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**EFFECTIVENESS OF CLASSROOM ASSESSMENT TECHNIQUES IN THE
DEVELOPMENT OF YOUNG LEARNERS UNDERSTANDING OF ORAL
INSTRUCTIONS**

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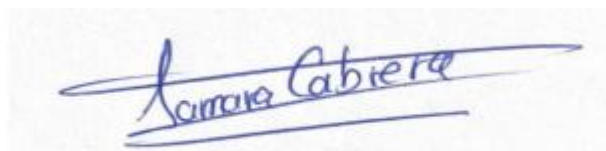
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DECLARACIÓN Y AUTORIZACIÓN

Yo: **TAMARA LISSETTE CABRERA MEJIA**, con **CC. 180433990-9**, autora del trabajo de graduación intitulado: “EFFECTIVENESS OF CLASSROOM ASSESSMENT TECHNIQUES IN THE DEVELOPMENT OF YOUNG LEARNERS UNDERSTANDING OF ORAL INSTRUCTIONS”, previa a la obtención del título profesional de **MAGISTER EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA (MPILE)**, en la escuela de **POSGRADOS**.

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DEDICATION

To God, my father Fernando, my son, my boyfriend and my family.

ACKNOWLEDGEMENT

I would like to express my thanks and gratitude to my father, who has been always there for me.

To my son, since his hugs and kisses have been the key, I needed to complete this study.

I would also like to extend my thanks to my sisters who have been the guidance in fulfilling my objectives. Finally, thanks to my boyfriend who has been my support.

Tamara Lissette Cabrera Mejía

RESUMEN

La presente investigación se llevó a cabo a pesar de la pandemia la cual afecta al mundo en la actualidad. Es así que todos los recursos y la metodología fueron enfocadas y aplicadas en línea. En la Unidad Educativa Santo Domingo de Guzmán, hasta antes de la pandemia los estudiantes estaban en proceso de adquirir las 4 habilidades que se necesitan para adquirir el idioma inglés como lengua extranjera, así como también tomando 6 horas por semana, pero la situación actual los obligó a cambiar la manera en que ellos recibían clases a modo no presencial. Es así que ellos fueron observados y examinados utilizando diferentes técnicas para medir su desempeño en clase y se comprobó que tienen problemas con la comprensión de instrucciones orales ya que no desarrollan adecuadamente las actividades. El principal objetivo de esta investigación es determinar la efectividad de algunas técnicas de evaluación en el aula para desarrollar la comprensión de las instrucciones orales. Además, esta investigación tiene un enfoque cuali-cuantitativo, un diseño cuasiexperimental, una metodología exploratoria y descriptiva. Dentro de los principales hallazgos, se observó que los estudiantes tienen dificultades para comprender las instrucciones orales cuando no hay suficientes técnicas de evaluación en el aula, las cuales deben estar enfocadas a su nivel y edad. Además, todo el soporte teórico se basó en libros y artículos publicados que lideraron esta investigación. Para concluir, este estudio muestra la percepción de los estudiantes hacia el uso de técnicas de evaluación para desarrollar la comprensión de las instrucciones orales.

Palabras clave: técnicas de evaluación, aula, instrucciones orales, comprensión, desarrollo, efectivas.

ABSTRACT

The current research was carried out despite the pandemic, which is affecting the world nowadays, due to that issue all the resources and methodology used were focused and applied online at Unidad Educativa Santo Domingo de Guzmán. The students were in the process to develop the 4 skills which are needed to acquire English as foreign language and taking 6 hours per week, but the current situation made them change the way they used to receive their lessons to a non-face-to-face class. Nevertheless, the students were observed and tested by applying different data procedures to measure their performance, subsequently it has been found that they have problems with the oral instructions understanding by reason of they do not develop the tasks properly. Hence, the main purpose of this investigation is to determine the effectiveness of some Classroom Assessment Techniques in the development the young learners understanding of oral instructions. Moreover, it is based on a quali-quantitative approach, it also has a quasi-experimental design as well as an exploratory and descriptive methodology. Within the main findings, it was noted that the students struggle with oral instructions understanding when there is a lack of effective classroom assessment techniques which must be focused on their level and age. Moreover, all the theoretical support was based on books and published papers which helped to lead this study. To conclude, this study shows the students' perception toward the use of the classroom assessment techniques to develop their oral instructions understanding in class.

Key words: classroom assessment techniques, oral instructions, understanding, development, effectiveness.

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INTRODUCTION

The current research focuses on the Classroom Assessment Techniques to develop the young learners understanding of oral instructions. Teachers have been struggling when they have to fulfill the lesson's objectives, but the students do different activities as what it was expected. As a consequence of the oral instructions misunderstanding, the learning process is stopped. For that reason, teachers have to be updated with the newest techniques, methods and everything that is related to EFL teaching. Not only the materials and the equipment are enough to succeed in the class, but also the techniques applied in the class in order to have the students involved and motivated, which might make them more interested in learning the language.

One of the problems that is found, when teachers have not enough preparation, is related to oral instructions. Sowel (2017) believes that for both native and non-native language teachers, as well as experienced and novice teachers, good teaching is a challenge (p.10). Therefore, teachers cannot assume that the students understood the oral instruction and the message was well conveyed. Furthermore, there are different classroom assessment techniques which can facilitate the teachers' work, and can save time. Obviously, at the beginning, as every new process, people will have to get used to use different classroom assessment techniques, but if these are used to improve the students' development in class, will be worth it.

As a primary purpose of this research is to study the effectiveness of the current assessment techniques used by the teachers, and how useful these are to help the students to understand the oral instructions.

The Research problem

A message perception is extremely important when an action must be carried out by a student. What to do and what not to do are the concerns when an instruction is not fully well understood. “They think they understand our directions when they don't. From the get-go, they have problems with completing our assignments—in part because they don't get started on the right foot” (Gore, 2010). When listening skills are not well-developed, the students tend to understand only the words they know, and discriminate the words they do not. That is why, they create their vague own understanding of an oral instruction, without getting the whole message.

Not only that skill is relevant, but also the confidence. If a student is afraid to ask, a teacher will never know that he has doubts about what he is supposed to do. According to Sowel, (2017) “Instructions and their delivery can be the determining factors as to whether a lesson succeeds or fails.” (p.10). Indeed, at Unidad Educativa Santo Domingo de Guzmán which part of its vision is to make the students to become bilingual, there are some shortcomings related with the teachers’ techniques used in the classrooms. One of them, is how an oral instruction differs from student to teacher, since there is a lack of appropriate assessment techniques to measure if that message was well conveyed or not.

It has to do with the teacher preparation, and the willingness to learn something new and be updated with the latest techniques to improve their teaching methods. At what level are oral instructions well understood by the students? Teachers should assess students from time to time, to make sure they know what to do after giving an oral instruction, otherwise the results will speak by themselves. “Students need to learn how to receive an assignment, as well as how to plan to and actually complete it. This is essential as school skill as learning to follow schedules”

(Scanlon & Boyle, 2009). Therefore, when teachers evaluate, either in a formative or a summative way, they realize that the students did not achieve the task's goal and the results are not the expected ones.

Sometimes the task must be re done once the teacher explains it again, which is a waste of time. According to Ur (1996) "learners see the ability to explain things well as one of the most important qualities of a good teacher" (p.16). For that reason, teachers use different assessment techniques but the effectiveness of those have to be proved.

On one hand, the students' listening skills are important in order to comprehend any direction. On the other hand, it is on the teachers' hands the results of any task. Wragg and Wood (1984) agreed that "the teachers' ability to explain is most highly valued" (p.82). One of the most common causes which averts any instruction to be successful, is the traditionalism.

In conclusion, either formative or summative assessment, they may include appropriate and clear instructions depending the learner's level. Even experienced teachers have problems, that is why a plan instruction is needed in a class. Having different assessment techniques will help in the development of any oral instruction.

Statement of the problem

Does the use of Classroom Assessment Techniques (CATs) develop the young learners understanding of oral instructions?

Hypothesis

Classroom Assessment Techniques (CATs) do develop the young learners understanding of oral instructions.

General Objective of the Research

To determine the effectiveness of Classroom Assessment Techniques (CATs) in the development the young learners understanding of oral instructions.

Specific Objective the Research

- ✓ To describe theoretically how CATs could influence on the understanding of oral instructions
- ✓ To identify the aspects which avert oral instructions understanding.
- ✓ To design a booklet which compiles certain classroom assessment techniques focused on oral instructions understanding.
- ✓ To analyze the result based on the data analysis obtained by applying the CATs booklet.

Research Justification

The necessity of having a quality education has forced the country to pay attention to the importance of learning English in a globalized world. Every single country has been making relevant efforts to remedy the deficiency of their education, even so those attempts are focused on infrastructure rather than the professor's professional development. Hence, there are many well-equipped schools, without well-trained professionals.

Ecuador is one of the countries, which has invested on education; however, the results are not favorable. Teaching English is not as important as it should be. The number of hours that this subject is taught in classrooms, is not the only solution to improve students' language acquisition. Indeed, there are different methods, approaches and techniques to be considered when teaching a language. Not only the curriculum, the infrastructure and equipment are essential, but also the extra materials that teachers should include in their daily lessons as well as the preparation they should have.

Undoubtedly, teaching preparation is important as well as equipment. In terms of preparation, the way how teachers communicate their ideas and give instructions are a vital part for students' language acquisition. According to the Cambridge Dictionary (2020) an instruction is "something that someone tells you to do" that is why it is essential that the students understand the instructions correctly, since they must carry out an action to achieve the activity's goal. Into instructions there are written and oral ones.

How to know if the students understood what they are supposed to do? One of the most useful tools to assess the students' understanding are the Classroom Assessment Techniques (CATs) According to Angelo and Cross (1993) "the central purpose of classroom assessment is to empower both teachers and their students to improve the quality of learning in the classroom. Indeed, there are many CATs which can help teachers to make their work a bit easier and accomplish the lesson's aim.

This study was conducted to determine the effectiveness of Classroom Assessment Techniques (CATs) in the development the young learners understanding of oral instructions applied to the

students from th grade of EGB at Unidad Educativa Santo Domingo de Guzmán Ambato during the school year 2020-2021. Sowell (2017) agrees that “an instruction-giving is a skill that is sometimes neglected for preservice and in-service teachers in teacher-training programs” (p. 10). Therefore, this research is focused on the teachers’ strengths to give oral instructions and how effective they are, since most of the time teachers have been struggling when students do not understand what they are supposed to do.

The use of appropriate classroom assessment techniques goes hand in hand with the results these techniques provide and the assistance the teachers receive in terms of improving their lessons. Good instruction-giving starts in the preparation stage. “Instructions are often not as clear to their students as they are to themselves” (Ur,1996). For that reason, teachers cannot overgeneralize the idea that all students understood the instruction.

Finally, it is predominant the use of classroom assessment techniques to evaluate how well understood the oral instructions were, because the students develop their listening comprehension as well as the accomplishment of the task. This will be reflected on student’s tests and their language development in the class.

CHAPTER I. STATE OF ART AND PRACTICE

This study has two variables: Classroom Assessment Techniques is the independent variable which compiles all the techniques needed to be applied in class. These techniques are part of the formative assessment used in class to check the student's progress.

On the other hand, the dependent variable is: Understanding of Oral Instructions which is focused on students' development when they have to do a task based on an oral instruction given by the teacher as well as these instructions must be clear and easy to understand.

1.1 Theoretical Framework

Assessment at the determination of a course of study makes a decision about students' abilities or information, assesses degree to which course met its objectives and may decide if an understudy wins credit for a course. Appraisal, as a component of classroom exercises, is a major cycle needed to advance in the learning and at last accomplishment (Jones, 2005). In fact, every teacher in the world needs assessment to advance in their daily lesson and to accomplish their goals. Without using it, teachers will not know which content has to be reinforced or how to adjust the way they are conducting the class.

That is why, it is extremely important, in any lesson plan, to include assessment as a priority when teachers want to measure their students' improvement. For instance, teachers change the way they lead the class after assessing the students' development from time to time in class, or how teachers think it is the right time to do it. But, the use of different techniques or tools help the way how things are measured, in education happens the same.

Assessment is not as easy as it seems, actually Moon states that "assessment is *something that most teachers spend a lot of time doing*" (as cited by Wiesnerova, 2012).

Due to time investment, teachers do not pay too much attention to the assessment creation and how worth they are in order to improve their students' skills. Traditionalism is one of the problems that some students face, do the same in every class is quite tiring and motivation is not part of it. At the same time, searching for new ways to improve is not part of the daily lessons because of the time investment.

Every type of assessment is different according to the purpose this was created for. Indeed, the results gathered after assessing will not be trustworthy if the assessment process is not well carried out. Moreover, Wisnerova (2012) considered that without evaluation an educator cannot give appropriate feedback neither to his students nor to himself. The quality of feedback given by most teachers come from the type of assessment applied in class and also how this is used. Students focus their improvement of the recommendations that teachers give, after being assessed.

Evaluation for Learning is tied in with students regarding their advancement to enable them to make the vital move to improve their skills. Educators need to make learning openings where students can advance at their own movement and use helpful tasks or exercises to fulfill the students' needs.

Lately, it has been expressed professors have gotten skilled at supporting the less capable student, here and there to the weakness of the more capable student. (Jones, 2005). For instance, assessment increases the ability to identify who needs more help in certain activities and how to solve that problem by changing and adjusting different components in the class. Because of the assessment, many teachers have found learners with special needs and have changed the way the teach in order to teach according to their students' necessities.

First of all, the use of any assessment helps in some way the class development. Qu and Zhang (2013) agreed that assessment at the determination of a course' success makes a decision about the students' abilities or information, assesses degree to which the course met its objectives and may decide if an understudy wins credit for a course or need reinforcement. As a result of appropriate assessment, daily lessons can change drastically related to decision making. At the moment to change, add, or replace something in the class, having the results after applying any assessment, helps to conduct the class in the way it has to be done.

One of the common types of assessment is summative. Shepard (2006) describes it as it is used for confirming that learners have learned. The French writing additionally assigns it as "accreditation appraisal" in light of the fact that in this function, the evaluative judgment will put the students on one side or the other of a limit.

Furthermore, this edge relates to what in particular is assigned as a triumph or disappointment for every one of the goals of the learning exercises. Some learners, based their improvement on the score they get after being assessed, and do not pay too much attention if they learned something or nor.

What most portrays the summative evaluation, undeniably more than the authoritative demonstration of affirmation and acknowledgment by a school or college, is that this accreditation is joined by an evaluation or score that puts the learner on a specific scale, here and there as letters and now and then as numbers. Not to fail in the school, college or any course that is guided by numbers, is the main goal of the learners.

Summative assessment requires time to be developed, that is why Howe (2016) asserts that it is very nearly a regular subject of conversation. All educators survey the students' learning; consistently in a summative way and quite often in a developmental way. Also,

because of the system or the requirements of some institutions, teachers base the students' development on their grades, and not on the developmental process itself.

For some, summative appraisal is the evaluation that truly matters, and developmental appraisal is the one that doesn't tally. This writing audit may appear to be obsolete to some on the grounds that practically all the writings that manage learning evaluation are unequivocally or certainly established in summative evaluation.

It is, nonetheless, essential to return in request to reconnect with the fundamental standards of estimation and assessment. Likewise, teachers have to focus on the student's improvement from time to time, and the main purpose has to be the language acquisition rather than obtaining the perfect score.

