbs up/ yes or no cards/yes or no questions	4 of 4
Discussions (listening for understanding of a topic)	2 of 4
Quizzes (not for a mark)	3 of 4
Descriptive comments on students' work to show where they can improve.	2 of 4
Student's recordkeeping	0 of 4
Self and Peer assessments	2 of 4
Think- pair- share	1 of 4
Jigsaw groups	0 of 4
Teacher-students mini-conferences	0 of 4
Rubrics	1 of 4

Done by Carlos Ocampo (2018)

Regarding variety, Table 3. shows the types of formative assessment that teachers used during the past unit. Questioning and Nod, thumbs up, yes or no cards, and yes or no questions were the most used types with 100% of teachers. Quizzes (not for a mark) were selected by the 75%. Self and peer assessment, descriptive comments on students' work to show where they can improve, and discussions (listening for understanding a topic) were used by 55%. Finally, 25% of teachers used rubrics and think-pair-share.

Taking into account the several types of formative assessment that teachers have used during the last unit brings the idea that the information provided by teachers about the frequency in which the use formative assessment is inconsistent. They have selected a variety of types which go from some basic types as "thumbs up", "yes or no questions" to more complex ones as self and peer-assessment. Also, they have agreed in a 75% to use quizzes not for grading, therefore, it can say that half of the teachers are not assuming that all that kind of activities are proper of formative assessment.



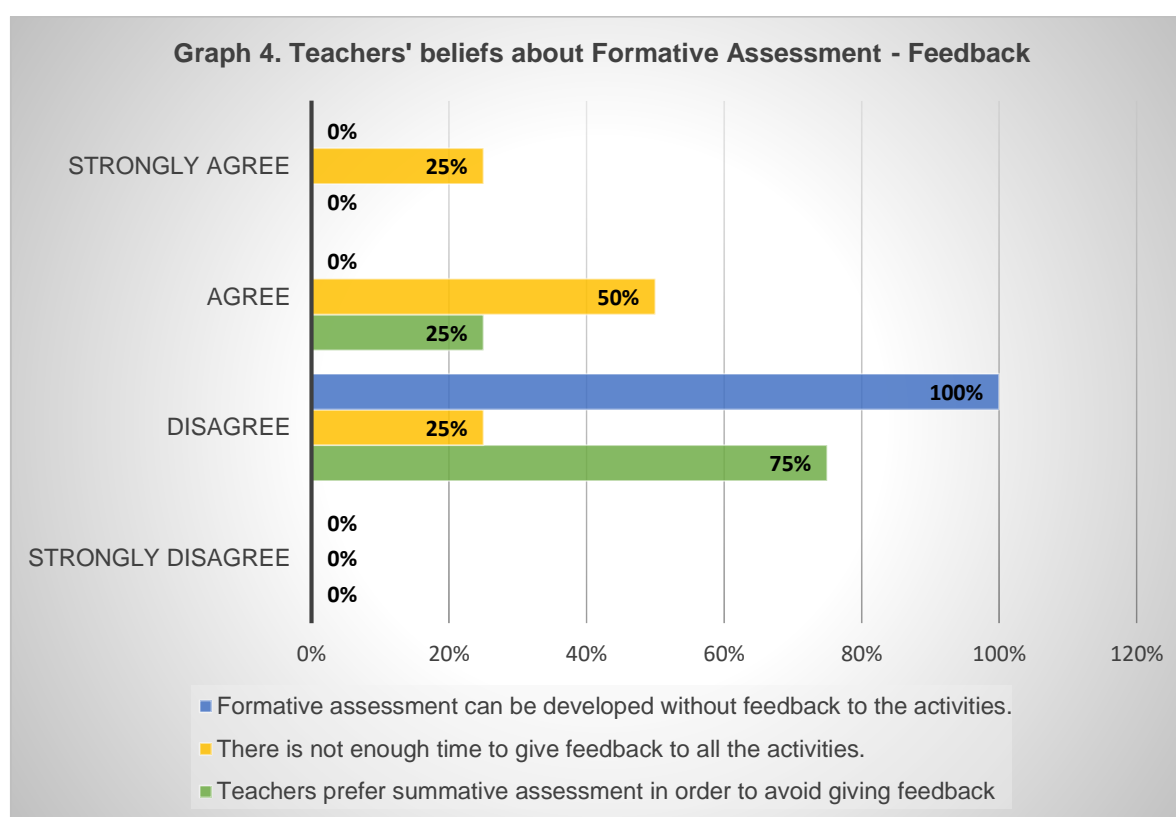
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Graph 3 shows the results of agreement to three statements. First, “students cheat during peer-assessment”. Second, “students complain about using peer-assessment”. Third, “students prefer teachers’ assessment”. Regarding the first statement, teachers agreed in 75% with the established idea, and 25% disagree. In relation to the second statement, the agreement was divided 50% of the surveyed agreed and the other 50% disagreed. Finally, 75% of the teachers agreed with the idea that students prefer teacher-assessment and 25% strongly agreed.

Regarding cheating during peer-assessment, teachers expressed that despite most of their students are honest and they monitor the class, cheating is present because students usually help their classmates by writing missing answers or correcting mistakes. In the case of assessing vocabulary, the most remarkable error that students have is missing letters in words. Therefore, it can be easy just writing the missing letter and mark that word as correct.

Regarding the third statement, most of the surveyed teachers indicated that they think that students prefer teacher's assessment due to the feedback they receive. Teachers consider that students prefer teacher's assessment and especially feedback because they feel embarrassed to assess their classmates of the fear of making mistakes in the correction. In the same way, they argued that students are conscious that teachers will provide specific comments about the mistakes they made and what they can make to improve learning, especially in grammar.

In the case of teaching vocabulary, it can be difficult than a student might have a better pronunciation than an EFL teacher, unless the student were a native speaker or an extraordinary case. As an alternative for pronunciation feedback, pocket-translators or cell phones can be used, but unfortunately not all the students are in conditions to get them; therefore, teacher's feedback is the best option that students have. Additionally, teachers indicated that students are used to the way teachers explain them, and to the way they provide feedback; for this reason, looking for other way can be difficult for them.



Regarding feedback, as it is shown in graph 4 that all the teachers disagreed with the idea that formative assessment can be developed without feedback. According to Furtak (2018), for some researches, providing some kind of feedback which aims students to go forward is necessary to call an activity formative. The information about how well a student performed the activities is developed during feedback, in order to consider the possible areas of improvement (Correa, et al., 2013). Feedback can be as simple as a random question to check understanding at the right moment or answers provided at the back of the activity or even in a power point slide in a personal or general way.

Additionally, graph 4 shows teachers' opinions related to the time set for activities, 25% strongly agreed, 50% agreed and 25% of teachers disagree with the idea that there is not enough time to give feedback about all the activities. Finally, 25% of the teachers surveyed agreed with the idea that "teachers prefer summative assessment" and 75% of teachers disagree.

In this regard, teachers in the interview said that formative assessment goes from the more basic to the more complex, simple formative assessment techniques help students to acquire knowledge; however, the main objective of teaching is not to obtain grades, it is to acquire knowledge. Therefore, feedback as part of formative assessment can benefit vocabulary and grammar instruction, especially vocabulary because teachers can use a simple "thumbs up" to determinate if students agree with the meaning of a word or a quick quiz which can be assessed by themselves or by their peers with instantaneous results in order to check knowledge and in case it was necessary provide students timely feedback, this way students can improve their vocabulary without waiting until the summative assessment at the end of the unit.

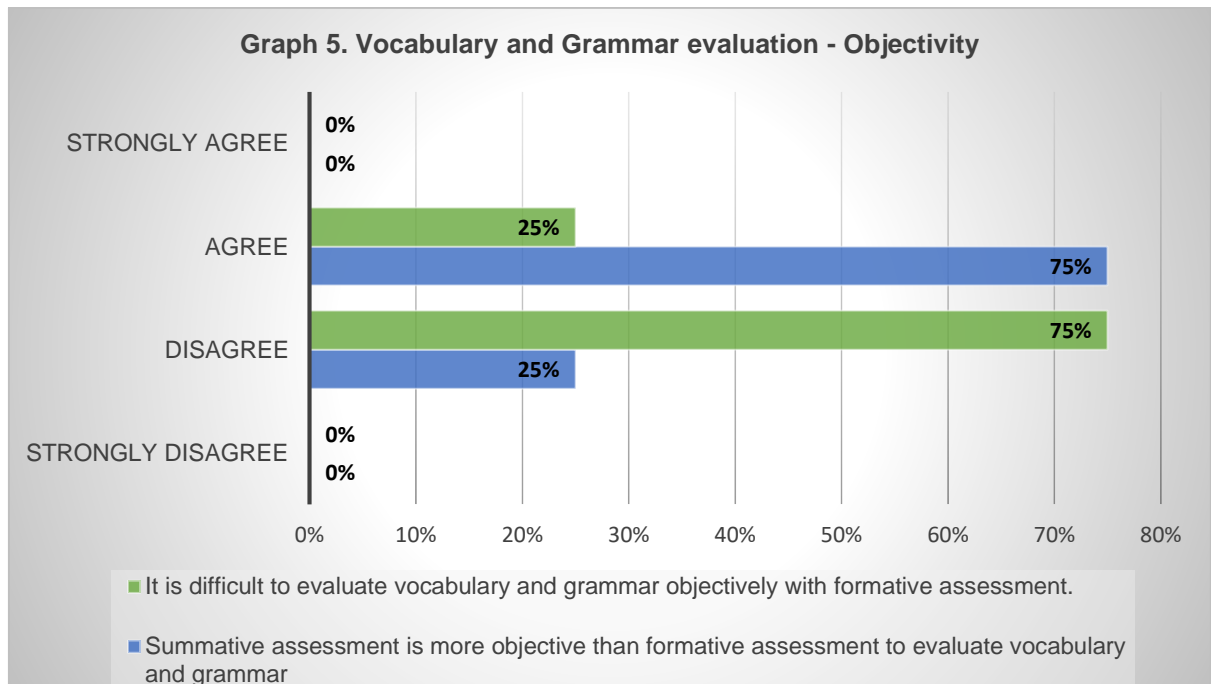
Table 4. Ways teachers provide feedback when students develop vocabulary and grammar activities in small groups.	
Ways	Number of Teachers
Self-assessment (group uses a rubric)	0 of 4
Teacher assessment (using a rubric)	2 of 4
Discussion questions to guide group	2 of 4
Teacher/group meetings or mini-conferences	1 of 4
Other:	0 of 4

Done by Carlos Ocampo (2018)

Table 4. shows information related to the way teachers provide feedback when students develop vocabulary and grammar activities in small groups. Teacher assessment using a rubric is used by two of the surveyed teachers, discussion questions to guide the group is used by two teachers and finally, one teacher uses teacher/group meetings or mini-conferences in addition to other ways to provide feedback.

