



UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACIÓN
FACULTAD DE HISTORIA, GEOGRAFÍA Y LETRAS
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ASSESSMENT AND EFFECTIVE CLASSROOM MANAGEMENT TECHNIQUES
IN ESL CLASSES IN CHILE

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AUTORES:

JAZMÍN ALEJANDRA ALARCÓN ROJAS
BELÉN ALEJANDRA ARELLANO LARA
CONSTANZA GABRIELA BAHAMONDES TORRICO
TERESA VICTORIA BARRIOS DÍAZ
EDEVALDO LUIS CONTRERAS SALAS
MOIRA ANGÉLICA DELGADO MORENO
CAMILA CARLA GARMENDIA FABRES
TAMARA ANDREA GARRIDO DÍAZ
TANNIA ELIZABETH GARRIDO KOGAN
CATALINA JAVIERA GONZÁLEZ MÉNDEZ
MAYLING LOURDES MARTÍNEZ CHAP
JOCELYN LORETO MEREJO VERGARA
FERNANDA DE JESÚS RIVERA FREZ
VALENTINA ALEJANDRA ROZAS ZÚÑIGA
JENNYFER VALESCA VICENCIO ARCE

PROFESOR GUÍA:

MARÍA EUGENIA HERNÁNDEZ VÁSQUEZ

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Alarcón, J.; Arellano, B.; Bahamondes, C.; Barrios, T.; Contreras, E.; Delgado, M.; Garmendia, C.; Garrido D., T.; Garrido K., T.; González, C.; Martínez, M.; Merejo, J.; Rivera, F.; Rozas, V.; Vicencio, J.

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Resumen

La siguiente investigación analiza impacto que tiene la utilización de la evaluación formativa dentro del sistema de enseñanza-aprendizaje, la reacción de los alumnos frente a ella, y todos los posibles efectos que pueda tener este tipo de evaluación en general, específicamente la evaluación formativa, en el manejo de aula específicamente en la enseñanza del Inglés como segunda lengua en Chile. El capítulo final contiene recomendaciones para de tipos evaluación formativa apropiados de acuerdo a contextos y futuras preguntas de investigación.

PALABRAS CLAVE: Evaluación, Evaluación Formativa, Manejo del Aula

Abstract

The following research analyses the impact of the use of Formative Assessment in the teaching/learning process, the students' reaction to this type of assessment, and all the possible effects that assessment in general, and Formative Assessment specifically, could have in Classroom Management, especially in the teaching of English as a second language in Chilean classrooms. The final chapter provides recommendations to suitable types of Formative Assessment according to contexts and future research questions.

KEYWORDS: Assessment, Formative Assessment, Classroom Management

Introduction

With the Education reform in 1980, Chile established a voucher-type government subsidy, which sought to promote competition between institutions in order to achieve higher quality levels within the Educational system (Dante Contreras, 2001). The implementation of standardized tests such as SIMCE since the 90s, changed the Chilean education focus from a learning-oriented model, to an outcome-oriented model where both, students, and school performance is assessed in terms of what Black and Wiliam refer to as superficial learning (1998).

Despite the attempt to progress in this matter and some other measurements like evaluating students through standardized tests like the SIMCE test, and the teachers through a teacher's evaluation system, we still do not have empirical evidence of some sort of improvement in our educational system.

In 1996, a prominent teacher at Universidad de Chile, Erika Himmel, wrote a chapter about National Assessments in Chile. She reported that one of the aims of SIMCE was to “evaluate the quality of every school” (Murphy, 1996). Similarly, seventeen years later, an external review reported by the Organization for Economic Co-operation and Development (OECD, 2013) stated the main aims of SIMCE. The aims were modified but they continued being similar.

The second aim was to “provide feedback on the work of schools, school leaders and teachers”, (OECD, 2013). As noted in these references, there is a common factor, which led us to realize that throughout many years, our educational system had been concerned with the importance of schools rather than the students' learning process. An earlier OECD report from 2004 also stated that they were concerned about the assessment instrument and its lack of information to improve students' learning. Furthermore, the Spanish professor of Education at Universidad de Cádiz University, Félix Angulo (2009), wrote an article in *Revista Docencia* N° 38 in which he stated that standardized tests in Chile were a dangerous habit. In this article, Angulo asserted many strongly built reasons

against SIMCE and the rest of standardized tests like PSU, PISA+ and PISA, ICCS, among others.

Firstly, he defined Chilean standardized tests as tautological systems of evaluation in which those things that are not assessed do not exist (Angulo, 2009). That is to say, SIMCE assesses just specific fields of knowledge, but fields such as students' context, other subjects (physical education, philosophy, visual arts, etc.), students' interaction, and many other important fields are left behind. Another reason was based on the idea that SIMCE is supported by a constant pattern of statistics and numbers (Angulo, 2009). This pattern is linked directly to Summative Assessment, which will have an extended chapter further on in this work.

Despite all the deficiencies and difficulties presented previously, the Chilean Ministry of Education (MINEDUC herein), considered ten principles from the article titled *Assessment for Learning: 10 Principles* (2007), and included these principles in the national curriculum. These principles are thought to have changed the perspective, which Chilean education had regarding evaluation at that time.

A fundamental research on Formative Assessment, carried out by two professors from the United Kingdom, Paul Black and Dylan Wiliam (1998), pointed out an undeniable truth a long time ago. They conducted an extensive survey of research literature where they were seeking answers to state if improving Formative Assessment could raise standards. As a positive and encouraging fact, Black and Wiliam stated that "There is a body of firm evidence that formative assessment is an essential component of classroom work and that its development can raise standards of achievement" (Black & Wiliam, 1998). Though the research was conducted eighteen years ago, it is still of importance for our research, supporting the implementation of formative assessment in the classroom.

Many authors such as Heritage, Walqui, Alvarez, William, Leahy, Lizada, Magno, and Diggelen have made many references about the term Formative Assessment. Hence, the theoretical background on Formative Assessment is vast.

Although this research considered looking into the influence of assessment in English language classes in Chile, it also considered important to include a Chapter in Summative evaluation, but it finally analyzed Formative Assessment in depth, and how this type assessment could help teachers to improve students' learning and Classroom Atmosphere. Furthermore, the authors wanted to corroborate whether Formative Assessment might improve Classroom Management.

As part of our methodology, we carried out a pedagogical intervention, which was based on the use of different types of Formative Assessment. The intervention took place in three schools in Santiago, which have similar characteristics in terms of their social context. In these schools, we selected six groups; three were experimental and three were control groups. The three experimental groups would be part of the pedagogical intervention that included the application of a selected group of Formative Assessments. At the same time, we observed how this affected Classroom Management. The control group would continue with the regular methodology used in those schools. At the end of the pedagogical intervention, we analyzed the data from the quantitative point of view as well as from the qualitative point of view.

The final chapter of this work provides a data analysis, conclusions and recommendations for the use of certain types of Formative Assessment, as well as suggestions for further research. All of the evidence gathered can be found in Appendixes after the final chapter.

Hypothesis

Under the circumstances previously mentioned, the suggested research proposal has motivated the following hypothesis, ‘the use of effective Formative Assessment techniques improves Classroom Management, leading to a comfortable atmosphere and enhancing students learning process of English as a Second Language’. In order to validate or reject this hypothesis, a pedagogical intervention will be carried out.

Objectives

General Objective

The main aim of this research is to determine whether there is a relationship between effective Formative Assessment techniques and Classroom Management to create a comfortable atmosphere in the learning of English as a Second Language in Chilean classrooms.

Specific Objectives

The specific objectives of this research are the following:

To select a sample of High School students from varied Schools, which are also pre-service teaching centers.

To carry out a pedagogical intervention in the above mentioned pre-service teaching centers with a strong implementation of a selection of types of Formative Assessments.

To assess Classroom Atmosphere in the selected groups during the pedagogical intervention.

To corroborate if effective Formative Assessment techniques have an impact on Classroom Atmosphere.

Chapter 1: Formative Assessment

The Chilean educational system has two main evaluative processes. On one hand, Summative Assessment is based on quantitative evidence provided by tests that are applied in specific moments, usually at the end of a process (e.g. unit, semester), and which provide a final result in terms of numbers. On the other hand, Formative Assessment is a system based on qualitative evidence provided by an assorted set of activities and tasks that help to gather information about the learning process itself. The focus of both processes is completely different and takes into account different variables.

In this chapter, we will expand on the second evaluative process mentioned before, Formative Assessment, how it is composed and all the benefits that this process provides to any educational system.

Etymologically speaking the adjective Formative is associated with forming or molding something, usually to achieve a desired end; Huba and Freed (2000) state:

"assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning." (Huba and Freed, 2000)

Therefore, we can understand Formative Assessment as a flexible process, which is focused on monitoring the development of students' learning process in order to gather as much information as possible about that. As this is an ongoing process, through this kind of evaluations, teachers can obtain valuable and immediate feedback which can be applied to improve teaching methods, lesson plans, etc. as well as improving students' learning. Therefore, all the data obtained from this process will be extremely useful for the instruction because teachers will be able to analyze the information immediately and they can apply all the necessary changes in the teaching patterns, according to the students' needs. In the same field, Margaret Heritage (2007) stated "Formative Assessment is an

integral part of teaching/learning systematic process to continuously gather information about learning. It is important to identify the student's' current level and adapt the lessons”.

As we can be understood, both authors emphasize a common feature about this type of assessment: adaptability; how this process suggests a variety of modifications depending on the needs presented within the classroom and the context students are involved in. That is the reason why this kind of assessment can be applied by teachers whenever they needed and during any moment of the lesson, as part of the pre, while or post activities.

A fundamental key to reach this modification is through feedback, which is defined as “the information about the gap between the actual level and the reference level of a system parameter which is used to alter the gap someday”, Ramaprasad (1983). Considering this, we can obtain some benefits for both teachers and students, from this information:

For teachers first, because they can make programmatic decisions with respect to readiness, diagnosis or remediation of the content that has been seen and they can also create a safe environment to correct students from a positive point of view encouraging learning and avoiding frustration.

For students, because they can use the feedback to be aware of their strengths and weaknesses in their performances and create modifications. They can also achieve gains, improve equity of their outcomes, and they also feel safe taking risks, making mistakes and building self-confidence in the classroom.

Finally, as a benefit for both, teachers are more communicative with learning goals, varied instruction methods and use mixed approaches to assess students' understanding and provided more effective feedback on their work (OCDE, 2005).

Elements of Formative Assessment

According to Heritage (2007) there are four core elements to be considered in Formative Assessment, these points need to be clearly identified and understood in order to achieve an effective Formative Assessment:

First of all, identifying the "gap" (Ramaprasad, 1983) in this stage teachers need to establish student's current status in the learning process from the desired positional goal at the end of it. This gap could be identified for a singular student or the whole class as a one and there are many different techniques to recognize it as can be analyzed in further pages of this paper.

Second of all, it is necessary to provide feedback at different levels such as identifying student's current level, informing what the next steps in learning should be and modifying strategies or lessons, among others.

Third of all, student involvement, it is an essential step because Formative Assessment depends on an active involvement of students in their own assessment (including self and peer assessment) collaborating with their teacher to move forward in their learning.

And finally, there is learning progressions, if Formative Assessment provide guidelines to improve, progressions are needed in order to achieve it. This is why it is imperative to clearly articulate the sub goals that constitute progress to reach the final goal.

A solution for a problem

According to the Organization for Economic Co-operation and Development (OECD), there are three major barriers to widen the use of Formative Assessment, which are:

“On one hand, a perceived tension between formative assessments and highly visible summative tests to hold schools accountable for student achievement; a lack of coherence between assessments and evaluations at the policy, school

and classroom levels, as well as fears that formative assessment, which is too resource-intensive and time-consuming to be practical”.

On the other hand, this author also provides different ways to promote Formative Assessment, like keeping the focus on teaching and learning, keeping the aligned summative and formative approaches, among others.

Types of Formative Assessment

There is an assorted and an extensive spectrum of different types of Formative Assessment available in the pedagogy field. The vast range gives teachers several different options to use in the teaching and learning process to monitor the students’ learning. Teachers have to analyze those options according to the students’ needs, the context and the requirements of the steps that compose a lesson plan, that is to say pre, while and post activities in order to improve the quality of the lesson and promote students learning; taking into account that some types of Formative Assessment are quick and have immediate responses.

Natalie Regier (2012) in her book “Book Two: 60 Formative Assessment Strategies”, describes sixty different types of Formative Assessment. Some examples of the different types she describes in it are mentioned below:

The first example is *Thumb it* (see Appendix A). Students have to express with their hands their feelings and performance about today’s class. Thumbs up if they understand, enjoy and learn the tasks. Thumbs sideways in the middle: if the instructions and the content is understood, but they need reinforcement. And finally thumbs down, if they do not understand something or need further explanation. The second one is *Checklist* (see Appendix A). Students have to make a checklist in order to make sure they are fulfilling all the requirements of the lesson. A Checklist is useful for oral presentations, when they have to comply with the criteria of a rubric (for example, pronunciation, intonation, fluency, among others). Another option is *Inside-Outside Circle* (see Appendix A), where students are divided into two groups, one group is part of the inside circle and the other group forms

the outside circle. Students pair up facing each other; they respond to a question or statement provided by the teacher. Then, the circle moves and the students share opinions and comments with other students. The next one is an *Exit card*, which can be used on a regular basis to formatively assess what your students know, understand, and have learned during a unit of study. Before students leave at the end of class, ask them a question or pose a problem for them to solve. *Questioning* is another great Formative Assessment strategy to determine the depth of student understanding. Ask students lower level questions that focus on the facts and general information about a topic (as an example, What did you learn today? What was the most difficult part?). Another type is *Paper Pass* is a form of brainstorming that gets students up and moving from their desks. Chart papers with different target words or questions are posted around the classroom. Students rotate around the room to the different brainstorming sheets and add their comments about the topics and about what other students have written. The process for the Paper Pass can be rather informal or formal.

Traffic Lights (see Appendix A) is another interesting technique that provides students with three circles in the shape and colors of a traffic light. Give students a red circle, a yellow circle and a green circle. To check for student's understanding during a lesson or a unit, ask students questions about their learning. The students will show which color best fits their understanding of the content.

Finally, *Journals* provide useful information to both teachers and students. They encourage students to identify questions or needs they have about their learning and reflect on how they could take an active role in addressing these questions or needs. This is a systematical process; students have to write their experience, reflections or comments once a week.

Doodle challenges students to use a drawing rather than words to show understanding of a concept; in the *Twitter board* (see Appendix A), students summarize what was learned in a lesson using 140 characters. You can pin small strips of paper to a poster or corkboard to resemble a Twitter feed. *Stop & go cards* (see Appendix A) each

student has a red and a green card. When the teacher asks a question, each student has to respond by holding up a card. Students use the red one if they do not understand the instructions or contents, so he/she needs clarification, or the green one if the student understands the instructions or contents, so he/she has to provide an example in order to prove that everything is clear. The *Roll the Dice* Formative Assessment makes students to roll the dice and answer some questions related to the content that has have been covered during the lesson. If they answer correctly, students could have a reward.

Four Corners (see Appendix A) is a great way to encourage dynamic movement while learning multiple-choice questions. Designate each corner of the classroom to represent A, B, C, and D. Students go to the corner that they believe corresponds to the correct answer. The Opinion survey leads students to give their own opinions about the contents and their performance in this class, such as was this content useful for you.

The use of *KWL chart* (see Appendix A) makes students fill a chart with the things they know (K), they would like to know about the topic (W) and the things they learned today (L). The *One to Five* (see Appendix A) type of Formative Assessment, makes students show with the fingers their level of understanding or comprehension about the lesson, one finger representing the minimum and five fingers a complete understanding. To use *Clothespin* (see Appendix A) as a Formative Assessment, each student is given a clothespin, so he or she has to personalize it writing their names on it. Once the student writes his or her name on the clothespin, all of them will be hung on one side of a solid base (e.g. calendar, notebook, folder, etc.) If a student participates in the activities his/her own pin will be changed from one side to the other one, so everyone in the class can be aware of their own level of participation as well as their classmates within the class.

Suggestion of a lesson plan including Formative Assessment

We, the authors of this research work, consider that there is no need to choose just one type of Formative Assessment for each class. In fact, a teacher can use as many as he or she wants or needs. There is an example of a lesson plan below in which there are three different types of Formative Assessment used in each part section of a class.

Performance Objective(s)	Contents related to performance objective (Grammatical, Lexical, Functional, Other)	Instructional Strategies	Material to be used with the instructional strategies	Evaluation	Sugg. time for P.O.
At the end of today's lesson, the students will be able to express orally and in writing their likes and dislikes	<p>Grammar: Simple present (affirmative, negative and interrogative sentences)</p> <p>Lexical: Vocabulary associated with activities and objects that teenagers like or dislike.</p>	<p>Greetings: The teacher greets the students and asks them how they feel today (Questioning F.A.)</p> <p>Pre: The teacher writes on the board the lesson's objective and date. The teacher gives students instructions to make two circles, one within the other, so the students face each other (Inside-Outside Circle F. A.). The students share information taking turns about likes and dislikes.</p> <p>While: The teacher explains students some rules</p>	<ul style="list-style-type: none"> ○ Board and markers ○ Workshop 	<p>Formative Assessment:</p> <ul style="list-style-type: none"> ○ Questioning (How do you feel about today's lesson?) ○ Inside-Outside circle (Students make two circles, one within the other, and share information) 	<p>G: 5 min.</p> <p>Pre: 15 min.</p> <p>W: 25 min.</p> <p>Post: 35 min.</p> <p>C: 10 min.</p>

		<p>to form questions and sentences to express likes and dislikes. Then, the teacher asks students to move their thumbs up, middle or down to check students understanding (Thumb it F.A.)</p> <p>Post: Students fill the chart “Find someone who” The teacher helps the students with the new vocabulary. Once the students have already completed their own preferences, they stand up and look for students that have the same answers. In the line “who has the same answer?” they write the name of the classmate that has the same answer. Then, students write three sentences using Simple Present.</p> <p>Closure: Teacher does a recapitulation and tells the students to write a note to stick on the frame. Teacher says goodbye</p>		<ul style="list-style-type: none"> ○ Thumb it (Students move their thumbs up, middle or down depending on how much they understood) ○ Faces (Students stick a note on the emoji or colour that best represents their feelings) 	
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The following is a description of the lesson plan proposed. The first minutes of a class are for the students to activate previous knowledge, the reason why it was appropriate to use “inside-outside circle” as Formative Assessment.

The Inside-Outside Circle included the students divided into two groups, one group is part of the inside circle and the other group forms the outside circle. Students pair up facing each other; they respond to a question or statement provided by the teacher. Then, the circle moves and the students share opinions and comments with other students. This type of Formative Assessment helps the students activate previous knowledge and activate them through movement.

The Thumb it Formative Assessment was chosen to be used during the while activity. This type of Formative Assessment provides information about student learning quickly and gives the teacher the chance to stop and explain again if the students are not following the class.

The post activity gives the students the chance to put into practice everything that was studied during the while activity, and then, during the closure of the lesson the teacher makes sure that the class objective was achieved. That is why the “How do you feel about today’s lesson” chart was used.

The How do you feel about today’s lesson Chart: The students answer the question by sticking a post it -with a comment related to the class -on the face or color that represents them best. The information written on the sticky note gives feedback to the teacher and helps guide further planning.

Chapter 2: Summative Assessment

Although the aim of this research is to determine the relation between Formative Assessment and Classroom Management in Chilean classrooms, we consider important to understand the whole learning context inside the classrooms, where normally more than one type of assessment occurs. For that reason, in this research, we will take into consideration the extensive literature regarding Summative Assessment as well.

According to professors Paul Black and Dylan Wiliam (1998) from the United Kingdom, assessment (regarding student learning) refers to the activities, which provide information (feedback) about student and teacher development. Moreover, it is divided into two types: Summative Assessment and Formative Assessment, which are also referred as assessment of learning and assessment for learning respectively.

Origins of Summative Assessment

James Popham (2006) noted the first use in English of the word summative occurred about 1880 as an adjective meaning “cumulative” or “additive”. Nevertheless, it was not until 1967 that the word summative was used in the field of education. Specifically, Michael Scriven (1967) described Summative Assessment as a terminal evaluation opposed to formative evaluation. This distinction between summative and formative evaluation was the foundation for the extended usage of both terms in the assessment of student learning inside the classroom. Benjamin Bloom (1968) stated that summative procedures are helpful for teachers and students since both parties are able to know through evidence, if the instruction has been effective and if the students achieved the expected criteria of learning.

Similarly, Airasian and Madaus (1972) stated that Summative Assessment is used for assessing student’s achievement at the end of instruction. Besides, they classified Summative Assessment according to the functional role that it has in the classroom as the assessment of student performance. Three decades later, the interest of educators in assessment did not decrease, thus essays, papers and books with more detailed definitions of Summative Assessment increased in number around the world. For instance, Harris and McCann (1994) from The United States noted Summative Assessment as a type of assessment which aims to measure students’ performance at the end of a period of study. Professor James McMillan, chair of the Department of Foundations of Education at Virginia Commonwealth University in Richmond stated that Summative Assessment is used to determine how

much students have learned, with little or no emphasis on using results to improve learning. Similarly, Dr. Rita Berry from the University of Exeter stated that Summative Assessment is used at the end of the learning process. Summative Assessment has the purpose of judging the success of learning and sometimes has selection and comparison purposes. The kinds of strategies that are related to Summative Assessment are usually tests and exams but also assessing the product of a project or a portfolio as any kind of strategy can be used.

“Summative assessment typically comes at the end of a course (or unit) of instruction. It is designed to determine the extent to which the instructional goals have been achieved and is used primarily for assigning course grades or for certifying student mastery of the intended learning outcomes” (Miller, Linn & Gronlund, 2009).

Therefore, even though Summative Assessment aims to grade or certify the student's attainments, it provides useful information in order to judge the accomplishment of the objectives and the effectiveness of a lesson, as determined by Miller, Linn & Gronlund (2009).

Types of Summative Assessment

Corresponding to types of Summative Assessment, Wynne Harlen and Maddalena Taras focused on describing them clearly. Thereby, according to the important science educator, Wynne Harlen (2005), the aims of assessment are to help and summarize learning. Harlen also stated that Formative and Summative Assessments are the same process, only different in purpose.

Harlen (2005) coins the terms “external” and “internal” in order to differentiate the different purposes and uses of Summative Assessments, proving an immense range of possibilities in which Summative Assessments takes an important part of the assessment. Being so, external uses involve “certification by examinations, selection of employments based on schools' performance and accountability (Harlen, 2005). If we take this definition to our reality, we arrive at to some examples of external uses here in Chile such as SIMCE, PSU, and English exams (TOEIC, FCE, etc.)

Internal uses of Summative Assessments refer to a use which maintains their purpose at a school matter. Harlen (2005) defines internal uses of Summative Assessments naming these processes: “...regular grading... informing decision about courses... and reporting to parents and to the students themselves”. Those terms were also collected by the Doctor in Education, Maddalena Taras (2008), on an extended research that she conducted through a questionnaire applied to lecturers at an English

educational department. Thus, she collected many assumptions where the terms “end or final” are mostly used in those lecturers (Taras, 2008). This important research leads us to the main terms to define Summative Assessments tasks. Finally, Harlen (2013) mentions the most used types of tests such as: “performance tests (sometimes called ‘practical’) in which students have to perform a task or activity; embedded tests are the ones that collect information about the teaching-learning process (set in the context of regular work). Those embedded tests are divided in multiple choice tests (where alternative answers are provided), open-ended, or open-response tests (where students write short or long answers in their own words), and open-book tests (where students have access to a controlled number of sources) “.

Criticism of Summative Assessment

As noted above, even though the literature about assessment has increased through the years, there is still a gap between Summative and Formative Assessment in which the first plays a more important role than the second in the classroom (Stiggins, 2002). In addition, in the paper “Inside the Black Box”, Black and Wiliam (1998) stated the disadvantages or negative effects of guiding a classroom ruled primarily by Summative Assessments. First and foremost, the authors addressed the issue of effectiveness in student learning. They claimed that there is a marked tendency to emphasize the grading function instead of the learning function, which leads to “superficial learning”. In other words, the students learn in order to answer tests. Moreover, testing encourages competition among students and schools, rather than the personal improvement of students. Similarly, students receive grades (quantity) instead of advice from their teachers (quality), therefore they know where they stand regarding achievement, but they lack information about where and how to move forward on their learning. Secondly, Summative Assessments, specifically testing, serves a managerial purpose, in which the aim of assessing is to achieve the success criteria (raise the students’ scores) established by external tests at the expense of the learning needs of the students; therefore, tests are designed by teachers to imitate external tests rather than planning them according to the students’ reality.