Consequently, the law "No Child Left Behind" applied in the USA is a big example of how summative assessment is relevant in the schools. This law which expects schools to report accomplishment results by applying summative assessment independently for different neediness, identity, language, and incapacity subgroups. Schools recognize any accomplishment holes among these distinctive learners' subgroups, they likewise should find a way to close them. Throughout the long-term instructive analysts have taken in a great deal about diminishing these accomplishment differences.

However, the government's inclination in training today to zero in just on what's going on, a great deal of significant information is being disregarded. Rather than expanding on what teachers definitely know, numerous advanced recommendations for shutting accomplishment holes in education just rename settled standards, adding to the tangled shrubbery of phrasing that puzzles progress in instruction.

Actually, owing the fact that o prevail endeavor to close accomplishment holes and to accomplish the objective of helping all students to acquire the knowledge they need,

educators have to focus on both parts. Not only the students' development is important but also the scores, otherwise they cannot succeed in the school.

Most educators remembered little variety for their instructional practices. The dominant part encouraged all students similarly and gave in no way different measure of time to learn (Bloom, Hastings & Madaus, 1971). The couple of learners for whom the instructional strategies and time were ideal adapted superbly. The biggest number of learners for whom the strategies and time were just decently proper learned less well.

Equally, the students for whom the guidance and time were wrong because of contrasts in their experiences or learning styles, learned practically nothing. As such, little variety in the instructing brought about extraordinary variety in understudy learning. Bloom et al. (1971) contemplated that teachers would need to build variety in the instructing. That is, on the grounds that students fluctuated in their learning styles and aptitudes, teachers should enhance and separate guidance to all the more likely meet their individual adapting needs.

The book "Formative Classroom Assessment and Benjamin S. Bloom: Theory, Research and Implications" gives a hand to those teachers who struggle with assessment. Despite the fact that it is not the latest published book, its fundamental standards are still pertinent today. In fact, technology has had a big impact in the education, and there are some researches done in the past which still help teachers nowadays.

Benjamin Bloom and his co-creators can be seen in the solace of their good and expert power. They are among the pioneers of current instructional method. Nothing could be farther from reality than to state the handbook has no worth today. In this book, Bloom and the co-creators mentioned the importance and the right use of assessment in teaching and how valuable it is for the learners to feel motivated and important in the class.

The most widely recognized proposed employments of "tests" or assessment apparatuses were to allot grades, guarantee aptitudes and capacities, anticipate achievement in resulting courses, fill in as the commencement purpose of guidance in an ensuing course, give criticism to students, and give correlations of results of various gatherings. (Bloom, et al.,1971).

A significant number of the standards of good practice in appraisal have been propelled by the Handbook. It ought to be noticed that it was this handbook that brought into the study hall the idea of developmental evaluation, up to that point utilized in another unique circumstance

1.2 Classroom Assessment Techniques (CATs)

Classroom assessment techniques are non-graded activities used to check students' understanding related to any topic, throughout the academic year. These techniques might be applied before, during or after a lesson (Angelo & Cross, 1993). Actually, teachers can make these adjustments daily, depending the technique they apply and the lesson's objective. Their main purpose is to have an idea about the students' progress, and to change or adjust any teaching method by analyzing the results once these formative assessments have been applied.

Moreover, these techniques give valuable data about what the students have done without wasting time on formal tests or rigorous methods to check their understanding. Moreover, they permit to address in misguided judgments or absence of comprehension in an opportune manner.

Classroom assessment techniques are beneficial when teachers want to assess their students from time to time, since these techniques give the opportunity to identify if there is something to add in order to improve how the oral instructions are given. Indeed, these

techniques are likewise a developmental evaluation and favor learning procedures which allow teachers to adjust their lessons as they see fit. (Angelo & Cross 1993). Last but not least, they help to cultivate appropriate group-work among students and let them comprehend that the teaching- learning process is an on-going cycle which needs sufficient cooperation and participation. Actually, the effectiveness of the classroom assessment techniques go hand in hand with the students' reactions.

According to Stasen, Doherty and Poe (2011), throughout the years, the effectiveness of the classroom assessment techniques has gotten more impact on studies related to this topic. There is a research which focuses mainly on the assessment as a teaching tool where some aspects are mentioned to explain why the assessment process is not successful when some external issues are prioritized than the students' improvement.

Among the reasons why the assessment effort has had little effect on the teaching-learning process is that faculty have not been adequately involved in identifying relevant assessment questions or in developing appropriate assessment methods that could indeed inform teaching and learning.

Due to the importance that some teachers give to the formative assessments, these do not have the viability they should have, because the learning process is not only composed by summative assessment but also formative one. Most of the time, with a simple physical reaction, teachers can identify a problem or analyze how the class is being developed and if they think that something has to be replaced, they should do it.

It is being said the classroom assessment techniques are useful for not only teachers but also students, but the effectiveness depends on how well these techniques are applied on the class and which are the appropriate ones for each activity. It is important to take into

account that not all the techniques are suitable for every student, there are some which work well for classes which have few students and other for large classes.

There is one book called “50 Classroom Assessment Techniques” which contains several techniques and had an impact on the way how teachers used to assess their students in the 90’s, and it was written by Angelo and Cross in 1993. Some of these techniques are related to the oral instructions’ understanding and there is a brief explanation how students react to them. It first introduced and portrayed in detail basic exercises which are intended to give both the lecturer and the students the assistance to accomplish the class’ aim.

They additionally evaluate the educating learning measure instead of other issues, for example, the mystique of the instructor, or how simple the course is. They are characterized as little scope appraisals led constantly in the class by discipline-based instructors to figure out what students are doing in that class. If they need any immediate assistance, or only to check the progress being an observer without interrupting the process.

1.1.2.1 Types of Classroom Assessment Techniques

There are some principles which must be followed before applying any classroom assessment technique: inquire as to whether teachers need to know, approach learners for criticism just in the event that they can and will react to it. There are techniques to check written instructions understanding as well as oral instructions and these depend on the activity which is proposed by the teacher and the class’ objective.

Classroom assessment techniques are used to gather specific information, without much effort and rapidly transform into data to adjust strategies and actions to accommodate the class. (Angelo & Cross 1993). Nevertheless, care must be taken in picking the suitable

classroom assessment technique and furthermore permitting enough time in class to guarantee that they are beneficial for the students or if those techniques do not have any positive effect on the class' development. The results will be observed after assessing the students, and the changes have to be done immediately or throughout the academic year.

There are many different sorts of classroom assessment techniques, and the most common one is the "one-minute paper," where learners are asked to give answers to inquiries, for example: "What was the most significant thing you mastered during this class?" or "What questions do you actually have on this subject?" This kind of strategy empowers the instructor to find how learners are handling and blending the introduced material just as which focuses should be emphasized or expounded on before advancing.

Hence this strategy evaluates students' information and furthermore offers the speaker instant input with respect to whether the learners have gotten a handle on the most remarkable snippets of data from the class, allowing a chance to recap on any misconstrued thing.

Some classroom assessment techniques are viewed as summative in nature. They vary from tests to tests and it depends on how teachers assess their students, and they give an ideal chance to a course improvement. Indeed, these techniques help to understand how to assess the learners and improve teachers' adequacy.

Even though, classroom assessment techniques are at times called test-criticism cycles, and their usage permits educators and learners to share, consistently, their originations about both the aims and cycles of learning.

They are generally not reviewed to empower the learner to interface with the criticism, instead of become fixated on the evaluation. Anyway, a few researchers contend that in any event, making the most of the techniques for 1% of the last grade will urge learners

to pay attention to them. (Enerson et al., 2007). Contrary to what Angelo and Cross mentioned in their book, classroom assessment techniques must have a percentage in the final evaluation since students put more effort on graded assessments.

Another advantage of these types of assessment, is that there is next to no time speculation when contrasted with more customary appraisals, for example: papers or tests, particularly when one remembers the time taken to give criticism. This strategy additionally encourages open dyadic correspondence and great compatibility.

Classroom assessment techniques can be utilized inside the class, enormous talks or little workshops, and can customize learning and loan themselves to peer drove educating/input. They have likewise been utilized in e-learning/distant designs. (Henderson, 2001)

Similarly, there is a research which mentions the use of the classroom assessment techniques in online lessons. They are legitimately connected to the course' aims and try to get proposed and validated results. These results, either formative and summative evaluations, have been concentrated in the internet learning climate nowadays.

Online evaluation procedures ought to reflect apprenticeship, while estimating the use of new information and learning goals set out by the educational plan at the beginning of the academic year or the class. There are investigations which give knowledge on the adequacy of classroom assessment techniques in the online climate. (Di Carlo & Cooper, 2014). That is why, teachers try to meet targets concerning learners' accomplishment in the unconventional environment.

In the same way, objectives, discoveries, and impediments inside the procedures, including the teachers' enhanced proposals, exhibit that classroom assessment techniques

in the internet setting are compelling for estimating and accomplishing course results and help teachers to make the process much easier.

Due to the classroom assessment techniques, educator have a better idea about how the class is being conducted. The audit of existing examinations has set up teachers who use evaluation procedures have supported his students in meeting course goals in the non-conventional climate.

Regardless of whether using summative and developmental appraisals, portfolios, or live meetings, an agreement of these investigations infers that classroom assessment techniques help in course targets being accomplished through instructional strategies.

Moreover, other assessment techniques were compelling in the web-based setting and an aggregation of these strategies have demonstrated that methodology is not an issue for achieving course results through evaluation procedures. Viable evaluations have exhibited that learning has happened. (Robles & Brathen, 2002). Extent of moment exists inside any examination study. All things considered, these examinations leave space for areas of specific moments in instructional plan and online frameworks.

The time, likewise appears to be the base of specific inadequacies in the study of online classroom assessment techniques. Some researchers suggest that elective assessment techniques must be investigated. The amount of the study that some investigators explored was weighted vigorously on summative and developmental appraisals.

Future exploration ought to incorporate particular media in the assessment techniques that are lined up with every student's needs. Prompt input to learners, while they are in a class, permits them to comprehend their errors and add new knowledge to the prior one, before leaving the class or acquiring a less than stellar score. It is important to tell the students,

that getting an excellent score is as important as acquiring the language. Sometimes, numbers do not prove how well a student has learned or developed his skills.

The teachers' aim has to be related to the students' development, rather than make everybody to get a perfect grade. Assessing helps to have a better idea if the aim is being accomplished or not. Another proposal about assessment is more prominent on self-evaluation or peer evaluation. (Robles & Brathen, 2002). It is a bit hard to apply pair evaluation in online lessons, but it is not impossible. The studies have shown how classroom assessment techniques are powerful when executed in the web-based setting. Nowadays, because of the pandemic, teachers try to search for different techniques, tools and material in order to improve the online lessons.

There are many questions with respect to assessment techniques in the online study. If they are powerful or not depends on how well trained the teachers are to use the classroom assessment techniques. These can contribute to the developmental evaluation to the staff and organization in web-based learning.

1.3 Oral Instructions

An oral direction should be easy to understand since no writing or reading is involved, but this is not the reality in class. An oral instruction is part of the learning process, because the students must follow steps to accomplish the lesson's aim as well as to acquire the language by carrying out the task properly. That is why the students must be sure about the activity they are supposed to do.

When questions come up, teachers should lead the students to develop the activity correctly. On the other hand, there are some inquiries that students have but they are afraid to tell, so at that moment the activity will not be carried out as it was expected. For that

reason, different classroom assessment techniques are applied to guide the students in different ways.

Regarding oral instructions, many investigators have attempted to show the advantages of giving appropriate ones. At the same time, students ought to be presented to a lot of conceivable and reliable info. A teacher is the center on the class and his talk leads the classroom organization and guides students' acquisition (Nunan, 1991). The quality of oral instructions helps when students have to do an activity and they need assistance to develop it well.

Applying the same techniques daily, even if they provide good results or not, tend to convert the class into a routine. It is not only related to how a student carries it out, but also if he learns something from it. In fact, all the instructions have the same objective, all are set up to teach and help the students acquire something but not all work in the same way. Even for online lessons, the techniques change a bit or they have to be modified in order to be applied properly and successfully.

Further, overgeneralization is another big problem, since teachers think the students will understand as clear as teachers do. (Ur, 1996, p. 16). Students feel demotivated, either one way or another, they will not ask questions related to any instruction and at the end of the day the lesson's goal will not be achieved. Teachers in general struggle with the fact that some students do not follow an instruction properly.

For a procurement to happen the students ought to be presented to a lot of important and valuable input. The ideal contribution for language obtaining is a little past the students' current degree of language capability. (Krashen, 1985). There are many ways in which a professor make himself understood by his students. Everything depends on how he

expresses himself, how he gives the instructions and what he utilizes to make that instruction understandable.

The importance to do the tasks correctly, help students to improve their language acquisition as well as their listening skills since they understand the oral instructions. Some teachers, who assume their students understood their instructions, faced deal with disappointment since they face the reality in the tests or term evaluations (Angelo & Cross, 1993). Every task has a function, no matter which skill this is focused on, at the end the main goal is to acquire and use the L2 language. Teachers are the ones who must guide their students in the acquiring process, and it involves giving clear instructions and to assess students understanding of those instructions.

On the other hand, every teacher must be updated with the latest techniques in order to improve their lessons. If something does not work as expected, they must find out other ways to do it. In fact, any kind of motivation in class related to any technique help students to get interested in the lesson's topic and to be involved in the whole process. If they see that something is monotonous, they will not ask even if they do not understand the instruction.

Indeed, there are different types of oral instructions. Enright (1991) clarifies that instructors adjust their language in various manners to address learners: nonverbal transformation through motions, pantomimes, and so on; it also incorporates visual and hear-able guides; para verbal which alludes to talking plainly, easing back movement, utilizing delays and talk which includes rewording and reiteration.

There is a research where some after effects were measured about the use of oral instructions. Nine educator scientists who took an inside and out glance at instructional practices and convictions about oral language and its evaluation. Lydia & Andrew (2001)

mentioned in their investigation that three arrangements of examination questions were used: (1) How do instructors and learners accept oral guidance ought to be dealt with in the study hall and how much do the convictions that educators have about students' oral creation in the classroom and the students' own convictions coordinate the truth? (2) How are educators utilizing the necessary materials for oral language creation? also, (3) How do instructors survey learners orally examination.

It was discovered that both educators and students commonly accepted original oral creation and something that motivates and encourages to keep learning in class. Educators accepted that the guidance was more focused on students' needs, which was conflicting with their real classroom practice.

Reliable with the learners' convictions, the type of assessment was in truth precision based. The instructive ramifications incorporated a requirement for: (1) direction both to instructors also, understudies in how to make EFL educating and learning all the more genuinely open in nature; and (2) more preparation in how to lead language evaluation in the class.

Indeed, giving an oral instruction is not only related to the content which is being taught in the class. Pittman (2020) comments in her blog about how to start a class, and give an oral instruction which may help to test the students' skills. ESL instructors should start changing their guidance and the way how a class starts. For instance, teachers may start class with, "How's it hanging with you?" A student who is less familiar with the vocabulary may react with, "I am five." With this basic answer, teachers can pre-survey their language aptitudes and decide their comprehension and start to change their guidance.

Moreover, trying to recognize the learner's reaction, professors can alter the inquiry and pose, "Are you glad?" Then give the choices of yes or no. In the event that the learner answers with, "upbeat," they would then be able to reevaluate or rehash their reaction with, "I am glad," and request that they rehash them. In this little manner, teachers have changed their way of educating to address the issue of their less familiar student.

At the same times Pittman (2020) mentions that another approach to adjust guidance is to give and express modeling to assignments that learners are required to do. For example, if there is a free talk question. Pose the inquiry and have learners rehash it. At that point, teachers can say, "While you consider the inquiry, let me disclose to you my answer." This procedure permits learners to have additional opportunity to define their answers while professors model the reaction for them by composing it in the context or use other vocabulary.