Andrade and Cizek (2010) indicate that giving high quality feedback to students about their learning maximize their achievement during formative assessment practice. According to Harris and Meltzer (2015), teachers can provide specific and effective feedback to each member of a group by using rubrics. Discussion questions to guide the group is a good alternative to avoid the traditional feedback which is generally leaded by the teacher. Darn and Bagulay (2009) suggest that a student or a group of students can conduct feedback, they can write down some questions and nominate other students to answer questions, then a discussion can be started in order to analyze the answers and this way feedback will be provided. On the other hand, teacher/group meetings or mini-conferences can be closer to the traditional feedback because it is usually leaded by teachers.

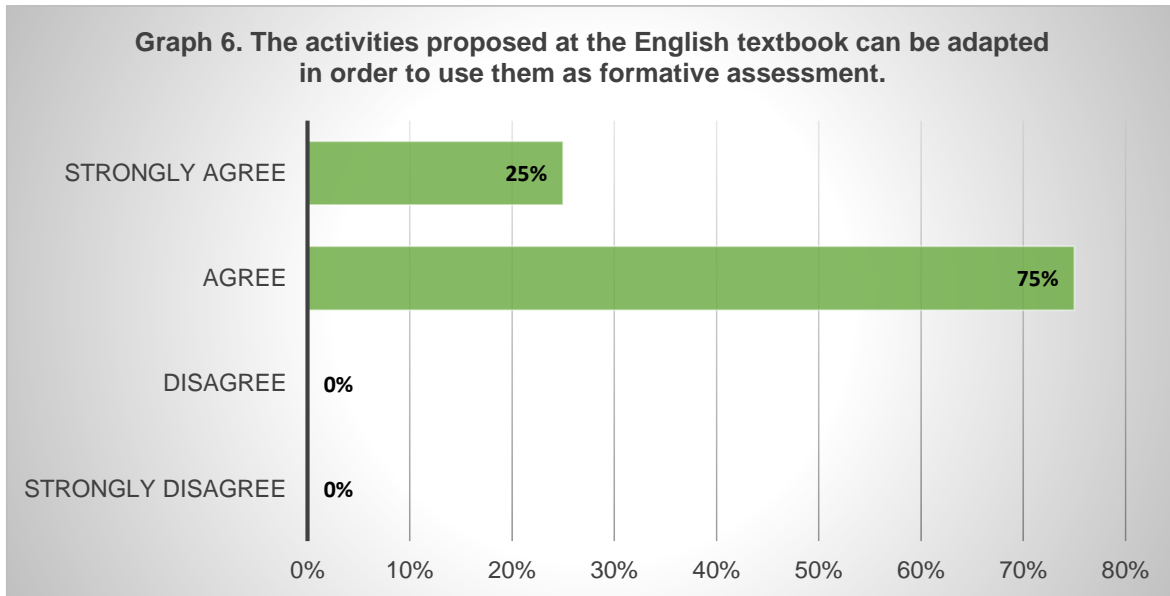
In this regard, the importance that teachers give to feedback is remarkable. In fact, all of them disagreed with the idea that it is possible to develop formative assessment without feedback. According to Correa, et al. (2013, p. 150) "feedback is the information that explains how well or poorly learners performed, the main objective is to identify the potential areas where some improvements could be made as well as to foster students' autonomy". In this concern, determining problems early facilitates feedback, therefore teaching vocabulary and grammar.



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Graph 5 shows the results about the objectivity of formative and summative assessment to evaluate vocabulary and grammar. 75% of teachers disagreed that it is difficult to evaluate vocabulary and grammar objectively with formative assessment, but the same percentage of teachers agreed that summative assessment is more objective than formative.

In relation to formative assessment objectivity, teachers mentioned that everything has to be assessed but not all graded. The objective of formative assessment should be to evaluate students understanding in order to provide feedback to help students to improve their knowledge. On the other hand, the objective of summative assessment is grading students' achievement. However, teachers use formative assessment in different manners with different objectives; for example, they only use its results for grading in the case students answer correctly. This denotes a lot of subjectivity.

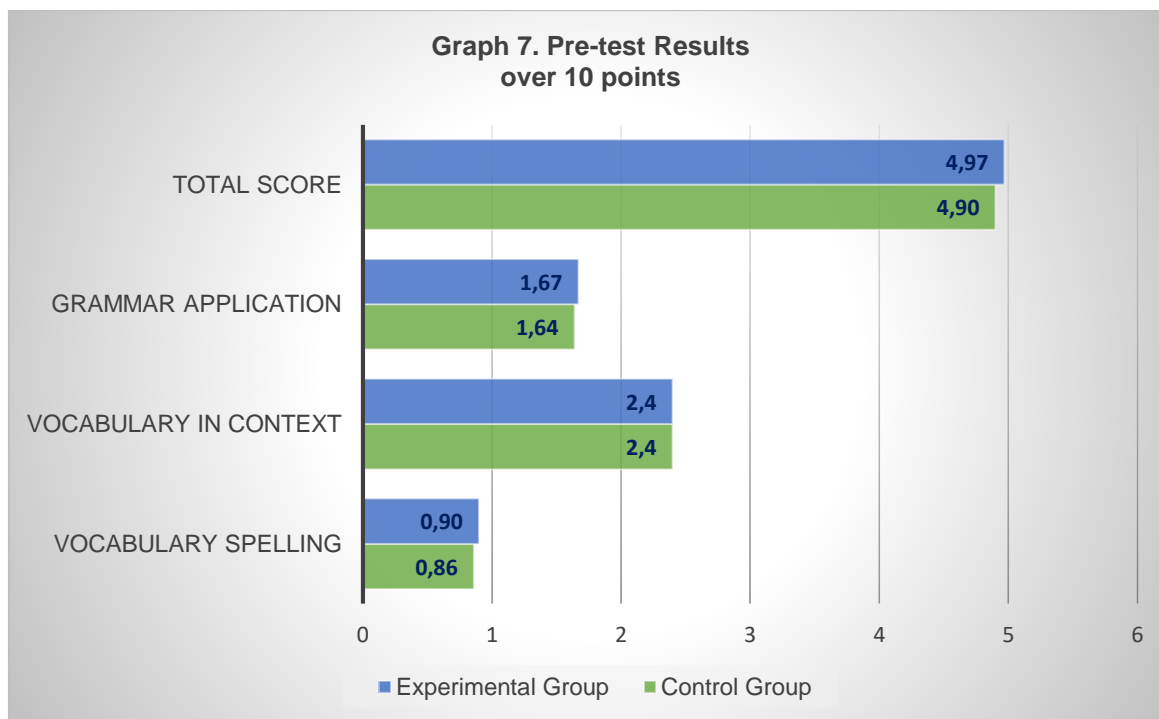


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Graph 6 shows teachers' agreement about the idea that the activities proposed at the English textbook (workbook section) can be adapted in order to use them as formative assessment. In this concern, 75% of the teachers agreed with that idea exposed and 25% of the surveyed strongly agreed.

Teachers argued at the interview that the English textbook is very complete but sometimes it is necessary to look for extra information related to vocabulary and grammar because the information provided for these subjects is general; however, the quiz activities from the textbook can be adapted in order to develop formative assessment. Using the quiz activities from the workbook section allows teachers to see exactly in what students are failing and it is easier to provide feedback.

The second part of the study was oriented to determine the effects of using formative assessment to teach vocabulary and grammar in contrast with using summative assessment. To start, both groups took a pre-test in order to confirm the information from PROCED (2016) which established that there is not an obvious academic difference between the two groups.

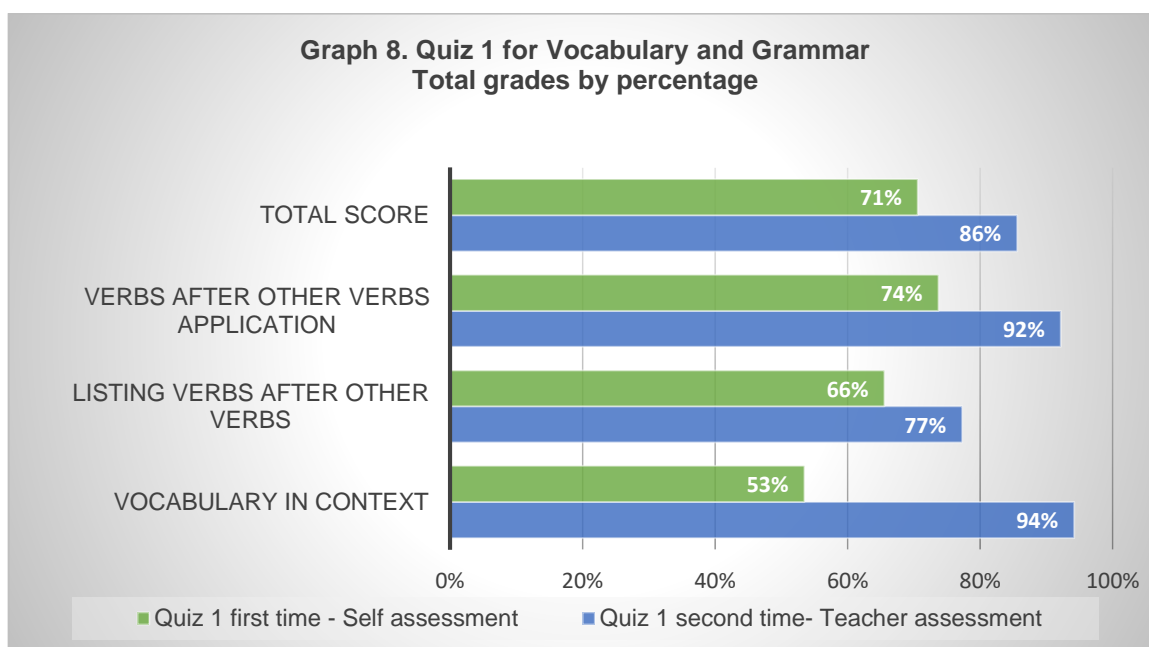


Done by Carlos Ocampo (2018)

As it can be observed in graph 7. experimental and control group scored pretty close in the pre-test which had two concerns about vocabulary and one concern about grammar. The experimental group obtained 0.9 and the control group 0.86 in vocabulary spelling. In vocabulary in context, the experimental group and the control group got 2.4. Finally, in the application of grammar, the experimental group obtained 1.67 and the control group 1.64. In total the experimental group got 4.97 over ten points, and the control got 4.90 over ten points as well. Analyzing the results of the pre-test, it can be seen that both groups have a similar achievement without an obvious academic difference between them.

After that, the experimental group developed the three quizzes as formative assessment which were assessed immediately after being developed through the use of different formative activities such as self-assessment and peer-assessment and whole-class assessment. Then they were provided with feedback and even in two occasions the possibility to develop the same quiz twice. On the other hand, the control group received instruction in a center-teacher way developing the same quizzes that the experimental group did, but using a different methodology. In other words, the activities done by the control group were not assessed immediately, and they were not provided with feedback until they took the post-test. In this form, the normal development of the unit was not affected due to they developed the same activities, but they were assessed only in a summative way at the end of the study.

The first quiz related with vocabulary and grammar was developed just after the class was finished. Then students did self-assessment. After that, feedback was provided to students, and they had the opportunity to develop the same quiz again. According to Johnson (2008) giving students a true formative assessment means that after they have developed the quiz-activity, the teacher has to set clear expectations, provide detailed and timely feedback, and give students multiple opportunities to show what they have learned.