Thirdly, the authors describe the government policies in The United Kingdom as empty commitments, where the importance of assessment is acknowledged, but the resources and funding are still spent on Summative Assessments.

Overall, Summative Assessments and its function is not the problem. However, the lack of balance with the implementation of Formative Assessment by teachers enables students to understand their learning. Therefore, working towards the real implementation of Summative and Formative

Assessment in the instructions will ensure the improvement in the quality of education at schools (Stiggins, 2002).

Making formative use of tests

Some of the most discussed topics in the field of education are how to raise standards and achieve excellence (Jones, 2006). As a result, as aforementioned, schools and governments are constantly trying to monitor the students' learning through Summative Assessments in an effort to collect data regarding where the students are standing.

In this sense, according to Dunbar (2004), the goal of most teachers is to provide for their students the best opportunities for learning, but since all students are different and carry individual burdens to the classroom, it is noted that studying and learning represents a different challenge for every one of them. Thus, when assessing, the attention might be put not only at the end of the learning process, but at the different moments or parts of the students' learning. That is to say, to get good results at the end of the process, teachers need to previously check how the work is being done. During the lessons, a rigorous quality control (Formative Assessment) should be implemented (Jones, 2006).

For that reason, using formative assessment together with Summative Assessment is fundamental when assessing the students' learning. According to an article on the website of Education Services Australia (2015), they are supposed to be inseparable if their purpose is to give a full overview of where the students are standing according to achievements.

For example, when taking practice tests, students get the opportunity to know through their grades, which are their weaknesses and strengths before the "real" test takes place. Therefore, with that information they might be able to shape their learning. Moreover, students get familiarized with the design of the test, thus they know what to expect and how to face it.

Regarding the teacher, by identifying marked trends in their students' results on tests, he/she might be able to determine what contents need to be strengthened, and therefore, modify his/her future lessons according to the students' needs. Furthermore, after the test, instead of just handing back the tests with their corresponding grades, the teachers might use techniques of Formative Assessment to promote further learning. For instance, teachers might identify the toughest questions. Then ask the students to check and discuss them in pairs. Finally, the students state what they consider are the correct answers.

Chapter 3: Classroom Management

Broadly considered as one of the most important aspects of education, Classroom Management has been a research theme for many years. Many teachers agree on the fact that this topic needs to be handled and mastered in order to establish a good learning environment. Nevertheless, what we understand by Classroom Management has had some variations throughout time.

Jere Brophy (1982) considered one of the founding researchers in this topic, signaled a series of assumptions related to the Classroom Management process. Firstly, the fact that teachers are an authority in the classroom matches the perception that students, teachers, parents and school administrators have. Nowadays, this perception has not changed much, but still conflicts with the views of some critics of education. Also, a good planning and effective use of curriculum would prevent problems and misbehaviors from occurring, being that Classroom Management and instructional curriculum are interdependent themes.

Organization and Classroom Management for the development of an effective learning environment must consider ordering, planning and scheduling (Brophy, 1982). The classroom physical environment needs to be divided into different areas settled for specific activities, which, according to Brophy, must accomplish an effective transition (1982) avoiding loss of time and students' disruptions. Constantly challenging students to participate and feel engaged with the classroom would lead to have control over the learning environment, which, as reported by Brophy, can be achieved using eye contact, direct questions, selecting random students and using interesting materials to work on (1982).

The Los Angeles County Office of Education (2000) pointed out that Classroom Management effectiveness goes together with an effective teaching, which would be a direct consequence of classroom organization. This education office emphasizes on the importance of implementing a comprehensive Classroom Management plan including the following essential aspects:

Firstly, the physical environment, which influences the students' participation and involvement in class activities. In order to improve learning, it is advisable to change the seating arrangement depending on the activity to be performed. Also, needed materials and information need to be visible, but situated at the back of the classroom to avoid distractions.

Secondly, classroom routines and procedures must be determined since the beginning of the period. Attendance, entrance and lunch activities, if necessary, must be conducted in order to help students to focus, organize and settle down. The goals for homework routines' must be to practice a skill, since it will help students to achieve success and understand its purpose. Finally, providing feedback, general and specific, will help students understand the teacher's expectations.

Third, classroom rules must be communicated to students directly in order to avoid misunderstandings. The development of a small behavior code together with students may help them to understand, adhere and report infractions.

Recently, the term Classroom Management has been recognized as a process in which students and teachers become aware of the proper way of interaction among them (Bosch, 2006). Unlike previous research on Classroom Management, it is considered an organization process and skill to be mastered, and must be practiced in order to achieve proficiency. Additionally, as Bosch (2006) mentioned, Classroom Management is the most important factor in the teaching-learning process, as it is directly related to the students' learning effectiveness.

The idea of developing a Classroom Management Plan (CMP) is analyzed in depth by Bosch (2006), who considered some similar aspects to previous investigations. The author states that a Classroom Management Plan must give "structure to everything that goes on in the classroom-from the seating arrangement to the lessons to the grading of homework assignments to the relationships among classmates" (Bosch, 2006). Also, the creation of an effective plan must consider the teacher's personality, teaching style and the sociocultural background of school, so as to ensure that all the participants feel comfortable during the process. Gathering together all the necessary information and implementing a Classroom Management Plan would eliminate distractions, allowing students to focus on learning and teachers on teaching.

More recently, Garret (2014) still identified Classroom Management as the most important factor in student learning, but unlike Brophy (1982), the Los Angeles County Office of Education (2000) and Bosch (2006), this author integrates the term discipline as part of the Classroom Management process, yet not being synonym of it. The writer identifies five key areas for the creation and maintenance of an effective learning environment: The Physical design of the classroom takes into account the entire classroom distribution, from the desks placement to materials location. Rules and routines would help activities to work smoothly without disruptions and loss of time. Caring and

supportive relationships with parents and among students help to develop a good learning environment. Engaging and motivating instruction would help students feel interested and cooperate on the activity development. And finally, discipline “revolves around teacher actions focused on preventing and responding to students’ misbehavior” (Garret, 2014).

Taking into account the different researches related to the subject, an effective Classroom Management needs to consider the physical environment of the classroom, focusing on avoiding disruptions and catching students’ attention. Also, it is important to take into account the relationship among students and with parents, in order for them to feel supported by teachers. Moreover, the effective use of curriculum would definitely develop an interesting and motivating lesson for the learners, therefore improving Classroom Management.

It is for matters of this research that we analyzed the following aspects as part of the subject, being a determinant in the development of a good Classroom Management Plan.

Behavioral Factors

As shown above, recent research has not only highlighted the importance of Classroom Management, but it has also revealed numerous aspects that are relevant in order to improve student achievement. This implies that, in addition to focus in the classroom organization, teachers need to identify other factors that place at risk successful learning at risk. Under this standpoint, it is crucial for teachers to know how to respond to certain actions that affect classroom environment. That is to say, teachers should be aware of the significant impact that behavior has in Classroom Management.

It is necessary to clarify that even though “behavior management does not guarantee effective instruction, it establishes the environmental context that makes good instruction possible” (Oliver & Reschly, 2007). On the contrary, the absence of behavior management “may threaten the establishment of a positive and supporting educational context in which children can optimally flourish” (Zandliet, den Brok, Mainhard & van Tartwijk, 2014). Therefore, teachers who manage effectively a classroom and provide a safe learning environment, contribute to positive outcomes for students. According to Awad (2016) “when classroom management strategies are carried out appropriately, teachers can limit the behaviors that might otherwise hinder learning for both individual and groups of students, while reinforcing behaviors and attitudes that enhance learning”.

Under these circumstances, there is no doubt that teacher characteristics fulfil a key role at the moment of preventing disruptive behavior. Up to the present time, “research has not been very successful at identifying the specific teacher qualifications, characteristics, and classroom practices that are most likely to improve student learning.” (Goe & Stickler, 2008). Nevertheless, these authors suggest that schools need to prioritize “those teacher characteristics that are the best match for the specific context. For example, some teachers may contribute to overall student achievement gains by virtue of their collegiality, leadership ability, or impact on school culture.”

In spite of the fact that research has not been able to identify the specific teacher characteristics that may enhance learning, some authors (Oliver & Reschly, 2007; Zandliet et al., 2014; Awad, 2016) propose teachers to adopt in their teaching practices instructional strategies and classroom leadership that reduce classroom behavior problems and promote a comfortable learning environment.

Oliver and Reschly (2007) state that “teachers must focus on effective instructional strategies to prevent academic and behavior difficulties and thereby facilitate increased student achievement”. Furthermore, the authors make special emphasis on implementing rules and routines as part of classroom organization. According to Oliver and Reschly, “the use of rules is a powerful, preventive component of classroom organization and management plans.” By the same token, the authors mention that “rules establish the behavioral context of the classroom by specifying what behaviors are expected of students, what behaviors will be reinforced, and the consequences for inappropriate behavior”. In the same way, the rules contribute to make students realize that all of them are under equal condition and following the same instructions.

On the other hand, besides establishing rules, “effective teachers also incorporate routines into their efforts to organize the classroom.” (Oliver & Reschly, 2007). Additionally, the authors specify that “Routines for turning in homework or engaging in small-group activities allow the classroom to run efficiently with fewer disruptions from students, thus enabling the teacher to attend to other aspects of instruction.”

Interpersonal relationships are a fundamental component in every classroom. As claimed by Zandliet et al.

“Education is essentially a relational activity where the interaction between teacher and learners creates a learning space [...] Through the ways in which they respond to each other’s behavior, teachers and children learn not just about appropriate behavior but also determine whether the learning space is a facilitative one” (2014).

With this in mind, teachers should also consider classroom leadership as a “part of a teacher’s scope of work that is practiced daily and effectively—and monitored and supported by school leadership—so that quality teaching and learning remains the norm for everyone in the class.” (Awad, 2016).

Considering all the matters previously mentioned, it is impossible for teachers who have experienced difficulties with Classroom Management to prevent disruptive behavior because “Improving the ability of teachers to effectively manage classroom behavior requires a systematic approach to teacher preparation and ongoing professional development” (Oliver & Reschly, 2007). In any case, Zandliet et al. (2014) recommend to “provide teachers with special training to be aware of their possible negative responses to disruptive behavior and to find positive ways to handle children’s classroom behavior problems as not to jeopardize their relationships with them”.

Affective Factors

Before starting to enumerate the main affective factors influencing students’ learning, it is important to bear in mind that any psychological and emotional harm can disturb students’ learning, since it is part of the emotional side of human beings. This opinion is supported by Minghe Guo and Yuan Wang (2013) when they consider that:

“in the past, educators focused more on rational and cognitive development of learners’ mind, neglecting the most fundamental element of human behavior. With the progress made in humanistic psychology, what modern educational theories consider more is the emotional aspect of human psyche.”

Therefore, there is no doubt that psychology is involved in the process of acquiring a second language as well; but more related to language is the branch of psychology: psycholinguistics.

Psycholinguistics is focused “on a large quantity of issues including perception, comprehension, production, acquisition of language, as well as the relationship between language and emotions or

personalities” (Xiao-Yan Li, 2014). In simpler words, psycholinguistics is a mixture between psychology and linguistics whose main approaches are the characteristics of a second language acquisition. With this in mind, Xiao-Yan Li (2014) states that English as a Foreign Language (EFL) teachers need to take into account that learners’ cognitive process is at exactly the same level as emotional needs and that:

“there are many factors influencing foreign language teaching, among which are native language transfer, cognitive style, metacognition, affective or personality factors, cultural factors, learning environment, learning styles, learning strategies, language input and output, communication competence, age, gender, language aptitude, etc.”

The factors influencing the students’ learning are numerous, but we will place special attention to affective factors since it is more related to our research purposes.

When a learner is interiorizing a foreign language, there are individual differences that directly affect the process of acquiring a second language. “Early in 1870s, Dulay and Burt had proposed the Affective Filter Hypothesis and explained its influence on the foreign language learning process” (Hui Ni, 2012). Then, Krashen improved the theory and incorporated five main hypotheses in language acquisition. In short, Dulay & Burt’s (1870) hypothesis states the following:

“Krashen argued that the affective filter is a kind of psychological obstacle that prevents language learners from absorbing available comprehensible input completely. He looked at affective factors functioning as a filter that reduces the amount of language input the learner is able to understand. It has a close relationship with the language learner’s input and intake. It can be said that the affective factors determine the proportion of language learners’ input and intake” (Hui Ni, 2012).

According to the above mentioned, affective factors are strongly connected with a successful development of acquiring a second language. This idea is strengthened by Xiaoyan Du (2009), “people with high affective filter will lower their intake, whereas people with low affective filter allow more input into their language acquisition device”.

Furthermore, successful language learning is closely related to the atmosphere that the teacher sets in the classroom. Teachers can enhance positive factors in order to build up a motivational teaching environment. As Guo Minghe and Wang Yuan state (2013):

“affective factors in foreign language teaching and learning refers to two related aspects: one is the individual factors of learners, including motivation, anxiety, self-esteem, etc.; the other is the relational factors among learners and between the learner and the teacher, including teaching method, learning environment, interaction, etc.”.

Therefore, not only is the person responsible for acquisition of his or her knowledge but also the whole setting where the learner is inserted. It is a teamwork where the teacher, as well as the learner, and other learners, are involved. Consequently, throughout the following lines, there will be further explanation of the main affective factors that teachers should consider when teaching English as a foreign language.

Motivation might be one of the most essential affective factors for successful foreign language learning. Xiaoyan Du (2009) explains that,

“recent educational theory has tended toward the interpretation of Gardner (1985) defining motivation to learn an L2 as the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity”.

In other words, motivation is an inner impulse that each learner has in order to achieve the goal of learning and succeed in foreign language learning.

Attitude is another affective factor closely related to motivation. “Psychological theories on attitudes refer to an evaluative, emotional reaction (i.e. the degree of like or dislike associated with the attitudinal object) comprising three components: affect, cognition, and behavior” (Xiaoyan Du, 2009). In simpler words, attitude is how the learners face English as a foreign language. Additionally, teachers might stimulate those factors –motivation and attitude– by preparing interesting and challenging activities.

Self-confidence and self-esteem are factors than can impact the learners’ language performance. A learner who has enough self-confidence and self-esteem dares to practice more the language, without

being afraid of making mistakes. “While those who lack self-confidence will lose the chances to practice their target language” (Xiaoyan Du, 2009). Thus, teachers should not emphasize mistakes and provide positive feedback instead.

Another factor is Personality. Regarding the four skills of language, there are some learners who can easily speak in front of other learners, and there are others who prefer to write rather than speak. They all have different types of personality, “learners can be roughly divided into extroverts and introverts” (Guo Minghe and Wang Yuan, 2013). Therefore, teachers may prepare different types of activities in order to include all personalities, and establish a comfortable atmosphere to encourage introvert learners to reinforce speaking abilities.

Classroom Management Strategies and Techniques

In order to promote successful learning in the classroom, teachers could use several strategies and techniques according to the specific needs of their students. Most of the aspects covered in this chapter can be achieved by knowing the right moment to implement efficient techniques in the classroom.

Classroom Management is mostly related to behavior modification or discipline. In general, it is about establishing guidelines for behavior that teachers make sure are followed by the students. Good behavior will allow to create a good environment for the students’ learning process (Dasaradhi, 2016).

Usually, in the classroom, teachers find new factors that can make a difference in how receptive our students are to learning. Maybe some of them had a bad weekend, or are too energetic that morning, or simply do not want to study. It is our job as teachers to identify what to do, when to act, and how to react according to these changes. This is where techniques and strategies are vital to make the difference between an ordinary lesson and an effective learning. “Behind each selection of a technique is an intention -the thing that you want to happen” (Scrivener, 2012).

On the one hand, the web page of the Teaching and Learning Laboratory, which works with the academic community at Massachusetts Institute of Technology (MIT) defines strategic teaching as follows:

“Strategic teaching is a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher. Once these variables have been analyzed, informed decisions can be made about course content, structure, methods of assessment, and other key components” (2002).

On the other hand, Merriam-Webster Online Dictionary defines technique as “a way of doing something by using special knowledge or skill”. So we can say that to teach efficiently, we decide what to do in our lessons based on a previous analysis of the students (a strategy) and use several techniques in order to successfully teach our lessons.

Following the same idea, regarding the difference between strategies and techniques, Dustova and Cotton (2015) state that there is also an immense difference between a rule and a procedure. They state that rules control student behavior whereas procedures outline the process which will become a routine. Rules require consequences but procedures never have consequences other than not successfully completing a task. Rules address undesirable behaviors but procedures just describe how to complete a task. A procedure is a set of steps for completing a task.

In other words, a procedure has a more positive connotation for a student’s learning process than a rule, although rules are quite more used by teachers to avoid misunderstandings and a lack of discipline. However, the more we practice a procedure, the faster it will become a routine, and rules will no longer have a purpose in the classroom. Dustova and Cotton (2015) add that, “Each procedure normally requires practice, eventually becoming routines. When a procedure becomes a routine, students will follow it automatically and without direction”.

Additionally, from the psychological point of view, as we have mentioned before, the use of Classroom Management techniques produces several positive outcomes for students. According to Kratochwill, DeRoss, and Blair (2006), the effective use of Classroom Management strategies, increases students’ success, improving academic skills and engagement. Besides, an effective Classroom Management enhances a prosocial behavior on students, facilitating social and emotional growth. In this final section we will focus on the psychological point of view of implementing Classroom Management at schools.

Enclosed the concept of Classroom Management, and related to Educational Psychology, we can find several systems concerning disciplinary issues, among which we have Positive Behavior Support (PBS herein) and Social and Emotional Learning (SEL herein) which is directly affiliated to the Collaborative for Academic, Social and Emotional Learning (Kratochwill, DeRoss and Blair, 2006). Consequently, we will define both Classroom Management methods.

The Positive Behavior Support (PBS) system is recognized as a multilevel model of intervention for students who do not respond to the school-wide structure (Kratochwill, DeRoss, and Blair, 2006). This method is put into practice by teachers and the school staff to implement a set of expectations providing a positive culture. One example of this system is the three-tiered model of classroom behavioral support, which helps to facilitate the identification and evaluation of existing classroom structures (Sayeski and Brown, 2011).

Tier 1 named the Universal instruction/intervention refers to Classroom expectations and routines which must be taught explicitly, in order to avoid students' assumptions. Teachers must expose, from the beginning of the year, a set of rules and goals easy to understand for students and reward positive behaviors. Also, in order to develop the learner's interest, teachers must create opportunities for them to choose studied materials.

Then, Tier 2 deals with Smaller group instruction, focused on small groups of students who need more behavior support on specific topics, such as self-management, anger management, conflict resolution, social skills and mentoring programs. The family support and group interventions are important at this

Finally, Tier 3 is about Individual intervention. There is a small group of students that may need a continued individual support through functional behavior assessments. Problem-solving teams comprised of teachers, school psychologists, principals and special educators, could identify the purpose of misbehavior and intervene effectively.

According to the Collaborative for Academic, Social and Emotional Learning (CASEL herein), the Social and Emotional Learning (SEL) refers to a process through which students and teachers acquire knowledge, attitudes and skills necessary to manage emotions effectively. The development of social and emotional skills would provide a set of good behaviors, and lack of risky ones, to maintain positive relationships and make responsible decisions. Also, CASEL suggests that supportive

relationships that make learning challenging, engaging and meaningful provide a better learning environment (2015). For matters of this, the author has identified five interrelated sets of cognitive, affective and behavioral competencies necessary for students:

Self-awareness is the capacity to recognize one's emotions, strengths and limitations, so as to possess grounded confidence. Self-management is the ability to regulate one's emotions, thoughts and behaviors efficiently in several situations. Social awareness is the faculty to empathize with others, taking into account their diverse socio-cultural background. Relationship skills is the aptness to establish and maintain healthy and valuable relationships with different groups of people. Responsible decision-making is the ability to make constructive and respectful choices taking into account social ethics and evaluation of consequences.

The importance of developing these five “non-cognitive” skills is substantial during the adolescence period, being this stage the riskiest one in terms of behavior, physical, emotional and cognitive changes. The relevance of Social and Emotional Learning programs lies with the increase of challenging situations faced by teenagers due to the high exposure to social media and peer pressure during middle and high school levels (CASEL, 2015). The development of previously mentioned social and emotional “non-cognitive” competences would significantly reduce behavior problems related to drugs use, delinquency, aggression and dropout.

Schools also face a significant role in the development of social and emotional competences, and the effective implementation of Social and Emotional Learning programs could largely satisfy this educational need. Social and Emotional Learning programs include a set of approaches that promote the creation of supportive learning environments directed to an instructional academic curriculum. These methods, could be executed in the context of regular curriculum and alternative instructional activities, such as promotion and prevention.

According to CASEL (2015), the use of Social and Emotional Learning instruction at schools demonstrated an increase in the student academic performance, a reduction of emotional distress, improved attitudes and behaviors, and finally the decrease of negative behaviors.

Classroom Management and Special Educational Needs (SEN)

From the point of view of authors such as Delaney and Farley (2016), a student who has Special Educational Needs (SEN herein) may have significantly greater difficulty in learning than the majority of students of the same age, and special educational provisions have to be made for them. Nowadays, there is a tendency to use the terms Special Educational Needs when talking about this topic. In the past, there have been a number of ways to call a student with SEN. In the mainstream sector, there were a variety of labels used in documentation. These labels have changed as follows: retarded, defective, handicapped, slow learners, less able, backward, educationally subnormal, etc. (Gibson & Blandford, 2005). Today, these concepts are considered unacceptable and very offensive.

The definition mentioned before can vary in different parts of the world because every country has its own reality and definition of Special Needs. For instance, some places can consider it a 'difficulty' to have a different home language or to come from a disadvantaged background. In Chile, Article 2 of Decree 170, of the Ministry of Education of Chile (2010), explains that a child with SEN (Necesidades Escolares Especiales NEE; in Spanish) is anyone who needs support and additional resources, whether human, material or pedagogical, to carry out his or her development and learning process, thereby contributing to achieve education objectives. This decree has to be obeyed and implemented when dealing with the Special Educational Needs at schools. Therefore, primary, secondary or High School teachers together with the SEN Coordinator has to work in order to produce curriculum adjustments, and teaching methods to be implemented in the regular classroom.

The Ministry of Education also determines two different types of SEN students. They are Permanent Special Educational Needs and Transitory Special Educational Needs (Article 2, Decree 170, MINEDUC, 2010). The Permanent Special Educational Needs are those barriers to learn and participate that certain students experience throughout their schooling, as a result of a diagnosed disability by a competent professional. Usually, Permanent SEN are associated with visual, hearing impairment, dysphasia, autistic disorder, intellectual disability and multiple disabilities. Consequently, the Transitory Special Educational Needs students are those who require extraordinary support at some point in their school life; this type of SEN may result from a disorder or disability which is diagnosed by a competent professional. Transitory SEN may be associated with learning difficulties, specific language impairment, attention deficit and Borderline IQ.

Regarding this topic, to understand better what a student with SEN is, Delaney and Farley (2016) have presented categories of SEN. First, there is Cognition and Learning, in which students with

general learning difficulties make slower progress than other students in the same age group. Secondly we find Communication and Interaction. This category includes a wide range of problems related to disordered and delayed skills, caused by different factors. In third place there is Social, Emotional and Behavioral Difficulties (SEBD). SEBD is used to describe different needs, from emotional difficulties to challenging behaviors or serious psychological difficulties. In fourth place we have Sensory Impairment, which includes hearing, visual, or physical impairments. The fifth category deals with Medical Conditions, some students suffer from medical conditions such as asthma, anaphylaxis, diabetes or epilepsy, among others, which need ongoing treatment. Finally, we find the Gifted and Talented Students. This category covers students who show a particular talent or greater ability in one or more subjects, compared to their peers.