Furthermore, this cycle helps learners with an express visual and hear-able case of an approach to react to the inquiry. Their answers can give a sentence stem or starting for them to create new thoughts, sentences and ways to express themselves. This instructing technique assists with disposing of nervousness related with learning another dialect. Regarding to assessment, Pittman (2020) does not focus comments on it. She focuses on how teachers express themselves in order to help the students to understand or get the idea of what they have to do.

For online ESL educators, assignments are valuable showing procedures and how valuable they are. A speaker's tone can share non-verbal data and gives a clue about what is going on. As teachers show their learners about their tone when posing or noting an inquiry. As they model their exercise or idea, change their voice to pose an inquiry. Their students understand how their voice change, and copy it. As their reaction to an inquiry is given, their voice should change as well.

To conclude, it is essential to have all the resources in order to support students' language development. The info might be made conceivable by the utilization of action words and nonverbal hints. (Krashen, 1985) came to the conclusion that most of the lessons in bilingual schools are based on physical response. Most of the time, teachers request moves as a response to the questions or instructions to have a better idea if the information was understood or not. Due to the importance of the body movements as responses, the physical reactions are a fundamental piece in the class' success. The two variables that are part of this research, are connected to help the teachers not manage their classes as productive as possible. The Classroom Assessment Techniques lead the oral instructions to support students understanding as well as their development by doing their tasks in a successful way.

1.4 Previous Researches

There are not many studies about the use of Classroom Assessment Techniques to develop young learners' understanding of oral instructions. Alkharusi (2008) in his research *Effects of Classroom Assessment Practices on Students' Achievement Goals* examined 1636 ninth grade learners and 83 teachers from Muscat schools in Oman.

The results showed class relevant highlights and educators' instructing encounters and appraisal rehearses cooperated altogether with learners. The investigation discoveries may have been influenced by the low unwavering quality of the survey.

To start with, the survey depended on a hypothesis and an examination which were created in the USA and were distributed in English in magazines, manuals and papers. Indeed, despite the fact that the interpretation of the survey was checked by bilingual professors and their interpretation of the items were exposed to approval, most of the

items probably might not have been comprehensible for the learners and they might have misunderstood or responded inconsequentially.

Second of all, the utilization of hardly any response alternatives in the learners' polls might have decreased the reliability of the results, and third the learners' poll examined a much smaller population than other examinations which have tested the same variables. One of the investigation's recommendation is for future studies to use different types of data collection as well as to apply classroom observations focusing on teachers' lesson plans and assessment.

Contrary to that study, the current investigation has applied classroom observation forms, surveys and included classroom assessment techniques in the lesson plans. For that reason, the results have been gathered by applying all the tools mentioned previously that shows the reliability of this investigation.

It is really important to mention that the oral instructions' understanding goes hand in hand with the type of vocabulary used to give them. Therefore, there is a research called *"The impact of two types of vocabulary instruction (oral output and written output) on Iranian intermediate EFL learners' listening comprehension and vocabulary learning"* done by Babaei, H. in 2016, which is focused to determine the effect of the output given in an oral and a written way by using different types of vocabulary to give the instructions and get results.

As part of a quasi-experimental study, a pretest-posttest was applied to two groups of 40 male EFL students, who were 14-18 years old, studying English in a language institute. At the starting, the pretests, which were focused on vocabulary and listening comprehension, were managed to measure the students' capacity to understand the

instructions given as well as to determine words which are more difficult to understand for them.

One group was exposed to oral instructions and the other to written instructions, and the same groups were exposed to the posttest. After applying oral and written output when giving instructions, the results showed that the group which was exposed to the oral output was the one which improved listening and vocabulary comprehension, while the one which was exposed to written output improved vocabulary comprehension in a significant way.

In conclusion, this study recommends to expand the use of vocabulary when giving oral a written instruction. Students have to be exposed to different vocabulary to not to get used to the same one when they hear or read instructions.

On the other hand, the current investigation is similar to the ones mentioned previously, since this also focuses on the importance of the use of vocabulary when oral instructions are given and how to assess students correctly. Students must know what to do, otherwise the tasks will be done in a different way.

CHAPTER II: METHODOLOGY

2.1 Research Approach

As noted previously, the purpose of the research is to determine the effectiveness of Classroom Assessment Techniques (CATs) in the development the young learners understanding of oral instructions.

That is why this study's approach is qualitative, quantitative, explanatory and quasi-experimental which will be described below and these helped to gather the necessary information to achieve this study's objective and to accept or not the hypothesis established before

The approach in any study is a methodical system to solve an issue by using different tools to obtain data, interpret what was gathered and to give conclusions about it. (Murthy & Bhojanna, 2009, p. 32). The present analysis was alleged to be descriptive since it pursued two known variables.

The notional methodology of research gave a look at the hypothetical results which the scientific assortment of knowledge required, and it also provided validity through careful choices regarding the tools used to demonstrate the importance and the objective of this research.

It is a descriptive investigation since it searches the circumstances where the classroom assessment techniques took place and it followed the description of the results by applying these techniques in classes.

This research was quantitative because of the numerical information gathered and the interpretation of the results obtained.

The importance of a quantitative research is because it tries to find out quantified information and simplifies the information gathered from the population. (Macdonald et al., 2008, p. 9). So, the interpretation and analysis of numbers, are easier to understand and give more reliability to any research and tend to support the results in a trustful way.

This investigation was quasi-experimental since it was applied with an experimental group which was distributed by 20 girls and 9 boys, all of them were in 6th grade studying at the Santo Domingo de Guzman High School.

On the other hand, pursuing the same pattern the research was qualitative since after applying the class observation form, the expressions, movements and codes made by the students, have to be interpreted. According to Bhandari (2020) “Qualitative research involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences.

It can be used to gather in-depth insights into a problem or generate new ideas for research”. Because of the current situation, the classes were observed through videos and in real time online, and that information was registered by using a class observation form.

Eventually, this research pursues an explanation of a problem that was formulated and found in a class. This study connects the author and the problem to support a defended idea and to find a solution to help the population.

Subsequently, the information gathered by researching helped to have a close idea about the realities of the learners when they are acquiring a new language and which problems surround them.

This research was carried out in Santo Domingo de Guzmán High School. It is a well-known school from Ambato whose teachers train children and youth, under educational quality standards with a holistic approach to be a sign of light in the family and society.

This school offers 12 hours of English, and it has 20 English teachers to do it. Moreover, there more than 1200 students within the school and high school. Undoubtedly, part of the school's vision is to be, by 2025, a bilingual institution with quality certification and committed to the care of the family and social environment.

Clearly, the last two years, the number of English hours were increased from 6 to 10 hours per week which are divided into English as subject, Science, Traditional games, Language and School Projects. The educational unit is pursuing the bilingualism since the pressure to the students to acquire a new language has increased.

The pretest and the posttest were applied to two groups. 52 students who are studying in sixth grade, participated in this study. They were randomly assigned to two groups, the experimental group had 26 students who are around 10 to 11 years old.

The control group had 26 students who around 12 to 13 years old too. In addition to this, these groups took the pretest the same day and after 2 months they took the posttest.

The distribution of the students according to the course they belong to, is mentioned in Table 1.

Table 1:

Students' Distribution per Groups

	Groups	
	Experimental group ^a	Control group ^b
Girls	14	15
Boys	12	11
Total	26 students	26 students

Table 1: Students' Distribution per Groups Cabrera, T. (2021).

^a6th grade "c"

^b7th grade "c"

Undoubtedly, the range of the age of the students do not vary because of the grades they are attending to.

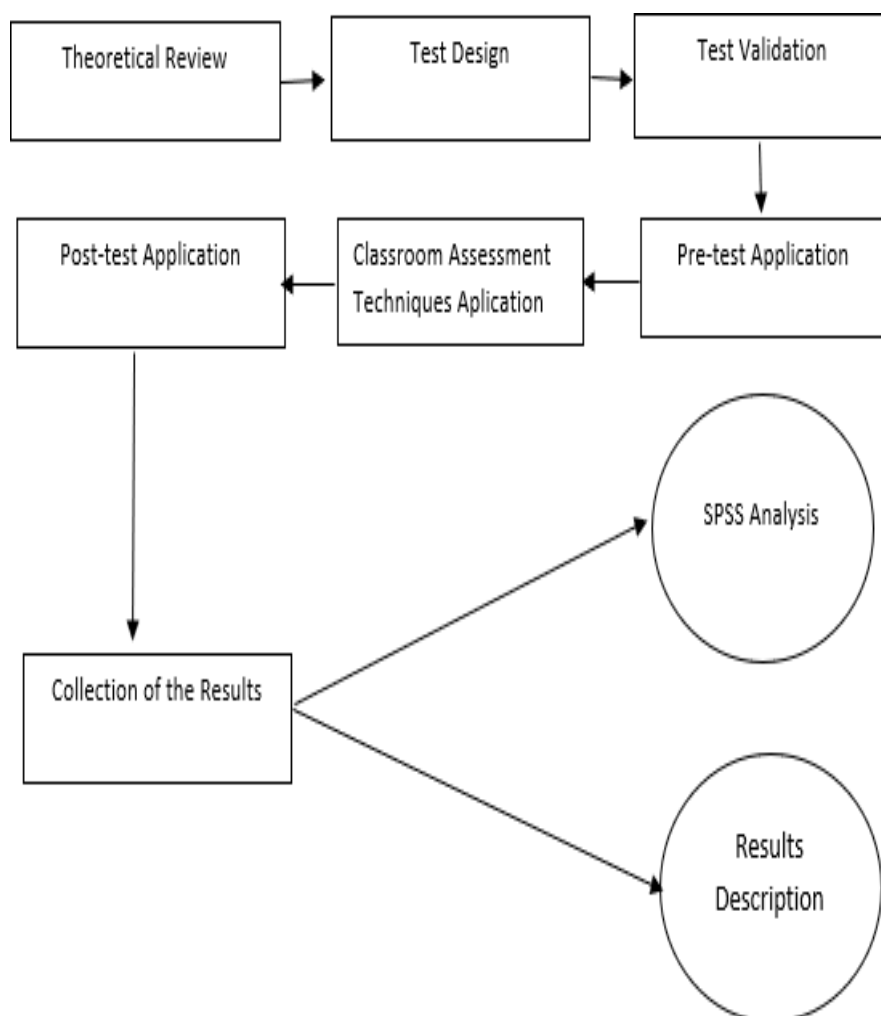
There are more female students since some time ago the school was only for females. After some time and because of the government's laws, it was mandatory that all the institutional units must be for females and males as well.

The courses have the same number of students, because the school is divided in an organized way, so all the courses must have the same number of students so the material that teachers uses might be distributed equally.

2.2 Data Collection

The data collection was fulfilled by applying an intensive reading of papers, thesis, chapters of books about works which have a similar connection with this investigation's goal.

Goddard and Melville (2001) concluded that "research is about finding answers to unanswered questions as part of discovering and/or creating new knowledge". By comparing those works, the research was based on trustful studies, which gave this research a quality of validation and importance. The path followed to collect the data is shown on Figure 1.

Figure 1:*Data Collection Process**Figure 1: Data Collection Process by Cabrera, T. (2021)*

The instruments used to collect the data was a pretest and posttest. The results obtained were tabulated by using the program “Statistical Package for the Social Sciences”, the “Wilcoxon test” to compare the pre and posttest to check the Z value and also manually to have a more cautious follow-up.

A class observation form was used to check the students’ reactions while the 4 classroom assessment techniques were being applied. For a procurement to happen, the students ought to be presented to a lot of important and valuable input.

The ideal contribution for language obtaining is a little past the students' current degree of language capability (Krashen, 1985). There are many ways in which a professor make himself understood by his students.

Everything depends on how he expresses himself, how he gives the instructions and what he utilizes to make that instruction understandable. It is on the teacher's hands to assist the students to improve the way how they learn, how they interact and how they acquire the language.

Because of the pandemic, all the instruments were applied by using online resources. At the same time, the class observation was done by checking the video recordings of the classes.

It was not an easy task, but Microsoft Teams, which is the application mandatory by the principal of the school to teach online, helped to monitor most of the students' cameras. The ideal contribution for language obtaining is a little past the current student's language level.

The info might be made conceivable by the utilization of action words and nonverbal hints. (Krashen, 1985) came to the conclusion that most of the lessons in bilingual schools are based on physical response.

Teachers most of the time request moves as a response to the questions, at the end of the day either the verbal reactions or a physical reaction are a fundamental piece of the class and the students' development.

Due to the pandemic, the way how this study gathered information was by using online resources. The pretest, the posttest and the survey were applied by using *Microsoft Forms*. Microsoft forms is an online app which allows the creation of polls, surveys and tests. It

is a really useful instrument in order to gather information by educational or business organizations.

This can be applied online; the link of the poll is sent to the surveyed people and once they complete all the questions the information is sent to the pollster. This information is showed in a numerical and in a graphical way.

Moreover, the Classroom Assessment Techniques were applied online by using *Microsoft Teams*. Microsoft teams is an online tool which helps to keep people in touch by video calling and interacting each other. Nowadays, this app has been one of the most useful since teachers have been giving their lessons through this.

The class observation form was done by using *Word*. After analyzing the most important aspects to be considered in the research, this instrument was used to observe lessons by lesson throughout the entire process.

Before this study started, the problem that students have with the classroom assessment techniques was identified by observing the students' reaction, when they had to do an activity.

Once, the problem was found, the investigation took place in Santo Domingo de Guzman High School. The pretest, posttest, survey and the classroom observation form were developed in order to be applied with the students from sixth grade and the procedure is shown on Figure 2.

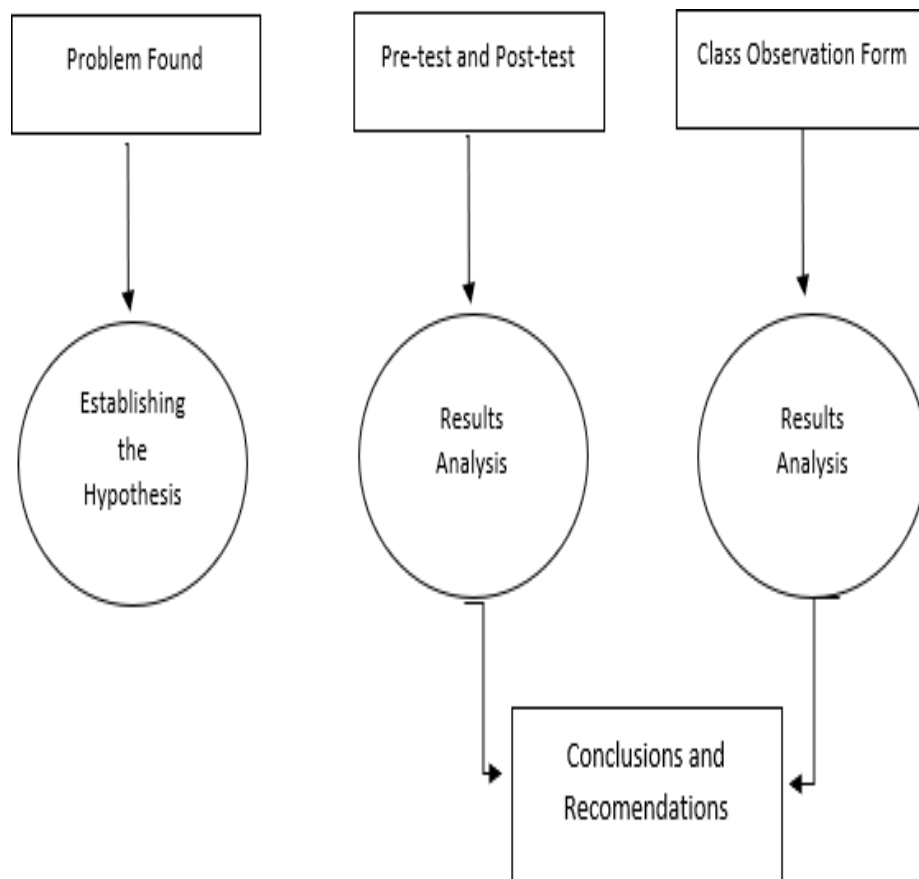
Figure 2:*Procedure*

Figure 2: Procedure by Cabrera, T. (2021)

A pretest was used to check how well the students understand the oral instructions by using some which are given most of the time. The instructions were given by the teacher and they had to choose the right option according to what they understood.

