

Perceptions of University Teachers of English about Assessment Practices in Colombia:

A Phenomenological Study

Cristian J. Tovar Klinger
Mario Guerrero Rodríguez



Editorial
Universidad de Nariño



Editorial

Universidad de **Nariño**



**PERCEPTIONS OF UNIVERSITY TEACHERS
OF ENGLISH ABOUT ASSESSMENT PRACTICES
IN COLOMBIA: *A PHENOMENOLOGICAL STUDY***





PERCEPTIONS OF UNIVERSITY TEACHERS OF ENGLISH ABOUT ASSESSMENT PRACTICES IN COLOMBIA: A *PHENOMENOLOGICAL STUDY*

Cristian J. Tovar Klinger
Mario Guerrero Rodríguez



Editorial
Universidad de Nariño



Tovar Klinger, Cristian J

Perceptions of University Teachers of English about Assessment practices in Colombia: a phenomenological study / Cristian J. Tovar Klinger, Mario Guerrero Rodríguez. --1a.ed.-- San Juan de Pasto: Editorial Universidad de Nariño, 2021

104p.: fig.

ISBN DIGITAL: 978-628-7509-30-6

1.Evaluación formativa – pregrado (idioma extranjero)2. Habilidades y estrategias evaluación formativa (idioma extranjero) 3. Investigación cualitativa --Facultad EFL (pregrado) 4. Enfoque fenomenológico (enseñanza –aprendizaje – inglés)

418.0071 T736 – SCDD-Ed.



SECCIÓN DE BIBLIOTECA
"Alberto Quijano Guerrero"

Perceptions of University teachers of English about Assessment Practice in Colombia:
A Phenomenological Study

© **Cristian J. Tovar Klinger**

© **Mario Guerrero Rodríguez**

ISBN: 978-628-7509-30-6 *Digital*

Primera Edición

© **Editorial Universidad de Nariño**

Diagramación y Diseño: Diana Sofía Salas Chalapud

Prohibida la reproducción total o parcial, por cualquier medio o con cualquier propósito, sin la autorización escrita de su Autor o de la Editorial Universidad de Nariño.

Table de Contents

INTRODUCTION.....	8
Purpose of this Study	9
Chapter 1.	
AN OVERVIEW OF ENGLISH LEARNING IN COLOMBIA	10
1.1. Historical Context of English Learning in Colombia	11
1.2. Evaluation in Colombia	12
Chapter 2.	
CONCEPTUAL FRAMEWORK	15
2.1. Concepts about Assessment	16
2.1.1. Formative Assessment.....	16
2.1.2. Summative Assessment.....	23
2.2. Second Language Acquisition Theories	25
2.2.1. Behaviorist Theory.....	26
2.2.2. The Innatists' View of Second Language Acquisition.....	26
2.2.3. Krashen's Hypothesis about Second Language Acquisition.....	27
2.2.4 McLaughlin' Information Processing Model	28
2.2.5 The Neurofunctional Theory	28
2.2.6 The Conversation View.	29
2.2.7 The Acculturation Model.....	29
2.2.8 Accommodation Theory	29
2.3. English Language Instruction as a Foreign or Second Language	30
2.3.1. Professional Development	33
2.3.2. Collegiality.	34
2.4. The Teaching, Learning, and Assessment Relationship.....	35
2.5. Theoretical Aspects: Connecting to the Conceptual Framework	37
2.5.1 Black and Wiliam's Theory of Formative Assessment.....	37
2.5.2 Festinger's Theory of Cognitive Dissonance.	38
Chapter 3.	
METHODOLOGY OF THE STUDY	42
3.1 Design of the Study	43
3.2 Setting.....	44
3.3 Population and Sample.....	44
3.4 Rationale for Faculty Selection.....	44
3.5 Research Questions	45
3.6 Data Collection	45
3.7 Faculty Interviews.....	45
3.8 Method of Analysis of Data	46
3.9. Data Analysis	46
3.10. Trustworthiness of this Study.....	47

3.10.1 Credibility.....	47
3.10.2. Transferability.....	48
3.10.3 Dependability.....	48
3.10.4 Confirmability.....	48

Chapter 4.

PRESENTATION OF THE DATA.....49

4.1 Description of the Participants and the Context of the Study.....	50
4.1.1. Description of the Context of the Study.....	50
4.1.2. General Description and demographics	50
4.2. Data Sources and Analysis.....	51
4.2.1. Data Sources.....	51
4.2.2. Data Analysis.....	51
4.3 Results	52
Summary of Results from Question 1	57
Research Question #1	60
Summary of Results from Question 2	63
Summary of Results from Question 3	67
Research Question #3.....	67
Summary of Results from Question 3	71
Summary.....	72

Chapter 5.

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS73

5.1 Summary of the Findings	74
Research Question 2.....	76
Research question 3	78
5.2 Implications.....	79
5.2.1 Lack of Preparation and Professional Development Related to Formative Assessment.....	79
5.2.2 Inadequate Norms of Collegiality.....	82
5.2.3 Psychological Factors.....	83
5.3 Recommendations	83
5.3.1 Recommendations for the Formative Assessment Practice.....	84
5.3.2 Recommendations for Professional Development.....	84
5.3.3 Recommendations for Syllabi.....	85
5.3.4 Recommendations for Future Research.....	85
5.4 Conclusion.....	85

References88

APPENDICES.....	96
APPENDIX A:	96
APPENDIX B:.....	97
APPENDIX C:.....	97
APPENDIX D.....	99

SOBRE LOS AUTORES.....101

INTRODUCTION

The increasing interest at almost all latitudes around the world about the quality of education in the whole levels of education is undeniable. According to William (2011), this new trend “has led us to an exploration of improving the quality of teachers in the profession”. Rieg (2007) found in a research study about teachers’ perceptions of their classroom assessment practice and skills that there were significant differences among teachers’ perceptions of the assessment strategies that were effective and in frequent use. These discrepancies about the perceptions in the instructional practice of assessment require a deeper understanding of how assessment informs the progress and difficulties of students to improve the quality in the learning of English as a foreign language. An alternative for a better understanding of the functioning of assessment within the instructional practice of English as a Foreign Language (EFL) may be the use of formative assessment as suggested by Black and Wiliam (2001).

All activities undertaken by teachers, and by their students in assessing themselves, which provide information to modify the teaching and learning activities in which they are engaged become formative when the evidence is actually used to adapt the teaching work to meet the needs (p. 2).

This book is the result of a qualitative research through which we used a phenomenological approach to discover and understand the beliefs of four EFL professors about the practice of assessment within the teaching and learning process of English as a foreign language in the undergraduate programs of a public university in Colombia. The data gathered in this study might provide EFL faculty members with information about how they might utilize the practice of assessment within the classroom and in the workplace to improve the quality in the learning of English as a foreign language. To this purpose, the following three research questions guided this study:

- 1) What are the beliefs of faculty members about the role of assessment in the teaching of English as a foreign language in undergraduate programs in a higher educational institution in Colombia?

2) How do EFL faculty members describe the practice of assessment in a Colombian higher educational institution, both in terms of their teaching EFL pre-service teachers and in their interactions with departmental colleagues? And

3) How do EFL faculty members interpret the implications of the guiding principles about assessment of a Colombian university, contained in its undergraduate Student Manual, and how those principles are reflected in their syllabi, for their instructional practice of English as a Foreign Language?

Hopefully, this book will lead to an understanding of the beliefs and practices of faculty preparing high school English teacher about the role of assessment in the learning of English as a foreign language. In this study, faculty members were engaged in a professional conversation that produced meaningful information about their beliefs and practices, which can ultimately inform their instructional activities and provide insight that might potentially improve undergraduate programs for EFL teacher preparation. Considering instruction for learners of English as a second or foreign language, past research consistently brings attention to notice the importance of providing information about the role of classroom-based assessment within the pedagogical practices and learning processes of both EFL teachers and students. Previous studies have emphasized the need for more research regarding the use of assessment practices in the Colombian classroom context (Arias & Maturana, 2005; Rodriguez, 2007).

According to Lopez and Arandia (2009), there have been few presentations about language assessment in national conferences, and the number of publications in this regard in Colombia is also very scarce. (p. 57). Thus, research about teachers' perceptions of assessment is significant because "teachers' conceptions of teaching, learning, and curricula have a strong impact on how teachers teach and what students learn or achieve" (p. 57).

Purpose of this Study

The purpose of this study is to help you discover and understand the beliefs that EFL faculty members have about the assessment practices and their interactions with departmental colleagues in the teaching of EFL in undergraduate programs in a Colombian higher education institution. In this particular context, the beliefs that EFL faculty members have about the assessment practices in the teaching of EFL is generally defined as the essence of assessment practices these EFL faculty members had constructed through their lived experience about the nature and meaning of assessment for English language learners who are going to become high school teachers of English as a foreign language.



Chapter 1.

AN OVERVIEW OF ENGLISH LEARNING IN COLOMBIA



1.1. Historical Context of English Learning in Colombia

The evaluative process in Colombia has been subject to the emergence of diverse learning theories and thinking trends about the individual, knowledge, the language, the culture, and the society. In this train of ideas, according to Calvache (2005), the educative reforms regarding the evaluation practice, in 1957 for the primary school, and 1962 for the secondary school were focused on the appraisal of contents through memorization. The evaluation based on educational objectives was proposed out of the 1955 decree of 1963 for the Normal schools, and the 080 decree of 1974 for the secondary schools. This type of evaluation includes the requirements of the educative technology through the instructional design. From that perspective and according to the 1955 decree, the education institutions must produce evidence that they are forming good citizens and professionals as well. With the enactment of the laws 30 of 1992, and 115 of 1994, evaluation centers its purposes on what the students can achieve during a given educative period. This new educational view seeks to guarantee the quality of the education in Colombia. Consequently, according to Bustamante (2001, it was a priority “to choose the use of competencies as the purpose of evaluation” (p. 9). After criticism of content and objective models, the evaluation through achievement was adopted in the country. Therefore, the Ministry of Education ordered the Colombian Institute for the Promotion of the Higher Education (ICFES) the elaboration of the SABER (TO KNOW) program. This was the first time the evaluation by levels of achievement for primary school was carried out.” (Vasco, 1992, p. 2).

In 1998, as a result of the 2566 decree, the National Planning Department determined that the evaluation should be done by quality standards, beginning at the higher education, and later unified to all the educational levels of the country. According to Calvache (2005), standards are criteria that have been designed specifically to define the knowledge and the abilities students must attain in order to be promoted to subsequent academic grades within the different courses, such as math, science, language, foreign languages, and social science. A last annex to the standard of quality regarding evaluation was the proposal of the Exams of Quality of Higher Education (ECAES) through the issue of the 1781 decree, in June 2003. The ECAES exams are directed to evaluate the students’ knowledge and competencies in the different areas of their programs. It assesses those students who have completed their undergraduate studies. The purpose of the ECAES test is also internally and externally to compare the different levels of qualities for the higher education programs offered by universities across the country. As the present study will be embedded in the context of teaching and evaluation in Colombia, it is important to understand the country’s history and present situation related to the role of assessment within the classroom environment. This portion of the literature might facilitate the readers’ understanding of the aim of this research.

Research has shown the importance of language skills as one of the crucial factors for the development of human beings and societies. (Carliner, 1981; Chiswick, 2008; McManus et al., 1983). Among these skills, bilingualism is very important. Therefore, the mastery of a second or foreign language is critical. According to Crystal (1997), about a third of the world’s population is exposed to the English language under

multiple circumstances, namely, economic, cultural, academic, political, and working conditions because the English language has become the lingua franca.

According to Barletta (2005), the Ministry of Education of Colombia established through the Instituto para el Fomento de la Educación Superior (ICFES) the foreign language test as an obligatory component in 2000, which it had been an elective test since 1980. In Colombia, English is acknowledged as the most used and taught foreign language in the country. The new test seeks to evaluate mainly the communicative competence of English students in actual settings of communication. People around the world face the emergence of new technologies of information communication and globalization. According to Brown et al. (2008) these new elements of our daily lives dictate that the nations that succeed will be those that bring out the best in people and their potential.

The National Ministry of Education of Colombia (MEN) established the National Program of Bilingualism (NPB) in 2004 (Sanchez-Jabba, 2013) mainly to strengthen the learning of English as foreign language. The establishment of the NPB wanted to respond to the current economic, academic, technological, educational, and cultural global dynamics the entire world is experiencing. "Improving the communicative competence of English gives people a chance for better opportunities, the acknowledgement of other cultures, and the personal and collective growing" (Sanchez-Jabba, 2013 p. 9). However, research has shown that despite of the NPB establishment, the challenges are still great to reach the English proficiency levels aimed at by the NPB. Results have indicated low levels of proficiency of both public high school teachers and in-service English teachers (Sanchez-Jabbas, 2012). There is a tendency to use traditional assessment instead of formative assessment (Lopez & Bernal, 2009), and an emphasis mostly on the grammatical knowledge, textual competence and textual coherence taught in English classroom settings in order to respond to the ICFES' standardized test for higher education entrance (Barletta, 2005). These data are important for my study because they suggest that more studies are needed in the field of assessment to contribute to an understanding of what the role of assessment is within the instructional and learning practice of English as a foreign language.

1.2. Evaluation in Colombia

The evaluative process in Colombia has been subject to the emergence of diverse learning theories and thinking trends about the individual, knowledge, the language, the culture, and the society. In this train of ideas, according to Calvache (2005), the educative reforms regarding the evaluation practice, in 1957 for the primary school, and 1962 for the secondary school were focused on the appraisal of contents through memorization. The evaluation based on educational objectives was proposed out of the 1955 decree of 1963 for the Normal schools, and the 080 decree of 1974 for the secondary schools. This type of evaluation includes the requirements of the educative technology through the instructional design. From that perspective and according to the 1955 decree, the education institutions must produce evidence that they are forming good citizens and professionals as well. With the enactment of the laws 30 of 1992, and 115 of 1994, evaluation centers its purposes on what the students can achieve during a given educative period. This new educational view seeks to guarantee the

quality of the education in Colombia. Consequently, according to Bustamante (2001, it was a priority “to choose the use of competencies as the purpose of evaluation” (p. 9). After criticism of content and objective models, the evaluation through achievement was adopted in the country. Therefore, the Ministry of Education ordered the Colombian Institute for the Promotion of the Higher Education (ICFES) the elaboration of the SABER (TO KNOW) program. This was the first time the evaluation by levels of achievement for primary school was carried out.” (Vasco, 1992, p. 2).

In 1998, as a result of the 2566 decree, the National Planning Department determined that the evaluation should be done by quality standards, beginning at the higher education, and later unified to all the educational levels of the country. According to Calvache (2005), standards are criteria that have been designed specifically to define the knowledge and the abilities students must attain in order to be promoted to subsequent academic grades within the different courses, such as math, science, language, foreign languages, and social science. A last annex to the standard of quality regarding evaluation was the proposal of the Exams of Quality of Higher Education (ECAES) through the issue of the 1781 decree, in June 2003. The ECAES exams are directed to evaluate the students’ knowledge and competencies in the different areas of their programs. It assesses those students who have completed their undergraduate studies. The purpose of the ECAES test is also internally and externally to compare the different levels of qualities for the higher education programs offered by universities across the country. As the present study will be embedded in the context of teaching and evaluation in Colombia, it is important to understand the country’s history and present situation related to the role of assessment within the classroom environment. This portion of the literature might facilitate the readers’ understanding of the aim of this research.

Research has shown the importance of language skills as one of the crucial factors for the development of human beings and societies. (Carliner, 1981; Chiswick, 2008; McManus et al., 1983). Among these skills, bilingualism is very important. Therefore, the mastery of a second or foreign language is critical. According to Crystal (1997), about a third of the world’s population is exposed to the English language under multiple circumstances, namely, economic, cultural, academic, political, and working conditions because the English language has become the lingua franca.

According to Barletta (2005), the Ministry of Education of Colombia established through the Instituto para el Fomento de la Educación Superior (ICFES) the foreign language test as an obligatory component in 2000, which it had been an elective test since 1980. In Colombia, English is acknowledged as the most used and taught foreign language in the country. The new test seeks to evaluate mainly the communicative competence of English students in actual settings of communication. People around the world face the emergence of new technologies of information communication and globalization. According to Brown et al. (2008) these new elements of our daily lives dictate that the nations that succeed will be those that bring out the best in people and their potential.

The National Ministry of Education of Colombia (MEN) established the National Program of Bilingualism (NPB) in 2004 (Sanchez-Jabba, 2013) mainly to strengthen the learning of English as foreign language. The establishment of the NPB wanted to

respond to the current economic, academic, technological, educational, and cultural global dynamics the entire world is experiencing. “Improving the communicative competence of English gives people a chance for better opportunities, the acknowledgement of other cultures, and the personal and collective growing” (Sanchez-Jabba, 2013 p. 9). However, research has shown that despite of the NPB establishment, the challenges are still great to reach the English proficiency levels aimed at by the NPB. Results have indicated low levels of proficiency of both public high school teachers and in-service English teachers (Sanchez-Jabbas, 2012). There is a tendency to use traditional assessment instead of formative assessment (Lopez & Bernal, 2009), and an emphasis mostly on the grammatical knowledge, textual competence and textual coherence taught in English classroom settings in order to respond to the ICFES’ standardized test for higher education entrance (Barletta, 2005). These data are important for my study because they suggest that more studies are needed in the field of assessment to contribute to an understanding of what the role of assessment is within the instructional and learning practice of English as a foreign language.



Chapter 2.

CONCEPTUAL FRAMEWORK



2.1. Concepts about Assessment

Assessment is the process of collecting and interpreting evidence of student progress to inform reasoned judgments about what a student or group of students knows relative to identified learning goals (Moss, 2013). In the same respect, Brown and Abeywickrama (2010) define assessment within the educational practice as an ongoing process that encompasses a wide range of methodological techniques, a response to a question, a comment, trying out a new word or structure, that the teacher uses to make an appraisal of a student's performance. Thus, assessment is not a fixed entity, but a constant process having many shades meaning depending on the context. Therefore, according to Black and Wiliam (2001), formative assessment facilitates and promotes learning by informing about the effectiveness of the activities done by teachers and students, which can be utilize as a feedback to modify them within the learning and teaching process. In the same order of ideas, Kauchak and Eggen (2003) claim that the most important instructional function of assessment is to promote learning. Research studies show that effective teaching and effective assessment practices help students in their learning process in a more dynamic and authentic fashion (Crooks, 1998; Hattie, 2009; Black, 1998). When teachers are aware of how to use assessment in the classroom, they can better inform their teaching, judge their students' progress within a daily basis and provide them with effective feedback to improve learning. Those teachers who are cognizant or literate of the role of assessment within the instructional process can make appropriate decision on administering, interpreting and responding to assessment (Brown, 2008; Popham, 2011).). Putting the topic of this book in our own context (Colombia) and as a result of the 39th Language Testing Research Colloquium: Language Assessment Literacy Across Stakeholder Boundaries held in Bogotá in July, 2017, Giraldo (2018) explains about the importance of language teachers being cognizant on the components of language assessment literacy (LAL), namely: knowledge, skills, and principles on language testing to maintain the intellectual integrity of their daily pedagogical practice in the language classroom. Additionally, in a diagnostic study conducted by Giraldo (2018) about the teachers' beliefs and practices in foreign language assessment was found that LAL might benefit teachers on the construction of their classroom achievement test designs in terms of reliability and validity, which could result in the projection of further professional development.

2.1.1. Formative Assessment

In 1971, Bloom, and Hastings and Madaus introduced the idea that formative assessment must be a part of the teaching process to provide students with feedback and correction to remediate student work. According to Garcia and Pearson (1994), the main goal of formative assessment is "to gather evidence about how students are approaching, processing, and completing real-life task in a particular domain" (p. 375). For some scholars like Nicol and Macfarlane-Dick (2006) formative assessment refers to assessment that is specifically intended to generate feedback on performance to improve and accelerate learning, which could be used to empower students as self-regulated learners in higher education settings." Self-regulated learning is an active

constructive process whereby learners set goals for their learning and monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features of the environment” (Nicol & Macfarlane-Dick, 2006, P. 4).

Black and Wiliam in their article *Inside the Black Box* published in 2001 defined formative assessment as “those activities undertaken by teachers, and by their students in assessing themselves, which provide information to modify the teaching and learning activities” (p. 2). They further state that such assessment becomes formative when the evidence is actually used to adapt the teaching work to meet the needs of the students. According to Popham (2008), the Council of Chief State School Officers (CCSSO), a U.S. organization in Austin, Texas, which is composed of individuals heading the educational system of each state, created the Assessment and Student Standards (SCASS) in October 2006. This gave rise to a group known as Formative Assessment for Students and Teachers (FAST). The participants of FAST worked in the description of formative assessment adopting the following definition:

“formative assessment is a process used by teachers and students during instruction that provide feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes” (p. 5). Popham (2008); however, disagreed in part with FAST’s formative assessment definition, arguing that FAST’s definition is verbally cumbersome. Popham presented his own definition of formative assessment as follows: “formative assessment is a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics” (p. 6).

In 2002, the Assessment Reform Group (ARG) defined assessment for learning or formative assessment as “the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there” (p. 1). Research also stresses the importance of focusing students’ attention on mastering tasks, rather than on competition with peers as one of the key elements of formative assessment (Cameron & Pierce, 1994; Kluger & DeNisi, 1996). Most recent studies have demonstrated that formative assessment causes students to be actively involved in the learning process. In a quasi-experimental study carried out by Gill and Lucas (2013) found in their quasi-experimental study at Pennsylvania State University that project-based assessment, a type of formative assessment, allowed students to solve real-life problems and become involved in a constructive investigation. For instance, business students demonstrated the ability to propose small business start-up plans, which led to the opening of small businesses. The students also demonstrated an understanding of the concepts and theories of project management, creating new ideas to increase production. About language learning, the researchers found in this study that authentic formative assessment provided students with the opportunity to demonstrate true language acquisition by being able to perform tasks with native speakers of the second language. Another study that revealed formative assessment facilitates students to be actively involved in the learning process, that feedback contributes to the student performance and

teaching adjustments, was conducted on the use of portfolio about writing skills of EFL pre-service teacher at Balikestir University in Turkey (Aydin, 2010). One of the findings of this study showed that pre-service teachers learned how to give feedback to their partners, which contributed to error correction and revision of their papers. McIntyre and Dangel (2009), in a qualitative study regarding outcomes associated with teacher education portfolios and the quality of the reflections contained within them, which is a way of formative assessment, found that outcomes of the portfolio process increased teacher candidates' understanding of standards, supported the organization and articulation of their thought, encouraged them to reflect, and provided a snapshot of their professional growth.

Research based on the Relation Models Theory (RMT) was conducted by Bagley (2010) to explore the ways teacher-student relationships are initiated and maintained in secondary school using assessment methods. However, the results of this study showed that authority ranking clearly remain dominant among the other models, namely communal sharing, equality matching, and market pricing. Bagley also demonstrated that authority ranking should not necessarily remain the only relational model to use in the assessment practice. This study further showed that by using formative assessment methods, teachers can give their students a chance to participate in the process of their own evaluation through end-of-year presentations (communal sharing), and that they clearly understand the requirements for earning certain grades via detailed rubrics. Wray (2006), in a phenomenological study on teaching portfolios with nine elementary education students, discovered that most students found that the process of selecting artifacts and reflecting on coursework and fieldwork experience while constructing their teaching portfolios contributed to their growth and development. Another category of formative assessment is self-assessment. Baleghizadeh and Masoun (2013), in a quasi-experimental study using 57 participants about the effect of self-assessment on EFL (English as a foreign language), found that implementation of a self-assessment component on a formative and regular basis enhanced the self-efficacy of EFL learners. According to Baleghizadeh and Masoun (2013), the results of this study confirmed the findings of de Saint Leger in 2009, who claimed that as a result of "self-assessment, self-perception evolves positively overtime in relation to fluency, vocabulary, and self-confidence in speaking in L2" (p. 52). Munoz, Palacios, and Escobar (2012) conducted a mixed methods study in a private Colombian university and found when analyzing the beliefs of 62 EFL teachers about assessment that they used more formative than summative assessment. However, the researchers stated that the results indicated a contradiction between what they said they did and what they believed, suggesting they needed opportunities for reflection, self-assessment, and more guidance on formative assessment practice. In the same line of thought, Giraldo (2020, 2021) has been calling attention permanently about the importance of LAL to raise awareness among language teachers as an essential part of their instructional process which inform learning:

"language teachers are constantly making decisions about students learning based on data generated by assessment" (Giraldo, 2021, p.197). Professor Giraldo goes further and proposes that qualitative studies should be done in this areas not only to hear language teachers' voices, but also to conceptualize LAL,

which is a position that we strongly support because is a part of the rational of this book within the post-positivistic paradigm. We see assessment as a process that is continuously informing our pedagogical practice for the students 'learning. Therefore, it is a must that language teachers become knowledgeable about the components of LAL as it is pointed out by Giraldo (2018).

