

**Teacher Educators and Evaluation: considerations upon the relation with pre-service
teachers' performance**

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IMPLICATIONS OF EVALUATION IN PRE-SERVICE TEACHERS

Abstract

This is a mixed type research since it contains statistical data, interpretations, narrative descriptions, and other quantitative and qualitative characteristics. It was conducted to find out and understand the influence, importance and uses of evaluation in the Teaching English as a Foreign Language process at Universidad Santiago de Cali (USC) with students from first and second semester English classes in the Foreign languages English-French program. The main objective is to analyze the most frequently evaluation methods that six English professors use with first and second semester students at Universidad Santiago de Cali. This research was carried out by reading papers by authors such as Scriven, Dornei and Barnes, interviewing professors to find out their perspective and training on evaluation, conducting surveys to students and observations to classes to obtain a better picture of the context. Data was analyzed to be shown in both quantitative and qualitative ways through graphics, narrative descriptions, statistics and opinions. Finally, this project led to the conclusion that when used correctly, evaluation can be a beneficial tool for both professors and especially students. Thus, some suggestions are provided at the end to the foreign languages English-French program to improve the use evaluation in the Teaching English as a Foreign Language process.

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Introduction

The PhD (Doctor of Philosophy) student in Educational Sciences Raúl Gabriel De Jesús - García (2015), in his scientific article “La evaluación en la enseñanza del inglés como lengua extranjera: hallazgos en la Escuela Normal de Atlacomulco”, presented the main findings of a study on the evaluation strategies that three professors of Foreign Language (English) put into practice at the Normal School of Atlacomulco (NSA) (Mexico). De Jesús’ study employed a qualitative methodology in which observation was used as a key element to make a descriptive and interpretive analysis. It took into account subjective aspects and it focused on the people who were the test subjects. The population under study was three English professors and three of their levels that they teach (II, IV, and V). The data collection was done through observations, interviews and written documents, such as: notebooks, books, exams and quizzes. The result of this process led to the conclusion that the three NSA professors, in their daily activities, put different evaluation strategies into practice: summative evaluation with exams and quizzes; and formative evaluation with the checking of homework - exercises and class participations.

De Jesús’ study is related to the ongoing research, since it deals with the same subject that is being studied and it provides a guide or a framework of reference that allows to know how some professors are evaluating the learning process of a foreign language (English) in a higher education institution.

Professor Alexis A. López (2010) in his article “La evaluación formativa en la enseñanza y aprendizaje del inglés” presented a study which main objective was to show different strategies that English professors can put into practice to use assessments effectively in the teaching and learning process. To achieve this, López conducted a study that allows to know in depth the reality of three English professors and how they use formative assessment in the classroom. A

qualitative methodology was applied from a constructivist paradigm since the main idea was to understand and interpret in detail the results of the effective evaluation practices in the three cases. The population under study was three English teachers from three different schools and their respective courses. The data collection was done through reflective diaries and interviews. The result of this process led to the conclusion that these professors had an assessment system aligned with the learning objectives, so they used it to continuously monitor the learning process of their students. In addition, they used feedback and self-evaluation as essential tools for students to know what part of the process they were in, where they had to go and what they had to do to reach the goals.

López's study is useful for the ongoing research since it provides a support and a guide of how English professors can use the evaluations in a formative way to facilitate the teaching and learning process. Furthermore, it gives us an idea about how we can structure a research of this kind to obtain positive results.

Evaluation is a very important component of the learning process due to the fact that it can be used to improve the performance of both students and professors, not only academic results, but also emotional behavior positive perception of evaluation. It also generates problems throughout its development. Some of the problems found about evaluation are based on practical applications. Ketabi & Ketabi (2014) mentioned that professors still focus on giving grades instead of investing time in a proper feedback. He also found out that external tests add pressure, making it even more difficult to incorporate evaluation in the process (Black & William, 1998). According to their article there are always standardized test formats. Professors do not consider formative evaluation as important as the quantitative evaluation, so grades and scores become more important. This situation leads students with low scores to believe they are not able to

learn, lacking the professors' concern about their performance through the classes. These are some of the problems Black & William (1998) highlight in their study.

The fact is that professors are still misusing evaluation stems from their lack of training. In fact, Lopez & Bernal (2009) said that professors who tend to view evaluation as a source that only provides grades, a way of punishing students, or a tool that determines whether students pass or fails, are those who lack training in the field. This is a big problem since according to their findings, most Colombian professors are not given enough training, or sometimes none, which leads professors to apply only traditional evaluations, make wrong decisions, and most importantly, have the perception that evaluation is only a measuring tool that provides grades.

It is important to show what the possible solutions are regarding the use of evaluation. Scriven (as cited in Lopez, 2010), used the terms formative evaluation and summative evaluation to make a distinction between the two roles of evaluation in education. When evaluation is used to develop or improve any educational process, it is said to be formative, and when it is used to make decisions at the end of the process, it is summative. Then, these two types of evaluation can work together and can be used to evaluate the learning process of the students. However, formative evaluation should be given a greater importance because according to Martinez (2012) it is a process by which information about the teaching-learning process is collected to be used by teachers to make instructional decisions and used by students to improve their own performance, being a source of confidence for them. So, both professors and students must have an active role in this process, knowing where they are, where they need to go and what they must do to reach the goal (Lopez, 2010). Lopez (2010) also recommended integrating the evaluations with the teaching and learning process (what is done in class). This allows evaluations to be an integral part of the process and not something complementary.

Description of the problem

Learning a new language represents an advantage in today's world. Escobar (2011) claims that "learning a foreign language is an investment for the future that can produce many benefits whether it is for one's career, travel adventures or personal growth". Another important fact is that English is the most studied language around the world (Washington Post, 2018). For this reason, EFL (English as a Foreign Language) institutions are always willing to improve their methodologies by finding the most contextualized textbooks, providing technology within the lessons, training professors to implement more student-centered and communicative classes, etc. However, one important factor in TEFL (Teaching English as a Foreign Language) processes that has been left behind is evaluation (Lopez & Bernal, 2009). Evaluation is part of any learning process and it should not be separated from it (Flórez, 1999). Unfortunately, López & Bernal (2009) claimed that "teachers commonly conceive assessment as an isolated activity (separated from teaching), equate assessment to simply giving a grade or score, and view it assessment as a summative process rather than an ongoing process" (p. 56). Ramirez (2009) says that evaluation instruments are used with a different purpose since high grades become prizes and low grades become punishments. In other words, this situation reduces the meaning of the evaluation itself to a simple grade. These issues tend to create a disconformity among students who cannot perceive evaluation as a tool that helps them improve but only as a stressful situation that discourages them (Morales, Rubio and de Guevara, 2004).

Evaluation in Colombia in TEFL tends to be more summative than formative and the only feedback students receive is their grades, (López & Bernal, 2009). Then, despite the fact that formative evaluation has emerged since the 70's and many authors have researched about it, the summative evaluation is still used as the only tool to give value judgements for the progress of

the students. Furthermore, that is not the only problem. In Colombia, the evaluation of students in TEFL programs is not given the importance it should. An example of this is that there were very few presentations about language testing in national conferences. In ASOCOPI conference (2008) there was only one presentation out of 57 (1.8%) about language testing/assessment and in the same conference but ten years later, in 2018 there were only 7 out of 124 (5,6%) presentations about this topic. Also, in an ELT Conference (2016) there were only 3 presentations out of 60 (5%).

All these irregularities in the use of evaluation in TEFL institutions lead to the following questions: how can evaluation be used as a tool that provides students proper feedback and helps them to improve their EFL learning process? And how can evaluation provide professors with more accurate information about the actual progress of students? To answer the questions, it is necessary to identify and analyze the different kinds of evaluations studied in TEFL fields and the ones used in English classes in the program of Foreign Languages at the USC so that evaluation helps students improve their L2 learning process.

Justification

The evaluation in the processes of teaching English as a Foreign Language (TEFL) cannot continue to be understood as posed by the positivist and traditional pedagogical models. They imply that knowledge is demonstrated through the transmission and repetition of information, and that it can be measured in each individual with a single method of summative evaluation which lacks feedback beyond a grade. On the contrary, evaluation must be a tool in the formation of knowledge that provides guidelines for both the professor and learners with the purpose of providing feedback and improving the learning processes of students. Therefore, it is important to begin a search for evaluation methods applied in the TEFL. So, it is clear that "if we want to

improve the quality of student learning, we must start changing our way of evaluating the effect that these can have on the total quality of learning" (Hernández as cited in Flórez, 1999).

Having said that, this research seeks to analyze the current evaluation processes used by English professors at the university to find the most frequently used ones among them, compare them, and determine how appropriate they are according to the studied theories.

General Objective

To analyze the implications that the most frequently used evaluation methods by six English professors suggest for implementation in first and second semester students at Universidad Santiago de Cali.

Specific objectives

1. To identify the evaluation methods that professors use in their lessons.
2. To compare the conceptions of USC professors and students regarding evaluation methods.

Research question

What implications do the most frequently used evaluation methods by 6 English professors in first and second semesters suggest in the foreign language program at Universidad Santiago de Cali?

Relevance of the study

This research is relevant because although evaluation is an important aspect of the learning process, in Colombia there is not much research in this regard, and professors lack training in evaluation processes (López & Bernal, 2009). As a consequence, professors base this process on summative evaluation, giving just a grade and putting aside the real meaning of evaluation. For this reason, this paper will imply suggestions to help USC professors to reflect about how they

are evaluating, so that they can improve or correct the problems that arise in this process to guarantee an improvement in the learning of the students.

Limitations of the study

This research faced some limitations. First of all, there are no researches in the USC library about the matter, which made it difficult to find a local basis for the research in the context. This work is mainly based on some foreign researches about evaluation and how to apply mixed evaluation methods in a classroom. Another important limitation was the amount of time it was counted with. This project was carried out during two semesters. Even though the time was short, the obtained results permitted to draw proper conclusions on time. Additionally, the number of students was large, so it took longer to measure the results of the surveys and make a conclusion in such a short period. But at the same time, it was an advantage that helped to see the effect of the evaluation on the students' performance. Finally, the factor of the professors' availability to allow to carry out the interviews, surveys and observations was expected.

Definition of important concepts

- **Evaluation** is a dimension of teaching that allows to be reconsidered, re-designed and re-organized in a permanent way, on the progress of the process (Ochoa, 1999).
- **Summative evaluation** is the type of evaluation that occurs at the completion of a unit or course. This evaluation seeks to grant a numerical qualification depending on the performance, and to certify results (Samboy, 2009). A final test given at the end of a course would be for summative purposes (Wally, 2012).
- **Formative evaluation** is a process by which information is collected about the teaching-learning process, which teachers can use to make instructional decisions and

students to improve their own performance, and, which is a source of motivation for students (Martínez, 2012).

- **Feedback** is the process in which part of the output of a system is returned to its input in order to regulate its further output, and should be an essential part of education, training and personal development (Kennedy, & McGarthy, 2018).
- **Professor** is the tester of teaching proposals and self-regulatory strategies that must show in practice whether they work or not (Ochoa, 1999)

Theoretical framework

This thesis paper exposes the way evaluation is being used by 6 professors at USC in the Foreign Languages English-French Program, first and second semester. It seeks to find the implications that evaluation methods used by professors suggest. For this reason, it is necessary to define certain terms in order to clarify the work and make it understandable.

Different authors such as Robert Stake (1967), Scriven (1967), Barnes (2012) and others have focused on each different area in which evaluation can be applied, providing advantages and disadvantages. It is important to point out that this project is focused on evaluation of English as a Foreign Language. Thus, the most relevant concepts regarding the topic will be described based on well-known works and authors that will help to understand this paper better.

English as a Foreign Language (EFL)

Since this paper focuses on English as a Foreign Language, it is important to start by mentioning how important this language is. According to Pérez Morales (2008), English is the international language for communication. Durai, Naganatha, & Soundrarajan (2009) said that English plays the role of a window on today's world. According to Chapelle (2003), technology is changing the profession of English language teaching. So, technology has become an important way to start using English on a daily basis in different contexts and making it accessible to a large part of the global population, spreading the language and establishing it worldwide. As consequence, English is playing an important role in the teaching content in any professional program. Brozek (2016) claimed that English is the language for academic publications and researches, so they can be accessible for everyone. Barlas, Dowsett, Verschoor, & Williams (as cited in Al-Saadi, 2015) said "People cannot comprehend what someone else demands if people cannot converse to other people on their own terms". This indicates that

language creates greater interest. Therefore, there is no question that English is perceived as one of the most important languages in today's world. Not only does this demonstrate that English should be paid more attention, but it also implies that certain processes in the area should be handled better as well. This is the case of this paper which focuses on the importance of evaluation in TEFL.

Evaluation

The most important term to understand is evaluation. According to the Ministerio de Educación Nacional-MEN (2018) evaluation is every educative judgment and rating given to a person or situation based on a verifiable evidence. Evaluation in the education field is about carrying judgments on the progress of every student even though the assessment used for this can be considered the most appropriate.

Sáiz & Gómez (2010) claimed that evaluation is a factor that decisively conditions the teaching of the professor. Stake (1967) considered that evaluation has two separate ways: formal and informal. The first one recognized by its dependence on casual observation, implicit goals, intuitive norms, and subjective judgment. While the second one results in perspectives which are seldom questioned. Stake (1967) also mentions that evaluation can be penetrating and insightful, but also superficial and distorted, depending on the context of what is going to be evaluated.

Scriven (as cited in Lopez, 2010) regarding educational evaluation, proposed that evaluation should use the information acquired to improve a process, instead of only giving a grade to the results.

Following these author's definitions, evaluation is a tool that measures the success of a process and corrects the difficulties in order to reach students' goal.

Having said that, there should not only be one standard way to measure the learner's knowledge. Instead, evaluation can be derived into subcategories regarding the context and necessities.

Summative evaluation. Evaluation is a very broad concept and it can vary a lot according to the author. Furthermore, it must be said that this concept has many sub concepts that characterize and amplify the idea of evaluation. This leads us to different types of evaluation, each one with its own characteristics and uses. For instance, summative evaluation.

López (2010) stated that when the evaluation is used to make decisions at the end of the process, it is summative. In this type of evaluation, teachers document the culmination of students' learning achievements through tasks that invite students to demonstrate their mastery and knowledge of the course content. The data from summative assessment provides teachers with information about how effective teaching strategies have been, time needed for instruction and how to improve teaching for future students, not for students of the present. (Guadu & Boersma, 2018).

According to Barnes (2012), summative assessment should follow some criteria in order to make it functional. To start, the assessment must show the student skills and his progress. It also has to be clear and easy to understand, so the students know their position in the process and it has to be constant, so professors can see the real progress in relation to the process.

It can be assumed that summative evaluation implies that the learning process is not taken into account and the students learning becomes only a grade that will be used for administrative purposes, instead of being used as a tool that helps to develop and improve educational processes. However, Guadu & Boersma (2018) stated that, "if properly used, summative evaluation can serve formative purposes provided that teachers take remedial actions based on the evidence from the summative evaluation".