Other regulations in accordance with Decree 170, regulate the requirements, the instruments, the diagnostic tests and the profile of competent professionals who must apply them to identify students with Special Educational Needs, as it is described below:

Diagnostic evaluation is an objective and integral process of investigation made by competent professionals, which involves the application of a set of procedures and assessment tools that are provided to clarify, through an interdisciplinary approach, the learning and health condition of the students along with the evolving nature of these (Article 2, MINEDUC, 2010). The purpose of this evaluation is to provide relevant information to the identification of specialized support and extra help that students need to participate and become part to the school context.

Procedures, tools and diagnostic tests, are those tools and observation methods and measurement to assess quantitatively and/or qualitatively the student in the field of exploration required and that ensure validity, reliability and consistency, as well as to obtain accurate information about the student, the school and family context in which he or she participates (Art. 2, Decree 170, MINEDUC, 2010). To carry out this procedure, professional teams must use, primarily, instruments, tests with national standards. Also, the procedure should be used according to the instructions established by the Ministry of Education.

Inclusion is another important topic related to SEN. Naturally, every country has different ways to deal with this matter. For example, in the context of the United Kingdom, the history of the handling of inclusion and Special Educational Needs, focuses on government acts and the development of a separate education for students with a variety of challenges and SEN, within the educational system.

Similarly, in Chile, Special Educational Needs are managed through laws, acts and educational policies. The last policy being promoted by the Ministry of Education is “to improve the quality of education, thus making possible better educational opportunities for students in Special Education” (MINEDUC, 2010).

There are two types of schools in Chile: firstly, the traditional, in which people study from primary to High School, with over 30 students per class and a large number of teachers; and secondly, ‘special’ schools or institutions for children with Special Educational Needs, such as Down Syndrome. However, some SEN students are integrated to traditional schools like any other student when they have behavioral, emotional or sensorial problems. These children do not often do well at school, because, although they want to learn like the rest of their peers, they fail to do so, and get frustrated. This clearly affects their self-esteem and self-concept (Educarchile, 2011).

Chapter 4: State of the Art on Formative Assessment

Many researches about the role assessment in education and how this affects learning, have been carried out over the years. In this context, Formative Assessment has come out as the new teaching and learning strategy (Heritage, Walqui, & Linqanti, 2014). Formative Assessment is a constant process that involves collecting evidence of student's learning, granting feedback to students about their learning outcomes and using assessment information to adapt teaching.

Regarding this, Alvarez, Ananda, Walqui, Sato, and Rabinowitz (2014), state six principles for effective Formative Assessment. These are: promoting student learning; eliciting evidence of learning through a variety of tasks; changing the roles of teachers and students; using learning progressions to attach learning goals and monitor learning; improving instruction for student (results in meaningful feedback and adjustments) and lastly; enabling students to become self-regulated and autonomous learners. The authors highlighted the idea of the Formative Assessment as a mirror, where the teaching-learning process is enriched through this feedback and the significance of the self-awareness of student's own knowledge.

Similarly, two of the world's foremost education authorities in the Education field, D. William and S. Leahy (2015) stated that the idea is not to define the term formative restrictively, but to identify those differences on how Formative Assessment is used. They noted that people were troubled about the definition of Formative Assessment, and were confused when talking about assessment. One interesting aspect that they pointed out was the relation with testing. It is acknowledged that tests are considered Summative Assessments; however, William and Leahy stated that tests can be used for either summative or formative "purposes" (William and Leahy, 2015). That is to say, that through the results of a test, students can know how well their performance was, but also determine what the teacher has to do after the test, in order to improve that performance. Furthermore, apart from fading out some differences, William and Leahy made an important contribution, which emerges from the conception of Formative Assessment. The authors have pointed out that "formative assessment arises as a consequence of the fact that students do not always learn what we teach, and we had better find out what they did learn before we try to teach them anything else" (William and Leahy 2015).

In terms of the effectiveness of Formative Assessment, Lizada and Magno (2015) stated that Formative Assessment is one of the powerful ways of improving students learning in the classroom. They claimed that Formative Assessment allows the teacher to know whether the students have

achieved the objectives at the end of the instruction. Thereby, teachers are able to know what the students know and what they need to know. That way, teachers who use Formative Assessment in their lessons have the opportunity to change their methodology in order to improve the lessons and the students' performance through their feedback. In this sense, they pointed out that "Instruction improves if the teacher is continuously informed whether the learners are attaining the skill or not." (Lizada & Magno, 2015).

Additionally, Lizada & Magno (2015) proposed that Formative Assessment helps the learners to attain the target competency and become aware of their own learning. As a result, the feedback provided by the teacher allows students to process their work individually and evaluate their work on their own. Lizada & Magno concluded, "The process of formative assessment facilitates self-regulated learning". The authors continue to say that Formative Assessment facilitates the interaction between the student and the teacher regarding the quality of work. In relation to it, they have pointed out the following statement:

This interaction is important because not only does the process improve communication, but more importantly, this creates a positive learning environment for the student in terms of learning. This interaction illustrates how the teacher and student can mutually benefit in formative assessment (Lizada & Magno 2015).

Furthermore, over the last decade, educators have been researching to demonstrate the benefits and value of Formative Assessment for the teacher and students. According to Cambridge International Examinations (CIE herein), Formative Assessment is an essential element of the teaching practice, since its main aim is to increase the usefulness of feedback between teacher and student as much as possible. Therefore, teachers are able to understand better the learning process of their students due to the use of formal (written comments such as rubrics) and informal (immediate oral comments) feedback and collaborative activities (e.g. peer assessment) inside the classroom. In addition, they can grasp a better idea of what to plan for the next lessons, in order to match the instructions with the learning needs of each student. Therefore, the CIE's view opposes to the traditional idea that educators only transmit knowledge. Moreover, teacher-student interactions are considered vital inside the classroom.

Another discussed benefit of Formative Assessment is related to the expected learning outcomes of the students, as it is substantially significant that teachers explain in depth the purpose and goal of every activity or lesson, thus the students know beforehand for what they are working and what

the success criteria that they need to achieve is. In other words, students are able to get a clear insight of the teacher's objectives, so they can be autonomous and responsible of their own learning and redirect themselves towards what they are lacking.

Moreover, the CIE considered equally important, the statement that Formative Assessment engages students to learn. Since, they face the opportunity of knowing their weakness and strengths which will help them to be reflective and develop a sense of self-awareness regarding the progress that they are making. In other words, Formative Assessment enhances personal improvement instead of a competitive approach among classmates.

In the same fashion, in recent years, some authors have been researching about old and new strategies in order to analyze Formative Assessment in a well-organized manner. Dr. M.R. van Diggelen, et.al (2016) states that Formative Assessment improves the learning process of the students by understanding their learning situations. In this sense, he pointed out three key processes of teaching which authors such as Black and William previously studied in 1998. These points are; where they are now in their learning process (current situation); where they are going (learning objectives/intentions); and how to get there (learning path). As result, knowing these situations will help students to be more independent about their own learning, and it will increase their motivation because they will be in charge of their learning.

Similarly, Leahy, Lyon, Thompson & Wiliam (Leahy, Lyon, Thompson & Wiliam, 2005: in Dr. M.R. van Diggelen, 2016), propose five strategies that help the teaching learning process and how choices of effective types of Formative Assessment influence in the process as well. The first strategy is clarifying, sharing and understanding learning intentions and criteria for success. The second strategy is engineering effective discussion, activities, and learning tasks that elicit evidence of learning. The third strategy is proving feedback that moves learning forward. The fourth strategy is activating learners as instructional resources for one another. Finally, the last strategy is activating learners as the owners of their own learning (Leahy, Lyon, Thompson & Wiliam, 2005).

Chapter 5: Methodology

This is a quasi –experimental research because it chose to work with already formed groups. Quasi-experimental research projects consider one independent variable to observe its effect and relationship with one more dependent variable. This differs from pure experiments in the degree of safety and reliability. In quasi experimental designs, the participants, in this case students, were not randomly assigned to a group; they were already formed before the research (Sampieri, Fernandez & Baptista, 2010).

This project considered the use of both quantitative and qualitative data collection tools. First, it collected results from existing summative evaluations in both the control and the experimental groups; afterwards a test was designed to evaluate the results after the intervention in all of the groups, the test provided the possibility of contrasting results, which will be evidenced further along this research in the corresponding graphs.

Then, the research group designed the intervention considering lesson planning for six classes, the corresponding types of Formative Assessment for each class, and specifically where in the class they would be applied.

Afterwards, the research team worked in the design of an observation guideline that contained three major aspects observed in the classes. The guideline provided data for both the qualitative and quantitative data analysis. The analysis of this information is found in the chapter titled Data Analysis.

Before carrying out the pedagogical intervention, the research team designed letters of consent directed to: the Parent Teacher Association of each school, the Academic Coordinator (Jefe UTP, in Spanish) and letters requesting validation of instruments, to the Director of the English Department at Universidad Metropolitana de Ciencias de la Educación University (see Appendix B).

Finally, the group discussions and analysis of the compiled data led to results and recommendations, which are stated in the final chapter of this research project.

Participants

Firstly, we made a selection of the schools in which the pedagogical intervention was going to be carried out. There were three pre-service teachers acting as team leaders who led the pedagogical intervention in their corresponding schools. The rest of the research group assisted them.

The pedagogical intervention took place in three public/subsidized schools in Santiago, Chile. These were Colegio Francisco Arriarán and Colegio Juan Luis Undurraga Aninat School and Instituto San Pablo Misionero School. The groups included are 10 and 11th grade. In each school, we worked with two groups of students: One was the experimental group, where the interventions were carried out, and the other one was the control group. In other words, in the experimental groups, the pre-service teachers applied all types of Formative Assessment selected for this research, in the six lessons, and in the control group, no Formative Assessments were used.

During this intervention, the participation of the pre-service teachers was crucial because was the person in charge of the teaching and learning process from 10th grade students of Instituto San Pablo Misionero School; 11th grade students from Colegio Juan Luis Undurraga Aninat School; and 10th grade students from Colegio Francisco Arriarán School. Therefore, the pre-service teachers had the opportunity of getting to know their students well because they worked with them on a day-to-day basis. That is the reason why the pre-service teachers were a key element in this research.

The participation of the observants had a specific function within this research. The observant had to attend one or two classes accompanying the pre-service teachers with the experimental group. Therefore, the observant was the person in charge of recording how the class worked with Formative Assessments included in the lesson plan. The main role of the observant was to gather as much information as possible about this pedagogical intervention; taking notes and filling the Observation guideline worksheet (see Appendix C) in order to register all the events that could happen within the classroom, such as: the students' reaction to Formative Assessment, behavior, atmosphere etc. The observant had to analyze and make comments about how this lesson worked out, the effectiveness of the methodology used in the lesson observed, and everything else that may have happened.

Before the pedagogical interventions started, the research teams had to analyze the results of the Entry test (see Appendix D), which were the grades, obtained in the last unit evaluated by the teacher, in each school. This process provided the team with precise information as to how the students were

doing in their learning process. We compared those results, and drew a baseline for the expected improvement that they might have, at the end of the following unit after the intervention.

The lesson plan format was the same that the pre-service teachers are currently using at UMCE University (see Appendix E). The lesson plan includes a performance objective, a description of the contents of the class, the instructional strategies used to comply with the performance objective, the selection of the instructional strategies, and the corresponding evaluations where a detailed account of the types of Formative Assessment used can be found.

After we carried out the intervention, we applied an Exit test (see Appendix F) so we could see if Formative Assessments chosen had improved the students' results and helped to improve with the Classroom Management aspect. While one of the students who was doing their pre-service was teaching the class, the rest of the group members helped by recording, observing and analyzing what was happening during the interventions.

Description of the schools

Colegio Francisco Arriarán School

Colegio Francisco Arriarán School, belongs to SIP network (Sociedad de Instrucción Primaria, in Spanish), and is located at Manuel Antonio Matta Avenue #1089, right on the corner of San Diego street, in downtown Santiago.

The institution is a subsidized school for girls from all municipalities in the Metropolitan Region, with a total enrollment of 1,075 students from K-12 to 12th year. The courses consist of approximately forty students per classroom, and there are two courses -A and B- in each level. The students belong to different socioeconomic levels as they come from different municipalities. Many of them are foreign students and it has a vulnerability rate of 51%.

The Colegio Francisco Arriarán School has its own English plans consisting of five hours per week equally distributed during the week. English lessons go from Kindergarten up to grade 12, and the last four years include preparation for standardized tests (KET, PET).

The school infrastructure is old because it is a 125-year-old school. Renovations have been made in order to ensure the students' comfort. The school has two libraries for students, a computer

lab and a gymnasium. There are projectors and audio system in every classroom, but not all of them properly work.

Classes start at 8am every day until 5pm, except K-12 that leaves school at 12pm. Lessons are divided into 45 minutes per class to ensure students contact with all subjects every day. There are different recesses and lunch breaks for students belonging to different levels: from 12:05pm - 12:40 pm for 1st to 8th year, and from 12:40pm - 1:25pm for 9th to 12th year.

Colegio Juan Luis Undurraga Aninat School

Colegio Juan Luis Undurraga Aninat School is located in Quilicura, Santiago. The school is quite close to one of the most conflictive zones in this town, infamous for an environment full of drugs and violence. The school is part of a foundation Belén Educa Foundation which has 11 other school in different sectors of the Metropolitan Region. The school is subsidized, but students do not have to pay anything for their education.

Most of the students come from families with a middle-low socioeconomic level; a considerable amount of students live in one of the poorest neighborhoods of Quilicura. In general, they come from uniparental families, or live in a house with more than one family living there, so they tend to enjoy being at school more than at their homes. Colegio Juan Luis Undurraga Aninat School has a co-educational system with a total of 1.620 students. Levels go from K-12 to 12th grade, separating the students in two groups per level (groups A and B) with an average of 38 students in each group. Girls and boys are equally distributed.

English language is taught in all levels with different schedules depending on the grade. In the case of 10th grade, the level chosen for this intervention, students have four pedagogical hours per week. About the infrastructure, it is one big building with four floors, one elevator, classrooms in all floors, a cafeteria for teachers and other for students, two teachers' rooms for elementary and for secondary, a football field, a basketball field. Also, the school provides the equipment needed for the specialties: a kitchen room for the Gastronomy courses, and several implements for Telecommunication and Electronic courses. Since its opening in 2005, the school has worked with a full time schedule from 7:55 am to 17:30 with one hour for lunch at 13:30.

Instituto San Pablo Misionero School

The Instituto San Pablo Misionero School (ISPM herein) is located in San Bernardo's downtown. In a middle-class neighborhood. This Co-Educational School holds classes from Pre-Kinder to 12th grade. Most students are from middle-class families, small groups are from well-off families and others are from poor families. This school is part of Domus Foundation (they receive funding from Italy). However, it is subsidized, so they have to pay a monthly wage. ISPM is one of the best academic centers in San Bernardo. This school has a MATE system and that's why they started with English language classes in 5th grade. ISPM has all the tools for give their student the best education in every single subject. But their Mate system focuses on Language, consequently, when the children start with English classes in 5th grade, it is so difficult for them to follow instructions and understand a new language.

The school is divided into three different areas; all of them are located in Barros Arana. The main building has three floors and two different schedules. In the morning from 8:00 to 2:00 p.m., and in the afternoon from 2:15 to 7:00 p.m. In the morning, you can find students from 1st to 12th grade (six different groups per level), and in the afternoon you can find students from 1st to 6th grade (five different groups per level). In this building, you can find the administration and the most important offices, like the School Principal; the Math, History, Language, and English Departments, Finances, Psychologist's office, Educational Psychologist, Library, Cafeteria, etc. Another building is called San Pablito, that one holds Preschoolers. There is only one floor, the other important building is located in Barros Arana too, and in this part 7th and 8th grades are together, the workday is from 8:00 to 1:30 pm.

About the institutional education project, the mission of the school is stated as "to educate with God, the Family and Homeland".

The vision of the Schools states that it has a formation based on Christian-humanistic values. It also states that the members of the educational community are devotees of truth, solidarity and advocates of liberty and the dignity of humans, with a service orientation and civic consciousness.

Descriptions of contents used in the intervention

During the intervention in Instituto San Pablo Misionero School, the pre-service teacher worked with "English plus book 4" textbook, by Oxford Publishers, for 11th grade, Units 3 and 4 that correspond to: Unit 3 "Health matters": the language focus in this unit is modal verbs may, might,

could, must and can. Unit 4 “Let’s go”: has a language focus on will and going to. It also has grammar-based content related to Present simple and Continuous for future.

In Colegio Francisco Arriarán School, the pre-service teacher used “Eyes open” textbook from Cambridge University Press and Unit 3 titled “Young achievers”: which contains vocabulary related to training jobs and grammar use of going to, will, may/might, present tense and future continuous.

Finally, in Colegio Luis Undurraga School the content used was: “English in Mind 1B” from Cambridge University Press 2010 and its unit: “Promises, promises”: grammar use of: be going; vocabulary related to intentions and predictions, and multi word verbs.

Types of Formative Assessment selected

The research group made a selection of nine different types of Formative Assessment for the six classes designed in the intervention (see Appendix G). The types of Formative Assessment were chosen taking into account: complexity, duration, and type of information that they provide.

During the pre-activity, the pre-service teacher used the Inside-outside circle: an inside the circle means, “I understand” and outside means “I need a review”. Socratic is a Formative Assessment web page; it helps create one or two questions about a topic in an interactive manner. Another type chosen is Four corners: each corner of the classroom to represent A, B, C, and D. Students go to the corner that they believe corresponds to the correct answer.

While the activities were carried out, the pre service teachers used, Thumb it: if the class thinks they understand the lesson, they hold their thumbs up. If they are not sure, their Thumbs point sideways, if they do not understand it, their thumbs point downwards. Next, there is Five fingers: Students choose a number of fingers held up, starting from one meaning 'I need a lot of help', and adding up to five, which means 'I really get this'. Finally, for this part of the class, the research team used Traffic lights, in this type of Formative Assessment, strips of colored paper are raised according to the understanding of the student: *green* means I know it, *yellow* means I partially know this, and *red* means I do not know this.

For the end of the class there were several choices, for example Faces, if the class thinks they understand the lesson, they choose a happy face. If they are not sure, a neutral face, and if they do understand, a sad face. Then there are the Exit cards or Exit slips: A short quiz indicating three things

learned, two things I found interesting, and one question the students still have. Another KWL chart: students fill a chart with the things they *Know*, they *Want* to know about the topic and the things they *Learned* today.

Activities

For matters of this intervention, the main activity was to determine how effective Formative Assessment techniques can improve students learning, and how this improvement reflected on their grades and helped to improve Classroom Management. It is important to mention that at the beginning of this project, the literature research included Classroom Management, Affective and Behavioral Factors, and students with Special Education Needs (SEN) as well, but the research team decided not to include any SEN design in order to narrow down the results obtained in the interventions.

In order to achieve the aim mentioned above, each pre-service teacher taught and/or monitored two groups from the same level for six classes. Each group had the same units and content previously mentioned, but on one side there was a control group where the teaching/learning process was the same as always. This means that there was no variation on the methodology or techniques used just the regular learning/teaching process, and on the other hand, its parallel was taught the same unit and contents as well, but a strong component of Formative Assessment during pre, while and post activities.

The types of assessment chosen were selected according to the needs and preferences of pre-service teachers from the ones mentioned above, and can be found on each lesson plan design. Parallel to the class, each intervention was visited by an *observant* who was the one in charge of providing the grades of the group prior to the intervention. In order to obtain a numerical result, we monitored the class with a Likert scale questionnaire, which was a statement that the observant was asked to complete by giving a quantitative value on a usually, subjective aspect. For this particular questionnaire, we used a five-row statement with three main areas: Classroom Atmosphere, Student Behavior and Classroom Management.

Finally, an Exit test was applied to both, control and experimental groups, in order to identify the students' improvement or declining of grades related to the use of Formative Assessment techniques during the intervention. These final results were compared and examined together with the Entry test grades in order to carry out an in depth analysis (see Appendix H).

Description of the Schools' lesson plans

The treatment of content at Colegio Juan Luis Undurraga Aninat School focused on grammatical and functional objectives based on a “future and predictions” unit (see Appendix I). To carry out the intervention, the pre-service teacher had the two 10th grade groups. One would be the control group and the other one the experimental. The assessments chosen for the experimental group were: Thumb it in the middle of the class, and a KWL chart at the end of it for the second and fourth intervention; in the third class there was no Formative Assessment at all because the guide teacher had to take a Summative Assessment. In the fifth intervention, the Formative Assessment was the use of a Socratic designed Formative Assessment in the middle of the class, and Exit Cards at the end. For the sixth intervention, the 3, 2, 1 type of Formative Assessment was used in the middle of the class, and KWL chart at the end.

Colegio Francisco Arriarán School had the same unit theme (future and predictions) as the previous school mentioned, but there was another textbook used here (see Appendix I). The pre-service teacher had the two 10th grade groups. During the interventions, in the first class, the pre-service teacher used Thumb it at the beginning of the class, Traffic Lights during the class, and Exit cards at the end. For the second one, 4 corners at the beginning, Thumb it during the class and Traffic Lights at the end. In the third class and fourth class Fingers was used at the beginning, Traffic Lights during the class and a KWL chart at the end. For the fifth and sixth class, the pre-service teacher maintained the Thumb it at the beginning and Traffic Lights during the class, but added Faces and a Socratic exercise correspondingly, each day at the end.

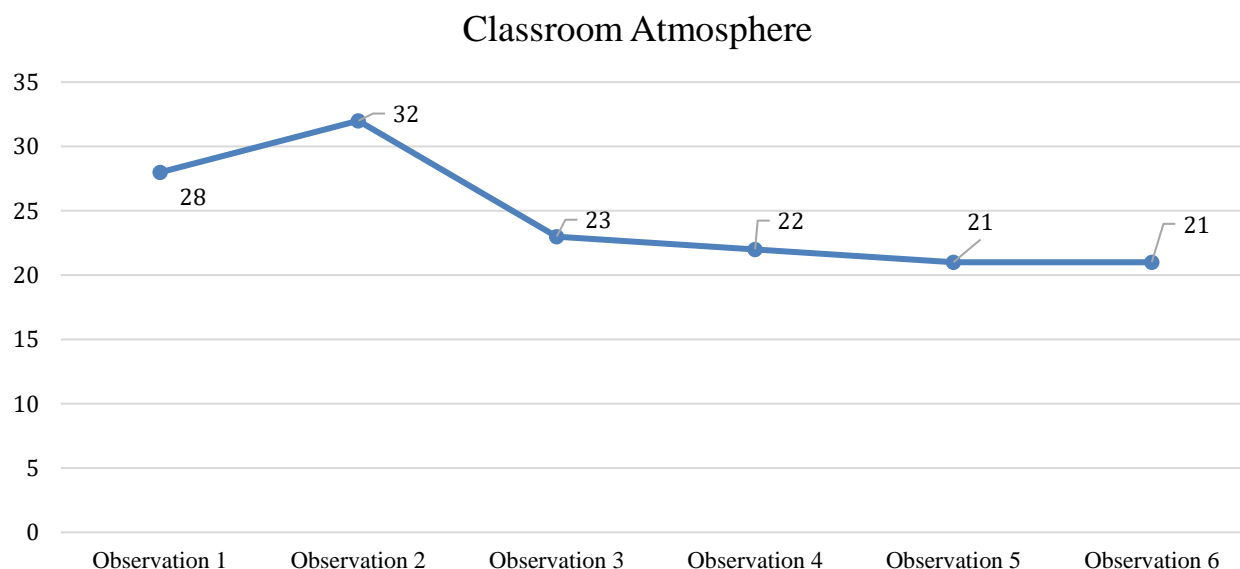
In Instituto San Pablo Misionero School, the pre-service teacher carried out the intervention with an 11th grade and worked on Unit 4, titled “Let’s go”, which was related to Traveling (see Appendix I). The contents taught in this intervention focused on grammar, specifically future tenses, as well as the use of modal verbs and vocabulary related to Unit 4. These contents were evaluated in the Exit test. The Formative Assessments included by the pre-service teacher in the intervention were Thumb it, Traffic light, and Five fingers in the first two classes of the intervention. For the third class of the intervention, the Formative Assessments used were Faces and Traffic Lights, and finally, for the last class the assessments chosen were Faces, Traffic Lights and five Fingers, respectively. Lastly, the Summative Assessments used were the mid-term (Entry test) and the final exam (Exit test).