Done by Carlos Ocampo (2018)

The results of quiz-one are presented in Graph 8. The green bars show the results obtained the first time they developed quiz-one and the blue bars show the results obtained by students the second time they developed the same quiz. As it can be observed there were positive results after this quiz, students' achievement in vocabulary in context increased in a forty-one percent, in listening verbs after other verbs increased in an eleven percent, and verbs after verbs application was increased as well in 15%. In total, the experimental group increased their grading the second time they developed quiz-one from the 71% to the 86%. However, students were totally motivated and all of them agreed with the idea to use that grading to register their academic achievement.

Quiz-one was taken from the workbook section which is usually used as homework. In fact, the control group was required to do quiz-one as homework, but many students did not do it, something common in public schools. Besides that, other students admitted that they only copied it, and most of them felt happy when it was announced that the homework would be corrected other day due to the class must continue with the activities proposed for the unit.

Contrary to this, students at the experimental group felt satisfied to complete this activity in that way and some of them commented that they liked the way in which that activity was developed because at home they do not have anybody to clarify their doubts and that is the reason why they usually do not complete all the activities as they did at class. Others said that it should be nice to have the opportunity to repeat some assessments just after teachers explain what they did wrong because most of the time teachers explain it, but they do not have the opportunity to demonstrate that they understood.

If it is analyzed that teachers might need a lot of time to assess the activities proposed at the workbook section which are generally used as homework, the formative assessment developed in this research allowed to correct activities just after they were done. Regarding the first quiz, students did a self-assessment, then they developed the same quiz again, and they improved their achievement in fifteen percent over the first try.

In contrast, the students at the control group were required to do the same quiz as homework for the next class, therefore it was impossible to prepare feedback for that topic without knowing students doubts or mistakes. Also, some students should simple copy responses from their classmates or from past- years' textbooks due to most of the answers

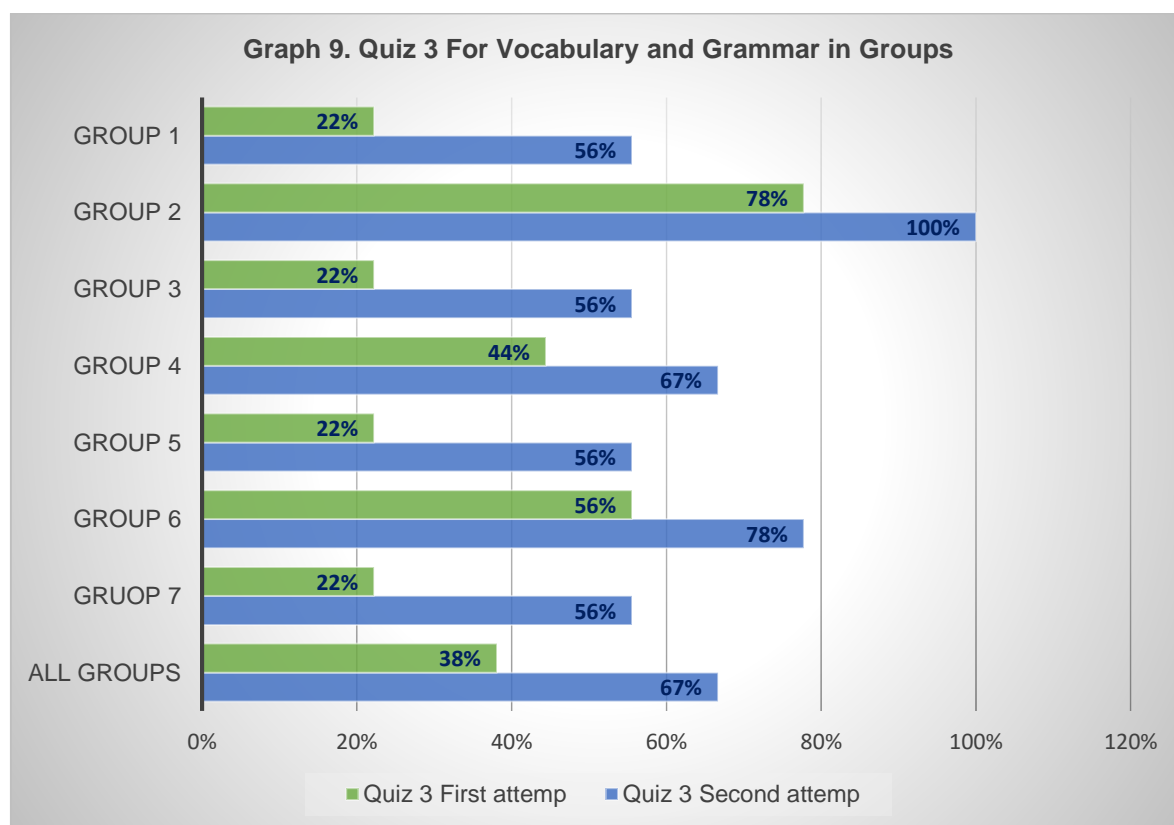
are equal, just few activities have answers that can vary. Consequently, it was difficult to determinate if students did them or just copied. In sum, developing these activities without a formative approach consumes a lot of time and there is not warranty that students truly did the quiz by themselves or just copy. By the way, it is important to mention that many students from the control group did not present the activities as homework. Something that can make presume that they did not perform the assigned activities.

The quiz-two was developed in a similar way. After the regular class, the experimental group developed the quiz which was taken from the workbook section as well, but this time they developed it in pairs. They were happy to do it in pairs they even made some notes in order to look for at the feedback moment. To evaluate the second quiz, a whole class assessment was used, in other words all the students said the answers in loud voice and the teacher wrote them in the board, explaining some doubts during the process or asking students why a determinate answer was right. At the same time, students in pairs marked their answers and corrected them in the case was necessary.

After that, students had the intention to do the quiz again, but this time it was not planned like that. It was explained that, when the teacher or other student provide the correct answer or their doubts were explained they had the opportunity to correct their mistakes. In other words, at the moment they were provided with feedback they could do it again what it was wrong, therefore it was not necessary to take the same quiz again because they already did it. When they noticed that the teacher did not register their grade, some of them complained saying that it was unfair because they had obtained a good grade. The teacher answered, telling them to not worry because they did an excellent job in order to conserve the good motivation of the group, however they did not look very satisfied. On the other hand, the control group felt more confident with the decision to sent quiz-two for homework as well as quiz-one.

Finally, quiz-three was developed by the experimental group divided in groups of four people (seven groups) in a determined short time before the regular class. After they handed up the quizzes, a whole class discussion was done in order to analyze what was difficult at the quiz, students changed opinions about the quiz content and how to optimize the time allowed. They realized that the time was appropriated if they assign activities for all the members of the group. Next the class started, vocabulary and grammar skills were developed through different activities, students noticed that the content of the class was related to the quiz. At the end of the class, they spontaneously asked if there were the

possibility to repeat the quiz that they did before the class, they also asked for the possibility to use the grading to register their achievement.



Done by Carlos Ocampo (2018)

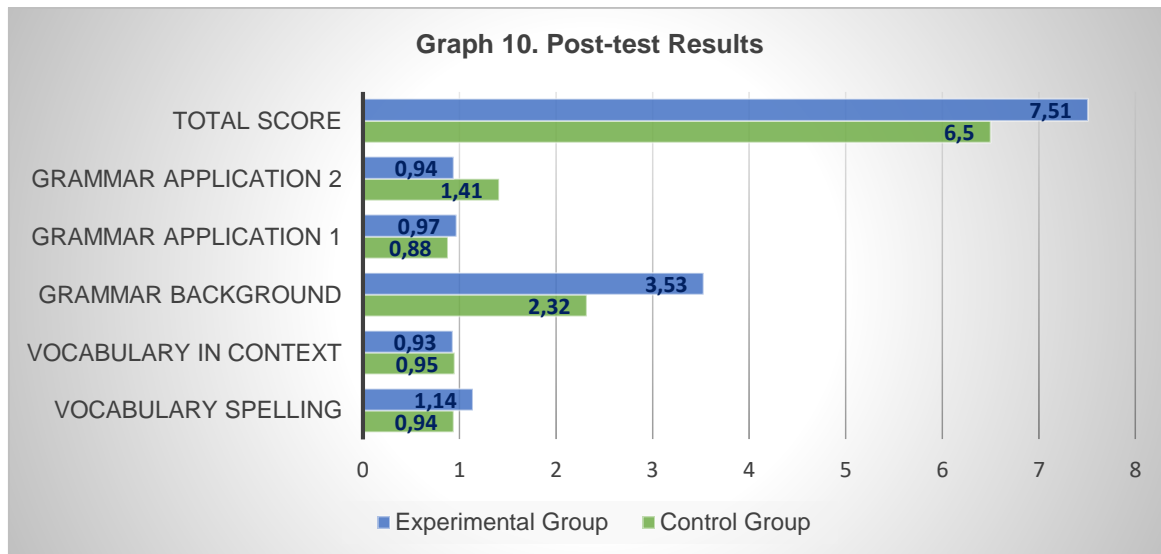
Although, there was a little difference in the manner students developed quiz three: because this quiz was done in groups before the class, but instead of feedback about the activities from the quiz, students identified the problems they had working in groups. Then during the class, which was related to activities proposed at the quiz, they realized some information needed to answer the quiz correctly. After that, they took the same quiz again, the average of improvement was 29%. In contrast, the control group developed the same activities using a different methodology. Students were required to complete these activities as homework, then these activities were assessed only with the purpose of collecting grades. Therefore, assessment and feedback were not provided until the post-test was accomplished.

The results of the two attempts for quiz-three are presented in graph 9 by groups (seven groups) and a total for the whole class. It is clear that students achieved better at the second attempt. Four groups increased their achievement in a 39% and other from 78% increased its achievement to get 100%. In total, all the groups increased their grading from the 38% to the 67%. Regarding quiz-three, the control group followed the same methodology, they attended to the regular class, and they were asked to develop the quiz-three as homework which would be graded after the summative test.

In this regard, Regier (2012) argues that, many factors are involved in the decision of what type of formative assessment teachers should choose for the class, among them, teachers must think about what they want to measure, their students' preferences, and how the formative assessment will be developed (individually or in groups). In the same way, formative assessment can really benefit teaching because feedback can be provided just after the quiz is assessed.

According to Furtak (2018), for some researches, any type of feedback provided to students in order to help them to achieve better is what determines an activity to be called formative. Darn and Bagulay (2009), indicate that peer-checking feedback is one of the leading alternatives for feedback because it requires learner to interact each other after the activity has finished. According to Andrade and Cizek (2010) students are benefited with formative assessment due to the variety of assessments, that can be used, the quality of feedback, and the multiple opportunities that students have to show what they have learned.

To conclude this part of the research that was focus on determining the effects of using formative assessment to teach vocabulary and grammar in contrast with summative assessment method, a post-test was developed for both groups (control and experimental).

