ASSESSING SPEAKING SKILLS IN EFL

By

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NOTA DE RESPONSABILIDAD

"Las ideas y conclusiones aportadas en el trabajo de grado, son responsabilidad exclusiva de los autores"

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NOTA DE ACEPTACIÓN:

Firma del Jurado

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RESUMEN

La globalización nos está permitiendo desarrollar las relaciones con personas como nunca antes, por esta razón en este momento, el conocimiento de una segunda lengua se ha vuelto fundamental. De hecho, las nuevas tendencias en la enseñanza y el aprendizaje de lenguas están mejorando usando las cuatro habilidades, pero la competencia oral es considerada la más importante para el éxito en la comunicación, ya que escuchar y hablar son uno en el proceso comunicativo. Habilidades de expresión son determinadas por el conocimiento del estudiante y la capacidad de entender y producir una conversación. Cuando un estudiante tiene el vocabulario, la gramática correcta y la coherencia, tiene la posibilidad de expresarse usando sus propias palabras. Las habilidades de escucha se determinan por la comprensión del estudiante y la capacidad de escuchar los propósitos interpersonales básicos, educacionales y académicos. Los estudiantes utilizan escuchar e interpretar correctamente los mensajes, y los profesores para entender el significado de sus estudiantes, escuchar es clave para la comunicación.

Teniendo en cuenta la importancia de ambas habilidades en el proceso de comunicación, la evaluación efectiva y objetiva de escuchar y hablar es importante para evaluar el progreso de los estudiantes. Al principio de cualquier clase, es importante que los parámetros sean claros para que los estudiantes sepan lo que el profesor espera de ellos y cómo el maestro corregirá su trabajo. Los estudiantes quieren saber por qué obtuvieron calificaciones buenas o malas, o si tienen alguna corrección que hacer para mejorar sus debilidades si las tienen, convertirlas en fortalezas y aplicar algunas correcciones para mejorar su desempeño en tareas o tareas futuras. Claramente es importante identificar los aspectos involucrados en la evaluación de escuchar y hablar.

ABSTRAC

La evaluación proporcionada por los profesores es generalmente formal (por ejemplo, gramática correcta, pronunciación correcta, etc.) significa que: la evaluación está planificada, programada y los resultados (calificaciones) son el enfoque final de la evaluación y los resultados. Esto no implica que la evaluación de un proceso sólo puede hacerse al final de un curso completo; Se puede llevar a cabo a lo largo del proceso, pero siempre después de una instrucción parcial o completa. La evaluación proporciona al profesor las herramientas para reconocer las debilidades y fortalezas en el proceso de enseñanza - aprendizaje. En la parte del discurso, es importante que los estudiantes se sientan lo suficientemente cómodos para fomentar su confianza en sí mismos, para que utilicen el segundo idioma para comunicar sus ideas sin sentirse avergonzados por cometer errores, el profesor debe proporcionar más clases donde el estudiante Tiene la oportunidad de hablar y demostrar sus conocimientos en inglés. En las escuelas públicas y el tiempo limitado dedicado a las lecciones de inglés, el profesor debe centrarse en la planificación de más la parte escrita y no las otras habilidades como realmente debe ser una educación integral. Por eso seguimos encontrando clases donde el maestro está hablando sin que el estudiante trate de hablar y establecer comunicación dentro del espacio del aula. Es por eso que cuando el estudiante comienza a usar su primera lengua, en este caso español, en lugar de inglés y al final de la lección el primero es ampliamente utilizado y que no debería ser el caso. Volviendo a la idea errónea común de que aunque es clase de inglés se convierte en clase de español. La propuesta en este estudio es animar más espacios donde los estudiantes pueden demostrar el progreso en el segundo idioma usando una actividad recreativa como tarjetas flash, títeres o dramatización donde el uso de trajes demuestran su propio conocimiento de la lengua extranjera.

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INTRODUCTION

Globalization is allowing us to develop the relationships with people like never before, for this reason at this moment, knowledge of a second language has become pivotal. In fact, new trends in teaching and learning languages are improving the four skills, but oral competency is considered the most important for success in communication, as listening and speaking are one in the communicative process.

Speaking skills are determined by the student´s knowledge and the ability to understand and produce a conversation. When a student has the vocabulary, correct grammar and coherence, he has the possibility to express himself using his own words.

Listening skills are determined by a student´s comprehension and the ability to listen for basic interpersonal, instructional and academic purposes. Students use listening to correctly interpret messages, and teachers to understand the meaning of their students, listening is key to communication.

Taking into account how important both skills are in the communication process, effective and objective assessment of listening and speaking is important in order to assess students' progress.

