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PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"ADVANTAGES AND DISADVANTAGES OF EXIT TICKETS AS A TOOL FOR SELF-ASSESSMENT"

RESEARCH PROJECT

As a prerequisite to obtain a:

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ADVISOR'S APPROVAL

In my role as advisor of the research paper under the title ADVANTAGES AND DISADVANTAGES OF EXIT TICKETS AS A TOOL FOR SELF-ASSESSMENT prepared by MUÑOZ FIGUEROA DAYANA MICHELLE and ROSALES ROCA JEREMY ARIEL undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.

Sincerely,

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Declaration

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-Dayana Michelle Muñoz Figueroa

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- Jeremy Ariel Rosales Roca

Dedication

From the bottom of my heart, I want to dedicate this work to my family and friends, who stood by my side throughout one of the most important stages of my life. To those who were with me before I began this university journey and to those I met and have kept close over the years, thank you for every word of encouragement, for believing in me, and for making this journey full of learning, unforgettable memories, and meaningful moments.

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Finally, I dedicate this achievement to myself. For every sleepless night, for the days when I had to balance work, university, and personal responsibilities, for every obstacle I overcame, and for never giving up on this dream. Today, I recognize the effort, perseverance, and discipline that allowed me to grow not only as a student but also as a person. This achievement represents everything I am capable of accomplishing through dedication and determination.

With love,

Dayana Michelle Muñoz Figueroa

Dedication

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Jeremy Ariel Rosales Roca

Abstract

Although various studies demonstrate the versatility of exit tickets as a self-assessment tool, this research analyzes the benefits and challenges faced by EFL teachers. This study arose from the need to understand how this methodology supports students' reflection and learning, as well as to identify the challenges of implementing this strategy. The main objective was to understand English teachers' experiences regarding the use of exit tickets as a self-assessment resource. Therefore, this qualitative, phenomenological study collected data through semi-structured interviews conducted with five English teachers from Santa Elena Province, Ecuador, who had experience using this resource. The results showed that exit tickets are valued as a practical and flexible tool that encourages reflection, self-assessment, and student participation. They also make it possible to identify strengths and weaknesses in learning and promote students' autonomy. However, key challenges were identified, such as limited time, superficial responses, and the risk of the activity being perceived as routine due to excessive use. It was therefore concluded that exit tickets are an effective means of self-assessment when they are used with clear objectives and accompanied by meaningful feedback, providing valuable information to strengthen formative assessment processes in English language teaching.

KEYWORDS: Formative assessment, self-assessment, exit tickets, English language learning, student reflection, feedback.

Resumen

A pesar de que diversas investigaciones muestran la versatilidad de los tickets de salida como herramienta de autoevaluación, la presente investigación analiza los beneficios y las adversidades que enfrentan los docentes de EFL. Este estudio surge de la necesidad de discernir como esta metodología apoya la reflexión y el aprendizaje de los pupilos, así como reconocer los desafíos de implementar esta estrategia. El objetivo primordial fue entender las experiencias de docentes de inglés respecto al uso de los tickets de salida como recurso de autodiagnóstico. Por lo que este estudio de enfoque cualitativo y fenomenológico, recopilo datos a través de entrevistas semiestructuradas que se realizaron a cinco docentes de inglés de la provincia de Santa Elena, Ecuador, con trayectoria en el uso de este recurso. Los resultados evidenciaron que los tickets de salida son valorados como un instrumento práctico y flexible que estimula la reflexión, la autoevaluación y la participación del alumnado, además posibilita identificar fortalezas y debilidades en el aprendizaje e impulsan la autonomía de los estudiantes. No obstante, se identificaron obstáculos claves, tales como la limitación del tiempo, respuestas superficiales y el riesgo de que la actividad sea percibida como rutina por el uso excesivo. Concluyendo de esta forma que los tickets de salida son un medio efectivo de autoevaluación al utilizarlos con objetivos claros y se acompañan con una retroalimentación significativa, proporcionando información valiosa para reforzar los procesos de evaluación formativa en la enseñanza del idioma inglés.