Chapter 6: Data Analysis

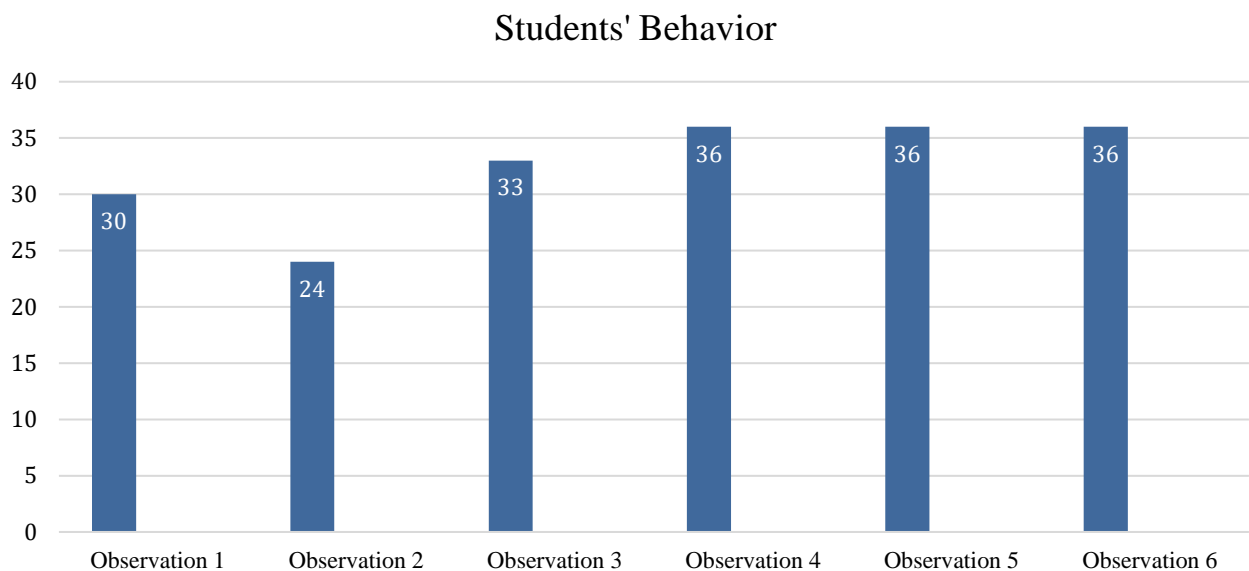
Observation Guidelines Results

The following Chapter provides the analysis and results of the information gathered in the pedagogical intervention. This Chapter is organized as follows: the first part provides the results in graphs of the observation guidelines per school; the second part provides the contrastive analysis carried out taking into account the Entry test results and the Exit test results.

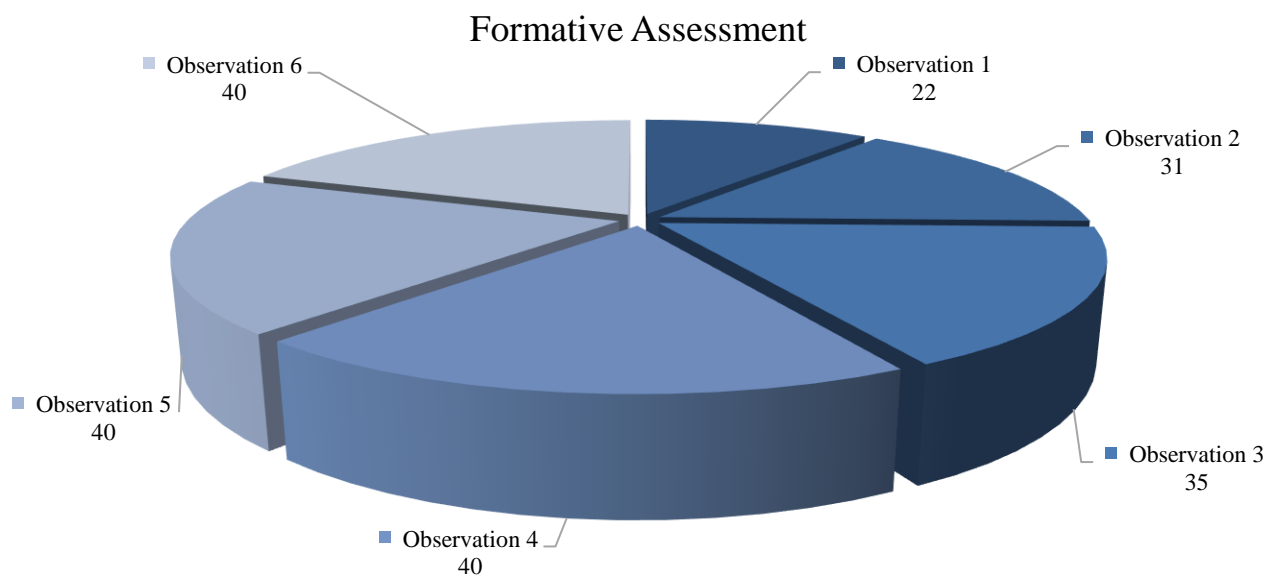
Colegio Francisco Arriarán School



As may be observed in chart N° 1, the Classroom Atmosphere item showed a significant improvement among students, which decreased in seven points (from 28 to 21) during the observation and intervention time in the experimental group. During the first observation, this topic obtained 28 points, which extremely changed to 32 points during the second observation day. From here on, the score constantly decreased, having 23 points in the third observation, 22 during the fourth, and 21 in the last two observation days.

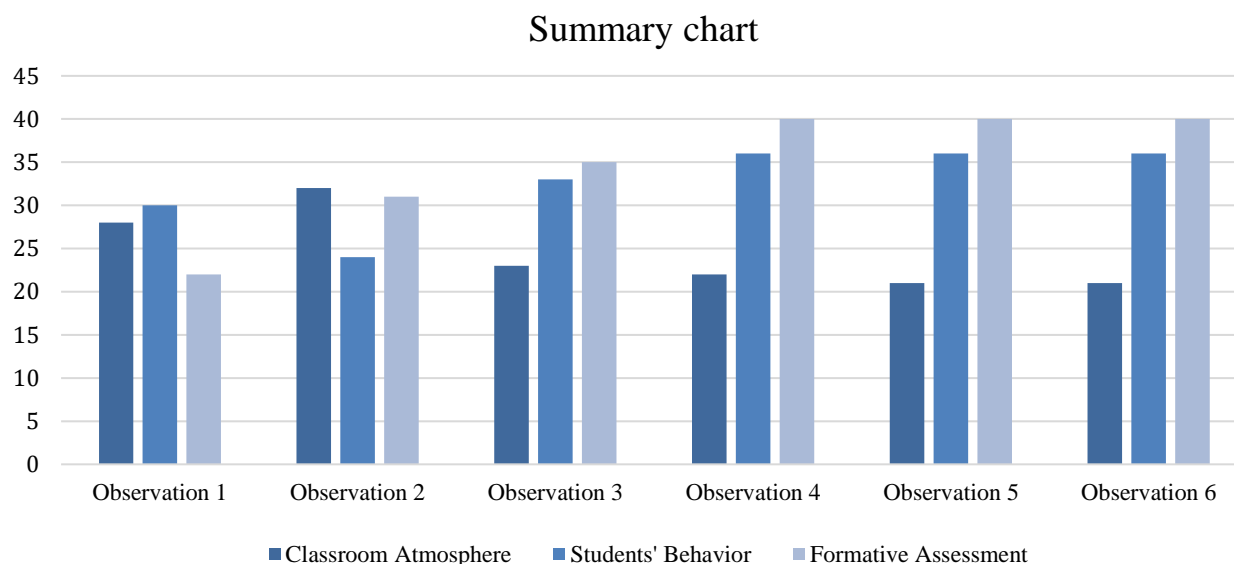


As may be observed in chart N° 2, the Student Behavior topic also demonstrated a considerable improvement among students, which increased in six points (from 30 to 36) during the observation and intervention time in the experimental group. In this particular topic, the first observation and intervention day reached 30 points. During the second observation day, there was a six points decrease during the second observation because there were two statements which were not observed. From the third observation on, the score increased from 33 until reaching 36 points.

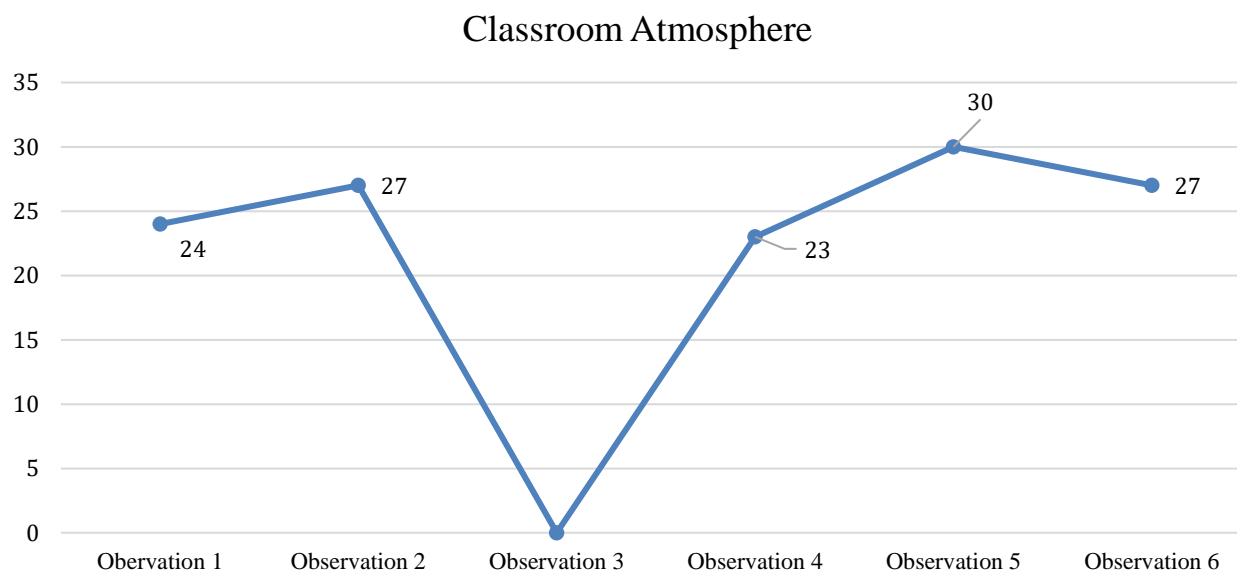


As may be observed in chart N° 3, the Formative Assessment also proved an improvement among students, which increased in eighteen points (from 22 to 40) during the observation and

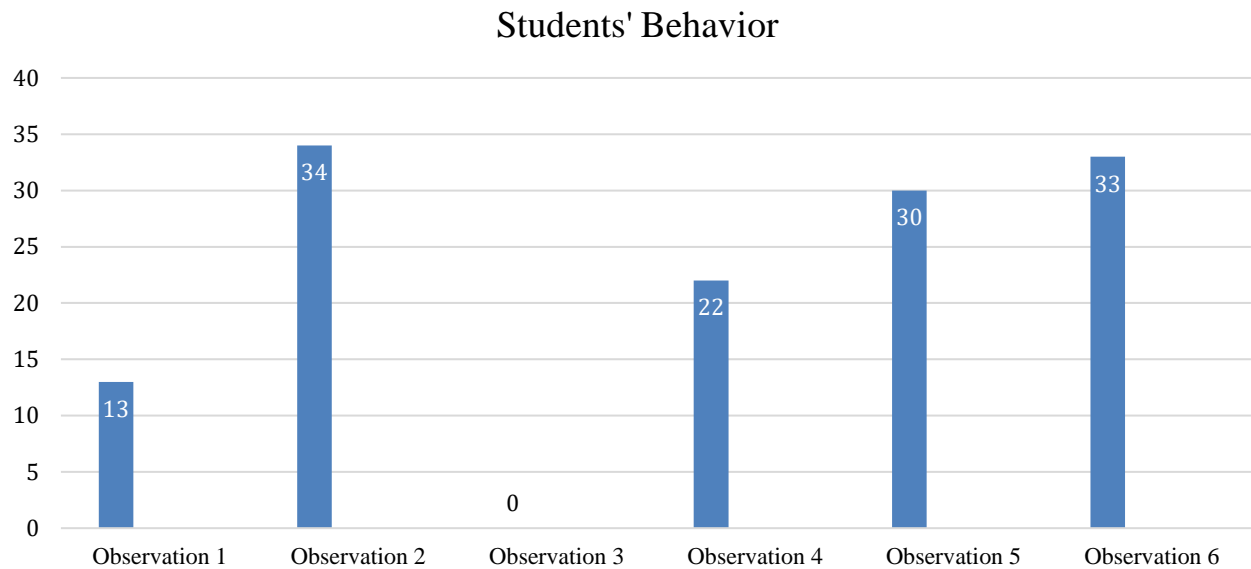
intervention time in the experimental group. Since the beginning, the results were constantly increasing, obtaining 22 points during the first observation, 31 points in the second observation and 35 points during the third observation day. The last three observation days reached the highest score in the Likert scale of 40 points.



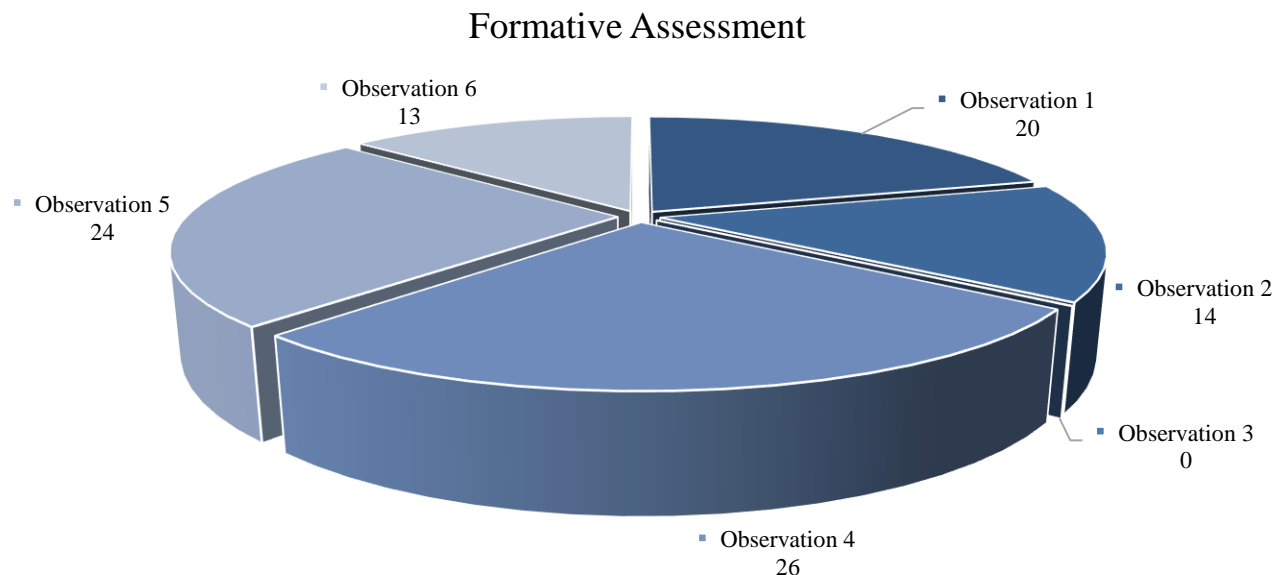
Colegio Juan Luis Undurraga Aninat School



As may be observed in chart N° 4, even though during the fourth class there was a one-point loss, Classroom Atmosphere showed an improvement when comparing the first day of the observation and intervention time with the last day, which increased three points.

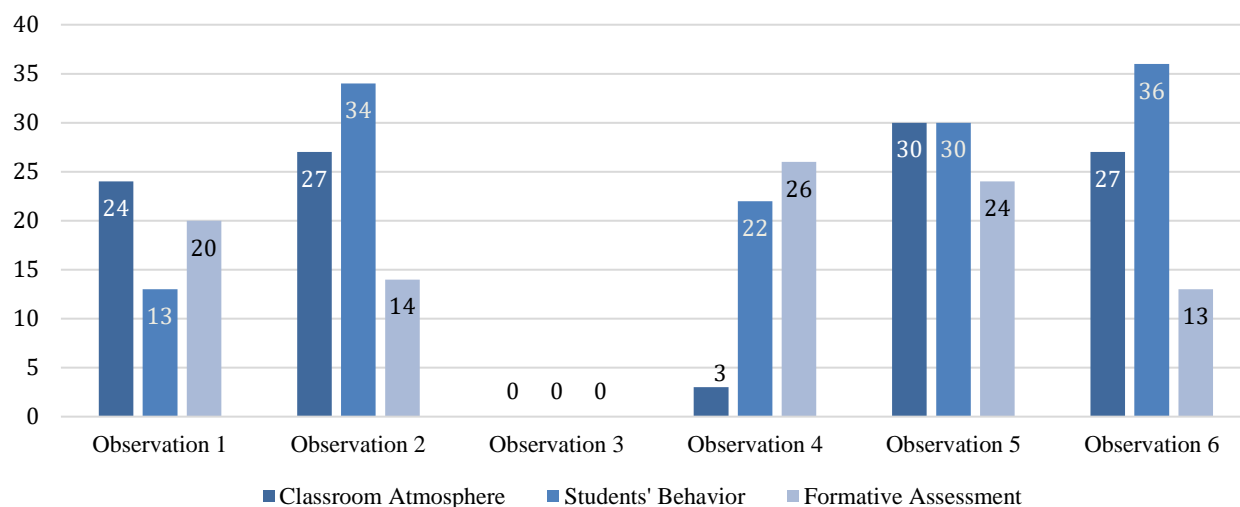


As may be observed in chart N° 5, Students' Behavior showed a very high improvement among students, from 13 points in the first class to 33 points in the sixth class. Apart from the fourth class, where there was a twelve-point loss, the points raised considerably during the rest of the days of the observation and intervention time.



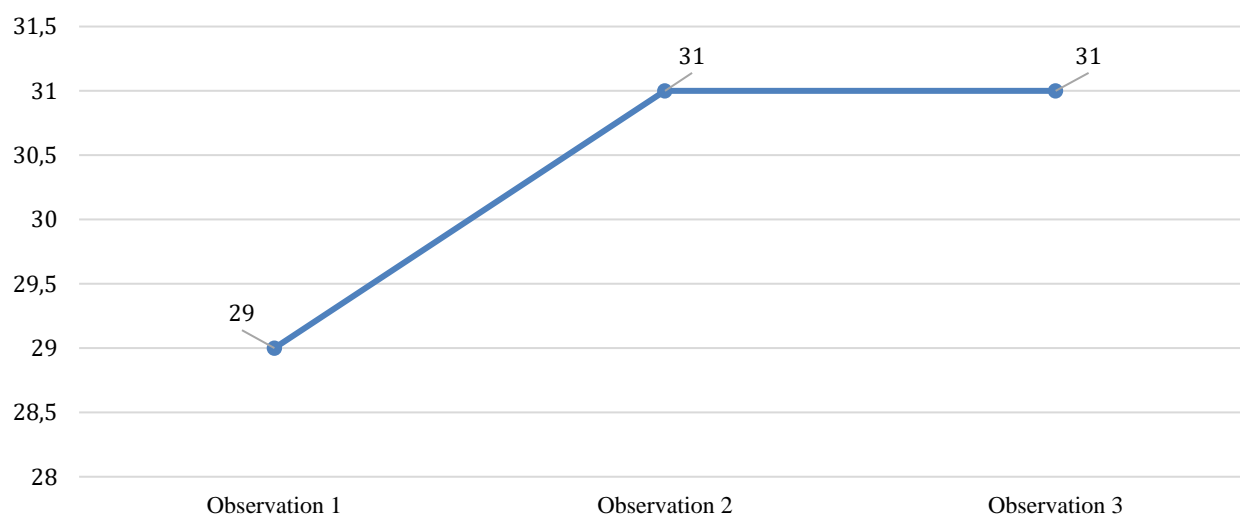
As may be observed in chart N° 6, Formative Assessment did not demonstrate an improvement among students. However, fourth and fifth class obtained points above the average, with twenty-six and twenty-four points respectively.

Summary chart

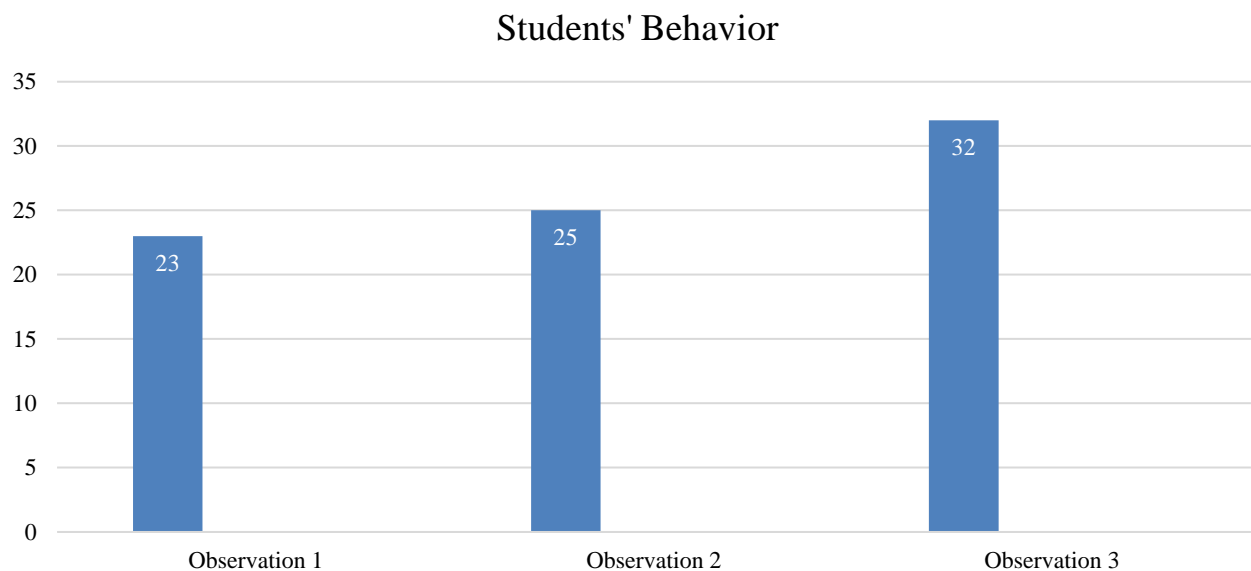


Instituto San Pablo Misionero School

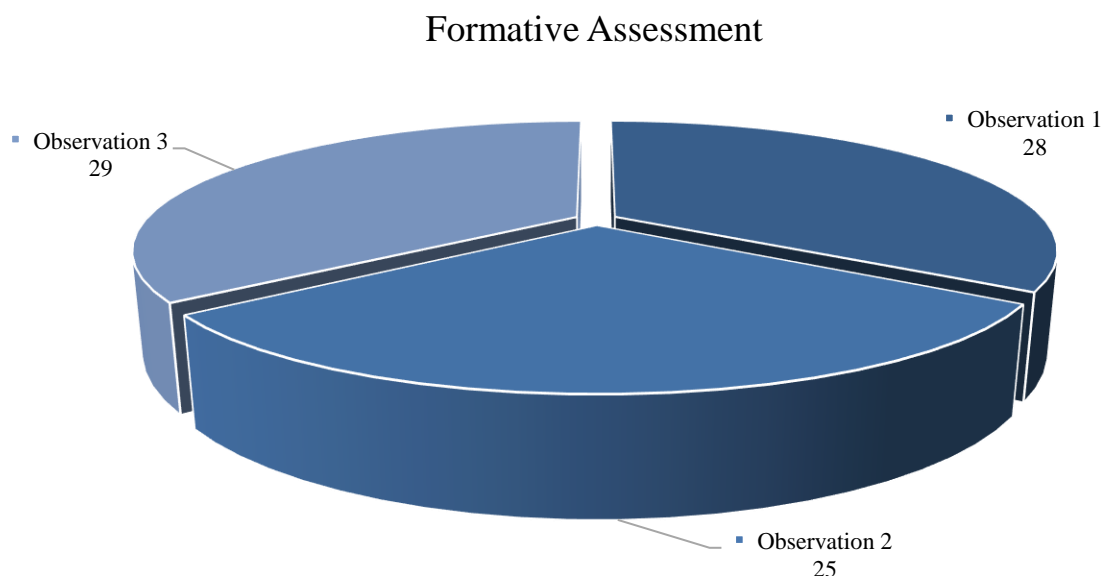
Classroom Atmosphere



As may be observed in chart N° 7, Classroom Atmosphere did not represent a significant improvement during the three observations of the intervention in Instituto San Pablo Misionero School. As shown, this aspect just increased 2 points from the first observation to the last one, while the maximum score per category was 40 points. Therefore, the performance of the students in the Classroom Atmosphere category was neither insufficient nor outstanding.