This pretest was conducted to an experimental and a control group and the posttest was applied to the same groups. The results gathered were analyzed by tabulating the information and checking how well the classroom assessment techniques worked on the students' development.

The pretest contained 20 oral instructions to measure the students current understanding of oral instructions (appendix 1) which had a scoring system giving one point each right option.

On the other hand, the class observation form was applied since the investigation started and the outline is shown on Figure 3.

Figure 3:

Class Observation Outline

Classroom Observation Form

Teacher: _____ Course _____ Date _____
and Time _____

The students ask questions after the teacher gave the oral instruction.	Yes	No
The students ask the teacher to explain the instruction in Spanish.	yes	No
The students' faces seemed they did not understand the oral instruction.	Yes	No
The students ask questions while the are doing the activity	Yes	No
At the end of the class, the activity was done as it was expected.	Yes	No

Observations:

Figure 3: Class Observation Outline by Cabrera, T. (2021)

The current research, the tools and the information gathered comprised 4 phases which are showed in Table 2.

Table 2

Intervention's phases

Intervention						
	Weeks 1	Week 2-3	Week 4-5	Week 6-7	Week 8	Week 9
Phase 1	Pre test	-	-	-	-	-
Phase 2	-	^a Technique 1 Class observation	^b Technique 2 Class observation	^c Technique 3 Class observation	^d Technique 4 Class observation	-
Phase 3	-	-	-			Post test

Table 2: Intervention's phases by Cabrera, T. (2021).

^aClass Observation Poll

^bProcess Analysis

^cChain Notes

^muddiest Point

The pretest was taken by the control and the experimental group on December 16th. Then, the class observation form and the Classroom Assessment Techniques were applied during 7 weeks. It finished by applying the posttest on February 19th.


There are some principles which must be followed before applying the any Classroom Assessment Techniques: inquire as to whether teachers need to know, approach learners for criticism just in the event that they can and will react to it.

There are techniques to check written instructions understanding as well oral ones. Everything depends on the activity is proposed by the teacher to do in class and the class' objective.

Each technique was applied by using a daily lesson plan, trying not to confuse the students and without telling them the names of the classroom assessment techniques. The lesson plan's outline is shown on Figure 3.

Figure 4:

Outline of the lesson plans

		UNIDAD EDUCATIVA “SANTO DOMINGO DE GUZMÁN”. AMBATO-ECUADOR Av. Los Ganjambos s/n y Los Higos www.santodomingoambato.edu.ec Teléfonos: (03) 2822174 – (03) 2421892. “Potenciando valores, ciencia e innovación para la vida”.				ACADEMIC YEAR/ AÑO LECTIVO: 2020 – 2021.	
		MICROCURRICULAR PLANNING / PLANIFICACIÓN MICROCURRICULAR POR DESTREZAS CON CRITERIOS DE DESEMPEÑO (PDCD) / PLAN DE AULA (PA)					
1. INFORMATIVE DATA / DATOS INFORMATIVOS:							
<i>Teacher</i> Docente:		<i>Area / Subject</i> Área/ asignatura:		<i>Grade/Course:</i> Grado/Curso:		<i>Class</i> Paralelo(s):	
<i>Unit Number</i> Nro. de Unidad		<i>Periods</i> Períodos		<i>STARTING DATE</i> FECHA DE INICIO:		<i>ENDING DATE</i> FECHA DE FINALIZACIÓN:	
2. UNIT PLAN / PLANIFICACIÓN							
<i>Topic of the unit / Título de unidad de planificación:</i>							
<i>UNIT SPECIFIC OBJECTIVES</i> Objetivos específicos de la unidad de planificación:		<i>EVALUATION CRITERIA</i> Evaluación de la unidad:		Communication and Cultural Awareness. <u>Reading</u> <u>Writing</u> <u>Language Through the Arts</u>			

TRANSVERSAL AXES Ejes transversales:					
SKILLS AND PERFORMANCE CRITERIA TO BE DEVELOPED Destrezas con criterios de desempeño (DCD)	METHODOLOGICAL STRATEGIES Estrategias metodológicas	PERIODS Períodos	RESOURCES Recursos	PERFORMANCE INDICATORS Indicadores de logro	EVALUATION ACTIVITIES TECHNIQUES/INSTRUMENTS Actividades de Evaluación /Categoría / Técnicas / Instrumentos
Communication and Cultural Awareness. Oral Communication. Reading. Writing. Language Through the Arts. Communication and Cultural Awareness.					Lesson 1 Warm-Up (5 minutes): ACTIVITY: TECHNIQUE: INSTRUMENT:

3. ADAPTED CURRICULUM / ADAPTACIONES CURRICULARES (AC)			
<i>Specification of Educational Needs</i> Especificación de la necesidad educativa (NEE)		<i>Specification of the adapted material to be applied</i>	
Bibliography:			
WRITTEN BY:	REVISED BY:	REVISED BY:	APPROVED BY:
Teacher(S):	Name:	Name:	Name:
Signature:	Signature::	Signature::	Signature:
Date:	Date:	Date:	Date:

Figure 4: Outline of the Lesson Plans by Ministry of Education of Ecuador (2016)

Indeed, there are different types of oral instructions. Enright (1991) clarifies that instructors adjust their language in various manners to address learners: nonverbal transformation through motions, pantomimes, and so on; it also incorporates visual and hear-able guides; para verbal which alludes to talking plainly, easing back movement, utilizing delays and talk which includes rewording and reiteration.

Classroom assessment techniques are used to gather specific information, without much effort and rapidly transform into data to adjust strategies and actions to accommodate the class. (Angelo & Cross 1993).

Nevertheless, care must be taken in picking the suitable classroom assessment technique and furthermore permitting enough time in class to guarantee that they are beneficial for the students or if those techniques do not have any positive effect on the class' development. The results will be observed after assessing the students, and the changes have to be done immediately or throughout the academic year.

There are many different sorts of classroom assessment techniques and those empower the instructor to find how learners are handling and blending the introduced material just as which focuses should be emphasized or expounded on before advancing. The five classroom assessment techniques will be mentioned below.

Classroom Opinion Poll: This activity consists on surveying the students by using questions about the possible topics which will be taught in the classroom, in order to guarantee more precise and understandable information.

Learners are surveyed about the content and the topic they would experience throughout lesson by applying a survey using “google forms” to facilitate the process. This technique helps with deciding a successful beginning stage and the suitable degree of an exercise.

Procedure:

- Examine inquiries or issues about which learner's comment or opinion may influence learning process.
- Prepare some questions before about the possible topics, which have been linked to the content taught the previous class.
- Decide kind of reaction required. Will "yes" or "no" be adequate or will a more advanced vocabulary be required?
- Prepare the survey to be displayed by composing it on an online tool to share with the students.
- Their names are not required, just in case the teacher want to reward to those who were close to the right answers.
- Share the answers gathered with the students, disclosing to them how you will utilize the data to control the exercises.
- Tell them some feedback about how they developed the activity.
- Ask them opinions about how to do the activity in a different way.
- Explain the purpose of the use of classroom assessment technique
- Re do the activity some other time.
- Complete all the steps, and compare the results.
- If there is something to adjust or change, do it, the purpose is to improve the technique class by class.

Process Analysis: With this technique, the students have to keep a journal with the oral instructions they have more problems with, so they take a look at their notes and realize

which steps are in order to develop what the teacher asks them to do. The information registered in their notebooks, can be used to help them to solve issues or problems instantly.

Procedure:

- The teacher chooses the oral instructions that his students have more problems with.
- As the assignment is complex, students have to take notes of the activity on the journals.
- The students have to be told that they have to record step by step of the activity and describe each of them on their journals.
- Ask students to hand the activity with the journal where they described the steps they followed.
- Take a look of the instructions and the vocabulary they have more problems with, in order to reinforce it.
- Share with the class the data gathered on their journals, in order to solve the doubts as a group.
- Ask them opinions about how to do the activity in a different way.
- Explain the purpose of the use of classroom assessment technique
- Re do the activity some other time.

- Complete all the steps, and compare the results.
- If there is something to adjust or change, do it, the purpose is to improve the technique class by class.

Chain Notes: Students answer a question written by the teacher. This question must be an oral instruction, in order to check what the students understand when they are exposed to that instruction.

Procedure:

- Write a question about the activity they are doing.
- Let them think what is going on.
- Ask the students to take out a separate sheet of paper, and answer that question.
- Do not explain the purpose of the activity yet.
- They do not have to put the name on it, it is anonymously.
- Take out an envelope or something where they can put the paper in.
- They have to put that paper in the envelope.
- Ask them to continue doing the task they were doing before.
- Once the task is done, open the envelop.
- Choose one of the papers.
- Read all the papers out loud.
- Compare their answer with the task's results.
- The whole class has to analyze, if the answers are right and if they are according to the activity, they have just done.

- The teacher will give a feedback about how the activity was supposed to be done.
- Ask them opinions about how to do the activity in a different way.
- Explain the purpose of the use of classroom assessment technique
- Re do the activity some other time.
- Complete all the steps, and compare the results.
- If there is something to adjust or change, do it, the purpose is to improve the technique class by class.

Muddiest Point: This is one of the simplest techniques, it consists in asking the students about the most important part about doing the activity.

Procedure:

- The teacher decides how he wants to elicit information from the students written in a paper, or answered orally.
- The teacher gives the instruction.
- The students start doing the activity, they were assigned previously.
- Once they finished, the teacher asks the students about the muddiest point of the activity they did.
- The teacher chooses students randomly to answer the question if the activity will be done orally.
- If the answers will be collected by using papers, the students have to write the muddiest point, their names and give it to the teacher.

- The teacher has to analyze all the answers, and the next class share the data with the students in order to analyze it as a whole group too.
- Ask student some comments about what they wrote and if the information gathered is linked with the task assigned.
- Throughout the next lessons, the teacher has to check the students who had more problems with the identification of the muddiest point when the classroom assessment technique was applied.
- Ask them opinions about how to do the activity in a different way.
- Explain the purpose of the use of classroom assessment technique
- Re do the activity some other time.
- Complete all the steps, and compare the results.
- If there is something to adjust or change, do it, the purpose is to improve the technique class by class.

2.3 Post-testing

The posttest was applied by using the same template used when the pretest was applied.

Once the four Classroom Assessment Techniques were applied, the control and the experimental group took the posttest the same day.

The post test had the same questions as the pre test since the effectiveness of the classroom assessment techniques were measured at the same scale.

The results were analyzed by using the Wilcoxon test. In addition, it is relevant to mention that not only the pretest template was used, but also the same score system. Once the results were obtained, the charts and graphics were created by showing the information and comparing and contrasting between the two groups.

Finally, the conclusions and recommendations were given based on the results obtained in the pre and posttest.

CHAPTER III. ANALYSIS OF THE RESULTS

The current study was based on a quasi-experimental research to analyze the connection between the dependent and independent variable. Consequently, it is important to determine the co-relation between the pre and post-test by applying the Wilcoxon test which is a non-parametric statistical test. Furthermore, the Rank sum test and the Signed test are two iterations of this test and both models adopt the data which come from the same partaker.

On the other hand, the null hypothesis is rejected once the z-value is not less than 0.05 level due to the results obtained by comparing the pretest and posttest. Evidently, the alternative hypothesis is accepted. Moreover, the difference between the two tests is relevant, since students got a better score once the CATs were applied in the class.

The figure 5 shows the number of oral instructions that the 23 students, who formed the control group, could understand during the pretest.

Figure 5:

Frequency of oral instructions understanding during the pretest by the control group

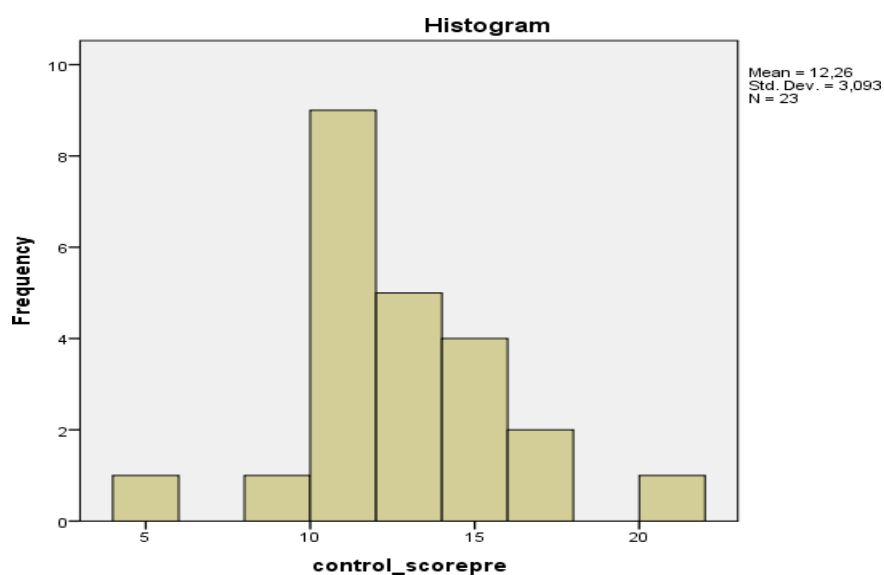


Figure 5: Frequency of oral instructions understanding during the pretest by the control group by Cabrera, T. (2021)

Evidently, the majority of the students did not understand most of the oral instructions given during the pretest. While only 4 students could understand more than 15 instructions.

The figure 6 shows the number of oral instructions that the 23 students, who formed the control group, could understand during the posttest.