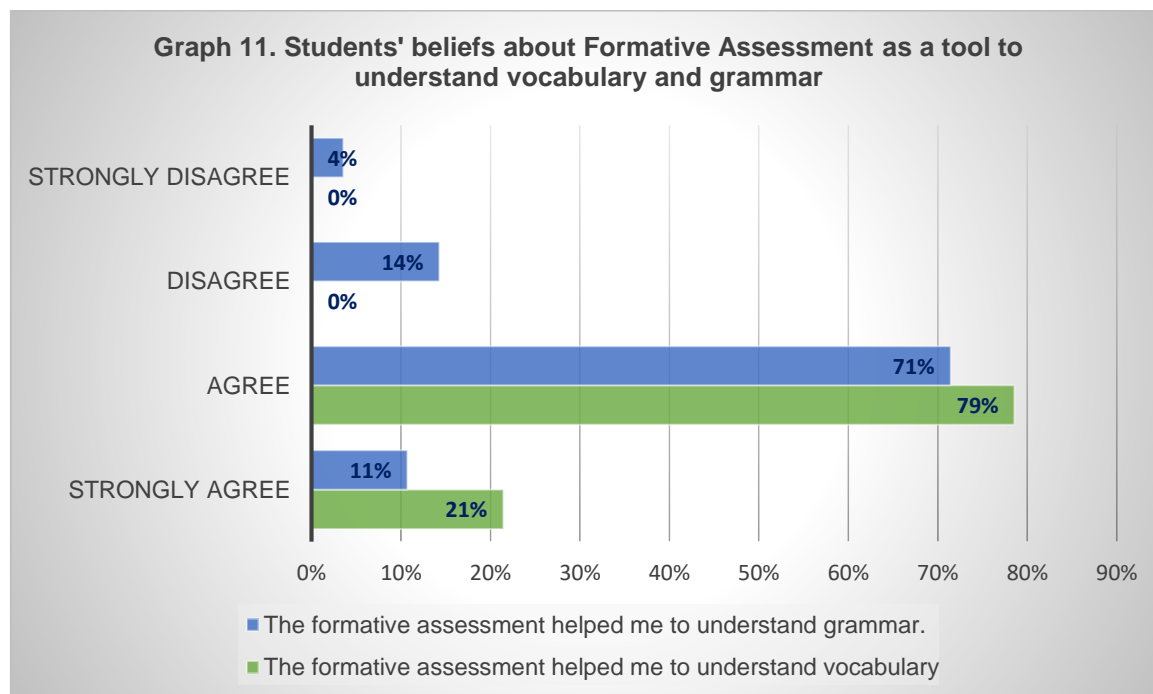


Done by Carlos Ocampo (2018)

The results of the post-test are presented in graph 10. The post-test was compounded by five concerns. In the first one, vocabulary spelling, the experimental group obtained 1.14 and the control group 0.94. On vocabulary in context the scores were closer, experimental group got 0.93 and the control group 0.95. Vocabulary background was the concern in which the experimental group obtained a significant difference, it got 3.53 and the experimental group got 2.32. In the first grammar application, experimental got 0.97 and in the second grammar application scored 0.94. On the other hand, the control group obtained in the first grammar application 0.88 and in the second 1.41, 0.47 more than the experimental group.

Although, the difference in scoring between both groups is not much significant, it is important to emphasize that the experimental group exceeded the score's base proposed by the Ecuadorian Ministry of Education to consider that the students achieve knowledge while the other group is close to achieve knowledge (Mineduc, 2016). Additionally, this information corroborates other studies such as Mehmood, et al., (2012) where the experimental group performed better as well, even though, the hypothesis of that study was that there was not significant impact of formative assessment on academic achievement of secondary school students.

In the third part of the study, a survey was conducted for the experimental group in order to determine their beliefs about using formative assessment to teach vocabulary and grammar. The results are presented in graphs as well as the results for the other two objectives.

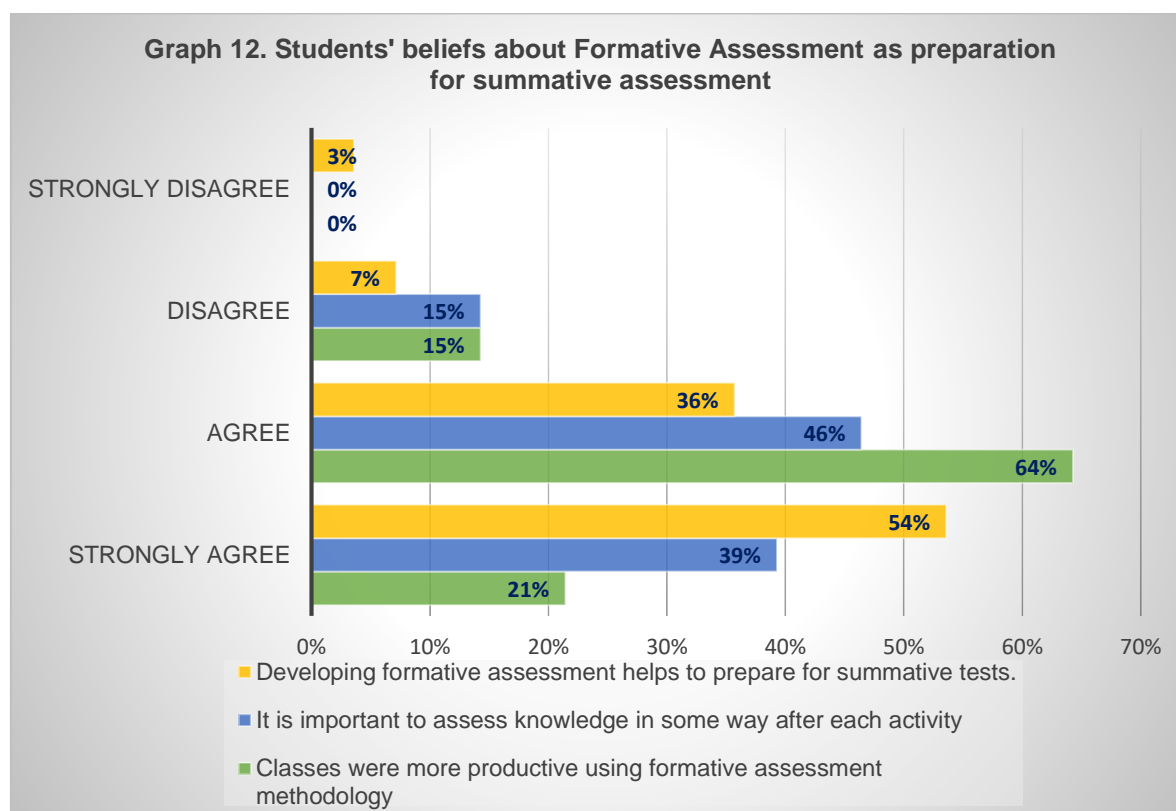


Done by Carlos Ocampo (2018)

First of all, graph 11 shows information about the agreement or disagreement if formative assessment helped students to understand grammar and vocabulary. 21% of students strongly agreed with the idea that formative assessment helped to understand vocabulary and 79% disagreed with that idea. In the same way, 11% of students strongly agreed with the idea that formative assessment helped to understand grammar, 71% agreed, 14% disagree and 4% strongly disagreed with that idea.

Regarding students' beliefs about using formative assessment to teach vocabulary and grammar, this study found that a high percent of students believe that formative assessment helped them to understand vocabulary and grammar. This is really positive because formative assessment can be present in all the instances of teaching. According to Regier (2012) formative assessment is any practice that provides information about

students learning. Marzano and Simms (2013) indicate the knowledge of vocabulary and grammar directly affects the students' success in learning English as a Foreign Language.

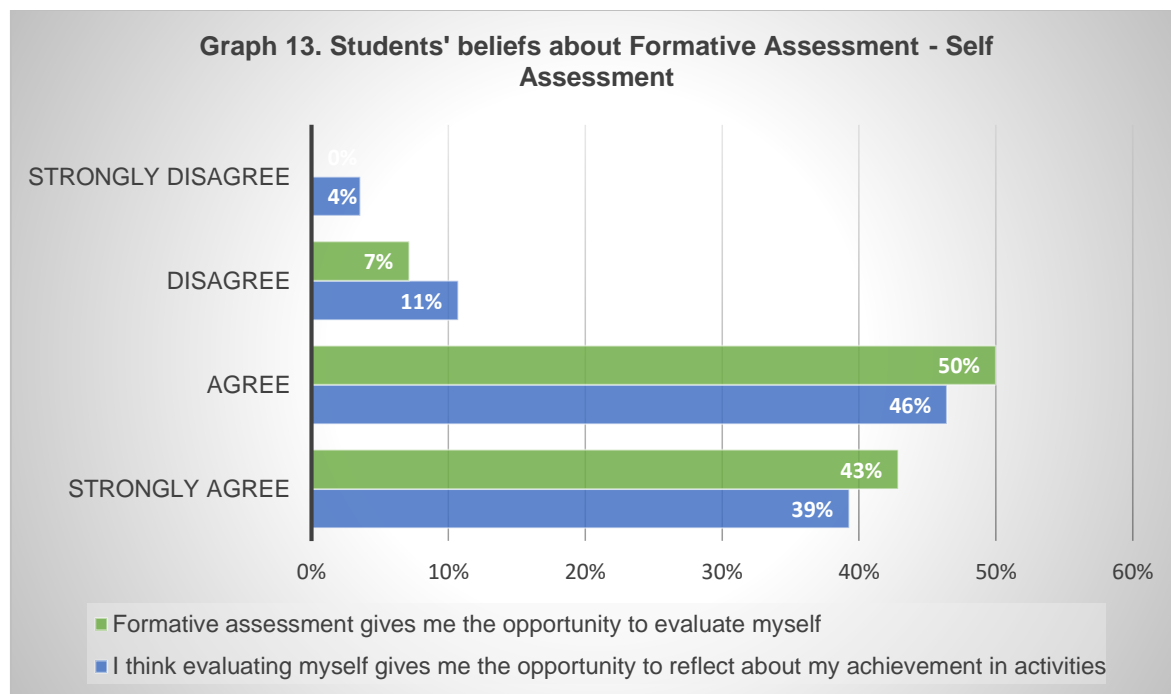


Done by Carlos Ocampo (2018)

Graph 12. shows the information of students' beliefs to three statements. First, developing formative assessment helps to prepare for summative assessment. Second, it is important to assess knowledge in some way after each activity. Third, classes were more productive using the formative assessment methodology. Regarding, the first statement, 54% of students strongly agreed, 36% of students agreed, and 7% of students disagreed, and 3% strongly disagreed with that idea. In relation to the second statement, 39% of students strongly agreed, 46% agreed and 15% disagreed with that idea. Concerning, the third statement, 21% of students strongly agreed, 64% of students agreed, and 15% of students disagreed.

According to Caffrey (2009) formative and summative assessment have some relationships, one of them is that formative assessment increases students' achievement and outcomes on summative assessment. Also, Andrade and Cizek (2010) indicates that

students' learning can be benefited through the use of a variety of formative assessments and providing students with multiple opportunities to demonstrate the desired performance.