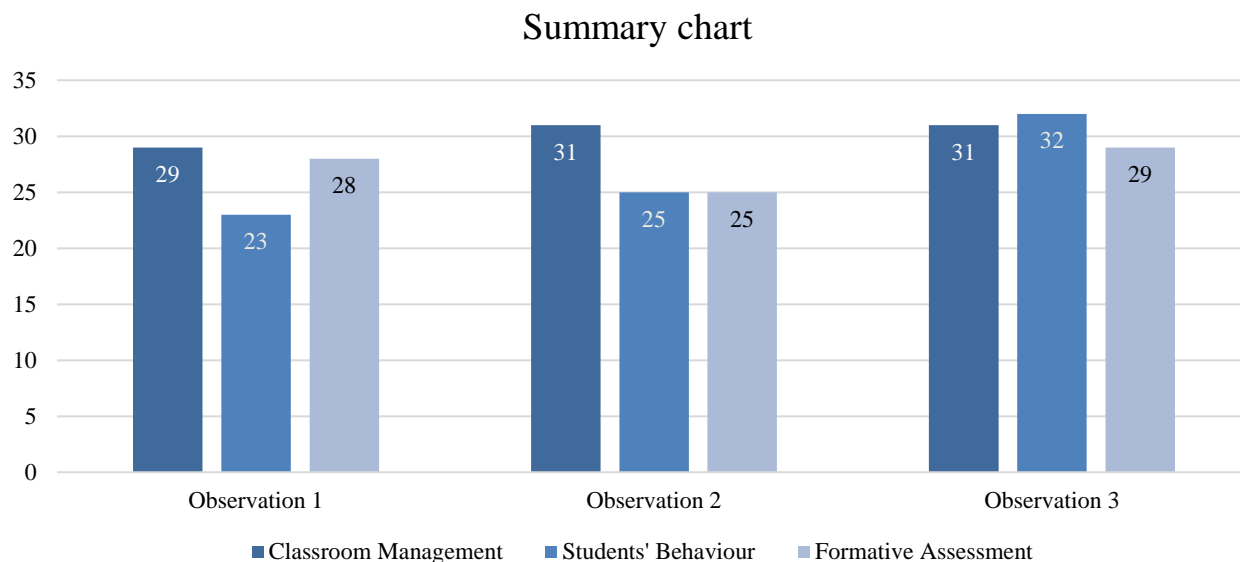


As may be observed in the chart N° 8, there was an important improvement in the Students' Behavior category, they controlled it more each class. It was noticeable that during the first observation day, Students' Behavior reached 23 points, not the best but not the worst either. However, the difference between the first and the last intervention was eight points higher, making the last observation 4 points below the highest score.



As may be observed in the chart N° 9, the difference between the three analysis was not really noticeable, but at least there was a reaction to Formative Assessment. During the first intervention day, the score reached was 28 points, which decreased in in three points during the second intervention.

Finally, on the third day, the final score was 29 points which was the highest obtained during interventions.



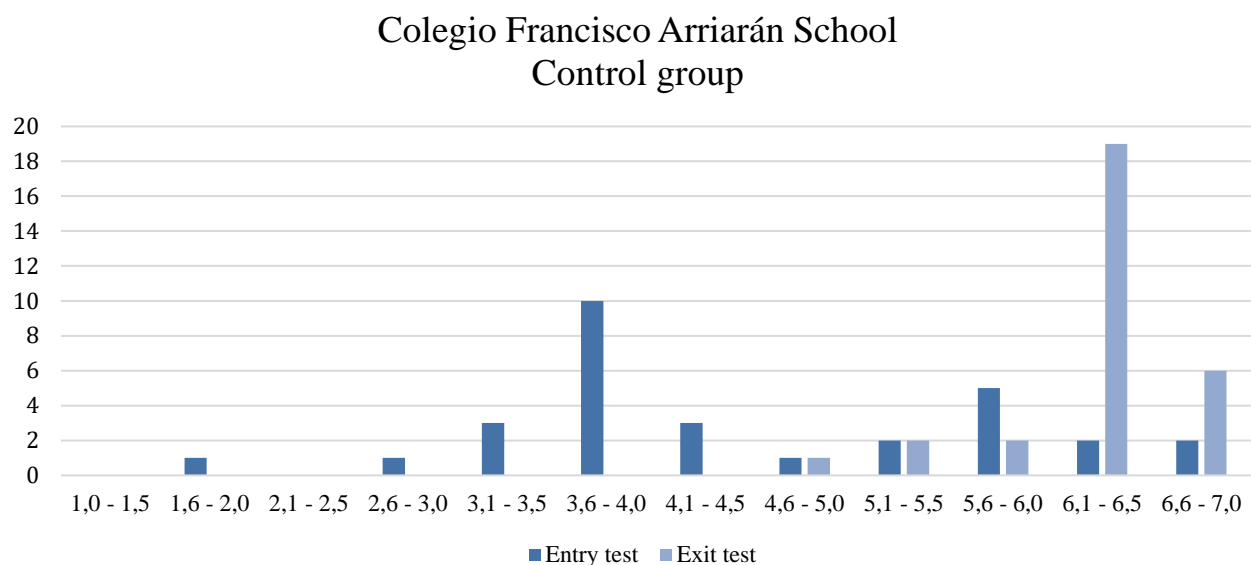
Entry and Exit Tests Analysis

The following charts evidence the information regarding the first and the last grade of each student in the experimental group, as well as in the control group, of the three schools which participated in the pedagogical intervention.

Schools which participated in this intervention	3
Total amount of students	199
Total amount of students in the experimental groups	102
Total amount of students in the control groups	97
Types of Formative Assessment chosen for the intervention	Thumb it Faces Four corners Socratic KWL chart Exit cards/Exit slips Five fingers Traffic Lights

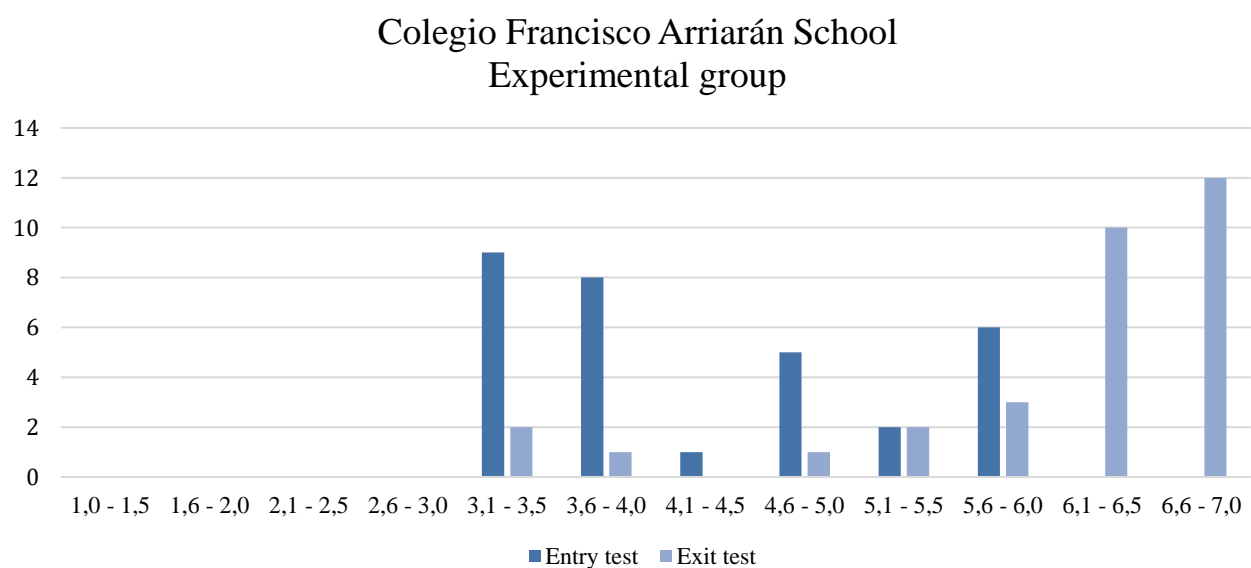
Colegio Francisco Arriarán School

Control group



A high percentage of students have the same marks in both tests with an average of 3.6 to 4.0. 5 students obtained marks from 1.6 to 3.5. Therefore, 6 students got marks from 4.1 to 5.5. Lastly, 9 students obtained better results, being in the scale from 5.6 to 7.0 (see Appendix).

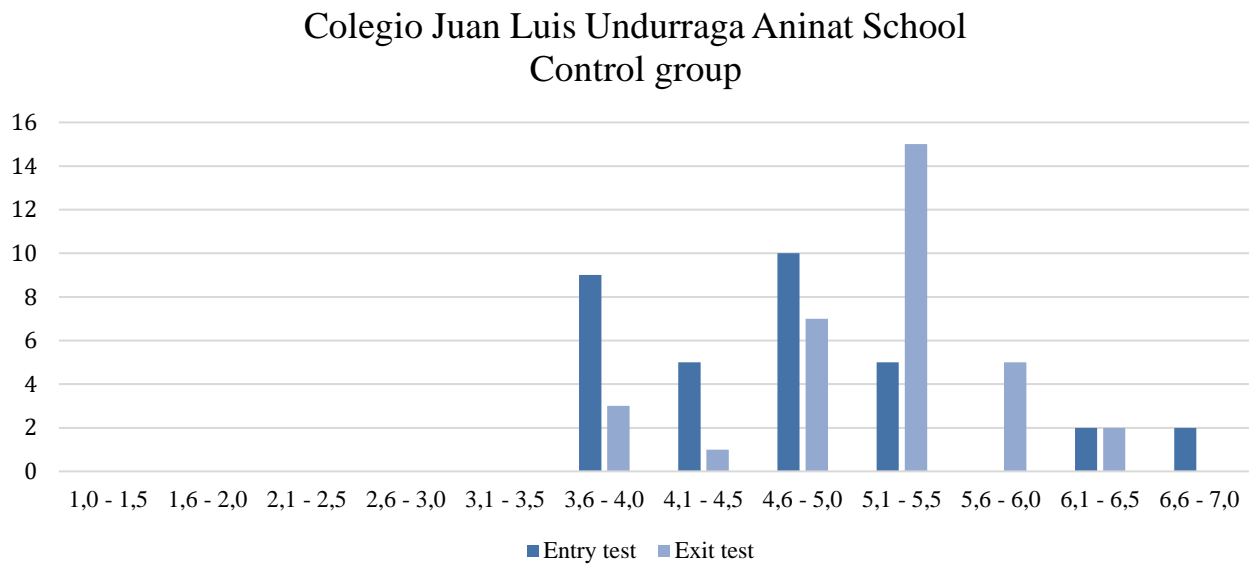
Experimental group



When comparing the results before and after the intervention, a positive change can be observed in the student's' grades. Also, in the entry test, 50% of the students obtained a grade below 4.0, but in the exit test only 9% of the students obtained a failing grade.

Colegio Juan Luis Undurraga Aninat School

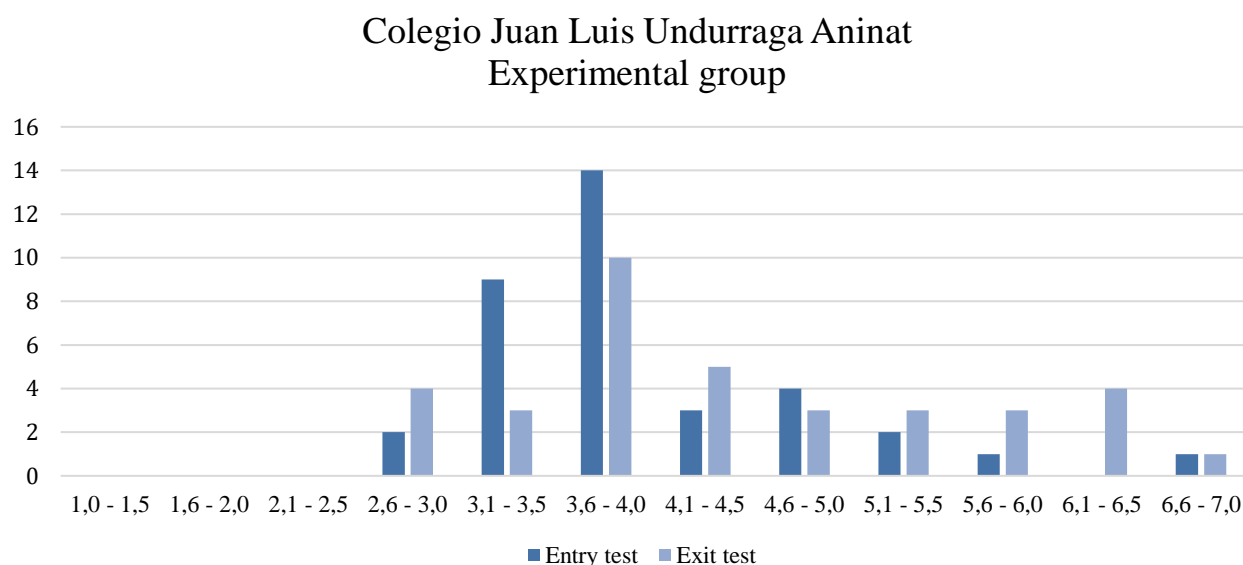
Control group



The bar chart shows the overall results in a control group in Colegio Juan Luis Undurraga Aninat School. In this chart, the left bar represents the achievements of the group of students at the beginning of a unit; and the right bar represents the achievements at the end of the unit. The differences between both of them represent the progress made in student achievement marks through the unit.

As may be observed in the chart, there is a substantial increase in the range from 5.1 to 6.5, that is to say that a 64% of the total of the students reached an improvement in their results. On the other hand, 33% of the students were below their previous mark. Finally, only one student obtained the same results in both tests.

Experimental group

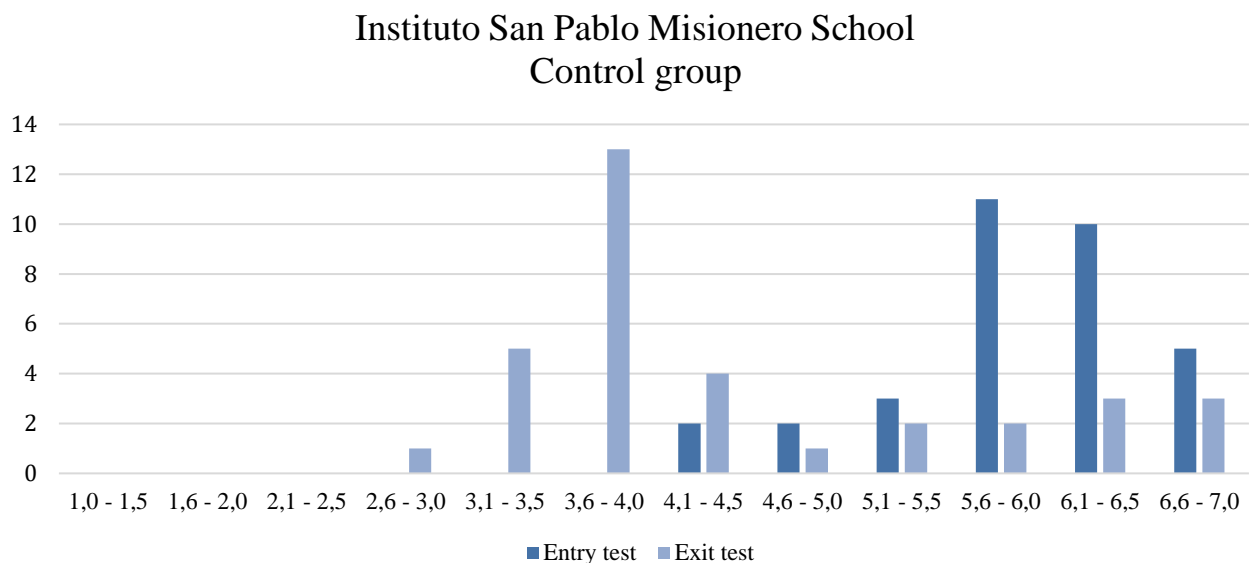


The bar chart shows the overall results after a pedagogical intervention in an experimental group in Colegio Juan Luis Undurraga Aninat School. In this chart, the left bar represents the achievements of the group of students at the beginning of a unit; and the right bar represents the achievements at the end of the unit. The differences between both of them represent the progress made in the student's grades through the unit.

As can be observed, there is a sharp increase in the following categories 2.6 – 3.0, 3.6 - 4.0, 4.1 – 4.5, 5.1 – 5.5, 5.6 – 6.0 and 6.1 – 6.5 categories. In other words, 80% of the students were able to obtain a better mark. However, this improvement was not accomplished by the whole group because 17% of the students did not improve their previous grades. The 3% that is missing corresponds to just one student whose results did not change during the unit.

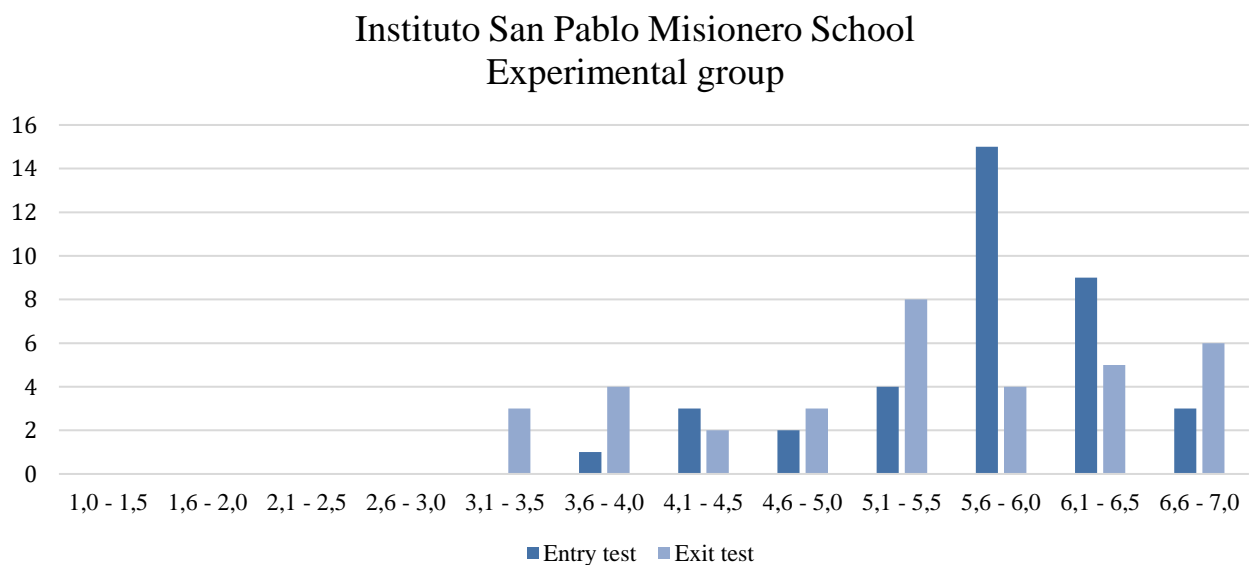
Instituto San Pablo Misionero School

Control group



It is evident that there is a negative change in the grades. In the entry test, more than 70% of the students had a 5.6 or more, and only one student failed the test. On the other hand, in the exit test, 47% of the students failed the test, and less students obtained a high mark.

Experimental group

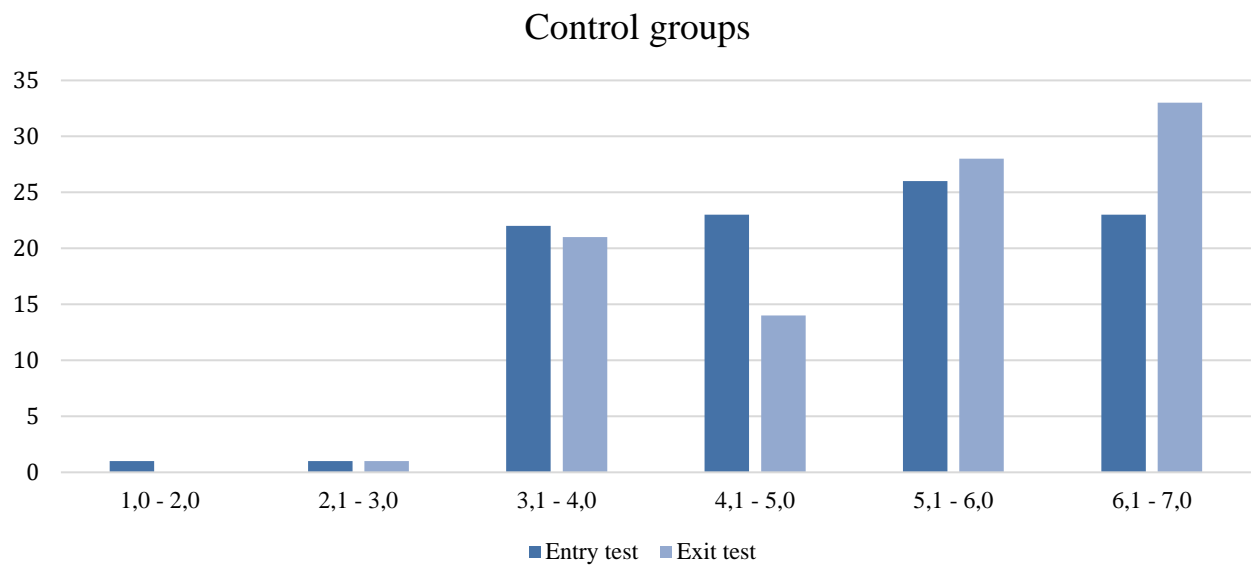


The group showed similar results in both tests. The lowest grade in the entry test was 3.9, and in the exit test it was a 3.1, decreasing in 8 points. In the exit test the average grades decreased. Most

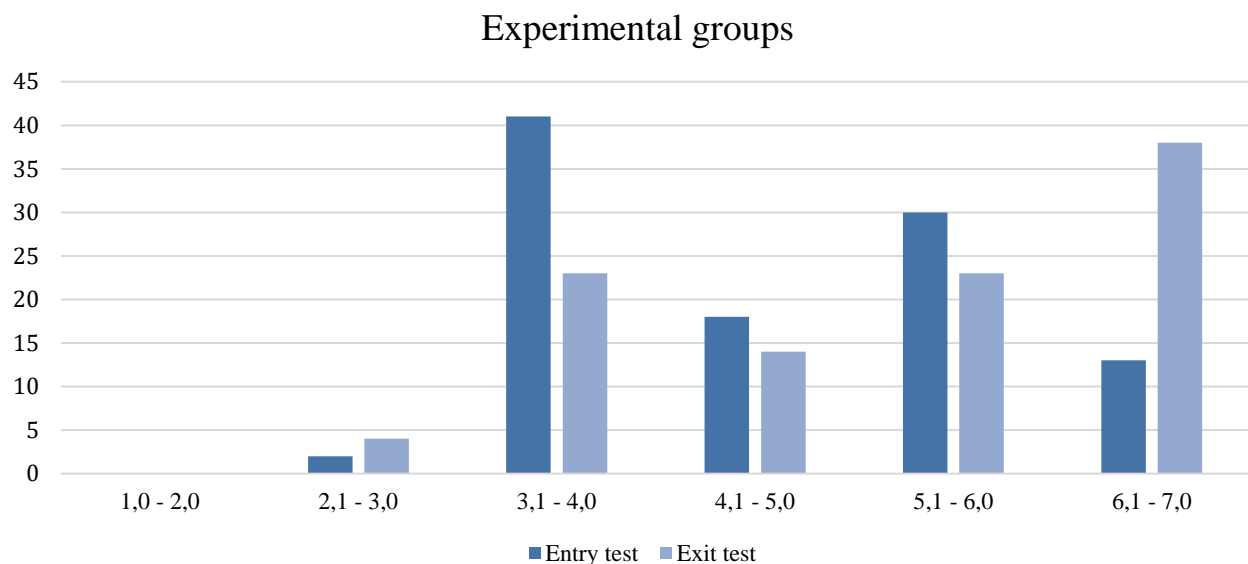
of the grades in the entry test are between 5.6 and 7.0, and only one student failed the test. In the exit test 20% of the students had a grade below 4.0, i.e. they failed the test. The majority of the students had grades between 5.1 and 7.0 in the exit test.