Figure 6:

Frequency of oral instructions understanding during the posttest by the control group

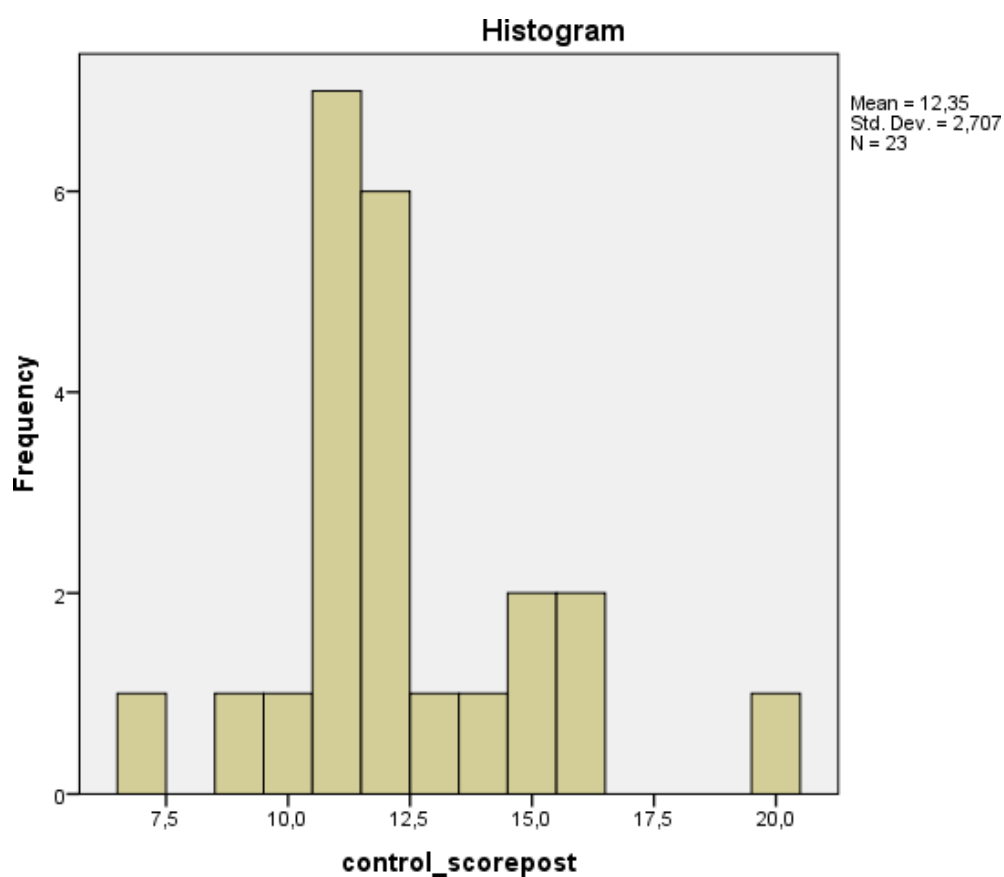


Figure 6: Frequency of oral instructions understanding during the posttest by the control group by Cabrera, T. (2021)

Undoubtedly, the posttest results did not differ significantly from the results obtained with the pretest. The oral instructions understanding kept the same path as in the beginning.

Table 3 shows the descriptive statistics of the data gathered by applying the pretest and posttest regarding the number of oral instructions understood by the 23 participants from the control group. Actually, this was calculated by counting the number of oral instructions well understood by applying the score system where each right correct instruction was given one point.

Table 3

Control Group's Test of Normality

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
control_score pretest	,186	23	,038	,934	23	,134
control_score posttest	,247	23	,001	,907	23	,036

Table 3: Control Group's Test of Normality by Cabrera, T. (2021)

Notes:

a. Lilliefors Significance Correction

Control_scorepre P value > 0,05 is a normal distribution

Control_scorepost P value < 0,05 is not a normal distribution

Due to one of the data does not follow a normal distribution, Wilcoxon was used to compare the variables. Table 4 shows the descriptive statistics of the data gathered by applying the pre and posttest.

Table 4

Control Group's Rank Test

	Ranks			
		N	Mean Rank	Sum of Ranks
Control score posttest- control score pretest	Negative Ranks	3 ^a	4,83	14,50
	Positive Ranks	5 ^b	4,30	21,50
	Ties	15 ^c		
	Total	23		

Table 4: Control Group's Rank Test by Cabrera, T. (2021)

Notes:

a. control_scorepost < control_scorepre

b. control_scorepost > control_scorepre

c. control_scorepost = control_scorepre

Oral instructions understanding's mean rank decreased from 4,83 to 4,30 which is not really significant.

Definitely, the significant level is more than 0.05. It can be concluded that the scores obtained in the pretest did not differ with the results obtained in the post test. As it is shown on Table 5 the Asymptotic Significance is of ,608. The z value is -,513.

Table 5

Control Group's Test Statistics

Test Statistics ^a	
	control_scorepost - control_scorepre
Z	-,513 ^b
Asymp. Sig. (2-tailed)	,608

Table 5: Control Group's Test Statistics by Cabrera, T. (2021)

Notes:

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

Evidently, the scores statistically show that the control group kept the same oral instructions understanding in the pre and posttest. There is not difference between those two tests.

On the other hand, the Figure 7 shows the number of oral instructions that the 26 students, who formed the experimental group, could understand during the pretest.

Figure 7

Frequency of Oral Instructions Understanding During the Pretest by the Experimental Group

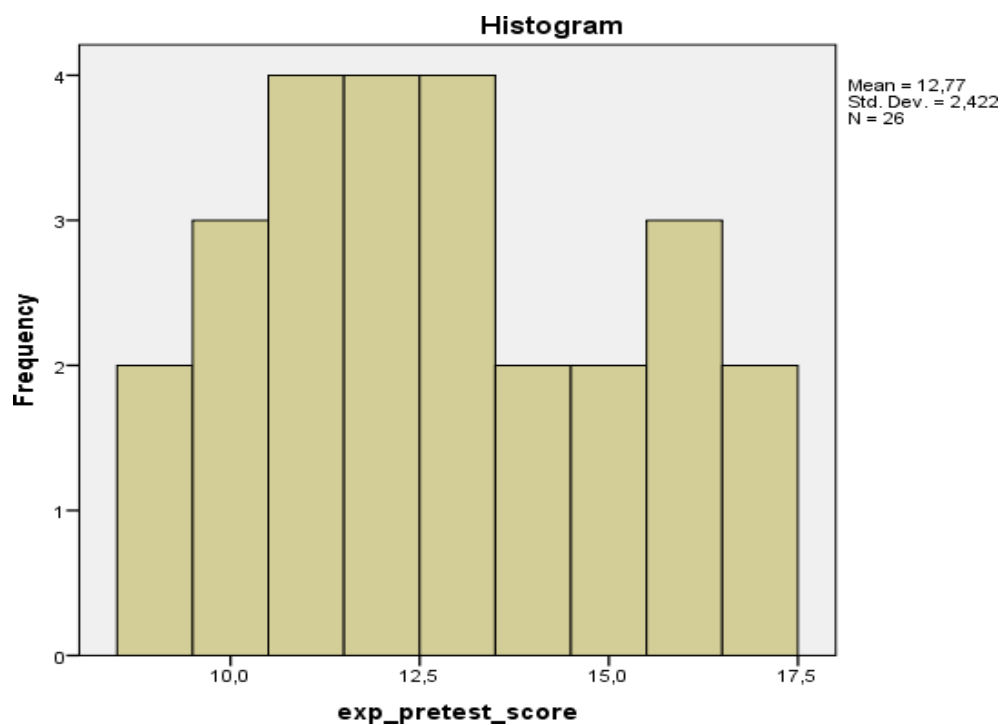


Figure 7: Frequency of Oral Instructions Understanding During the Pretest by the Experimental Group by Cabrera, T. (2021)

Absolutely, Evidently, the majority of the students did not understand most of the oral instructions given during the pretest. While only 7 students could understand more than 15 instructions.

The figure 8 shows the number of oral instructions that the 26 students, who formed the experimental group, could understand during the posttest.

Figure 8

Frequency of Oral Instructions Understanding During the Posttest by the Experimental Group

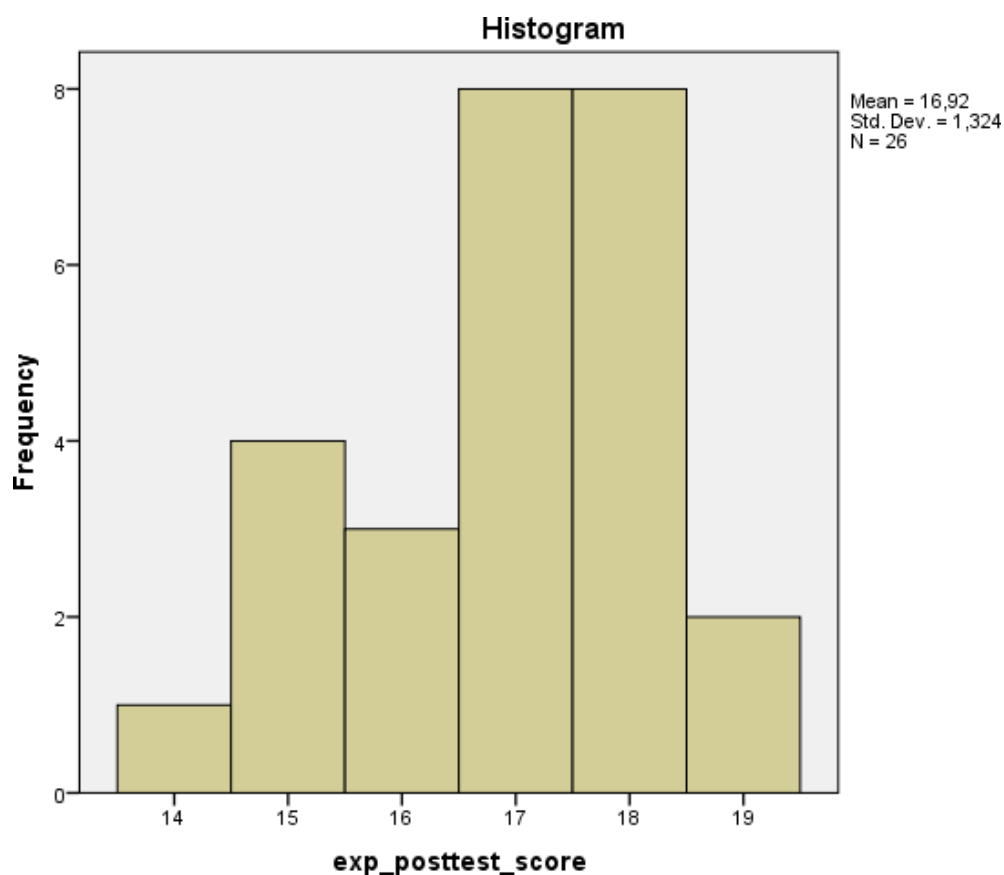


Figure 8: Frequency of Oral Instructions Understanding During the Posttest by the Experimental Group by Cabrera, T. (2021)

Without a doubt, the posttest results differ significantly from the results obtained with the pretest. The oral instructions understanding changed in a high significance when the posttest was taken by the participants.

Table 6 shows the descriptive statistics of the data gathered by applying the pretest and posttest to the experimental group regarding the number of oral instructions understood by the 26 participants. This was calculated by counting the number of oral instructions

which were easy to understand by applying the score system where each right correct oral instruction was given one point.

Table 6

Experimental Group's Test of Normality

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
exp_pretest_score	,125	26	,200*	,947	26	,196
exp_posttest_score	,215	26	,003	,914	26	,032

Table 6: Experimental Group's test of Normality by Cabrera T, (2021)

Notes:

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Owing to the data does not follow a normal distribution, Wilcoxon was used to compare the variables. Table 7 shows the descriptive statistics of the data gathered by applying the pre and posttest.

Table 7

Control Group's Rank Test

	Ranks			
	N	Mean Rank	Sum of Ranks	
Experimental score posttest- Experimental score pretest	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	24 ^b	12,50	300,00
	Ties	2 ^c		
	Total	26		

Table 7: Control Group's Rank Test by Cabrera T, (2021)

Notes:

a. exp_posttest_score < exp_pretest_score

b. exp_posttest_score > exp_pretest_score

c. exp_posttest_score = exp_pretest_score

It should be noted that it indicates better results in the posttest comparing with scores with the pretest regarding the number of oral instructions understanding. The median score increased from ,00 to 12,50.

The significance level is less than 0,05. It can be concluded that the oral instructions understanding from the pretest differs significantly from the oral instructions

understanding from the posttest. As it is shown in Table 8 the Asymptotic Significance is of 0.000. The z significantly value is -4,308.

Table 8

Experimental Group's Test Statistics

Test Statistics ^a	
exp_posttest_score - exp_pretest_score	
Z	-4,308 ^b
Asymp. Sig. (2-tailed)	,000

Table 8: Experimental Group's Test Statistics by Cabrera T, (2021)

Notes:

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

Evidently, the scores from the pretest and posttest are different in great scale among them.

A Wilcoxon Signed Test reveals statistically that the oral instructions understanding increased, $z=-4,308$ with large effect. Undoubtedly, the results show that the students enhanced their oral instructions understanding after the classroom assessment techniques were applied.

Figure 9 shows a comparison between the results gathered by applying the pre and posttest.

Figure 9

Comparison Between Pre and Posttest.

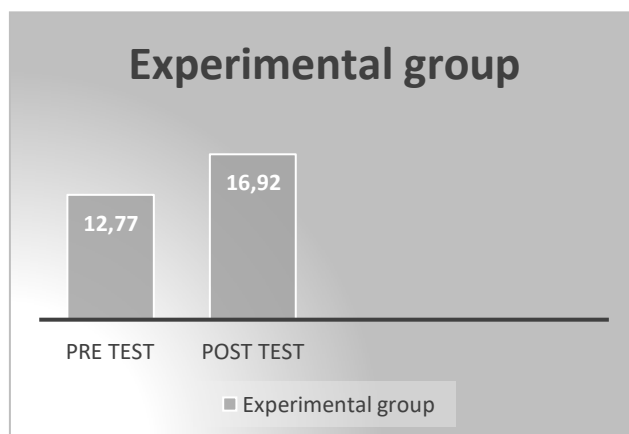


Figure 9: Comparison Between Pre and Posttest by Cabrera, T. (2021)

3.1 Hypothesis Testing

For the current study, the Wilcoxon test was used to test if the alternative hypothesis is rejected or accepted, the test identifies the difference between the control and the experimental group by using a statistical analysis. Due to the data distribution, the t-test cannot be applied since the information gathered is not normal. Moreover, the two dimensions are not independent from each other, that is why the Mann-Whitney U-test cannot be applied.

Table 9

General Results from the Pretest and Posttest

	Descriptive Statistics									
	N	Minimum	Maximum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
control_scorepre	23	5	20	12,26	3,093	9,565	,419	,481	1,549	,935
control_scorepost	23	7	20	12,35	2,707	7,328	,921	,481	1,981	,935
exp_pretest_score	26	9	17	12,77	2,422	5,865	,256	,456	-,967	,887
exp_posttest_score	26	14	19	16,92	1,324	1,754	-,520	,456	-,455	,887
Valid N (listwise)	23									

Table 9: General Results from the Pretest and Posttest Cabrera, T. (2021)

As the tables and figures shows, the null hypothesis is rejected because the z-value is lower than the significant level of 0.05 due to the results obtained by comparing the pretest and posttest. Evidently, the alternative hypothesis is accepted. This proves that Classroom Assessment Techniques (CATs) do develop the young learners understanding of oral instructions.

CONCLUSIONS

The Classroom Assessment Techniques (CATs) were applied to determine the effectiveness these might have on the young learners understanding of oral instructions. At Unidad Educativa Santo Domingo de Guzmán Ambato, 26 students from sixth grade showed poor results in oral instructions understanding and this was proved by applying a pretest and by observing some classes. Students seemed to be lost when they had to develop the tasks assigned when the oral instructions were given. Based on the data gathered after applying the data procedure according to the variables presented, the most relevant findings of this research are:

- The research found that the aspects that avert oral instructions understanding are correlated with the lack of appropriate classroom assessment techniques which must be linked with the students understanding of oral instructions. The effectiveness of these techniques is shown on the task's development and the class success when its aims are accomplished. The scores gathered after from the pretest and posttest proved the defended idea by showing the Classroom Assessment Techniques do develop the young learners understanding of oral instructions.
- According to the theoretical support, it is well known that the Classroom Assessment Techniques are applied not only on face-to-face classes but also in online ones. The class's success is based on how a teacher manages these techniques, even when these are not the newest techniques in teaching methodology, the scores obtained in this research proved that a good handling of these techniques help significantly the students.