At the beginning of any class,it is important to make the parameters clear so that students know what the teacher expects from them, and how the teacher will correct their work. Students

want to know why they got good, average or bad grades, or if they have any corrections to do to improve their weaknesses if they have them, turning them into strengths, and applying some corrections to improve their performance in upcoming tasks or assignments. Clearly it is important to identify the aspects involved in evaluating listening and speaking.

JUSTIFICATION

The assessment provided by teachers is commonly formal (e.g., correct grammar, correct pronunciation, etc.) it means that: assessment is planned, scheduled and results (grades) are the ultimate focus of assessment and results. It does not imply that the assessment of a process can only be done at the end of a whole course; it can be carried out along the process but always after partial or full instruction. Assessment provides the teacher with the tools to recognize weaknesses and strengths in the teaching - learning process.

In the part of speech, it is important to make students comfortable enough in order to foster their self-confidence, so that they use the second language to communicate their ideas without feeling embarrassed for making mistakes, the teacher should provide more classes where the student has the opportunity to speak and demonstrate their knowledge in English.

In public schools and the limited time devoted to English lessons, the teacher needs to focus on planning more the written part and not the other skills as really should be an integral education

That is why we still find classes where the teacher is speaking without giving to the student try to talk and establish communication within the classroom space. This is why when the student starts using his/her first language, in this case Spanish, instead of English and at the end of the lesson the former is widely used and that should not be the case. Returning to the common misconception that although English is a class becomes Spanish class.

The proposal in this study is encouraging more spaces where students can demonstrate progress in the second language using a recreational activity like flash cards, puppets or dramatization where the use of costumes and the look on student's bodies demonstrate their own speaking knowledge in foreign language.

EVALUATION, TESTING AND ASSESSMENT

In an EFL context there is no difference between assessments, evaluation and testing which can be confusing, as the terms have different meanings as explained below:

Evaluation

It is collection and interpretation of information on aspects of the curriculum. (2001, cited by Genesee UhlChamot& O'Malley) state that evaluation is connected to the language program, consisting of the different ways that the teachers try to collect information about knowledge of a learning process.

Testing

It is a specific procedure that teachers and examiners employ to try to measure ability in the language. (Brown, H.D, 2004, p. 1). It is an instrument, a set of procedures or a group of items - that require performance on the part of the test-taker. A test measures an individual's ability, knowledge or performance.

Assessment

It is a subcomponent of evaluation. Assessment refers to the tools, techniques, and procedures for collecting and interpreting information about what learners can and cannot do as a result of the instructional process (1999, cited by Nunan). Assessment is the instrument used to collect information about students' abilities and progress according to the instruction given. (2004, p. 4 cited by Brown,H.D). suggests that it is a continuous process as part of a given subject . When the student expresses something in a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the student's performance

One important part of knowing what assessment means it is to consider the different tools and techniques used for that purpose. One of them is testing, which is common in English courses for assessing but its meaning is not the same. Muñoz suggest that the purpose of using

assessment in languages is being able to measure students' abilities within the communicative competence. For that reason, it is important to define which aspects of those abilities are going to be taken into consideration and how the measurement of those aspects is going to be carried out. Brindley (2001) says that assessment refers to the ways to knowing how the students are in the learning process.

Finally, the differences between evaluation and assessment are that assessment is a part of evaluation. The two terms are together because assessment is a tool to collect information about the learning process, and evaluation is a way of collecting information about the topic to be assessed in a language program or curriculum.

The information can be analyzed through different types of assessment depending on the aspects that are going to be assessed. Therefore, the next chapter will cover types of assessment.

TYPES OF ASSESSMENT

The types of assessment show the differences between evaluation, assessment and testing, for this reason it is important to take into account that Brown (2004) makes the distinction between formal and informal assessment:

Traditional and alternative assessment.

Traditional assessment give a final score, it is the results of the exams and work developed in class, alternative assessment is an ongoing process involving the student and the teacher in making judgments about the student progress in language using non- conventional strategies. (Hancock ,1994); The student can be assessed through a class portfolio, presentations, records of participation, roleplays, etc. McNamara (2000) says: that the results of a continuous informative learning process the student with the opportunity to interact with their own score, and motivate the student to know their own strengths and weaknesses in the learning process. Hughes (1989) refers to those types of traditional and alternative assessment as follows:

Proficiency assessment refers to the assessment abilities acquired by the student independent of a course of study. **Assessment of achievement** aims to establish what a student has learned in relation to a particular course or curriculum. We take into account that all the students have different ways of understanding and trying to acquire knowledge in a different way and different time.

Achievement assessment may be based either on the specific content of a course or on the course objectives. Hughes and Brindley (1989, 2001) state that some objectives are based on grammar and forget the different skills that the student can develop in the course; for example: some students are stronger in the oral part and their weakness lies in writing, teachers evaluate writing and forget to analyze speaking skills.