Final charts

The following charts show summaries of the results of the three schools which participated in the pedagogical intervention. They evidence the differences found between the Entry test and the Exit test results of each school. 102 students took part in the pedagogical intervention, and 97 students were part of the control groups.



The control groups show little improvement in the exit test. There is an increase in the range from 6.1 to 7.0, and a considerable decline in the ranges 3.1 to 4.0 and 4.1 to 5.0. As can be observed, in the entry test 25% of the students failed the entry test and 22,6% of the students failed the exit test, showing little improvement.



As can be observed in the chart above, there is a substantial difference in the students' performance after the intervention. The most noticeable increase in the students' grades, is in the 6.1 to 7.0 range. Before the intervention, 13 students had a grade in the range mentioned before, and after the intervention, 38 students were able to obtain higher grades. The number of students who obtained a grade between 3.1 and 4.0, declined to 23. As may be observed in the bar chart, after the intervention the results are more favorable for most of the students who participated in the intervention.

Conclusions

The authors of this research aimed to determine the relation between Classroom Management and effective Formative Assessment techniques in Chilean classrooms. To achieve that goal, we discussed the more fitting types of Formative Assessment to include on our lessons plans, taking into consideration the reality of the Chilean ESL classrooms. Related to that effort, it was essential to consider a varied set of techniques that ranged from different complexities, time-consumption and implementation. This Chapter reports the conclusions that we were able to gather from the data collected in the pedagogical intervention.

Classroom Management

Regarding classroom management, and specifically classroom atmosphere, we observed that it was one of the aspects which had the most favorable changes in the three experimental groups.

In terms of Classroom Atmosphere, particularly, in the book “Tools for teaching” (2007), the psychologist and classroom management expert, Fredric H. Jones stated that the physical distance between teacher and student is one of the main factors for disruptions inside the classroom. Usually, the students engage in other activities not related to the lesson when they feel that the teacher is far away or not watching them. In the case of this research, the situation noted by Jones was always observed as a consequence of the seating arrangement of the rooms, and the lack of teacher’s mobility or the number of students per class (overcrowded classrooms). That is to say, as the physical environment did not contribute to keep every single student engaged, the students constantly lost focus and started to do other types of activities, not related to the English lesson. In this regard, by implementing Formative Assessment activities three times per lesson, the students acknowledged the fact that at different parts of the lesson the teacher focused her/his attention on them, thus they had to actively participate. As result, they took into consideration that how they were doing at the moment was an aspect addressed by the teacher and important for the development of the instruction.

Colegio Juan Luis Undurraga School was the exception to this, since as result of the school’s high percentage of vulnerability the students’ mindsets were immersed in their reality. That is to say, most students aimed to quickly finish their High School education, in order to join the workforce, instead of continuing into Higher Education. Moreover, according to the observations, most of those students did not consider learning a second language a useful tool for their lives and future, therefore

they did not relate to the idea of personally investing their time and energy at the English lessons and activities prepared for them if those did not have a summative value.

Another aspect observed in this research was that students' behavior was modified favorably, as result of the Formative Assessment techniques, since they promote autonomy, cooperation and responsibility of the students as actors of their own learning. Accordingly, Christopher Dunbar (2004), a scholar of the College of Education of the Michigan State University stated that inappropriate behavior should not be punished by teachers, but rather they should address the consequences of the students' behavior. In this way, instead of imposing a sanction, the teacher should show to the students the possible results of their actions, and how they are straying from their objective as students (e.g. learning), therefore they might see that their behavior is incorrect and feel responsible for their actions.

Moreover, as result of the teachers' clear instructions, the Students' Behavior related to the use of English in the classroom was not a problem. Students when the instructions were delivered in English did not protest or made disruptions by asking the teacher to not speak in English.

Reaction to Formative Assessment

In the experimental groups, the levels of participation increased as result of what the Emeritus Professor of Educational Assessment at the Institute of Education of the University of London, Dylan Wiliam (2014) previously addressed on the article "Using Assessments Thoughtfully: The Right Questions, The Right Way". He stated that the major flaw in traditional classrooms is that questions and discussions are always answered by those students who are confident and motivated; therefore, the thoughts and opinions of those who do not volunteer to participate are a mystery to the teacher. As result, the teacher can not plan based on the needs of the whole class, since he/she only gets feedback from a few students. In this regard, Dylan highlighted the importance of applying in the classroom an "all-student response" system, and a "no hands up" policy, in which there are no volunteers to answer, and instead everyone in the classroom has to participate. Specifically, as it was observed by using formative assessment two or more times per lesson made all students to stay focused in order to answer. Moreover, it gives the students the opportunity to communicate their needs right away, thus their mistakes or misunderstandings are resolved without delay.

Besides, it was seen that Formative assessment needs to be flexible depending on the specific needs and contexts of the students. As reviewed in the theoretical framework, Margaret Heritage (2007) stated that "It is important to identify the students' current level and adapt the lessons". Therefore,

Formative Assessment has to be arranged in agreement with the students' context. We could identify that due to many factors mentioned in the limitations section, Formative Assessments were difficult to carry out in 2 of the 3 schools. Thus, the number and types of Formative Assessments included in a class will vary depending on the context, students' motivation, physical space, and resources, among other things.

One important element of the use of Formative Assessment is that they are very different to summative assessments in terms of design. That is to say, Formative Assessments are much more engaging and didactic. In Chapter 2: Formative Assessment, we mentioned several types of Formative Assessments, their design and how they worked. Therefore, they were intended to easily catch the students' attention by their nature and how they were presented. Nevertheless, in one of the three schools where we worked, the Formative Assessment activities selected did not work as expected. In Colegio Francisco Arriarán School, Formative Assessments caught the students' attention easily, so it was a successful way of keeping the students focused. At Colegio Juan Luis Undurraga Aninat School, it was completely different because of some factors as misbehavior and lack of interest on the part of the students, who were not interested in the English lessons at all. In this school Students feel they just have to pass the course. Lastly, at Instituto San Pablo Misionero School, we observed the effectiveness of Formative Assessments as successful when they caught the students' attention. For instance, sometimes there were students studying other subjects but when a Formative Assessment technique was applied, they started to pay attention to the English class again. Thus, the students participated more. As a conclusion, we can state that Formative Assessments catch students' attention regardless of the contexts.

The continuous use of Formative Assessment can improve academic results. This improvement is higher when there are favorable conditions in the classroom (in discipline, students' motivation, etc.) and lower in unfavorable conditions, but still there can be an academic improvement of some kind.

A major difference in the successful implementation of Formative Assessment in the schools was affectivity. In one of the schools, the teacher had created such a good bond with her students that implementing Formative Assessment was easier as students cooperated with the teacher. Moreover, this bond made students improve their behavior in the class, in general. In contrast there was another school where there wasn't such a bond, which made it more difficult to implement the Formative Assessment.

Limitations

During the progress of this research, we encountered some inconveniences which caused a couple of delays and modifications in our schedule. One of them was the lack of flexibility in some schools. It was a constant issue that the guide teacher made interruptions in the normal course of our intervention, even though before starting the experiment, we followed strict procedures regarding explanations of our methodology and procedures, requesting permission letters and specifying time needed in terms of number of classes -only six.

Specifically, in one school, we had to adjust ourselves to delays because the guide teacher of the experimental group was not familiarized with Formative Assessment, thus the mindset was fixed on making the students work with handouts, instead of the activities planned by the pre-service teacher. As a result, this particular intervention was shortened to only three observations.

Finally, the dominant role that the taking of SIMCE tests plays in schools, turned out to be a continuous delay, without previous notice to the pre-service teacher and the class observant. There were days in which the authorities of the schools decided to have practice tests for SIMCE, instead of the regular lessons, and teachers and students had to comply, delaying their own schedule and plans for the semester.

Findings

The first data that we analyzed was the variation of the grades between the Entry test and the Exit test taken by the experimental groups of three schools. One of the major changes revealed in those grades was that the number of students who did not reach the minimum passing grade (equal or superior to 4.0) during the Entry test, decreased significantly. Only less than twenty students obtained low grades in the Exit test, in contrast to the almost forty students who did not meet the criteria of approval during the intervention in the Entry test.

In addition, by comparing the figures, in the Entry test the best grades were reached only by 16 students, meanwhile the Exit test showed that a total of 36 students reached the range of 6,1 to 7,0 which corresponds to the highest grades. Consequently, after the intervention, the authors of this work can say that an academic improvement was observed in those students categorized as underachievers and overachievers by the constant of their grades.

Recommendations

As this research has been carried out in a specific area, some of the following points and results should be considered for further studies. The following recommendations are offered for related researches in the field of Classroom Management.

We are confident that our research will serve as a base for future studies on how affective factors are involved in Classroom Management. As it was stated in the theoretical framework, individual differences affect the process of acquiring a second language. Consequently, those differences can disturb the Classroom Management since students are constantly dealing with lack of motivation, low self-esteem, personality traits, and lack of self-confidence, among others.

Based on the results of this research, more in depth effective Formative Assessments can be designed to be used in a variety of contexts, especially in contexts with students who evidence disruptive behavior. All schools are different, as well as the group of students that study in them; some schools are situated in a certain demographic area and students share different sociocultural realities. Thus, they behave differently depending on their own background and experiences. Not all types of Formative Assessments are appropriate to all sorts of students and schools. For example, it is difficult to carry out an “inside-outside circle” in classrooms with limited space or where the sitting arrangement is fixed, therefore the effectiveness of this type of Formative Assessment could be interrupted.

The following recommendations are offered for related researches in the field of Formative Assessment. Taking into account the results obtained, the authors of this work recommend to implement varied Formative Assessment in lessons considering the students’ level. In other words, Formative Assessment has to be simple when students have a low level of English, using for example Thumb it, and more complex if students are capable of accomplishing what the teacher asks them to do, like with a Socratic exercise.

The intervention carried out in the three different schools, showed that simpler types of Formative Assessment were better received by the students. They recognized them easily and participated more actively. The suggestion for Chilean teachers is to incorporate simpler forms of Formative Assessment first, and then apply more complex types of F.A. The problem is that in the Chilean culture, Formative Assessment is not commonly used. One reason could be that schools do not

use this type of assessment because of lack of information. Possible solutions might be found if further research is carried out.

On the other hand, Formative Assessment is only an aspect of the teaching process and it would not be completely useful for students without a proper feedback; the uses of effective feedback and how to complement them with Formative Assessment could also be analyzed in depth in a future study.

Another interesting topic to research could be the relationship between Formative Assessment and students with Special Education Needs. In the Chilean educational system, students with SEN have the option to drop out the English class, and sometimes it is not an option but something imposed by School authorities or the SEN specialist. The implementation of varied types of Formative Assessment could help to change this and include SEN students in the English classes.

The authors of this work consider that it is important to point out that this research was only carried out in High Schools, for that reason, we suggest to carry out a study about types of Formative Assessment in primary schools and their effects in Chilean students.

Furthermore, a good relationship between students and teachers is recommended to improve several factors in the classroom, such as students' participation and students' own self regulation of discipline in class. Additionally, Formative Assessment in the class helps students to communicate their needs and forces teachers to listen to them and take actions immediately about it. Also, it increases student participation as students are forced to concentrate their attention on the task at hand.

In order to have a successful acceptance of Formative Assessment by students, it is highly recommended that they are familiarized with the Formative Assessments that are being implemented, that is, they will need explanations and rehearsals, before the teacher starts to implement on a regular basis.

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Appendixes


Appendix A: Types of Formative Assessment

Thumb it


How Do You Feel?



I feel good. I do not have any questions. I think I could help others with this topic.



I feel ok. I may have a few questions about this topic.




I do not feel ok. I have many questions. I need help with this topic.

Checklist

_____ 's

Progress Checklist



Literacy

Identifies sounds corresponding to vowels and consonants.	1	2	3
Reads single-syllable words by blending sounds, including consonant blends.	1	2	3
Reads _____ eight words.	1	2	3
Reads first grade texts with fluency.	1	2	3
Can retell a story including character, setting, and plot.	1	2	3
Answers questions about a text accurately.	1	2	3
Reads accurately and shows signs of self-monitoring.	1	2	3
Applies strategies to decode unknown words.	1	2	3
Writes a complete sentence independently.	1	2	3
Uses punctuation appropriately.	1	2	3
Writing is neat and legible. Letters are formed correctly.	1	2	3
Begins sentence with capital letter.	1	2	3
Spells some eight words correctly in writing.	1	2	3
Uses known spelling patterns while writing.	1	2	3
Spelling (tests)	1	2	3

Inside-outside the circle

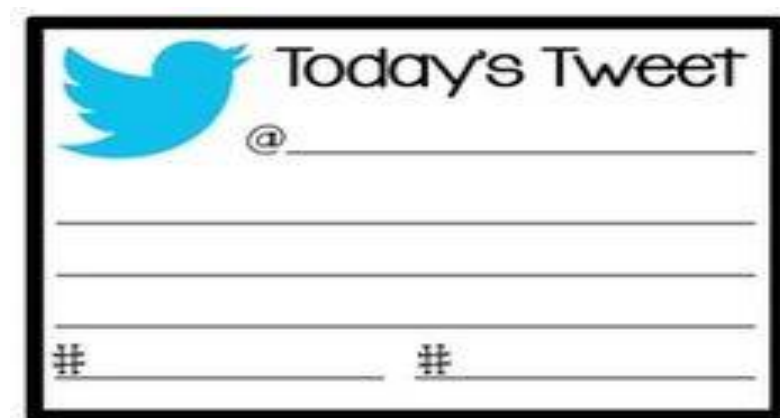


Traffic Lights

How am I doing?



Twitter board



A template for a Twitter board. It features a blue Twitter bird icon on the left. To its right, the text "Today's Tweet" is written in a black, sans-serif font. Below this, there is a line for an @username, followed by three horizontal lines for the tweet text. At the bottom, there are two lines for hashtags, each preceded by a # symbol.

Stop and go cards



Four corners



KWL chart

Topic: _____ Name: _____

K What I already know	W What I want to know	L What I learned

One to five



Clothespin



Appendix B: Letters of request

Letter to Parent Teacher Association



Universidad Metropolitana de Ciencias de la Educación
Facultad de Historia, Geografía y Letras
Departamento de Inglés

Santiago, 11 de octubre, 2016

Señores Apoderados:

Somos un grupo de estudiantes de quinto año de la carrera de Licenciatura en Educación con mención en Inglés y Pedagogía en Inglés, provenientes de la Universidad Metropolitana de Ciencias de la Educación. Actualmente, nos encontramos desarrollando nuestro Seminario de título que lleva por nombre “Assessment and Effective Classroom Management Techniques in ESL classes in Chile” (Evaluación y Técnicas Efectivas de Manejo de Aula en clases de Inglés en Chile).

Para fines de la realización de nuestro seminario, nos interesa saber cómo la evaluación formativa influye positivamente en el manejo de aula y mejora el rendimiento académico de los estudiantes. Por esta razón, solicitamos el permiso correspondiente a ustedes, apoderados del curso *curso solicitante*, del Colegio *Nombre Establecimiento Educacional*, para realizar una intervención durante el periodo de una unidad en el presente semestre académico.

Esperando ser una contribución para el proceso de aprendizaje de los estudiantes, agradecemos de antemano su tiempo y colaboración,

Finalmente,

Saludan atentamente,

Alarcón, Arellano, Bahamondes, Barrios, Contreras, Delgado, Garmendia, Garrido D., Garrido K.,
González, Martínez, Merejo, Rivera, Rozas, Vicencio
“Evaluación y Técnicas Efectivas de Manejo de Aula en clases de Inglés en Chile”
Licenciatura en Educación con mención en Inglés y Pedagogía en Inglés

Letter to Academic Coordination of Schools

Ref.: Solicitud de intervención en
aula con fines de investigación



Universidad Metropolitana de Ciencias de la Educación
Facultad de Historia, Geografía y Letras
Departamento de Inglés

Santiago, 11 de octubre, 2016

Señor(a)

Nombre Subdirector(a) / Coordinador(a) / Jefe U.T.P.

Nombre Establecimiento Educacional

PRESENTE

Somos estudiantes de quinto año de la carrera de Licenciatura en Educación con mención en Inglés y Pedagogía en Inglés, provenientes de la Universidad Metropolitana de Ciencias de la Educación. Actualmente nos encontramos desarrollando nuestro Seminario de Título que lleva por nombre “Assessment and Effective Classroom Management Techniques in ESL classes in Chile”, (Evaluación y Técnicas Efectivas de Manejo de Aula en clases de Inglés en Chile). Este proyecto tiene como finalidad determinar cómo el uso de técnicas efectivas de evaluación formativa influye positivamente en el manejo de aula y mejora el rendimiento académico de los estudiantes.

Por medio de la presente, y para fines del desarrollo de nuestro seminario de título, es que solicitamos a usted el permiso correspondiente para realizar una intervención en el curso *curso solicitante*, durante el periodo de una unidad en el presente semestre académico; aplicando nuestros instrumentos de evaluación (pauta de observación y evaluación formativa), los que fueron debidamente revisados con nuestra tutora de tesis, de la UMCE con antelación a ser empleados en el aula.

Agradecemos de antemano su tiempo y colaboración.

Saludan atentamente,

Alarcón, Arellano, Bahamondes, Barrios, Contreras, Delgado, Garmendia, Garrido D., Garrido K.,
González, Martínez, Merejo, Rivera, Rozas, Vicencio
“Evaluación y Técnicas Efectivas de Manejo de Aula en clases de Inglés en Chile”
Licenciatura en Educación con mención en Inglés y Pedagogía en Inglés

Letter requesting validation of instruments

Ref.: Solicitud de validación
de instrumentos de investigación



Universidad Metropolitana de Ciencias de la Educación
Facultad de Historia, Geografía y Letras
Departamento de Inglés

Santiago, martes 6 de septiembre, 2016

Señor:

Roberto Javier Pichihueche Mellado
Director Departamento de Inglés
Universidad Metropolitana de Ciencias de la Educación

PRESENTE

Somos estudiantes de quinto año de la carrera de Licenciatura en Educación con mención en Inglés y Pedagogía en Inglés, de la Universidad Metropolitana de Ciencias de la Educación. Actualmente nos encontramos desarrollando nuestro Seminario de Título que lleva por nombre “Assessment and Effective Classroom Management Techniques in ESL classes in Chile”. Este proyecto tiene como finalidad determinar cómo el uso de técnicas efectivas de evaluación formativa influye positivamente en el manejo de aula y mejora el rendimiento académico de los estudiantes.

Por medio del presente, y para fines del correcto desarrollo de nuestro seminario, es que solicitamos a usted asistencia en la validación de los instrumentos de investigación adjuntos.

Agradecemos de antemano su tiempo y colaboración.

Saludan atentamente,

Alarcón, Arellano, Bahamondes, Barrios, Contreras, Delgado, Garmendia, Garrido D., Garrido K.,
González, Martínez, Merejo, Rivera, Rozas, Vicencio
“Evaluación y Técnicas Efectivas de Manejo de Aula en clases de Inglés en Chile”
Licenciatura en Educación con mención en Inglés y Pedagogía en Inglés

Appendix C: Observation guideline



Universidad Metropolitana de Ciencias de la Educación
Facultad de Filosofía y Educación
Departamento de Inglés

Seminario de Título

Observation Guidelines

General information

School: _____ Teacher's name: _____

Grade: _____ Unit: _____ Hour: _____

Attendance: ____/____ Objective: _____ Date: _____

Checklist

Always	Generally	Occasionally	Rarely	Never
5	4	3	2	1

	Classroom Atmosphere During the class, students are	5	4	3	2	1
1	eating, sleeping or using their cellphones					
2	confident enough to participate in class					
3	attentive to the teacher and answering questions					
4	reprimanded by the teacher when they show disruptive behavior					
5	friendly and respectful with each other					
6	disruptive by external factors (noise, lighting, interruptions by school members)					
7	respectful and follow classroom rules					
8	seated in a classroom arrangement that fosters a fluent development of the class					

Comments:

	Students' Behavior During the class, students are	5	4	3	2	1
1	familiarized with the routine and follow instructions of the teacher					
2	capable of facing and handling a conflict or inconvenience among themselves					
3	respectful of the teacher's instructions and decisions					
4	cooperative with the teacher to maintain a positive climate (e.g. they tell each other to be quiet)					
5	aware of the positive consequences of their actions within the classroom					
6	aware of the negative consequences of their actions within the classroom					
7	proactive and show a positive attitude towards peer or group activities					
8	not concerned with the time allowed for each activity					

Comments:

	Reaction to Formative Assessment (FA) During the class, students	5	4	3	2	1
1	do not react positively to FA (in any part of the class)					
2	do not understand the instruction given and ask for repetition of the instructions					
3	are familiarized with the types of FA that the teacher uses in the class					
4	react well to simpler types of FA					
5	react well to complex types of FA					
6	participate actively to FA					
7	ask if the FA activity is graded or not					
8	ask for the instructions to be repeated in Spanish					

Comments:

Appendix D: Entry test results

Colegio Francisco Arriarán School

Control group

Student	Entry test	Student	Entry test
1.	3,8	16.	4,0
2.	7,0	17.	5,3
3.	4,5	18.	3,8
4.	4,8	19.	5,8
5.	2,0	20.	5,8
6.	4,0	21.	6,3
7.	3,7	22.	4,5
8.	6,8	23.	5,8
9.	4,0	24.	3,8
10.	4,5	25.	3,4
11.	6,5	26.	4,0
12.	6,0	27.	5,8
13.	4,0	28.	3,0
14.	5,5	29.	3,3
15.	3,4	30.	3,8

Experimental Group

Student	Entry test	Student	Entry test
1.	6,0	17.	3,5
2.	6,0	18.	4,0
3.	4,3	19.	3,4
4.	6,0	20.	5,5
5.	3,3	21.	5,8
6.	5,0	22.	3,2
7.	3,7	23.	3,2
8.	5,8	24.	4,8
9.	4,8	25.	5,5
10.	3,2	26.	4,0
11.	3,8	27.	3,8
12.	3,8	28.	3,5
13.	3,5	29.	4,8
14.	3,4	30.	4,8
15.	3,7	31.	3,7
16.	6,0		

Colegio Juan Luis Undurraga Aninat School

Control group

Student	Entry test	Student	Entry test
1.	4,0	18.	7,0
2.	3,8	19.	4,9
3.	4,0	20.	4,9
4.	7,0	21.	5,1
5.	4,9	22.	6,1
6.	5,1	23.	5,1
7.	5,1	24.	4,0
8.	4,0	25.	4,2
9.	4,9	26.	4,6
10.	4,4	27.	3,7
11.	5,1	28.	4,7
12.	4,9	29.	4,2
13.	4,9	30.	6,1
14.	4,9	31.	4,9
15.	3,9	32.	4,4
16.	4,4	33.	4,0
17.	3,9		

Experimental group

Student	Entry test	Student	Entry test
1.	3,5	19.	4,0
2.	3,5	20.	4,7
3.	3,2	21.	4,7
4.	4,2	22.	3,9
5.	6,7	23.	2,8
6.	4,2	24.	2,9
7.	5,4	25.	5,6
8.	3,9	26.	3,6
9.	3,1	27.	3,9
10.	3,4	28.	3,5
11.	3,9	29.	3,9
12.	5,1	30.	3,5
13.	3,9	31.	3,8
14.	4,4	32.	3,6
15.	3,9	33.	4,9
16.	3,5	34.	3,7
17.	3,2	35.	4,9
18.	3,9	36.	3,9

Instituto San Pablo Misionero School

Control group

Student	Entry test	Student	Entry test
1.	7,0	18.	6,0
2.	2,0	19.	5,6
3.	6,2	20.	6,4
4.	6,6	21.	5,2
5.	6,4	22.	6,6
6.	4,8	23.	6,4
7.	6,0	24.	5,8
8.	5,6	25.	6,2
9.	6,8	26.	5,8
10.	6,2	27.	5,0
11.	5,6	28.	5,4
12.	6,2	29.	6,2
13.	5,6	30.	7,0
14.	6,0	31.	6,0
15.	6,0	32.	6,2
16.	4,2	33.	4,4
17.	5,2	34.	6,2

Experimental group

Student	Entry test	Student	Entry test
1.	6,4	19.	4,8
2.	4,4	20.	4,4
3.	5,2	21.	3,9
4.	5,6	22.	6,0
5.	5,6	23.	6,2
6.	5,8	24.	6,0
7.	6,4	25.	6,6
8.	5,8	26.	6,2
9.	5,6	27.	6,4
10.	5,8	28.	6,8
11.	5,4	29.	5,4
12.	6,2	30.	5,6
13.	5,8	31.	6,2
14.	5,8	32.	5,2
15.	4,8	33.	6,2
16.	5,8	34.	6,0
17.	4,2	35.	6,2
18.	7,0		

Appendix E: Lesson plan format UMCE

**UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION
DEPARTAMENTO DE INGLES - METHODOLOGY**

PRE-SERVICE TEACHER: _____ **SCHOOL:** _____ **COURSE:** _____

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
At the end of the class the students will be able to...	Functions: Grammar: Vocabulary:	Greeting: Warm-up: Instruction/participation: Closure:		○	G: W: I: C: Total:

Appendix F: Exit tests

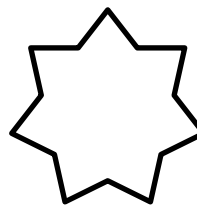
Colegio Francisco Arriarán School

English Test

Name: _____

Grade: _____

Level: _____ Date: _____ Score: _____ / 16



I. TRUE AND FALSE (4 points)

- a. _____ Future continuous is used for actions in progress at a certain time in the future.
- b. _____ The structure of future continuous in affirmative sentences is:
Subject + be + will + verb + complement
- c. _____ Future continuous is used for planned actions.
- d. _____ Future continuous can be used to make predictions.