Research has suggested that certain formative assessment practices strongly influence how instructors teach and what students learn and achieve. Reviews of the impact of formative assessment (Black and Wiliam, 2001; Wiliam, lee, & black, 2004; Crooks, 1988; Kluger & DeNisi, 1996; Natriello, 1987; Volante & Beckett, 2011; Hattie and Timperley, 2007) have confirmed that the use of formative activities involving self-assessment, peer assessment, feedback, formative use of summative assessment, and critical questioning techniques can produce a substantial increase in student learning. Likewise, teachers' perception of assessment is important. According to Brown (2008), teachers' perception of teaching and learning affect critically how they conceive their instructional practices. Black and Wiliam (2001) argue that many of the studies on formative assessment suggest that formative assessment involves new ways to enhance feedback, and new forms of pedagogy, which will require significant changes in classroom practices.

Instruction and evaluation are a unity that can hardly be broken in the teaching and in the learning process because they "allow us to know what we have done well and to find a way to convert what we have not done well into corrections and improvement" (Hlebowitsh, 2005, p. 181). As Tyler (1949) claimed, "the process of evaluation is essentially the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction" (pp. 105-106). Therefore, decisions about to assess and how to assess students are dependent on both the theoretical perspective teachers have upon instruction and learning and upon their ideologies, values, and beliefs they hold about this world. These reflections were validated and acknowledged in a report by the National Literacy Panel on Language- Minority Children and Youth titled *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on language- Minority Children and Youth* (August & Shanahan, 2009). It was recognized that student assessment should link with instruction and research to meet the learners' educational and social needs. In this report, the panel identified five domains to investigate:

- (a) the development of literacy in language-minority children and youth,*
- (b) cross-linguistic relationships,*
- (c) sociocultural contexts and literacy development,*
- (d) instruction and professional development, and*
- (e) student assessment.*

According to O'Malley and Pierce (1996), student assessment has seen a rapid growth of interest in formative assessment in education over the last past decade. "Formative assessment consists of many methods of finding out what a student knows or can do that is intended to show growth and inform instruction, and it is an alternative to

traditional forms of testing, namely multiple-choice tests” (O’Malley & Pierce, 1996, p. 1). Formative assessments are different from formal or standardized testing, in that the actual purpose of formative assessment is to assist students as they learn from their errors and not to fail them because they are not doing well in the mastery of a certain skill or skills. Examples of formative assessment are performance assessments, portfolios, journals, conferences interviews, observations, self- assessment, and peer assessment. These types of assessments are also called authentic assessment because they describe the multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally relevant classroom activities. Studies of the impact of student language assessment outcomes tend to identify that teaching and learning have to be interactive and focused on formative assessment because this feature is at the heart of effective teaching (e.g., Black & Wiliam, 2001; Birgin & Baki, 2006; Wray, 2007).

O’Malley and Pierce (1996) suggest that using authentic assessment implies changes in instruction because assessment is inextricably tied to teaching and learning. For example, there would not be consistency in the use of portfolio assessment without changing the philosophy of teaching and learning from one which is transmission oriented to one which is learner centered.

Birgin & Baki (2007) claim that “tests that provide less useful information about students’ understanding and learning are not enough to assess higher order cognitive skills such as problem solving, critical thinking and reasoning” (p. 76). For this reason, formative assessment approaches might become one of the solutions to place the assessment of the students’ knowledge, the learning process, and the learning outcomes in an important plane of any instructional activity. According to Birgin and Baki (2007), organisms such as the National Council for Teacher of Math (NCTM) recognized in 1995 that assessment tools like portfolios might increase standards. Brown and Abeywickrama (2010) defined portfolio as a “purpose collection of students’ work that demonstrate their effort, progress, and achievement in given areas, which include materials such as essays, reports, projects, artwork, photos, newspapers, demonstration, videos, journal, diaries, personal reflections, self-and peer- assessment, comment, comments evaluation and checklists” (p. 130). Shulman (1998) described the development of a portfolio as a theoretical act because teachers are engaged in an act of theory that allows them to explain their learning and teaching beliefs. Thus, teachers can make consequential decisions about how and why their instructional practice is designed. Shulman also argued that assembling a portfolio should be a coached and collaborative activity. The teamwork makes it possible to collaborate and talk to one another, to advise one another, and to mentor one another. To Shulman (1998), the portfolio is a form of assessment that can inform the teacher about students’ reflection, which is a requirement for considering its credibility in the research process. In 1994, Shulman defined a teaching portfolio as “the structured documentary history of a (carefully selected) set of coached or mentored accomplishments substantiated by sample of students work and fully realized only through reflective writing, deliberation, and serious conversation” (Lyons, 1998, p. 3). Another form of portfolio assessment, the learning portfolio, is defined by Zubizarreta as:

A flexible, evidence-based tool that engages students in a process of continuous reflection and collaboration analysis of learning. As written text, electronic display, or other creative project, the portfolio captures the scope, richness, and relevance of students' intellectual development, critical judgment, and academic skill. The portfolio focuses on purposefully and collaboratively selected reflections and evidence for both improvement and assessment of students' learning. (Zubizarreta, 2009, p. 20).

Both the teaching portfolio and the learning portfolio share important points of coincidence where reflection and a continuous development in the teaching-learning process hold the structure of this current tool of learning. Hutching (1998) and other advocates of portfolio strategies maintain that the maximum significance of a teaching portfolio is improvement through the continual process of reflection tied to mentoring, rigorous assessment, and documentation. Likewise, Zubizarreta (2009) claims that the key intention of the learning portfolio is "to improve student learning by providing a structure for the student to reflect systematically over time on the learning process and to develop the aptitude, skills, and habits that come from critical reflection" (p. 19). McIntyre (2007) refers to reflection in teacher education as an important act of teaching teachers benefit from, because they can improve their practice in the classroom. Reflection is an important part of the portfolio, and consequently should be an essential criterion within the assessment process. In the same rate, concepts such as self-efficacy, constant and recurrent feedback, construction of knowledge, critical thinking, scaffolding, teacher-student relationships, self-assessment, students' different realities for learning, and students' own reality for instruction and learning proper of the nature of formative assessment, are also highly associated with the purpose of this study. Hutching (2011) goes further and argues that "the assessment of students' knowledge and abilities within particular fields, focused on what is distinctive to the field, has received less attention" (p. 36). This implies that the assessment of students' knowledge and abilities on a particular field should be also considered from an umbrella perspective that not only involves the scholarship of the specific area, but also other components of assessment found across the diversities of other disciplines, such as "critical and analytical thinking, problem solving, quantitative literacy, and communication" (p. 36). More importantly, the work within the discipline can engage "faculty in ways that lead to real improvement in teaching and learning" (p. 36). This argument seems to be an important view in the process of assessment and learning for the variety of techniques teachers and students have to choose from interdisciplinary learning environments. Hutchings (2011) focuses mainly on assessment aspects that can help deepen faculty engagement within and across the various fields of knowledge by asking how and how well students acquired understanding and practice and argues that "one reason to encourage greater attention to discipline-based assessment is because it's likely to encourage further methodological creativity and invention" (p. 37). For instance, the teaching of English as a Foreign Language is a multifaceted phenomenon that comprises many fields of knowledge such as the formal study of language (Linguistics) the diversity in the students' learning styles, and the systematic variants of language (sociolinguistics), second language acquisition (Psychology) and the socioeconomic conditions of the learners (sociology and economics), etc. Howe-

ver, the study of language in the classroom has been mostly focused on the mastery of the components of grammar (e.g. phonetics, phonology, morphology, syntax, and semantics), which is related to linguistic competence. In this way, a sound assessment to know how and how well students acquire the “field’s knowledge, practice, values and habits of mind” (p. 37) is extremely complicated because there is no synergy with other fields of knowledge. A case in point is brought up by Hutchings (2011) when she points out that scholars of teaching and learning have mostly relied on methods from their own field, while there are several instances of methodological borrowings in other fields, for instance a microbiologist employing think-aloud strategies used in the field of history. Using disciplinary and professional societies, Hutchings claims that “the scholarly and professional societies have a critical role to play in promoting this kind of disciplinary view of assessment” (p. 40). This is a calling for the educational institutions to create links among disciplines to develop assessment initiatives; and also for deeper faculty engagement in the scholarship of teaching, which can provide practices to particularly enhance the learning of English as a foreign language or in any other area of knowledge.

According to Black and Wiliam (2001), many of the studies around formative assessment suggest that formative assessment involves new ways to enhance feedback and new forms of pedagogy, which will require significant changes in classroom practices. In reviewing the literature about the concept of feedback, I found that the terms feedback and self-regulation are intimately linked to cybernetics, a name invented by Norbert Weiner to define the “scientific study of control and communication in the animal and the machine” (Capra, 1996, pp. 51 & 57). Capra (1996) also claims that in broad sense, feedback has come to mean the conveying of information about the outcomes of any process or activity to its source. None of the articles or books I read about feedback mentioned this important aspect on the origin of the term feedback and self-regulation, which are extensively used in articles such as *The power of feedback* (2007), *From formative evaluation to controlled regulation of learning process* (2006), and *Formative assessment and self-regulated learning*:

A model and seven principles of good feedback practice (2006). According to Brookhart (2008), feedback is an important component of the formative assessment process given by the teacher, so that students can use information to realize their current state of their learning and know what to do next.

Hattie and Timperley (2007) conceptualize feedback because of performance, claiming that the purpose of feedback is to reduce discrepancies between current understanding and performance as a goal. To Hattie and Timperley, effective feedback must answer three major questions asked by a teacher and/or by a student: “Where am I going? (What are the goals?), how am I going? (What progress is being made toward the progress?), and where to next? (What activities need to be undertaken to make better progress?)”. These three questions work at four levels: The task level, the process level, the self –regulatory level; and the self-level (pp. 86 - 87). At the task level tasks are examined to know how well tasks are understood or performed. In the process level, the teacher and students recognize the types of strategies more effectively used for learning. The self-regulatory level monitors, directs and regulates actions toward

the learning goal. The self-level works as a feedback about the student as a person, which is basically directed to the students' effort, engagement, or state of confidence the student displays in the completion of a task. Black and Wilian (2009) also speak of formative feedback as an important activity for the creation of cognitive growth through problem solving and an act of the learners' reflection of their own learning.

2.1.2. Summative Assessment

Summative assessments are used to evaluate student learning, skill acquisitions, and academic achievement at the conclusion of a defined period- typically at the end of a project, unit, course, semester, program, or school year (The glossary of education reform, 2013). Harlen (2008) stated that summative assessment is used for determining if learning goals were achieved, for tracking progress, for certification of achievement, and for publicly reporting achievement information.

DuFour, DuFour, Eaker, and Many (2010) argued that summative assessments determine if students have met intended standards by a specified deadline. Typically, summative assessment measures many things infrequently. "They can provide helpful information regarding the strengths and weaknesses of curricula and programs in a district, school, or department, and they often serve as a means of promoting institutional accountability" (p. 75). The purpose of summative assessment is to determine the student's overall achievement in a specific area of learning at a time- a purpose that distinguishes it from all other forms of assessments (Harlen, 2004).

Moss stated that due to inadequate pre-service preparation or in-service professional development about how to effectively design, interpret, and use assessment techniques, the teacher fails to make good use of assessment practices (p. 236). "Many teachers habitually include non-achievement factors like behavior and attitude, degree of effort, or perceived motivation for the topic or assignment in their summative assessments" (Moss, 2013, p.236).

Moss (2013) conducted a review of research on classroom summative assessment published from 1999 to 2011. The review resulted in grouping 16 studies about summative assessment practices. Three broad themes were found as a result of the review:

- 1) classroom assessment environment and student motivation,*
- 2) teachers' assessment practices and skills, and*
- 3) teachers' judgments of student achievement.*

The four studies of the first theme presented evidence of the effects that classroom assessment has on student motivation to learn. It was found that motivation was influenced by factors that are out of the control of the teacher. On the other hand, classroom assessment did affect the students' interest and needs and student ability across grades and developmental levels. The results of these studies also suggested further exploration of student perceptions of self-efficacy, which is a factor that might help teachers to understand how to motivate their students for improvement or consider classroom assessment as an important part of learning. Theme two, teachers' summative assessment practices and skills, was investigated through nine studies.

According to Moss (2013), the nine studies in this theme revealed tensions and challenges faced by classroom teachers as they compare their summative assessment practices with their own beliefs about effective summative assessment. Four of these studies showed that there were significant discrepancies between teacher perceptions of effective summative assessment practices and teachers' self-reports of their actual classroom practices (Black, Harrison, Hodgen, Marshall, & Serret, 2010; McKinney, Chappell, Berry, & Hickman, 2009; McMillan & Nash, 2000; Rieg, 2007).

Black et al. (2010) implemented a 35-month summative assessment project, the purpose of which was to examine teachers' understanding of validity and the way teachers explain and develop that understanding as they learn to audit and improve their existing practice (p. 244). Eighteen teachers teaching grade eight students, ten mathematics teachers and eight English teachers from three schools participated in this study. The study revealed an inconsistency between teachers' beliefs about validity and their summative practices. The researchers suggested that interventions should begin with teachers auditing their existing practices, reflecting on their individual and shared assessment literacy, and working together to improve their underlying beliefs and assumptions regarding summative assessment.

McKinney et al. (2009) conducted a research in high-poverty urban schools to investigate current instructional practices in mathematics and compare them to recommendations made by the National Council of Teachers of Mathematics (NCTM). Ninety- nine elementary teachers participated in the 43-item survey. Most of the respondents indicated a heavy reliance on traditional teacher-made tests. This finding resulted in direct opposition to NCTM principles that encourage its members to match their assessment practices to "their classroom purpose; be mindful of the way Classroom Assessment (CA) can be used to enhance student learning; employed alternative strategies like student self-assessment, portfolios, interviews and conference, analysis of error patterns, and authentic assessment" (p. 245). McKinney et al. (2009) concluded after their investigation that little has changed in high-poverty mathematics classroom, despite of the recommendation by the NCTM to use alternative approaches, reasoning skills, and critical thinking.

McMillan and Nash (2000) investigated assessment reasoning and decision making of 24 elementary and secondary school teachers selected from a pool of 200 volunteers. They used the interview as an instrument to collect data. From the coding process out of the interviews, six themes emerged to form an explanatory model for how and why teachers decided to use a specific assessment and grading practice that included the following:

- 1) *teacher beliefs and values,*
- 2) *classroom realities,*
- 3) *external factors,*
- 4) *teacher decision making rationale,*
- 5) *assessment practices, and*
- 6) *grading practice.*

The explanatory model prompted McMillan and Nash (2000) to conclude that the constant tension teachers experience “between what they belief about effective CA and the realities of their classroom, along with pressures from external factors, cause teachers to view assessment as a fluid set of principles that changes each year (p. 247). Moreover, teachers thought of assessment and grading as a private exercise disconnected from other teachers’ information, which made them feel more comfortable constructing their own CAs, and often used preassessments to guide their instruction.

Rieg (2007) conducted research about teachers’ perceptions of their classroom assessment practice and skills. He surveyed 32 teachers from three junior high schools in Pennsylvania. The teachers were asked to rate the effectiveness of their strategies and the frequency with which they used each strategy in their classroom. She also surveyed 119 students classified as at risk. In addition, surveys were given to 329 students who were not considered to be at risk. As a result, Rieg found that there were significant differences between teacher and student perceptions of the assessment strategies that were effective and in frequent use. Teachers reported not using many of the assessments and assessment-related strategies that they perceived as effective. Students reported that their teachers rarely used the strategies they felt to be helpful.

Theme three included four studies. The authors of these studies reported that when teachers had collaborative experience and share with other teachers with more expertise in summative assessment practices, they become more aware of their assessment practice and knowledge and take actions to correct any lack of skills and understandings. One of Moss’ (2013) conclusions of these studies is that although teachers are familiar with giving tests on a regular basis, many teachers are unprepared and insufficiently skilled, which results in summative judgements that are often inaccurate and unreliable. She recommended investigating assessment courses within a particular higher education curriculum to examining what actually happens in those courses “to develop assessment literacy and follow the graduates into the field to see if those courses impact actual assessment practices” (p. 252).

2.2. Second Language Acquisition Theories

In this part of the literature review, information about the most common explanations of how second language are learned will be presented. As mentioned above, second language acquisition theories have emerged based on the information obtained from explications through research done to understand how first language learning occurs. To Peregoy and Boyle (2013), the learning of a second language is not the result of a single factor, but of several variables of different types, which include interdisciplinary fields, such as “anthropology, sociology, psychology, education, and linguistics” (p. 62). Among those variables, other factors, such as “age, cognitive style, aptitude, attitude and motivation, personality, learning opportunities and type of instruction” can be included in the learning of a second language (Skehan, 1989, p.120).

Various explanations of how second language acquisition occurs will be presented as a foundational theoretical support for this part of our study in connection with some of the elements mentioned before.

2.2.1. Behaviorist Theory

The basic tenets of behaviorists to explain the learning of a second language are supported on “imitation, practice, reinforcement (or feedback on success), and habit formation” (Lightbown & Spada, 2006, p. 34). Based on these principles, the audio-lingual method, one of the most popular methods for learning a second language, was developed for classroom instruction. The audio-lingual instruction was basically designed for the students to produce correct pronunciation through intense repetition training, which should observe the right grammatical structure formation in the target language. Students were expected to memorize dialogs, within which errors produced by students were corrected immediately to avoid forming bad habits. Diaz-Rico (2008) argues that the role of the teacher is to direct and control students’ behavior, provide a model, and reinforce correct responses” (p. 38). Lightbown and Spada (2009) state that second language methods built on behavioristic foundations assess students based basically on memorization and accuracy repetition, claiming that continual repetition of errors would lead to a fixed acquisition of incorrect structures and non-standard pronunciation (p. 29). The foundational learning principles of behaviorism in the literature of this theory regarding second language acquisition are important points of reference to understand the learning philosophy contained in the development of the assessment activities to inform this study.

2.2.2. The Innatists’ View of Second Language Acquisition

The fundamental hypothesis in the Innatists view in second language acquisition is that all languages have certain basic structures in common, which Chomsky calls “Universal Grammar (UG)” (Lightbown & Spada, 2006, p. 35). According to Peregoy and Boyle (2013), UG has contributed to explanations of second language acquisition in determining what linguistic properties of the target language may be areas of difficulty in the learning process. For example, “Cantonese has no plural maker; instead, plurality is conveyed by context. Thus, it would be predicted that because the Cantonese speakers would have difficulty forming plurals in English” (p. 63). The innatists’ view of second language acquisition also examines the syntax of those learning a second language to do error analysis, and to describe the way learners develop the target system with their own evolving rules and patterns. According to Lightbown and Spada (2006), errors made by second language learners were often seen as the result of transfer from their mother tongue. However, many studies show that learners are indeed creating knowledge of the organization of the target language, for example in the phrase: “I goed to the circus yesterday”, learners demonstrate they are developing knowledge of the structure of the target language of the form goed instead of went. This process is known as “interlanguage”, a term first coined by Selinker in 1972 to denote the language the second language learner creates (see Diaz-Rico, 2008, p. 41). Lightbown and Spada (2009) argue that second language learning methods based on UG concentrate mainly on grammatical judgements to probe what learners know about the language, rather than observations of speaking. Thus, Innatists methods of second or foreign language learning assess students on “what learners actually know about the language rather than how they happen to use it in a given situation” (p. 36).

2.2.3. Krashen's Hypothesis about Second Language Acquisition

Krashen (1982) developed the Input Hypothesis to explain how people learn a second language. The input hypothesis “holds that second languages are learned through direct experience with the target language. That is, people learn second languages by using that language” (Horwitz, 2013, p. 34). Krashen's theory of second language acquisition consists of five main hypotheses: “(1) the acquisition/learning hypothesis, (2) the monitor hypothesis, (3) the natural hypothesis, (4) the input hypothesis, and (5) the affective filter hypothesis.” (Peregoy & Boyle, 2013, p. 64). Horwitz (2013) noted that the acquisition-learning distinction is the core of Krashen's theories.

Krashen (1982) states that acquisition is the product of a subconscious process very similar to the process children undergo when they acquire their first language, because it requires meaningful interaction in the target language, which goes beyond the structural system of the language to focus on the communicative functions of the language. On the other hand, learning is a conscious process based mainly on the mastering of the knowledge of grammar rules, which occurs because of formal instruction. The Monitor Hypothesis explains that the learning of formal study of language makes learners use grammar as an “editor or monitor that watches the students' output to ensure correct usage” of the target language (Peregoy & Boyle, 2013, p. 64). Peregoy and Boyle (2013) claim that natural order hypothesis is based on findings that suggest that the acquisition of grammatical grammar structures is acquired in a predictable sequence. That is, some grammatical forms are acquired first, whereas others tend to be acquired after those. For example, “most studies show that a higher degree of accuracy for plural than for possessive, and for -ing than for regular past (-ed)” (Lightbown & Spada, 2006, p. 83). Krashen's input hypothesis tries to explain the fashion in which second language acquisition occurs. Therefore, the input hypothesis is only focused on acquisition, not learning. According to Krashen (1982), acquisition occurs when a learner can understand messages through comprehensible input, which contains grammatical structures a bit beyond the previous knowledge students already have. According to Peregoy and Boyle (2013), comprehensible input integrates linguistics, extra linguistics, contextual, social, and cultural elements that make input comprehensible when one is acquiring a second language. Horwitz (2013) points out that Krashen's affective filter hypothesis addresses that several affective variables experienced by the learner can impede or facilitate acquisition. For instance, if a student is acquiring the target language in a low-anxiety learning environment, she or he is extremely motivated to learn the language and shows self-confidence and self-esteem. Then, the conditions for comprehensible input are suitable to favor second language acquisition. “Affect refers to feeling, motives, needs, attitudes, and emotional states. A learner who is tense, anxious, or bored may filter out input, making it unavailable for acquisition” (Lightbown & Spada, 2006, p. 37). The role of assessment in Krashen's hypotheses (1982) is principally concentrated on comprehension of messages with a focus on meaning rather than on learning rules or memorizing dialogues.

2.2.4 McLaughlin' Information Processing Model

McLaughlin (1987) draws heavily on information processing research in cognitive psychology. According to him, learners are only able to process part of the input they receive. In order to compensate for this, learners acquire certain skills through routinization which helps them to lessen the burden on their information-processing capacity. Restructuring is also a central notion in McLaughlin's model. Through restructuring learners are able to expand their information-processing capacity and to introduce important changes into their interlanguage. These changes can be of two different types: (1) They may affect the way knowledge is represented in the mind, and (2) They may condition the strategies used by learners. According to McLaughlin (1987) practice is important for restructuring although he is not specific on the details of how this happens. Nevertheless, one of the important contributions of this theory, according to Ellis (1994), is the reconciliation of implicit and explicit learning.

2.2.5 The Neurofunctional Theory

According to Lamendella (1979) the main feature of this model is that there is a close connection between language function and the actual anatomy of the brain. This theory draws on neurolinguistic rather than on psycholinguistic research. The neurofunctional explanation of second language acquisition (SLA) has considered the contribution of two areas of the brain. The right as opposed to the left hemisphere; those areas of the left hemisphere which clinical studies have shown to be closely associated with the comprehension and production of language. Neurofunctional accounts have focused on specific aspects of SLA: age differences, the building of speech (the learning of chunks or ready-made structures), fossilization, and pattern practice in the second language classroom.

Research in this field have shown that the working of the right hemisphere is associated with holistic processing, as opposed to serial or analytic processing, which occurs in the left hemisphere. The right hemisphere may then be responsible for the storing and processing of formulaic speech. The right hemisphere may also be connected with pattern practice in the second language classroom. The left hemisphere is related to the creative use of language, including syntactic and semantic processing, and the motor operations involved in the production of speech and writing.

Lamendella (1979) tried to formulate a comprehensive theory based on neurofunctional factors by making a distinction between primary language acquisition and secondary language acquisition. To Lamendella the secondary acquisition includes both foreign language learning and second language learning. Linked to these two types of language acquisition are different neurofunctional systems, each of which consists of a hierarchy of functions. Each system has a different overall role in information processing. Two systems are particularly important: The communication hierarchy which has responsibility for language and other forms of interpersonal communication, and the cognitive hierarchy that controls a variety of cognitive information processing activities that are also part of language use. In this respect foreign language acquisition is marked by the use of the cognitive hierarchy. Lamendella (1979) concludes that SLA can be explained neurofunctionally with reference to (1) which neurofunctional system is used; the communicative or the cognitive, and (2) which level within the chosen neurofunctional system is engaged.