Summative Assessment is the formal measurement that the student achieves at the end of a unit or a course of instruction, as a consequence of the student's achievement of objectives of the course.

Authentic assessment relating the teaching process is evaluated with the progress of activities and tasks that are developed in the classroom in meaningful communication emphasizing on evaluation and the commitment to enhanced students learning recognizing the value of their learning (Kohonen, 1999).

Informal assessment is the means a teacher employs to try and evaluate in a normal class using only impromptu feedback from the student, in classroom tasks designed for making fixed judgments about a student's competence.

Formal assessment is the use of exercises or procedures specifically designed to examine a storehouse of skills and knowledge. All the scores are fixed and planned, giving teacher and student an evaluation of student achievement. (Brown, J.D, 1991; Brown, 2004).

The author describes informal and formal assessment that is carried out by teachers during the learning process; the informal way helps students through the typical procedure of giving examples or doing quizzes in order to achieve a final score, and formal assessment is given in the form of an exam, to give the teacher only one final and fixed score.

Performance - based assessment. Performance is the continuous change and ability of the teacher to provide the students with different tasks when students try to develop the skills in a mixed way. The current method of testing, only try to demonstrate the student´s ability in skill; for this reason, the range for scoring is small and damage the final score; Most of the tests used to assess students do not measure all the abilities related to a specific skill or subject (Russ, n.d).

Not only tests and tasks are important in the learning process, but also all kinds of testing have to consider validity, reliability and criteria in order to succeed in assessing, which ones are referred as follows:

Reliability

Reliability entails that a tool can be used or applied to the same student at different times and each time it shows similar results. Determining if a tool is reliable depends on many factors such as students, rate, or administration of a tool or the tool itself, for example written tests used in the same way obtain the same result.

According to Brown (2004), student-related reliability is caused by psychological and physical factors, for example, anxiety, temporary illness, fatigue or just a bad day, rate reliability occurs when teachers have a lot of work and fatigue that produces unclear scoring, this can happen because of possible lack of attention to scoring criteria or lack of attention, in other words, "human error¨. This error is "More commonly in writing tests, one solution it is read the entire

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test and then give a final score in order to produce an analytic scoring instrument and about the scores given to different students. (Brown, 1991,Brown 2004). Test reliability administration corresponds to the conditions and the place where the assessment is executed (Brown, 2004).

The author also states that the characteristics of a tool, for example a test that is too long and with very short time to be completed may cause the test takers to get tired and give wrong answers to the last questions.

Validity

Validity refers to whether a test measures correctly what it is supposed to measure, "If the inferences made from assessment results are appropriate, meaningful, and useful in terms of the purpose of the assessment" (Gronlund, 1998, Brown, 2004).

Brown (2004) says that establishing validity for any skill is related to the analysis of whether the test or task examines the content or the knowledge of the course concerned. The test and its validity may be associated with identification of achievement goals or the level of competence.

"To measure writing ability, one might ask students to write as many words as they can in 15 minutes, and then simply count the words for the final score. Such a test would be easy to administer (practical), and the scoring quite dependable (reliable)". But it would not constitute a

valid test of writing ability without some consideration of comprehensibility, rhetorical discourse elements, and organization of ideas, among other factors. (Brown, 2004 page 22)

This tells us that the student's knowledge cannot be measured only by what is being asked, remember that the learning process goes the way of how the student knows and understands their knowledge, so we must handle other factors influencing in the teaching-learning process.

The next paragraph outlines different kinds of validity

Kinds of validity

Content validity is the specific form of branding or evaluating a particular skill, we cannot give a proper assessment only if we make true or false questions orally because there is no evidence of whether the student understands or analyzes what we are asking namely that an examination of true or false is not enough to truly determine the knowledge the student has of the learning process. (Cohen, 2001; Brown, 2004; Hamp-Lyons, 1994).

Face validity refers to the appearance of the exam; it is important to emphasize that the objective is not to make a difficult or easy test but to pay attention to how the student perceives the exam. (Cohen & Brown,2001,2004; Hamp-Lyons, 1994).

Criterion related validity is It's a subtle comparison where the evolution of each student looks at learning Process (Cohen, 2001).

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Hemp-Lyons (1994) says that criterion validity is complex and its complexity grows for some skills like writing, she explains as follows: "As with all criterion validity studies, the key problem when we try to look at the criterion validity of a writing test is the identification of reasonable criterion measure against which the writing is to be compared" (Hamp-Lyons, 1994). According to this we must not identify the criterion validity as a written examination but try to understand that what matters is the progress of students in their own learning.