Formative evaluation. López (2010) said that when the evaluation is used to develop or improve any educational process, it is formative. Martinez (2012) uses this definition and combines it with other ideas from authors such as Bloom (1971), Saddler (1989), and Stiggins (2018) to state that this type of evaluation is a process by which information about the teaching-learning process is collected, which teachers can use to make instructional decisions and students to improve their own performance, and which is a source of confidence for students. Then, formative evaluation can be understood as the collection, evaluation, and use of information that helps teachers make decisions to improve the teaching and learning process, (López, 2010).

According to Guadu & Boersma (2018), formative evaluation also includes assessment as learning, where students reflect on and monitor their own progress. The information gained via this assessment guides teachers' decisions in how to enhance teaching and learning. In addition, it enables students to learn through the process of feedback and provides opportunities to practice and improve. As students reflect on and monitor their progress this process effectively becomes assessment as learning and contributes to students planning future learning goals.

It is important to mention that in this type of evaluation, feedback plays an important role since it allows to take corrective actions on student performance and can also encourage motivation and learning of them (López, 2010).

However, this type of evaluation involves certain type of limitation that must be taken into consideration. Geonnotti, Peikes, Wang, and Smith (2013) stated that it requires additional time and also resources since it needs more analysis and faster revision to improve the methods. It also requires immediate and more suitable interventions. As consequence, it needs to revise the methods to measure the effectiveness of the intervention. The interpretation of the results is a

demanding task, since it is necessary to interpret not only the results but the context and in order to make it more accurate, it needs summative data to have a more complete result.

Feedback

Feedback is defined by Kennedy and McGarthy (2018) as “the process by which part of the output of a system is returned to its input in order to regulate its further output”. This concept makes the feedback an important element for any learning process, where the professor provides extra information to the student to improve his personal development.

John Hattie y Helen Timperley (2011) in their work *The Power of Feedback*, refer to feedback as a consequence of a performance in which parents and teachers evaluate actions and lead to a better response. Then again, feedback is assigned a very important role in the teaching-learning process due to the fact that through evaluation it provides solutions to possible problems found in the process.

Hattie (1999) carried out a study that proves the effectiveness of feedback in students. Students that received feedback about a certain task and its development were more effective. However, the study also showed that some types of feedback are more positive than others. Those related to rewards or punishment were not that effective. Others such as corrective feedback, despite the for and against discussion, is a type of feedback that can be either written or oral, and also can encourage the students to improve their learning counting with the professor's support (Razfar, 2010).

Feedback also requires a certain time to be carried out. Kennedy and McGarthy (2018) said that depending on the type of task fast or delayed feedback can influence, for example to classroom activities, immediate feedback is necessary to improve the future tasks.

Rahman, Babu and Ashrafuzzaman (2011) affirmed that different studies prove the importance of feedback in the teaching-learning process. On the other hand, Rahman, Babu & Ashrafuzzaman (2011) said that feedback is a way to facilitate both the learning process and teaching performance.

Evaluation is also an important side to provide feedback since it is the tool that teachers use to make changes and to check the current status of their students' language skills. However, it is necessary to be aware of the influence of feedback. Positive feedback can encourage the student to improve and to be more engaged with his learning process. Negative feedback can cause the opposite; the student will be less motivated (Hattie and Timperley 2007).

For this research, the previous concepts are constantly present while developing any kind of evaluation. Evaluation makes part of any learning process as a measurement tool, to inform student and professor about the success of the process. By how it is used, it can be a highly useful tool to improve the process, or to discourage both student and professor. Also, the summative and the formative evaluation are part of a complete assessment so any of them are less or more important than the other. Both provide important information to measure the student's real learning.

Feedback must be an essential part of the learning process as well. An adequate use of this tool can lead the student to improve in a more natural way, than just being guided by the grade given in an evaluation. Knowing a deepest meaning and influence of this concept in the learning process, makes it easier to understand why it cannot be separated or avoided in the matter of evaluation. They all complement each other and can encourage the student to improve in his learning process, but it also helps the professor to review and improve his teaching and evaluation techniques to obtain better results.

Methodology

This research is within the paradigm of a mixed methodology. Quantitative methods were used to measure certain information. Eyisi (2016) stated:

Quantitative research approach can be seen as being scientific in nature. The issue of researcher being bias with either his data collection or data analysis will be highly eliminated when the researcher is not in direct contact with the participants, that is, he collects his data through either telephone, internet or even pencil-paper questionnaire. There is full control for alternatives such as interpretations, explanations, and conclusions. In other words, the objectivity of the researcher will not be compromised. (P.94)

And qualitative methodology was needed since it seeks to “understand human behavior from the actor's own frame of reference, it makes naturalistic and uncontrolled observations, it is subjective, it is based on an orientation of discovery, exploratory, expansionist, descriptive, inductive and assumes reality as dynamic " (Nunan, 2003). Then, to achieve this objective, a series of interviews (see appendix B), observations (see appendix C) and surveys (see appendix A) were carried out to collect the required information that helped to develop a better idea of how evaluation has been used in the USC context.

There were also several readings and supporting documents to set a strong basis for this research and to be clear about the concepts of evaluation and the most appropriated for this research. Context played an important role to choose the correct tools to collect the needed information. Professors’ collaboration was also required to facilitate the process that included observations, surveys and interviews, so the information gathered was the most pertinent.

The aim of this mix was to understand in a more personal way the perception of the evaluation, but also to have real information of the amount of people who participated in the research.

The results provided the necessary information to suggest some new ways to use the evaluation, so it can be applied with more efficacy and improve the students' interest and willingness for the evaluation processes.

Finally, for this purpose, there was also a confidential agreement to protect the privacy of the involved people and encourage them to respond to the surveys and observations.

Context

The understanding of the context is necessary to address the research in the correct direction since this is one of the factors that affects the variables. "The capacity of teachers to support student achievement in diverse contexts has become increasingly important in the developed world in recent times" (Fenwick & Cooper, 2013). It is important to identify the institution, program, professors and students where the research was conducted to be more familiar with the context and understand the factors that might have played an important role in the acquisition of data. In order to be clear on the purpose of this research some of the data collecting tools were used to obtain important information to characterize the population and clarify the context in which the research was developed.

Universidad Santiago de Cali. This research took place at Universidad Santiago de Cali - USC, also known as La Santiago. Based on Carreras Universitarias Colombia (n.d):

This university was founded in 1958 in the city of Santiago de Cali, Department of Valle del Cauca, Colombia. It is a private higher education institution that has headquarters in the city of Santiago de Cali and Palmira, belonging to the department of Valle del Cauca.

The USC offers undergraduate and postgraduate degrees which are organized in eighty programs of both levels that specialize in the different areas of study. This institution considers it important that higher education reaches the greatest number of people and for this it has new technologies, through which it offers the possibility of studying some of its degrees under the virtual modality, allowing those interested in training to reach a degree, regardless of their particular situations.

In 2018, Universidad Santiago de Cali has 33 university courses, 33 postgraduate courses and 17 short courses. Universidad Santiago de Cali is also a virtual university. It currently has 4 virtual degrees, including 3 virtual postgraduate courses (3 virtual specialties). (Carreras Universitarias Colombia. (n.d.), 2018)

Foreign languages English-French program. According to the USC website:

The Bachelor's degree in Foreign Languages English-French of the Universidad Santiago de Cali provides students with an integral formation that allows them to perform in any school in the country (bilingual or monolingual) and in English and French teaching institutes. Also, its students leave the institution with an excellent proficiency in both languages. The graduates will be able to do postgraduate studies in any European or American university and, later, return to Colombia to work in the country's universities.

The basic characteristics of the training that will allow students to reach the above are:

- Development of oral and written skills in English and French, from first to tenth semester, always following the Common European Framework of Reference for Languages.
- Study of the formal aspects of languages: grammar, morphosyntax, phonetics.
- Exploration and practice of concepts concerning pedagogy and didactics of foreign languages.

(Universidad Santiago de Cali. (n.d.). 2018)

It is also highly important to point out the fact that the foreign languages English-French program has the high-quality certificate given by Ministerio de Educación Nacional (National Education Ministry). This means the program meets the quality levels required ("Acreditación de programas pregrado - CNA", 2018).

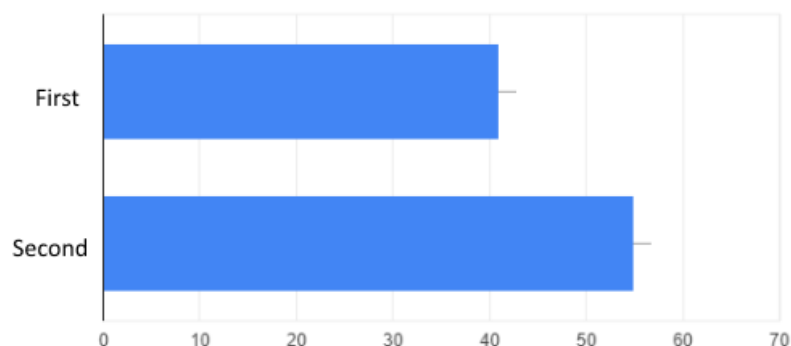
Classrooms. USC classrooms have enough space to be comfortable for at least 50 students, but an average language class has between 20-25 students. The furniture is adequate for educational purposes; composed by regular school desks for students and one for the professor. There are also tools to help professors and students to carry out a better class, including video beams, some classrooms have their own computers, all classrooms have wide boards and Wi-Fi free access. The buildings have air conditioning in the classrooms to improve the weather due to the high temperatures of the city. Physical capital, meaning buildings and equipment, has a strong influence on the well-being (Helliwell and Putnam, 2004). Having good installations provides a better and more comfortable learning.

Population

The first target of this research is the group of professors in charge of teaching first and second semester of English language courses of the Foreign Languages program. The second target population is students from the same semesters. Bellow, these participants will be deeply described based on the university's web page, the interviews, observations and surveys.

Students. Before the students start the bachelor's degree, they need to take an English test to make sure they meet the requirements to apply for the Languages program. They must at least obtain the A1 level. In case they obtain a higher score, the program gives them the option to skip the basic English courses and take advanced courses or start from the very beginning. This is

totally up to the student. As mentioned before, the target students of this research belong to the first and second semester of the English class of the Foreign Languages bachelor's degree. Based on the surveys (see Appendix A), 41 students (43.2%) belong to the first semester, while 55



(57.9%) are doing their second semester (Figure 1).

Figure 1. Semesters that students are in

Additionally, it is important to mention that English classes in these two semesters are only given on Tuesdays and Thursdays and have schedules all through the day split into morning, where 49 (51.6 %) students study. Afternoon, where there are 34 (35.8 %) students, and evening, where 21 (22.1%) students take classes (see Figure 2). this clearly shows a preference of morning schedules by students.

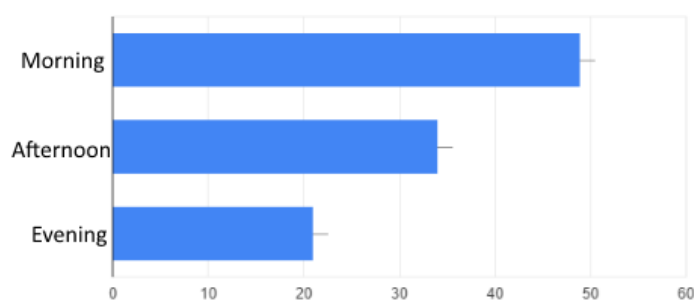
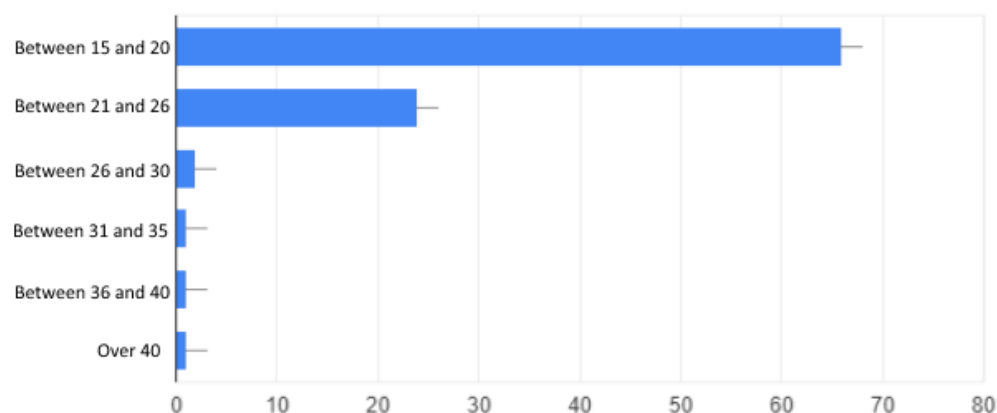


Figure 2. Students' Schedule

The fact that the number of students in morning schedule predominates might be due to their age range. As seen in figure 3, more than half the students (69.5 %) are between 15 and 20 years old. 25.3% are between 21 and 26 years old, and the remaining 5.4% are over 26 years old. This information also demonstrates that the bachelor's degree in foreign languages is mainly



appealing for young people.

Figure 3. Students' age

Professors. The professors teach English in different semesters at the USC. According to the university's website, the professors of the Foreign Languages program have specialization,

Master's degree and PhD in related areas of education and language. Their experience ranges go from 7 to 25 years. Based on the interviews (see Appendix B), some of them have received training in language evaluation.

Data

The techniques and tools play a very important role in collecting the necessary information to find the answers to the questions posed in the research (Hurtado de Barrera, 2000). Moreover, interviews, observations and surveys were done to contrast the perspective of professors on evaluation, the students' opinions and the actual way professors were using evaluation in their classes.

The tools to carry this process out were interviews, observations and surveys. Technological help was mainly used such as Excel formats designed to classify the events observed in class, cellphone's voice record to file the interviews and an online survey for the students.

Data was scrutinized to draft the results statistically. This process helped to measure the success and also to include possible elements missed in the initial observations and interviews.

Interviews. According to Hurtado de Barrera (2000) an interview can be defined as a verbal interaction between two or more people where the interviewer obtains information from the interviewed person. Thus, 6 out of 7 first and second semester English professors were interviewed to obtain their more detailed perception, understanding and knowledge on evaluation. It was not possible to interview a professor as she had a sick leave for about two weeks.

A structured interview was carried out due to the fact that the questions were previously posed. This, with the objective of having a more organized data collection. In terms of the instruments, a sheet of paper with the questions was used as a guide for the interviewer. As for

recording the professors' answers a cellphone and a small microphone were used to do so. One advantage of the interview is that the interviewer can both record the answers faithfully and pay attention to the conversation not to confuse the person being interviewed (Hurtado de Barrera, 2000).