PALABRAS CLAVE: Evaluación formativa, autoevaluación, exit tickets, aprendizaje del inglés, reflexión estudiantil, retroalimentación.

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Introduction

Nowadays, formative assessment has become one of the fundamental components of the teaching and learning process, especially in EFL classes. Instead of focusing only on measuring students' performance, formative assessment aims to provide continuous feedback that helps both teachers and students identify strengths, weaknesses, and areas for improvement. Among the various formative assessment strategies, exit tickets stand out because they allow teachers to collect immediate information about students' understanding while also encouraging them to reflect on what they have learned in each unit. As a result, exit tickets have been shown to be effective in promoting students' self-assessment and autonomy.

From this perspective, one of the main challenges faced by English teachers is getting students to become active participants in their own educational process. Although many assessment processes are carried out regularly, students have limited opportunities to examine their own progress, recognize difficulties in their learning, and reflect on their performance. In addition, teachers often have difficulty obtaining accurate information about students' understanding before introducing new content. For this reason, the implementation of formative assessment methods that promote reflection and provide immediate feedback has become increasingly important in English language teaching.

Given this situation, it is necessary to investigate how exit tickets support students' self-assessment and learning. Although this strategy has been widely recognized for its simplicity and versatility, its effectiveness depends on various factors, including the quality of students' responses, teachers' ability to provide meaningful feedback, and the classroom conditions in which it is implemented. Consequently, the objective of this research is to examine the

advantages and disadvantages of exit tickets as a self-assessment tool by analyzing the experiences and opinions of English teachers regarding their use in English as a foreign language classrooms. In addition, the study aims to identify the challenges teachers face during their implementation and determine how this strategy supports students' reflection, participation, and learning.

Likewise, several studies have examined the role of self-assessment, formative assessment, and reflective learning in English language teaching. Therefore, this study includes a detailed review of the literature related to metacognitive theory, self-regulated learning, and formative assessment. Consequently, this study includes a detailed analysis of the literature related to metacognitive theory, self-regulated learning, and formative assessment. These concepts provide the theoretical foundation for understanding how exit tickets help students become aware of their own learning process and promote more effective teaching methods.

Since this research focuses on understanding teachers' experiences and perceptions, a qualitative method with a phenomenological design was used. Data were collected through semi-structured interviews with five English teachers in Santa Elena, Ecuador, who had experience implementing exit tickets in their classrooms. This methodology made it possible to obtain detailed data on the participants' opinions, experiences, and reflections regarding the use of this formative assessment strategy.

The results showed that exit tickets are viewed as a useful and flexible tool that enhances students' self-assessment, fosters reflective thinking, improves participation, and provides teachers with information on key aspects for making educational decisions. However, participants acknowledged several challenges, including superficial responses from students,

limited time to review the work, and students perceiving exit tickets as a routine activity if they are overused. If not implemented with clear goals and meaningful feedback, these factors can diminish the strategy's effectiveness.

In summary, this research examines the use of exit tickets as a self-assessment tool from the perspective of English teachers, with the aim of providing a comprehensive understanding not only of their benefits but also of their limitations in classrooms where English is taught as a foreign language. The study contributes to the field of formative assessment by providing practical evidence that can help teachers implement exit tickets more effectively. Furthermore, it suggests that future research should also analyze students' perceptions in order to gain a broader understanding of how this strategy affects English language learning.

Chapter I

Research Topic

Exit Tickets as a Tool for Self-assessment

Title

Advantages and Disadvantages of Exit Tickets as a Tool for Self-assessment

Problem Statement

Teaching English in Ecuador presents many fundamental deficiencies that significantly hinder students from developing strong communicative skills. Recent research indicates that many classes continue using outdated methods focused on writing and grammar, offering limited opportunities to practice speaking, as a result, the nation has one of the lowest levels of English proficiency in the region (Orosz et al., 2021).

Given this situation, the significant deficiencies in the quality of English language teaching as a foreign language are evident, highlighting the urgent need to implement tools that, in addition to facilitating language learning, promote students' individual reflection on their own learning. Exit tickets have attracted interest as a possible resource that strengthens students' self-assessment. However, the use of exit tickets in English classes in Ecuador faces specific challenges that limit their effectiveness.