Criterion

A criterion is a method that helps teachers and students understand what the specific goal to achieve in each course is. In the case of teachers, criteria are tools to examine which goals were achieved in the lesson plan and which ones were not; giving the teacher an easier way to understand the strengths and weaknesses of each student based on the specific objectives that the teacher wants to achieve, defining other terms related to writing assessment such as writing conventions and scoring.

ASSESSMENT IN FOREIGN LANGUAGES

The Cambridge dictionary defines *to assess* as: "to judge or decide the amount, value, quality or importance to evaluate" (page 72); it is just *the process of measuring something with the purpose of assigning a numerical value, a way of trying to* produce a score in order to determine the capacity of knowledge that a student has.

Assessment for Learning is the idea that learners should be part of the assessment process. It includes building learner's awareness of their progress in learning and encourages peer and self-assessment. Students may be asked to help design tests or the rubrics for scoring. They may also provide their classmates with suggestions and support. Assessment for Learning helps students evaluate their strengths and areas of needed improvement.

The purpose of assessment should determine the type of techniques selected, and this purpose should be explicit and clearly apparent from the methodology used, so it is important to describe the educational context within which the student is learning additional languages.

In some cases, the interaction between the student and the environment produces a shock in the learning process and it is very important to introduce new experiences when the student tries to describe their own socio-cultural context.

Teachers are mainly concerned with the relationship between assessment and learning, Brindley (2001) suggests that "teachers see assessment as an activity which is integrated into the curriculum with the aim of improving learning, rather than a 'one-off' summative event." Brindley (2001) argues that professional development programs aimed at classroom practitioners should 1) focus on curriculum-related assessment; 2) exploit teachers' existing knowledge; and 3) be adaptable to meet a wide variety of teacher needs.

Students' real lives are interrupted in their social context; their scholarly lives and their classroom routine are interrupted by classroom assessment. Brindley (2001) suggests that these professional development programs should encourage teachers to see how their assessment practices fit into the broader educational context, capitalize on their existing practices, recognize and deal with the reality and constraints of their assessment practices, encourage a research orientation to professional development and help teachers plan for change.

If assessment suggests that students have received sufficient English language development assistance, then we can focus on developing this area with proven teaching strategies. If we assume that there is a mismatch in predominate teaching style in the classroom and the students' dominant learning styles, then we can modify instruction and learning activities.

Other difficulties that teachers can encounter in the classroom are: time constraints, the environment, the prejudice that the English class is boring and the different forms that the teachers have of delivering. Difficulties mean that the learning process was in some cases more complicated but not impossible.

We also need to understand under what conditions or in which contexts the problems arise and what students can do to elicit the right kind of assistance. This information is necessary for developing appropriate teaching strategies and trying to make a new instruction for active learning.

Students' interaction with their environment is very important, for this reason, observations which focus on the student, teacher, and environment often provide information not easily obtained by other means (Cohen and Spenciner, 2003). Other techniques include interviews with the classroom teacher and review of lesson plans, analysis of work samples from other students that include written feedback from the teacher, and documentation of attempted curricular modifications.

The interaction of learners can be evidenced in evaluations or observations of the undertaking a pedagogical monitor the evolution of the student, helped by different materials or methods implemented in the classroom , depending on the type of activity chosen by the teacher issue a distinct change in student performance in the place where the activities are developed; these changes can be good or bad depending on how you take the student. For instance, it is important to have some assessment techniques that provide an organization in the learning process; choosing the best assessment depends on the competence examiner and the purpose of this technique is to lessen the burden of administering assessment and collecting information. It is obtained in the appropriate manner and by individuals who are qualified to do so. the correct selection of assessment produces a correct evaluation and given a correct score, informal measure is a different way to get a description of the student's performance in a classroom. Much of the information needed to describe both the student and the apparent academic or

behavioral difficulties can be obtained through interviews, observations, and a thorough review of records

TYPES OF ASSESSMENT TECNIQUES

One area of concern involves language proficiency. If you are not proficient in the language of the assessment measure, you should not be responsible for administration and interpretation of results. Basic competence in a language is insufficient for assessment purposes. If you are not very fluent in a language, you can all too easily misinterpret students' answers. There are many instances in which the students' responses are correct, even though they differ from those provided by test manufacturers. Published tests are based upon standard dialects, and many times students will respond in their regional dialect.