2.2.6 The Conversation View.

Horwitz (2013) wrote that conversation theories assert that people learn to speak in a new language by participating in conversation. The most useful conversation artifact in this interactive practice is the process of scaffolding, as noted by Schon (1987) for its collaborative nature among the participants, and also stressed by Steiner (1997), who communicated that these interactions are central to the transformation of the novice into an experienced communicator. From Vygotsky's point of view (1988), what a child can do with assistance today, he or she will be able to do independently in the future. This statement by Vygotsky's claim has to do with the well-known concept of the zone of proximal development to indicate collaboration from the more educative peer in helping to obtain new knowledge for learners. According to Horwitz (2013): Scaffolding includes paying close attention to the conversational partner, repeating the learner's words to indicate understanding, asking open-ended questions, or making comments to encourage the learner to speak, and interpreting or expanding the learner's comments." (p. 36) The implications of new ways of how second language acquisition operates deserve attention to be considered as a part of the literature of this study. This is because they allow readers to understand the philosophies that support the development and implementation of learning and/or acquisition-involved assessment activities from an array of multiple theoretical positions. The role that assessment plays in the conversation theory is determined by the grade of actual use of the learner in the target language when participating in conversation with native speakers, a teacher, or a more advanced language learner.

2.2.7 The Acculturation Model

The Acculturation model was devised with the sole aim of explaining language acquisition by L2 immigrants in second language environments. It specifically excluded those settings where learners received formal instruction. It was Schumann (1978) who first coined the term "acculturation", by which he meant the process of adapting to a new culture. In his view, "second language acquisition is just one aspect of acculturation" and there exists a perfect match between the degree to which a learner acculturates to the target language group and the degree to which s/he acquires the second language. Acculturation implies social and psychological distance between the learner and the target language culture. Social variables govern whether the learning situation is "good" or "bad". On the other hand, psychological factors are affective in nature and they include: a) language shock, b) culture shock, c) motivation, and d) ego boundaries.

2.2.8 Accommodation Theory

The term Speech Accommodation Theory (SAT) was first coined by Howard Giles in 1973. Giles (1973) observed during an interview that the language of the interviewee changed from formal to informal once the interview was over. Giles concluded that when in the company of others, people adjust their speech style and dialect according to the context, and whoever they are in company with. He proposed that human beings fine-tune their language, their verbal patterns, gesticulations, and even mimics to

accommodate to those of others. In coining the term, Giles (1991) aimed to reveal “the value and potential of social psychological concepts and processes for understanding the dynamics of speech diversity in social settings” (p. 6). In general, three theories in social psychology help explain why accommodation occurs. These are social exchange process, similarity attraction, and intergroup distinctiveness.

The theory of Social Exchange Process (Blau, 1964) analyzes social interaction. It sees society as a series of exchanges that are made by considering their costs and benefits. It further stresses that people form relationships by considering the costs and rewards that these relationships will bring them. Subconsciously, humans have an idea of what kind of relationships they actually deserve and want and thus strive towards. For instance, in romantic relationships they might consider the gains from the relationship, i.e., status, wealth, matrimony, and decide accordingly whether to continue the relationship. The theory of Similarity Attraction (Byrne, 1973) explains that people who share similarities are more likely to bond friendships or romantic relationships. According to social psychologists, there are different forms of similarities that attract. For example, Byrne (1973) contends that similar attitudes attract; Buss and Barnes (1986) maintain that similar social and cultural backgrounds attract, and in similar vein, Goffman (1981) states that a similar physical appearance is a reason for attraction. This is also true for language use, in any exchange of language, individuals try to conform to those who are similar to them and adapt their own speech to theirs. The third theory of social psychology that helps explain Accommodation Theory is Intergroup Distinctiveness coined by Tajfel (1981). This theory emphasizes that once members of different groups come into contact with each other, they compare their personal qualities, skills, assets, and so forth. The theory posits that there are two different groups: the in-group and out-group. Individuals are “motivated to join the most attractive groups and/or give an advantage to the groups to which they belong. On the other hand, to enhance social identity and to underline differences from an out-group, individuals try to use dissimilar speech and language styles.

2.3. English Language Instruction as a Foreign or Second Language

In this part of the literature review, I am going to introduce the most salient features of the main methods employed for the learning of a foreign or second language. The field of second language acquisition instruction for the English language has experienced the use of various forms of instruction in its desire to find the best method for teaching English. So far, there is a consensus among scholars that not a sole method can cure everything. However, we can find a rich variety of methods to choose from, according to the objectives of a given course. These forms of instruction are based on the beliefs or methodologies teachers and scholars have about how languages are learned.

According to Horwitz (2013), some methods applied for teaching English as a foreign or second language include the Audio-Lingual Method (ALM), the Total Physical Response (TPR), The Natural Approach, the Direct Method, the Communicative Language Teaching (CLT), Content-Based Instruction (CBI), Task-Based Language Instruction (TBLI), Sheltered Instruction (SI), and the Sheltered Instruction Observation Protocol (SIOP) Model.

A language teaching method has its own characteristics based on the paradigm it follows, and in the ways, it presents learning activities and exercises. For instance, according to Hurley (2007), the U.S. Army developed the Audio-Lingual Method in 1960, after World War II, on the statement about the inadequacies of language teaching in the United States. The two most important characteristics of this method are structure drills and memorized dialogues, so that the students can practice a pattern until they can use it automatically, which constitutes a habit formation. Drills range from simple repetition of a verb conjugation to the substitution of verbs form, for instance: "I go/ she goes/ I am eating/ can be transformed from affirmative to interrogative or negative (is she eating? He is not eating. Are you eating?) Teachers who use the ALM conduct the class in the target language and grammar is taught inductively and in a sequential fashion, moving from simple to complex structures, and errors are avoided and corrected immediately to avoid fossilization. Students are required to answer orally in full sentences, because the ALM emphasizes the spoken language as it is produced by native speakers. Writing is delayed until the students have learned to pronounce the target language forms correctly.

The TPR along with other methods, such as the Natural Approach and the Direct Method, share common features in that they are called the comprehension approaches. According to Hurley (2013), these methods emphasizes listening and encourage a silence period because that is a natural way for language acquisition as babies do when they are learning their mother tongue. In applying the TPR, the students show their understanding by acting out commands given by the instructor on the target language, for instance pointing an object, or performing an action, like jumping. After several weeks of instruction, when the students are ready, they start talking by giving commands to the class.

Teachers who use the CLT believe that it is important to develop communicative competence in second language learning. According to Hymes (1972), communicative competence is the ability the speaker must know when, where, how, to whom and in what manner he or she can use language for daily communication. Therefore, CLT emphasizes authentic communication through which the cultural aspect of language is not neglected. The distinguished features of the CLT are that almost everything that is done in the classroom is performed with a communicative intent. CLT teachers use techniques such as group work, carried out with a lot of scaffolding on the conversational activities. Students are encouraged to employ proper greeting, gestures, and other nonverbal behaviors, and to participate in culturally appropriate scenarios. Errors are corrected within conversational context by using the target language; however, when they are not capable of communicating an idea in the target language, the mother tongue is permitted, and the teacher helps the students express that idea in the second language. Some activities used by the CLT are games, role plays, and problem-solving task. According to Freeman (2000), activities that are truly communicative have three features in common: information gap, choice, and feedback. An information gap exists when one person in an exchange knows something the other person does not. In communication, we have many choices to say something, but when we are tightly controlled to say something in only one way, that is not communicative. True communication is purposeful. As an interlocutor, I have the right to ask for clarification; if

this is not complied with, there is not real communication. Another characteristic of the CLT is the use of authentic materials, such as newspapers and magazines, and the listening of the news programs in real time.

Content-Based Instruction (CBI) is a method that integrates the learning of a language with the learning of some other content, often academic subject matter. According to Horwitz (2013), CBI is based on the premise that people learn a new language in the course of learning other things. For example, English learners may develop language proficiency in their content classes. In addition to the dual focus on content and language, content-based approaches are defined by their use of authentic materials: The same materials are used by native speakers to learn the same content rather than materials specifically designed for language learners. CBI requires that the content instruction be tailored to the needs of the language learners, that teachers have both content and language learning goals for their students and that teachers have the necessary preparation to work with language learners. In CBI, teachers consider their speech, so that they are more comprehensible to nonnative speakers; for example, the instructional pace may be slower, visual aids are used, and very importantly, the cultural background of the learner is taken into consideration. According to Peregoy and Boyle (2013), research has shown that the rich linguistic exposure provided by content instruction is excellent for second language learning, but not enough for attaining native-like proficient. Therefore, CBI instructors make use of explicit instruction in components of the target language. For instance, such instruction might focus on vocabulary, grammar, or discourse strategies appropriate to particular social situations. Also, Peregoy and Boyle (2013) claim that CBI supports English learners' achievement of the TESOL standards by (1) integrating language content and learning; (2) addressing the language domains of listening, speaking, reading, and writing; and (3) providing support for various English language proficiency levels.

According to Peregoy and Boyle (2013), Sheltered Instruction (SI) has evolved over the last several decades as an effective means of helping English learners succeed in school. SI uses the target language for instruction with special modifications to ensure students' comprehension and learning. SI addresses three main goals: (1) grade-appropriate content area learning, (2) English language and literacy development, and (3) positive social and affective adjustment. In SI, both ESL and content teachers work together to integrate language and content instruction, preferably with ongoing co-planning and coordination. In SI, a social and affective environment is constructed, which results in a better opportunity for Els to promote self-efficacy. According to Schunk (2004), "Self-efficacy refers to personal beliefs about one's capabilities to learn or perform actions at designated levels" (p. 112). These features of SI allow instruction to provide access to the core curriculum, because content is academically demanding and the language objectives are established according to the students' English language proficiency, their interests and needs for learning. Instructors help students develop learning strategies for reading, writing, thinking, and problem solving. Also, students are engaged in various tasks to process information verbally, and nonverbally, such as drawing, dramatizing, discussing, reviewing, questioning, rehearsing, reading, and writing. Peregoy and Boyle (2013) claim that SI uses a variety of ways when assessment is conducted, basically formative oriented. For instance, performance based-assessment, portfolio assessment and learner self-assessment.

According to Horwitz (2013), SIOP is currently used in districts and schools across the country. This is a research-based model for instruction that integrates all the elements necessary to scaffold content for English learners. The SIOP is based on the idea that “language acquisition is enhanced through meaningful use and interaction” (p. 73). Instruction is divided into components that can be incorporated into lessons to scaffold English development for English learners as they master content areas. The components include planning strategies to make input comprehensible, scaffold student learning, and approaches to review and assess it.

2.3.1. Professional Development

Ingvarson, Meiers, and Beavis (2005) pointed out that the need for professional development (PD) for all teachers is indisputable. Guskey (2000) stressed that PD includes the processes and activities which are designed to enhance the professional knowledge, skills, and attitudes of educators so that they might, in turn, improve the learning of students (p. 16). Borko (2004) declares that educational reform movements in the United States and around the world are setting several ambitious goals for student learning. Among these goals are the changes in classroom practice demanded by the reform visions, which rely strongly on teachers. On the part of teachers, it is critical to learn; however, it will be difficult to make changes without support and guidance (p. 3). “This realization has led educational scholars and policy makers to demand professional development opportunities for teacher- opportunities that will help them enhance their knowledge and develop new instructional practices.” (Borko, 2004, p. 3). In 1998, a group of scholars led by Michael S. Garet from the American Institutes for Research conducted a study using a national probability sample of 1,027 mathematics and science teachers about the effectiveness of professional development. For the analysis of the study, they used data from a Teacher Activity Survey done as part of the national evaluation of the Eisenhower Professional Program, which according to Garet, Porter, Desimone, Birman and Yoon (2001) is the federal government’s largest investment that is solely focused on developing the knowledge and skills of classroom teachers. The results indicated that professional development that focuses on the content of academic subject matter, gives teachers opportunities for practical work or active learning, and is integrated into the daily life of the school, is more likely to produce enhanced knowledge and skills. “Our data provide empirical support that the collective participation of group of teachers from the same school, subject, or grade is related both to coherence and active learning opportunity, which in turn are related to improvement in teacher knowledge and skill and changes in classroom practice.” (Garet, Porter, Desimone, Birman, & Yoon, 2001, pp.915-945). An example of efforts oriented to qualifying teachers is also the No Child Left Behind (NCLB) Act of 2001 that required that states ensure the availability of high-quality professional development for all teachers. According to Yates (2007), in 1998, the Center for Educational Research and Innovation (CERI) identified several critical features characteristics of effective PD for teachers, based on a synthesis of the research evidence. Similar principles were backed by the United States National Partnership for Excellence and Accountability in Teaching, which resulted in establishing seven major principles as indicators of effective teacher professional development (p. 214). (1). Experiential, engaging teachers in concrete tasks that elucidate learning and development 2) participant driven.

Grounded in inquiry, reflection and experimentation 3) Collaborative, interactional, involving sharing knowledge 4) connected to and derived from teachers' work with students 5) Supported by modelling, coaching and collective problems solving around specific problems of practice 6) Connected to and integrated with comprehensive school change 7) Sustained, ongoing and intensive. Yates (2007) found in a qualitative study that based on five out of the seven principles established by CERI in 1998, principles 1, 2, 3, and 4 were highly rated by teachers as the most significant contributors to their PD. Yates (2007) also argues that to be effective, the professional learning activities must not only encourage teachers to be reflective, but also require them to communicate openly with one another about pedagogical issues.

As far as PD in language assessment is concerned, Crandall (2000) claims that one of the major changes in the teaching profession is the growing concern on the part of teachers as believers of their own capabilities to develop theories and direct their own professional development through collaborative observation and classroom research, rather than the typical short-term workshop or training program. However, in language assessment, Hamp-Lyons (2003) declares that teachers in general have always seen testing and assessment as their enemies, or something to be taken care of by the testing expert. Hamp-Lyons also emphasizes that teachers need to have a "firm understanding of how assessment work, what it can do, and what it cannot do" (p.183). Thus, there is still a need to focus on what is required or needed for language instructors who "do the real work of language teaching" to know how to rely, validate, develop, select, administer and interpret the process of assessment within the classroom practice (Carroll, 1991, p. 26).

In considering PD programs in assessment, DeSimone (2010) points out that it is critical to measure common features that research shows are related to the outcomes teachers care about; such features include: (a) content focus (how students learn that content). (b) Active learning (being there, giving and receiving feedback). (c) Coherence (consistency with what teachers believe, with the school, district and state reforms and policies). (d) Duration (it should be spread over a semester). (e) Collective participation (building an interactive learning community). She concludes that a successful professional development follows four steps based on the five core features of PD: 1. Teachers experience professional development. 2. The professional development increases teachers' knowledge and skills changes their attitudes and beliefs, or both. 3. Teachers use their knowledge, skills, attitudes, and beliefs to improve the content of their instruction, their approach to pedagogy, or both. 4. The instructional changes that the teachers introduce to the classroom boost their students' learning. (DeSimone, 2010, p. 30).

2.3.2. Collegiality.

Collegiality is one of the components of professional development within the workplace environment that might assure the success of higher education. In a study conducted by Little in 1982, using as instruments for data collection, semi structured interviews with 105 teachers and 14 administrators, accompanied by observations, revealed that expectations for shared work is a norm of collegiality because faculty are

close and can routinely work together. According to Little (2007), by working together teachers are expected to be engaged in frequent, continuous and precise talks about teaching practice. Through these talks, teachers can build up a shared language adequate to the complexity of teaching at a level of the precision and concreteness which make these talks about teaching useful. In the same respect, Cipriano (2011) wrote about the academic departments recognizing the importance of the desirability as a collegial environment for faculty, students and professional employees as an importance contribution a university can make.

In an environment enhanced by trust, respect, and transparency faculty members can be revived so that they can play an active and responsible role in academic matters. A collegial relationship is most effective when peers work together to carry out their duties and responsibilities in a professional matter. (Cipriano, 2011, p. 12).

To Cipriano (2011) the word collegiality can “connote respect for another’s commitment to the common purpose, goals and strategic plan of the department and an ability to work toward it in a nonbelligerent manner” (p.23). About respect maintained for other colleagues in the workplace environment, Gappa, Austin and Trice (2007) claimed that “ collegiality refers to opportunities for faculty members to feel that they belong to a mutually respected community of scholars who values each faculty members’ contribution to the institution and feel concern for their colleagues well-being” (p. 305).

An important distinction was provided by Sergiovanni and Starratt about congeniality and collegiality through which the value of respect and the characteristics of shared work and cooperation are parts in the latter as important contributors to help school improvement. Congeniality refers to the friendly human relationships that exist among teachers and is characterized by the loyalty, trust, and easy conversation that results from the development of a closely-knit social group. Collegiality, by contrast, refers to the existence of high levels of collaboration among teachers and between teachers and principal and is characterized by mutual respect, shared work values, cooperation, and specific conversation about teaching and learning. (Sergiovanni & Starratt, 2007, p. 353).

2.4. The Teaching, Learning, and Assessment Relationship.

In considering English learner instruction as a second or foreign language, scholars began to notice the importance of providing information about the role of classroom-based assessment within the pedagogical practices and learning processes of both EFL teachers and students. Researchers such as Cheng (2005), Wall (2000), and Rea-Dickins (2001, 2004, and 2008) have argued that the relationship between teaching, learning and assessment is critical on the student learning a foreign or second language. Tyler (1949) and Purpura (2009) have claimed that through the implementation of various forms of assessment, teachers are better informed to get evidence about the type of learning experience the students are developing to make instructional and learning decisions. Findings from studies published in articles that focused on the influence of assessment on the teaching and learning process of a foreign or second language known as washback (Perrone, 2011; & Cheng, 1997) suggest

that the learning-oriented classroom-based assessment has a positive effect on students' language processing and language acquisition of the target language, causing the instructional activities to be accompanied by descriptive feedback for learners to have opportunities to consider the learning gaps. Brown and Abeywickrama (2010) summarized the following factors for a test that provides positive washback. A test that provides beneficial washback: Positively influences what and how teachers teach, positively influences what and how learners learn. Offers learners a chance to adequately prepare; give learners feedback that enhances their language development; it is more formative than summative in nature; and it provides conditions for peak performance by learners. (Brown & Abeywickrama, 2010, p. 38).

According to Alderson and Wall (1992) tests have influence affecting teachers and learners, and thereby affect teaching and learning. They also talked about negative and positive washback. Negative washback or undesirable effect is viewed as the result of teaching or learning of a particular test, which usually means something that, the teacher or learner does not wish to teach or learn and through which students, teacher and/or administrative have to face the consequences. Regarding the teachers, Alderson, and Wall (1992) stated that "the fear of poor results, and the associated guilt, shame, or embarrassment, might lead to the desire for their pupils to achieve high scores in whatever ways seems possible, this might lead to teaching to the test" (p. 6).

In a study conducted by Wall and Alderson (1993) for over three years and over five different areas of the country, upon the effect of the new O-level examination on English teaching in secondary school in Sri Lanka they found that there was evidence of positive and negative washback on the content of teaching, there was no evidence of washback on teaching methodology. In short, the introduction of the new examination had impact on what teachers taught but not on how they did it.

In a study conducted by Cheng (1997) using quantitative and qualitative methods about the washback effect of the Hong Kong Certificate of Educational examination in English (HKCEE), a high school stake public exam, in secondary school, he found similar results as Wall and Anderson (1993) that the introduction of the new examination affected what teachers teach, but not how they teach. In other words, the change of the examination could teach teachers' classroom activities, but it did not change teachers' beliefs and attitude about teaching and learning and the way the instructional practice should be realized.

In a quantitative study conducted by Salehi and Yanus in 2012 about the washback effect of the Iranian university entrance exam, with a stratified random sample of 132 high school English teachers, found that this exam negatively influenced English teacher to teach to the content and format of the test, the analysis of the data also revealed that little attention was given to three language skills of speaking, writing, and listening in the classroom as these skills are not tested in this university entrance exam. Similar results produced a pilot study for a doctoral dissertation conducted by Rajasekar in 2008, whose data were collected through a detailed questionnaire survey from ten teachers in order to learn about their teaching and learning practices in higher

secondary schools in Tamil Nadu. The study was aimed to verify whether the Public Higher Secondary English Examination, a test conducted by the directorate of examination, state board of education of Tamil Nadu, had an impact on the teaching and learning of English in the schools in Chennai. The results revealed that the teacher do not teach the book in its entirety for they thought it was a waste of their time teaching things or activities that were not going to be tested in the exam. How and what these teachers taught largely depended on the exam for which their students prepared.

This part of the literature review has highlighted the interdependencies found in the relationship between instruction, learning, and assessment of the learning of a second or foreign language for the readers to have a holistic view of the implications of this study as far as learning oriented- assessment is concerned.

2.5. Theoretical Aspects: Connecting to the Conceptual Framework

The different parts identified in the literature review, such as the concepts of formative assessment, feedback, portfolio, and self-assessment, and the results of several studies done on the different types of formative assessment during these last 18 years (Cameron & Pierce, 1994; Kluger & DeNisi, 1996; Gill & Lucas, 2013; Black & Wiliam, 2001; Birgin & Baki, 2006; Wray, 2007) connect and represent the nature of assessment conceived as a process closely related to EFL effective learning. Moreover, research has suggested that the importance of formative assessment has been recognized as an urgent priority by educational researchers, assessment specialists, and practitioners around the world (Volante & Beckett, 2011). I will utilize Black and Wiliam's (2009) theory of formative assessment and Festinger's cognitive dissonance theory (1957) to support and inform my research.

2.5.1 Black and Wiliam's Theory of Formative Assessment.

Black and Wiliam's (2009) theory of formative assessment theoretical framework is grounded in theories of pedagogy, learning interaction, and classroom practices of formative assessment. Their theory of formative assessment draws on the three Ramaprasad's (1983) key processes in learning and teaching: finding out where learners are in their learning, finding out where they are going, and finding out how to get there. Those three processes are combined with Black and Wiliam's five key strategies with the idea to obtain evidence about learning in order to adjust instruction to meet the students' needs better (see fig.1). The five strategies are: Clarifying and sharing learning intentions and criteria for success, engineering effective classroom discussion and other learning tasks that elicit evidence of student understanding, providing feedback that moves learners forward, activating students as instructional resource for one another; and activating student as the owner of their own learning (Black & Wiliam, 2009). Black and Wiliam's theory of formative assessment adopted a framework derived from Vygotsky's cultural-historical theory concentrated on the social aspect in learning and Piaget's genetic epistemology concentrated on the individual aspect in learning, in order to support their model on the instructional activity, which support the second strategy within the aspect of formative assessment. However, this model

discusses that formative interaction based solely on individual learning and cultural-historical theory is not enough; instead, a more comprehensive theory of pedagogy is needed to meet the other strategies, such as the self-regulated learning model and the learning interaction approach proposed by Boekaerts, Maes, and Karoly (2005). According to Boekaerts et al. (2005), self-regulation can be defined as follows: Self-regulation can be defined as a multi-component, multi-level, iterative self-steering process that targets one's own cognitions, affects and actions, as well as features of the environment for modulation in the service of one's goals (p. 150).

Butler and Winne (1995) claimed that self-regulation is a learning style of engagement that includes tasks for students to practice powerful skills, such as goal setting for extending knowledge, discussing strategies to select those balancing goals with costs, and "as steps are taken and the tasks evolves, monitoring the accumulating effects of their engagement." (p. 245)

Self-regulation learning involves a great responsibility put on the learner as the one who learns. Bandura (1997) stated that "a major aim of education is to prepare students to continue self-directed learning throughout their lifetimes" (p. 233). However, this does not refer to students' learning in isolation, but rather to students being aware of his/her capacity for their own daily learning construction in pursuing learning goals with the help of teachers. In this respect, Flockton (2012) argues that teachers must be capable of "empowering students to be at the center of quality assessment practice" (p. 133).

The concept of formative feedback from Hattie and Timperley's (2007) model which encompasses four dimension of feedback: feedback about the task, feedback about processing the task, feedback about self-regulation, and feedback about the self, was also incorporated into Black and Wiliam's (2009) theory of formative assessment, to create a unifying basis for the diverse formative practices within the instructional process.

We can feel that the different aspects of formative assessment contained in Black and Wiliam's theory, specifically the portion related to formative feedback, connect well enough to my study and can inform about the assessment practice of the faculty members who prepare high school teachers of English as a foreign language. However, this theory does not support how teachers perceive assessment from their own perspectives. Thus, I need another theory to inform the psychological aspects or faculty's beliefs about the role of assessment in the instructional process. For example, if a faculty member does not believe assessment is a process for learning, he or she is likely to have contradictory ideas about the role of assessment in her or his EFL classroom and the ways used to help students learn. Therefore, I will use Festinger's theory of cognitive dissonance as the other component of this phenomenological study to strengthen the research inquiry.