One of the main problems identified when implementing this strategy is the superficiality in students' responses, since, as indicated in the study by Suharto et al. (2025), learners tend to respond quickly and incompletely in order to finish the activity as soon as possible when the instructions are not clear or they are not familiar with the topic, giving little importance to the

task and preventing the identification of their real understanding. This lack of interest hinders teachers from obtaining accurate results, making it difficult to provide more precise feedback.

Another limitation present is the lack of systematic follow-up by teachers in formative assessment. Romadhon et al. (2022) recognize that although exit tickets were designed to promote instruction, teachers often overlook the detailed review of the responses obtained and rarely use the results to take them into account when giving feedback to their class. When this happens, students tend to notice this action, causing them demotivation and lack of interest in participating consciously. Therefore, students may perceive that their answers are not important, making this tool lose its formative purpose and become a mechanical activity.

On the other hand, there is the limited preparation of teachers regarding formative assessments. Baartman and Gulikers (2025) state that nowadays, a large part of teachers show little knowledge about the correct application of formative assessments due to their lack of professional training. This lack of knowledge prevents the adaptation of didactic resources such as exit tickets, resulting in their incorrect application, without clear objectives and without an effective interpretation of students' responses.

In addition, there is a noticeable absence of empirical evidence about the real impact of using exit tickets in the classroom. Basco (2021) indicate that although this strategy is very helpful, there are still few studies providing information about its long-term impact on student performance and self-assessment.

For these reasons, although exit tickets are widely recognized for promoting reflection, motivation, and student participation, their true contribution to the process of formative assessment and self-assessment remains uncertain. Therefore, it is considered necessary to analyze, from the perspective of teachers who apply this resource, what advantages and

disadvantages exist in using this resources as a self-assessment tools in English classes. Understanding these characteristics allow us to determine whether exit tickets serve as a functional tool for reflection and assessment or if they simply become a routine task within the classroom.

Justification

The study of formative assessments is essential, as it is a key component of education, especially in the teaching and learning of a second language. These tools are very useful in the classroom because through them, it is possible to continuously collect information about the teaching-learning process (Foster, 2024). This allows educators to recognize with much facility what students are learning, know how to proceed with their teaching, and what strategies to adapt according to the needs that arise. In this sense, exit tickets emerge as a valuable strategy for getting instant information at the end of each class.

As Puspaningtyas et al. (2024) point out, this resource not only offers educators important data that can be employed as material to evaluate and plan their next classes but also gives students a space to reflect on the knowledge they have acquired and increase their sense of responsibility and independence. However, when there is no clear idea about their application or when teachers are unfamiliar with their real function, different perceptions appear that affect their use and reduce their effectiveness in the English classroom. This lack of clarity evidences the need to analyze how English teachers perceive and apply them.

The objective of this research is to examine teachers' perceptions regarding the use of exit tickets as a self-assessment tool in English classes in order to understand the true contribution this resource makes to the formative assessment process. Additionally, this study seeks to

identify the advantages and disadvantages related to the use of this resource in English as a foreign language classrooms.

The main beneficiaries of this study are English teachers, as the results allow them to identify both the advantages and limitations of using exit tickets, which serve as support for educators when selecting the most appropriate assessment tool to offer meaningful feedback to students.

The results of this research serve as a direct contribution to the field of formative assessment in English language teaching, as they permit comprehension of the usefulness that teachers attribute to exit tickets, as well as the impact they have on learning outcomes (Martín-Moreno et al., 2025). Furthermore, this research offers evidence that can help improve feedback, student autonomy, and the conscious use of closure strategies. Overall, these findings provide important information for improving formative assessment and supporting better teaching decisions.

Problem Question

1. How do teachers characterize the use of exit tickets as a self-assessment tool in their English classes?

Specific Questions

1. What are the main advantages that teachers perceive when using exit tickets?
2. What disadvantages or challenges do teachers identify when using exit tickets?
3. How do teachers interpret the contribution of exit tickets to student reflection and the learning process?