Observations. Observations were used because they allow to obtain information regardless of the disposition of the people observed (Hurtado de Barrera, 2000). Four lessons per professor were observed to identify both the evaluation methods used and the behavior towards evaluation from them and students as well. They were carried out in the three schedules, morning, afternoon and evening. The first two observation sessions were unstructured since there were no previous details to observe; notes were taken in a narrative way to be as descriptive as possible. However, they were key to determine the factors to be noticed in future observations. "In some cases, before the elaboration of the instrument for a structured observation, and unstructured observation is carried out. This allows to select the relevant elements" (Hurtado de Barrera, 2000). For this reason, and once the key factors were set, the following observations were structured. It is important to point out that one characteristic of the unstructured observation was always used when writing a description of the evaluations and feedback professors used in their lessons. This, to have a more complete and detailed description of the researched event and provide unexpected elements to set possible hypothesis (Hurtado de Barrera, 2000).

Journals. The journals played a very important role since they were used to collect information during the observation period (see Appendix C), before, during, and after the midterms. The journal was an Excel document to facilitate and speed up the process. It focused on the following aspects which were divided into columns as shown in Figure 4:

Level	2							
Observation #	4							
Date	Sep 11, 2018							
TIME (minutes)	TYPE OF EVALUATION	DESCRIPTION	STUDENTS' ATTITUDE		FEEDBACK		DESCRIPTION	STUDENTS' REACTION
			Encouraged	Participative	Time lapse	Type		Encouraged
15	grammar	T explains grammar from the book and checks ss' knowledge of the topic phrasal verbs	4	4	immediate	general	T corrects ss' mistakes	3
20	writing	Ss are to write 2 examples using can and can't to talk about means of transportation. Then, they have to read them out loud	2	2	immediate	personal	T asks students to read the examples out loud, asks extra questions and corrects grammar and pronunciations. Feedback was a bit tough	2
50	grammar	Ss do an exercise about articles in the book	2	5	immediate	general	T has ss read their answers and makes general corrections	4
60	speaking	(Homework) Ss are to explain some rules about articles in groups of 4	2					
65	grammar	Ss do an exercise about articles in the book	1	4	immediate	general	T has ss read their answers and makes general corrections	4

Figure 4. An example of a journal

- Level: stands for the English level, whether it was English I or II, since those were the target groups to work with.
- Observation #: this is the order of the number of class observations done.
- Date: The day when the observation was done.
- Time: how often the professors do evaluative activities during the lessons. It was measured in minutes, from 1 to 120 since the lessons lasted 2 hours.
- Type of evaluation: Using an Excel format, configured with multiple-choice to choose from, it was possible to pick different objectives according to the activities; whether it was speaking, listening, reading, writing or grammar.
- Description of the evaluation: There was a box where narrative notes were taken to be as clear and detailed as possible on how the evaluation was carried out.
- Encouragement and participation from students: they were measured from 1 (insufficient) to 5 (being excellent)

- Feedback: This section was filled to inform if there was any feedback, corrections and suggestions from the professor and what kind. If it was immediate (during the evaluation) or delayed (after the evaluation), personal (face to face to every single student in the class), selective (given to some students in the class), group (general) or none.
- Description of the feedback: here it was described how the professors carried it out in a narrative way.
- Students reaction towards feedback: it was measured from 1 (insufficient) to 5 (being excellent)

Quantitative and qualitative methods were used to scrutinize the data. The interviews were analyzed using a qualitative method since it required interpretations. To measure the surveys, a quantitative method was used, to confirm facts. This methodology can be defined as a mixed method, integrating data, and ties interpretations using both methods in the same study (Tashakkori and Creswell 2007).

Surveys. To meet this purpose, a set of questions was previously discussed to verify their pertinence. After this process, the questions were systematized on Google forms. Google Forms is a feature provided by Google where it is possible to add open questions, multiple choice questions, yes/no questions, and others. You can also personalize the form with different background images or colors and gather responses in Forms or save them to a Google Sheets or a personal computer.

It is important to mention that this tool allows to see individual or group answers and it classifies them to create an automatic figure, making the process more efficient. There is also the advantage of knowing who has done or who has not done the survey, keeping track of the number of participants.

Table 1

Sequence of Application of the Instruments

Instrument	Application date
Interviews	The interviews were carried out during the last week of August and the first the week of September in 2018.
Observations	The observations were done in all August, September and the first week of October in 2018.
Surveys	The surveys were carried out on the third and fourth week of October in 2018.

Later, the survey was sent to a small group of people from the foreign languages program as a pilot format to find out possible difficulties or details to be improved. Once the surveys were completely settled, students' emails were collected by having them write their email addresses down on a Word file and, in some cases, on paper sheets. In the meantime, general information about the survey was briefly explained. In order to make sure that most students would do the survey, it was proposed to the professors to provide some kind of incentive to the students who answered the surveys.

Finally, the surveys were sent to the students and they were given one and a half week to answer. During that period of time, the classrooms were visited to clear doubts or to confirm that students received and did the survey.

Table 1 shows when the instruments were applied during research.

Ethics

Ojeda de López, Quintero, & Machado, (2007) referred to some general guidelines for ethical conduct in academic scientific research, in which scientists should not conduct research that can

place people at risk; these include: violating the rules of free informed consent, converting public resources into private profits, damaging the environment, biased investigations.

Furthermore, voluntary participation, not harming participants, anonymity and reliability, the presentation of analyzes and reports and the rules that govern academic institutions should be taken into account when doing research (Ojeda de López et al., 2007).

Then, the following aspects were taken into account to ensure that the study was ethical and responsible. First, professors were contacted by email or personally to ensure a total voluntary participation and/or with their consent. Second, all participants, professors and students were informed in advance about the purpose of the study and the activities that were to be carried out. Third, the study was guaranteed to be anonymous since no names were used in the analysis of the interviews, observations and surveys applied to the students and professors. Therefore, the identity of all participants was protected throughout the study

Findings and discussion

In this chapter, the information collected in the interviews to the English professors, surveys to students, and class observations was analyzed. As mentioned before, these tools were used to establish a closer and personal approach to the individuals in order to find out their own concept and perception of evaluation, and to witness how they carried out or reacted to evaluations.

Thus, these series of interviews, surveys and observations were done to be able to contrast the data. Each stage of this chapter counts with its corresponding justification of the questions or factors within the tools, analysis of results, sets of figures with their explanations, ordered and explained information related to the development of the classes along with the execution of evaluations.

Interviews (professors)

In these interviews five questions were asked. The first question was “what is evaluation?” The purpose of this question was to obtain professors’ knowledge and perspective on the term “evaluation” to realize how they perceived it and contrast it with what was seen in the observations.

In this section, the answers will be shown and compared superficially. Then, they will be compared more deeply with what was found in the observations section.

These were the answers:

- Professor 1: “It’s the process in which you analyze your students' behavior in terms of learning and actually you test yourself how well or how bad you’ve taught, and it’s also an opportunity for knowing your students’ skills and what you have to work on.”
- Professor 2: “It’s the process where you discover how your students are performing.

There’s one which is formal; through exams, quizzes and it has a grade. The second one

is called “assessment” which is the formative evaluation (throughout the process). It doesn’t have a grade.”

- Professor 3: “The way as we (as teachers) can notice how much students are learning”.
- Professor 4: “The way we (as teachers) try to identify strengths and weaknesses of the students after we have worked a topic with them.”
- Professor 5: “It's what teachers use in order to measure the knowledge of the students, not only in a specific topic, but also among many topics. It’s a system and as a system, it has to develop, it has to be transformed, and updated (...)”
- Professor 6: "It has multiple meanings and depends on the context and situation." He refers to evaluations as mini evaluations (during class) and rubrics.

According to these answers, professors have a clear understanding of what evaluation is. They agreed that it is a way or process to measure or to know students’ performance during the learning process. However, only professor 1 mentioned that evaluation is not only making decisions or judgments about the students, but also a way to analyze, test and improve the teaching process.

The second question was “when do you evaluate?” This question was asked in order to know how frequently professors carried evaluative activities out. This, with the objective of finding out how important they considered evaluating.

Regarding the answers, 5 professors said that they “try to evaluate everyday”. Only one of them (professor 4) answered that he evaluated after he had worked a topic.

The third question was “how do you evaluate?” The USC guidelines state that professors must evaluate with three midterm exams among three periods. Each midterm exam weights 70% of the period, and the 30% remaining is called “control continuo” which represents the different activities the professor can choose to work throughout the period to know how students are performing. The Article 3 of the guidelines establishes that “the evaluation process for the academic performance is

essentially of a formative nature, and it is continuous and flexible”. The Article 9 exposes that first and second period weight 60% (30% each) of the semester, and the last period is given a 40% to complete 100%.

Then, all the professors interviewed said that they evaluated in two ways. The first one is with the midterms established by faculty and the program. The second one is done with different activities (control continuo). Here, some professors were very specific with the answers (activities), but others were not and said that they did different activities according to the topic or the skills (writing, reading, speaking and listening) they wanted to work on. This information was classified in the Table 2.

Table 2

How Professors Evaluate the Process (“control continuo”)

	Quizzes	Exercises/ workshops	Asking questions/ Talking	Homework	Depending on the topics and the skills
Professor 1	x		x		
Professor 2	x	x	x		x
Professor 3					x
Professor 4					x
Professor 5			x		x
Professor 6		x	x	x	x

The fourth question was “Have you been trained on how to evaluate?” This question was key to find out if training on evaluation an impact on the way professors had performed their evaluative activities, since as Lopez & Bernal (2009) stated:

“Teachers with no training (pre-service or in-service) in language assessment tend to have a more negative view of language assessments. In this view, assessment is simply used as means to give a grade or to make judgments about the students, but not as a strategy to enhance learning.” (p.62)

Professors 3, 4 and 6 said that they were trained. Professors 1, 2 and 5 said that they had not been trained. Professor 1 said that although she had not been trained, she had read some articles about it.

The last question was “Is there any feedback after you evaluate? How?” This was very important to see if professors perceived evaluation and feedback as a whole or as separate processes. Also, its aim was to have a previous idea of the way professors claimed to provide feedback and how they actually did it in class.

Table 3

How Professors Provide Feedback

	With rubrics	By talking with students one by one or in groups	With exams and quizzes	With written explanations
Professor 1		X		
Professor 2		X		
Professor 3		X		X
Professor 4			X	X
Professor 5		X	X	
Professor 6	X			

All professors answered that they provided feedback. The Table 3 shows how they do it. According to this chart, 4 out of 6 professors (66.7%) prefer to give feedback by talking to students either individually or in groups. Professor 6 said that he used the rubrics provided by the faculty to explain the students why they got a specific numerical grade. With “exams and quizzes”, professors 4 and 6 referred to the moment where they gave the exams/quizzes back to the students and discussed with them why the answers were correct or not. And with “written explanations”, professors 3 and 4 referred to the moment where they wrote on the exams or written activities, the reasons why a certain exercise or activity was not correct.

Observations (the class)

In this section the items used to carry out the observations will be deeply analyzed to show the results obtained and recorded in the journeys (see Appendix C) to compare the information gathered during the interviews and what was observed during the classes. This will allow to have a more accurate measure and precise information. There were 6 professors observed and four classes per each professor to gather enough information and obtain more accurate results.

Professor #1.

Type of evaluative activities. The figure 5 shows the different types of evaluative activities implemented by professor number # 1

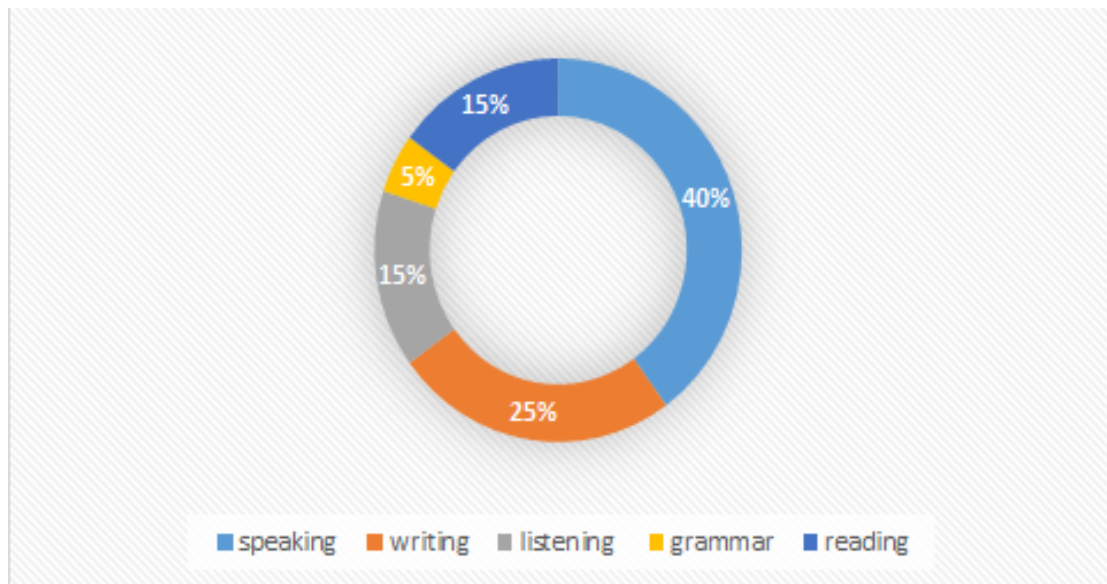


Figure 5. evaluative activities implemented by professor # 1

As the Figure 5 shows, the majority of activities were focused on speaking (40%) and writing (25%). This professor was very concerned about developing the oral skills of the students. Through the listening and reading activities (15% each) the professor used the book exercises but also different materials, such as audios and homework based on related subjects to encourage the students. So, it can be concluded that this professor did not base the development of the class only on the book but mixed it with other activities that could increase the students' interest.

Students' attitude. In the scale of 1(insufficient) to 5 (excellent), the average obtained was 3.8 of encouragement. The professor had to work on the students' concentration by doing activities that caught their attention.

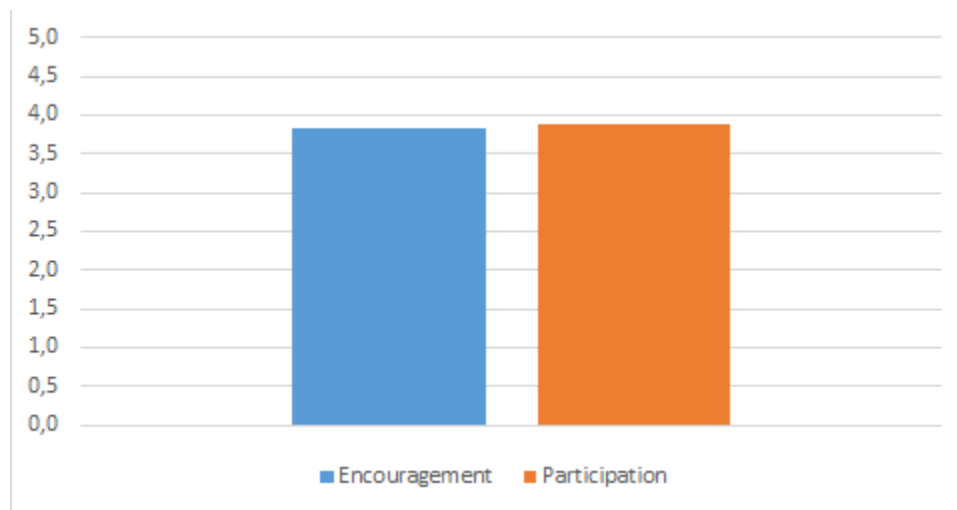


Figure 6. Students' attitude towards activities

The students showed an interesting decrease of participation when they had to work with the book, so the professor had to mix different activities related to the book's topic to keep the students' attention. The participation average was 3.9 (see Figure 6) based on the same scale of 1(insufficient) to 5 (excellent). The students showed an increasing participation when the professor proposed any activity related to their likes.