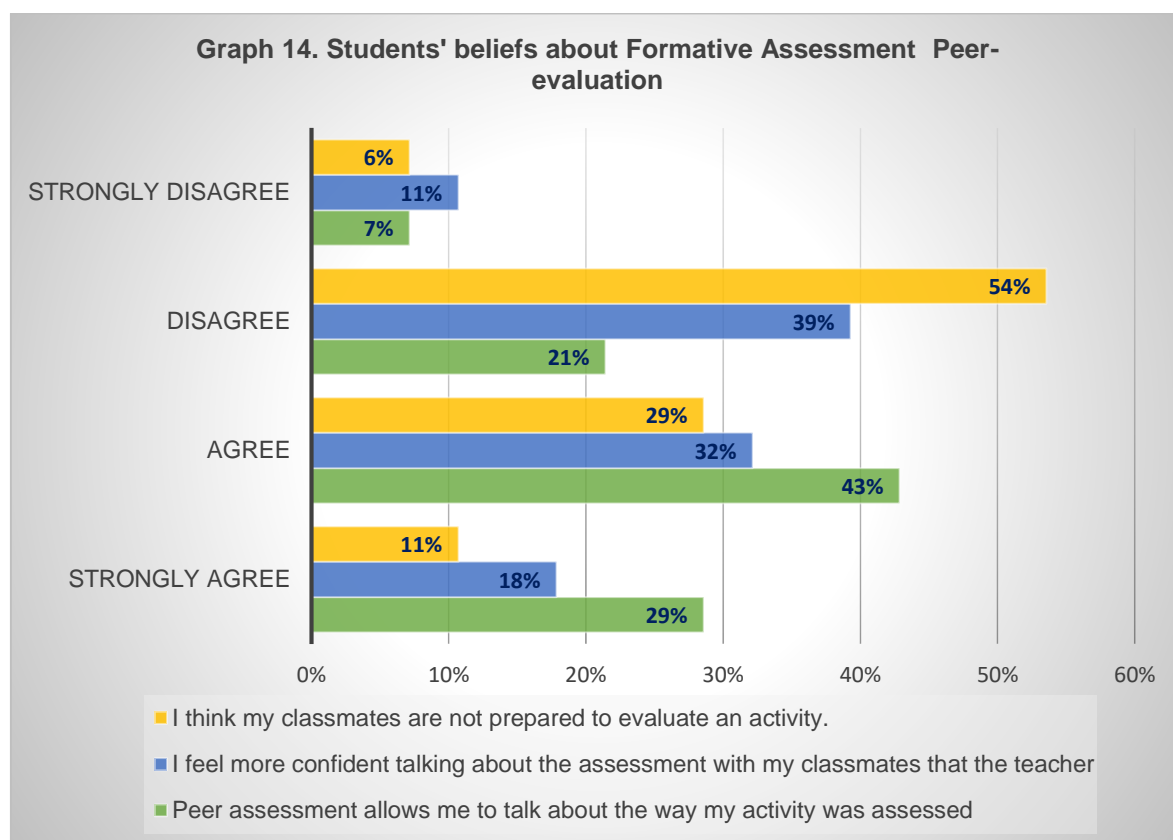


Done by Carlos Ocampo (2018)

Graph 13 shows students' beliefs about the opportunity that formative assessment gives students to evaluate themselves and the opportunity they have to reflect their achievement in activities when they evaluate themselves. Regarding, the opportunity that formative assessment gives to evaluate themselves, 43% of students strongly agreed, 50% agreed and 7% disagreed. Concerning, the opportunity that formative assessment provides to reflect in their achievement during self-evaluation, 39% of students strongly agreed 46% agreed, 11% disagreed and 4% strongly disagreed.

According to Andrade and Cizek (2010) formative assessment provides students the opportunity to build self- academic efficacy, also to become self-regulated learners. In the same way, Black and William (2009) as cited in Hanover (2014) indicates that learners in formative assessment should understand the learning intentions, criteria for success, they should be owners of their learning and in the case of peers they should act as instructional resources for one another. In other words, students must be clear about the purpose that the activities to be developed have. They should be an active part in their

learning, and they should collaborate during peer-assessment in order to obtain better results.

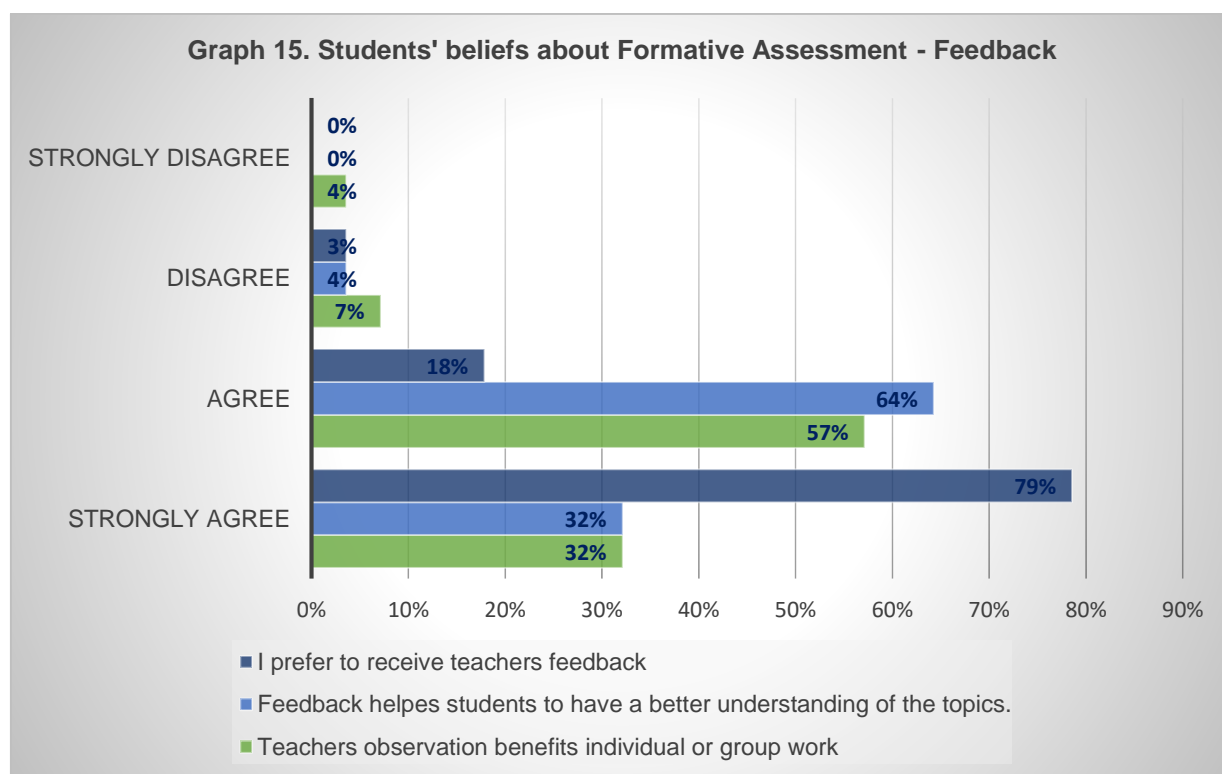


Done by Carlos Ocampo (2018)

Graph 14 shows information related to peer-evaluation during formative assessment. As well as the other graphs, this one shows information about, if students think that their classmates are not prepared to evaluate an activity. Regarding this idea, 54% of disagreement, 6% of a strong disagreement, 29% of agreement and 7% of strong agreement. Concerning the question if students feel more confident talking about the assessment with their classmates than the teacher, 18% of students strongly agreed, 32% of students agreed, 39% of students disagreed and 11% strongly disagreed. Finally, in relation to the idea that peer assessment allows them to talk about the way their activities were assessed, students strongly agreed in a 29%, agreed in a 43%, disagreed in a 21% and strongly disagreed in 7%.

Consequently, students' disagreement with the idea that their classmates are not prepared to provide feedback can be considered as self-motivation. This motivation really

benefits the teaching-learning process because if they could think that their classmates are not previously planned, it should be the same to say that they are not ready to evaluate their classmates. Darn and Bagulay (2009) argue that this alternative in feedback provides students the opportunity to interact and discuss the use of language for real purposes. Additionally, teachers can feel more confident developing self and peer-assessment because their students think that they and their classmates are prepared to do it. Also, teachers save a lot of time in correcting activities through the use of these formative assessment techniques, otherwise they will have to do it resting time to develop other activities.

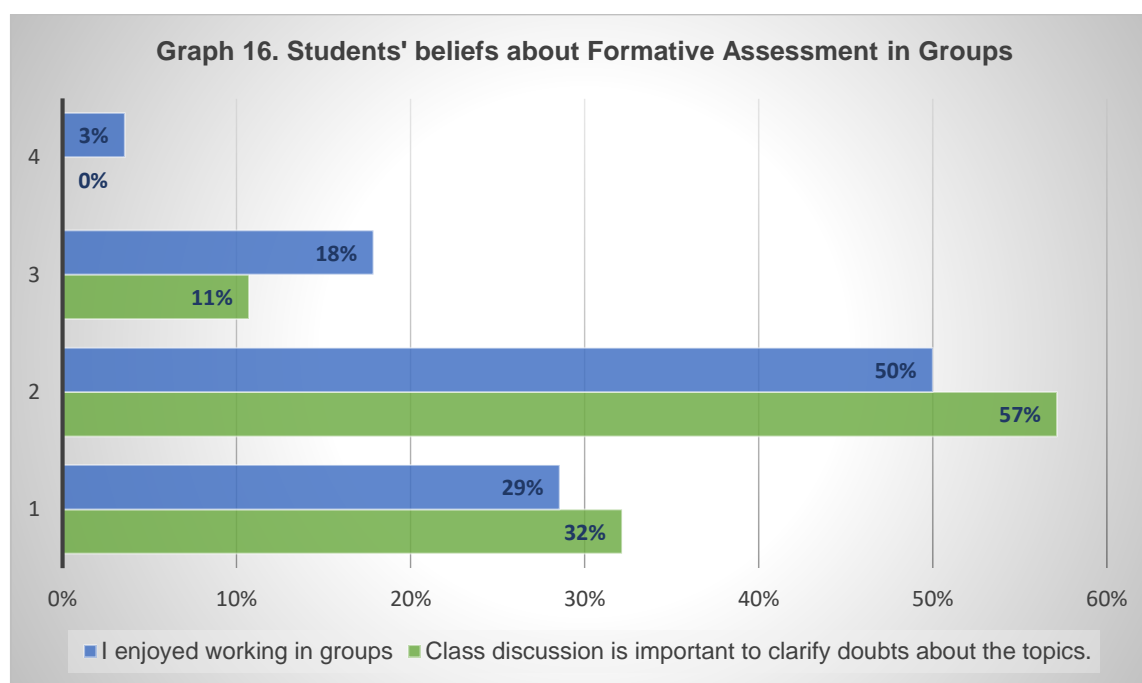


Done by Carlos Ocampo (2018).