So types of assessment techniques will be analyzed that are important for the development of this research:

- Analytic Teaching
- Language Samples
- Narrative Analysis
- Developing Local Norms
- Dynamic Assessment
- Work Samples

- Review of Records

Language Samples

Language sampling is the most extensively selected and taught method of language assessment, after the use of standardized tests. Prutting (1983) has been a strong advocate for the use of language samples. She states "The language sample is the only procedure which provides an opportunity to assess communication in real live contexts with real live communicative partners who need to communicate" (p. 90). It means that the use of language in real life and interaction with a family members (Especially in childhood) provides better development interaction in the new language. some research recommends that the child's communication partner be familiar, such as a friend or family member, and the student cautions against attempts to prompt or pressure for answers during conversation. Holland and Forbes's (1986) research have shown that language samples are sensitive to linguistic differences between normal and language disordered Spanish speaking children; however, some speech pathologists demonstrate that the use of pictures aids the child to produce a conversation. In spite of this support for the use of language samples, there is some controversy regarding the use of language sampling. Therefore, the following recommendations should be taken seriously by individuals collecting and analyzing language samples:

- Collect language samples in natural and multiple contexts.

- Use a familiar and culturally appropriate conversational partner.

- Do not attempt to "elicit" specific language forms.

- Do not prompt or pressure for answers during conversation.

- Videotape or audiotape conversations for later analysis – concurrent note taking may interfere with the naturalness of the interaction and will miss subtleties in language use.

- Analysis should focus on language function (use), not only on form and content.

Developing Local Norms

Language - specific norms represent the different cultures, different sounds and different meanings Developing Local Norms make it much criticized for the use of language by Spanish speakers by the different ways of understanding a word therefore, local norm tests will be more representative of any one student within the local norm area (Toronto and Merill, 1983).However, the argument against the development of local norms can also follow directly from this supposition; just as minority groups vary to widely nationally to validate national norms. It is important to study the student's dialect, but rather compare his or her speech to the standard dialect. For all of these reasons, we do not support the use of local normative populations if the result of the norm tests will be used for diagnosis of disability, for statement of achievement for placement purposes.

Dynamic Assessment

This assessment consists in nominating students to help grade other lower- proficiency students' tests, this assessment is an alternative method used by teachers which produces a result after several weeks. As can be seen in the following description provided by Lidz (1991), this assessment strategy is consistent with the emphasis on modification of instructional strategies and use of alternative methods for identifying students' potential to learn what we are advocating.

The role of the assessor as active interventionist rather than passive recorder is also a common ingredient. Thus, the response to the question of what is 'dynamic´ about dynamic assessment is threefold:

- The assessor actively works to facilitate learning and induce activity from the learner.
- The assessment focuses on process rather than product – in this case, the process of metacognition.
- The assessment produces information about learner modifiability and the means by which change is best accomplished.

It may also be useful for the evaluation of behavior and language difficulties. Pena, Quinn, and Iglesias (1992) recommend this technique for language assessments, it is a reliable procedure for discriminating between language-disordered and normal second language learning children. One

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possible concern with the methodology remains with the use of discrete point tests that purport to measure language competence as a whole, as were used in the research performed by Pena et all. (1992). Nonetheless, if used in conjunction with descriptive measures, dynamic assessment could provide a strong and predictive analysis of students' learning, language, and behavioral abilities.

Analytic Teaching

Analytic teaching is an assessment technique that uses the instruction, objective observation, and documentation of results. This method helps the form suits each student best depending on their strongest skill, and determines an analyzing and individualizing way of teaching. Collier and Thomas (1989) have identified the following 14 steps involved in analytic teaching:

- Identify the current instructional condition or baseline performance.

- Identify an activity which will assess the student's problem(s).

- Identify the steps necessary to successfully complete the activity.

- Construct a sequence and completion checklist based on this sequence for the student to complete.

- Construct a self-analysis checklist based on this sequence for the student to complete.

- Develop and implement an instructional activity which incorporates the steps and sequence to be assessed.

- Observe the student during the activity, noting the results, and have the student complete self-analysis.

- Analyze the results obtained from the checklists.

- Identify and select a new instructional strategy to evaluate.

- Implement new instructional strategy for a brief period.

- Continue to regularly assess the student's performance.

- Implement a second new instructional strategy if desired.

- Continue to regularly assess the student's performance.

- Plot the student's performance data.

As can be seen from this description, analytic teaching is a circular process, without a clearly defined endpoint. Ideally, this process will be repeated multiple times as a means of continually adapting the instructional environment to the student's needs.

ASSESSMENT TECHNIQUES FOR SPEAKING

In some schools it is very common to use the grammar explanations using the Spanish language, this situation influences the level of speech since it does not require the student to learn the language by listening and trying to speak in a second language implications and applications for other languages are discussed in the context of each technique. The tests illustrate the matching to various purposes, represent different approaches to language

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assessment, and are commonly used in bilingual programs. Unfortunately even schools are not equipped for audio and speech laboratories which would make our work a little more effective teachers. For now, the use of tape recorders or televisions in schools is of great help in the process, but this is debatable because there are different difficulties such as sound dispersion which hinders the easy way to listen how it is scored, and how it can be used to answer questions about students' language abilities. These situations make the listening and speaking difficult to assess.