Feedback. On a scale from 1 being insufficient and 5 excellent, students' reaction towards feedback obtained an average of 3.9 (See Figure 7). The information was taken from the observations' formats.

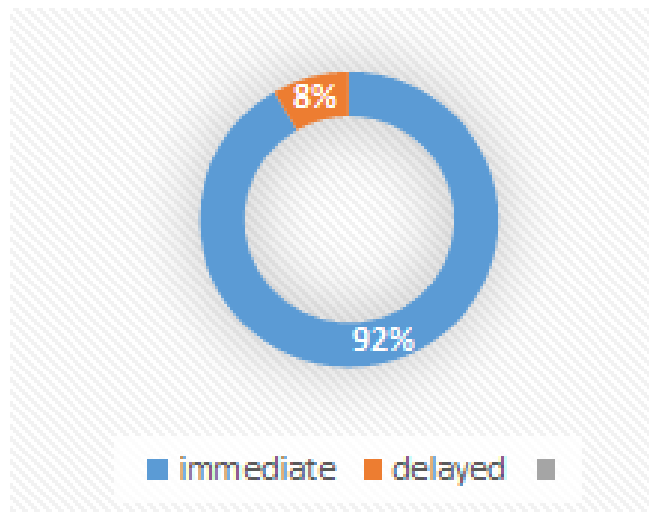


Figure 7. Lapse of time in which feedback was given

The Figure 7 shows that professor #1 provided, in most of cases, immediate feedback. During the observed classes the immediate feedback was (92%) and delayed feedback was (8%). However, depending on the content of the topic sometimes the professor preferred to wait and provide delayed feedback.

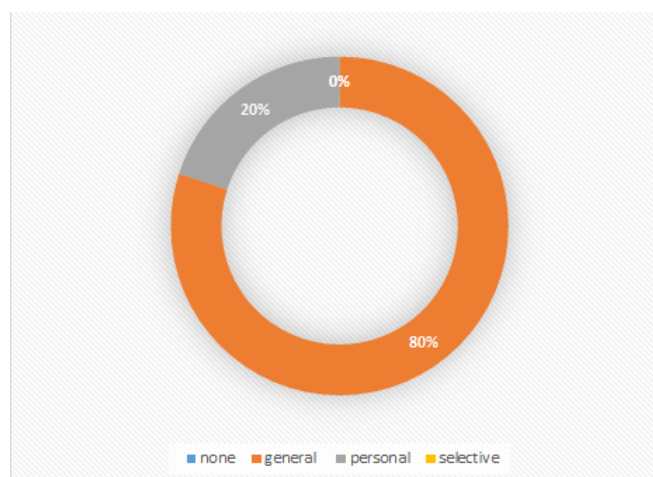


Figure 8. type of feedback

As for the type of feedback, the higher results belong to the general feedback (75%), followed by personal feedback (19%). There was no selective feedback during the observed classes. These results show that this professor opted to provide feedback to the whole class, and depending on the situation, personal feedback was given.

Students' reaction towards feedback. Following the measure from 1 (insufficient) to 5 (excellent), being 4.25 the average.

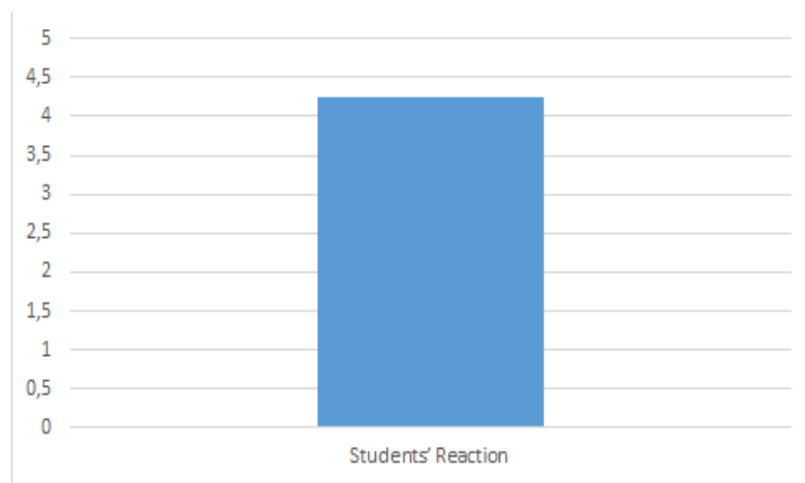


Figure 9. Students' reaction towards feedback

This result shows that the students answer to the feedback provided was very positive, proving that the professor used the tools for feedback in the right way (see figure 9).

Interview and observation contrast. The Table 4 makes a comparison between what professor #1 said during the interview and what was observed in his lessons.

Table 4

Contrast Between Interviews and What Was Observed

What is evaluation?	
What professor # 1 said	What was observed
“It’s the process in which you analyze your students’ behavior in terms of learning and actually you test yourself how well or how bad you’ve taught, and it’s also an opportunity for knowing your students’ skills and what you have to work on.”	Indeed, during the observations, this professor showed interest in the students’ performance and improvement in each class.
When do you evaluate?	
What professor # 1 said	What was observed
"I try to evaluate everyday" according to students' performance. So, I can talk with students that are not performing well.”	It was, in fact, observed that the professor evaluated the class daily and some students were called individually by the professor when needed.
How do you evaluate?	
What professor # 1 said	What was observed
“With official tests/forms from the university. Every day classes with quizzes, talking (especially this one).”	The professor used the official formats provided by the university to evaluate during the mid-terms. Also, the speaking skills were highly tested during the class. The professor asked the students to talk about the topics proposed.
Have you been trained on how to evaluate?	
What professor # 1 said	What was observed

"No, I haven't" but I've read some articles about it."

The professor proved knowledge in this aspect. Despite the fact of not having any training, the professor did well with the different evaluation tools.

Is there any feedback after you evaluate? How?

What professor # 1 said

What was observed

"Yes, I talk with students one by one. If I don't have time I do it in groups."

The professor did it. It was observed that the professor approached to the students that needed help or specific corrections. Most of the cases the feedback was general, but it was also seen some small groups or individuals that were corrected.

The Table 4 shows that there was a total coincided between what was said and what was observed. The professor #1 is completely coherent.

Professor # 2.

Type of evaluative activities. The Figure 10 shows that this professor's evaluative activities had a balanced distribution between speaking (30%), listening (20%), grammar (20%) and reading (20%). And finally writing activities (10%). It is necessary to point out that this professor's work was based mostly on the book, and the activities proposed in it. The professor encouraged the students to follow the activities by giving examples of daily life to relate with.

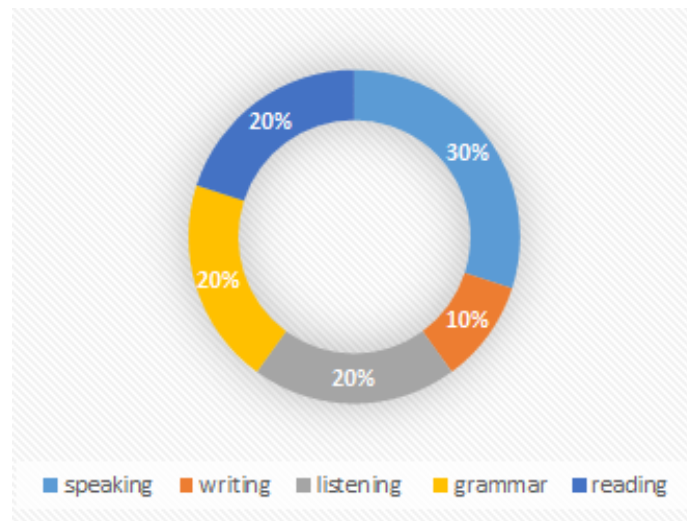


Figure 10. Evaluative activities implemented by professor # 2

Students' attitude. The students' attitude categorized by encouragement and participation were measured from 1 to 5.



Figure 11. Students' attitude towards activities

The average for encouragement was 3.6 and for participation 3.7. These results show that the students were not very encouraged during the classes. This affected their participation, perhaps caused by the sole use of book all along the classes. According to the observations, the students' reaction when they were told to work on the book was not the most exciting.

Feedback. The following figure shows the results on time lapse and type of feedback for this professor's course:

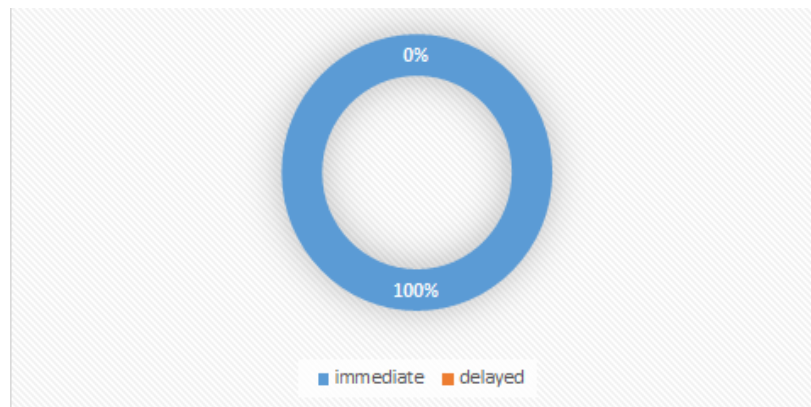


Figure 12. Lapse of time in which feedback was given.

It can be seen that this professor provided immediate feedback during the classes observed, independently of the type of feedback, the students obtained it right away.

Type of feedback.

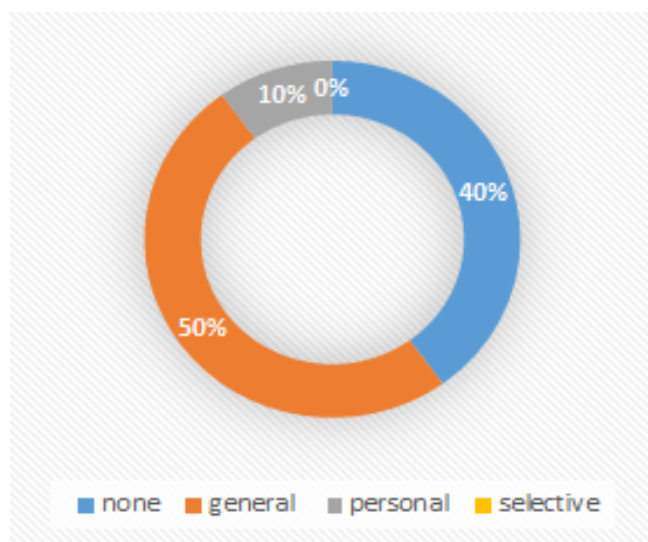
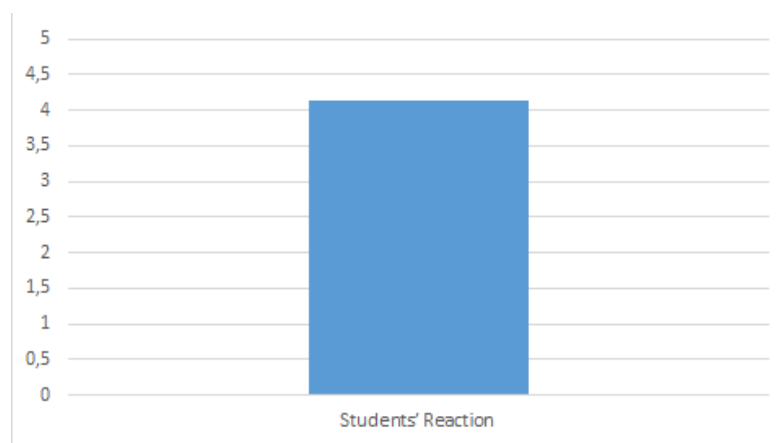


Figure 13. Type of feedback

The figure 13 shows that professor #2 - provides general feedback half of the occasions (50%). It is noticeable that there is a high percentage of “no feedback” (40%), which might be influenced by the fact of a delayed feedback. The professor provided few personal feedback

(10%). The information gathered indicates that this professor uses the general feedback on a daily basis.

Despite the lack of encouragement during the classes, the students reacted positively to the feedback provided by the professor, reaching an average of 4.2. These results might be possible due to the professors' affable way of speaking.



Students' reaction towards feedback.

Figure 14. Students' reaction towards feedback

Interview and observation contrast.

Table 5 makes a comparison between what professor # 2 said during the interview and what was observed in his lessons.

Table 5

Contrast Between Interviews and What Was Observed

What is evaluation?	
What professor # 2 said	What was observed
“It’s the process where you discover how your students are performing. There’s one which is formal; through exams, quizzes and it has a grade. The second one is called “assessment” which is the formative evaluation (throughout the process). It doesn’t have a grade.”	The professor applied both types of evaluation. In fact, the first type had more presence during the classes observed.
When do you evaluate?	
What professor # 2 said	What was observed
“Formal: “when I have time” -No formal: “each class.”	The professor did evaluate both formal and informal ways.
How do you evaluate?	
What professor # 2 said	What was observed
“Asking open questions, quizzes, exercises without grade to know what students’ know”	The during the observations, the professor continuously asked the students to speak about certain topic and did quizzes.
Have you been trained on how to evaluate?	
What professor # 2 said	What was observed
“No, I have been learning on the process”	The professor evaluated according to the knowledge and tools used.
Is there any feedback after you evaluate? How?	
What professor # 2 said	What was observed
“Yes, I always give students feedback. With explanations”	The professor provided feedback to the students with explanations. In some cases, the professor preferred to give it individually.

From Table 5, it can be concluded that there were many coincidences between what was said by the professor #2, however there were some differences.

Professor # 3.

Type of evaluative activities.