Graph 15. shows information about students' beliefs in relation with feedback. Regarding, if they prefer to receive teachers' feedback, 79% of students strongly agreed, 18% agreed and 3% disagreed. When analyzing, if feedback helps them to have a better understanding of the topics, 32% of students strongly agreed, 64% agreed and 4% disagreed. Finally, in relation if they think that teachers' observation benefits individual or

group work, 32% of students strongly agreed, 57% agreed, 7% disagreed and 4% strongly disagreed.

Although students strongly agreed in a 79% that they prefer teacher's feedback, students' agreement for self and peer-assessment can facilitate teaching, if students do not feel motivation to develop these activities, teachers should have to use traditional feedback, which unfortunately is time-consuming and provides little communication between learners (Darn and Bagulay, 2009) On the other hand, if teachers use self or peer-assessment they will have the opportunity to do observation. In this regard, students strongly agreed that teacher's observation benefits individual and group work.

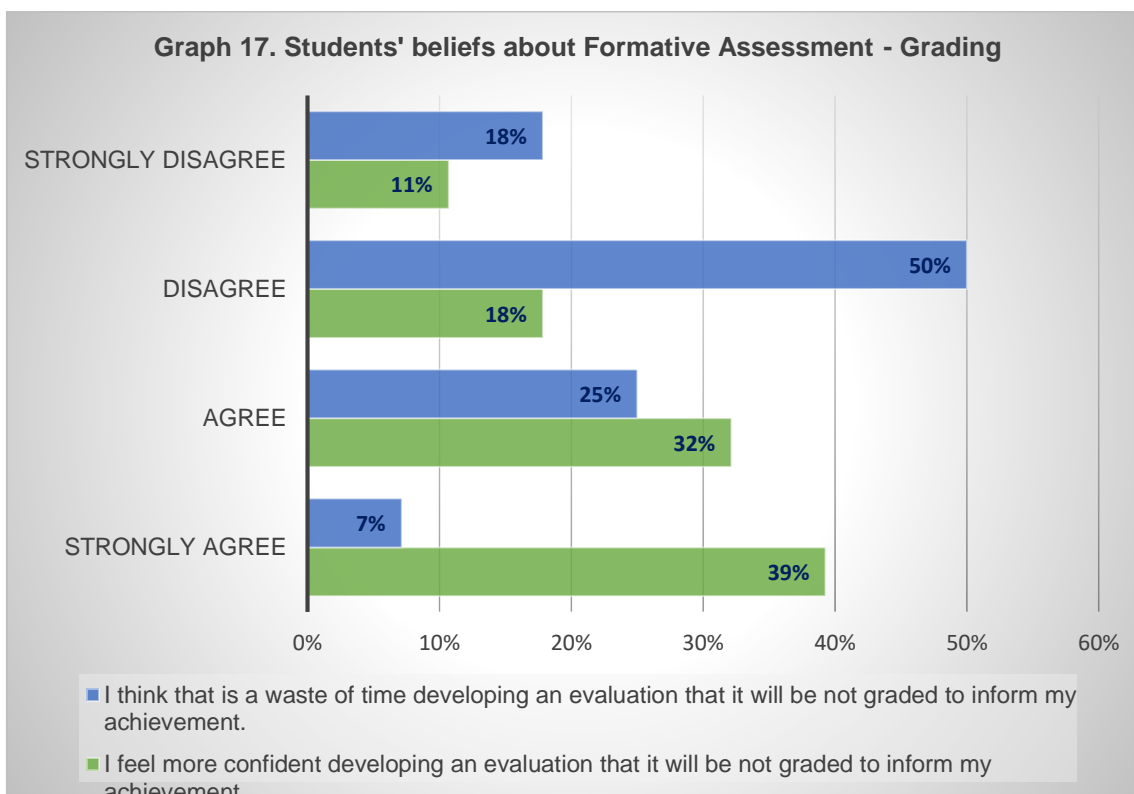


Done by Carlos Ocampo (2018)

Graph 16. shows information about students' beliefs about formative assessment in groups. 29% of the students strongly agreed that they enjoyed working in groups, 50% of students agreed, 18% of students disagreed and 3% of students strongly disagreed. 32% of students strongly agreed that class discussion is important to clarify doubts about the topic, 57% of students agreed, and 11% disagreed.

According to Regier (2012) the group formative assessment gives the opportunity to the teacher to have a general idea of students' understanding in order to plan next classes. In the same way, Darn and Bagulay (2009) argue that group work allows students

to talk in order to agree or disagree and turn-taking, as well as thinking skills such as rationalizing and problem-solving.

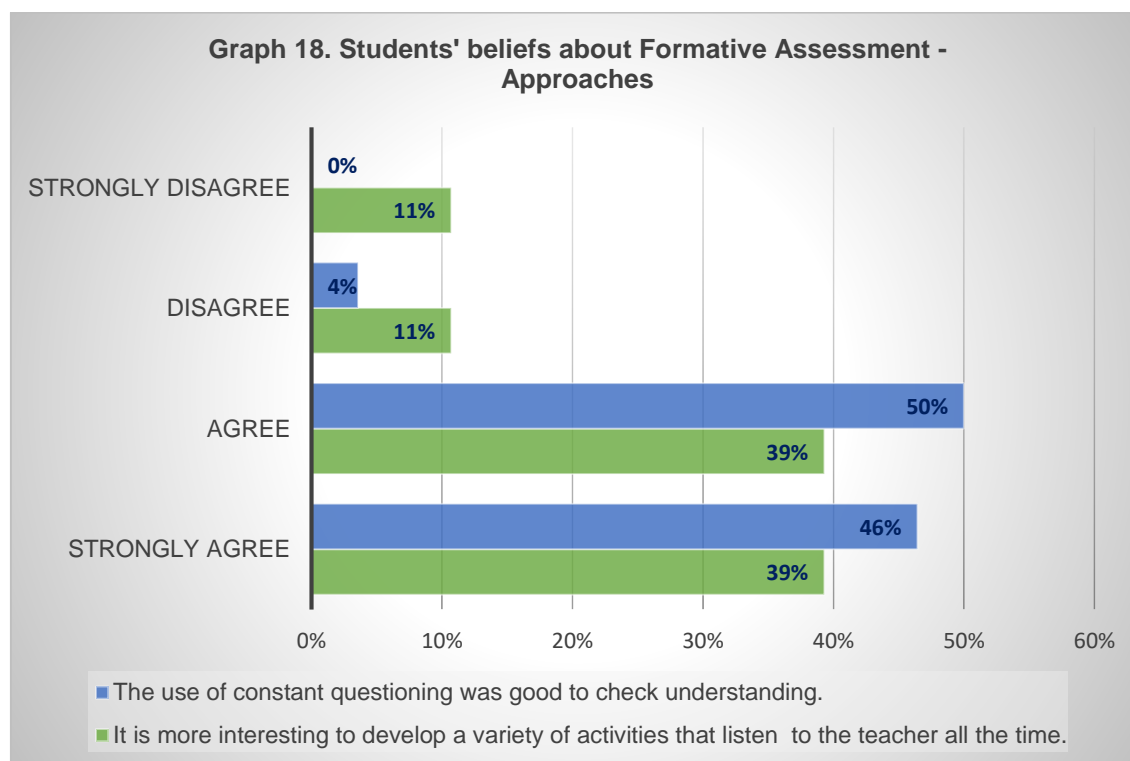


Done by Carlos Ocampo (2018)

Graph 17 shows information of students' beliefs about formative assessment in relation with grading. Contrary to the perception that students in the experimental group gave after developing the quiz 2, when they were informed that the grading was not going to be taken into account to register their academic achievement. 18% of students strongly disagreed with the idea that, it was a waste of time developing an evaluation that it will not grade to inform their achievement, and 50% disagreed. On the other hand, 7% of students strongly agreed and 25% of them agreed with this idea. Regarding if they feel more confident developing an evaluation that it will be not graded to inform their achievement, 39% of students strongly agreed, 32% agreed, 18% disagree and 11% of students strongly disagreed with this idea.

Regarding, the idea to develop an assessment activity without grading, it can be positive that students do not consider it a waste of time because there are many formative

assessment activities for vocabulary and grammar in which comments might be more productive than a grade which just mark the mistake. According to Heitin (2015), grading formative assessment can shut down the process because its main objective is to measure students' learning and provide feedback in order to fill the gaps.



Done by Carlos Ocampo (2018)

Graph 18. shows students' beliefs about formative assessment in relation to the approaches used during the study. In relation to, if the question technique was good to check understanding, 46% of students strongly agreed, 50% agreed, and 4% disagreed. Concerning with, if they think that it is more interesting to develop a variety of activities than listen to the teacher all the time, 39% of students strongly agreed, 39% agreed, 11% disagreed and 11% strongly disagreed.

According to Andrade and Cizek (2010) there are ten principles that maximize student's learning on formative assessment practices that benefit all students, one of them is use a variety of assessments and other is engage students in assessment. In this regard, it is positive students position about the variety of formative assessment because many assess-activities such as self and peer-assessment demand active students'

participation to be successful otherwise EFL teachers have to work harder, taking time away from other activities that they could develop. Concerning vocabulary, correcting a list of twenty words in a thirty-students class can demand at least twenty minutes, but if the teacher use a self-assessment technique it will not take more than five minutes with its respective feedback.

According to Budden (2008), students can correct themselves even before a formal correction because sometimes they make simple errors and they are aware of the correct version. Additionally, developing a question technique that uses grammatical structures and vocabulary studied in class helps teachers to know exactly what students have achieved; therefore, feedback can be provided opportunistically.

CONCLUSIONS

EFL instructors use formative assessment when teaching vocabulary and grammar in a very subjective way because the frequency of use varies from teacher to teacher, and the manner they use the results for grading activities is not standardized.

Using formative assessment to teach vocabulary and grammar provides better results in students' achievement because the experimental group performed upper than the control group in most of the activities proposed.

Students have a positive perception about using formative assessment to learn vocabulary and grammar, and most of them highlight the importance of implementing different assessment procedures and timely feedback in the EFL classroom.

Students believe that formative assessment allows them to reflect about their own progress and it gives them a clear idea about the way they develop a specific learning activity in the English classroom.

Self and peer-assessment as part of formative assessment allow teachers to correct activities just after they are done through using quizzes and provide timely feedback based on the analyzes of students' quizzes.

RECOMMENDATIONS

It is recommended that EFL teachers research about formative assessment to determine whether grading should be used in formative assessment or not, this in order to develop it objectively.

Teachers should set clear ideas about what they want to evaluate with the intention of pointing their students out the purpose of evaluation, the criteria and performance standards.

Formative assessment should be used by EFL instructors to teach vocabulary and grammar because this approach provides better results than the traditional ones.

Quizzes should be used as part of formative assessment because it is easier to grade them; therefore, timely feedback can be provided.