General Objective

- To analyze teacher's perspectives on the use of exit tickets as a self-assessment tool in English classes through qualitative data collection methods such as interviews.

Specific Objectives

- To explore the advantages that teachers find in using exit tickets in English classes.
- To examine the challenges that teachers face when using exit tickets in English classes.
- To identify how exit tickets contribute to student reflection and the English learning process.

Chapter II

Theoretical Framework

Background

Currently, formative assessments have emerged as an essential component in teaching practices, as they provide relevant information about students' comprehension processes and progress. Shamim-ur-Rasul et al. (2024) mentions that formative assessment is recognized as an important resource within the learning process since, through the continuous participation of students in different strategies, it helps stimulate their engagement and motivation. Among the various strategies that formative assessments offer, exit tickets have stood out as an effective, quick, and practical tool for gathering feedback and generating self-assessment.

As Main (2022) states, the exit ticket makes it possible to conclude a class efficiently, providing teachers with important information to consider before their next lesson in order to give more accurate feedback. In other words, this didactic resource helps teachers identify weaknesses and the level of comprehension of the new topic taught.

Despite being a highly beneficial tool for promoting self-assessment which, as conceptualized by Tsintsadze et al. (2024), is a process that supports students in constructive criticism of their learning outcomes, the implementation of this resource in class presents several challenges that affect the effectiveness of exit tickets. Therefore, in order to understand the functionality of this tool as a self-assessment method, it is essential to identify the advantages and disadvantages of exit tickets through teachers' experiences.

International Background

International research shows that exit tickets function as a formative tool that greatly supports the strengthening of self-assessment and reflection. In a study done in Thailand by

Chaisiri (2023), focused on 34 university students of English as a foreign language, tasks measured through exit tickets were implemented in the course English for Communication, which demonstrated that this tool offered students specific opportunities to reflect on and self-assess their learning. On the other hand, it provides teachers with important information to plan their next lesson. The results showed improvements in verbal communication in English and proposed a positive view of the usefulness of exit tickets for reviewing content and for students' continuous participation. This type of evidence shows how exit tickets can become a resource to enhance independence and critical thinking, especially when teachers use the results obtained to improve their instruction.

In Cyprus, Vassiliou et al. (2022), which analyzed an international systematic review involving students from different educational levels of English as a foreign language contexts worldwide, was able to identify that digital tools such as Google Forms are an excellent option for digital exit tickets, as they allow teachers to detect concepts with weaknesses in order to plan immediate feedback and promote learning through more continuous student participation. However, the authors mention that the efficiency of this strategy depends on careful monitoring by the teacher of the responses obtained. The research suggests that, when this tool is applied correctly, it supports real-time feedback and also fosters a culture of continuous and conscious learning within English language teaching.

Latin American Background

According to Coronado (2020), in a study conducted in Colombia, exit tickets are presented as a practical strategy to strengthen continuous learning. In Latin America, this tool has been progressively incorporated into the teaching of the English language and, despite being highly useful, its application within the Latin American context has not been widely researched.

Nevertheless, a study closely related to the topic has been identified, which examines the efficiency of exit tickets in English language learning.

Similarly, Lopéz et al. (2022) through research carried out in Argentina, analyzed the potential of exit tickets, investigating the effectiveness of this tool in a group of 17 Spanish-speaking students. The results showed significantly positive changes in participation, learning management, and feedback; in addition, students' self-assessment and reflection improved. Therefore, the authors conclude that this tool helps both teachers and students identify progress and the difficulties being encountered within the learning process. This finding provides notably valuable information within the Latin American context, where further research is still needed to rigorously examine this didactic resource.

National Background

Within the Ecuadorian context, formative assessment has gained importance in recent years because it promotes active and reflective learning for students. The study by Tapia and Santa Maria (2024) is highly significant because it analyzed how teachers in public institutions rely on implementing formative assessment strategies in their classes. The results of the study showed that teachers tend to apply brief closing strategies, such as reflection questions and the instant checking of previously learned content, in order to modify the teaching process based on students' needs reflected in the results obtained through these strategies. This clearly shows that its main benefits include the possibility of effectively adjusting teaching methods, promoting autonomy, and improving the quality of the learning process. The importance of this study demonstrates that these brief activities have a positive impact on pedagogical decision-making.