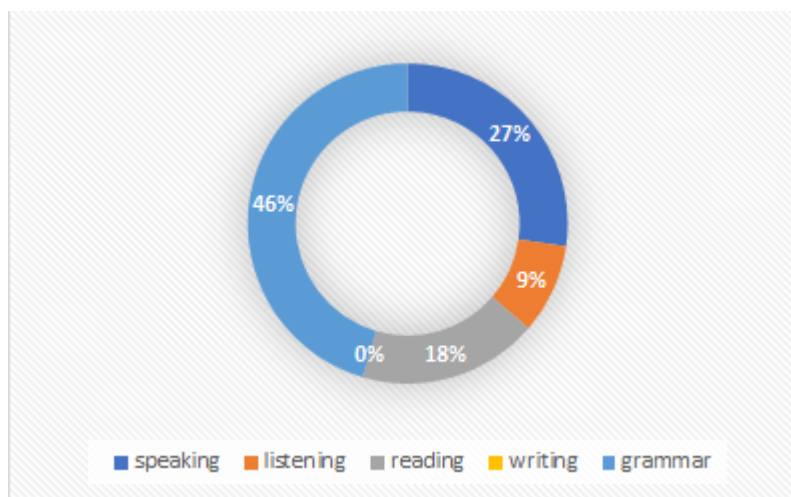


Figure 15. Evaluative activities implemented by professor #3

As observed in the figure above, professor #3 focused his lessons on grammar activities (46%) In addition to that, 27% of the activities were focused on speaking, however, it is important to point out that two of the lessons were focused on this skill, but they were counted as two separate activities. Reading activities were given less importance with 18%, and listening activities only reached 9%. In terms of the writing activities, they were never observed (0%) during the lessons. Thus, there is no question that this professor dedicated most of his time to work on the development of grammar and speaking skills in students.

Students' attitude. Regarding the students' attitude and as seen below, students were well encouraged towards the activities proposed by professor #3, reaching an average of 4 out of 5 points. The result was even higher in terms of their participation which was 4.37. Provided confidence was a key factor during the observations for this professor. Students seemed to have plenty of fun in his classes and they always left with a smile on their faces.

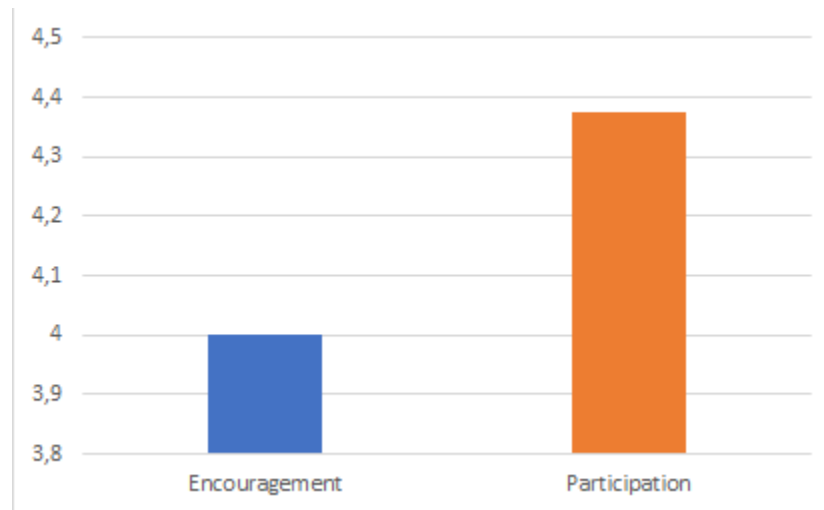


Figure 16. Students' attitude towards activities

Feedback. The figure below shows how professor #3 dedicated more time to provide immediate feedback (60%), while delayed feedback was observed 40% of the times. Although the difference in percentages is different, both time lapses were decently observed in his lessons.

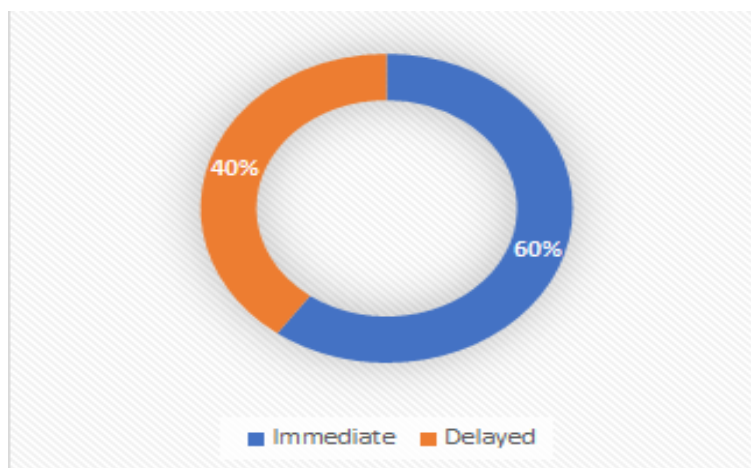


Figure 17. Lapse of time in which feedback was given

According to the Figure 18, professor # 3 had a predominant tendency to provide general feedback (56%). Both personal and selective feedback reached 22% and none had 0% which indicated that all evaluative activities were given feedback. All in all, this professor seemed to be very interested in providing feedback to students.

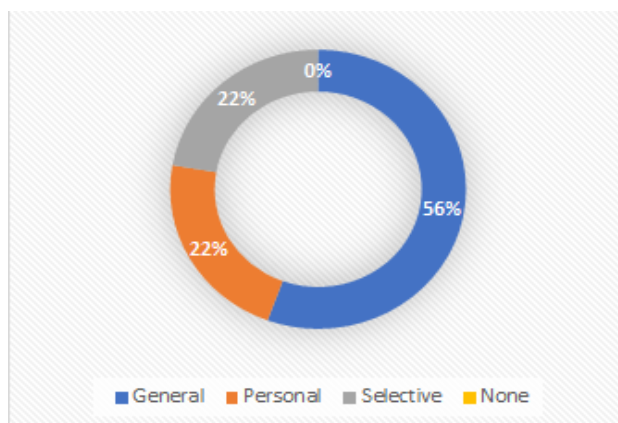


Figure 18. Type of feedback

Students' reaction towards feedback. Students were observed to be very receptive in terms of feedback, reaching an average of 4.24 out of 5. This demonstrates that they were very pleased with the way the professor corrected mistakes and gave advice.

Interview and observation contrast. Table 6 makes a comparison between what professor #3 said during the interview and what was observed in his lessons.

Table 6

Contrast Between Interviews and What Was Observed

What is evaluation?	
What professor # 3 said	What was observed
"The way we (teachers) can notice how much students are learning."	There is no doubt that professor 3 used evaluative activities to notice how much students were learning in his classes. It was seen that the main purpose of his activities was to make sure that students were learning correctly.
When do you evaluate?	
What professor # 3 said	What was observed
"It happens at any moment"	Evaluation was in fact seen many times in his lessons. Professor 3 attempted to evaluate at any moment he could.
How do you evaluate?	
What professor # 3 said	What was observed
"asking open questions, quizzes, exercises without grades to know what students know"	This was, again, seen in his lessons, where he would start them with questions, and proposed exercises to know how much students had learned.
Have you been trained on how to evaluate?	
What professor # 3 said	What was observed
No, he has been learning on the process,	Even though he claimed not to have any studies on evaluation, it seems that he has learned a lot from his experience, leading him to evaluate in a right way.
Is there any feedback after you evaluate? How?	
What professor # 3 said	What was observed
"Yes, I always give students feedback. With explanations and talking with them"	Every time professor 3 carried out an activity, feedback was always present. Even during and after the midterms.

The Table 6 shows that there is correlation with what professor 3 answered in the interview and what was observed in his lessons.

Professor # 4.

Type of evaluative activities. The types of evaluative activities professor #4 carried out throughout the 4 observations can be seen in the figure below.

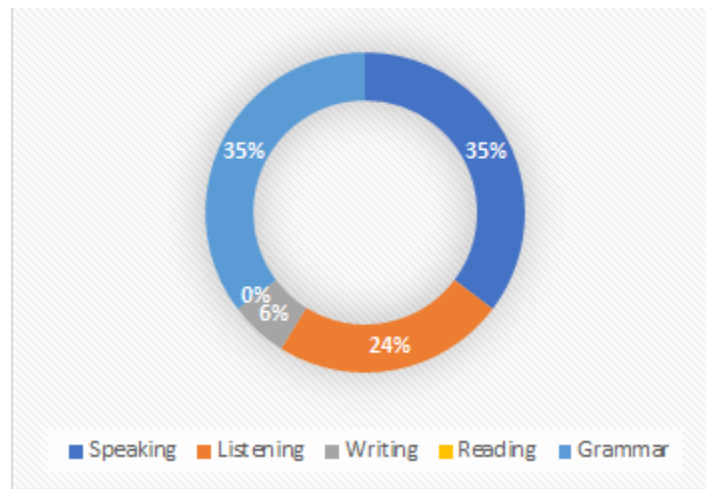


Figure 19. Evaluative activities implemented by professor #4

This shows that professor #4 mainly focused on doing both speaking (35%) and grammar (35%) evaluative activities. Additionally, it can be seen that listening (24%) and writing (6%) activities were not given so much importance. Finally, it is curious that no reading (0%) activities were done in any of the 4 observations. These results might be due to the fact that professor #4 used the book as his main tool during each lesson.

Students' attitude. In terms of the students' attitude, their encouragement towards the evaluative activities and their participation in them is explained in the Figure 20.

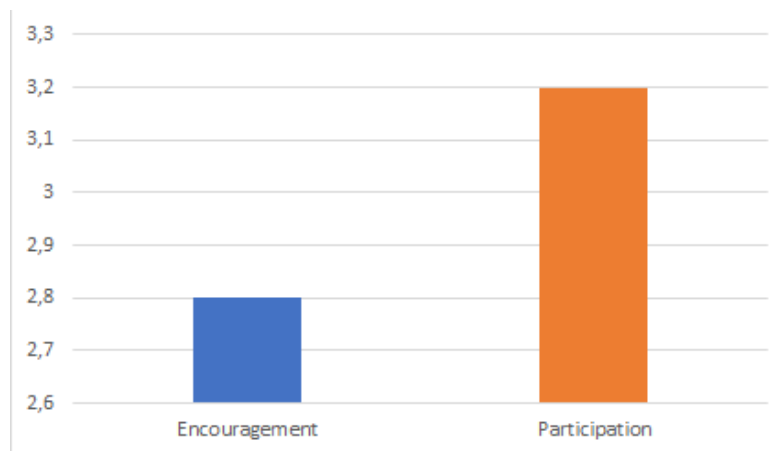


Figure 20. Students' attitude towards activities

These two items were measured from 1 (insufficient) to 5 (excellent) which resulted in an average of 2.8 of encouragement from students. This demonstrates that students were not attentive enough with the activities proposed by professor 4. However, as for their participation in the activities, the average was a bit higher 3.2. This clearly shows how students were rather passive participants though. The lack of participation might have been present for the excessive use of activities in the book which seemed to discourage them.

Feedback. For this item, time lapse and type of feedback was observed, leading to the following results:

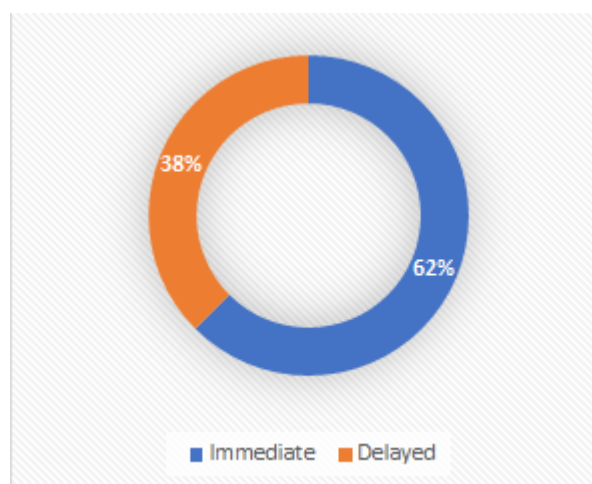


Figure 21. Lapse of time in which feedback was given

Regarding the time lapse of feedback, it can be seen in the figure above that professor 4 preferred to provide immediate feedback (62%), while delayed feedback (38%) was observed just a few times.

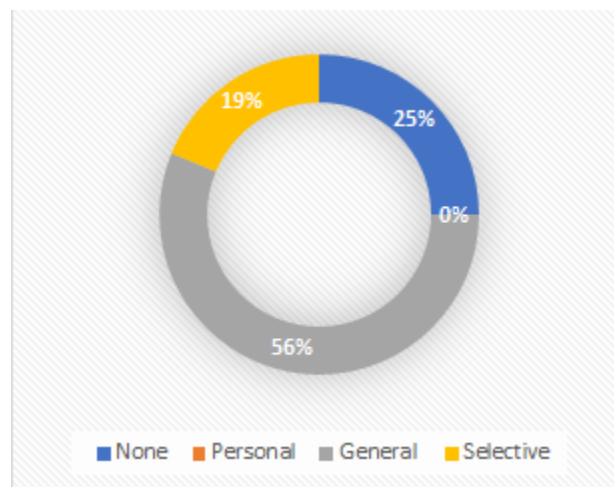


Figure 22. Type of feedback

When it comes to talking about the types of feedback provided by professor 4, the figure above shows that more than half was general (56%), a quarter of the activities were not given any feedback (25%) There were a few selective ones (19%) and no personal feedback was provided (0%) This information indicates that professor 4 opted to use general feedback as his main tool to make corrections and give advice to students for them to improve.

Students' reaction towards feedback. This item was measured from 1 (insufficient) to 5 (excellent) and the average was 3. Once again, students seemed not to be completely satisfied with the way professor 4 provided feedback.

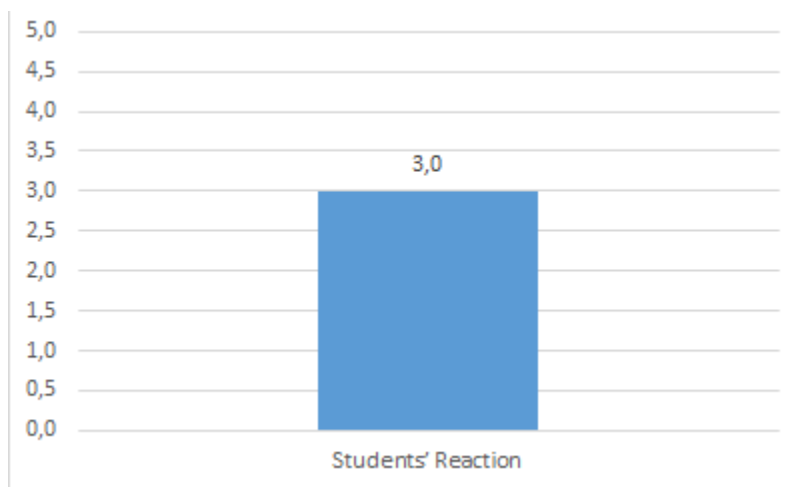


Figure 23. Students' reaction towards feedback

Interview and observation contrast. Table 7 makes a comparison between what professor #4 said during the interview and what was observed in his lessons.