Work Samples

Analysis of work samples can be a very time-effective means of understanding the student's performance in relation to the work expected. The student would be able to produce work samples in order to compare student performance under different conditions, analyze teacher expectations, and attempt to form a more in-depth understanding, there are many ways to analyze work samples, suggestions for collection of work samples include the following:

- Writing samples

- Spelling tests

- Math tests

- Artwork

- Videotaped or audio taped student performances

- Descriptions or photos of student projects

- Lists of self-selected reading materials

- Printouts of work done on a computer

- Drawings and charts/graphs

- Student journals

Work samples can indicate a student's abilities to reach set criteria of performance. This documentation of a student's ability to achieve certain criteria or perform specific tasks is important information, relevant to the assessment process, and general educators can frequently gather this type of information very easily during normal classroom routines.

Narrative Analysis

Narrative analysis has also been advocated as a form of descriptive assessment (Westby, 1992). It is used for the analysis of oral and written narratives and is frequently used to assess students' writing skills. However, this technique is very difficult to be scored for Spanish students because of cultural differences are notable in narrative productions.

Narrative analysis is similar to language sampling in that a speaker's productions is later analyzed for form, content, and function. Some of the features that can be assessed with narrative analysis include referencing, cohesion, elaboration, organization, topic maintenance, and coherence. (Westby,1992). But this assessment is slower with Spanish students because the

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comprehension is different from native speakers of English. In this way, the student is assumed to have normal narrative abilities according to the communicative rules of the student's cultural group. This type of analysis simply would indicate which skills need to be developed for success in the academic environment.

Review of Records

The review of records is the most popular and used for a learning English when students attend a variety of schools, this in itself can provide useful information. A review of records might indicate that documentation of language proficiency testing is absent. This could indicate that a bilingual child was "exited" from a native language instruction program too early, when this has happened the student possibly demonstrates needs to be more exacting in order to acquire correct pronunciation but this technique has a deficiencies such as inconsistent English as a Second Language (ESL) or native-language support or discontinuities in content matter instruction, but when the teacher has a way to make the foreign and native languages equal, in the native language and the foreign language this technique is excellent for the student.

Look for the following in a review of records:

- Home language survey.

- Language proficiency test results.

- Previous special education referrals and/or assessment.

- Standardized test results.

- Attendance records.

- Previous schools attended.

- Enrollment in specific educational programs (e.g., bilingual education).

- Evidence of previous grade retention.

- Referrals to social worker and/or counselor.

- Document of previous behavioral problems.

Taped or Video Assessments

In these type of assessment the emphasis is on listening but speaking is the second most important feature which needs to be adapted to this technique because the students try to express their understanding in their own words. These assessments are designed to test different types, in some selections individuals may be speaking to the students taking the test. In others, conversations are between two speakers. Finally, some conversations feature a group discussion. ESL teachers can offer tests using audio and video segments and ask students to fill in blanks in a transcript of the conversation, speak about the conversation or write an essay that summarizes the discussion.

In some cases, the tape is following a book in which students should try and continue a conversation and the students have the opportunity to understand the content. For example "ID"

from Longman is a very interesting example in which the student can listen and practice at the same time.

ASSESSING SPEAKING IN A FOREIGN LANGUAGE

1. Language Assessment Scales, Oral (LAS-O)

The LAS-O is published in three different forms: The Pre-LAS, intended for children between the ages of four and six; the LAS-O I, for elementary school levels; and the LAS-OII, for secondary school levels. (A LAS-A, for adult second-language learners, is also available.)

This scale is used to evaluate the different abilities of the student, the ease of having a native speaker is ideal but when you do not have this possibility there should be adequate material to facilitate correct pronunciation is owned.

This way of measuring scales categorized by students according to their level of pronunciation as a second language or bilingual in this case the student has a better level of knowledge in the language can help your partner and eventually improve the current level , these should be evaluated on two test one before determining the student's level and at the end to find out which level the course ends .

2. Conversation Assessments

This type of assessment is totally different from the others because it manages the level of

native speakers and the student gets used to the correct pronunciation of the language. this kind of assessment can be managed in various ways among the best known is the use of video or audio which they must be reinforced with teacher assistance and guidance. On the other hand the management of the conversation between student and teacher are common theme ; the conversation can be developed by answering questions or just suggest a subject and the student begins to talk about this , the rating is given by the teacher depending on how the student develops in the conversation if the student responds well, the teachers say he understood what the teacher is talking to him .