- To create a small and simple booklet, 5 Classroom Assessment Techniques were chosen. It has all the procedures and steps, explained explicitly, to apply them in class. This booklet was applied after the students took the pretest, and the results showed they enhanced in a great scale the oral instructions understanding and this was shown in the posttest's results.
- Without a doubt, the scores gathered by applying all the data procedure demonstrated that the 2 months intervention and after applying the booklet, helped significantly the students to develop the oral instructions understanding when they are assigned to do a task. These results were gotten by applying the Wilcoxon test, and this stated the most of the learners from sixth grade at the At Unidad Educativa Santo Domingo de Guzmán Ambato developed the tasks correctly after applying the classroom assessment techniques to check if the oral instructions were fully understood. Finally, all the students seemed to be surer about their performances in their tasks after listening to the oral instructions given by teacher once the CAT's were applied before.

RECOMMENDATIONS

- Due to the pandemic, only 4 Classroom Assessment Techniques were chosen to be applied in this study. It is recommended for future studies to use more CATs in order to explore all fields possible to help students to develop not only oral instructions understanding but also written ones. Besides that, other teacher can also implement these CATs to their daily basis when the face-to-face class start again, once the pandemic is over.
- It is recommended to make the necessary adaptations according to the learners' age. It is not the same to apply these CATs with students from sixth grade, as this study did, with students from other levels. Indeed, the adjustments might be done by the teacher at the moment of applying any of these techniques, taking into account their students' needs level and the class' objective.
- The qualitative and quantitative method were used to gathered the necessary information for this study, that is why the observation sheet and the pre and posttest were applied, but it is suggested to use other instruments such as a teacher and student's interview in order to know deeply their perceptions towards the use of CATs in class.
- The CATs were applied online by making some adjustments, it is recommended to apply them in a face-to-face class to check if they will have the same impact and benefit for the students as they had in the online classes and this study's results might be used to be compared with future studies to determine if the effectives in both fields.

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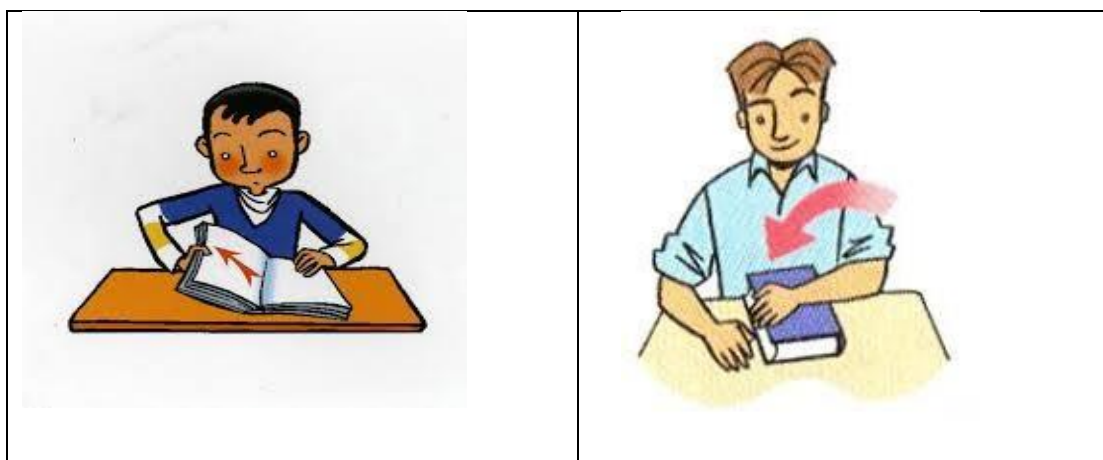
ANNEXES

Pretest/Posttest

The following activities were used either for the pre and posttest.

Put a check on the right answer which the instruction is referring to.

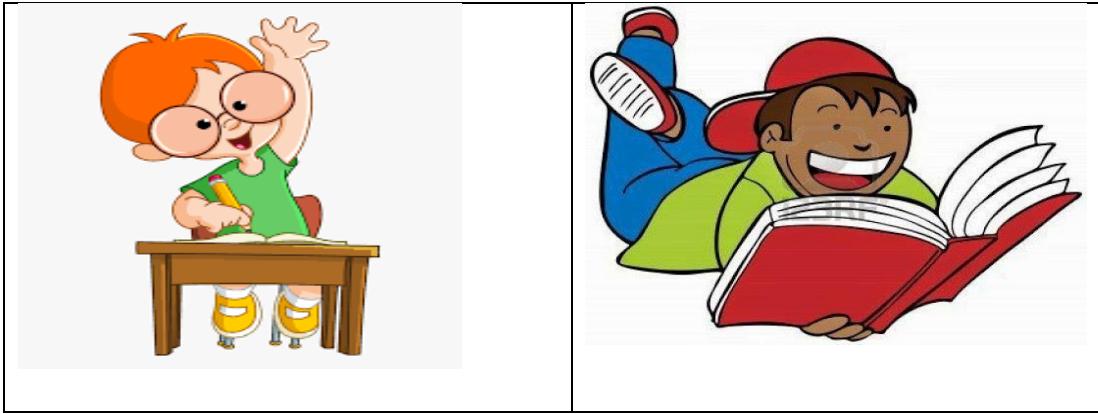
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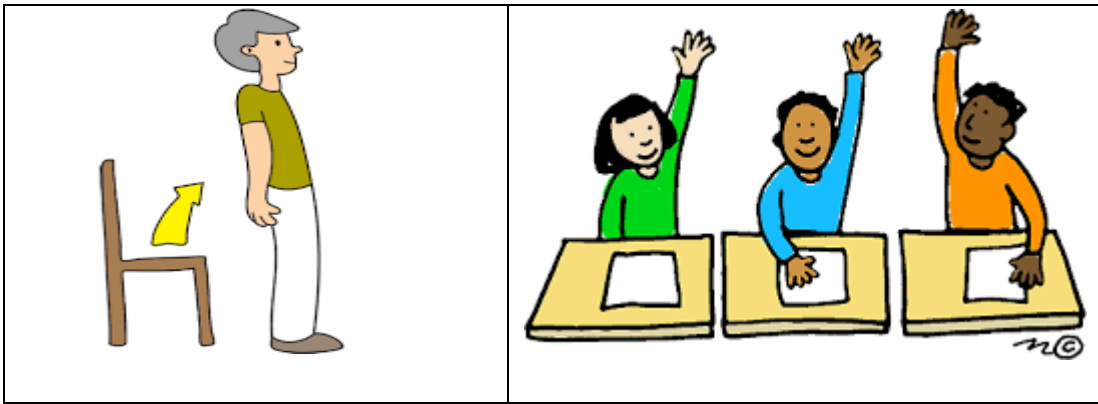
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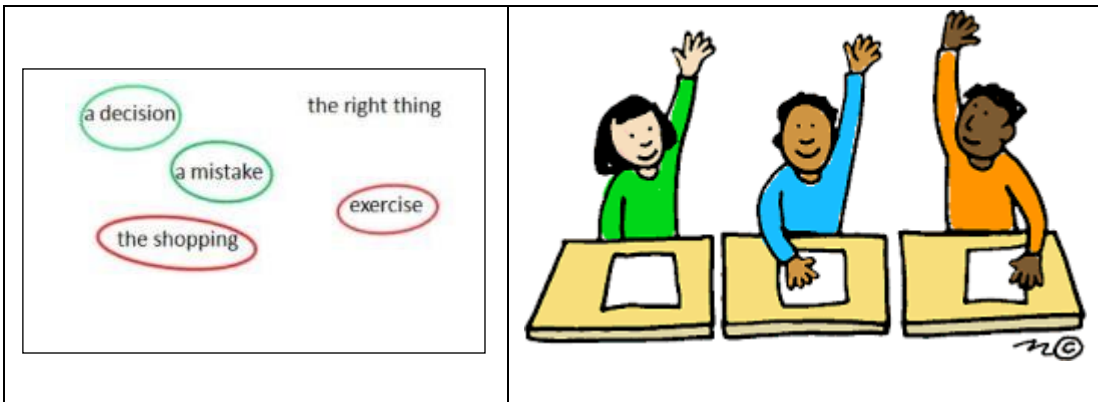
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.....

<p>4. the two monkeys were looking at <u>each other</u>.</p> <p>5. <u>Either of</u> you can attend the conference.</p> <p>6. The <u>girl who</u> arrived late was scolded by the teacher.</p> <p>7. She <u>herself</u> should finish the work.</p> <p>8. <u>Those</u> toys are theirs.</p> <p>9. <u>What</u> would you like to have—tea or coffee?</p>	
--	---

.....

<p>4. the two monkeys were looking at <u>each other</u>.</p> <p>5. <u>Either of</u> you can attend the conference.</p> <p>6. The <u>girl who</u> arrived late was scolded by the teacher.</p> <p>7. She <u>herself</u> should finish the work.</p> <p>8. <u>Those</u> toys are theirs.</p> <p>9. <u>What</u> would you like to have—tea or coffee?</p>	
--	--

.....

To say in few words what the story is about.

To read the story again.

.....

To choose the characters that take an important role in the story.

To choose the characters that do not take an important role in the story.

.....

To give possible new words to be studied in the current lesson.

To give examples of new words already learned in the previous lesson.

.....

To describe all that you can see in the *picture* and *explain what* you think is happening.

To describe only the colors that you can see in the picture.

.....

To re say what the teacher said after she finished.

To say what the teacher is saying at the same time as her.

.....

To repeat what is in the statement or the story.

To say what you think with respect to the statement of the story.

.....

To answer your partner's questions.

To elicit information from you partner by using a question.

.....

If you were the interviewer at the beginning, now you become the interviewed.

If you were the interviewer at the beginning, now you repeat the activity being the interviewer again.

.....

To say a sentence by using the words given by the teacher.

To say the first sentence that comes to your mind.

.....

To interrupt the class because you want to participate first.

To wait until your partner finishes or until the teacher calls your name.

.....

To read what is in the paragraph until a period “.” appears.

To read everything in a row.

.....

To say all the letters which form a word, one by one.

To say all the words which form a sentence, one by one.

20.....

To stop doing the activity because your teacher asks you.

To continue doing the activity even when the teacher asks you to stop.

Scoring System

The following instructions were given orally, while the students were doing the activities mentioned above.

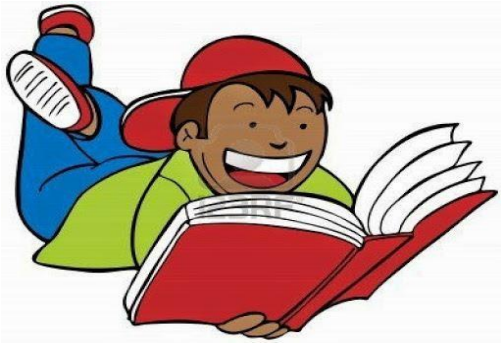
1. Open your books. (1pt)



2. Look at the pictures. (1pt)



3. Read the information. (1pt)



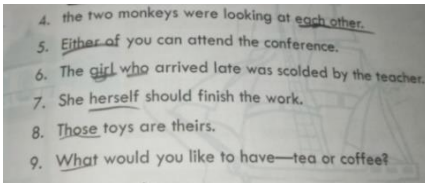
4. Raise your hand. (1pt)



5. Circle the right answer.



6. Underline the right answer. (1pt)



7. Cross out the odd one. (1pt)



8. Sum up the story. (1pt)

To say in few words what the story is about.

9. Identify the characters of the story. (1pt)

To choose the characters that take an important role in the story.

10. Say the vocabulary studied the last class. (1pt)

To give examples of new words already learned in the previous lesson.

11. Describe the picture. (1pt)

To describe all that you can see in the picture and explain what you think is happening.

12. Repeat after me. (1pt)

To re say what the teacher said after she finished.

13. Give your opinion about the story. (1pt)

To say what you think with respect to the statement of the story.

14. Ask your partner. (1pt)

To elicit information from you partner by using a question.

15. Switch places in the conversation. (1pt)

If you were the interviewer at the beginning, now you become the interviewed.

16. Use the vocabulary in a sentence. (1pt)

To say a sentence by using the words given by the teacher.

17. Wait your turn. (1pt)

To wait until your partner finishes or until the teacher calls your name.

18. Read until the period. (1pt)

To read what is in the paragraph until a period “.” appears.

19. Spell the word. (1pt)

To say all the letters which form a word, one by one.

20. Time is over. (1pt)

To stop doing the activity because your teacher asks you.



VALIDATION FORM

PONTIFICIA UNIVERSIDAD CATÓLICA DEL ECUADOR-SEDE AMBATO

DEPARTAMENTOS DE LENGUA Y LINGÜÍSTICA

Programa de Maestría en Pedagogía del Inglés como Lengua Extranjera

Cohorte 2

VALIDATION FORM


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Título de Postgrado: Magíster en Docencia Universitaria	
Magíster en Lingüística Aplicada a la enseñanza bilingüe: español e inglés	
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		UNIDAD EDUCATIVA “SANTO DOMINGO DE GUZMÁN”. AMBATO-ECUADOR Av. Los Guaytambos s/n y Los Higos www.santodomingoambato.edu.ec Teléfonos: (03) 2822174 – (03) 2421892 <i>“Potenciando valores, ciencia e innovación para la vida”.</i>					ACADEMIC YEAR: AÑO LECTIVO: 2020 – 2021		
		MICROCURRICULAR PLANNING / PLANIFICACIÓN MICROCURRICULAR POR DESTREZAS CON CRITERIOS DE DESEMPEÑO (PDCD) / PLAN DE AULA (PA)							
1. INFORMATIVE DATA / DATOS INFORMATIVOS:									
Teacher Docente:	Lic. Tamara Cabrera		Area / Subject Área/asignatura:	Foreign Language-English.		Grade/Course: Grado/Curso:	5th grade (6to EGB)	Class Paralelo(s):	A,B,C y D
Unit Number Nro. de Unidad	6,7 and 8	Periods	60 Periods	STARTING DATE FECHA DE INICIO:	December 04 th , 2021	ENDING DATE FECHA DE FINALIZACIÓN:	February 09 st , 2021		
2. UNIT PLAN / PLANIFICACIÓN									
Topic of the unit			<i>Helping out/Remarkable People /How your body works.</i>						
UNIT SPECIFIC OBJECTIVES Objetivos específicos de la unidad de planificación:	Unit 6 -Asking about and express future intentions. -Asking about and expressing future intentions.		EVALUATION CRITERIA Evaluación de la unidad:	<u>Communication and Cultural Awareness.</u> CE.EFL.3.1. Cultivate an awareness of different cultures and identify similarities and differences between them through oral and written literary text CE.EFL.3.3. Interact with others using a variety of both verbal and nonverbal communication features and express likes and dislikes while giving CE.EFL.3.6. Listening for Meaning: Demonstrate an understanding of the main idea, speaker and situation in spoken texts set in familiar everyday contexts without having to decode every word.					
	Unit 7 -Describing experiences.			<u>Oral Communication</u>					