Table 7

Contrast Between Interviews and What Was Observed

What is evaluation?	
What professor # 4 said	What was observed
"The way we (teachers) try to identify strengths and weaknesses of students after we have worked a topic with them."	Although professor 4 did use evaluations to identify students' weaknesses, it seems that strengths were not paid as much attention. Additionally, it feels that most evaluative activities, which were rather superficial, were meant to obtain a quantitative grade
When do you evaluate?	
What professor # 4 said	What was observed
"I usually evaluate after we have worked a topic. I'd like to evaluate every time that I see my students have learned what I worked with them. But due to the time I have to evaluate from time to time. It doesn't matter if students learned or didn't do it".	The professor's answer matches what was observed in his lessons. Formal evaluative activities were rarely seen, which was definitely affected by the lack of time of professor 4
How do you evaluate?	
What professor # 4 said	What was observed
"It depends on the topics and the characteristics"	Most of the times the professor only used the book and its activities to know how much students had understood the topics. Activities were no so varied.
Have you been trained on how to evaluate?	
What professor # 4 said	What was observed
"Yes, I have been in some courses about how to evaluate in Bogota with the British Council, here in Cali with Colombo..."	Although he claimed to have been trained on how to evaluate, most of his evaluations were traditional, resulting in quizzes and the midterms.
Is there any feedback after you evaluate? How?	
What professor # 4 said	What was observed
"I usually correct the evaluation/quizzes when I give them back or I can show the answers on the board and explain why they were correct or not correct."	This was sometimes seen during the observations, especially when he did activities from the book. He would show the answers from the book to make sure students correct them. However, there was a quiz which was not corrected and was just given back to students instead.

The table 7 indicates that there was not a high correlation between what was answered in the interview and what was actually observed during the lessons.

Professor # 5.

Type of evaluative activities. As seen in figure 24, professor # 5 definitely opted to focus on grammar (60%). While speaking activities were seen only a couple of times (15%), it is important to mention that one complete lesson was focused on a speaking evaluative activity (first oral term). In addition to that, writing (10%) reading (10%) and listening (5%) activities were observed too little. These results match the concern of professor 5 for the good usage of grammar by students seen in the 4 lessons.

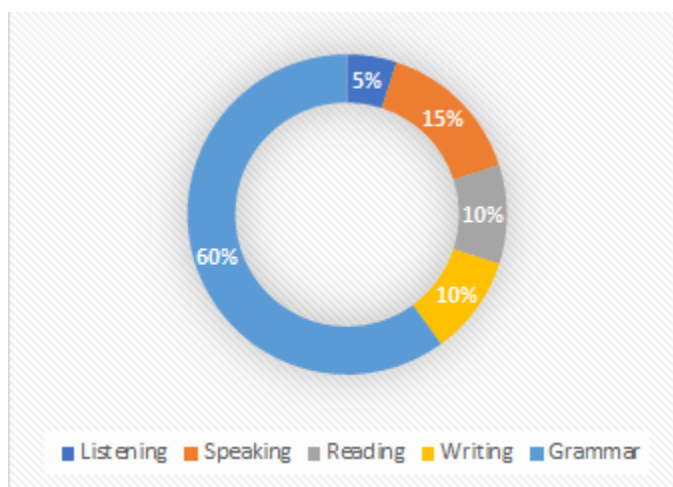


Figure 24. Evaluative activities implemented by professor #5

Students' attitude. Regarding the students' attitude in professor # 5 classes and as seen in figure 25, their encouragement reached an average of 2.7. This indicates a lack of attention from students to the activities proposed by the professor. Nevertheless, this did not seem to be an obstacle for their participation which surprisingly had an average of 4.4.

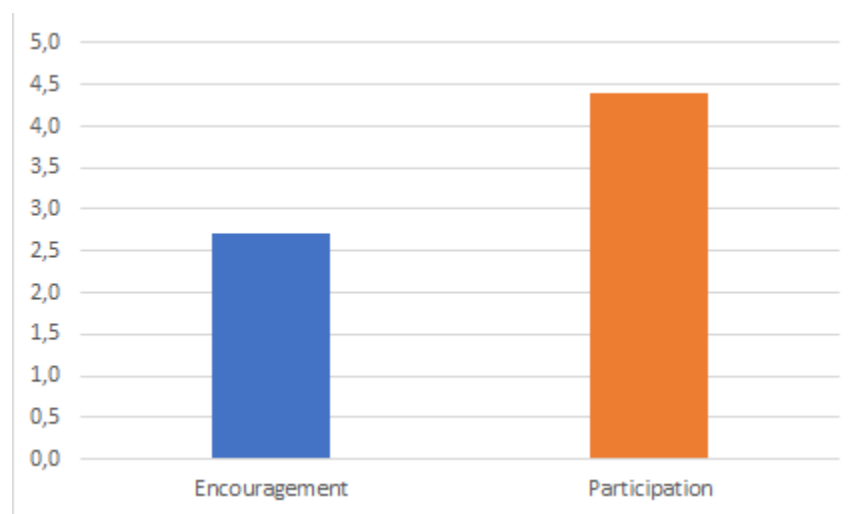


Figure 25. Students' attitude towards activities

Feedback. Figure 26 clearly shows how professor # 5 mostly provided his feedback (93%) while students were performing. Whereas only a few times (7%) after students had finished an activity.

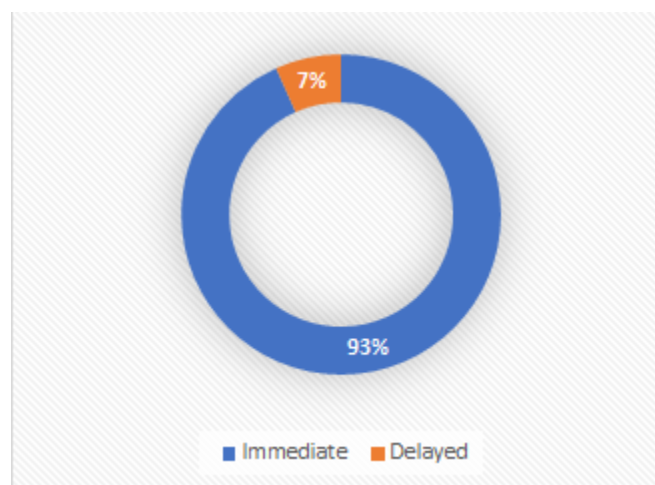


Figure 26. Lapse of time in which feedback was given

In terms of the type of feedback and based on figure 27, the majority of feedback provided by professor # 5 was general (86%). While only the 14% of the times was personal. It was observed that there was no selective feedback (0%) and all activities came along with their feedback (either general or personal)

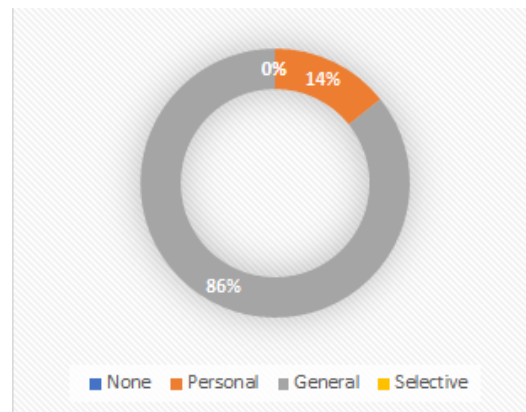


Figure 27. Type of feedback

Students' reaction towards feedback. On a scale of 5 being excellent and 1 insufficient, the students' reaction towards feedback reached an average of 3.9. This demonstrates that students were decently satisfied with the way the professor provided feedback. In fact, this professor seemed to be very concerned about giving the necessary feedback to students for them to improve their mistakes and make more progress.

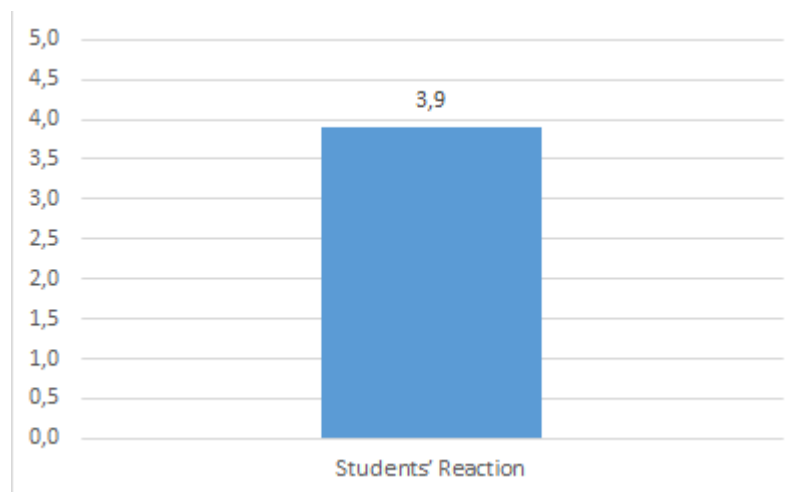


Figure 28. Students' reaction towards feedback

Interview and observation contrast. Table 8 makes a comparison between what professor #5 said during the interview and what was observed in his lessons.

Table 8

Contrast Between Interviews and What Was Observed

What is evaluation?	
What professor # 5 said	What was observed
"It's what teachers use in order to measure the knowledge of students, not only in a specific topic but also among many topics."	This was seen in every observed lesson. Professor 5 used evaluation to see how much students had been learning in a variety of topics.
When do you evaluate?	
What professor # 5 said	What was observed
"Every class, at every moment"	Once again, this was definitely observed in professor 5's lessons. He would always do formal evaluative activities. Every topic came along with an evaluation.
How do you evaluate?	
What professor # 5 said	What was observed
He said that he paid attention to everything students did in the class and he evaluated how they performed. "Depends on the topic and the skills"	Apart from what he said, and which was observed in the lessons, he also proposed presentations and other speaking activities to confirm students' progress.
Have you been trained on how to evaluate?	
What professor # 5 said	What was observed
"No, I haven't"	While he said he had not been trained on how to evaluate, it was observed that he did a good job in evaluating students' knowledge or progress.
Is there any feedback after you evaluate? How?	
What professor # 5 said	What was observed
"Yes, of course! One: class by class ("my evaluation"), socialized by personal feedback but only with the students who needed or have weaknesses. Second: midterms, check the correct answers, correct the bad ones and talk with the ss who don't meet the expectations.	Feedback was present during and after each evaluative activity. He would usually show students the mistakes and tell them what to improve.

The Table 8 demonstrates that most of his answers during the interview matched what was observed in his lessons.

Professor # 6. Type of evaluative activities.

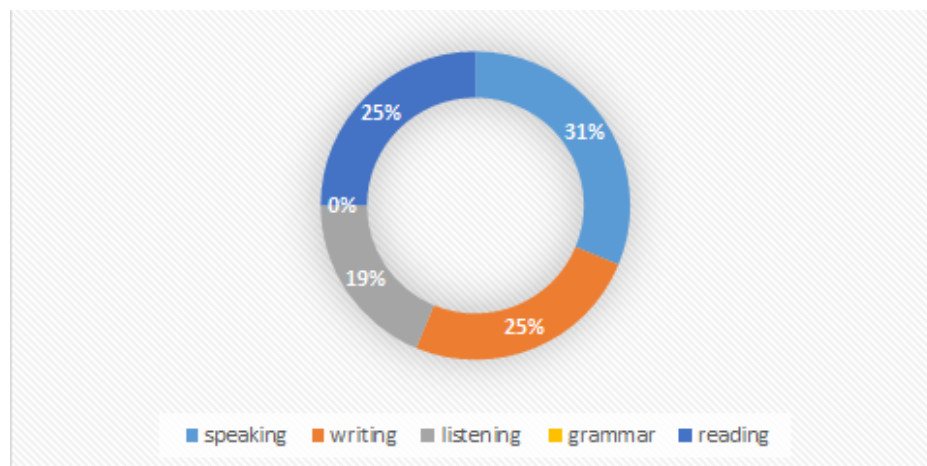


Figure 28. Evaluative activities implemented by professor #6

The figure 28 shows that this professor worked more on the speaking skill (31%) over the others, but the writing (25%) and the reading (25%) were also seen in his evaluative activities. The listening activities (19%) were used but less often than the others. During the observed classes there were no grammar activities (0%). Apart from the use of the book, the professor also integrated other complementary activities, however the grammar activities were not explicit.

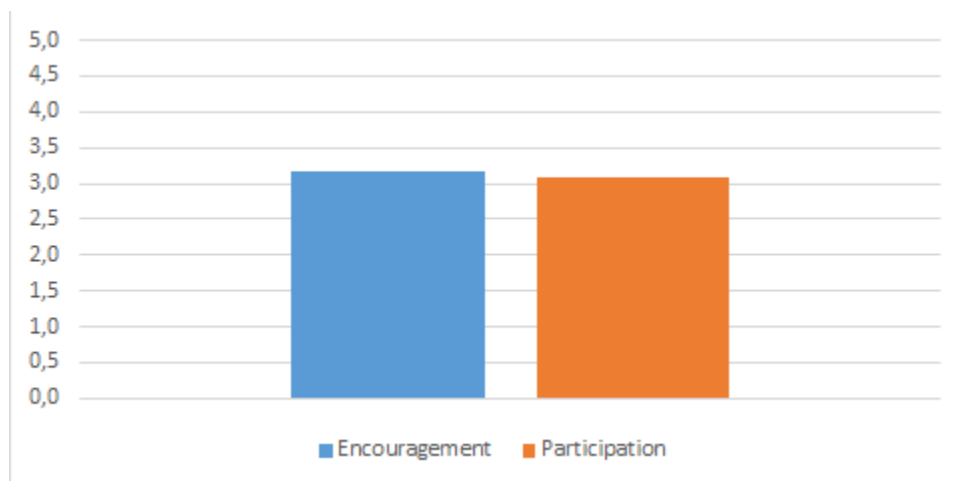
Student's attitude.

Figure 29. Students' attitude towards activities

The figure 29 shows the closeness between encouragement 3.2 and participation 3.1. Still, the average rate is not very high, showing that the students were not attentive enough to participate and the professor's encouragement was not determined enough for the passiveness of the students. It is necessary to mention that the constant use of the book during the classes was a key factor for the decrease of attention in students.