On the other hand, in the study by Espinosa Harris et al. (2023), regarding the advantages of formative assessments in English language teaching, the research investigated how the use of

formative strategies improved the learning of medical science university students who were taking English courses. The results showed a significant improvement in motivation, in addition to increasing the understanding of students' strengths and weaknesses regarding the topics taught, which means that providing continuous feedback benefits the development of critical thinking and increases active participation. This study is important because it demonstrates that formative assessments not only fulfill their main function, which is monitoring progress, but also help develop new skills.

These studies support the idea that formative assessments are essential pedagogical tools for the continuous improvement of learning in Ecuador, both in general contexts and within English language teaching. Based on their findings, it is understood that brief closing activities, feedback, self-assessment, and reflective participation allow teachers to identify students' individual needs and adjust instruction in a timely manner. In this sense, tools such as exit tickets adapt well to this practice, as they help collect immediate information, foster self-reflection, and assist both teachers and students in making more informed decisions.

Pedagogical Basis

Constructivism

Jean Piaget, better known as the father of evolutionary psychology, developed the theory of Constructivism, which was later expanded by Lev Vygotsky. According to Guo (2024), Constructivism is a theory that supports the idea that students build their knowledge actively instead of only receiving information. This theory emphasizes that learning occurs when the student connects prior knowledge with new experiences; in other words, learning happens through different ways of motivating the student to participate in reflection tasks and problem-

solving activities, which help develop critical thinking and involve them meaningfully in constructing their own learning.

Within the context of English language teaching, Guo (2024) also states that Constructivism is reflected through practical activities such as task-based learning, communicative activities, and reflection spaces that allow students to apply the language in real situations. For this reason, Karpin and Mahmudatussa'adah (2022) consider that exit tickets offer students brief opportunities to express what they learned and highlight doubts about their learning process, supporting the construction of linguistic knowledge through analysis, language use, and interaction, which are considered important aspects in Constructivist learning environments

Metacognition Theory

Metacognition originally introduced by John H. Flavell refers to the ability students have to be aware of their own thinking process and adjust it in order to achieve more effective learning (Stanton et al., 2021). This theory argues that developing metacognitive skills is directly connected to improving academic performance because it allows students to identify their comprehension levels, what needs reinforcement, and which strategies can be applied.

In the context of English language learning, this theory helps promote reflection on language comprehension and the recognition of students' strengths and weaknesses. Furthermore Rodriguez et al. (2024) explain that exit tickets are useful for reflective practice and self-evaluation, which is why this resource is useful within the Metacognitive Theory, as it offer learners an immediate space at the end of the class to self-assess.

Self-Regulated Learning Theory

Barry Zimmerman proposed that Self-regulated learning promotes the student's active participation during their learning process. Brenner (2022) mentions that the theory of Self-regulated learning allows students to participate actively and consciously in their learning because it involves setting goals, monitoring, and regulating both cognition and motivation. This approach states that students need to make decisions about strategies for their learning, since knowledge does not occur automatically; therefore, it is necessary for them to analyze how to use their cognitive resources in order to clarify their objectives.

Within the context of English language learning, this theory enables students to analyze what they have learned, the difficulties they have noticed, and what actions they can take to improve. According to Ni'mah et al. (2025), self-regulation consists of three fundamental processes: metacognition, motivation, and strategic action. These components allow students to reflect on their learning by considering their performance on tasks and their choice of study methods focused on improving academic performance.

Feedback Model

Williams (2024) states that effective feedback has a direct impact on students' motivation, learning, and academic performance, making it an essential element in educational processes. Feedback does not focus on correcting errors; instead, it guides students to understand what they are achieving, what requires improvement, and which decisions can be made to make progress with positive results, highlighting the importance of timely, clear, and relevant feedback.