	<p>-Describing unfinished events.</p> <p>Unit 8</p> <p>-Asking for and giving advice.</p> <p>-Describing certain results.</p>		<p>CE.EFL.3.8. Production – Accuracy and Intelligibility: Communicate needs clearly in class by asking questions or requesting clarification. Demonstrate acquisition of skills taught in class, such as being able to spell out words or use some grammatical structures (albeit with frequent errors)</p> <p>CE.EFL.3.7. Listening for Information: Follow and identify key information in short straightforward audio texts related to areas of immediate need or interest, provided vocabulary is familiar and visual support is present, and use these spoken contributions as models for their own.</p> <p>CE.EFL.3.10. Interaction – Interpersonal: Participate effectively in familiar and predictable conversational exchanges by sharing information and reacting appropriately in basic interpersonal interactions.</p> <p>Reading</p> <p>CE.EFL.3.15. Make and support inferences from evidence in a text with reference to features of written English and apply other learning strategies to examine and interpret a variety of written materials.</p> <p>Writing</p> <p>CE.EFL.3.18. Write a variety of short simple familiar text-types – online or in print – using appropriate language, layout and linking words.</p> <p>CE.EFL.3.19. Create a questionnaire or survey using WH- question words in order to identify things in common and preferences while displaying an ability to convey and organize information using facts and details.</p> <p>Language Through the Arts</p> <p>CE.EFL.3.22. Design and produce picture books, graphic expressions and/or personal stories by varying elements of literary texts and adding imaginative details to real-life stories and situations in order to create new, original texts.</p> <p>CE.EFL.3.23. Create short, original texts using a range of resources and other media, including ICT, in order to recreate familiar scenes and themes.</p>		
<p>TRANSVERSAL AXES</p> <p>Ejes transversales:</p>	<p>Humility and fidelity</p>				
<p>SKILLS AND PERFORMANCE CRITERIA TO BE DEVELOPED</p> <p>Destrezas con criterio de desempeño (DCD)</p>	<p>METHODOLOGICAL STRATEGIES</p> <p>Estrategias metodológicas</p>	<p>PERIODS</p> <p>Períodos</p>	<p>RESOURCES</p> <p>Recursos</p>	<p>PERFORMANCE INDICATORS</p> <p>Indicadores de logro</p>	<p>EVALUATION/ ACTIVITIES TECHNIQUES/INSTRUMENTS</p> <p>Actividades de Evaluación /Categoría / Técnicas / Instrumentos</p>

1	<p><u>Communication and Cultural Awareness.</u></p> <p>CE.EFL.3.1. Cultivate an awareness of different cultures and identify similarities and differences between them through oral and written literary text.</p> <p><u>Oral Communication</u></p> <p>CE.EFL.3.8. Production – Accuracy and Intelligibility: Communicate needs clearly in class by asking questions or requesting clarification. Demonstrate acquisition of skills taught in class, such as being able to spell out words or use some grammatical structures (albeit with frequent errors)</p> <p><u>Writing</u></p> <p>CE.EFL.3.18. Write a variety of short simple familiar text-types – online or in print – using appropriate language, layout and linking words.</p> <p><u>Reading</u></p> <p>CE.EFL.3.15. Make and support inferences from evidence in a text with reference to features of written English and apply other learning</p>	<p>-Classroom opinion poll activity. (CATs)</p> <p>-Watch the video of the story.</p> <p>Read and number the events in order.</p> <p>Discuss the questions.</p> <p>-PPT about future tenses.</p> <p>-Read again and label the pictures.</p> <p>-Imagine there is a natural disaster where you live. Write a list at the three most important things that you need.</p> <p>-Compare the ideas as a whole class.</p> <p>-Vocabulary definitions on the notebook.</p> <p>-Pronunciation activity.</p> <p>-Process analysis activity (CATs).</p> <p>-Look at the Emergency Kit Checklist and match the items with the pictures.</p> <p>-Listen to the teachers and mark the items on the list the class mention.</p> <p>-Read again and mark the sentences T or F.</p> <p>-Listen to the sentences. Underline and write the contractions.</p>	8	<p>-Computer</p> <p>-Microsoft teams</p> <p>-Video</p> <p>-PPT</p> <p>-Live worksheets</p> <p>-Students book 5.</p> <p>-UDP platform</p> <p>-Computer</p> <p>-Microsoft teams</p> <p>-PPT</p> <p>-Live worksheets</p> <p>-Students book 5.</p> <p>-UDP platform</p>	<p>I.EFL.3.1.1. Learners can show an awareness of different cultures and identify similarities and differences between them through oral and written literary texts. (I.2, S.2, J.1)</p> <p>I.EFL.3.8.1. Learners can ask others to repeat themselves or to say something in a different way and ask for common classroom needs. Learners can spell out words in English and can describe matters of immediate need or interest using some grammatical structures practiced in class (although there may be errors with tenses, personal pronouns, prepositions, etc.). (I.3, J.4)</p>	<p>Lesson 1 Warm up: Lead-in (10 minutes)</p> <p>Activity:</p> <p>Search the meaning of the 9 vocabulary words.</p> <p>TECHNIQUE</p> <p>Searching</p> <p>INSTRUMENT</p> <p>Notebook</p> <p>Lesson 2 Warm up: Game (10 minutes)</p> <p>Activity:</p> <p>Match the columns according to the story.</p> <p>TECHNIQUE</p> <p>Matching</p> <p>INSTRUMENT</p> <p>Book</p>
2			8			

3	<p>strategies to examine and interpret a variety of written materials.</p> <p><u>Communication and Cultural Awareness.</u></p> <p>CE.EFL.3.3. Interact with others using a variety of both verbal and nonverbal communication features and express likes and dislikes while giving</p>	<p>-Imagine you need to prepare an emergency kit. Agree about what to pack.</p> <p>-Look at the Disaster Relief story on pages 52 and 53 and the class checklist from page 54. Match the columns.</p> <p>-Chain notes (CATs)</p> <p>-Complete the news article with the correct form of the verbs in parenthesis.</p> <p>-Imagine you are a volunteer. Look at the photo and write sentences to describe what you will do to help out.</p> <p>-Read the information leaflet and match the tips to the pictures.</p> <p>-Mark the correct actions, according to the leaflet.</p> <p>-Listen to a boy conducting a survey about water use and complete the third column.</p> <p>-Listen again and mark the sentences T or F.</p> <p>Answer the questions with full sentences.</p> <p>-Use the ideas on pages 56 and 57 to make a water-saving action plan.</p> <p>-Live worksheet about saving water.</p>	8	<p>-Computer</p> <p>-PPT presentation</p> <p>-Notebook</p> <p>-UDP platform.</p> <p>-Student book 5</p>	<p>IEFL.3.18.1. Learners can write short simple text-types and narratives, online and in print, using appropriate language, layout and linking words. (I.3, J.2)</p> <p>IEFL.3.15.1. Learners can make and support inferences using evidence from texts and features of written English (e.g., vocabulary, format, sequence, etc.) and apply other learning strategies in order to examine and interpret a variety of written materials. (I.2, J.3)</p>	<p>Lesson 3 Warm up: Lead-in (10 minutes)</p> <p>Activity:</p> <p>-Complete the blank spaces with the information from the box.</p> <p>TECHNIQUE</p> <p>-Completion.</p> <p>INSTRUMENT</p> <p>Live worksheet.</p>
	<p><u>Language Through the Arts</u></p> <p>CE.EFL.3.22. Design and produce picture books, graphic expressions</p>	<p>-Muddiest point (CATs)</p> <p>-Look at the photo and say what the problem is.</p>	8	<p>-Computer</p> <p>-PPT presentation</p> <p>-Student book 5</p>	<p>IEFL.3.3.1. Learners can employ a range of verbal and nonverbal communication features to express likes and dislikes and can give recommendations in basic yet effective terms. (I.3, S.4)</p>	<p>Lesson 4 Warm up: Game (10 minutes)</p> <p>Activity:</p> <p>-Multiple choice questions about vocabulary.</p>

<p>and/or personal stories by varying elements of literary texts and adding imaginative details to real-life stories and situations in order to create new, original texts.</p>	<p>-Read the essay and answer the questions.</p> <p>-Complete the sentences with the words in bold from the essay in activity A.</p> <p>-Choose one of the situations in the pictures in activity C and make notes in the graphic organizer.</p> <p>-Write a problem and a solution.</p> <p>-Remarkable people: Read the comic and complete the fact file.</p> <p>-Complete the sentences with words from the story.</p> <p>-Read and complete the song.</p> <p>-Match the stanzas with the pictures.</p> <p>-Complete the questionnaire.</p> <p>-Complete the sentences with the correct form of the verb in parenthesis.</p> <p>-Collage of the vocabulary.</p> <p>.</p>		<p>-Notebook</p> <p>-Wheel of names</p> <p>-Quizzizz'</p> <p>-UDP platform</p> <p>-Computer</p> <p>-Quizziz</p> <p>-PPT presentation</p> <p>-Student book 5</p> <p>-UDP platform</p>	<p>I.EFL.3.22.1. Create picture books, graphic expressions and personal stories by adapting elements of literary texts and adding imaginative details to real-life stories and situations, using appropriate vocabulary and features of the literature learners have read or heard. (L3, S.3)</p>	<p>TECHNIQUE</p> <p>-Identification</p> <p>INSTRUMENT</p> <p>"Quizziz" app results.</p>
<p>Writing</p> <p>CE.EFL.3.19. Create a questionnaire or survey using WH- question words in order to identify things in common and preferences while displaying an ability to convey and organize information using facts and details.</p> <p>Oral Communication</p> <p>CE.EFL.3.10. Interaction – Interpersonal: Participate effectively in familiar and predictable conversational exchanges by sharing information and reacting appropriately in basic interpersonal interactions.</p>	<p>-Classroom opinion poll activity. (CATs)</p> <p>-Read the biography and number the timeline with events.</p> <p>-Use the words in bold in the biography to complete the sentences.</p> <p>-Listen to two children talking about a TV show and complete the fact file.</p> <p>-Complete the sentences with the correct form of the verbs in parenthesis.</p> <p>-Read the quote from Ryan Hreljac. Make notes about Ryan or Katie in the chart.</p>	<p>8</p>	<p>-Computer</p> <p>-Genially presentation</p> <p>-Student book 5.</p> <p>-Notebook</p> <p>-Live worksheets</p> <p>-UDP platform</p>	<p>I.EFL.3.19.1. Learners can write questionnaires and surveys for peers and family using WH- questions in order to identify things in common and preferences, while demonstrating an ability to convey and organize information using facts and details in order to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.) (L2, S.2)</p>	<p>Lesson 5 Warm up: Game (10 minutes)</p> <p>Activity:</p> <p>-Reading activity</p> <p>TECHNIQUE</p> <p>-Identification</p> <p>INSTRUMENT</p> <p>Book.</p>

4	<p><u>Language Through the Arts</u></p> <p>CE.EFL.3.23. Create short, original texts using a range of resources and other media, including ICT, in order to recreate familiar scenes and themes.</p> <p><u>Reading</u></p> <p>CE.EFL.3.15. Make and support inferences from evidence in a text with reference to features of written English and apply other learning strategies to examine and interpret a variety of written materials.</p> <p><u>Communication and Cultural Awareness.</u></p> <p>CE.EFL.3.6. Listening for Meaning: Demonstrate an understanding of the main idea, speaker and situation in spoken texts set in familiar everyday contexts without having to decode every word.</p>	<p>-Read the article and underline the writer's mom is a hero.</p> <p>-Read the essay and answer the questions.</p> <p>-Look at the words in bold in the text. Complete the table with the words in the box.</p> <p>-Muddiest point (CATs)</p> <p>-Discuss what a hero is and complete the sentences.</p> <p>-Think of someone who is your hero. Choose one of the options.</p> <p>-Make notes about the person you choose.</p> <p>-Read and complete the chart.</p> <p>-Make notes about two safety problems in the story and think of solutions.</p> <p>-Look at the pictures and complete the phrases.</p> <p>-Discuss injuries you have had.</p> <p>-Listen and mark two body systems the song is about.</p> <p>-Label the descriptions with the names of the body systems.</p> <p>-Label the descriptions with the names of the body systems,</p>	8	<p>-Student book 5</p> <p>-Computer</p> <p>-Notebook</p> <p>-PPT presentation.</p> <p>-Live worksheet.</p> <p>-UDP platform</p>	<p>IEFL.3.10.1. Learners can use back-channeling to react appropriately to what others say about familiar topics in predictable, everyday situations and when carrying out pair work for a specific task in class.</p> <p>IEFL.3.23.1. Learners can create and produce short texts using ICT and/or other resources at home or at school in order to recreate familiar scenes and themes. (I.1, I.3)</p> <p>IEFL.3.15.1. Learners can make and support inferences using evidence from texts and features of written English (e.g., vocabulary, format, sequence, etc.) and apply other learning strategies in order to examine and interpret a variety of written materials. (I.2, J.3)</p>	<p>Lesson 6 Warm up: Leading (10 minutes)</p> <p>Activity:</p> <p>-Complete the blank spaces with the names of the body systems.</p> <p>TECHNIQUE</p> <p>-Completion.</p> <p>INSTRUMENT</p> <p>-Book page 74</p>
5						

<p>Writing</p> <p>CE.EFL.3.19. Create a questionnaire or survey using WH- question words in order to identify things in common and preferences while displaying an ability to convey and organize information using facts and details.</p>	<p>-Listen and mark the questions from the song with rising intonation.</p> <p>-Process analysis activity (CATs).</p> <p>-Match the advice to the poster.</p> <p>-Decide which examples give strong advice.</p> <p>-Write first aid advice. Use must and should.</p> <p>-Read the leaflet and match the paragraphs with the illustrations.</p> <p>-Complete the sentences with the words in bold in the text.</p> <p>-Make notes in the chart with the ideas for taking care of your lungs.</p> <p>-Share ideas about being healthy.</p> <p>-Live worksheet about being healthy.</p>	<p>8</p>	<p>-Student book 5</p> <p>-Mentimeter</p> <p>-Computer</p> <p>-Notebook</p> <p>-PPT presentation.</p> <p>-UDP platform</p>	<p>I.EFL.3.6.1. Learners can grasp the main idea of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion as well as who is speaking and what the situation is, without having to decode every word. (I.3, I.4)</p> <p>I.EFL.3.19.1. Learners can write questionnaires and surveys for peers and family using WH- questions in order to identify things in common and preferences, while demonstrating an ability to convey and organize information using facts and details in order to illustrate diverse patterns and structures in writing. (Example: cause and effect, problem and solution, general-to-specific presentation, etc.) (I.2, S.2)</p>	<p>Lesson 7 Warm up: Feedback. (10 minutes)</p> <p>Activity:</p> <p>- Match the activities with the pictures.</p> <p>TECHNIQUE</p> <p>- Completion</p> <p>INSTRUMENT</p> <p>Live worksheet</p>
<p>Oral Communication</p> <p>CE.EFL.3.7. Listening for Information: Follow and identify key information in short straightforward audio texts related to areas of immediate need or interest, provided vocabulary is familiar and visual support is present, and use these</p>	<p>-Classroom opinion poll activity. (CATs)</p> <p>-Complete the mentimeter activity about the vocabulary learned the previous class.</p> <p>-Listen and match the columns.</p> <p>-Listen again and complete the sentences with the information from activity E.</p> <p>-Answer the questionnaire.</p> <p>-Talk about the habits and hobbies to be healthy.</p>	<p>6</p>		<p>I.EFL.3.7.1. Learners can record and identify key information from a spoken message of immediate need or interest when the message contains frequently used expressions and visual support. (Example: rules for a game, classroom instructions, a dialogue in a scene from a cartoon or movie, etc.) Learners can use other classmate's contributions in class as models for their own. (I.2, I.3)</p>	<p>Lesson 8 Warm up: Game (10 minutes)</p> <p>Activity:</p> <p>-Write a short paragraph</p> <p>TECHNIQUE</p> <p>-Description</p> <p>INSTRUMENT</p> <p>Rubric</p>

<p>spoken contributions as models for their own.</p>	<ul style="list-style-type: none">-Read the how-to guide and write the names of the sections.-Answer the questions based on the reading above.-Complete the sentences with the words in the box.-Choose a sport or activity that helps you to keep fit and answer the questions.-Make notes in the chart about the sport activity.-Write steps for how to practice your sport or activity.-Use the model on page 78, and make notes to write a short paragraph.				
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Class Observation Forms
Classroom Observation Form

Teacher: Tamara Cabrera Course: 6th B

Date December 4th, 2020. Time:45 minutes

The students ask questions after the teacher gave the oral instruction.	Yes x	No
The students ask the teacher to explain the instruction in Spanish.	Yes x	No
The students' faces seemed they did not understand the oral instruction.	Yes	No x
The students ask questions while they are doing the activity	Yes x	No
At the end of the class, the activity was done as it was expected.	Yes x	No

Observations: It was used before applying CATs.