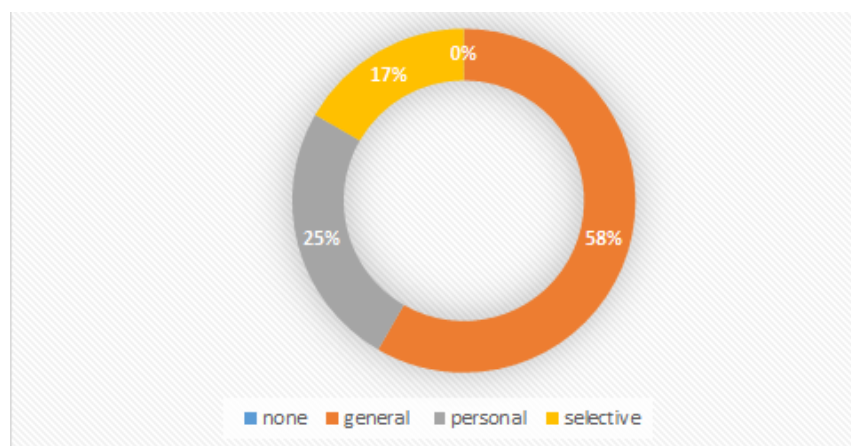
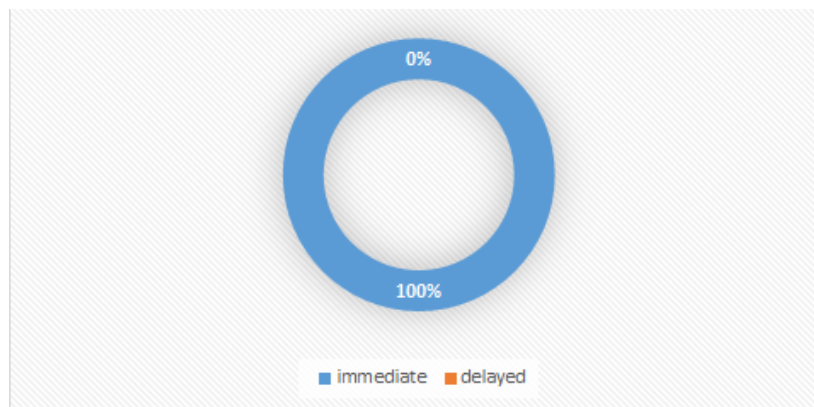
Feedback.

Figure 30. Type of feedback

It can be seen that this professor provided general feedback (58%) preferably (see figure 30). It was followed by personal feedback (25%) and finally selective feedback (17%) in some cases. During the observed classes, the students always received feedback regardless the type of



question or mistake. The professor was always ready to support the students' performance.

Figure 31. Lapse of time in which feedback was given

During the observed classes, the professor always provided immediate feedback (100%) to students, usually focusing on each student or specific groups and extending the feedback to the whole class (see figure 31).

Students' reaction towards feedback.

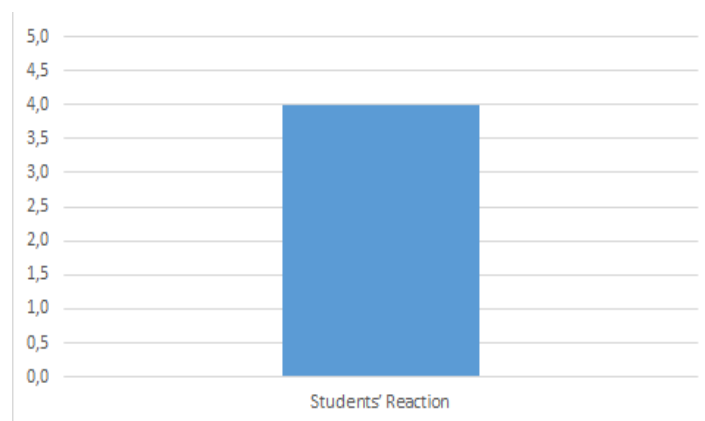


Figure 32. Students' reaction towards feedback

As it can be seen in figure 32, the average obtained was 4.0. This result shows that students answered positively to the professor's feedback.

Interview and observation contrast.

Table 9 makes a comparison between what professor #6 said during the interview and what was observed in his lessons.

Table 9

Contrast Between Interviews and What Was Observed

What is evaluation?	
What professor # 6 said	What was observed
"It has multiple meanings and depends on the context and situation." He refers to evaluations as mini evaluations (during class) and rubrics."	The professor did not do too many evaluations based on rubrics only the mid-terms. If there was any other type of evaluation, it was not evident.
When do you evaluate?	
What professor # 6 said	What was observed
"I try to evaluate multiple times in class, from saying hello, to their writing skills..."	There were some exercises based on writing, reading and speaking.
How do you evaluate?	
What professor # 6 said	What was observed
"With homework, exams and the four times in the semester"	Indeed, the mid-term exams were done, and there was also homework based on the book.
Have you been trained on how to evaluate?	
What professor # 6 said	What was observed
"Yes, I have a certification in Education from The State of Ohio's ----- certified"	There were a few occasions where the evaluation was applied, however, it was not enough evidence to confirm the information.
Is there any feedback after you evaluate? How?	

What professor # 6 said	What was observed
“Yes, throughout rubrics to explain the number (grade). He uses the rubrics provided by the departments or faculty.”	Actually, besides the rubric provided by the university, the professor also gave feedback during the classes to each student.

It can be concluded that there were some differences between what the professor # 6 said and what was observed.

Surveys (students)

To know students' ideas or perceptions about the evaluation process in their English classes, 9 questions were asked; 7 with multiple choice answers and 2 open questions. These questions and the whole survey were done in Spanish to ensure students understanding and to obtain more accurate answers. So, some things will be translated or explained to provide a better understanding to the readership. It is also important to mention that this survey was voluntary and yet, there was a high participation rate. 95 out 142 (66.9%) students answered. The reasons why the other 47 students did not answer are unknown. But, perhaps they might not have had the time, or they may have opted not to answer the survey.

The first question was an open question where students had to write a short definition of evaluation. The purpose of this question was the same as that of the first question asked the professors, to know students' knowledge and perspective on the term “evaluation”. Since there were 95 different answers, the most common answers were classified, and the result was 7 different categories that in a short way express the concept of evaluation. These categories are shown below:

Table 10

Concept of Evaluation According to the Students

Categories (Spanish)	Categories (English)
Confirmación de conocimiento	Knowledge confirmation (evaluation as a way to confirm or check knowledge).
Valoración de conocimiento	Assessment of knowledge (formative and qualitative)
Medición de conocimiento	Measuring of knowledge (summative and quantitative)
Proceso continuo	Continuous process - (formative)
Evidenciamiento de factores por mejorar	Evaluation as “the evidence of factors to improve”
Puesta en práctica del conocimiento	Implementation of knowledge (evaluation as a way to practice what the person knows or has learnt throughout the process).
Otros	Other answers: this category makes reference to answers that were not understood, complete or did not make sense.

These were the answers:

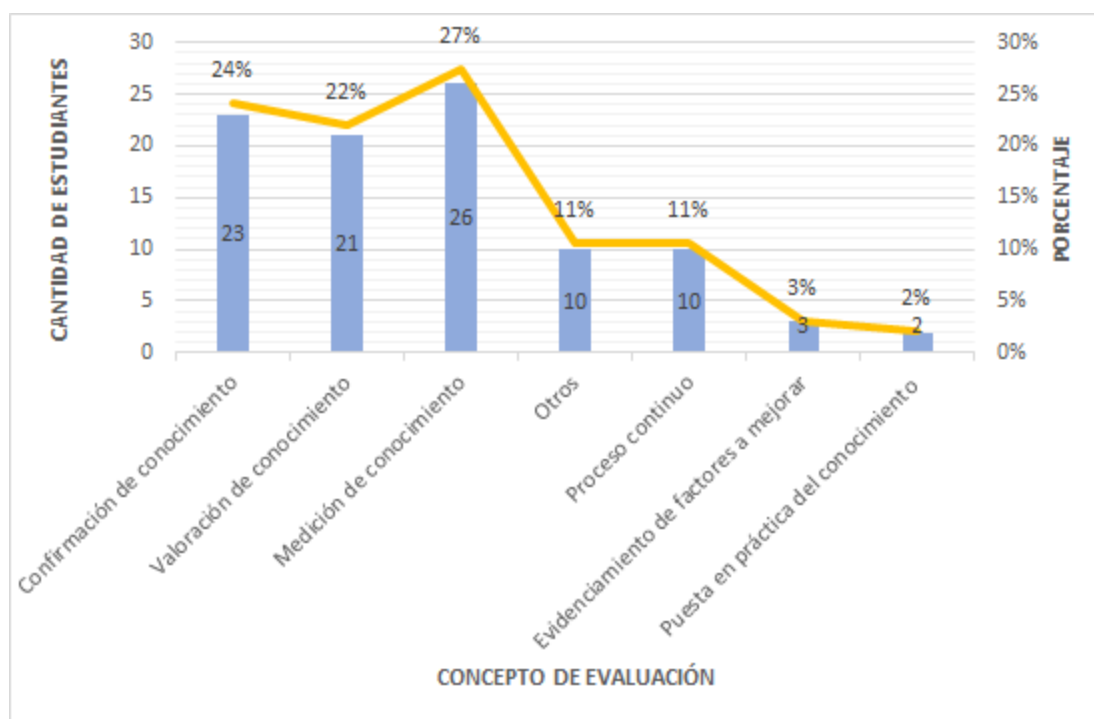


Figure 33. Concept of evaluation according to the students (answers)

The second question was “do you perceive the evaluation as an essential factor in your academic education?” 76 students (79.2%) answered “yes” and 20 students (20.8%) answered “no”, see figure 34.

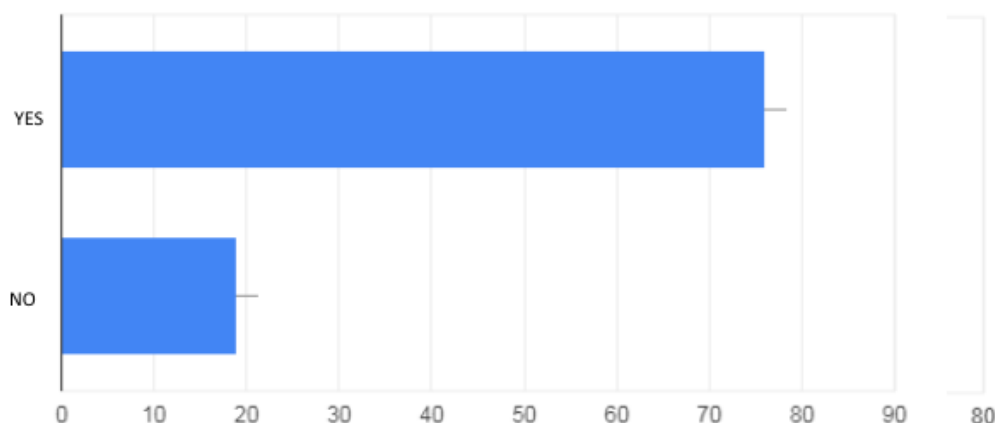


Figure 34. How students perceive evaluation in their academic education

The third question was “how encouraged do you feel during the evaluation?” Here students had to choose an option between 1 and 5, being 1 the lowest level of attention and 5 the highest. The most voted option was “3” with 40 students (40.7%). The second was “4” with 38 students (39.6%). the third was “5” with 12 students (12.5%). The fourth was “2” with 5 students (5.2%) and the last option was “1” with 1 student (1%), see the figure 35. This indicates that students do not feel highly encouraged during the evaluation.

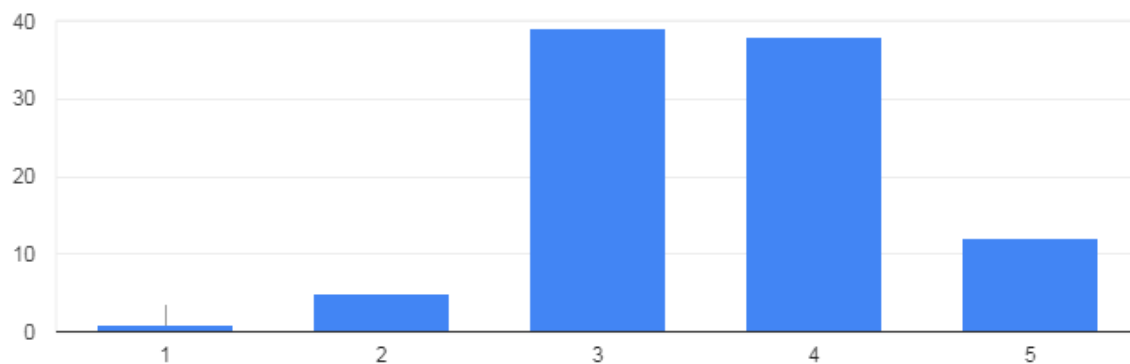


Figure 35. How encouraged students were during the evaluation

The fourth question was, “How often are you evaluated?” Three possible options were given: each class, in some classes and only with the midterm exams. The most voted option was “in some classes with 76 students (79.2%). It is followed by “each class” with 18 students (18.8%) and “only with midterm exams” was the last one with 9 students (9.4%) see figure 36.

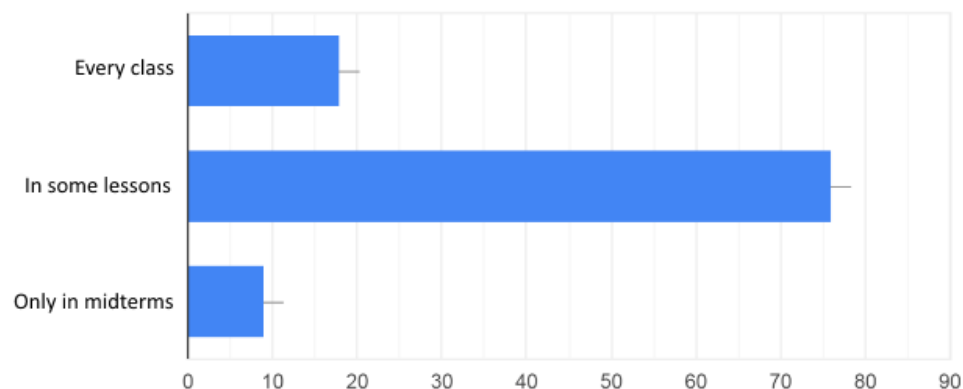
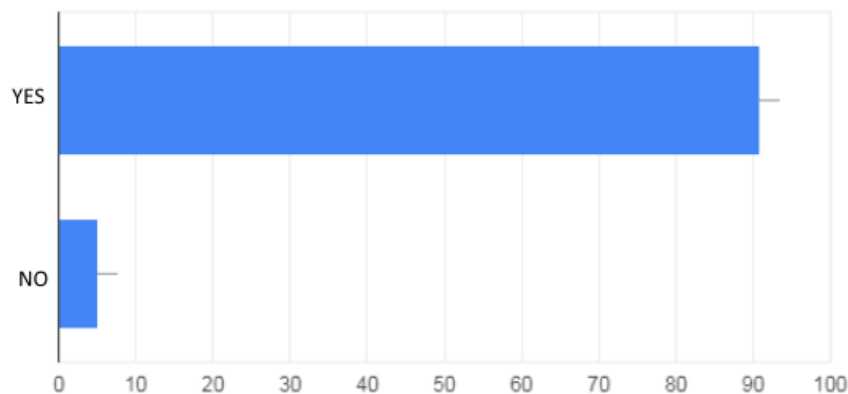


Figure 36. How often students are evaluated

Then, according to students’ perceptions, evaluation their classes is not permanent, and it happens in some classes.