2.5.2 Festinger's Theory of Cognitive Dissonance.

The term cognitive dissonance is used to designate the feeling of discomfort that results from holding two conflicting ideas. Festinger (1957) asserts that people have an inner need to ensure that their beliefs and behaviors are consistent to avoid disharmony or dissonance. The cognitive dissonance theory states that a powerful motive

to maintain cognitive consistency can rise to irrational and sometimes maladaptive behavior. An example of this in an EFL environment might be in the view that a teacher holds about certain types of assessment. Maybe this teacher has learned that the process of assessment is just for administrative purposes, diagnosis, for promoting students to the next level, or in the worst of the cases, for making them fail for the students to get an explicit notice to study harder next time. All her beliefs, experiences, and knowledge are consistent with assessment being for such purposes. When assessment is considered from different perspectives, her/his ideas are inconsistent with her/his direct experience, thereby creating an inconsistency to their previous mental set. Brown (2008) claims that there is a powerful connection between teachers' beliefs and their behavior and classroom practice. In the same line of thought, Pajares (1992) stated in his review of teacher beliefs and educational research that: Few would argue that the beliefs teachers hold influence their perceptions and Judgments, which, in turn, affect their behavior in the classroom, or that understanding the belief structures of teacher and teacher candidates is essential to improving their professional preparation and teaching practice. (p. 307)

Pajares's (1992) reported that, "the earlier a belief is incorporated into the belief structure, the more difficult it is to alter, for these beliefs subsequently affect perception and strongly influence the processing of new information" (p. 317). He also claimed that there is evidence that individuals cling to beliefs proven to be incorrect or incomplete knowledge, even after scientifically correct explanations are presented to them. Within the educational context, there is a tendency to admit that exist a strong relationship between teachers' educational beliefs and their planning, instructional decisions, and classroom practices (see Pajares, 1992, pp. 326-329).

Hargreaves (2005) claims that teachers can experience conflict between their beliefs about using assessment for learning and external accountability measures policy. In her study of 83 teachers as to their conceptions of assessment for learning, she found that the survey provided plenty examples of teachers holding the measurement/objective model of assessment/learning as does the literature. She concluded that teachers sometimes believe it is the correct model, even if their beliefs do not square with it. An example demonstrates how tensions between policy and practice caused some teachers, although not all, to act in conflict with their beliefs. James and Peddler (2006) conducted research to establish the way in which teachers value different classroom assessment practices, and how congruent with these values they perceive their practices to be. They used a 30-item questionnaire with 558 teachers in England. They found contrasting pattern of values and practices for different dimensions of classroom assessment. The 558 teachers placed a high value in two of the three identified assessment dimensions: making learning explicit and promoting learning autonomy, which are related to assessment for learning or formative assessment. However, the third dimension, performance orientation, was more associated with assessment of learning or summative assessment. This finding revealed that for teachers, sometimes it is difficult to put together their beliefs in using formative assessment to improve learning with practices related to obligations to the curriculum and formal testing goals. The researchers suggested that these findings could be due to the dilemma that teachers have between finding ways of resolving pressures between "external

constrains and their professional beliefs in a way that does not compromise their educational values” (p. 131).

According to Brown (2003) all the pedagogical practices are affected by the ideas teachers have about the process and purposes of assessment within the instructional exercise. In 2003 Brown conducted a research on the beliefs teacher had about assessment, in his research he found that teachers held one of the four major conceptions of assessment, namely: providing information for improving instruction; making students accountable; making institutions accountable; and their beliefs that assessment is irrelevant to teaching and learning. In the same regard, Munoz et al. (2012) stated that if the assessment practices rely on teachers’ beliefs about the nature and goal of assessment:

It is necessary to identify such beliefs in order to arrive at a shared understanding of assessment and to see if there are disagreement between teachers’ conceptions and the assessment initiative promoted by the institution or by new developments in the field (Munoz et al, 2012, p.145).

For instance, Rueda and Garcia (1994) conducted a research on the teachers’ beliefs about reading assessment with Latino language minority students, they used multiple methods such as semi structure interviews, a written questionnaire, classroom observation, and analysis of documents and classroom products related to assessment. Three groups of teachers (special education pull-out, bilingual credentials, and bilingual waived) of Latino minority students were selected for the study, 18 was the number of students per group. The researchers found that there was a general discrepancy between the beliefs system of a significant proportion of the teachers studied and the more constructivist and sociocultural- base principle underlying many recent theoretical and reform-based initiatives in assessment and instruction. According to Festinger (1957), when there is an inconsistency between attitudes or behavior, something must change to eliminate the dissonance. Dissonance can be reduced in one of three ways:

first, individual can change one or more of the attitudes, behavior, beliefs, to make the relationship between the two elements a consonant one. A second cognitive method is to acquire new information that outweighs the dissonance beliefs. A third way to reduce the dissonance is to reduce the importance of the cognition (behavior, beliefs, and attitude). Teachers, then, have a chance for changing their beliefs or attitudes about the role assessment plays in an EFL class through seeking out information that influences their prior beliefs.

Sergiovanni and Starratt (2002) argue that teachers’ beliefs and actions are consistent with research-based effective teaching strategies. “Understanding the relationship between teaching practices and beliefs, opinions, values and attitudes; and perceiving inconsistencies between what is said and what is practiced leads to new insight into teaching and new possibilities for student learning” (pp. 71).

When we put all these pieces together, our framework serves as a theoretical guide for the development of this study’s research design, data collection, analysis, and conclusion. The conceptual framework underscores the importance of assessment

for learning in the instructional activity, the need to pay close attention to formative feedback as one of the most crucial elements embedded in the nature of the process of assessing EFL students to move them forward, and the realization on the part of the learner to be aware as the owner of his/her own learning.

Table #1

	Where the learner is going?	Where the learner is right now?	How to go there?
Teacher	1.clarifying learning intention and criteria for success	2. Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding	3. Providing feedback that moves learner forward
Peer	Understanding and sharing learning intentions and criteria for success	4. Activating student as instructional resource for one another Activating student as instructional resource for one another	
Learner	Understanding learning intentions and criteria for success	5. Activating students as the owners of their own learning Activating students as the owners of their own learning	

Figure 1. Aspects of formative assessment (Black & William, 2009.)



Chapter 3.

METHODOLOGY OF THE STUDY



In recent years, there has been a growing interest in the way assessment is conducted in the classroom. “In a culture of evaluation, teachers and school leaders use information on students to generate new knowledge on what works and why, share their knowledge with colleague, and build their ability to address a great range of their students’ learning needs” (OECD/CERI, 2008, p. 3).

The methodology for this study was situated in the social interpretive constructivist framework. More specifically, in this study, we used a phenomenological research approach. Phenomenology “requires carefully and thoroughly capturing and describing how people experience some phenomenon—how they perceive it, describe, feel about it, judge it, remember it, make sense of it, and talk about it with others— [...]” (Patton, 2002, p. 104).

The phenomenon that was studied had to do with assessment, specifically with understanding EFL faculty members’ beliefs of assessment practices in a specific EFL context. Phenomenology aims to gain a deeper understanding of the nature or meaning of our everyday experiences. Therefore, there is a need to undertake in depth interviews with people who have “lived experience” of the phenomenon to richly describe it (p. 104). The purpose of this phenomenological study was to discover and understand the beliefs of EFL faculty members about the role of assessment practices in the learning of EFL in undergraduate programs in a higher education institution in Colombia. In this chapter, the following topics were covered: Design of the study, setting, population, and sample, data sources/data collection, method of data analysis, data analysis, strengths of the methodology within the design, and limitations of the methodology within the design. The following research questions guided this study:

- 1. What are the beliefs of faculty members about the role of assessment in the teaching of English as a foreign language in undergraduate programs in a higher educational institution in Colombia?*
- 2. How do EFL faculty members describe the practice of assessment in a Colombian higher educational institution, both in terms of their teaching EFL preservice teachers and in their interactions with departmental colleagues?*
- 3. How do EFL faculty members interpret the implications of the guiding principles about assessment of a Colombian university, contained in its undergraduate Student Manual, and how those principles are reflected in their syllabi, for their instructional practice of English as a Foreign Language?*

3.1 Design of the Study

We did a qualitative study because we wanted to understand in detail the beliefs that EFL faculty members had about the assessment practices in the teaching of English as a foreign language. Qualitative research helped us discover what type of instructional experience faculty members had the English learning and teaching process within their daily academic activities. This study had a social interpretive constructivist-methodology as its philosophical foundation.

3.2 Setting

This study took place at a public university located in the southern part of Colombia, South America, at the college of Human Sciences, in the Linguistics and Language Department. The Department of Linguistics and Languages offers two undergraduate programs to prepare students to become high school English-Spanish teachers or high school English French teachers. The study was carried out in both the English-Spanish program and in the French-English program. Both the English-Spanish and the English French programs are accredited by the National Council of Accreditation (CNA). The accreditation is a testimony, which is given by the Colombian Nation, about the quality of a program or educational institution on the basis of the principles of universality, integrity, integrality, equity, suitability, responsibility, transparency, ownership, efficacy, efficiency, sustainability, visibility, and sustainable development. The main purpose of the accreditation is to guarantee the highest requirements of quality of Colombian education (Art: 53, law 30, 1992).

3.3 Population and Sample

In this study we used a purposeful sampling. According to Merriam (2009), “purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned” (p. 77). The criteria that we used to select our sample had to do with the characteristics of the undergraduate program selected, namely teaching and learning English as a foreign language. The English and Spanish, as well as the English and French undergraduate programs consist of 10 semesters for students to graduate. Some of the courses studied regarding EFL in the English and Spanish undergraduate program and in the English and French undergraduate program are English Phonetics and Phonology. English I, II, III, IV, V, VI: English Listening and Speaking. English Reading and Writing, English Morphology and Syntax. Academic Writing. Advanced Conversation I, II and III; and Method and Skills and the participants who because of their lived experience on the topic of investigation were more suitable to give us the information sought in this study.

3.4 Rationale for Faculty Selection

For this study, all 14 full-time faculty members from the Linguistics and Languages Department were considered to participate, except those who did not teach courses of EFL. The participants were also chosen on the basis that they have been faculty members of the Linguistics and Languages Department teaching English for more than fifteen years. The rationale for the selection of the course and for the selection of the faculty members proceeded as follows:

- **Rule 1:** We chose both the English and Spanish and the English and French programs because the researchers of this study have expertise in both areas, and we would have more insight about the sequence.
- **Rule 2:** We chose courses that could give us the best coverage across semesters in the program, for example, listening, speaking, reading and writing, so that we were able to capture assessment practices in the early, middle, and late portions

of the EFL sequence. Once a semester was chosen, that semester was not chosen again. Thus, we proceeded with the same process in the next highest semester.

- **Rule 3:** If the instructor taught two courses during the same semester, we chose the course that was more related to the learning of the four English language skills. Therefore, on the rationale explained before we selected purposefully four professors as those who were more qualified to provide us with the data to inform this study.

3.5. Research Questions

1.What are the beliefs of faculty members about the role of assessment in the teaching of English as a foreign language in undergraduate programs in a higher educational institution in Colombia?

2.How do EFL faculty members describe the practice of assessment in a Colombian higher educational institution, both in terms of their teaching EFL preservice teachers, and in their interactions with departmental colleagues?

3.How do EFL faculty members interpret the implications of the guiding principles about assessment of a Colombian university, contained in its undergraduate Student Manual, and how those principles are reflected in their syllabi, for their instructional practice of English as a Foreign Language?

3.6 Data Collection

For the collection of data, we used two instruments: (1) qualitative interviews (2) and documents. By using these two forms of data collection, we made sure there was credibility for our study, because we could triangulate information from different sources, thus establishing trustworthiness. “Credibility is a trustworthiness criterion that is satisfied when source respondents agree to honor the reconstructions; that fact should also satisfy the consumer” (Lincoln & Guba, 1991, p. 329). Qualitative interviews are those that “sacrifice uniformity of questioning to achieve fuller development of information” (Weiss, 1994, p. 3). Syllabi and the Student manual of the university were the primary documents to collect data.

3.7 Faculty Interviews

For this study, four faculty members teaching in the English and Spanish and in the English and French undergraduate programs were formally interviewed. All semi-structured interviews were done face to face. The interviews were audiotaped with the participants’ permission, transcribed verbatim onto Microsoft Word document, and returned to the participants, using the member- check technique for verification. The interviews were between 35 to 45 minutes each. In general, the interview questions were divided into two parts: the first part contains issues related to their teaching background and the second part had questions related to the EFL faculty members’ beliefs about the role of assessment in the EFL instructional practice. The specific questions that were included in the interview protocol were purposely designed to address different aspects of the phenomenon of this study. The interview questions were reviewed by an expert who has a Ph.D. in Education, and by a university professor

who has ample trajectory and great experience in qualitative research studies in order to ensure entire coverage in responding the research questions (See Appendix C).

3.8. Method of Analysis of Data

The purpose of the data analysis was to discover and understand how assessment occurs within the EFL instructional process. In this study, instead of building a theory from the data as in grounded theory or examining how instructional discourses might have shaped assessment practices as in discourse analysis, we used the Black and Wiliam's Theory of Formative Assessment and Festinger's Theory of Cognitive Dissonance as a theoretical lens and foundations through which to understand the beliefs of the participants about the assessment practices in the teaching of English as a foreign language. The qualitative data analysis was conducted using a three-part approach proposed by Miles, Huberman and Saldana (2014), which is a concurrent flow of three activities: (a) data condensation, (b) data display, and (c) conclusion drawing/ verification (p. 12). This type of analytic process includes a thematic analysis, which consists of both deductive coding coming from the existing theory and inductive coding arising from the data. According to Miles et al. (2014), data condensation refers to the process of "selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical material" (p. 12). To Miles et al. (2014), data display is "an organized, compressed assembly of information that allows conclusion drawing and action" (pp. 12-13). These scholars added that looking at displays, people can understand what is happening, so that they can do something, either for further analysis or action taking, based on that understanding. Miles et al. (2014) argue that conclusion drawing, and verification is a process that starts from the beginning with the qualitative analyst's interpretation of things, the noticing of patterns, explanations, causal flow, and propositions.

3.9. Data Analysis

The overall process of data analysis began by identifying segments in the data set that were responsive to the research questions (Merriam, 2009). Data analysis in qualitative research consists of preparing and organizing the data (i.e. text data as in transcripts, or image data as in photographs) for analysis, then reducing the data into themes through a process of coding and condensing the codes, and finally representing the data in figure, tables, or a discussion (Creswell, 2013, p. 180). In respect of phenomenology research, Manen (1990) described data analysis as "phenomenological themes that may be understood as the structures of experience. So, when we analyze a phenomenon, we are trying to determine what the themes are, the experiential structures that make up that experience" (p. 79). As soon as the data collection commenced in this study, we started the process of analysis, reflection, and interpretation. Thus, the analysis of data during the different collection times "formed an interactive, cyclical process" interweaving data collection and analysis from the very start as suggested by Miles, Huberman, and Saldana (2014, p. 14). The participant interviews were audiotaped and later transcribed. we reviewed the audio recordings and fully transcribed them to ensure a thorough understanding of the collected data.

We used a two- stage process to condense the data proposed by Miles et al. (2014) of first and second cycle coding that transfers from assigning labels to chunks of data to identifying patterns or themes. “The first cycle coding is a way to summarize initially segments of data, and the second cycle coding is a way to group those summaries into a smaller number of categories, themes or constructs” (Miles et al. 2014, p. 86). First, we typed all the raw data coming from the interviews. Then, we used the In Vivo coding method to extract the statements considered significant with their formulated meanings in order to cluster them, the meanings, to obtain themes common to all the transcripts of the participants. we then integrated the results into an in- depth, exhaustive description of the phenomenon. The results through the in- depth, exhaustive description of the phenomenon represented each of the research questions of this study. Finally, we used member checks to validate the findings with the participants and included the remarks of the participants in the final description when necessary. We also linked the themes emerging from the data to the theoretical framework and discussed the implications about the assessment practices in the field of the teaching of English as a foreign language in undergraduate programs.

3.10. Trustworthiness of this Study

The trustworthiness of this study was built on the principles of credibility, transferability, dependability, and confirmability considered by Lincoln and Guba (1991).

3.10.1 Credibility.

According to Lincoln and Guba (1991), credibility is established through the degree “of confidence in the ‘truth’ that the findings of a particular inquiry have for the subjects (respondents) with which and the context in which the inquiry was carried out” (p. 290). Three activities were used to increase the credibility of the findings of this study are triangulation, member check, and reflexivity. According to Creswell (2013), triangulation is the process of verifying evidence from two or more data sources to increase credibility of a study. In this study, the sources of evidence came from three different data sources, which are in the form of interviews and documents (syllabi).

“Member checks, whereby data, analytic categories, interpretations, and conclusions are tested with members of those stake holding groups from the data were originally collected, is the most crucial technique for establishing credibility” (Lincoln & Guba, 1991, p. 314). In this study, the interview transcripts were offered to the participants for revision to make sure their ideas, thoughts, and beliefs had been accurately taken. According to Simons (2009), reflexivity involves researchers thinking about how their beliefs, values, biases, actions, and decision impact the process and outcomes of their studies. To Lincoln and Guba (1991), reflexivity is carried out in the form of a journal, in which the researcher includes information about self (hence the term “reflexive”) and method. This process includes the following: “1) the daily schedule and logistic of the study; 2) a personal diary that provides the opportunity for catharsis and reflection upon one’s own values and interests; and 3) a methodological log in which methodological decisions and accompanying rationales are recorded” (Lincoln & Guba, 1991, p 327). In this study, reflexivity was used as referred by Creswell (2013) both as information about one’s self, and as a methodological activity during data collection and in the analysis of the data as well.

3.10.2. Transferability.

In qualitative phenomenological research, the emphasis is on the lived experience upon a phenomenon explicated through a process of reflection on its meaning (Mann, 1990, p. 37), rather than being able to generalize the findings. Thus, the intention of the qualitative researcher is not to specify the external validity as in the dominant paradigm. However, “he or she can provide only the thick description necessary to enable someone interested in making a transfer to reach a conclusion about whether transfer can be contemplated as a possibility” (Lincoln & Guba, 1991, p. 316). According to Ponterotto (2006), thick description “refers to the researcher’s task of both describing and interpreting observed social action within its particular context, thick description captures the thoughts and feelings of participants, and the often-complex web of relationship among them” (p. 543).

A thick description does more than record what a person is doing. It goes beyond that mere fact and surface appearance. It presents details, contexts, emotions, and web of social relationships that join persons to one another. In thick description, the voices, feeling, actions, and meanings of interacting individual are heard. (Denzin, 1989, p. 83)

Previously in this chapter, descriptions of each context or setting, participants, and data collection procedure have been provided. In subsequent chapters, when necessary, rich description of the participants’ beliefs and experience on the topic of assessment will be provided. This should enable the readers to evaluate if the results of the study might be transferred to a similar situation, if the readers consider the outcomes of the study coincidental with their educational problematic situation.

3.10.3 Dependability.

“Dependability is a process that builds on the classic notion of replication in the conventional literature as the means of establishing reliability” (Lincoln & Guba, 1991, p. 317). According to Toma (2011), in qualitative research, it is not intended that the results are replicable but that the data collection and analysis are consistent and stable, so that other researchers can follow the research process. In this study, dependability is demonstrated out of the evidence of how the data collection and the analysis of data were accomplished.

3.10.4 Confirmability.

Lincoln and Guba (1991) explain that confirmability establishes that the data, findings, conclusion, and recommendation can be confirmed by someone other than the researcher. In this study, the audit trail materials that will allow the auditor to determine the trustworthiness of the study will be in the forms of “(a) raw data (interviews guides, notes and documents) (b) process notes (research journal) (c) data condensation, data display; and drawing and verifying conclusion” (Erlandson, Harris, Skipper, & Allen, 1993, pp. 148-149); (Miles et al., 2014, pp. 12-13).



Chapter 4.

PRESENTATION OF THE DATA

The purpose of this phenomenological study was to discover and understand the beliefs that EFL faculty members have about the assessment practices in the teaching of EFL in undergraduate programs in a Colombian higher education institution. This study aimed to answer the following research questions:

- 1. What are the beliefs of faculty members about the role of assessment in the teaching of English as a foreign language in undergraduate programs in a higher educational institution in Colombia?*
- 2. How do EFL faculty members describe the practice of assessment in a Colombian higher educational institution, both in terms of their teaching EFL preservice teachers, and in their interactions with departmental colleagues?*
- 3. How do EFL faculty members interpret the implications of the guiding principles about assessment of a Colombian university, contained in its undergraduate Student Manual, and how those principles are reflected in their syllabi, for their instructional practice of English as a Foreign Language?*

This chapter is composed of three sections that present the findings from the participant responses in the individual interviews. The first section of this chapter describes the context and subjects of this study; it briefly describes the general characteristics of the four participants. The second section of this chapter provides an analysis of the data as they relate to the research questions, and the third section presents the results of this study.

4.1 Description of the Participants and the Context of the Study

4.1.1. Description of the Context of the Study

The public, coeducational, research university where the study was carried out is in the southern part of Colombia. Founded in 1905, this university in the present offers more than 25 graduate programs and over 60 undergraduate majors. In 2020, the Ranking Web of University positioned Nariño University in the 8th place within the national context. This is a medium size university, which according to its technology center there are currently 14,300 students approximately enrolled for the spring semester 2019. The university embraces a respectable tradition of access and opportunity open to everybody on the bases of democracy, equality, and respect to all human beings.

The setting of this study was located at the college of Human Sciences in the Linguistics and Language Department. The Department of Linguistics and Language offers two undergraduate programs to prepare students to become high school English-Spanish teachers or high school English French teachers. The study was carried out in both the English-Spanish program and in the French-English program.

4.1.2. General Description and demographics

The following table outlines the general demographic information for the university teachers who were considered for this research and were interviewed in this study:

Table #2

Faculty Members	Gender	Years of experience	Academic Category
Salome	F	20	Associate professor
Salomon	M	18	Associate professor
Samuel	M	30	Professor
Samara	F	20	Assistant professor

We chose teachers who were willing to participate in the study and who met the criteria of the rationale for their selection. These faculty members had ample experience in the teaching of EFL, some of them have also taught about assessment or courses related to evaluation. The EFL teaching experience of the four participants ranged from 20 to 25 years. The semester classes vary in the number of students depending on the semesters. The first semesters hold more students because the numbers of students start decreasing as the semesters advance. Most of the faculty members teach mainly the four language art skills (listening, speaking, reading, and writing), but they also have conversation courses. In addition to teaching the four skills and conversation courses, some of them also teach courses of second language acquisition, methodology and evaluation, assessment and testing.

4.2. Data Sources and Analysis

4.2.1. Data Sources.

The following sources were used to examine and answer the research questions about the beliefs of assessment practices of faculty members who teach EFL pre-service teachers in an undergraduate program: (1) Individual Interviews. Individual interviews were conducted face to face to collect data. (2) Documents. Documents in the forms of syllabi, and the Students' manual of the university were used to inform this research.

4.2.2. Data Analysis.

For the analysis of the data, we used a two- stage process to condense the data proposed by Miles et al. (2014) of first and second cycle coding that transfers from assigning labels to chunks of data to identifying categories. The first cycle coding method included selecting the significant statements we considered relevant from the participants' written transcripts. There were more than a few ways to decide the relevance of a piece of information within a statement, including the following: when something was repeated in several places; when it surprised us; when the interviewee explicitly stated that it was important; when we read about something similar in previously published reports, for instance, scientific articles; and when it reminded us of a theory or a concept in regard to the phenomenon of investigation. The second cycle coding included the formulated meanings or units of meanings that emerged from the significant statements. The units of meanings were arranged into clusters of invariant constituents that resulted in the categories of the investigation. And, finally, after deciding which codes were the most important ones, we created the given categories by bringing several codes together.

4.3 Results

After working on the components of data analysis, namely data condensation and data display, thirteen units of meanings emerged that were clustered into three categories: (1) understandings and training connected to assessment; (2) types of practice within the classroom and in the workplace and 3) the impact of the institutional assessment regulations

The following section provides an analysis of the data in relation to the research questions for this study. Each research question is addressed in three parts: 1) each research question is stated; (2) data collection and methods are described, and results are reported for each question; (3) the results are summarized.

Research Question #1

1. What are the beliefs of faculty members about the role of assessment in the teaching of English as a foreign language in undergraduate programs in a higher educational institution in Colombia?

Beliefs

The data analyzed for this research question came from the questions 2, 3, 4,5,7,8, and 13 on the interview protocol. The beliefs of the participants were coded mainly on similarities among their remarks or experiences but not limited to these. The responses of the participants to the beliefs of research question # 1 were organized under the following category: Understandings and Training Connected to Assessment. This category is composed of four invariant constituents (ICs), which are the units of meaning, thus the most significant information about the phenomenon. Invariant constituents are comparable to codes, which also describe units of meaning. The four codes appear in italics under the name of category one as follows:

Category one: Understandings and Training Connected to Assessment

- A. Parameters of assessment*
- B. The formative assessment views*
- C. The assessment-feedback relationship*
- D. Insufficiency of knowledge and training*

The following are the evidence descriptions of category #1: Understandings and Training Connected to Assessment, in the interviews of individual participants. The description of evidence for category one, category two, as well as for category three will be presented in this chapter as a thick description to respect the voices of the participants. "Thick description of results presents adequate voices of participants; that is, long quotes from the participants or excerpts of interviewers- interview dialogue" (Ponterotto, 2006, p. 547). "In thick description, the voices, feeling, actions, and meanings of interacting individual are heard" (Denzin, 1989, p. 83). At the final of each category, the reader will find a summary of results of that theme, and our own description and interpretation of results of the phenomenon investigated.