Classroom Observation Form

Teacher: Tamara Cabrera

Course: 6th B

Date December 7th, 2020. Time: 45 minutes

The students ask questions after the teacher gave the oral instruction.	Yes x	No
The students ask the teacher to explain the instruction in Spanish.	Yes	No x
The students' faces seemed they did not understand the oral instruction.	Yes	No x
The students ask questions while they are doing the activity	Yes x	No
At the end of the class, the activity was done as it was expected.	Yes x	No

Observations: It was used before applying CATs.

Classroom Observation Form

Teacher: Tamara Cabrera

Course: 6th B

Date December 8th, 2020. Time: 45 minutes

The students ask questions after the teacher gave the oral instruction.	Yes	<input checked="" type="checkbox"/>	No
The students ask the teacher to explain the instruction in Spanish.	Yes	<input checked="" type="checkbox"/>	No
The students' faces seemed they did not understand the oral instruction.	Yes	<input type="checkbox"/>	No <input checked="" type="checkbox"/>
The students ask questions while they are doing the activity	Yes	<input checked="" type="checkbox"/>	No
At the end of the class, the activity was done as it was expected.	Yes	<input checked="" type="checkbox"/>	No

Observations: It was used before applying CATs.

Classroom Observation Form

Teacher: Tamara Cabrera

Course: 6th B

Date December 9th, 2020. Time: 45 minutes

The students ask questions after the teacher gave the oral instruction.	Yes	No <input checked="" type="checkbox"/>
The students ask the teacher to explain the instruction in Spanish.	Yes <input checked="" type="checkbox"/>	No
The students' faces seemed they did not understand the oral instruction.	Yes	No
The students ask questions while they are doing the activity	Yes <input checked="" type="checkbox"/>	No
At the end of the class, the activity was done as it was expected.	Yes <input checked="" type="checkbox"/>	No

Observations: It was used before applying CATs.

Classroom Observation Form

Teacher: Tamara Cabrera

Course: 6th B

Date December 9th, 2020. Time: 45 minutes

The students ask questions after the teacher gave the oral instruction.	Yes	<input checked="" type="checkbox"/>	No
The students ask the teacher to explain the instruction in Spanish.	Yes	<input checked="" type="checkbox"/>	No
The students' faces seemed they did not understand the oral instruction.	Yes	<input type="checkbox"/>	No <input checked="" type="checkbox"/>
The students ask questions while they are doing the activity	Yes	<input checked="" type="checkbox"/>	No
At the end of the class, the activity was done as it was expected.	Yes	<input checked="" type="checkbox"/>	No

Observations: It was used before applying CATs.

Classroom Observation Form

Teacher: Tamara Cabrera

Course: 6th B

Date December 11th, 2020. Time: 45 minutes

The students ask questions after the teacher gave the oral instruction.	Yes x	No
The students ask the teacher to explain the instruction in Spanish.	Yes x	No
The students' faces seemed they did not understand the oral instruction.	Yes	No x
The students ask questions while they are doing the activity	Yes x	No
At the end of the class, the activity was done as it was expected.	Yes	No x

Observations: It was used before applying CATs.

Classroom Observation Form

Teacher: Tamara Cabrera

Course: 6th B

Date December 15th, 2020. Time: 45 minutes

The students ask questions after the teacher gave the oral instruction.	Yes x	No
The students ask the teacher to explain the instruction in Spanish.	Yes	No x
The students' faces seemed they did not understand the oral instruction.	Yes x	No
The students ask questions while they are doing the activity	Yes x	No
At the end of the class, the activity was done as it was expected.	Yes	No x

Observations: It was used before applying CATs.

Classroom Observation Form

Teacher: Tamara Cabrera

Course: 6th B

Date December 15th, 2020. Time: 45 minutes

The students ask questions after the teacher gave the oral instruction.	Yes x	No
The students ask the teacher to explain the instruction in Spanish.	Yes	No x
The students' faces seemed they did not understand the oral instruction.	Yes x	No
The students ask questions while they are doing the activity	Yes x	No
At the end of the class, the activity was done as it was expected.	Yes	No x

Observations: It was used before applying CATs.

Classroom Observation Form

Teacher: Tamara Cabrera

Course: 6th B

Date December 21st, 2020. Time: 45 minutes

The students ask questions after the teacher gave the oral instruction.	Yes x	No
The students ask the teacher to explain the instruction in Spanish.	Yes	No x
The students' faces seemed they did not understand the oral instruction.	Yes	No x
The students ask questions while they are doing the activity	Yes x	No
At the end of the class, the activity was done as it was expected.	Yes x	No

Observations: It was used after while CATs were being applied.

Classroom Observation Form

Teacher: Tamara Cabrera

Course: 6th B

Date December 23rd, 2020. Time: 45 minutes

The students ask questions after the teacher gave the oral instruction.	Yes	No <input checked="" type="checkbox"/>
The students ask the teacher to explain the instruction in Spanish.	Yes	No <input checked="" type="checkbox"/>
The students' faces seemed they did not understand the oral instruction.	Yes	No <input checked="" type="checkbox"/>
The students ask questions while they are doing the activity	Yes <input checked="" type="checkbox"/>	No
At the end of the class, the activity was done as it was expected.	Yes <input checked="" type="checkbox"/>	No

Observations: It was used after while CATs were being applied.

Classroom Observation Form

Teacher: Tamara Cabrera

Course: 6th B

Date January 5th, 2021. Time:45 minutes

The students ask questions after the teacher gave the oral instruction.	Yes	No x
The students ask the teacher to explain the instruction in Spanish.	Yes	No x
The students' faces seemed they did not understand the oral instruction.	Yes	No x
The students ask questions while they are doing the activity	Yes	No x
At the end of the class, the activity was done as it was expected.	Yes x	No

Observations: It was used after while CATs were being applied.

Classroom Observation Form

Teacher: Tamara Cabrera

Course: 6th B

Date January 7th, 2021. Time:45 minutes

The students ask questions after the teacher gave the oral instruction.	Yes	No x
The students ask the teacher to explain the instruction in Spanish.	Yes	No x
The students' faces seemed they did not understand the oral instruction.	Yes	No x
The students ask questions while they are doing the activity	Yes	No x
At the end of the class, the activity was done as it was expected.	Yes x	No

Observations: It was used after while CATs were being applied.

Classroom Observation Form

Teacher: Tamara Cabrera

Course: 6th B

Date January 15th, 2021. Time: 45 minutes

The students ask questions after the teacher gave the oral instruction.	Yes	No x
The students ask the teacher to explain the instruction in Spanish.	Yes	No x
The students' faces seemed they did not understand the oral instruction.	Yes	No x
The students ask questions while they are doing the activity	Yes x	No
At the end of the class, the activity was done as it was expected.	Yes x	No

Observations: It was used after while CATs were being applied.

Classroom Observation Form

Teacher: Tamara Cabrera

Course: 6th B

Date January 21st, 2021. Time: 45 minutes

The students ask questions after the teacher gave the oral instruction.	Yes	No x
The students ask the teacher to explain the instruction in Spanish.	Yes	No x
The students' faces seemed they did not understand the oral instruction.	Yes	No x
The students ask questions while they are doing the activity	Yes	No x
At the end of the class, the activity was done as it was expected.	Yes x	No

Observations: It was used after while CATs were being applied.

BOOKLET

The following booklet compiles the 4 Classroom Assessment Techniques used in the previous investigation. These were taken from the Book “50 CATs by Angelo and Cross” but these were adjusted to online classes due to the Pandemic, that is why they have some changes.

Objective: To help teachers to make themselves understood by their students when they give oral instructions.

General index:

1. Classroom Opinion Poll
2. Process Analysis
3. Chain Notes
4. Muddiest point

Classroom Opinion Poll



Objective: To survey the students about the possible topics to guarantee more precise information.

Recommended tools: Google forms, Monkey survey or any other app used to survey.

This activity consists on surveying the students by using questions about the possible topics which will be taught in the classroom, in order to guarantee more precise and understandable information.

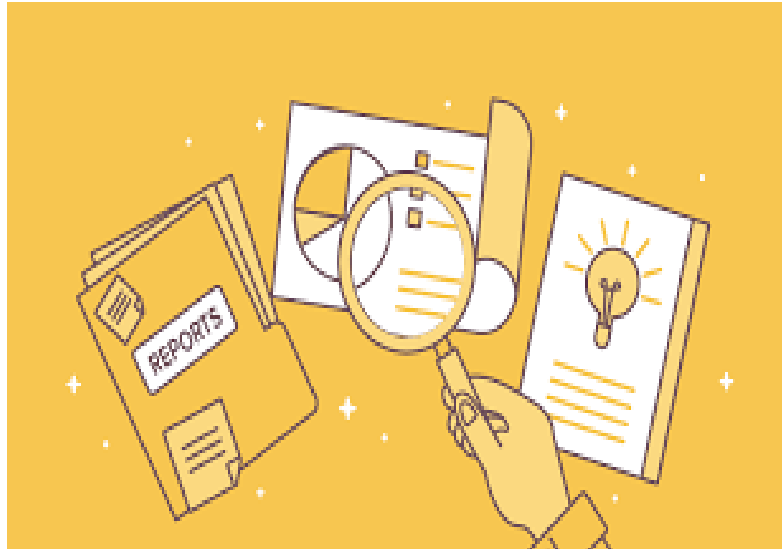
Learners are surveyed about the content and the topic they would experience throughout lesson by applying a survey to facilitate the process. This technique helps with deciding a successful beginning stage and the suitable degree of an exercise.

Steps:

1. Examine inquiries or issues about which learner's comment or opinion may influence learning process.
2. Prepare some questions before about the possible topics, which have been linked to the content taught the previous class.
3. Decide kind of reaction required. Will "yes" or "no" be adequate or will a more advanced vocabulary be required?
4. Prepare the survey to be displayed by composing it on an online tool to share with the students.
5. Their names are not required, just in case the teacher want to reward to those who were close to the right answers.
6. Share the answers gathered with the students, disclosing to them how you will utilize the data to control the exercises.
7. Tell them some feedback about how they developed the activity.
8. Ask them opinions about how to do the activity in a different way.
9. Explain the purpose of the use of classroom assessment technique
10. Re do the activity some other time.

11. Complete all the steps, and compare the results.
12. If there is something to adjust or change, do it, the purpose is to improve the technique class by class.

Process Analysis



Objective: To check the vocabulary related to oral instructions they have more problems with.

Recommended tools: Whiteboard.fi, Zoom's or Teams' chat box.

With this technique, the students have to keep a journal by using any online tool with the oral instructions they have more problems with, so they take a look at their notes and realize which steps are in order to develop what the teacher asks them to do. The information registered in their notebooks, can be used to help them to solve issues or problems instantly.

Steps:

1. The teacher chooses the oral instructions that his students have more problems with.
2. As the assignment is complex, students have to take notes of the activity on the journals by using Whiteboard.fi.
3. The students have to be told that they have to record step by step of the activity and describe each of them on their journals.
4. Ask students to hand the activity with the journal where they described the steps they followed.
5. Take a look of the instructions and the vocabulary they have more problems with, in order to reinforce it.
6. Share with the class the data gathered on their journals, in order to solve the doubts as a group.
7. Ask them opinions about how to do the activity in a different way.
8. Explain the purpose of the use of classroom assessment technique
9. Re do the activity some other time.

10. Complete all the steps, and compare the results.

11. If there is something to adjust or change, do it, the purpose is to improve the technique class by class.

Chain Notes



Objective: To check students' reactions to oral instructions.

Recommended tools: Zoom's or Teams' chat box, Moodle platform and a notebook.

Students answer a question written by the teacher. This question must be an oral instruction, in order to check what the students understand when they are exposed to that instruction.

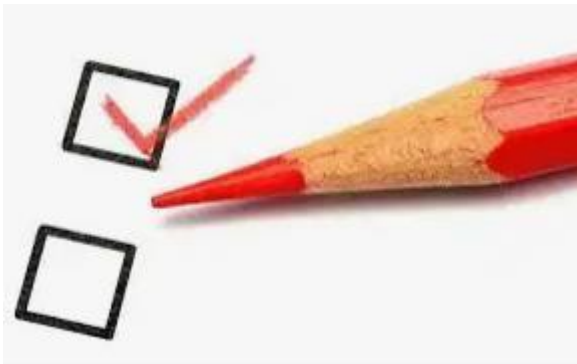
Steps:

1. Write a question about the activity they are doing by using the chat box.

2. Let them think what is going on.
3. Ask the students to take out a separate sheet of paper or their notebooks, and answer that question.
4. Do not explain the purpose of the activity yet.
5. They do not have to put the name on it, it is anonymously.
6. Take out an envelope or something where they can put the paper in or ask it to use the Moodle's platform private chat.
7. They have to put that paper in the envelope or send their answers.
8. Ask them to continue doing the task they were doing before.
9. Once the task is done, open the envelop or the chat box.
10. Choose one of the papers or the messages.
11. Read all the papers or texts out loud.
12. Compare their answer with the task's results.
13. The whole class has to analyze, if the answers are right and if they are according to the activity, they have just done.
14. The teacher will give a feedback about how the activity was supposed to be done.

15. Ask them opinions about how to do the activity in a different way.
16. Explain the purpose of the use of classroom assessment technique
17. Re do the activity some other time.
18. Complete all the steps, and compare the results.
19. If there is something to adjust or change, do it, the purpose is to improve the technique class by class.

Muddiest Point



Objective: To let the students think about the most important part of the task after giving them the oral instruction.

Recommended tools: Wheel of names, PPT wheel, Whiteboard.fi.

This is one of the simplest techniques, it consists in asking the students about the most important part about doing the activity.

Steps:

1. The teacher shows some muddiest points in a wheel.
2. The teacher chooses one of them.
3. The teacher decides how he wants to elicit information from the students.
They may write it in a paper, or use whiteboard.fi or answer it orally.
4. The teacher gives the instruction.
5. The students start doing the activity, they were assigned previously.
6. Once they finished, the teacher asks the students about the muddiest point of the activity they did.
7. The teacher chooses students randomly to answer the question if the activity is done orally or to type the answer by using the app mentioned before.
8. If the answers will be collected by using papers, the students have to write the muddiest point without writing their names.
9. The teacher has to analyze all the answers, and the next class share the data with the students in order to analyze it as a whole group too.

10. Ask student some comments about what they wrote and if the information gathered is linked with the task assigned.
11. Throughout the next lessons, the teacher has to check the students who had more problems with the identification of the muddiest point when the classroom assessment technique was applied.
12. Ask them opinions about how to do the activity in a different way.
13. Explain the purpose of the use of classroom assessment technique
14. Re do the activity some other time.
15. Complete all the steps, and compare the results.
16. If there is something to adjust or change, do it, the purpose is to improve the technique class by class.

Pictures

Not all the students had their cameras on, because some of them had some problems with their devices or did not want to do it.