The fifth question was “does your professor provide individual or group correction (feedback) after receiving the results of the evaluation?” 92 students (95.8%) answered “yes” and

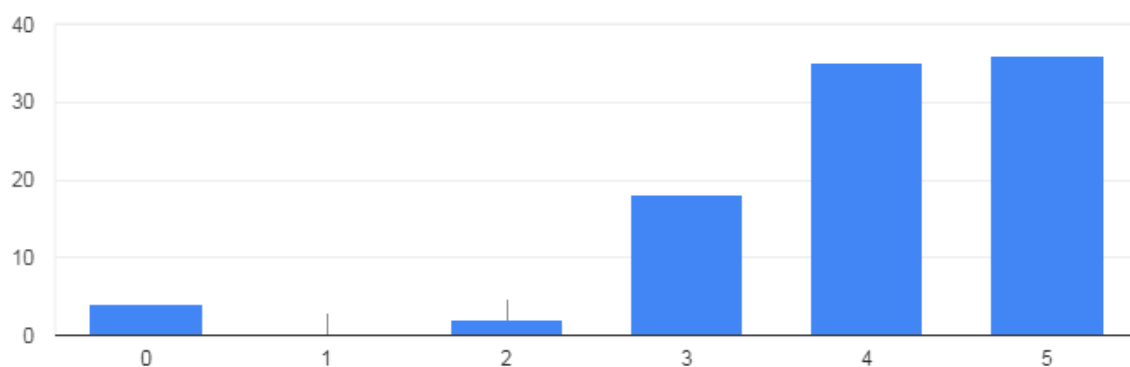
5 (5.2%) answered “no” see figure 37. This means that professors do provide feedback to



students.

Figure 37. Do the professors provide feedback after receiving the results of the evaluation?

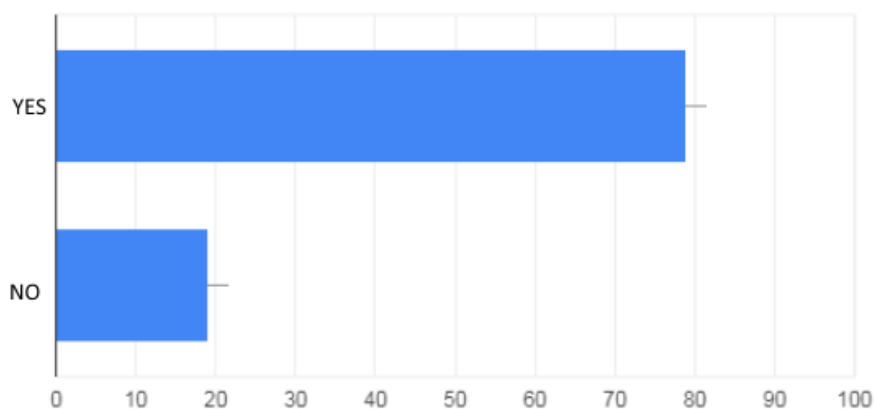
The sixth question was “How complete is the feedback provided by your professor?” Here students had to choose an option between 0 and 5. If their previous answer to question fifth was “no”, here they had to mark “0”. 1 was the lowest level of how the professor provided the feedback and 5 the highest. The most voted option was “5” with 36 students (37.5%). The second was “4” with 35 students (36.5%). the third was “3” with 19 students (19.8%). The fourth was “2” with 2 students (2.1%) and the last option was “1” with 0 student (0%), see the figure



38. According to this information, students think that professors provide complete feedback.

Figure 38. How complete is the feedback provided by the professor?

The seventh question was “do you use the results of the evaluation to improve your learning



process?” 79 students (82.3%) answered “yes” and 20 (20.8%) answered “no” see figure 39.

Figure 39. Do you use the results of the evaluation to improve your learning process?

The students who answered “yes” were asked “how do you use those results?” The most common answers were classified, and the result was 8 different categories that in a short way express how the students use the evaluation results to improve their learning process. These categories are shown in Table 11.

Table 11

How Students Use the Evaluation Results to Improve Their Learning Process (categories)

Spanish	English
No utilizan los resultados	Students who do not use the results
Revisando los errores	Checking the mistakes
Corrigiendo los errores y/o haciendo que el profesor los revise	Correcting the mistakes and / or having the teacher check them
A través de la autoevaluación	Through self-assessment
Usando otras herramientas (internet, libros, etc)	Using other tools (Internet-books, etc)
Reforzando los temas en los cuales tuve dificultades	Reinforcing the topics in which they had difficulties
Realizando nuevamente la actividad evaluativa	Doing again the evaluation activity
Otros	Other answers: this category makes reference to answers that were not understood, complete or did not make sense

Regarding the answers in Table 11, most of the students use evaluation results in different ways to improve their learning process. However, an important quantity of students (21) (22%) answered that did not use the results. (see figure 40).

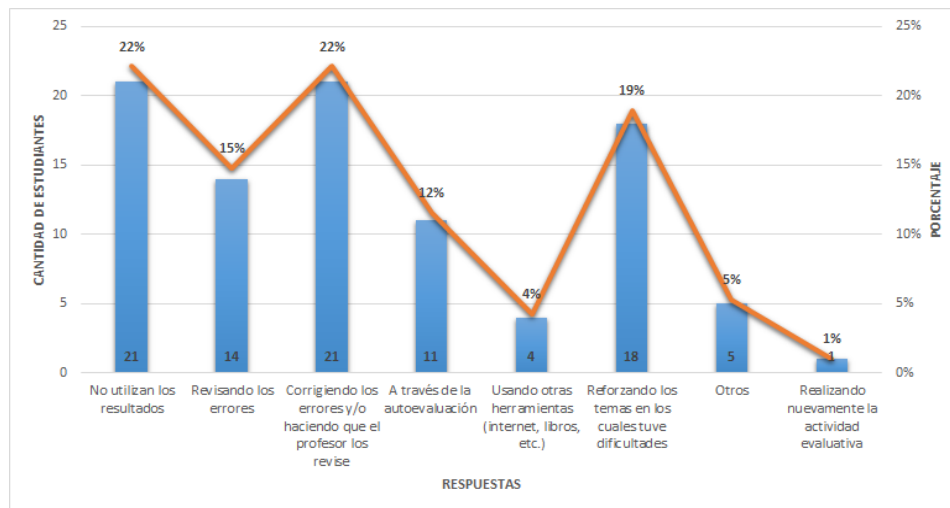


Figure 40. How students use the evaluation results to improve their learning process (answers)

Conclusions

When evaluation is paid enough attention and used correctly, the results in the students' learning processes are positive and evidence more progress. However, when this process is set aside or used incorrectly, learners seem to struggle more when improving their knowledge. These were the conclusions that this research project provided.

In regards to the professors' conception on evaluation, during this research we found that all the interviewed USC professors had a clear concept about evaluation and were aware of its importance. They agreed that it was a way or process to measure or to know students' performance during the learning process. Only professor 1 mentioned that evaluation is not only for making decisions or judgments about the students, but also a way to analyze, test and improve the teaching process. In spite of this, observations showed a slightly different reality. While some professors followed up the process and provided feedback (formative evaluation),

most of them used a more traditional evaluation and only used it as a grade-provider in the midterms (summative evaluation).

In terms of the professors' training on evaluation, in the interviews, it was found that half of the interviewed professors did not have any formal training in evaluation. Only three out of six professors claimed to have had formal training on evaluation. Professors 3, 4 and 6 said that they were trained. By comparison, professors 1, 2 and 5 said that they had not been trained. Professor 1 expressed that although there was a lack of professional training, there was, in fact, theoretical formation. The broadly reading of articles about it had enriched the professor's job. The lack of training was evident during the observations since those professors who claimed to have had training and knowledge on evaluation methods had more participative classes and feedback wasn't provided in the form of a grade. They also used different ways to apply the evaluation so the students would not be pressured but interested and participative in the activities. On the other hand, some classes of those professors who did not have any training were quieter, more monotonous and the feedback provided was in the form of a grade and was usually done at the end of the process. Then, the evaluation was used in a more traditional way.

Concerning the evaluations methods used by professors which were identified during the observations, it was found that there were two methods that stood out. The first one is known as summative evaluation. This summative evaluation was observed to be used by the USC English professors through quizzes, written tests, and more commonly at the end of each midterm with the exams. Comparing this with the theory, this evaluation method is the one that takes place at the end of every learning processes. It is usually presented as final evaluations, especially with written tests. This method is quantitative which means that it mainly focuses on measuring the students' knowledge and providing a numerical grade.

On the other hand, there was the formative evaluation. The formative evaluation, however, was only used by some professors during the observations. These professors carried out evaluative activities based on the students' oral performance such as roles plays, participations, presentations, and activities where students had to speak, using their own skills to carry out certain task. Additionally, these activities were always provided with feedback so that learners could improve their process throughout the lessons. According to theory, this formative evaluation is the one that happens within the learning processes and its objective is to improve the knowledge and skills of the learners. This method is qualitative since it provides the learners with the necessary feedback for them to improve their learning process.

Although, some professors tended to use one method or the other, Guadu & Boersma (2018) stated that, if both summative and formative evaluations are used together properly, one can benefit from each other, and this would end up obtaining better results. Thus, USC English professors from the foreign language program should not opt to use only one evaluation method but rather find the way to mix them both to make the best out of them.

Finally and based on the conclusions showed above, the program of foreign languages English-French in the Universidad Santiago de Cali should take into consideration to provide professors with more specialized training on evaluation so that they can use it in a more effective and homogeneous way; paying more attention to the formal evaluation (control continuo) and not only the summative one (midterms), proposing more appealing evaluative activities, and providing enough feedback. Thus, not only would this facilitate the professors' teaching processes, but it would also benefit students in their learning path since they would be more engaged in the activities, would be corrected more often, and would obtain better results.

Pedagogical implications

According to the information found during the research, the pedagogical implications on the professors' tasks can be the application of different evaluation alternatives. As it was found that evaluative activities that include the active participation of students, result in a more significant learning/teaching process and the professor can have an approximation of real knowledge of the student.

For the student, evaluation should become a tool for their improvement. Different evaluative options will provide them the necessary information to correct and improve during the period and not waiting until the mid-term. Besides this, the students will not perceive the evaluation as a threat or a frightening situation, but rather a rewarding experience that allows them to identify their strengths and weaknesses and how to improve them.

Finally, it will encourage professors to use different ways to evaluate their students once they start a degree in the teaching field. Making a change in the perception of evaluation and becoming innovators, not because of ignoring the traditional system but including more evaluative methods.

Research implications

Evaluation is a tool that plays a very important role in the TEFL processes since both professors and students can benefit from it. This research has shown that this topic still causes many different opinions and varied perspectives. Also the re-discovering of other evaluative methods that, despite being already published and developed by well-known pedagogues long time ago, have been put aside.

It is important to continue digging into the effects in education of the traditional methods of the evaluation. How the application of different ones can affect positively and/or negatively the measuring of the student's performance and skills. Thus, this research leaves us some questions.

First, why are the midterms given much more importance than the work done throughout the process at the USC? Second, how can the USC enhance the professors' evaluating skills? and third, why is there not much research in this field at the USC context when this is a crucial issue?

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Appendix A

The surveys done by the students were systematized on Google forms and published online due to space, printing limitations and accessibility.

Encuesta sobre la evaluación en el aula

Lea atentamente las preguntas y seleccione la respuesta que considere más adecuada. (La información será confidencial.)

*Obligatorio

Dirección de correo electrónico *

Semestre que cursas *

☐ Primero

☐ Segundo

Jornada a la cual asistes y en la cual tomas la clase de inglés *

☐ Mañana

☐ Tarde

☐ Noche

Género *

- ☐ Mujer
- ☐ Hombre
- ☐ Otro

¿Qué edad tienes? *

- ☐ Entre 15 y 20
- ☐ Entre 21 y 26
- ☐ Entre 26 y 30
- ☐ Entre 31 y 35
- ☐ Entre 36 y 40
- ☐ Más de 40

¿A qué estrato económico perteneces? *

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6

¿Cuál es tu razón para estudiar licenciatura en lenguas extranjeras? *

- ☐ Docencia
- ☐ Traducción
- ☐ Viajar
- ☐ Otra

De manera breve, escribe una definición de evaluación. *

Tu respuesta

¿Percibes la evaluación como un factor esencial en su formación académica? *

☐ Sí

☐ No

¿Qué tan motivado te sientes durante la evaluación? *

1 2 3 4 5

Nada motivado ☐ ☐ ☐ ☐ ☐ Muy motivado

¿Cada cuánto eres evaluado? *

☐ Cada clase

☐ En algunas clases

☐ Sólo en parciales

¿Tu profesor realiza algún tipo de corrección (retroalimentación) personal o grupal después de recibir los resultados de la evaluación? *

☐ Sí

☐ No

¿Qué tan completa es la retroalimentación por parte de tu docente? (Si la respuesta anterior es No, marque 0) *

0 1 2 3 4 5

No hay ☐ ☐ ☐ ☐ ☐ ☐ Muy completa

¿Utilizas los resultados de la evaluación para mejorar tu proceso de aprendizaje? *

☐ Sí

☐ No

Si tu respuesta anterior es Si, por favor especifica cómo.

Tu respuesta

¿De 1 a 5 cómo calificarías el proceso de evaluación en el área de inglés de la facultad de lenguas extranjeras en la USC?
(Parciales y control continuo) *

	1	2	3	4	5	
Insuficiente	☐	☐	☐	☐	☐	Excelente

☐ Envíame una copia de mis respuestas.

ENVIAR

Nunca envíes contraseñas a través de Formularios de Google.

Appendix B

In the interviews done to the teachers, six questions were asked. These were:

✚

Interview about professor's knowledge on evaluation
Professor: Date:
1. What's evaluation?
1. When do you evaluate?
2. How do you evaluate?
3. Have you been trained on how to evaluate?
4. Is there any feedback after you evaluate? How?

Appendix C

During the observations, the information was collected throughout journals using Excel to facilitate and speed up the process.

Level								
Observation #								
Date								
TIME (minutes)	TYPE OF EVALUATION	DESCRIPTION	STUDENTS' ATTITUDE		FEEDBACK		DESCRIPTION	STUDENTS' REACTION
			Encouraged	Participative	Time lapse	Type		Encouraged

Appendix D

Chronogram

ESTIMATED PROJECT TIMELINE										
ACTIVITIES	MONTHS									
	FE B	MA R	AP R	MA Y	JU N	JU L	AU G	SE P	OC T	NO V
Problem statement	✓									
Literature review	✓	✓	✓							
Purpose for research	✓	✓								
Justification	✓	✓								
General and specific objectives	✓									
Research question	✓									
Research relevance			✓							
Research limitations			✓							
Important concepts			✓							
Bibliographic review	✓	✓	✓							
Methodology		✓	✓							
First draft			✓							
Review and correction of the first draft				✓						
Instruments development (surveys, interviews)						✓				

[illegible]