A. Parameters of assessment

The four participants provided varied descriptions of their views about assessment as a measure of student knowledge, which is basically a conception in order to learn about those students who know best the subject. For Salomon, not is real name, assessment is a matter of experience, used basically to measure the knowledge of the students to let them know about their academic performance:

I think that assessment is the result of experience to determine what grade students deserve. Teachers have difficult moments to give students the right evaluation when they do not have enough knowledge. I think it is not an easy task. I think that experience can give teachers the tools to assess students. Sometimes I think that teachers have difficult situations because students do not have enough knowledge for the teacher to assess them. When this happens, the teacher needs to find different tools to assess students on what the teacher thinks students deserve.

Salomon also described assessment as a tool viewed from a general perspective

“For me I think that assessment is a general term, which involves a variety of methods of tools that teachers have or use to evaluate or measure student learning progress in their skills.”

Samara, not her real name, viewed assessment as a result of grade achievement.

would say that our students and we teachers are very behavioristic, in the sense that we do things for something, we work for a grade and students see in evaluation or in assessment or in grades the purpose of study.

Salome, not her real name, described effective assessment in terms of validity.

Well, I think that effective assessment means for me that students find it fair; appropriate to their level that it is really measuring what the exam was supposed to measure, that if I am assessing grammar, I am not giving them a pronunciation test.

Salome talked about assessment in terms of grading and practicality without losing sight of the knowledge of students.

I think it is also effective when it is practical because it should be easy to administer. I should not spend... well... all of us teachers are overworked. So, it is not fair for teachers to spend two weeks grading papers or an exam. It should be practical... enough for me to grade them quickly but at the same time have a good view of my students' knowledge.

Samuel, not his real name, was very straightforward to consider assessment as a tool to measure knowledge.

“I think that assessment is a tool inclined more toward measuring progress and toward measuring the strength of knowledge of the students.”

B. The formative assessment views

Most of the participants described formative assessment as the type of assessment that is intended to help students improve their learning. They also described that those activities or performances assessed formatively are observed during the semester and are not always graded. Some of the participants also talked of formative assessment as a way of value formation. For instance, Samara talked of formative assessment in the following way:

Formative assessment is the type of assessment that is permanent. Formative assessment tries to give teachers information more about the process of learning, and less information about the student's grade. It is totally opposed to summative assessment. Formative assessment helps students to identify their weaknesses or their strengths. Thus, the students can tackle their progress in order to attain their learning objectives. Formative assessment helps teachers permanently monitor their students to see if they are getting their goals. And if the students are not getting their goals, teachers must know what or how they can help students achieve the set goals.

Salomon's description of formative assessment focused on the modification of the instructional activity and value formation.

I think formative assessment [sic] are procedures conducted by teachers during the learning process. Through formative assessment teachers can modify their teaching and their learning activities to improve the students' achievement. Also, formative assessment is the way the teacher has to tell students you have to behave this way. I think that students have to understand that besides learning the subject they need to recognize that there are human values that they need to follow for them to be a complete person, an integrate person to live in community, I think.

Samuel also believed that formative assessment helps both the learning progress of students and the value formation as well.

Formative assessment includes points in the light of their role for the learning progress. In other words, formative assessment should be regarded not only as a measure tool but as a means of fostering the development of the whole person of an individual, that is, his cognitive component but also his affective domain.

To Salome, formative assessment has various components: content, skills, behavior and attitudes taken in a general and comprehensive fashion. It is informal, attitudinal; it goes beyond the test and does not always result in a grade.

Formative means that you are not just, content oriented, but you are assessing skills and behavior and attitudes in a global, general and comprehensive way. And formative has to do with informal assessment as well, how much students participate in your class, and the attitude they have, their willingness to do what you want them to do in class, the willingness to read the additional articles that don't have a grade or will not be assessed, you can observe those things along the semester not necessarily giving a grade.

C. The assessment-feedback relationship

Most of the participants agreed that feedback is important. They described feedback mostly as information given to students through grades and explanation why they got those grades. The participants explained that the purpose of doing this was for the students to reflect on their performance in order to correct their mistakes and improve next time. Salome and Samara brought the concept of washback into the discussion, which is the effect of testing on teaching and learning. Salome and Samara also underscored that washback is an important part of feedback.

In the following quote, Salome described that assessment needs to be accompanied by explanations about why students got the grades they obtained.

Feedback is important because, for example when I give my student their tests back, I answer the questions with them; I provide a lot of feedback, because feedback is washback, right? Is the beginning of washback, it gives them information about their performance, and it tells them where they should go next, so feedback is important, if you just give your students a number they just say I pass I fail, that's all they see, but when you give them feedback and then you explain why they got what they got, then, Oh, intake takes place, there is knowledge, they realize, this is where I failed, and they go like: Oh, yes, teacher!! I didn't read, Oh, yes, I knew this answer, I read very fast, I didn't read the directions, so feedback is really important if we really want tests to be another learning tool for coursework, so feedback is very important so you should never give a grade without explaining why they got that grade.

Samara talked of assessment as information given to students to let them know about what they need to do to improve their learning. She also underlined that assessment without feedback is entirely impractical.

Feedback is so important, you cannot assess your students or evaluate your students if you just turn out a grade or a score with no comments, I think that feedback is the most important part of assessment, because that gives students the information they need in order to make their decision in terms of what they need to do, what they need to improve or what they are going to do in the future to achieve their goals and being more successful students, so feedback is absolutely necessary, I think that if you assess your students or evaluate your students whatever you want a call it, if you don't accompany results with good feedback that they can benefit from, this is, a positive comment. I know what my problem was, and then I know how I am going to correct that, so that is, I would say beneficial feedback. If assessment is not accompanied with feedback it is totally useless.

Salomon is conscious that feedback is essential. He said that teachers need to give students "feedback all the time," and he emphasized that feedback is important.

I think feedback is important in every situation, and in this case students need to know how they perform or did something in any particular activity, and that is for students to correct those mistakes and try to improve next time when they are to do any other activity again. I understand that feedback is really, important. I think that teachers should give feedback sometimes and the end of any

situation or activity. Feedback should be dedicated specifically to talk about what happened in that activity because the students need to know from the teacher how they did or how they presented the activity. I think it is important. So, we as teachers need to give feedback all the time.

The participants talked of corrective feedback as a one of the most utilized forms in class, which is done immediately after something wrong is identified. Samara, for instance, reported that immediate feedback is the best for her because students can identify weaknesses instantly.

I always give feedback to my students, in all opportunities, whenever I have the opportunity, but I think the best feedback that you can give is immediate feedback, I try to design tools, assessment tool that can give me the chance to give immediate feedback, things that I can do with my students, we correct things immediately, writing, we do the activity very, very right away, we try to identify weaknesses, problems, if they have the activity fresh in their mind they can think very quickly and they can understand their mistakes well, so immediate feedback for me is the best.

Salomon reflected on how corrective feedback can help students do things in a different way to improve.

As I told you depending on their attitudes, probably is necessary to correct the students, then it triggers when it comes to do something that is called corrective feedback, and you need like to scold the student for a while and tell them you are doing wrong, so please prepare this in a different way or do this the other way because you are not doing things as you should.

Salomon also reported that giving feedback depends on the students' attitude. For instance, "when students show interest in learning, teachers can, at this moment, motivate them to keep on working in that direction." (Salomon)

I think it depends on the students' attitude sometimes. I don't know, in my case, I think when the student shows interest and they are willing to participate teachers can choose some type of feedback to motivate them to continue in that way. "I think that depends on the students' attitude to give feedback" (Salomon).

D. Insufficiency of Knowledge and Training

When the question of assessment training was broached, Salomon and Salome reported similar answers about not being trained, and that the professional development in this respect has been scarce.

I don't know too much about what assessment is because the studies I have they were not very specific into this subject or about assessment, all what we had were short seminars and general information about assessment, but I think that according to what I have read I think that assessment is very important, I think that is an activity that it has to be carried out every day, at every moment when the teacher is teaching his or her subject, so I think that assessment is something that is present in a teacher's life, every time that he or she teaches, I am sorry if I sound repetitive but that's what I think. (Salomon).

Well, I have to say that I am not into this kind of assessment thing. I think that I need to use it because as a teacher I have to tell the students what or how they are going to be assessed, Ok? but OK, it seems that at the moment there are not many courses or... that help us think in keeping up to date what assessment is, for me the internet is the best tool to read and be up to date with what assessment is, I think that is the best tool, yeah, for me, just to read about everything that happens with assessment activities or the topic. (Salomon)

Salome describes how she had never received professional training about assessment besides books and articles, and that many beginning teachers feel lost:

I was not trained in assessment when I was doing my BA, so giving people the tools, well these are the parts of a multiple-choice questions, these are the type of activities that you can use to assess listening, speaking, reading, writing, it gives them at least a beginning, Right? The beginning, a place to start when they must assess their students, when they are doing their practicum, they are not that lost, some of them are lost, but not that lost. No, I have never received any specific training on assessment, no, nothing more than the books and articles, and the things that I have read for my Master.

Samara, Salomon, and Salome communicated similar views on receiving professional aid about assessment training.

Again, the truth, I have not attended any seminars or workshop lately (laughs, like saying I haven't done this for a long time), and you would say why? The problems is that the university now is asking to any teacher who wants to go to a seminar just to give a lecture, and sometimes it is not easy because what you want to do is just to listen about the latest issues of ESL or EFL, and sometimes, I am not the kind of person that I like to say too much or make presentations, it is not that I can't, the problem is that I don't like (Salomon).

Samara reported about professional development in the following terms:

"Not any in specific, because it seems that is not a focus or an area of interest in these last years, I haven't seen many things in the assessment area, which is something that needs to be done."

Samara talked of professional development as something done sporadically.

Well, not lately, I attended a seminar in Cali, at the Colombo Americano, that was 2 years ago, that was two years ago. Well, the topic of the conferences is quite general, right now in Colombia the trend is to have very general topics where all the issues, where all the interesting areas of language can be tackled.

Summary of Results from Question 1

Question 1 has offered evidence about the beliefs of the faculty members on the role of assessment in the teaching of English as a foreign language about the understanding of assessment, and the state of their current assessment training. The results were reported by units of meaning and faculty member.

The recurring topics that emerged from the data regarding the beliefs of the faculty members about assessment of EFL consistently illuminated the following patterns:

- (1) the parameter of assessment is considered as a measure of students' knowledge and skill progression.*
- (2) the view of formative assessment is that it does improve students' learning. Two reports emerged that formative assessment is also a way of values formation.*
- (3) with regard to the assessment-feedback relationship, there was a general consensus that feedback is a very important part of assessment within the EFL instructional process.*
- (4) the results of this study also showed that participants had insufficient of knowledge and training about EFL assessment.*

Results regarding the beliefs of faculty members related to the code parameters of assessment revealed an instructional ideology of knowledge as understanding, which involves mainly the students' clear command of the subject through the learning of the contents and its conceptual framework. Assessment is mainly considered as a measure of the students' knowledge. The faculty members gave sufficient descriptions to make clear that their view of the purpose of assessment is, "to certify those students who are rising within the occupational hierarchy of the discipline" (Schiro, 2008, p. 48).

Results that emerged about the formative assessment view revealed that faculty members believed that this type of assessment can help students become better learners, and that it is a way to improve their learning activities. There were also some participants who linked the value formation of human beings to this form of assessment. To these participants, the formative assessment view is also a way to teach students human values, such as respect, honesty, equality, kindness, and justice for them to be responsible to live and interact in the community. However, the literature review conceptualizes formative assessment as a part of the instructional process that generates feedback to improve learning but does not specifically express the value formation of the students. For instance, Nicol and MacFarlane-Dick (2006) stated that formative assessment refers to assessment that is specifically intended to generate feedback on performance to improve and accelerate learning. In the same respect, Black and Wiliam (1998) wrote that formative assessment encompasses all those activities undertaken by teachers, and/or by their students, which provides information to be used as feedback to modify the teaching and learning activities in which they are engaged. The Assessment Reform Group (2002) defined formative assessment as the process of seeking evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. As we can see there is not a value formation included in the conceptualizations as a part of formative assessment, the views of the participants in the present study fall outside of most widely referenced description in the literature.

With respect to the assessment feedback relationship, findings suggest that the faculty members had similar ideas about feedback as information given to students to correct their mistakes. All the participants had clear beliefs about feedback being

important information that helps the instructional exercise of teaching English as a foreign language. The participants were reiterative in their assertion that feedback is information the students can use to improve their performance. Samara, for instance, stated that:

Feedback is the most important part of assessment because it gives students the information they need in order to make their decision in terms of what they need to do, what they need to improve, or what they are going to do in the future to achieve their goals and be more successful students.”

Salome talked of feedback as a way for the students to know that they are doing a good job or need to improve in an area. Feedback gives students information about their performance and it tells them where they should go next, so feedback is important, if you just give your students a

Number they just say I pass I fail, that’s all they see, but when you give them feedback and then you explain why they got what they got, then, Oh, intake takes place, there is knowledge, they realize, this is where I failed.

Salomon sees feedback as information given to students basically depending on their attitudes so that they can correct their mistakes.

I think that depending on their attitudes, probably is necessary to correct the students, then it triggers when it comes to do something that is called corrective feedback, and you need like to scold the students for a while and tell them you are doing wrong, so please prepare this in a different way or do this the other way because you are not doing things as you should.

Although there is a consensus among the participants that feedback is important information given to students to correct and improve their learning, they did not elaborate in their practices. The results did not reveal how they gave effective feedback to students for EFL improvement in the four skills, namely: listening, speaking, reading and writing. Nor did they discuss about the type of feedback and their purposes, and the feedback strategies provided to their students. For instance, the participant did not clearly address how to help students use feedback, or how to adjust feedback for different type of learners. Neither did the participant of this study specify about the amount of feedback, their mode of doing it, nor the audience considered for doing this in terms of individual, group or the whole class feedback. This lack of information about the assessment feedback relationship was probably because the participants did not have the knowledge when they were asked about that.

Results also revealed that overall, the participants, while being aware of the importance of assessment as an element for learning, lack an adequate and enough knowledge and training to do a better assessment practice in an EFL environment. Regarding the code insufficient of knowledge and training, Salomon, for instance, was very straightforward when he said:

I don’t know too much about what assessment is because the studies I have were not very specific on this subject or about assessment. All what I about assessment were short seminars and general information about that, but I think that according to what I have read assessment is especially important.

Research Question #1

How do EFL faculty members describe the practice of assessment in a Colombian higher educational institution, both in terms of their teaching EFL preservice teachers and in their interactions with departmental colleagues?

The data analyzed for this research question came from the questions 6, 9, 10, 11, and 12, on the interview protocol. The uses of assessment in an EFL setting were coded mainly on similarities among the participants' remarks or experiences but not limited to these. The responses of the participants to research question # 2 were organized under the following theme: Types of Practice within the Classroom and in the Workplace. This theme has two parts, namely, 1) Practice of Assessment within the Classroom Setting, which gives account of the EFL assessment use within the classroom environment. Part 1 is composed of three invariant constituents (ICs) or units of meaning, thus the most significant information about the phenomenon. These are: observable skills, knowledge orientation; and the washback effect. Part 2) Practices of Assessment at the Work Environment informs about the aspects that affect the practices of assessment at the workplace. This theme is composed of four ICs, namely: a taboo topic, intellectual arrogance, time, and lack of collegiality.

Category two: Types of Practice within the Classroom and in the Workplace.

Part 1: Practices of Assessment within the Classroom Setting

- A. *Observable skills*
- B. *Knowledge orientation*
- C. *The washback effects*

The following are the evidence descriptions of theme #2: Types of Practice within the Classroom and in the Workplace, in the interviews of individual participants about the part 1: practices of assessment within the classroom setting.

A. Observable skills

Three participants reported that they like to use alternative assessment because students are given the opportunity to demonstrate things they can do. Participants explained that these types of tasks allow students to prove if they know or do not know about the subject, and these kinds of activities are equally rigorous as the traditional ones. Salome reflected on how her use of alternative assessment helped her students to show their knowledge in a more authentic way than formal tests.

I like alternative assessment, my Tesol classes are very theoretical, they deal with methods, approaches, with the post methods, they deal with class management, reflective teaching, syllabus design, lesson planning, everything is very theoretical, but I like to apply alternative assessment, so every semester they only get two tests, the rest of the grades are gotten through jigsaw activities, presentations, class participation, they have to give ten meaningful participations based on the articles I give them, they voluntarily say whatever they need to say. They say, oh teacher, this articles I like because of this, this and this, no just telling me I like your class, they have to be meaningful, so I use class participation, jigsaw activities,

presentations and dramatizations of the methods because I think the best way in which students can see how methods work is teaching with the method and it works, it works, and they feel that is equally rigorous, it's not like, Oh, it's not a test so we should not take that seriously. They take it seriously; it's the opportunity of showing their talents in a different way, not just through written exams. And my written exam are usually true-false exams, but students have to tell me why the false ones are false one, it is very challenging for them, it's very challenging, but they like. So that's what I usually do. I don't like common tests, just short answers, those are the main activities I do.

Salomon also saw the benefits of alternative assessment for letting student put their language knowledge into practice.

As I told you before, I like, because I am teaching currently English listening and speaking, and the one that I like the most these days is performance-based tasks, in which students need to prepare something, for example an oral presentation, it could be the things that they are doing these days, also informative speech, in which student choose a topic and then to give complete information about that topic. I have another activity that is called persuasive speech, in which students, of course need to know more vocabulary, and need to understand a little more the use of the language and try to persuade the audience to indicate that their classmates have changed their minds about something in particular. I think those are the activities that I like the most these days. But of course, there are power point presentations, retelling I have, role plays, pronunciation exercises, anyway, activities in which students put into practice their language.

Samara described that she used both traditional and alternative assessment depending on the skills of language that are to be taught.

I have to do traditional, evaluation quizzes, things like that, but I also do alternative assessment so I really like portfolio, depending on the thing that I teaching them, so for example if it is listening and speaking I would go for presentations issues, role plays, more activities where students actually perform and we can see their competence, how their competence are I usually use rubrics, checklists with the assessment tools that I use. Reading and writing in the other hand, I use portfolio and for assessment for example, whenever I teach assessment I ask my student to put together a portfolio, that is something that I really like and my students in the end think that is difficult, but they see how productive, how helpful, and they need to collect the things that they can use in their practice, that is very nice and very useful. I use a lot of things traditional assessment and alternative.

B. Knowledge orientation

When we asked for the reasons by which the faculty members selected the kinds of assessment technique they employed, most of the participants reported that they wanted to make sure the students had understood the content. Salome, for instance, reported that she felt pleased when she saw the students had understood the basic concepts of the subject by demonstrating they had the terms clear in their heads.

Well, I choose my assessment tasks, or I choose the assessment techniques because they, well, the exams, because in the written exams I have the chance to see if my students, if they have grasped the definitions, the terms, if they know the difference between an approach and a method, if they know the difference between cooperative and collaborative, so that's what the written tests do, so the reasons why I use them is that they help me know if my students have the key terms clear in their heads... I like challenging my students to do things that they didn't think that they would do, at the same time learning new content, right? At the jigsaw activities I usually divide chapters of a book, and they end up reading a book in a week, and, that's something, that they later feel, oh teacher we did it! We read 9 chapters in one week, we did it, they also, at the beginning they don't like it, they hated it, but then they do it, that's why I choose the assessment tasks I choose because each one has a kind of a different skill I want to test in my students, cooperative work, teaching skills, and knowledge of theoretical concepts.

Salomon gave reasons for his use of assessment techniques in terms of practicability and knowledge demonstration on the part of the students.

For me, as I told you they are really practical activities, and they show what the student know in real life situations, it is here where the students show what they have learned so far, and what things they need to improve, to convey ideas to the other students, and to the teacher, of course.

Samara talked of her assessment activities in terms of following what and how students are attaining the objectives of the course to help them learn. "Monitor your students' progress or learning and see whether they are achieving the objectives or not... to adjust methodology or change things or vary things in order to help your students learn"

C. The washback effects

Washback is a term used in language assessment to describe the outcomes of testing in the instructional process. According to Brown and Abeywickrama (2010) washback is "the effect of testing on teaching and learning" (p. 37) to take actions regarding results after testing takes place with the purpose to improve learning. Most of the participants described how they make use of the effect of testing on their teaching, and on the learning of their students. Salome, for instance, explained that her class is one with less cheating because of the explicit information about the exams.

I like assessment. For me it is not a burden. For me assessment is something necessary. And I enjoy planning assessment. And my students like it too. The other day my students were telling me ...that in my class... ah is one of the classes with less cheating. They said: well, we do not need to cheat because your exams are very clear.

Salomon reported that the use of different strategies helped to assess students.

When he or she is unable to convey his or her ideas clearly, it is difficult for the teacher to assess or give them the right evaluation score, and that is when the teacher has to think about different strategies to assess that student.

Salome reflected on how information provided by assessment could inform both students and teachers to go back and retake complex issues for better explanations.

Assessment gives information about the course. Sometimes you are going too fast. Sometimes you're dealing with complex issues and maybe students do not have this previous background, the background they need so you need, you know, to go back and explain a bit more or approach the topic from a different angle. Well, effective assessment means for me that students find it fair, appropriate to their level. I asked my students this semester: What happened? And they honestly said: Teacher we did not read the articles. We were too confident. We were overconfident. So, we thought we didn't need to read the additional articles. That's why we fail. So, they know! They know! They know what they know, and they know what they don't know, so it helps them study differently.

Samara explained that the effects produced by testing are an important aspect to be considered in the teaching and learning process to correct mistakes.

One of the important elements of assessment is washback, right? And bases for washback is feedback, so I think they are really interdependent, if you do not provide feedback on the activities or on the assessment that you use or that you design, then probably those activities are not going to have positive or good washback, which is the effect that you follow when you are assessing your students, you want your students to be able to find their own mistakes, and be able to learn from that activity, right?

Samuel said that washback is a means to inform the students' learning process. He put it like this:

Assessment data is gathered to increase student achievement through written instruments and through recordings. Thus, assessment becomes more complete and as such offers better opportunities to improve the students' progress. In other words, the washback effect of assessment proves itself to be of real value in that assessment becomes a cornerstone in the development of students' skills and competence.

Summary of Results from Question 2

Part 1: Practices of Assessment within the Classroom Setting

Question 2 has offered evidence from faculty members about the practice of assessment in the teaching of English as a foreign language within the classroom setting. The recurring topics that emerged from the data regarding the aspects of EFL assessment practices within the classroom setting consistently illuminated the following patterns:

- 1) teachers teach the knowledge of the subject for the students' understanding of it.*
- 2) the practice of assessment is viewed as an activity mainly done for the correction of the students' mistakes without an adequate feedback.*
- 3) the student has to master efficiently the content of what is being taught.*

Results regarding assessment as observable skills revealed a practice mainly focused on the students' ability to performance the listening and speaking skills of the English language. The participants spoke profusely about the way they wanted their students to display these skills through observable activities such as oral presentation, jigsaw activities, and informative and persuasive speech.

Results that emerged about knowledge orientation showed that most of the participants wanted to make sure that the students were able to master the concepts and foundations of the subject through the understanding of the basic concept of it. Salome, for instance, said: "in the written exams I have the chance to see if my students have grasped the definitions, the terms."

Results revealed that some of the participants, although their reports did not contain enough information about how and what actions to take in the form of feedback, were able to talk about assessment to modify their practices. They referred to topics, such as the washback effect, which includes the modification of strategies to assess students in a better way, the diminishing of the cheating rate, correction of mistakes, and the peak performance in term of how students prepare for the test.

Category two: Types of Practice within the Classroom and in the Workplace.

Part 2: Practices of Assessment at the Workplace Environment.

- A. *Uncomfortable or taboo topic*
- B. *Intellectual arrogance*
- C. *Time*
- D. *Lack of collegiality*

The following are the evidence descriptions of theme #2: Types of Assessment Practice in the Classroom and in the Workplace, in the interviews of individual participants, about the practices of assessment at the workplace environment.

A. Uncomfortable or taboo topic

Most of the participants described assessment as an uncomfortable or taboo topic, which is difficult to share with other colleagues. Salome talked about that in terms of teamwork.