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ANNEXES

Annex 1

FORMATIVE ASSESSMENT IN THE EFL CLASSROOM

1. Which of the following best describes your understanding of Formative Assessment?

- ☐ Formative Assessment is used to help shape our thinking about individual students, inform us of where students are and help us to monitor development and progress. Formative assessment provides information that helps us develop instruction that in turn provides experiences that further influence students' development.
- ☐ Formative assessment is assessment that should occur regularly to create small assessment marks, throughout the term, for my students.
- ☐ Formative assessment should be used regularly to assess student understanding.

2. How often do you use formative assessment results to inform instruction?

Always ☐ Sometimes ☐ Rarely ☐ Never ☐

3. In the past unit, how often have you used formative assessment in your classroom?

- Once per unit ☐
- Twice per unit ☐
- Three times per unit ☐
- Once a week ☐
- Twice a week ☐
- Daily ☐
- Never ☐
- Not sure ☐

Comments:

4. In the past unit which types of formative assessment have you used in your classroom? Tick all that you applied.

- ☐ Exit slips
- ☐ Nods/ Thumbs up/ yes or no cards/yes or no questions

- ☐ Discussions (listening for understanding of a topic)
- ☐ Quizzes (not for a mark)
- ☐ Descriptive comments on students' work to show where they can improve.
- ☐ Student's recordkeeping
- ☐ Self and Peer assessments
- ☐ Think- pair- share
- ☐ Jigsaw groups
- ☐ Teacher-students miniconferences
- ☐ Rubrics
- ☐ Questioning

If a form of formative assessment you used is not listed above, please type it here

-

5. How often do you utilize grouping strategies in your classroom for discussion?

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often

6. When students are working vocabulary and grammar activities in small groups, how do you provide feedback?

- ☐ Self-assessment (group uses a rubric)
- ☐ Teacher assessment (using a rubric)
- ☐ Discussion questions to guide group
- ☐ Teacher/group meetings or mini-conferences

☐ Other:

7. How strongly do you agree or disagree with the following statements about formative assessment?

	Strongly disagree	Disagree	Agree	Strongly agree
It is difficult to develop formative assessment and at the same time obtain grades to report student's achievement of the unit objectives.				
Formative assessment should be graded to inform students' achievement of objectives.				
The activities proposed at the English textbook can be adapted in order to use them as formative assessment.				
It is difficult to evaluate vocabulary and grammar objectively with formative assessment.				
Summative assessment is more objective than formative assessment to evaluate vocabulary and grammar				
Students are used to develop formative assessment activities.				
Students are used to develop summative assessment.				
Students don't take serious formative assessment activities.				
Students cheat during peers-feedback.				
Students complain about using peer-feedback.				
Students prefer teacher-feedback.				
Students are confused about the way the results (grades) of formative assessment are used.				
Teachers prefer summative assessment.				
There is not enough time to give feedback to all the activities.				
Formative assessment can be developed without feedback to the activities.				

Respondent's name: _____

Date: _____

Signature: _____

Annex 2

Vocabulary and Grammar Pre-test

Student's name: _____ Class: _____ Date: _____

1. Order the letters and form the words (professions). 1 point each.

viennrtor _____

nineeger _____

naoticipil _____

noalistjur _____

torinstruc _____

2. Complete the sentences with the words from the box. 1 point each.

careful	creative	friendly	curious	practical
---------	----------	----------	---------	-----------

Realistic people are _____.

Investigative people are _____.

Artistic people are _____.

Social people are _____.

Conventional people are _____.

3. Circle the appropriate form of the verb in the following sentences. 1 point each.

John promised **to finish** / **finishing** the report for today.

Nataly always avoids **to talk** / **talking** to investigative people.

Mechanics enjoy **to work** / **working** with cars.

Actors keep **to express** / **expressing** themselves creatively.

Joseph wants **to study** / **studying** business administration.

Student's signature


Score_____/15

UNIT

2

Lesson 1

Personality Types



1. Look at the personality types. Then, complete the questions with the adjectives from the Word Bank.

Word Bank

- careful
- curious
- creative
- practical
- friendly

Vocabulary Strategy

Associate words to increase your vocabulary.

Personality Types

- artistic: Are you _____ and do you like to express yourself through art?
- conventional: Are you attentive and _____ and do you like to follow routines?
- investigative: Are you _____ and interested in learning and solving problems?
- realistic: Are you _____ and like working with your hands?
- social: Are you a _____ person who likes helping others?

2. Classify the verbs in the Word Bank into 1 of the 3 groups (there are 6 verbs per group).

Word Bank

- can't stand
- hope
- plan
- suggest
- dislike
- like
- prefer
- try
- enjoy
- love
- seem
- want
- finish
- need
- start

Followed by Infinitives	Followed by Gerunds	Followed by Both
a. _____	f. <u>can't stand</u>	k. _____
b. _____	g. _____	l. _____
c. _____	h. _____	m. _____
d. _____	i. _____	n. _____
e. _____	j. _____	o. _____

3. Use the information from exercise 2 to circle the correct option.

a. People who are investigative and like to be / being around animals might prefer to study / studying veterinarian science. Veterinarian science students can specialize in domestic animals, wild animals or farm animals, but the faculty suggests to keep / keeping your options open by taking various subjects from the different specializations available.

b. Engineering is a diverse field. Students who plan to study / studying engineering should be good at math and love to analyze / analyzing things methodically. If you can't stand to study / studying math, then engineering probably isn't for you.

c. Social people often enjoy to work / working in jobs like teaching or social work. In fact, social work seems to be / being the job of choice for many high school leavers today. Social workers generally try to help / helping people and communities overcome their problems and improve their standard of living.

d. Musicians need to be / being musically talented as well as very creative. They are often passionate people who dislike work / working to normal office hours, and despite the amount of competition, many hope to become / becoming famous one day for their music.

Annex 4

Grammar and Vocabulary

4. Get into pairs and play the game. Follow the instructions of each square. The student with the highest score wins.

<p>a. Choose the best option.</p> <p>Investigative people are usually very _____ and like analyzing new things.</p> <p><input type="checkbox"/> a. friendly <input type="checkbox"/> b. curious <input type="checkbox"/> c. creative</p> <p>10 POINTS</p>	<p>b. Write the correct verb form.</p> <p>I need _____ (study) medicine if I want to be a doctor.</p> <p>15 POINTS</p>	<p>c. Unscramble the sentence.</p> <p>suggested / more / my / doctor / fruit / eating</p> <p>_____</p> <p>_____</p> <p>25 POINTS</p>	<p>d. Complete with your own information.</p> <p>I have a _____ personality type and I would like to be a _____</p> <p>20 POINTS</p>
<p>e. Correct the mistake.</p> <p>I love to study history, but I dislike to study math.</p> <p>_____</p> <p>_____</p> <p>20 POINTS</p>	<p>f. Unscramble the sentence.</p> <p>people / nurses / enjoy / helping / often</p> <p>_____</p> <p>_____</p> <p>25 POINTS</p>	<p>g. Choose the best option.</p> <p>I have finally finished _____. Now I am a qualified architect.</p> <p><input type="checkbox"/> a. to study <input type="checkbox"/> b. studying <input type="checkbox"/> c. both</p> <p>10 POINTS</p>	<p>h. Write the correct verb form.</p> <p>If you are a social person, I suggest _____ (look) for a job where you can interact with people.</p> <p>15 POINTS</p>
<p>i. Correct the mistake.</p> <p>Conventional people are very creative. They enjoy following rules.</p> <p>_____</p> <p>_____</p> <p>20 POINTS</p>	<p>j. Write the correct verb form.</p> <p>I am a painter. I hope _____ (sell) my paintings at next week's art fair.</p> <p>15 POINTS</p>	<p>k. Unscramble the sentence.</p> <p>personalities / sociable / teachers / have /</p> <p>_____</p> <p>_____</p> <p>20 POINTS</p>	<p>l. Choose the best option.</p> <p>If you love _____ around animals, why not think about becoming a veterinarian.</p> <p><input type="checkbox"/> a. to be <input type="checkbox"/> b. being <input type="checkbox"/> c. both</p> <p>10 POINTS</p>
<p>m. Write the correct verb form.</p> <p>My sister is a famous musician who dislikes _____ (read) false information about herself in the media.</p> <p>15 POINTS</p>	<p>n. Choose the best option.</p> <p>People who are practical are generally considered to have a _____ personality type.</p> <p><input type="checkbox"/> a. social <input type="checkbox"/> b. conventional <input type="checkbox"/> c. realistic</p> <p>10 POINTS</p>	<p>o. Correct the mistake.</p> <p>Tim plans studying journalism, and Kathy hopes to study acting.</p> <p>_____</p> <p>_____</p> <p>20 POINTS</p>	<p>p. Unscramble the sentence.</p> <p>an accountant / don't want / with / to work / doctor / if you / numbers / don't become</p> <p>_____</p> <p>_____</p> <p>25 POINTS</p>

 **Lesson 2**

I'm Interested in...

1. Complete the chart with an appropriate suffix; -er, -or, -ist, or -ian.

Profession			
a. teach _____	d. veterinar _____	g. psycholog _____	j. doct _____
b. engine _____	e. electric _____	h. journal _____	k. invent _____
c. lawy _____	f. politic _____	i. dent _____	l. investigat _____

2. Read the ads and use the words from the previous exercise to write the corresponding professions according to the description. Then, write the correct preposition for the italicized words.

Career Opportunity

Leading British newspaper is looking for an honest and ethical *journalist* to be part of our young dynamic team.

Applicants must be social and investigative people who are serious *about* working in the field.

If interested, apply *to* :
editor@dailynews.com

Position Vacant

Job Title: _____ (a)
Electrical _____ (a)

Company: International Electronics Company

Requirements: Candidates should be specialized in the design, development and maintenance of electrical control systems.

Applicants curious _____ (b) finding out more information should contact:
timharding@opacelectronics.com

Situation Vacant

Are you a qualified _____ (c)?

Are you familiar _____ (d) farm animals? Does living and working in a country town appeal _____ (e) you?

Fast growing agriculture company is looking for the right applicant to manage the medical care of our animals.

Send CV to:
johnpierce@ecoanimals.com.au

Experienced _____ (f) Needed

Are you a leader?
Are you persuasive and outgoing?
Have you decided _____ (g) working for a large legal firm?

Based out of Houston, Texas, our firm represents and advises clients on a range of civil, penal and commercial legal matters.

Candidates must send their CV to:
applications@mullens&associates.com

Wanted _____ (h)

Small, new private detective company is interested _____ (h) hiring curious and inquisitive people to join our team.

Successful candidates will be good _____ (i) finding facts, and analyzing information. Ex-police officers are especially welcome.

Call: (02) 9870-3647

Urgently Required _____ (k)

Job Description:
Diagnose, prevent and treat teeth and mouth tissue problems.

Must be specialized _____ (l) public health care.

Send CV to:
calgaryhealthcare@hotmail.com

Vocabulary Strategy

Classify words according to word endings (suffixes) to help remember vocabulary.

Come In, We're
HIRING

3. Complete the sentences in column A with a word from the Word Bank. Then, match both columns.

Word Bank

- apply • appeal • interested • good
- decide • specialize • familiar • terrible
- curious • serious

Vocabulary Strategy

Use common verb/adjective + preposition combinations to help conversations flow and sound more natural.