II. MULTIPLE CHOICE: Choose the correct option. (4 points)

1. I _____ this evening. Do you want to go out?
 - a) will not studies
 - b) won't be studying
 - c) won't be study
 - d) will not studying
2. Tonight, we _____ at Mary's house.
 - a) will sleep
 - b) be sleeping
 - c) will be sleeping
 - d) will be slept
3. I _____ with my brother through Europe because I don't have money.
 - a) will not traveling
 - b) won't be traveled
 - c) will not travel
 - d) won't be traveling
4. What _____ tomorrow afternoon at 3pm?
 - a) will you done
 - b) will you doing
 - c) will you be doing
 - d) will you have do

III. Complete the sentences with the correct form of the verbs in brackets. (4 points)

1. On Tuesday, the girls _____ (*take*) a taxi to the airport.
2. Sara _____ (*run*) a marathon on Saturday.
3. I _____ (*clean*) the house while you wash the dishes.
4. Stella _____ (*play*) the piano on the concert.

IV. How do you see yourself in 10 years? Use future continuous (4 points)

Colegio Juan Luis Undurraga Aninat School

UNIT 5 FINAL TEST

“Promises, promises”

Name _____

Date _____ Class _____

This test will measure the following:

Skills	Possible score	Your score
I. Listening Comprehension	8 points	
II. Reading Comprehension	8 points	
III. Use of Language	11 points	
IV. Writing	4 points	
Total score	32 points	

Instructions:

- * You have 70 minutes to answer.
- * Read the instructions carefully before answering.
- * Check your answers before handing in your test.

I. Listening

- Read the KEY WORDS and identify them in the text.
- Read the questions from 1 to 10 (Question and answers)
- You will listen to the recording twice (2 times)

Key words

Unhealthy: poco saludable	Food: comida	Wake up: despertar	Take up: comenzar a hacer algo	Tidy: limpiar
Back yard: patio trasero	Nap : siesta	Weekend: Fin de semana	Fishing: pesca	Give up: renunciar

1. Who are the speakers? A) Emy and her sister B) Emy and her brother C) Emy and her father D) Emy and her mother	2. What is the first resolution of Dad...? A) Stop eating unhealthy food B) Stop fishing C) Stop cooking unhealthy food D) Stop cooking chicken
3. The father is going to give up... A) Working B) Traveling by ship C) Eating chips D) Going to the gym	4. The father and his wife are going to check... A) The new gym B) The new sport center C) The new fitness group D) The new mall
5. Is Amy going to _____? A) Wake up early B) Take a nap every weekend C) Make some new friends D) Take up running	6. What Is Amy going to do every weekend? A) Tidy her house B) Tidy her room C) Tidy the backyard D) Tidy her bike
7. What is the best title for the text? A) Me and my dad B) Family ideas for the future C) New year's plans D) Father and daughter resolutions for next year	8. What is the topic of the text? A) Business B) Holidays C) Resolutions D) Driving

II. Reading

- Read the key words, *FIND* and UNDERLINE the key words in the text
- Read CAREFULLY the questions from 9 to 16

Key words:

Look for: buscar	Wants: querer	Meanwhile: mientras tanto	Store: tienda	Floor: piso
Finds: encontrar	Sales assistant: Asistente de ventas	Needs: necesitar	Advice: consejo	Cheaper: “mas economico”

“ _____ ”

Mrs. Smith is going shopping with her son. They are looking for a present for Mr. Smith's birthday. Mrs. Smith wants to buy him a new camera and Tom wants to buy him a jumper.

They drive to the department store on the high street. Mrs. Smith uses the escalator to go to the Electrical Department on the third floor and Tom takes the stairs up to the Men's Clothing Department on the first floor.

When she gets to the Electrical Department she finds that cameras are sold in the Photography Department on the ground floor. She takes the elevator down and asks the sales assistant there for some help. She doesn't know much about cameras and needs some advice. He recommends an automatic camera by Olympus, but it is too expensive. She asks him if he has anything a little cheaper and he tells her about a special offer on the Pentax range. It still seems expensive so she thanks the assistant and decides to shop around first.

Meanwhile, Tom is looking at the jumpers. He only has £10 to spend so he can't afford most of them. He sees his mother and they decide to go to the smaller shops round the corner.

When they got there they found out that it was way less expensive in that place and finally bought an amazing simple camera and a very elegant jumper just for the right price.

- Answer the questions.

<p>9. How many people participate in the story?</p> <p>A) 2 women B) 2 women and 2 children C) 2 women and 1 man D) 2 women and 2 men</p>	<p>10. What department does Mrs. Smith go to first?</p> <p>A) The Electrical Department B) The Photography Department C) The Men's Clothing Department D) The technical department</p>
<p>11. Where are the cameras sold?</p> <p>A) The Electrical Department B) The Photography Department C) The Men's Clothing Department D) The technical department.</p>	<p>12. How does Mrs. Smith get around the store?</p> <p>A) She walks up the stairs and takes the elevator down B) She walks up and down the stairs. C) She takes the elevator up and the escalator down. D) She takes the escalator up and the elevator down.</p>
<p>13. What department does Tom go to?</p> <p>A) The Photography department B) The Men's Clothing department C) The Women's Clothing department D) The woman's Clothing department</p>	<p>14. Where do Mrs. Smith and Tom go after the department store?</p> <p>A) To the bakery round the corner. B) To the shops round the corner. C) To the supermarket round the corner D) To the gas Station round the corner</p>
<p>15. What is the topic of the text?</p> <p>A) Holiday B) Business C) Shopping D) Shops</p>	<p>16. What is the best title for the text?</p> <p>A) Going to the mall B) Buying a camera C) Getting a jumper D) Buying a birthday present</p>

III. Use of Language

- Read the sentence from the UNIT "Promises promises"
- Choose the best word (A, B or C) to complete the sentence for questions 17 – 21, mark A, B or C in your answer sheet.
- Complete the conversations for questions 22-27.

17. Today there is a lot of so please drive carefully.

- A. CLOUD B. SUNNY C. FOG

18. Stop climbing that wall, can fall.

- A. YOU B. THEY C. WE

19. Is Francisco..... to a new apartment?

- A. MOVE B. MOVED C. MOVING

20. Are your brothers to travel to Frankfurt.

- A. WILL B. GOING C. LEAVING

21. Someday in the future Mariah learn to drive a motorbike

- A. GOING B. START C. WILL

Example:
0



How old are you?



A Sixteen.

B Fine, thanks.

C How do you do?

Answer:

0	A	B	C
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Look at that car is going to crash!!

- A) Are you crazy
B) Lucky you.
C) Oh my god.

23. Jane is not going to see a doctor, because.

- A) She is feeling much better.
B) She likes going to the doctor
C) She feels ill.

24. I'm not going to catch the bus this afternoon

- A) I want to swim
B) We want to eat
C) I want to walk home.

25. Peter is going to meet his sister at the station. A) She is arriving at 9:30
B) They are having dinner
C) He is taking the bus.
26. Come on! Your dinner is on the table. A) It is going to get cold
B) It is going to leave
C) It is not going to get cold.
27. Come on! Your dinner is on the table. A) It is going to get cold
B) It is going to leave
C) It is not going to get cold.

IV. WRITING

- *Imagine it is December 2016, and you are celebrating New Year.*
- *Write a letter to yourself mentioning **3 resolutions** for the upcoming year.*

Dear future me:

Next year...

ENGLISH FINAL EXAM

NAME: _____ CLASS: 11th ____ DATE: _____

A. - LISTENING SECTION

- **Listening 1 – (Track 2.02) - Listen to the conversation and complete the missing information in the form. (5p)**

MEMBERSHIP FORM	
First name: 1	_____
Surname: 2	_____
Date of birth: 3	_____
Address: 4	_____
Contact number: 5	_____
Mobile number: 6	_____
Email: 7	_____
Time of appointment: 8	_____
Personal trainer: 9	_____
Option: 10	_____

- **Listening 2 – (Track 1.05) - Listen to the conversation between Bill and Jo.**

Circle the correct words. (5p)

1. They want to get to the **airport** / **motorway**.
2. **Bill** / **Jo** is the most relaxed person in the car.
3. Jo is going to **take the cases** / **park the car**.
4. They're meeting Simon and Judy at **two o'clock** / **half past two**.
5. Bill wishes that they had left **on time** / **earlier**.

B. - READING SECTION

➤ Reading 1 – Read the text and circle the correct alternative.

Have you got the balance right?

Healthy eating really does keep the doctor away and it may also help us feel better. A balanced diet along with regular exercise can reduce the risk of illnesses such as heart disease, diabetes and perhaps depression. The human body needs three essential types of nutrient – protein, fat and carbohydrates – as well as *fibre*, vitamins and minerals. The key to healthy eating is getting the balance right between the different types of food. The perfect balance is to eat plenty of fruit, vegetables and carbohydrates, some *dairy* foods, meat and fish, but go easy on the fats and sugars.

Nutritionists say we should eat at least five portions of fruit and vegetables a day to get all the vitamins and minerals we need. These also provide fibre which helps us digest our food and control our weight. Carbohydrates, such as bread, pasta and potatoes, provide calories and other nutrients and should make up at least a third of our diet. While protein is essential for building and repairing *tissues*, it only needs to make up about 15% of an adult diet. The body needs fat to absorb some vitamins, and some fats like omega-3 fatty acids are essential for the brain and may even help learning. Foods rich in unsaturated fats, such as oily fish and nuts, are better than saturated animal fats which increase harmful cholesterol levels in our blood. *Processed* foods are particularly unhealthy because they are full of fats, sugar and salt and are very high in calories.

So far, there is little *evidence* to show that the type of food we eat affects our mood. But studies show that eating three meals a day affects the way we feel. Scientists believe that eating breakfast regularly is even more important. Studies show that it improves our mood and memory, gives us more energy and helps us to feel more relaxed. So if you want to feel good throughout the day, don't miss your breakfast.

I. Circle the correct alternative. (5p)

1. A healthy diet can...
 - a) help to prevent heart diseases
 - b) increase the risk of depression
 - c) reduce the need for exercise
2. What type of food is the main source of vitamins?
 - a) oily fish
 - b) carbohydrates
 - c) fruit and vegetables
3. We need around _____ of our daily diet to be protein.
 - a) one third
 - b) 15%
 - c) five portions

4. Why do we need oily fish or nuts in our diet?

- a) To provide calories
- b) to absorb vitamins
- c) to increase cholesterol levels

5. Which fats are not good for us?

- a) saturated fats
- b) unsaturated fats
- c) omega-3 fatty acids

➤ **Reading 2 - Read the text.**

Holidays for everyone

Since the explosion of mass market package holidays in the 60s, more and more people enjoy travelling abroad. In recent years the industry has become much more varied and today everyone can find the perfect holiday deal.

A Rural tourism holiday

In addition to enjoying the peace and quiet of the countryside, you'll probably save money while you try the local specialties and eat in the local restaurants. But here's a warning: this isn't a good choice if you're on a diet!

B Beach holiday

This is not my favourite kind of holiday, but perhaps the most relaxing. If you have a frenetic lifestyle at home, you might want a simple holiday where all the days follow the same routine: sun, sand and sea.

C Adventure holiday

If, like me, you hate being ordinary, you'll love an adventure holiday. You'll test yourself and your physical fitness up mountains, on rivers or in jungles, and no day will be the same. Don't forget to bring your camera!

D City break

These are perfect for people who love culture. You can visit galleries and museums and enjoy a great night life. Prices are often expensive, so try visiting markets instead of eating in restaurants.

E Winter sports holiday

I'm not a fan of winter, but for many of you a sports holiday in the snow is a perfect break. You'll get fit and lose weight – and have fun! You'll love the gear, too. These holidays are all about style.

I. Match paragraphs A–E with sentences 1–5. (5p) According to the text:

1. On which holiday will you enjoy looking good? _____
2. On which holiday will you do similar activities on Monday and Wednesday? _____
3. Which holiday might be a bad idea for people who want to save money? _____
4. Which holiday might be a bad idea for people who want to lose weight? _____
5. On which holiday will you want to take photos? _____

C. - VOCABULARY SECTION

I. Complete the sentences with the prepositions. (5p)

down off out over up ~~without~~

EXAMPLE → I never go *without* dessert. I love sweet food!

1. I work _____ in the gym every day.
2. I always turn _____ my computer before I go to bed.
3. I've cut _____ on sugar and lost five kilos!
4. I've got _____ all my problems now.
5. I've taken _____ a new sport – squash.

II. Complete the collocations. There are three extra words you do not need. (5p)

trip ~~five-star~~ break long-haul cream net return equipment guide

EXAMPLE → the most luxurious hotel: *five-star* hotel

1. Something you use to protect your skin from the sun: sun _____
2. A holiday in a place like London, Paris or New York: a city _____
3. A flight to and from somewhere: a _____ flight
4. A book you use to find out more about a place on holiday: a _____ book
5. Something you use to protect yourself from mosquitoes at night: a mosquito _____

III. Write one word in each gap. (5p)

EXAMPLE → You need to *book* a seat before you travel

1. She's going from London to Tokyo, but her plane will stop _____ in Paris.
2. Check _____ your luggage at the desk.
3. The plane will have to turn _____ and return to Mexico City if the weather gets worse.
4. I set _____ at 4 a.m., and arrived at 9 a.m.
5. We came _____ an elephant in the jungle.

D. - LANGUAGE FOCUS

I. Complete the sentences. (5p)

don't have to shouldn't must mustn't should

1. You _____ wear jeans – the club doesn't allow it.
2. In my opinion, you _____ watch so much TV. I don't think it's very good for you.
3. I _____ go to school. It's Sunday!
4. You _____ pass some exams to go to university. It's essential.
5. You _____ study if you want to pass your exams. It's my opinion.

II. Complete the sentences using the *will* or *be going to* form of the verbs in brackets. (5p)

EXAMPLE → I don't think they *will enjoy* the journey. (enjoy)

1. Look! Jack _____ to Ilsa. (talk)
2. The flight is very late. I _____. (complain)
3. I'm sure you _____ Mexican food. It's delicious! (love)
4. It _____ much on holiday. That's what I think, anyway! (not rain)
5. Liam _____ to the party. He's already apologized. (not come)

III. Choose the correct words. (5p)

EXAMPLE → What time are you going / **do you go** / **you go** to the doctor's tomorrow?

1. School **finish** / **is finishing** / **finishes** at 3 p.m.
2. I **'m walk** / **walk** / **'m walking** home after the party tonight.
3. What **do you do** / **do you doing** / **are you doing** this weekend?
4. When **does the plane leave** / **is the plane leaving** / **the plane is leaving**?
5. **Do you go** / **Are you go** / **Are you going** to the library today?



Write the correct answer (2p)

Total marks: Listening _____ / 10 Vocabulary _____ / 20 Grammar _____ / 50 Reading _____ / 10 Writing _____ / 10 TOTAL _____ / 100

Appendix G: Formative Assessments selected for intervention

Beginning of class	Middle of class (during instruction)	End of the class
Thumb it	Thumb it	Faces
Socratic	Socratic	Exit cards/Exit slips
Four corners	Five fingers / Traffic Lights	KWL chart

Appendix H: Exit test results

Colegio Francisco Arriarán School

Control group

Student	Exit test	Student	Exit test
1.	6,5	16.	6,1
2.	7,0	17.	6,5
3.	6,1	18.	6,5
4.	6,1	19.	6,1
5.	6,5	20.	5,8
6.	7,0	21.	6,3
7.	6,3	22.	6,8
8.	6,5	23.	4,7
9.	6,8	24.	6,8
10.	6,1	25.	5,1
11.	6,1	26.	6,8
12.	6,5	27.	6,1
13.	6,1	28.	5,4
14.	6,3	29.	5,8
15.	6,1	30.	6,3

Experimental group

Student	Exit test	Student	Exit test
1.	7,0	17.	5,8
2.	6,8	18.	6,8
3.	6,8	19.	5,8
4.	6,5	20.	6,8
5.	6,8	21.	7,0
6.	6,5	22.	6,8
7.	6,3	23.	5,3
8.	6,8	24.	6,8
9.	6,5	25.	6,3
10.	3,6	26.	6,1
11.	6,8	27.	5,1
12.	6,5	28.	3,3
13.	3,5	29.	6,3
14.	6,1	30.	6,3
15.	4,7	31.	5,6
16.	6,8		

Colegio Juan Luis Undurraga Aninat School

Control group

Student	Exit test	Student	Exit test
1.	5,5	18.	3,9
2.	6,3	19.	5,3
3.	5,3	20.	3,7
4.	5,8	21.	5,1
5.	5,8	22.	6,0
6.	5,5	23.	6,0
7.	5,5	24.	4,3
8.	5,1	25.	5,3
9.	4,8	26.	4,8
10.	4,8	27.	4,8
11.	6,0	28.	4,6
12.	5,3	29.	5,1
13.	5,3	30.	6,3
14.	3,8	31.	5,1
15.	5,5	32.	5,5
16.		33.	4,8
17.			

Experimental group

Student	Exit test	Student	Exit test
1.	5,2	19.	6,4
2.	6,5	20.	3,8
3.	2,8	21.	6,0
4.	3,8	22.	4,2
5.	4,8	23.	3,0
6.	4,7	24.	3,6
7.	5,4	25.	6,0
8.	4,0	26.	4,9
9.	3,4	27.	3,7
10.	3,8	28.	2,8
11.	4,4	29.	5,4
12.	6,7	30.	3,1
13.	4,2	31.	4,0
14.	4,0	32.	4,2
15.	3,4	33.	6,0
16.	3,6	34.	4,2
17.	3,7	35.	6,2
18.	6,2	36.	2,7

Instituto San Pablo Misionero School

Control group

Student	Exit test	Student	Exit test
1.	7,0	18.	3,7
2.	3,2	19.	3,8
3.	6,1	20.	3,3
4.	6,1	21.	5,7
5.	5,8	22.	7,0
6.	3,7	23.	3,3
7.	6,6	24.	4,2
8.	3,0	25.	3,3
9.	4,5	26.	3,8
10.	3,7	27.	3,8
11.	3,8	28.	5,2
12.	4,5	29.	3,3
13.	3,8	30.	5,4
14.	3,6	31.	6,3
15.	3,8	32.	3,5
16.	4,2	33.	3,7
17.	3,7	34.	4,8

Experimental group

Student	Exit test	Student	Exit test
1.	3,1	19.	6,0
2.	4,0	20.	7,0
3.	5,5	21.	3,1
4.	5,5	22.	5,0
5.	5,0	23.	5,5
6.	6,5	24.	6,5
7.	5,5	25.	6,0
8.	4,5	26.	6,0
9.	5,5	27.	7,0
10.	5,0	28.	6,5
11.	5,5	29.	7,0
12.	4,5	30.	5,5
13.	4,0	31.	7,0
14.	6,5	32.	7,0
15.	3,8	33.	6,5
16.	5,5	34.	3,3
17.	6,0	35.	7,0
18.	3,6		

Appendix I: Lesson plans for intervention

Colegio Juan Luis Undurraga School

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION
DEPARTAMENTO DE INGLES - METHODOLOGY

PRE-SERVICE TEACHER: Camila Garmendia Fabres

SCHOOL: Colegio Juan Luis Undurraga

COURSE: 10th grade

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	TIME
<p>Students will be able to differentiate between two ways of predicting the future.</p> <p>Students will be able to make questions about the future</p>	<p>Grammar: Be going to, positive and negative constructions. Difference between will and going to.</p> <p>Functional: How to make immediate predictions about the future. How to express intentions in the future.</p>	<p>Warm-up (5 min) The teacher will ask one student to tell what they saw the previous lesson. Whatever he/she says, the teacher will ask another student to repeat that, and so on at least with 3 students to keep their attention and see what they remember.</p> <p>Pre: (5 min) The teacher will give each student a sheet with a KWL chart, where they have to write on the first column what they <i>know</i> about the future tense so far.</p> <p>While: (30 min) Using a ppt, the teacher will explain in depth the contexts where “going to” is used, including some examples (predictions and intentions). Also, the grammar aspects will be explained (affirm, neg, questions).</p> <p>Post: (35 min) Students have to do exercises from the workbook: 3a, 3b and 3c.</p> <p>Round-up: (5 min) The teacher will check the activities, and clarify any doubts about the lesson. Also, the students have to write on the second column with what they <i>want</i> to learn in future lessons, and then at the end of the class the teacher will collect them.</p>	<p>Ppt with the contents about the future tense: going to. English in Mind 1B workbook, unit 5.</p>	<p>Thumbs up during instructions to check if the students are following the lesson.</p> <p>KWL chart at the beginning and at the end of the lesson to check the students’ progress and aspirations about the unit.</p>	90min

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COURSE: 10th grade

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<p>Students will compare different ways of celebrating the new year.</p> <p>Students will be able to make intentions in a new year's celebration.</p>	<p>Grammar: Be going to, affirmative, negative, questions.</p> <p>Lexical: New year's vocabulary: <i>New year's eve, midnight, old year-new year, New year's resolutions.</i></p> <p>Functional: Talking about your intentions when celebrating the New Year.</p>	<p>Warm up (5 min) Students will share what they do to celebrate the New Year, including some Chilean traditions.</p> <p>Pre: (5 min) The teacher will make a list with some keywords related to the topic: new year's eve, midnight, celebration, etc.</p> <p>While (35 min) The teacher will read a projected text about the New Year's eve in New York, while the students follow the reading to compare this celebration and the ones that students shared in the warm up part. Then, the teacher will play a recording for a listening activity related to the topic of intentions for the New Year.</p> <p>Post (35 min) Students will do some listening exercises using going to for intentions. Then the teacher will check the exercises with everyone, writing the answers on the board.</p> <p>Round up (10 min) As a way to see students' progress so far, the teacher will use the 3-2-1 strategy with two options: On the board so everyone can participate or on a sheet of paper each one has to write their own 3-2-1 things about the lesson.</p>	<p>Speakers, projector, computer.</p> <p>English in Mind 1B, unit 5, page 36.</p> <p>Worksheet with exercises.</p>	<p>Thumbs up during explanations.</p> <p>3-2-1 strategy about the lesson (3 things I learned today, 2 things I found interesting, 1 question I still have).</p>	90min