We don't share a lot, we are, in Latin America we are not very good at doing teamwork, so we are kind of secretive, we don't share a lot, especially assessment is like a taboo topic, a taboo is like nobody wants to tell how they assess their students. "No, no, no, we don't do that, (laughs) we really don't do that. There are really two or three people, and it's not a topic that comes up, no, no, no! Not usually. Actually, we don't have a unified way of doing things, is more like do what you can, do what you know, do what works for you, but we are not under a common sets of principles, no, I don't think we do.

Salomon also referred to assessment as a topic difficult to treat among colleagues.

If I have to tell the truth I have to say that none I have done about this, (laughs, the expression of his face seems to indicate that we are very far away from

doing this) it is difficult to talk to other teachers. It is difficult to talk to other teachers about these topics. Sometimes, I think it is because you don't have enough confidence with them to approach these topics, and you prefer to go by your own way, I think that is the main reason, but I think if you feel confident with someone you could ask what you could do in this situation or something else, but probably, I am the kind of person that I don't talk too much to people.

Samara reported that we, Latins, are not very open to share:

I also think that people in our context are reluctant to sharing because they tend to think that if others know what they know, they are going to lose job opportunities or importance or respect before their colleagues or students. I think that unfortunately we are not very open to sharing and learning from others. I believe it is culture bound.

B. Intellectual arrogance

Some participants talked of arrogance as a barrier which impedes to share with other colleagues. Salomon talked about an experience he had once with other colleagues:

I would say that it is difficult to work with people who are arrogant and with people who think they are the only ones that are right about what they think and do. I think this is the main reason I prefer to do nothing or stay away from them. Once I tried to work with them, but their attitudes were annoying, and I can't stand people who think they are the best.

Salome related about what she has heard with respect to change and other colleagues' attitudes:

I think big egos are a problem and we need to learn to listen to others and accept their ideas. However, some people just say, "I have been doing this in the same way for 20 or 30 years and I don't need to change". I think these are the main reasons why we do not talk more about assessment.

C. Time

Most of the participants reported that the time is something that does not permit teachers to meet regularly. Samara talked about the academy activities due to constraint of time:

We do not get together in a regular basis. No, no really, we take about few minutes, probably we discuss these things when we have the research group meeting, we discuss things but not with that rigor that you are asking me right now. When you are teaching, when you are working, everybody is doing different things, so it is not easy to get together very easily, it would be very nice to have some academic space where we can meet and discuss and share things, but we don't do that. I think that it is a matter of time. Everybody is so busy working and complying with their different responsibilities. Different schedules and interests may interfere with this type of academic talks. In fact, and you have probably also witnessed that in some cases.

Salome also spoke of time as a limitation, which impedes teachers to meet regularly. Some people do not even attend mandatory meetings. So, in my opinion, “it is a problem with time, interests and commitment to doing some extra-work activities”. (Samara)

Salome talked about the difficulties of faculty members for gathering based on the lack of time, lack of interest, and the general climate at the department.

I think some of the reasons why teachers do not get together regularly to discuss about assessment include the lack of time, lack of interest and the general climate at the department. We don't have time because as you know we have to teach around 16 hours a week, we also need to advise students who need to graduate, attend meetings, create documents for accreditation, write documents for the SIGC (Integral System of Quality Management), grade papers, apply proficiency tests, attend general meetings due to the accreditation process and so on. So, when we attend meetings we focus on the topic at hand, but not on additional topics.

Salomon reported that because of time teachers meet only in the required departmental sessions. But after those meetings are finished, everyone goes back to their habitual academic activities and forget about the sharing recommendations brought up in those departmental reunions.

It is good to say that in the meeting of the Department people talk about this, they always explain that we should meet and talk about all the things that we have in class, the problem is that that is only happening in those meetings, but after that everyone goes just his or her own way, and just forget about that.

D. Lack of collegiality

Most of the participants described that they did not usually share work as colleagues. They revealed in their reports that there was not a culture for working together within the workplace environment. Salome explained that in Latin America we are kind of secretive with what we are doing, especially with what relates to assessment.

We do not share a lot, we are, and in Latin America we are not very good at doing teamwork. So, we are kind of secretive, we don't share a lot, especially assessment is like a taboo topic, and a taboo is like nobody wants to tell how they assess their student.

Salomon described that he did not feel confident sharing with other colleagues because of their attitudes.

Yes, of course, but again, that depends on the person to talk about that, but not in this moment, I think that sounds not professional, but that is what's happened so far, I am sorry to say that, truly, I don't share with these, with my colleagues these days. It is what is happening now; I do not talk too much to my colleagues these days because I don't feel confident talking to them, they like to impose their ideas, and they are arrogant.

Samara talked of doing teamwork in the future is a good initiative that all we can benefit from in the department for improving our instructional practice.

We should be talking in the same language, and doing the same thing, but it's difficult to say everybody does that or nobody does that, but I think that most of our colleagues follow the regulations and the guidelines. It requires a team to project changes innovating stuffs, so I think it is complex, it is not easy, but people like you come with your new ideas I think that gives us that fresh breath that we need to take to do the things and move forward, and try to give our student what they deserve, new things that will be beneficial for them, so whatever ideas you have in mind we hope you can share with us about this particular area that is so complicated.

Summary of Results from Question 3

Part 2: Practices of Assessment at the Workplace Environment

In relation to the practices of assessment in the workplace environment, results showed that some of the participants felt uncomfortable talking about assessment, and in general upon other topics related to their professional interactions with other colleagues because they do not feel confident. Results also revealed that assessment is a taboo topic because nobody liked other teachers of the department to know what is being done as assessment activities within the classroom. Some of the participants believed that situation is due to cultural reasons.

Results also revealed that intellectual arrogance and the lack of collegiality were obstacles which impeded more sharing among colleagues. Salome referred to this situation as follows: "I think big egos are a problem and we need to learn to listen to others and accept their ideas." Also, results uncovered that professional relationships among colleagues was not the best. Salomon put it in the following way: "I think that sounds not professional, but that is what's happened so far, I am sorry to say that, truly, I won't do that with these, with my colleagues these days. It is what is happening now; I don't talk too much to my colleagues these days because I do not feel confident talking to them."

Results showed that overall, the participants felt that time greatly impedes their sharing with other colleagues because of the multiple other activities they must do besides their regular teaching schedule. The participants expressed that they not only have to teach, but also, they must attend meeting, to do extra work activities, to advise students, and many other things that make it hard to find time for other requests.

Research Question #3

3. How do EFL faculty members interpret the implications of the guiding principles about assessment of a Colombian university, contained in its undergraduate Student Manual, and how those principles are reflected in their syllabi, for their instructional practice of English as a Foreign Language?

The data analyzed for this research question came from questions 18 on the interview protocol. The responses of the participants were coded based mainly on similarities among their remarks or experiences. The answers of the participants about the way in which the assessment regulations of the university guided them in their EFL

instruction of research question # 3 were organized under the following category: The Impact of the Institutional Assessment Regulations. This category is composed of two codes, which are the units of meaning, thus the most significant information about the phenomenon. The two ICs appear in italics under the name of theme three as follows:

Category Three: The Impact of the Institutional Assessment Regulations

- A. *The assessment regulations awareness*
- B. *The nominal inclusion in syllabi*

The following are the evidence descriptions of theme #3: The Impact of the Institutional Assessment Regulations, in the interviews of individual participants, about the way the participants of this study interpret the institutional assessment regulations written in the undergraduate student manual.

A. The assessment Regulations Awareness

All the participants revealed awareness of the institutional assessment regulations written in the student manual and talked about how these regulations should be considered in the department and in its programs. The participants also described the way they included the institutional assessment regulations within their syllabi for the students to know how they were going to be assessed.

Samara reported her awareness of the institutional assessment regulations by mentioning their characteristics of being permanent, flexible, objective, and an ongoing process, all of which must be followed within the department and in the programs. Furthermore, she reported that she believed that most of the faculty members in the department follow these regulations.

The university has some guides and regulations in terms of assessment, as a program, as a department we need to follow those guidelines, and characteristics of assessment or evaluation, at the university level includes being permanent, flexible, ongoing, objective, those characteristics that are important, I think that the department is implementing those principles that the institution requires and I think they are doing a good job, it is not easy, there is always room for improvement, but I see we have some clear guidelines in terms of what assessment and evaluation have to look like in the university and in the program. (Samara)

I would say that the big majority follows the regulations, but everybody in the department knows everything about evaluation and assessment. If you talk about portfolio there are many colleagues that are not going to have any idea, if you talk about feedback or washback and things like that, not everybody is going to understand about the terminology, very probably, I might say that not everybody knows very well what assessment and evaluation have to do with, well, in that, in that, respect with that situation is very difficult to know if they are doing the right things or not, I do think that we teachers at all levels need to have very clear theoretical information, theoretical background what assessment is, in order to make the right decisions. (Samara)

As I told you before I think the guiding principles at the institutional level are really connected to the principle of effective assessment and evaluation, but I would say that in my case, assessment needs to be permanent and ongoing, you need to be observing things all the time, students behavior, and you need to be giving them permanent feedback, I would say that the characteristic of being permanent, and ongoing process that is going... I always have that as something very important, I always observe my students performance when they have difficulties, what they are doing well so that we can move forward, and I try to give them feedback permanently, I try to be objective all the time, which is sometime difficult, I think that the permanent, the ongoing thing is something that I follow is the most that is influencing the way I teach (Samara).

Salomon not only communicated that he was aware of the institutional assessment regulations, but he also added that assessment features written in the student manual must contribute to the training of the students in both the cognitive and human domains.

I think we are consistent with what the student manual of the institution presents in general. The evaluation has to be permanent; it has to be systematic; it has to be objective, it has to be formative and consistent, but I think that besides this, it should contribute to the training of the students from what it is the cognitive and the human perspective. I think that something that I like the most is when you need to be constant on evaluation, so it starts from the moment that you begin your classes, and it finishes when you just finish your class at the of the semester. I think that is something very interesting because you see how the students start, and how that assessment might be able to change or not to change that student at the end of the semester. (Salomon)

Salome underscored that the institutional assessment regulations have helped some faculty members who traditionally have experienced having problems with students about assessment issues to avoid such situation. She also reported that she always shows a relationship in her syllabus between required classroom activities and institutional assessment regulations.

Well, we somehow agreed in the foreign language area, we agreed to follow those principles to avoid, you know some teachers have had traditionally difficulties with students because of assessment, students complain, so we said we should follow this student manual to avoid problems. Actually, in my syllabi I write in the assessment part, because I give my students the activities percentages and if the activity is going to be done individually, in pairs or in groups, and I write there all the assessment tasks follow article blab, blab, blab from undergraduate student manual, so and I ask them to check it, check the student manual, so we have done that to at least make those principles more visible. I am not sure if all my colleagues are following the student manual, but some of us at least are trying to make students more aware of that. (Salome)

B. The Nominal Inclusion of Regulations in Syllabi (documents)

The following are the evidence descriptions of category #3: The Impact of the Institutional Assessment Regulations about what and how the institution assessment regulations are described in syllabi by the participants of this study.

When examining the assessment part in syllabi, I looked for detailed descriptions of the course assignments, the teachers' expectations from the students' work, and the conditions which the final grade would be based on. There was a common feature in the analysis that I did to the assessment part in syllabi. All syllabi included a statement about the general criteria established by the university for consistency in the assessment practices of EFL, only in name as follows: "Assessment will follow the university regulations as specified in the Undergraduate Student Manual (articles 89 through 106). However, none of the parts of the course assignments were described as how they were structured. For example, syllabi did not describe in a clear fashion what and how the students had to go about doing their assessment activities. Nor did syllabi contain criteria to be applied for all the assessment tasks that were going to be developed during the term, such as A, B, or C level work and below.

The following tables summarize the portion that is connected to assessment within the syllabi of each participant.

Table # 3

Assessment description from syllabus of participant 1

English III: Listening and Speaking. Code: 8309

Assessment Activities	Percentages
4 Quizzes (one after every two modules)	20%
One oral presentation (individual- midterm)	20%
One oral group project (final oral evaluation)	20%
Pop quizzes, homework, classwork, and activities done in class	20%
Laboratory activities	20%
All assessment tasks will comply with the regulations of the Institution Student Manual.	

*This portion was taken as it appeared in the original syllabus with authorization of the participant.

Table # 4

Assessment description from syllabus of participant 2

English II: Listening and Speaking. Code: 8318

Assessment Activities
The grades of interviews, oral report, TOEFL exercises, reading and writing exercises and grammar quizzes, regardless of their numbers will be added and then divided by the total number of tests taken or work done. This grade (80% value) plus the grade on lab sessions (20% value) will be added to get the final grade for the course. It should be noticed that the grading system mentioned is consistent with what is stated in the Institution Student manual.

*This portion was taken as it appeared in the original syllabus with authorization of the participant.

Table # 5

Assessment description from syllabus of participant 3

English VI: Reading and Writing. Code: 8322

Assessment Tasks	
Assessment will follow University Regulations as specified in the Undergraduate Student Manual (articles 89 through 106)	Percentages
3 compositions based on the book's topics and competences	60%
2 book reports to be posted on the blog	20%
2 grammar tests based on the book's topics	20%

*This portion was taken as it appeared in the original with authorization of the participant.

Table# 6

Assessment description from syllabus of participant 4

English II: Reading and Writing. Code: 8306

Assessment Tasks	Percentages
Classwork	30%
An oral reading report	20%
Written task	20%
Reading exam	30%
The assessment tasks will be carried out considering the current regulations of the University established in the Undergraduate Student Manual, articles, 90, 91, 92, 93, and 94.	

*This portion was taken as it appeared in the original with authorization of the participant.

Summary of Results from Question 3

Research question 3 focused on how the institutional assessment regulations affected the participants' EFL practice of assessment. The results revealed that overall, the participants of this study were very well informed about the assessment features included in the institutional assessment regulations. All the participants spoke of their assessment practices as being consistent with the criteria of being permanent, consistency, objectiveness, consequential and formative found in the students' manual of the university. However, in their syllabi there were not clear descriptions of how these principles were put into effect during their EFL instructional practice. The syllabi of the participants of this study did not describe in a clear fashion how the assessment principles, written in the undergraduate student manual, responded to the attendant philosophical underpinnings contained in the nature of the aforementioned assessment principles, for instance, and specifically for the formative assessment perspective.

Summary

This study has organized and analyzed data on three research questions related to EFL professors' beliefs of assessment and their practices in a pre-service teacher training undergraduate program. Research question 1 examined four aspects of the EFL professors' beliefs of assessment organized under theme one: Understandings and Training Connected to Assessment, which is composed of the following four invariant constituents or codes: The parameters of assessment, the formative assessment view, the assessment feedback relationship; and the insufficiency of knowledge and training. Question 2 examined seven aspects related to the practices of assessment and were organized under theme two as: Types of Practices within the Classroom and in the workplace. Part 1: Practices of Assessment within the Classroom Environment comprised three aspects: Observable skills, knowledge orientation; and the washback effect. Part 2: Practices of Assessment at the Workplace Environment studied four aspects: uncomfortable or taboo topic, intellectual arrogance, time; and the lack of collegiality. Question 3 examined how the university guiding principles influence the instruction of EFL professors. The answer of this question was organized under theme three as: The Impact of the Institutional Assessment Regulations. This theme is composed of two aspects: The assessment regulations awareness, and the nominal inclusion in syllabi.

This study consisted in using an interpretative research methodology, more specifically a phenomenological approach. Therefore, qualitative methods were used to collect, organize, and analyze the findings for each question. Each question was summarized after the findings were presented. The next chapter will summarize the outcomes, discuss the implications of the findings, and make recommendations.



Chapter 5.

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS



The purpose of this phenomenological study was to understand the beliefs that EFL faculty members had about the assessment practices in the teaching of EFL in undergraduate programs in a Colombian higher education institution. We wanted to uncover professors' self-reported beliefs, knowledge and understandings in individual interviews and syllabi with the hope that looking at the essences of their lived experiences, the description of the phenomenon, we would be able to grasp the nature and significance of these experiences in order to act more thoughtfully and more tactfully in certain EFL instructional and pedagogical situations. The results of this study make no claims of generalizability to other EFL undergraduate programs, although the concern and experiences of the four faculty member participants provide great insight and an opportunity for reflection and understanding of the phenomenon of assessment. These results also seek for alternatives in order to improve current practices in other EFL higher educational settings.

In this chapter, we summarize the results, discuss implications of the findings, and make recommendations for further research. This chapter is divided into three sections: First, we provide a summary of the findings for each research question; second, we discuss the implications of these findings, breaking them down into four major obstacles; and third, we make recommendations for future research.

5.1 Summary of the Findings

Research Question 1

- *What are the beliefs of faculty members about the role of assessment in the teaching of English as a foreign language in undergraduate programs in a higher educational institution in Colombia?*

The perceptions faculty members had about the role of assessment in the teaching of EFL were grouped under the theme named understanding and training connected to assessment, which consisted of four invariant constituents or units of meaning, namely: Parameters of assessment, the formative assessment view, the assessment-feedback relationship; and the insufficiency of knowledge and training.

How were Parameters of Assessment Revealed?

The participants in this study clearly showed to tend to consider assessment as a measure of the students' knowledge, which involves mainly the transmission of knowledge. Thus, students must have a clear command of the subject through the learning of the key contents of the discipline. Assessment was viewed as a tool whose main purpose was to quantify the observed performance of classroom learners in order to determine who knows the subject best. Most of the perceptions of assessment were aimed at measuring performance with either selected-response items; for instance, multiple choice, true-false and matching; or constructed-response item, which included written work and essay responses. Generally, the participants saw assessment as a tool that needed to contain clear directions so that students could show achievement.

How was the Formative Assessment Described?

The participants of this study reported unanimously that formative assessment could help students become better learners. Most of the participants described formative assessment as the type of assessment that has to be done continuously and through which teachers can obtain information on the instructional process to modify their practices to achieve the set goals. The participants also reported that formative assessment is informal and attitudinal, goes beyond the test, and it is not always graded. Two participants felt that formative assessment should also be conceived as a tool for formation of values for students to become a complete and integrated person.

How was the Assessment-Feedback Relationship Perceived?

The participants had clear beliefs about the importance of feedback in relation to the assessment process in the learning of a foreign language. All the participants referred to feedback as important information given to students within the instructional process to correct their mistakes and to improve learning; thus, corrective feedback was the one mostly underscored. While there was a consensus among the participants about the importance of feedback, they did not mention explicitly how that information was used to help students progress in their daily academic activities, even though the participants were convinced that feedback is information students can use to improve their performance. In short, they did not talk about feedback practices leading to facilitate self-regulated learning, there were no reports on the three questions asked often by a teacher or by students on effective feedback considered by Hattie and Temperley (2007), namely: Where am I going? (What are the goals?), How am I going? (What progress is being made toward the goals?), and Where to next? (What activities need to be undertaken to make better progress?). (p. 86)

How were Insufficiency of Knowledge and Training Reported?

All four participants reported to be very aware of the significance of assessment as an element for learning; however, it was also evident that they lacked the adequate and sufficient knowledge and training to display better assessment practices in an EFL environment. For instance, the concept of feedback, an important element of formative assessment, was not critically addressed in their reports; neither did they address how self-regulated learning, an attendant activity of feedback, might help students to use different strategies to acquire knowledge, to comprehend directions, or to realize their strengths and weaknesses as a learner. Although they were aware of the importance of assessment, they did not make clear how feedback as a relevant information activity within the EFL instructional process could improve the quality of the learners' work. Salomon, for instance, was very straightforward by recognizing that his knowledge about assessment was limited:

I don't know too much about what assessment is because the studies I have they were not very specific into this subject or about assessment, all what we had were short seminars and general information about assessment, but I think that according to what I have read I think that assessment is very important.

Research Question 2

- *How do EFL faculty members describe the practice of assessment in a Colombian higher educational institution, both in terms of their teaching EFL preservice teachers and in their interactions with departmental colleagues?*

The descriptions of the EFL faculty members about the use of assessment were grouped under the theme named types of practice within the classroom and in the workplace. This theme was divided into two parts to give an account of the assessment practices utilized within the classroom; and the practices of assessment experienced at the department as a workplace.

Practice of Assessment within the Classroom Environment.

The descriptions faculty members rendered about their assessment practices in the teaching of EFL within the classroom were coded as observable skills, knowledge oriented, and the washback effect.

How Were Observable Skills Described?

Generally, the participants wanted their students to be able to demonstrate what they could do with the target language in real communication. Their reports revealed that the participants wanted their students to combine the linguistic competence with the communicative competence for their students to have a more integral view of the command of the target language to be used in daily communicative activities. The common belief among the participants about the practice of assessment was also that they wanted to see in their students the actual performance of the studied language by putting it into practice in front of the class.

How Was Knowledge Orientation Reported?

Most of the participants in this study reported that they wanted to see in the assessment tasks they employed such as true-false exams, multiple-choice, oral presentations and quizzes, the knowledge required for the students to pass the course. They used phrases such as “they need to grasp well enough the concepts, the definitions, and the terms of the subject.” “They have to demonstrate what they have learned.” “They have to achieve the objectives of the course.” were reiteratively heard from the participants to give reasons by which the faculty members selected the kinds of assessment tasks they employed in their instructional practice of EFL. One participant also reported that she used portfolios to assess her students in reading and writing skills.

How was the Washback Effect Reported?

Most of the participants of this study reported to have an explicit knowledge about washback. According to Brown and Abeywickrama (2010), washback is “the effect of testing on teaching and learning” (p. 37). All the participants talked clearly about how an assessment task that provided beneficial washback positively influenced what and how teachers taught, and what and how students learned. They also talked about washback as an important part of feedback. However, there were no clear explanations how washback could provide an access for the students to approach their teachers to discuss the feedback and the assessment tasks results given to them for learning to continue.

Practices of Assessment at the Workplace Environment.

The data gathered related to the practices experienced by the participants in the work environment informed about the aspects that affected the practices of assessment at the workplace. This theme is composed of four ICs, namely: uncomfortable or taboo topic, intellectual arrogance, time, and the lack of collegiality.

How was the Uncomfortable or Taboo Topic Communicated?

Most of the participants in this study stated that they did not talk much with other colleagues about assessment due to the lack of confidence among them. Also, topics such as being secretive on how students are being assessed, cultural traits of Latino people as not being good at doing teamwork, and aspects of hermetic attitude against letting others know about what is happening within the four walls of the classroom emerged as common reasons of the workplace environment that prevented faculty from having an open attitude in front of colleagues about their practice of assessment.

How was Intellectual Arrogance Reported?

Two participants perceived arrogance, resistance to change, and big egos as obstacles which impeded the sharing among colleagues. Their reports revealed that due to these three conditions mentioned before, the participants preferred to do nothing or stay away from their colleagues. One of these two teachers reported that it is difficult to intend to do something different when other colleagues who have been doing the same thing for 20 or 30 years did not listen to others nor did they accept new ideas. One of these participants also reported that once he wanted to work with other colleagues, but it was very frustrating because of a bossy attitude displayed on the part of them who imposed what they thought was the best.

How Was Time Described?

Generally, there was a unified perception of time as a significant cause to prevent faculty to meet on a regular basis and share about assessment topics because of the multiple teaching responsibilities and obligations they have to fulfill as part of their academic workload. One of the participants talked about time in the following terms:

We don't have time because as you know we have to teach around 16 hours a week, we also need to advise students who need to graduate, attend meetings, create documents for accreditation, write documents for the SIGC (Integral System of Quality Management), grade papers, apply proficiency tests, attend general meetings due to the accreditation process and so on. So, when we attend meetings we focus on the topic at hand, but not on additional topics.

Despite the reasons given by the participants in relation to the lack of time as one of the impediments to meet and share about assessment, one of the participants reported that it would be great to have some academic space where they could meet, discuss and share academic things such as assessment, but that they didn't do that.

How Was the Lack of Collegiality Reported?

The participants in this study reported the lack of collegiality by stating that they did not use the workplace as an environment where they could usually work together

to share and learn about their daily academic activities. Some of the reasons given by the participants of their discrete way of working were due to the secretiveness held by colleagues about the way they work with their students, cultural issues related to Latin-American idiosyncrasy for not being used to doing teamwork, and the lack of confidence of some faculty members in approaching colleagues and talking about academic topics.

Research question 3

- *How do EFL faculty members interpret the implications of the guiding principles about assessment of a Colombian university, contained in its undergraduate Student Manual, for their instructional practice of English as Foreign Language?*

The descriptions of the university's guiding principles about assessment, contained in the undergraduate Student Manual, were grouped under the theme named: The Impact of the Institutional Assessment Regulations. This theme consisted of two invariant constituents or units of meaning, namely: The assessment regulations awareness and the nominal inclusion in syllabi.

How Was the Assessment Regulations Awareness Understood?