A	B
a. Veterinarians have to be <u>serious</u> about their work	<input type="checkbox"/> because it is a major part of their work.
b. Teachers generally _____ in	<input type="checkbox"/> like penal, commercial or international law.
c. Engineers can't be _____ at math	<input type="checkbox"/> that make our lives easier.
d. If detective work _____ to you,	<input checked="" type="checkbox"/> because they're responsible for the medical treatment of animals.
e. Archaeologists are _____ about old bones	<input type="checkbox"/> creating financial statements.
f. Lawyers often _____ on a specific field to practice,	<input type="checkbox"/> preventing teeth and gum disease.
g. Dentists are _____ in	<input type="checkbox"/> maybe you could become an investigator.
h. Inventors are _____ at creating new things	<input type="checkbox"/> to study a specialization.
i. Doctors often _____ to different graduate schools	<input type="checkbox"/> and piecing together fragments of human and animal history.
j. Accountants are _____ with	<input type="checkbox"/> specific subjects and age groups.

Annex 6

Vocabulary and Grammar Post-test

Student's name: _____ Class: _____ Date: _____

1. Order the letters and form the words (professions). 1 point each.

naoticipil politician vienntor _____

nineeger _____ noalistjur _____

torinstruc _____ cortod _____

2. Match the personality types with a descriptive adjective. 1 point each.

Personality Type

☐ a. investigative

☐ b. realistic

☐ c. conventional

☐ d. artistic

Adjective

1. practical

2. creative


3. curious

4. careful

3. Clasify the verbs in the Word Bank into 1 of the

3 groups. (there are 5 verbs per group.)

1 point each.



Word Bank

- can't stand
- plan
- dislike
- prefer
- enjoy
- seem
- finish
- start
- hope
- suggest
- like
- try
- love
- want
- need

Followed by Infinitives	Followed by Gerunds	Followed by Both
a. _____	f. <u>can't stand</u>	k. _____
b. _____	g. _____	l. _____
c. _____	h. _____	m. _____
d. _____	i. _____	n. _____
e. _____	j. _____	o. _____

4. Circle the appropriate form of the verb in the following sentences. 1 point each.

John promised **to finish** / **finishing** the report for today.

Joseph wants **to study** / **studying** business administration.

Actors keep **to express** / **expressing** themselves creatively.

Nataly always avoids **to talk** / **talking** to investigative people.

Mechanics enjoy **to work** / **working** with cars.

5. Complete the e-mail with the correct prepositions.

1 point each.

To:

Subject:

Dear Steven,

I know you are really serious about (with/on/about) studying education and have applied _____ (a. to/on/about) Michigan University, so I thought you would be curious _____ (b. with/in/about) their open day last weekend.

Actually, after hearing the head of the education faculty talk, I am also interested _____ (c. in/on/at) studying education.

If you want to study secondary education you have to specialize _____ (d. in/on/at) a specific subject, like economics or history. Personally, I would be terrible _____ (e. in/on/at) working with older kids. Primary school level appeals _____ (f. to/on/at) me more.

Maybe we will study together at university!


Take care,
Julie

Student's signature

Score____/34

Annex 7

Students' believes about Formative Assessment

Please indicate with a  if you agree or disagree with the following statements.

		strongly agree	agree	disagree	strongly disagree
1	The formative assessment helped me to understand vocabulary				
2	The formative assessment helped me to understand grammar.				
3	Classes were more productive using this methodology				
4	It is important to assess knowledge in some way after each activity				
5	Formative assessment gives me the opportunity to evaluate myself				
6	Peer assessment allows me to talk about the way my activity was assessed				
7	I feel more confident talking about the assessment with my classmates that the teacher				
8	I prefer to receive teachers feedback				
9	I think my classmates are not prepared to evaluate an activity.				
10	I think evaluating myself gives me the opportunity to reflect about my achievement in activities				
11	I think evaluating my classmates gives me the opportunity to reflect about my achievement in activities				
12	Developing formative assessment helps to prepare for summative tests.				
13	Feedback helped me to have a better				

	understanding of the topics.				
14	I enjoyed working in groups				
15	Teachers observation benefits individual or group work				
16	Class discussion is important to clarify doubts about the topics.				
17	I feel more confident developing an evaluation that it will be not graded to inform my achievement.				
18	I think that is a waste of time developing an evaluation that it will be not graded to inform my achievement.				
19	It is more interesting to develop a variety of activities that listen all the time to the teacher.				
20	The question technique was good to check understanding.				

Annex 8

ASSENT TO PARTICIPATE IN THE RESEARCH (Student's Assent)

Project Title: "Using formative assessment to teach vocabulary and grammar in the EFL classroom"

Researcher: Carlos Ocampo

Introduction:

You have been asked to participate in this research in order to collaborate to determinate the effects of formative assessment to teach vocabulary and grammar in the EFL classroom, and also to determinate students' believes about it.

Purpose:

The purpose of this study is to determine the effectiveness of formative assessment to teach vocabulary and grammar in the EFL classroom.

Procedure:

If you agree to be in this study, you will be asked to:

- Take a pre-test, develop formative or summative quizzes during or after English classes and a post-test.
- Complete a survey about formative assessment or summative.

Risks/ Benefits:

There are not foreseeable risks involved in participant in this research.

This research will benefit schools and society by adding more information about the effectiveness of formative assessment to teach vocabulary and grammar.

Confidentiality:

The information collected will not affect your academic developing at the educative unit, and your name will not exposed at the research inform.

Statement of consent: Your signature below indicates that you have read and understood the information provided above and agree to participate in this research study.

Student's name: _____

Student's signature

Oct. 20/ 2017

Date

Researcher's signature

Date

ASENTIMIENTO PARA PARTICIPAR EN LA INVESTIGACIÓN

Traducción al Español.

Título del proyecto: "Uso de evaluación formativa para enseñar vocabulario y gramática en el aula de Inglés como Lengua Extranjera"

Investigador: Carlos Ocampo

Introducción:

Se le ha pedido que participe en esta investigación para colaborar en la determinación de los efectos de la evaluación formativa para enseñar vocabulario y gramática en el aula de EFL, y también para determinar las creencias de los estudiantes al respecto.

Propósito:

El propósito de este estudio es determinar la efectividad de la evaluación formativa para enseñar vocabulario y gramática en el aula de EFL.

Procedimiento:

Si acepta participar en este estudio, se le pedirá que:

- Hacer una prueba previa, desarrollar cuestionarios formativos o sumativos durante o después de las clases de inglés y una prueba posterior.
- Completar una encuesta sobre evaluación formativa o sumativa.

Riesgos / Beneficios:

No hay riesgos previsibles involucrados en el participante en esta investigación.

Esta investigación beneficiará a las escuelas y la sociedad al agregar más información sobre la efectividad de la evaluación formativa para enseñar vocabulario y gramática.

Confidencialidad

La información recopilada no afectará su desarrollo académico en la Unidad Educativa, y su nombre no será expuesto en el informe de investigación.

Declaración de consentimiento: su firma a continuación indica que ha leído y entendido la información proporcionada anteriormente y acepta participar en este estudio de investigación.

Nombre del estudiante:_____

_____	<u>Oct. 20/ 2017</u>
Firma de estudiante	Fecha

_____	_____
Firma del Investigador	Fecha

Annex 9

CONSENT TO PARTICIPATE IN THE RESEARCH

Project Title: “Using formative assessment to teach vocabulary and grammar in the EFL classroom”

Researcher: Carlos Ocampo

Introduction:

Your child has been asked to participate in this research in order to collaborate to determinate the effects of formative assessment to teach vocabulary and grammar in the EFL classroom, and also to determinate students’ believes about it.

Purpose:

The purpose of this study is to determine the effectiveness of formative assessment to teach vocabulary and grammar in the EFL classroom.

Procedure:

If you agree to be in this study, your child will be asked to:

- Take a pre-test, develop formative or summative quizzes during or after English classes and a post-test.
- Complete a survey about formative assessment or summative.

Risks/ Benefits:

There are not foreseeable risks involved in participant in this research.

This research will benefit schools and society by adding more information about the effectiveness of formative assessment to teach vocabulary and grammar.

Confidentiality:

The information collected will not affect your academic developing at the educative unit, and your name will not exposed at the research inform.

Statement of consent: Your signature below indicates that you have read and understood the information provided above and agree to allow your child to participate in this research study.

Student's name: _____

Parent's/ Representative's signature Oct. 20/ 2017
Date

Researcher's signature _____
Date

CONSENTIMIENTO PARA PARTICIPAR EN LA INVESTIGACIÓN

Traducción al Español.

Título del proyecto: "Uso de evaluación formativa para enseñar vocabulario y gramática en el aula de EFL"

Investigador: Carlos Ocampo

Introducción:

Se le ha pedido a su hijo que participe en esta investigación para colaborar en la determinación de los efectos de la evaluación formativa para enseñar vocabulario y gramática en el aula de EFL, y también para determinar las creencias de los estudiantes al respecto.

Propósito:

El propósito de este estudio es determinar la efectividad de la evaluación formativa para enseñar vocabulario y gramática en el aula de EFL.

Procedimiento:

Si acepta participar en este estudio, se le pedirá a su hijo que:

- Hacer una prueba previa, desarrollar cuestionarios formativos o sumativos durante o después de las clases de inglés y una prueba posterior.
- Completar una encuesta sobre evaluación formativa o sumativa.

Riesgos / Beneficios:

No hay riesgos previsibles involucrados en el participante en esta investigación.

Esta investigación beneficiará a las escuelas y la sociedad al agregar más información sobre la efectividad de la evaluación formativa para enseñar vocabulario y gramática.

Confidencialidad

La información recopilada no afectará su desarrollo académico en la Unidad Educativa, y su nombre no será expuesto en el informe de investigación.

Declaración de consentimiento: su firma a continuación indica que ha leído y entendido la información proporcionada anteriormente y acepta permitir que su hijo participe en este estudio de investigación.

Nombre del estudiante: _____

Firma del representante

Oct. 20/ 2017

Fecha

Firma del Investigador

Fecha

Annex 10

CONSENT TO PARTICIPATE IN THE RESEARCH

Project Title: “Using formative assessment to teach vocabulary and grammar in the EFL classroom”

Researcher: Carlos Ocampo

Introduction:

You have been asked to participate in this research in order to collaborate to determinate the way teachers develop formative assessment to teach vocabulary and grammar.

Purpose:

The purpose of this study is to determine the effectiveness of formative assessment to teach vocabulary and grammar in the EFL classroom.

Procedure:

If you agree to be in this study, you will be asked to:

- Complete a survey about formative assessment.
- Participate in an interview.

Risks/ Benefits:

There are not foreseeable risks involved in participant in this research.

This research will benefit schools and society by adding more information about the effectiveness of formative assessment to teach vocabulary and grammar.

Confidentiality:

The information collected will not affect your academic developing at the educative unit, and your name will not exposed at the research inform.

Statement of consent: Your signature below indicates that you have read and understood the information provided above and agree to participate in this research study.

Teacher's name:_____

Teacher's signature

Date

Researcher's signature

Date