3. Discussion Assessments

This assessment relates to listening and responding to what someone asks you to demonstrate the level of knowledge of the student, but for many students to discuss this process in another language can be difficult and the result can be very positive and satisfactory in the process for the student, this activity if you have the help of a native speaker is much more satisfying and productive it can be handled in a manner that the student realize questions which could appear in a debate , this will help the student not to be afraid to express themselves in another language and motivate more students .

4. Directions Assessments

As the name implies, it refers to giving different indications to students using tracks, the student can find a treasure, so students are motivated and at the same time get more understanding in the language. This task requires a level of knowledge is required in the language to ensure correct understanding and to develop the tracks in a right way and in the right order.

For speaking skills could change tracks so that it is a student who tells you the correct tracks.

PROPOSAL

In this assessment proposal the student tries to interact with other students, developing a conversation related to any topic. However, in my opinion it is easier with a familiar or specific person which is used on a regular basis. For instance, in a role play where the students would be able to produce a conversation in one hour in one class, and in the second class the students have to dramatize the conversation. To grade this assessment, teachers must determine how well students seem to process and respond to the information. If students can respond well, it's clear they have listened to and understood what the teacher said relatively quickly.

ACTIVITY 1

Level: advanced

These are the steps that the students have to follow in order to correctly produce a role play:

1. My proposal is based on the next step activity:

a. The group is allocated by the teacher, specifically mixing students with higher and proficiency instead of grades.

b. Students are given two hours to make a conversation, which gives the teacher the opportunity to evaluate the level of vocabulary that they have.

c. At the end of the hour the teacher reviews the conversation and their mistakes.

d. And the students show this activity to the class.

The objective is that students enjoy the class by practicing the foreign language at the same time

ACTIVITY 2

Level: intermediate

Trying to get the student to lose the fear of speaking in another language is difficult so this qualifying activity is thought in order to implement knowledge already acquired such as colors and mix it with the vocabulary of animals. The activity can be developed as follows.

1. Students are asked in a previous class to carry for the next class their favorite animal toys.

2. The next class, the teacher makes a list of all animals that the children took so that all children become familiar with new vocabulary and former vocabulary is remembered.

3. Students are assigned the following task:

1. By using the knowledge acquired make a description of your favorite pet, the teacher will

   make a verbal scheme where students try to use the vocabulary.

My favorite pet is _____ and it is _____ (colour).

2. Considering that the students are first graders scoring a table as follows is performed

TABLA 1 . *Forma propuesta de evaluacion*

Name of student	Pronunciación	Vocabulary	fluency

3.The rating is given to the student by way of answering the question, assessing on a scale of 1.0

to 5.0 it; remember the vocabulary and verbal fluency.

ACTIVITY 3

Level: beginner

Given that there are starting preschool students, this activity in which the goal is for , the students to recognize the three basic greetings, which will be assessed by means of drawings that they will do. The following are the steps for this activity:

- The class starts with a video of a song in which the student can hear the correct pronunciation and become familiar with the new language.
- Then the teacher explains through images the corresponding greeting.
- Then the images are pasted on the board in order for the student to recognize each image with its corresponding greeting.
- The professor tells the students to draw the greetings.

CONCLUSION

At this time in all public institutions, the teacher, due to the limited time and fear shown by students, only limits his/task to assess orally with a list of questions, which may be contextualized experiences in which the student is involved, daily.

As presented in this study, there are plenty of ways to get a grade; performance - based assessment gives us a new way to give a rating and at the same time provide indirect learning since our students have a way to learn playing and finally lose that fear of speaking in a second language.

The proposal presented previously shows that when learning a second language, students' work should be valued and the teacher must aim at trying to make students speak with no fear and focusing on the learning that has taken place, making sure that is remains in their memory for a

long time. Students' motivation and joy improve when they are assessed for what they looked impossible.

Significantly, the lack of time is an enemy when these activities are the aim because although you can arrange everything so that all students have enough time to develop the tasks, there will always be lack of time due to the big number of students in each public school classroom specially when it comes to dramatizations.

Finally, it is recommended to other teachers use material such as videos, images and try to motivate students with skills, as they are a method that manages to help students in this process and can accommodate institutional schedules so that the English teacher can have enough time to develop these activities.