The faculty members in this study had a clear understanding about the policies that encompass the nature of the assessment regulations contained in the undergraduate Student Manual. They were aware of the necessity to follow these regulations as a program and as a department by observing the characteristics of assessment (permanent, systematic, accumulative, objective, formative, and consequential) enacted by the university. One of the participants recognized that some teachers have traditionally had difficulties because of students' complaints due to their assessment, so in order to avoid problems they have had to follow the Student Manual. In theory, they are conscious that the principles contained in the Student Manual are clearly understood and followed in the EFL instructional practice because they are mentioned in the syllabi.

How Was the Nominal Inclusion in Syllabi Presented to the Students?

The allusion of the articles established in the undergraduate student manual, which underlines how the assessment process must be developed within the policies of the university was a common practice experienced by all the participants in the contents of their syllabi. This tendency is more related to letting students know that these regulations exist, which is an obligation on the part of faculty to divulge them, rather than to use them in their practices within the instructional exercise as it was shown in their syllabi. Results indicated that there could be a misunderstanding between the implications of the assessment policy of the university as a process to improve the teaching and learning practice and the only reading and writing act about these implementations of the assessment regulations coming from the undergraduate Student Manual presented in the syllabi.

5.2 Implications

The present study provides evidence of many obstacles to robust, varied, and formative assessment practices among faculty in an EFL department. In this section, we will describe three of the major obstacles to high quality assessment, review the research on those obstacles in previous studies, and situate the present study in that literature. Then, we will describe how the obstacles could be addressed in the context of the current study or similar institutional contexts.

5.2.1 Lack of Preparation and Professional Development Related to Formative Assessment.

a) Dominance of Summative Assessment

Black and Wiliam's (2009) theory of formative assessment is one of the two theories on which we constructed my conceptual framework. It is grounded in principles of pedagogy, learning interaction, self-regulated learning, and classroom practices of formative assessment within which feedback is an important component of the learning and teaching process. According to Hattie and Timperley (2007), feedback is communication provided by an agent such as teacher, peer, book, parent, self, or experience. Hattie and Temperley claimed that is necessary to work in four levels of feedback, namely feedback about the task, feedback about the process of information, feedback at the self-regulation level, and feedback about the self. Nicol and Macfarlane-Dick (2006) argued that formative assessment refers to assessment that is specifically intended to generate feedback on performance to improve and accelerate learning (p. 2). According to the Assessment Reform Group (2002), formative assessment or "assessment for learning" is the process of "seeking evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there" (p. 2). Black and Wiliam (1998) claimed that formative assessment encompasses all those activities undertaken by teachers, and/or by their students, which provide "information to be used as feedback to modify the teaching and learning activities in which they are engaged" (p. 140). As we can see, formative assessment integrates many components working as a pattern of network of communication nested in the teaching and learning process.

In the present study, there was little evidence of formative assessment as recommended in the literature. The participants did not report providing feedback about instructional tasks, feedback about the process of the tasks, or feedback at the self-regulation level. By contrast, they were inclined to consider assessment as a measure of the students' knowledge by giving them mostly corrective feedback. Participants repeatedly gave reasons such as "they need to grasp well enough the concepts, the definitions, and the terms of the subject to demonstrate what they have learned" for their choice of the kinds of assessment tasks employed in their instructional practice of EFL. Such rationales are clear signs of summative assessment. This type of mindset runs in contrast with what has been found in research to provide students with better opportunities to enhance their learning. Although the participants of this study acknowledged the important role formative assessment plays in the instructional process to improve the students' learning, they did not clearly report how improvement could occur.

The findings of this study might be useful for a better understanding of the role of assessment used in EFL undergraduate programs to make critical decisions at the university where the study was conducted. Teachers might use assessment activities for best learning practices that go from employing assessment as a collection of data to inform the instructional process to giving students various forms of feedback.

The results of this study indicate that there should be a more profound understanding of how formative assessment contributes to the learning and teaching process, in this case to the teaching and learning of English as a foreign language. Black and Wiliam (2009) concluded that many of the studies on formative assessment suggest that formative assessment involves new ways to enhance feedback, and new forms of pedagogy, which will require significant changes in classroom practices to create lifelong learners who can acquire, retain, and retrieve new knowledge on their own.

b) Lack of Professional Development for Assessment

Historically, the decisions about what content and skills are to be used by practicing teachers were made by supervisors, administrators, and department chairs. Once the need was identified, training was provided in the form of in-service training programs and activities. Thus, until recent years, well intentioned leaders who believed that they knew what was best for their teachers took responsibility for the what's, how's, and when's of professional improvement (Sergiovanni and Starratt, p. 214). More recently, in-service training has yielded professional development in many educational settings. The difference is that in a professional development context, teachers play a key role in choosing the direction of professional development (Sergiovanni and Starratt, p. 215).

However, a very different approach to professional development growth has attracted increasing support in research and reports of exemplary practice in the past three decades. Advocates for renewal characterize earlier approaches as inadequate for tapping into the full potential of teachers to grow personally and professionally. In the new process, teachers assume responsibility for their own growth, and learning and reflecting on one's practice become an essential part of the role of the teachers (Frances, S. Bolin. See complete citation on the bottom of p. 215 of Sergiovanni & Starratt).

While there were always individual teachers who took responsibility for their own professional growth, there have been groundswells of renewal-type initiatives inspired by teachers who believe in their own capacities to develop theories and direct their own professional development. Such initiatives include collaborative observation and classroom research, shared knowledge, and the creation of learning communities, rather than the typical short-term workshop or training program (Borko, 2004, Garet, et al., 2001, Yates, 2007, Crandall, 2000). These self-directed approaches to professional growth have dominated the research and recommendations in the educational literature of the past twenty years.

The findings of this study are in stark contrast with those trends. The findings show that the predominant activity for professional development is the attendance to seminars, conferences, and workshops usually done sporadically at the national level. Generally, the participants reported that they are not formally trained in assessment, and that they do what they can to keep abreast of the topic of assessment by reading or using the Internet to clarify doubts.

Participants in the present study have consensus about the importance of assessment. Yet they also concur that they and their colleagues are not well enough prepared for assessment and that they are not consistent across the department about practices. That self-knowledge would suggest that, while some are reluctant, they realize the need for professional growth in the area of assessment. If professional growth is to be promoted in this study's setting, several changes would seem desirable. Professional development needs to be reoriented and reconsidered as an important contributor for improving classroom practice and student learning. But while there will always be certain institutional requirement and government mandates that will need to be addressed by professional development, there also needs to be room for a renewal type of growth. In the department setting for the present research, there are few incentives that could accommodate either approach. Some incentives that might be introduced include more time allocated for professional development in departmental meetings, teaching schedules that better promote informal faculty interactions, and reduced teaching loads or teaching assistants for those who are willing to take leadership roles in involving colleagues in mutually agreed upon professional growth goals.

Two obstacles to professional development were particularly prominent in my study, so we will address them here in greater detail. Research studies have shown that the lack of time is an important factor, which impedes the implementation of instructional activities successfully (Borko, 2004; Yates, 2007). This study revealed that the participants had feelings of being overwhelmed by the number of duties and responsibilities they had apart from the daily class hours. For example, the strenuous long shift as a result of the two undergraduate accreditation processes the department is undergoing do not allow them to gather in a regular basis to plan or share about instructional practice, including assessment, in a more successful fashion. The findings of this study suggest that EFL faculty felt they would benefit from more planning time, more instructional planning, and more collaboration time among EFL instructors within the department. Results also indicate that administrative support should constantly be given to facilitate the professional climate for this type of needed support for faculty to do a better job.

Another obstacle to effective professional development is the lack of coherence. Research underscores the necessity to understand what teachers believe about assessment and how these beliefs shape their practices in order to unify criteria within the policies of educational institutions, departments, or academic unities to establish a coherence assessment system common to all stakeholders not only for pedagogical reasons, but also for administrative ones (Brown, 2003, Rueda & Garcia, 1994, Pajares 1992, Munoz, et al., 2012).

My research shows no evidence of a coherent assessment system common to all faculty. In fact, most faculty members are not even aware of what their colleagues' assessment strategies are. While the participants were able to speak of their beliefs about assessment, there was little evidence in their syllabi or their interviews to suggest that these beliefs were shaping their dominant evaluation practices. The participants in this study also reported a habitual fragmented mode of working within

the department where expectations for shared work, analysis, evaluation, and experimentation among faculty members for continuous improvement are very infrequent. There are several implications for this gap between the recommended practices and the practices in my department. For instance, the findings of this study might be useful for understanding better the role of assessment used in EFL undergraduate programs at the university where the study was conducted to make critical decisions. The results of this research might also help motivate the revision of the contents of the curriculum related to the learning of a foreign language, and specifically those methodologies concerning the foreign language learning assessment process. Faculty and prospective EFL teachers might be interested in participating in professional development in language testing and assessment programs and start creating within the department an assessment system proper to the nature of the EFL programs. This assessment system might bring together the practice of assessment to a unified whole with a sense of collegiality not only for those who are already part of the department, but also to those who are eventually becoming part of it.

5.2.2 Inadequate Norms of Collegiality.

Congeniality dominates collegiality

Much of the writing about school improvement over the past two decades has stressed the desirability of creating a school community. Such a community is the ideal setting for teacher learning and provides rich, supportive opportunities to spread this learning among colleagues: This interdependence promotes an atmosphere of joint responsibility, mutual respect, and a sense of personal and group identity (A. L. Brown, the Advancement of Learning, Educational Research, 23 (8), 10. Citation at bottom on p. 219, Sergiovanni & Starratt.)

Collegiality is the key to the creation of a community, in a school or most other educational settings. Judith Warrant Little's seminal research on the norms of collegiality provided strong evidence of the relationship between school improvement and high collegiality: Teachers engage in frequent, continuous and increasingly concrete and precise talk about teaching practice (as distinct from teacher characteristic and failing, the social lives of teachers, the foibles and failures of students and their families, and the unfortunate demands of society on the school). By such talk, teachers build up a shared language adequate to the complexities of teaching, capable of distinguishing one practice and its virtue from another. (Sergiovanni & Starratt, p. 352.)

Collegiality as considered by Cipriano (2011) deals with the respect for another's commitment to the common purpose, goals and strategic plan of the department and an ability to work together toward it in a nonbelligerent manner. These characteristics were not found in the data of the present study. Some participants of this study reported to gather whenever they have the opportunity as a small group to share ideas. This gives the appearance of collegiality, but it aligns more closely with a type of interaction that Sergiovanni and Starratt (2007) identify as congeniality, "a friendly human relationship characterized by loyalty, trust and easy conversation of closely knit social groups" (p. 353).

Worse even more than the veneer of collegiality, some participants allude to hostile relationships among certain faculty members. They talked about big egos, lack of confidence and intellectual arrogance as factors which impede faculty from working together. Norms of collegiality were not apparent in the interview data collected for the present study. This absence implies that the department should explore new ways in which a more thoughtful professional development plan could be created to extend knowledge, instructional practice, student learning; and a climate for building the conditions for a workplace environment where faculty can routinely work together as colleagues.

5.2.3 Psychological Factors.

Cognitive Dissonance

Research studies have revealed that for teachers, sometimes it is difficult to put together their beliefs in using formative assessment to improve learning with practices related to obligations to the curriculum and formal testing goals (Peddler 2004). Brown (2003) also stated that all the pedagogical practices are affected by the ideas teachers have about the process and purposes of assessment within the instructional exercise. The results of this study showed that the participants all experienced some degree of cognitive dissonance in the way they reported their practices in their classroom with what they said they believed about assessment. They all thought of assessment as a powerful tool for informing improvement in the teaching and learning process. However, there was a tendency toward using assessment as a means to measure the students' achievement about their understanding of the basic concepts of the subject, and less as a process for collecting data to modify their instructional practice to meet the academic and learning needs of the students. Therefore, cognitive dissonance was observed in this study between what the faculty members said they believed about assessment and what was reported as an actual practice of assessment within the classroom.

The findings of this study revealed that assessment was conceived as a way to evaluate the skills and understanding of the students rather than as a means for fostering learning. Although the participants of this study reported a common belief of assessment as an improvement tool for learning, the participants' comments about the use assessment showed a wide-ranging preference for utilizing summative procedures in their classroom assessment practices. The results of this study suggest acquiring new information about formative assessment as a way of reducing dissonance within the faculty members' beliefs and their instructional practice. The department should also incorporate professional development activities, like developing and sharing an educational platform (Sergiovanni & Starratt) that encourage faculty to compare and contrast their ideal practice with their actual classroom practice.

5.3 Recommendations

Based on this study's implications, the following section provides recommendations for formative assessment practice, professional development, syllabi and for future research. The recommendations are presented below.

5.3.1 Recommendations for the Formative Assessment Practice.

It is not enough to recognize that formative assessment is very important within the instructional process, and to reduce it mostly to corrective feedback. Faculty should use formative assessment to provide students with concrete information on how to identify and improve their understanding, to let them know what comes next in their learning, and to promote self-regulated learning. According to Nilson (2013), self-regulated learning is a “total engagement activity that encompasses full attention and concentration, self-awareness and introspection, honest self-assessment, openness to change, genuine self-discipline, and acceptance of responsibility for one’s learning” (p. 5). EFL faculty members should overcome the corrective feedback stage of formative assessment to advance to feedback about the task, feedback about processing the task, feedback about self-regulation, and feedback about the self. Faculty members should use the dimensions to make them operate at three levels as it is posed in Black and William theory of formative assessment (2009), namely: Where the learner is going? Where the learner is right now? How to get there?

5.3.2 Recommendations for Professional Development.

EFL faculty members should seek out opportunities to increase their knowledge of formative assessment that will translate into improvements for instructional practice and students’ intentional lifelong learning. Professional development activities cannot come only in the form of short workshop, local and national conferences as it was reported by participants. EFL faculty members should also relate professional development to the work of teaching, mentoring, reflecting on lesson, group discussions of students work, a teacher network or study group, self-examination or observation. It is important to let colleagues in their classrooms share teaching and learning experiences for the analysis, evaluation, and experimentation of the classroom practice; to make instructional decision for high quality assessment, becoming part of an effective system of intervention for struggling students, guiding students thinking to help them develop their ideas in their tasks and projects; and to motivate them by building confidence in themselves as lifelong learners. The department should create a serious and effective professional development plan for faculty throughout the academic year to support and train professors when they assess their students. We also believe that faculty members need to know how formative assessment works and what it can and cannot do. Therefore, a rigorous background study of professors’ needs in EFL formative assessment is a compulsory step before starting with any implementation for a professional development action plan.

The department should create, within the institutional assessment regulations, its own formative assessment system with clear teachers’ and students’ responsibilities within the dynamics of the teaching and learning process. This formative assessment system should support and respond to the demands of the academic, intellectual, cognitive and competitive development of this globalized world by making sure, both professors and students are continuously strengthening their best professional exercise, and student learning practice.

5.3.3 Recommendations for Syllabi.

In syllabi, the students should be clearly informed how and on what they will be assessed in a quantitative and qualitative fashion; students should also be informed what the goals of assessments are. The various assessments of the course should be clearly described in syllabi for the students to know how to act thoughtfully and consciously in certain situations. The levels of work A, B, C and below should be described in syllabi qualitatively in details about the specifics, structural, procedural, and systemic dimensions of the work, if that is the case. The course schedule should appear in the syllabi describing the development of each activity and its due dates. (For a sample of syllabi model, see appendix H.)

5.3.4 Recommendations for Future Research.

Studies about EFL professors' beliefs of assessment practices in an EFL pre-service teacher training undergraduate programs should be conducted with a larger group of faculty members, including experienced and novice faculty members coming from different university contexts, both of private and public EFL undergraduate settings. The beliefs of the students about their teachers' assessment practices should be also heard to have a multi-visional grasp of the phenomenon. Not only should studies about assessment include various EFL contexts, but also the participation of several departments within the school of human sciences, for instance, psychology, sociology, geography, and philosophy, to investigate about other ways of beliefs of assessment practices in disciplines different from linguistics and foreign language studies.

Future studies should use a more varied collection of artifacts as tangible evidence to establish congruency between what is reported by participants and the actual reality of the classroom practice. Studies should also use observations in addition to interviews and documents as an extra data source to strengthen the trustworthiness of the study. There should be more than one interview, and the period of study of the phenomenon should be used in a more longitudinal manner.

5.4 Conclusion

In response to the three research questions of this study, (1) what are the beliefs of faculty members about the role of assessment in the teaching of English as a foreign language in undergraduate programs in a higher educational institution in Colombia? (2) how do EFL faculty members describe the practice of assessment in a Colombian higher educational institution, both in terms of their teaching EFL preservice teachers and in their interactions with departmental colleagues? And 3) How do EFL faculty members interpret the implications of the guiding principles about assessment of a Colombian university, contained in its undergraduate Student Manual, and how those principles are reflected in their syllabi, for their instructional practice of English as a Foreign Language? We can conclude that

that even though faculty members believe that formative assessment helps improve the students' learning of EFL, they mainly view it as a means to measure the knowledge of students through their understanding of the basic concepts

of the subject, which implies a scholar academic ideology to determine who knows best what is being studied. Therefore, faculty members need to seek out opportunities to gain a more complete body of knowledge about the way feedback, which is an attendant element within the nature of formative assessment, operates during the learning and teaching process. Additionally, it is necessary for faculty members to be familiar with the activities that involve self-regulated learning. Self-regulated learning is another important component of formative assessment that encompasses activities such as self-awareness and introspection, honest self-assessment, openness to change, self-discipline; and acceptance of responsibility for one's learning, so that faculty instruct students for an independent and lifelong learning.

It is fundamental for faculty members to receive professional development by utilizing activities through which they can expand their knowledge on assessment. These activities can be group discussions of students work, small study groups, self-examination or observation, sharing teaching and learning experiences for the analysis, evaluation, and experimentation of the classroom practice, and they might bring changes in the instructional practice of faculty as well as in the students' modes of learning. The plan for professional development also requires facilitating a collegial department environment, an academic guidance on the topic of assessment for learning, and the firm financial support of the department to fund the activities included in the agenda for the faculty professional development in formative assessment.

In relation to the assessment regulations promoted by the institution, the analysis done on syllabi indicated that participants do not go deeper into the essence of what each principle contained in the student manual really means, not further than to mention the articles in syllabi alluding the assessment regulations. For instance, "assessment will follow university regulations as specified in the undergraduate student manual (articles 89 through 106)". Therefore, students remain unaware of critical information about the details of how each assessment task will be developed during the semester and what those tasks will consist of.

We began this endeavor with the belief that feedback was central to formative assessment or assessment for learning as it is also called, and we were not mistaken. However, as we entered the literature review about the concept of feedback, we realized that feedback is at the heart of cybernetics, a discipline that has to do with the control and communication in the animal and the machine. The term cybernetics was coined by Norbert Wiener, an American mathematician. Cybernetics deals with pattern of communication, especially in closed loops and networks. We found that not only the concept of feedback was a part of cybernetics but also those of self-regulation and self-organization. The concepts of self-regulation and self-organization are proper of systems thinking, which implies that everything is interconnected and that the whole is more than the sum of its parts. These concepts are also parts of formative assessment, which indicate that there is a constant flow of communication among the parts, teachers, and students, and that everything is interconnected within the instructional process, so that each element has an effect on the next, until the next feeds back the effect into the first element of the cycle for a better functioning. It was surprising to us

that in the literature review we did about formative assessment, the name of Norbert Wiener did not appear, nor where the concept of feedback came from. We would like to make an acknowledgment to Norbert Wiener for giving us teachers the opportunity to be bound together with our students by a system of communication, where feedback, self-regulation, and self-organization are key concepts through which we can better interact as a whole in formative assessment.

References

- Alderson, J.C., & Wall, D. (1992). Does washback exist? *Applied Linguistics*, 14(2), 115-129
- August, D., & Shanahan, T. (2009). Literacy and English- language learners: A shifting landscape for students, teachers, researchers, and policy makers. *Educational Researcher*, 38, 382- 384.
- Aydin, S. (2010). A qualitative research on portfolio keeping in English as a foreign language writing. *The Qualitative Report*, 15(3), 475- 488.
- Baley, S.S. (2010). Student, teacher, and formative assessment in secondary school: Relational model theory (RMT) in the field of education. *The Australian Educational Researcher*, 37(1), 83-106
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W. H. Freeman and Company.
- Barletta Manjarres, N. (2005). Washback of the foreign language test of the state examination in Colombia: A case study. *Arizona Papers in second Language Acquisition and Teaching*, 12, 1-20.
- Birgin, O., & Baki, A. (2007). The use of portfolio to assess student's performance. *Turkish Science of Education*, 4 (2), 75-90.
- Black, P., & Wiliam, D. (2001). *Inside the black box: Raising standards through classroom assessment*. Phi Delta Kappan, 80(2), 139-148.
- Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 1(1), 2-40
- Blau, P. M. (1964). *Exchange and power in social life*. New York: John Wiley
- Bloom, B. S., Hasting, J. T. & Madaus, G. (1971): *Handbook of formative and summative evaluation of student learning*. New York: McGraw- Hill
- Boekaerts, M., Maes, S., & Karoly, P. (2005) Self-regulation across domains of applied psychology: Is there an emerging consensus? *Applied Psychology*, 54(2), 149-154.
- Borko, H. (2004). Professional development and teacher learning: Mapping the terrain. *Educational Researcher*, 33(8), 3-15.
- Brookhart, S. M. (2008). *How to give effective feedback to your students*. Alexandria, Virginia, USA: ASCD:
- Brown, H. D. (2000). *Principles of language learning and teaching*. New York: Addison Wesley Longman, Inc.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. New York: Addison Wesley Longman, Inc.

Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: principles and classroom practices*. New York: Pearson Education, Inc.

Brown, P., Lauder, H., & Ashton, D. (2008). Education, globalization, and the knowledge economy. *Teaching and Learning Research Programme*, 9, 3-23.

Brown, G. T. L. (2008). Assessment literacy training and teachers' conception of assessment. In C. M. Rubie & C. Rawlinson (Eds). *Challenging Thinking about Teaching and Learning* (pp 285-302). New York, N. Y: Nova Science Publishers

Brown, G. T. L. (2003). *Teachers' instructional conceptions: Assessment's relationship to learning, teaching, curriculum, and teacher efficacy*. Paper presented at the Joint Conference of the Australian and New Zealand Association for Research in Education, Auckland, New Zealand.

Bruner, J. (1985). The role of interaction formats in language acquisition. *Language and Social Situation*, 31-46.

Buss, D. M., Barnes, M. (1986). Preferences in human mate selection. *Journal of Personality and Social Psychology*, 50(3), 559-570.

Bustamante, G (2001). *Evaluación escolar y educación en Colombia*. Bogotá. Sociedad de Pedagogía Alegría

Butler, D. L., & Winne, P. H. (1995). Feedback and self-regulated learning: A theoretical synthesis. *Review of Educational Research*, 65, 3, p. p 245-280.

Byrne, D. (1973). Interpersonal attraction. *Annual Review of Psychology*, 24, 313- 326.

Calvache, O. (2005). La formación por competencia: Fundamentos básicos. *Homo-technia*. 1(1) 35-43

Cameron, J., & Pierce. D. P. (1994). Reinforcement, reward, and intrinsic motivation: A meta-analysis. *Review of Education Research*, 64, 363-423.

Capra, F. (1982). *The turning point*. New York: Bantam Books.

Capra, F. (1996). *The web of life*. New York: An Anchor Books.

Carliner, G. (1981). Wage differences by language group and the market for language skills in Canada. *Journal of Human Resources*, 16, (3) 384-399.

Catherine Garrison & Michael Ehringhaus, retrived 5/13/2015 from <http://www.amle.org/ServicesEvents/Podcasts/TabId/255/ArtMID/775/ArticleID/286/Formative-and-Summative-Assessments-in-the-Classroom.aspx>

Cheng, L. (1997). How does washback influence teaching? Implications for Hong Kong. *Language and Education*, 11, 38-54

Cheng, L. (2005). *Changing language teaching through language testing: A wash back study*. Cambridge: Cambridge University Press.

Cheng, L., Watanabe, Y., & Curtis, A. (2004). *Washback in language teaching: Research contexts and methods*. New Jersey: Lawrence Erlbaum Associates, Publisher

Chiswick, B. (2008). *The economics of language: An introduction and overview*. IZA discussion Paper 35-68.

Cipriano, R. (2011). *Facilitating a collegial department in higher education: strategies for success*. San Francisco: Jossey-Bass

Crandall, J. (2000). Language teacher education. *Annual Review of applied Linguistics*, 20(1), 34-55.

Creswell, W. J. (2013). *Qualitative inquiry research design: Choosing among five approaches*. Los Angeles: Sage Publications, Inc.

Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.

Cummins, P. W. (2009). Using electronic portfolios for second language assessment. *The Modern Language Journal*, 93, 848- 867.

Denzin, N.K. (1989). *Interpretive interactionism*. Newbury Park, CA: Sage.

Denzin, N.K., & Lincoln, Y.S. (2005). *The Sage handbook of qualitative research* (3rd ed.). Sage Publication, Inc.