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<p>Students will be able to distinguish between predictions and intentions about the future.</p> <p>Students will be able to identify new expressions.</p>	<p>Grammar: Be going to: affirm, neg, questions.</p> <p>Lexical: Multi-word verbs (Phrasal verbs): take up, give up, look up, tell off, work out, and check out. Expressions containing multi-word verbs related to daily contexts.</p>	<p>Before starting the lesson: (10-15 min) “On your mark” technique which consists on making a list on the board with the minimum requirements to start the lesson, such as open their English copybooks, put away their phones, earphones, sitting on their designated places, etc.</p> <p>Warm up (5 min) The teacher will make a quick review of the previous lessons by asking the students what they remember so far, as a brainstorming.</p> <p>Pre (5 min) The teacher will write on the board “off, out, up” and ask the students what they know about them, she will also put them in simple contexts like “turn off the lights, get out of here, stand up from their seats, etc”. If possible, students will add more words that they know with those suffixes.</p> <p>While (30 min) The teacher will explain the concept of multi-word verbs, using some examples taken from the English in Mind unit on a ppt. For the meaning of each word, the teacher will play a recording and the students have to match each word with their corresponding letter: (e.g. 1 Take up: b start doing something) Each word will be analyzed, so the students have time to write the meanings and understand them. Then, the teacher will go through the use of “going to” for predictions. Since this was explained on a previous lesson, it will be to reinforce the difference between intentions and predictions.</p> <p>Post (35 min) Students have to do exercise D page 102 from the workbook to practice predictions with going to. After checking this exercise, the teacher will give them their KWL charts.</p>	<p>Ppt with examples and the multi-word verbs English in Mind workbook, and audio track for an exercise.</p>	<p>Thumbs up KWL chart</p>	<p>80 min</p>

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Students will be able to apply the unit contents using an online game to practice.	<p>Grammar: Subject + verb to be (reinforcement) Be going to, intentions and predictions. Multi-word verbs (phrasal verbs) seen last lesson.</p> <p>Functional: How to express intentions and predictions about the future.</p>	<p>Warm up (5 min) “On your marks” activity to get them ready for the class.</p> <p>Pre (10 min) The first part of the lesson will be done in the computer lab, so this part is for them to go there, and open the webpage http://www.agendaweb.org/</p> <p>While (45 min) Students will have several exercises (true or false, matching, fill in the gaps, etc.) to practice what we have seen so far. In this website, students can work by themselves, or make contests with other classmates, so it is a more interactive way to practice the unit.</p> <p>Post (20 min) The teacher will give them back the writing assignment graded (a letter to myself for the new year). They will have some time to check the individual corrections and also the teacher will explain on the board the most common mistakes that the students made.</p> <p>Round up (5 min) Students will have to fill in an exit card with the question: what did you enjoy the most about the activity on the computer lab?</p>	<p>Computers for the students. Exit card activity.</p>	<p>Formative assessment with a website. Exit cards.</p>	85 min

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COURSE: 10th grade

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	TIME
Students will be able to identify and express intentions and predictions about the future.	<p>Grammar: Be going to: affirmative, negative, questions. Review of verb to be</p> <p>Lexical: Words related to the unit: resolutions, predictions, intentions.</p>	<p>Warm up (5 min) After doing the “on your marks” technique, the teacher will give the students back their KWL charts, since it is the last lesson before the test. They will have 2 minutes to fill in with everything they can on the three columns.</p> <p>Pre (5 min) Using a ppt, the teacher will ask the students to answer “what are they going to do?” by seeing a few images (e.g. They are going to eat lunch, she is going to sing, he is going to cook dinner, etc.)</p> <p>While (35 min) Continuing with the ppt, the teacher will make a review with all the contents from the unit, this time projecting summaries including: be going to, verb to be and its subjects, and vocabulary used for the new year topic. Students will have some time to copy the contents; this is to make sure that everyone has the grammar aspects so they can study at home for the test.</p> <p>Post (30 min) Students will work on two exercises from the workbook to practice the contents. When they finish, the teacher will correct for everyone on the board the answers. While they are working, the teacher will play some music related to some suggestions that the students made on their KWL charts.</p> <p>Round up (5-10 min) As a closure, the students have to read what they have on their KWL chart, and write a sort of “final version” of it; maybe correcting a few things they wrote, or adding a few new ones. The important thing is that they can see how well or bad they are about what they have learned through the unit, and see how much they have progressed.</p>	<p>Ppt with the unit contents. Background music.</p>	<p>KWL chart Thumbs up</p>	80 min

Colegio Francisco Arriarán School

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION
DEPARTAMENTO DE INGLES - METHODOLOGY

PRE-SERVICE TEACHER: Catalina Javiera González Méndez SCHOOL: Colegio Francisco Arriarán COURSE: 10th grade

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
At the end of the class the students will be able to predict the future in 100 years.	<p>Functions: Making predictions about actions in progress in 100 years</p> <p>Grammar:</p> <ul style="list-style-type: none"> Future continuous + will be + verb(-ing) - won't be + verb(-ing) <p>Vocabulary: Young achievers: start a business, make a fortune, become millionaire, win awards, develop a project, do voluntary work, break records, support the community.</p>	<p>Greeting: The T greets the SS and asks them to prepare for the lesson.</p> <p>Warm-up: The T writes a list of letters on the board and gives SS instructions to play the past-verbs game.</p> <p>Instruction/participation: The T asks SS how they think the world will be in 100 years, transforms the SS sentences using future continuous and writes them on the board. Then, the T asks SS if they realized the way she wrote the sentences and explains how to make predictions using this type of sentence. THUMB IT Later, the SS complete a handout using the verbs in the correct form to make predictions using future continuous and the T checks the answers making SS read them aloud. After this, the T asks SS to show their TRAFFIC LIGHT cards depending on how much they understood. Then, SS write a sentence about how they think the world will be in 100 years.</p> <p>Closure: SS share some of their answers with the class and the T gives them instructions for next class. EXIT CARDS</p>	<p>Handout – Future continuous</p> <p>Traffic light cards</p> <p>Exit cards</p>	<p>Formative assessment:</p> <ul style="list-style-type: none"> Thumb it (SS move their thumbs up, middle or down depending on how much they understood) Traffic lights (SS show the red, green or yellow card depending on how much they understood) Exit card (SS answer an exit card with an exercise on it to finish the class) 	<p>G: 10 min W: 6 min I: 24 min C: 5 min Total: 45 min</p>

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION
DEPARTAMENTO DE INGLES - METHODOLOGY

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PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
At the end of the class the students will be able to convert future actions into questions.	<p>Functions: Making questions</p> <p>Grammar:</p> <ul style="list-style-type: none"> Future continuous + will be + verb(-ing) - won't be + verb(-ing) ? will + S + be + verb(-ing) ? Wh + will + S + be + verb(-ing) <p>Vocabulary: Young achievers: start a business, make a fortune, become millionaire, win awards, develop a project, do voluntary work, break records, support the community.</p>	<p>Greeting: The T greets the SS and asks them to prepare for the lesson.</p> <p>Warm-up: The T asks SS to get inside the classroom and go to the 4 CORNERS depending on how much they remember about using future continuous. The T asks those SS who know less to sit in the front.</p> <p>Instruction/participation: The T gives SS cards with words and asks them to gather in groups depending on the card's color. Then, SS use their words to unscramble a sentence and report it to the class. The T checks the answers on the board and corrects if necessary. Then, the T asks SS what they will do during September holidays and introduces questions using future continuous together with reviewing the previous content. After this, the T asks SS to move their THUMB up, middle or down depending on how much they understood. Finally, in the same groups, SS use the previous unscrambled sentence and write it as a question. Then, report it to the class and the T checks answers on the board.</p> <p>Closure: The T asks SS to show their TRAFFIC LIGHT cards depending on how much they understood.</p>	<ul style="list-style-type: none"> Unscrambled words' cards Traffic light cards 	<p>Formative assessment:</p> <ul style="list-style-type: none"> 4 Corners (SS move to each corner depending on how much they remember) Thumb it (SS move their thumbs up, middle or down depending on how much they understood) Traffic lights (SS show the red, green or yellow card depending on how much they understood) 	<p>G: 10 min W: 3 min I: 14 min C: 18 min Total: 45 min</p>

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION
DEPARTAMENTO DE INGLES - METHODOLOGY

PRE-SERVICE TEACHER: Catalina Javiera González Méndez **SCHOOL:** Colegio Francisco Arriarán **COURSE:** 10th grade

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
At the end of the class the students will be able to report future actions about their scheduled activities.	<p>Functions: Making predictions about their scheduled activities</p> <p>Grammar:</p> <ul style="list-style-type: none"> Future continuous <ul style="list-style-type: none"> + will be + verb(-ing) - won't be + verb(-ing) ? will + S + be + verb(-ing) ? Wh + will + S + be + verb(-ing) <p>Vocabulary: Young achievers: start a business, make a fortune, become millionaire, win awards, develop a project, do voluntary work, break records, support the community.</p>	<p>Greeting: The T greets the SS and asks them to prepare for the lesson.</p> <p>Warm-up: Then, the T asks SS to show their FINGERS depending on how much they remember about making predictions using future continuous. The T asks those SS who know less to sit in the front.</p> <p>Instruction/participation: The T asks those SS who know more how to make predictions and asks for examples. The T reviews the content and clarifies doubts. After this, the T asks SS to show their TRAFFIC LIGHT cards depending on how much they understood (the T explains once more if necessary). Then, the T asks SS to work in pairs, take a paper containing a different schedule from a box and write sentences related to the person's future actions. Later, the T asks SS about their own scheduled activities and asks SS to write future actions about their own scheduled activities for next week.</p> <p>Closure: Finally, the T asks SS to complete a KWL CHART with something they know, want to know and learnt</p>	<ul style="list-style-type: none"> Traffic light cards Scheduled activities papers KWL chart 	<p>Formative assessment:</p> <ul style="list-style-type: none"> Fingers (SS show their fingers depending on how much they understood) Traffic lights (SS show the red, green or yellow card depending on how much they understood) KWL chart (SS complete a chart with something they know, want to know and learnt) 	<p>G: 10 min W: 4 min I: 26 min C: 5 min Total: 45 min</p>

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION
DEPARTAMENTO DE INGLES - METHODOLOGY

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COURSE: 10th grade

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
At the end of the class the students will be able to predict their lives in 10 years	<p>Functions: Making predictions related to young achievers</p> <p>Grammar: - Future continuous Will be + V(ing)</p> <p>Vocabulary: Young achievers: start a business, make a fortune, become millionaire, win awards, develop a project, do voluntary work, break records, support the community.</p>	<p>Greeting: The T greets the SS and asks them to prepare for the lesson.</p> <p>Warm-up: The T gives SS a handout with keywords and asks them to write as many vocabulary phrases as they remember in one minute.</p> <p>Instruction/participation: After remembering the vocabulary, the T checks the answers on the board and reviews its meaning. SS show their TRAFFIC LIGHT cards depending on how much they understood. Then, SS use the same vocabulary to complete a text. After this, the T asks SS to move their THUMBS depending on how much they remember on making predictions and reviews the previous content. Then, SS use the same handout to do an exercise choosing the correct verb to complete the sentences; the T checks the answers on the board and gives SS feedback. SS show their FINGERS depending on how much they understood and the T helps those who need.</p> <p>Closure: Finally, the T tells SS to write a short paragraph about themselves predicting their future in 10 more years.</p>	<ul style="list-style-type: none"> Handout – Review for the test 	<p>Formative assessment:</p> <ul style="list-style-type: none"> Traffic lights (SS show the red, green or yellow card depending on how much they understood) Thumb it (SS move their thumbs up, middle or down depending on how much they understood) Fingers (SS show their fingers depending on how much they understood) 	<p>G: 10 min W: 3 min I: 20 min C: 12 min Total: 45 min</p>

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION
DEPARTAMENTO DE INGLES - METHODOLOGY

PRE-SERVICE TEACHER: Catalina Javiera González Méndez

SCHOOL: Colegio Francisco Arriarán

COURSE: 10th grade

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
At the end of the class the students will be able to sketch their future actions at specific times.	<p>Functions: Making predictions about actions in progress at a future time</p> <p>Grammar: Future continuous + will be + verb(-ing) - won't be + verb(-ing) ? will + S + be + verb(-ing) ? Wh + will + S + be + verb(-ing)</p> <p>Lexical: adverbs of time and time expressions.</p>	<p>Greeting: The T greets the SS and asks them to prepare for the lesson.</p> <p>Warm-up: The T asks SS how were their holidays and share with the class.</p> <p>Instruction/participation: The T asks SS to move their THUMB depending on how much they remember. Then, the T makes a review and asks SS to give examples about it. The T asks SS to show their TRAFFIC LIGHT cards depending on how much they understood. After, the T gives SS a paper containing a specific time in the future from a box and write a sentence related to themselves (in private. Then, the T writes a question on the board and gives SS instructions to play the Pictionary, where a S draws and the rest of the class guess the future action.</p> <p>Closure: Finally, the T congrats SS for their participation and asks them to write an opinion or doubt and stick it in the three different FACES cards placed in the classroom.</p>	<ul style="list-style-type: none"> o Future times in a hat o Traffic light cards o Post it o Faces posters 	<p>Formative assessment:</p> <ul style="list-style-type: none"> o Thumb it (SS move their thumbs up, middle or down depending on how much they understood) o Traffic lights (SS show the red, green or yellow card depending on how much they understood) o Faces (SS write on a post it an opinion/doubt about the class and stick it on the faces cards) 	<p>G: 10 min W: 6 min I: 26 min C: 3 min Total: 45 min</p>

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DEPARTAMENTO DE INGLES - METHODOLOGY

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SCHOOL: Colegio Francisco Arriarán

COURSE: 10th grade

PERFORMANCE OBJECTIVE(S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	SUGG. TIME FOR P.O.
At the end of the class the students will be able to produce a short story	<p>Functions: Making predictions about random actions in progress at a future time</p> <p>Grammar: Future continuous + will be + verb(-ing) - won't be + verb(-ing) ? will + S + be + verb(-ing) ? Wh + will + S + be + verb(-ing)</p> <p>Vocabulary: • Adverbs of time and time expressions: in a week/ month/year, in the morning/evening/afternoon, tomorrow, in X years.</p>	<p>Greeting: The T greets the SS and asks them to prepare for the lesson.</p> <p>Warm-up: The T asks SS to go to the library and gather in groups.</p> <p>Instruction/participation: The T asks SS to get a card from 4 different boxes and create a short paragraph using the words on it. Then, the T checks SS answers on the board (reviewing the content if necessary) and asks SS to move their THUMB up, middle or down depending on how much they understood. Later, the T gives SS instructions to play the SOCRATIVE. SS, working in the same groups, answer multiple choice questions to win a race.</p> <p>Closure: The T gives SS feedback on their answers and congrats them for their participation. Finally, the T asks SS to show their TRAFFIC LIGHT cards.</p>	<ul style="list-style-type: none"> o Person, verb, place and time cards o Traffic Light cards o Socrative presentation 	<p>Formative assessment:</p> <ul style="list-style-type: none"> o Thumb it (SS move their thumbs up, middle or down depending on how much they understood) o Socrative (SS compete to win a race answering multiple choice questions) o Traffic lights (SS show the red, green or yellow card depending on how much they understood) 	<p>G: 10 min W: 3 min I: 25 min C: 7 min Total: 45 min</p>

Instituto San Pablo Misionero School

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION
DEPARTAMENTO DE INGLES - METHODOLOGY

PRE-SERVICE TEACHER: Tannia Garrido Kogan SCHOOL: Instituto San Pablo Misionero

COURSE: 10th grade

PERFORMANCE OBJECTIVE (S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	TIME
At the end of the class students will be practice vocabulary, present and past perfect, an reading comprehension	<p>Grammatical: Present and Past perfect For, Since</p> <p>Vocabulary related with extreme adjectives Awful, hilarious, terrifying, gorgeous, revolting, etc.</p> <p>Reading skills</p>	<p>After the break, teacher gives them the second worksheets and read the instructions all together. Students have 45 minutes to finish the second worksheet. This review activity has the objective to reinforce unit 2: "Happy Together"</p> <p>In this second worksheet, students have to practice, categorize and comparing the vocabulary about extreme adjectives, moreover they have to complete a dialogue with the correct adjective, they have to understand, and complete an email.</p> <p>Finally, they have to implementing the correct use of present perfect simple, continuous and past simple.</p> <p>At the end of the first pedagogical hour the teacher gives them the last worksheet of the day, this is the last part of the review of the unit, the teacher read the instructions, explain and give some examples of the exercises, again, students have the last 45 minutes to finish the activities, the teacher is constantly monitoring the activities and resolving some doubt about vocabulary or grammatical structures.</p>	<p>Worksheet</p> <p>Card</p> <p>Marker</p> <p>Board</p>	<p>Formative evaluation</p> <p>-Thumb up, to realize the student's understanding.</p> <p>-Traffic Light</p> <p>- 5 fingers</p> <p>-Teacher monitoring the activity</p>	2 pedagogical hour (90 minutes)

UNIVERSIDAD METROPOLITANA DE CIENCIAS DE LA EDUCACION
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COURSE: 10th grade

PERFORMANCE OBJECTIVE (S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	TIME
At the end of the class students will be practice vocabulary, modal verbs an reading comprehension	<p>Grammatical: Modal verbs Could, Can, will be able to</p> <p>Vocabulary related with relationships medical sciences Prevention, transplant, prevention, cause, discovery, clone, treat, developing, etc.</p> <p>Reading skills</p>	<p>At the beginning of the class the teacher gives them one of the three worksheets and read the instructions all together. Students have 45 minutes to finish the first worksheet. This review activity has the objective to reinforce unit 3: "Health Matters"</p> <p>In this first worksheet, students have to practice, classify and comparing the vocabulary about medical science, in addition the have to complete sentences with the correct form of the verbs or noun, they have to understand, and complete a text about animal experiment.</p> <p>Finally they have to complete with the correct form of the modal verb.</p>	<p>Worksheet Card Marker Board</p>	<p>Formative evaluation -Faces, to realize the student's understanding. -Teacher monitoring the activity -Traffic Light - 5 fingers</p>	1 pedagogical hour (45 minutes)

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COURSE: 10th grade

PERFORMANCE OBJECTIVE (S)	CONTENTS RELATED TO PERFORMANCE OBJECTIVE (GRAMMATICAL, LEXICAL, FUNCTIONAL, OTHER)	INSTRUCTIONAL STRATEGIES	MATERIAL TO BE USED WITH THE INSTRUCTIONAL STRATEGIES	EVALUATION	TIME
At the end of the class students will be practice vocabulary, present and past perfect, an reading comprehension	<p>Grammatical: Modal verbs May, might, could, can't</p> <p>Vocabulary related with alternative therapies Treat, infect, lonely, ill, specialize, etc.</p> <p>Reading skills</p>	<p>At the beginning of the class the teacher gives them second worksheets and read the instructions all together. Students have 45 minutes to finish the second worksheet. This review activity has the objective to reinforce unit 3: "Health Matters"</p> <p>In this second worksheet, students have to practice, organizing, classify and comparing the vocabulary about relationships, in addition the have to complete sentences with the correct form of the verbs, they have to understand, and complete a text using the phrasal verbs that they learnt during the previous class.</p> <p>Finally they have to complete with the correct use of modal verbs.</p> <p>At the end of the first pedagogical hour the teacher gives them the last worksheet of the day, this is the last part of the review of the unit, the teacher read the instructions, explain and give some examples of the exercises, again, students have the last 45 minutes to finish the activities, the teacher is constantly monitoring the activities and resolving some doubt about vocabulary or grammatical structures.</p>	<p>Worksheet</p> <p>Card</p> <p>Marker</p> <p>Board</p>	<p>Formative evaluation</p> <p>-Faces, to realize the student's understanding.</p> <p>-Teacher monitoring the activity</p> <p>-Traffic Light</p> <p>- 5 fingers</p>	2 pedagogical hour (90minutes)

Appendix J: Entry and Exit test analysis

Colegio Francisco Arriarán School

Control group

Range	Entry test	Exit test
1,0 – 1,5	0	0
1,6 – 2,0	1	0
2,1 – 2,5	0	0
2,6 – 3,0	1	0
3,1 – 3,5	3	0
3,6 – 4,0	10	0
4,1 – 4,5	3	0
4,6 – 5,0	1	1
5,1 – 5,5	2	2
5,6 – 6,0	5	2
6,1 – 6,5	2	19
6,6 – 7,0	2	6

Experimental group

Range	Entry test	Exit test
1,0 – 1,5	0	0
1,6 – 2,0	0	0
2,1 – 2,5	0	0
2,6 – 3,0	0	0
3,1 – 3,5	9	2
3,6 – 4,0	8	1
4,1 – 4,5	1	0
4,6 – 5,0	5	1
5,1 – 5,5	2	2
5,6 – 6,0	6	3
6,1 – 6,5	0	10
6,6 – 7,0	0	12

Colegio Juan Luis Undurraga School

Control group

Range	Entry test	Exit test
1,0 – 1,5	0	0
1,6 – 2,0	0	0
2,1 – 2,5	0	0
2,6 – 3,0	0	0
3,1 – 3,5	0	0
3,6 – 4,0	9	3
4,1 – 4,5	5	1
4,6 – 5,0	10	7
5,1 – 5,5	5	15
5,6 – 6,0	0	5
6,1 – 6,5	2	2
6,6 – 7,0	2	0

Experimental group

Range	Entry test	Exit test
1,0 – 1,5	0	0
1,6 – 2,0	0	0
2,1 – 2,5	0	0
2,6 – 3,0	2	4
3,1 – 3,5	9	3
3,6 – 4,0	14	10
4,1 – 4,5	3	5
4,6 – 5,0	4	3
5,1 – 5,5	2	3
5,6 – 6,0	1	3
6,1 – 6,5	0	4
6,6 – 7,0	1	1

Instituto San Pablo Misionero School

Control group

Range	Entry test	Exit test
1,0 – 1,5	0	0
1,6 – 2,0	0	0
2,1 – 2,5	0	0
2,6 – 3,0	0	1
3,1 – 3,5	0	5
3,6 – 4,0	0	13
4,1 – 4,5	2	4
4,6 – 5,0	2	1
5,1 – 5,5	3	2
5,6 – 6,0	11	2
6,1 – 6,5	10	3
6,6 – 7,0	5	3

Experimental group

Range	Entry test	Exit test
1,0 – 1,5	0	0
1,6 – 2,0	0	0
2,1 – 2,5	0	0
2,6 – 3,0	0	0
3,1 – 3,5	0	3
3,6 – 4,0	1	4
4,1 – 4,5	3	2
4,6 – 5,0	2	3
5,1 – 5,5	4	8
5,6 – 6,0	15	4
6,1 – 6,5	9	5
6,6 – 7,0	3	6

Control groups

Range	Entry test	Exit test
1,0 – 2,0	1	0
2,1 – 3,0	1	1
3,1 – 4,0	22	21
4,1 – 5,0	23	14
5,1 – 6,0	26	28
6,1 – 7,0	23	33
Total students	96	97

Experimental groups

Range	Entry test	Exit test
1,0 – 2,0	0	0
2,1 – 3,0	2	4
3,1 – 4,0	41	23
4,1 – 5,0	18	14
5,1 – 6,0	30	23
6,1 – 7,0	13	38
Total students	104	102

Appendix K: Formative Assessments used during intervention

Traffic Light cards (Designed by Authors)



KWL chart

Topic: <u>FUTURE CONTINUOUS</u>		
What I K now	What I W ant to know	What I L earned
<ul style="list-style-type: none">• Will Be• BE GOING TO• MAY / MIGHT• WILL / WON'T• PRESENT CONTINUOUS• SIMPLE PRESENT	<ul style="list-style-type: none">• better pronunciation• reading comprehension• more more vocabulary	<ul style="list-style-type: none">PRESENT PERFECT CONTINUOUSPAST PERFECTUSED TOWOULD

Faces cards

I like the class, but
I need help!



I understand this class
the class was funny 😊

thank you
for this
funny class
😊❤

Exit cards

146017
I think that, in 100 years we <u>will be using</u> (use) only digital money.
EXIT TICKET