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APPENDIX A ASSESSING OF SPEAKING Guidelines for the assessment of english language learners.Mary J. Pitoniak, John W.Young,Maria Martiniello,Teresa C.King,Alyssa Buteux and Mitchell Ginsburgh

ASSESSMENT

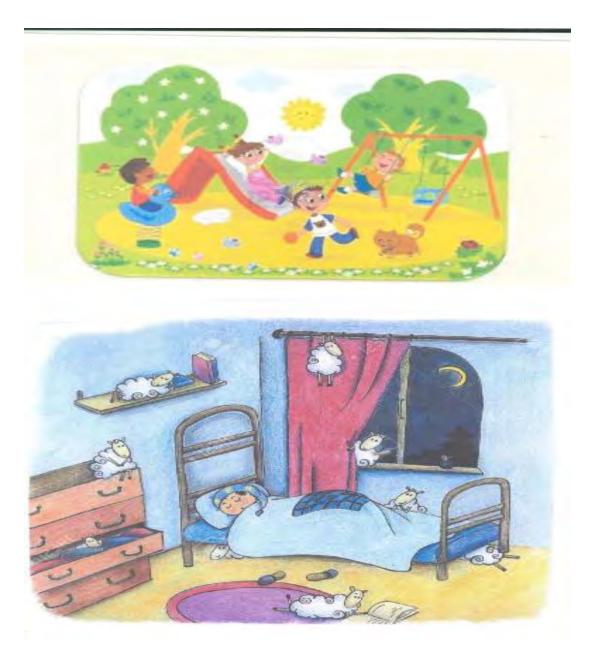| Sr. No.	Name of Student	Interaction					Pronunciation					Fluency & Coherence					Vocabulary and Grammar					Total 20	Grand Total ¼ can we just write (5)
		1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5		
1																							
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APPENDIX A 1 ASSESSING OF SPEAKING   Guidelines for the assessment of english language learners.Mary J. Pitoniak, John W.Young,Maria Martiniello,Teresa C.King,Alyssa Buteux and Mitchell Ginsburgh

	5	4	3	2	1
Fluency & Coherence	▪ Speaks fluently almost with no repetition & minimal hesitation ▪ Develops topic fully & coherently	▪ Speaks without noticeable effort, with a little repetition ▪ Demonstrates hesitation to find words or use correct grammatical structures and/or self correction ▪ Topics not fully developed to merit	▪ Is willing to speak at length, however repetition is noticeable ▪ Hesitates and/or self corrects; occasionally loses coherence ▪ Topics mainly developed, but usually not logically concluded	▪ Usually fluent; produces simple speech fluently, but loses coherence in complex communication ▪ Often hesitates and/or resorts to slow speech ▪ Topics partly developed; not always concluded logically	▪ Noticeably/long pauses; rate of speech is slow ▪ Frequent repetition and/or self correction ▪ Links only basic sentences; breakdown of coherence evident
Vocabulary & Grammar	▪ Can express with some flexibility and appropriacy on a variety of topics such as family, hobbies, work, travel and current events ▪ frequently uses complex forms and sentence structures; has enough vocabulary to express himself/herself	▪ Can express with some flexibility and appropriacy on most of the topics ▪ Demonstrates ability to use complex forms and sentence structures most of the time; expresses with adequate vocabulary to express	▪ Communicates with limited flexibility and appropriacy on most of the topics ▪ Sometimes uses complex forms and sentence structures; has limited vocabulary to/describe/express new points	▪ Communicates with limited flexibility and appropriacy on some of the topics ▪ Complex forms and sentence structures are rare; exhibits limited vocabulary to express new ideas	▪ Demonstrates almost no flexibility, and mostly struggles for appropriate words ▪ Uses very basic vocabulary to express viewpoints.

APPENDIX A 2 ASSESSING OF SPEAKING Guidelines for the assessment of english language learners.Mary J. Pitoniak, John W.Young,Maria Martiniello,Teresa C.King,Alyssa Buteux and Mitchell Ginsburgh

	5.	4.	3.	2.	1.
Interaction	▪ Can initiate & logically develop simple conversation on familiar topics ▪ Can take turns appropriately	▪ Interaction is adequately initiated and developed ▪ Can take turn but needs little prompting	▪ Develops interactions adequately makes however minimal effort to initiate conversation ▪ Needs constant prompting to take turns	▪ Contributions are often unrelated to those of the other speaker ▪ Generally passive in the development of conversation	▪ Contributions are mainly unrelated to those of other speaker ▪ Shows hardly any initiative in the development of conversation ▪ Very limited interaction
Pronunciation	5 ▪ Can pronounce correctly & articulate clearly ▪ Is always comprehensible; uses appropriate intonation	4 ▪ Mostly correct pronunciation & clear articulation ▪ Can be clearly understood most of the time; very few phonological errors	3 ▪ Largely correct pronunciation & clear articulation except occasional errors ▪ Some expressions cause stress without compromising with understanding of spoken discourse.	2 ▪ Frequently unintelligible articulations ▪ Frequent phonological errors ▪ Major communication problems	1 ▪ Insufficient accuracy in pronunciation; many grammatically errors ▪ Communication is severely affected

APPENDIX B material used for learning greetings

APPENDIX B1 example develop by the students proposal beginers.