Desimone, L. M. (2010). A premier on effective professional development. Must-Read from *Kappan*, 1, 28-31.

Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the Educative process*. Boston: D.C. Heath and Company.

Dewey, J. (1959). *The child and the curriculum*. In M. S. Dworkin (E.d), Dewey on education. New York: Teachers College Press.

Diaz-Rico, L. T. (2008). *Strategies for teaching English learners*. Boston: Pearson Education, Inc.

DuFour, R., DuFour, R., Eaker, R., & Many, T. (2010). *Learning by doing: A handbook for professional learning communities at work*. (2nd ed.). Bloomington, IN: Solution Tree Press.

Ellis, R. (1994). *The study of second language acquisition*. Oxford: Oxford University Press.

Erlandson, D. E., Harris, E. L., Skipper B. L., & Allen, S. D. (1993). *Doing naturalistic inquiry: A guide to methods*. Newbury Park: Sage Publications.

Flockton, L. (2012). Commentary: Directions for assessment in New Zealand. *Assessment Matters*, 4, 129-149.

James, M., & Pedder, D. (2006). Beyond method: assessment and learning practices and values. *The Curriculum Journal*, 17, 2, 109-138.

Gappa, J.M., Austin, A.E., & Trice, A.G. (2007). *Rethinking faculty work: higher education's strategic imperative*. San Francisco, CA: Jossey- Bass.

Garcia, G., & Pearson, P.D. (1994). Assessment and diversity. *Review of Research in Education*, 20, 337-391.

Garet, M., Porter, A., Desimone, L., Birman, B., & Yoon, K. (2001). What makes professional development effective? Analysis of a national sample of teachers. *American Educational Research Journal*, 38, 915-945.

Giles, H. & Coupland, N. (1991). Contexts of accommodation: Studies in emotion and social interaction. Cambridge: Cambridge University Press.

Giles, H. (1973). Accent mobility: A model and some data. *Anthropological Linguistics*, 15, 87-109.

Gill, D., & Lucas, D. (2013). Using formative assessment in business and foreign language classes. *Journal of International Education Research*, 9(4), 359-369.

Giraldo, F. (2021). A reflection on initiative for teachers' professional development through language assessment literacy. Profile: Issues on Teachers' Professional Development, 23 (1), 197- 213

Giraldo, F. (2020). A post- positivistic and interpretative approach to researching teachers' language assessment literacy. Profile: Issues on Teachers' Professional Development, 22 (1), 189- 200

Giraldo, F. (2018). Language assessment literacy: Implication for language teachers. Profile: Issues on Teachers' Professional Development, 20 (1), 179- 195.

Giraldo, F. (2018). A diagnostic study on teachers' beliefs and practices in language foreign assessment. Íkala, Revista de Lenguaje y Cultura. Medellín, Vol 23, Issue 1, 25-44.

Glaser, B. G. & Strauss, A. L. (2008). *The discovery of grounded theory: Strategies for qualitative research*. New Brunswick: Aldine Transaction Publishers.

Goffman, E. (1981). *Forms of talk*. Philadelphia: University of Pennsylvania Press.

Guskey, T. R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press

Hamp- Lyons, L. (2002). *The scope of writing assessment*. *Assessing writing*, 8(1), 5-16.

Hattie, J., & Timperley, H. (2007). The power of feedback, *Review of Educational Research*, 77(1), 81-112.

Hidden curriculum (2014, August 26). In S. Abbott (Ed.), *The glossary of education reform*. Retrieved from <http://edglossary.org/hidden-curriculum>

Hlebowitsh, P. S. (2005). *Designing the school curriculum*. New York: Pearson Education, Inc.

Hoff, E. (2005). *Language development*. Belmont, CA: Thomson Learning.

Horwitz, E. K. (2013). *Becoming a language teacher: A practical guide to second language learning and teaching* (2nd ed.). Boston: Pearson.

Hutchings, P. (2011). From departmental to disciplinary assessment: Deeping faculty Assessment. *Change*, 36- 43

Hutchings, P. (1998). *The course portfolio: how faculty can examine their teaching to advance practice and improve student learning*. Washington, DC: American Association for Higher Education.

Hymes, D. (1972). On communicative competence. In A. Duranti (Ed.), *Linguistic anthropology: A reader* (p. 53-73). Malden, MA: Blackwell.

Hurley, E. K. (2013). *The Foundation of Dual Language Instruction* (6th ed.). Boston: Pearson.

Ingvarson, L., Meiers, M. & Beavis, A. (2005). Factors affecting the impact of professional development programs on teachers' knowledge, practice, students outcomes & efficacy. *Education Policy Analysis Archives*, 13(10),1-26

Kauchak, D. P., & Eggen, P. D. (2003). *Learning and teaching research-based methods*. Boston: Pearson Education, Inc.

Kluger, A.N., & DeNisi, A. (1996). The effect of feedback intervention on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychology Bulletin*, 119, 254-284.

Krashen, S. (1982). *Principles and practices in second language acquisition*. Oxford: Pergamon.

Kohn, A. (2000). *The case against standardized testing: Raising the scores, ruining the schools*. USA: Heinemann Publishers.

Lamendella, J.T. (1979). Neurolinguistics. *Annual review of Anthropology*, Vol 8, Issue 1, 373- 391.

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford: Oxford University Press.

Lightbown, P. M., & Spada, N. (2006). *How languages are learned*. Oxford: Oxford University Press.

Lincoln, Y. S. & Guba, E. G. (1991). *Naturalistic inquiry*. Newbury Park, CA: Sage

Little, J. W. (1982) Norms of Collegiality and Experimentation: Workplace Conditions of School Success. *American Educational Research Journal*, 19, 325-340

Lopez, M. A., & Arandia, B. R. (2009). Language testing in Colombia: A call for more education and teacher training in language assessment. *Profile Issues in Teachers' Professional Development*, 11(2), 55-70.

Lyons, N.P. (1998). *With portfolio in hand: Validating the new teacher professionalism*. New York: Teachers College Press.

Madaus, G., Russell, M., & Higgins, J. (2009). *The paradox of high stakes testing*. Charlotte, NC: Information Age Publishing, Inc.

Manen, V. M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. New York: The State University of New York Press.

Maxwell, J. A. (2005). *Qualitative research design: An interactive approach*. Thousand Oaks, California: Sage Publications, Inc.

McIntyre, C., & Dangel, J. R. (2009). Teacher candidate portfolio: routine or reflective action? *Action in Teacher Education* 31(2), p.p. 74- 85

- McIntyre, C. (2007). *Outcome of standards-based portfolios for elementary teacher candidates* (Doctoral dissertation, George State University).
- McLaughlin (1987). *Theories of second language learning*. London: Arnold
- McManus, W., Gould, W., & Welch, F. (1983) Earning of Hispanic Men: The role of English language proficiency. *Journal of Labor Economics*, 1(2), 101-130.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA. Jossey-Bass Publication.
- Ministerio de Educación Nacional, MEN. (2006). Estándares básicos de competencia en lenguas extranjeras: Inglés. Formar en lenguas extranjeras: el reto! Lo que necesitamos saber y saber hacer. *Revolución educativa*. Bogotá.
- Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education* 31(2), 199-218
- Miles, B., Huberman, M. A., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook*. Los Angeles: Sage Publication.
- Moss, C. (2013). *Research on classroom summative assessment*: James H. McMillan. Los Angeles: Sage Publication.
- Muñoz, A.P., Palacio, M., & Escobar, L. (2012). Teachers' beliefs about assessment in an EFL context in Colombia. *Profile* 14(1) 143-158.
- OECD/CERI (+2008). *Assessment for learning: formative assessment*. Paper presented at the OECD/ CERI International Conference on Learning in the 21st Century: Research, Innovation and Policy, Paris. Retrieve from <http://www.oecd.org/dataoecd/9/13/40600533.pdf>.
- O'Malley, J., & Pierce, L. V. (1996). *Authentic assessment for English language learners: Practical approaches for teachers*. United States of America. Addison- Wesley Publishing Company, Inc.
- Pass, S. (2004). *Parallel paths to constructivism: Jean Piaget and Lev Vygotsky*. United States of America: Information Age Publishing Inc.
- Patton, M.Q. (2002). *Qualitative evaluation and research method*. Thousand Oaks, California: Sage Publication, Inc.
- Peregoy, S. F., & Boyle, O. F. (2013). *Reading, writing, and learning in ESL: A resource book for teaching K-12 English learners* (6th ed.). Boston: Pearson.
- Perrenoud, P. (2006). From formative evaluation to a controlled regulation of learning processes. Toward a wider conceptual field. *Assessment in Education: Principles, Policy and Practice*. 5(1) 85-102.
- Perrone, M. (2011). The effect of classroom-based assessment and language processing on the second language acquisition of EFL students. *Journal of Adult Education* 40 (1) 20-33.

Ponterotto, J. G. (2006). Brief note on the origins, evolution, and meaning of qualitative research "thick description". *The Qualitative Report*, 11, (3), 538- 549.

Popham, W. J. (2011). Assessment literacy overlooked: A teacher educator's confession. *The Teacher Educator*, 46, 265-273

Popham, W. J. (2008). *Transformative Assessment*: ASCD: Alexandria, Virginia USA.

Purpura, J.E. (2009). The impact of language assessment on the individual. *Association of Language Testers of Europe (ALTE)*. 3rd International Conference, Cambridge University, Cambridge, UK.

Rajasekar, E. S. (2008). *Impact of examinations on the teaching and learning of English*. ICFAL Journal of English Studies. 11-20

Rea-Dickens, P. (2001). *Mirror, Mirror on the wall: Identifying processes of language assessment*. *Language Testing*, 18(4), 429- 462.

Rea- Dickens, P (2004). *Understanding teachers as agents of assessment*. *Language Testing*, 21(31), 249-258.

Rea-Dickens, P. (2008). Classroom-based assessment in E. Shohamy & N. Hornberger (Eds.), *Encyclopedia of Language and Education*, 2nd Edition, Volume 7: *Language Testing and Assessment* (pp. 257-271). New York: Springer.

Rodriguez, E.O. (2007). *Self-assessment: An empowering tool in the teaching and learning EFL process*. *Colombian Applied Linguistics Journal*, 9, 229-246

Rueda, R., & Garcia, E. (1994). Teachers' beliefs about reading assessment with Latino language minority students. *Center for Research on Education, Diversity & Excellence*. NCRCDSSL Research Report. Berkeley, CA: University of California.

Salehi, H., & Yunus M. M (2012). The washback effect of the Iranian university entrance exam: Teachers' insights. *GEMA Online TM Journal of Language Studies*, 12(2), 609- 628

Saldana, J. (2013). *The coding manual for qualitative Researchers (2nd ed.)*. Los Angeles: Sage.

Sánchez-Jabba, A. (2013). *Bilingüismo en Colombia. Documento de trabajo sobre economía regional*. No. 191, Banco de la Republica.

Sergiovanni, T., & Starratt, R. (2007). *Supervision: A redefinition*. New York: McGrawHill.

Schon, D. A. (1987). *Educating the reflective practitioner*. San Francisco: Jossey-Bass.

Schunk, D. H. (2004) *Learning theories: An educational perspective*. New Jersey: Pearson Education, Inc.

Shulman, L. S. (1998). *Course anatomy: The dissection and analysis of knowledge through teaching*. In P. Hutching (Ed). *The course portfolio: how faculty can examine their teaching to advance practice and improve student learning* (pp. 5- 12). Washington, DC: American Association for Higher Education.

Simons, H. (2009). *Case study research in practice*. London, UK: Sage Publications.

- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Steiner, V. J. (1997). *Notebooks of the mind: Explorations of thinking*. New York: Oxford University Press.
- Tajfel, H. (1981). *Human groups and social categories. Studies in Social Psychology*. Cambridge, UK: Cambridge University Press.
- Toma, J. D. (2011). *Approaching rigor in applied qualitative research*. In C. F. Conrad & R. Serlin (Eds.), *Sage Handbook for research in education: Pursuing ideas as the keystone of exemplary inquiry* (pp. 263-280) Thousand Oaks, CA: Sage Publications
- Tracy, D. H., & Morrow, L. M. (2006). *Lenses on reading: An introduction to theories and models*. New York. The Guilford Press.
- Tyler, R. W. (1970). *Basic principles of curriculum and instruction*. Chicago: The University of Chicago Press.
- Vasco, C. (1992). *Objetivos, logros, indicadores, competencias o estándares?* Bogotá. Seminario Sobre estándares curriculares en matemáticas.
- Volante, L. & Beckett, D. (2011). Formative assessment and the contemporary classroom: Synergies and tension between research and practice. *Canadian Journal of Education*, 34, 239- 255.
- Vygotsky, L. (1998). *Thought and Language*. Massachusetts: The MIT Press.
- Wall, D. (1997). *Impact and washback in language testing*. In C. Clapham & D. Corson (Eds). *Encyclopedia of language and education: Vol. 7. Language Testing and Assessment* (pp. 291- 302). Dordrecht: Kluwer Academic.
- Wall, D., & Alderson, J. C. (1993). Examining washback: The Sri Lanka impact study. *Language Testing*, 10 (1), 41-70.
- Weiss, R. S. (1994). *Learning from strangers: The art and method of qualitative interviews studies*. New York, N. Y.: The Free Press.
- Wray, S. (2007). Teaching portfolio, community, and pre-service teachers' professional development. *Teaching and Teacher Education*, 23, 1139-1152
- Wood, D. (1996). *Teacher cognition in language teaching*. Cambridge: Cambridge University Press.
- Yates, S. M. (2007). Teachers' perceptions of their professional learning activities. *International Education Journal*, 8 (2), 213-221.
- Zeichner, K. & Wray. S. (2001). The teaching portfolio in US teacher education programs: What we know and what we need to know. *Teaching and Teacher Education*, 17, 613- 621.
- Zubizarreta, J. (2009). *The learning portfolio: Reflective practice for improving student learning*. San Francisco, CA. John Wiley & Sons, Inc.
- Zimmerman, B. J. (1990). Self-regulated learning and academic achievement: An overview. *Educational Psychologist*, 25(1), 3-17.

Zimmerman, B. J. (1998). *Developing self-fulfilling cycles of academic regulation: An analysis of exemplary instructional models*. In D. H. Schunk & B. J. New York, NY: Guilford Press.

Zimmerman, B. J. (2000). *Attaining self-regulation: A social cognitive perspective*. In M. Boekaerts, P. Pintrich & M. Zeidner (Eds.). San Diego, CA: Academic Press.

Zimmerman, B. J. (2001). *Theories of self-regulated learning and academic achievement: An overview and analysis*. In B. J. Zimmerman & D. H. Schunk (Eds.), *Self-regulated learning and academic achievement* (2nd ed., pp. 1-37). Mahwah, NJ: Lawrence Erlbaum Associates

APPENDICES

APPENDIX A:

SAMPLE SELECTION

A purposeful sample was selected for participation. For this study, all 14 full-time faculty members from the Linguistics and Languages Department were chosen, except those who do not teach courses in the EFL. The rationale for the selection of courses, and faculty members were as follows:

- *Rule 1: We chose the Spanish section over the French section if the faculty member was teaching both, because our expertise is in the Spanish area, and we would have more insight about the sequence.*
- *Rule 2: We chose courses that could give us the best coverage across semesters in the program, for example, listening, speaking, reading and writing, so that we were able to capture assessment practices in the early, middle, and late portions of the EFL sequence. Once a semester was chosen, that semester was not chosen again. Thus, we proceeded with the same process in the next highest semester.*
- *Rule 3: If the instructor taught two courses during the same semester, we chose the course that was more related to the learning of the four English language skills.*

APPENDIX B:

INSTRUMENTS (DOCUMENTS: SYLLABI AND UNIVERSITY STUDENT MANUAL)

Instruments	Activity
Document 1(Syllabi	Examining language skills syllabi (e.g. Listening, speaking, reading, and writing)
Document 2(Undergraduate University Student Manual)	Examining assessment regulations described by the university and their relationship to how those are applied and considered by faculty members of the linguistics and languages department in their teaching practices of EFL

APPENDIX C:

INDIVIDUAL INTERVIEW PROTOCOL

Interview Guide

Introduction

As your colleagues, we would like to let you know that we are working on a phenomenological study about assessment. The purpose of this study is to understand the beliefs of faculty about the role of assessment in the learning of English as a foreign language. Findings from this research may help rethink within the curriculum the role of assessment of both the English - Spanish, and the English French programs framed in the policies of our University. Everything you tell us will be used for only this study and will not be shared with anyone. Also, we want to let you know that individual participants will not be identifiable. Thus, you as an individual faculty member will not be identifiable. The data will be presented anonymous.

Background information

Age: ____30-45____ 46-55____ 55 and more____

Female____ Male____

1. How long have you been in your current position? _____
2. How long have you been teaching English as a foreign language? _____
3. What is your highest degree? _____
4. Which courses do you teach? _____
5. How often do you teach these courses? _____
6. For how long have you been teaching this class? _____

Semi-structured interview for Faculty

- 1. What do you believe the purpose of assessment is?*
- 2. What do you think 'effective assessment' means?*
- 3. What are the most important theoretical understandings about assessment you want your preservice student teachers to gain from their university coursework?*
- 4. Could you please give examples of the types of assessment activities and tools*

Preservice student teachers are taught to use within their professional teaching exercise?

- 5. How do you believe assessment can help students learn?*
- 6. What do you believe the importance of feedback related to assessment is?*
- 7. Which assessment techniques do you mostly use in your class to assess your students?*
- 8. Tell me the reasons by which you select the kinds of assessment techniques you want the teacher candidate to employ.*
- 9. What forms of feedback do you utilize in your classroom?*
- 10. What information about teaching, learning, and assessment have you lately exchanged with other colleagues?*
- 11. How do you keep up to date with assessment research literature and new assessment policies initiatives?*
- 12. Have you received professional development on using assessment to improve teaching and learning?*
- 13. What does formative assessment mean to you?*
- 14. How do you think the Linguistics and Languages department coursework about assessment have contributed to the preservice student teachers' understanding of the use of assessment?*
- 15. Please tell me about seminars, lectures, or workshops for professional development you have attended on the topic of EFL assessment.*
- 16. In what ways, if any, could the university and the Linguistics and Languages department have a more integrated approach toward teaching preservice student teachers about assessment?*
- 17. What do you think an assessment system of a linguistics and languages department teaching English as a foreign language might be?*
- 18. Which aspects of the university guiding principles about assessment influence you the most in your instructional practice of English as a foreign language?*

19. Are there any other aspects of your beliefs about assessment you would like to tell me about?

Thank you so much for participating in this interview. We view this as an opportunity for you to share with us your professional experience as an EFL teacher during the time you have been working with this institution. We will take all reasonable steps to protect your identity in this interview and in future interviews, and in all published reports or paper resulting from this study. You will not be identified specifically in anything we write. For example, you will be referred to as a male faculty member or given a pseudonym. Your name will not appear on any interview transcripts or teaching course you oversee so that even if someone were to gain access to research data, they would not be able to identify you by name.

APPENDIX D

COMPREHENSIVE MEMBER CHECK CHECKLIST

Prior to the interviews, each participant received the items listed by mails. The checklist was used to ensuring that all materials were gathered.

Checklist for the interview participation			
Participants	E-mail Solicitation letter	Letter of Consent Form	Member checking
Faculty Member 1			
Faculty Member 2			
Faculty Member 3			
Faculty Member 4			

Analysis of the Codes

After the interviews, each participant received the verbatim transcripts with the themes obtained to validate findings. The In Vivo coding method was used to extract the statements considered significant with their formulated meaning or codes to obtain categories. The coding process was divided into two major stages: First cycle and Second cycle coding (Saldana, 2013). Please review the statement below and use the Likert scale to acknowledge your agreement or disagreement with the themes. The codes are in italics.

Likert Scale:

1= Strongly disagree, 2= Disagree, 3= Agree, 4= Strongly agree

Category One: Understandings and Training Connected to Assessment

- A. *Parameters of Assessment*
- B. *The formative assessment views*
- C. *The assessment-feedback relationship*
- D. *Insufficiency of Knowledge and Training*

Category Two: Types of Practice within the Classroom and in the Workplace.

Aspects of Assessment Use within the Classroom Setting (part 1)

- A. *Observable skills*
- B. *Knowledge oriented*
- C. *The washback effect*

Practices of Assessment at the Work Environment (part 2)

- A. *Uncomfortable or taboo topic*
- B. *Intellectual arrogance*
- C. *Time*
- D. *Collegiality*

Category Three: The Impact of the Institutional Assessment Regulations

- A. *The assessment regulations awareness*
- B. *The nominal inclusion in syllabi*



SOBRE LOS AUTORES



Cristian J. Tovar Klinger, Ph.D., es profesor asociado que trabaja en la Universidad de Nariño en el Departamento de Lingüística e Idiomas, donde imparte clases de pregrado a estudiantes que planean convertirse en profesores de inglés y español o profesores de inglés y Francés para la escuela secundaria. El Dr. Tovar es un ex-Becario Fulbright (2009), quien realizó estudios en Educación-Currículo e Instrucción- con un área de especialidad en Estudios de Lectura y Lenguaje- TESOL, en Southern Illinois University Carbondale, U. S. A. En la actualidad, se dedica a la docencia e investigación.

Mario R. Guerrero Rodríguez, M.A., es profesor asociado que trabaja en la Universidad de Nariño en el Departamento de Lingüística e Idiomas, donde imparte clases de pregrado a estudiantes que planean convertirse en profesores de inglés y español o profesores de inglés y francés para la escuela secundaria. Magister Guerrero terminó sus estudios en la Universidad Distrital Francisco José de Caldas, Bogotá en un programa de maestría llamado Lingüística Aplicada a TEFL. También tiene una Especialización en Didáctica del Inglés de la Universidad de Nariño. Actualmente, se dedica a la docencia e investigación en programas de pregrado y posgrado.



Editorial

Universidad de **Nariño**

Perceptions of University Teachers of English about Assessment Practices in Colombia:

Es innegable el creciente interés en casi todas las latitudes del mundo por la calidad de la enseñanza en todos los niveles educativos. Según William (2011), esta nueva tendencia “nos ha llevado a explorar la mejora de la calidad de los docentes en la profesión”. Rieg (2007) encontró en un estudio de investigación sobre las percepciones de los maestros sobre su práctica de evaluación en el aula, que había diferencias significativas entre las percepciones de los maestros sobre las estrategias de evaluación que eran efectivas y de uso frecuente. Estas discrepancias sobre las percepciones en la práctica instruccional de la evaluación requieren una comprensión más profunda de cómo la evaluación informa el progreso y las dificultades de los estudiantes para mejorar la calidad en el aprendizaje del inglés como lengua extranjera. Una alternativa para una mejor comprensión del funcionamiento de la evaluación dentro de la práctica de instrucción del inglés como lengua extranjera (EFL) puede ser el uso de la evaluación formativa como sugirieron Black y Wiliam (2001).

Todas las actividades realizadas por los docentes, y por sus alumnos en la autoevaluación, que aportan información para modificar las actividades de enseñanza y aprendizaje en las que se involucran, se vuelven formativas cuando la evidencia se utiliza realmente para adaptar el trabajo docente a las necesidades de aprendizaje de los estudiantes (p. 2).

Este libro es el resultado de una investigación cualitativa, en la cual utilizamos un enfoque fenomenológico para descubrir y comprender las creencias de cuatro profesores de EFL sobre la práctica de evaluación dentro del proceso de enseñanza y aprendizaje del inglés como lengua extranjera en los programas de pregrado de una Universidad pública en Colombia. Los datos recopilados en este estudio podrían proporcionar a los profesores de EFL información sobre cómo podrían utilizar la evaluación para mejorar la calidad en el aprendizaje del inglés como lengua extranjera. Para ello, las siguientes preguntas de investigación orientaron este estudio: 1) ¿Cuáles son las creencias de los profesores sobre el papel de la evaluación en la enseñanza del inglés como lengua extranjera en los programas de pregrado de una institución de educación superior en Colombia? 2) ¿Cómo describen los miembros de la facultad de EFL la práctica de la evaluación en una institución de educación superior colombiana, tanto en términos de su docencia como profesores de pregrado en EFL, como en sus interacciones con sus colegas de departamento? Y 3) ¿Cómo interpretan los profesores de EFL las implicaciones de los principios rectores sobre la evaluación de una universidad colombiana, contenidos en el Manual del Estudiante de pregrado, y cómo esos principios se reflejan en los planes de estudio, para su práctica instruccional del inglés como lengua extranjera?

ISBN: 978-628-7509-30-6 digital



9 786287 509306



Universidad de Nariño
FUNDADA EN 1904



Universidad de Nariño

ACREDITADA DE ALTA CALIDAD
RESOLUCIÓN MEN 10567 - MAYO 23 DE 2017

**Editorial
Universidad de Nariño**