In the field of English language teaching, Susanti et al. (2025) explains that Feedback is a conversation in which the exchange becomes an active interaction between teachers and

students. In other words, this approach promotes conscious interaction in order to improve linguistic performance.

Theoretical Basis

Assessment in Learning

Levy-Feldman (2025) mentions that educational assessment contributes significantly to the quality of learning experiences because it provides important information about students' progress and the effectiveness of the teaching methods being applied. Therefore, assessment is understood as the process of collecting and interpreting information about learning in order to effectively guide instruction for the improvement of academic development. Assessment is essential to ensure that educational objectives are achieved.

Formative Assessment

According to Stanja et al. (2023), formative assessments support the teaching and learning process because their main purpose is to accompany academic development while learning takes place. In other words, formative assessments do not focus solely on measuring results, but also on generating a more reflective process, fostering more conscious learning that helps students identify their progress and weaknesses responsibly.

Self-Assessment

Self-assessment is a process in which students reflect on, monitor, and understand their own learning process and academic performance, fostering their independence and increasing their responsibility in their learning. This means that it requires students to examine deeply their own strengths, weaknesses, and the results of the knowledge they have acquired, since their personality traits are directly connected to the perception of their self-assessment. Clipa (2025), argues that "the character traits of students' personalities and the way of increasing responsibility

for their own academic results are of paramount importance in the self-assessment process." Self-assessment becomes a reliable tool that encourages motivation and continuous progress when learners develop more accurate self-knowledge and maintain a positive view of themselves.

- Self-Assessment in EFL Learning: Self-assessment is a procedure that, over time, has gained greater relevance in the learning of English as a Foreign Language (EFL), as students are encouraged to observe their linguistic progress and take responsibility for improving their academic performance. This allows students to identify the skills that need improvement, such as writing. According to Ebrahimi (2021), "self-assessment is conceptualized as a procedure by which the learners themselves evaluate their skills and knowledge." Metacognitive awareness and autonomy are essential elements for achieving effective learning in a second language, which is why, when self-assessment is used correctly, it becomes an essential component in EFL learning.

Exit Tickets

Exit tickets, also known as exit slips, are a strategy belonging to formative assessment and are defined as brief activities applied at the end of a class with the purpose of obtaining immediate information about students' understanding of the topic taught. Suharto et al. (2025) states that exit slips allow teachers to identify what students actually learned, showing that they can analyze their knowledge and express their doubts in order to provide valuable information that can be used to adjust lesson planning based on students' needs.

- Exit Tickets in EFL Learning: Within the educational context of English language learning, exit tickets are a tool used in formative assessment in a brief and concise

manner, allowing teachers to understand what their students have comprehended at the end of each class, since this strategy requires learners to express the aspects of the lesson that need improvement and those that should be maintained. According to Hamdy and Kalisah (2020), “exit slips had a significant effect on EFL learners’ writing ability and reading comprehension because they helped students summarize, reflect, and identify what they understood at the end of the lesson.” When exit tickets are applied correctly, they support decision-making and motivate students to participate actively in their learning process, making them an effective practice within EFL classrooms.

- Exit Tickets as a Tool for Self-Assessment: Exit tickets are effective as a self-assessment tool because they motivate students to examine what they have understood at the end of the lesson and to identify the specific areas where they need to improve. This practice not only provides an immediate evaluation of how the student is learning but also encourages them to value their own work and to monitor their progress with greater autonomy. In an exploratory study, Martín-Moreno et al. (2025), highlight that “real-time exit tickets provided students with immediate feedback on their performance, fostering self-reflection and supporting iterative improvement.” When this strategy is integrated into classroom routines, learners engage in meaningful reflection, develop metacognitive awareness, and become active agents who monitor their academic progress. This demonstrates the value of exit tickets as a practical self-assessment tool.

Legal Basis

Given the challenges surrounding the lack of systematic follow-up on exit tickets in the classroom, it is essential to emphasize the provisions of Article 18 of the LOEI, which stipulate that teachers are required to conduct an accurate assessment of student progress.

> Art 18. Teachers must provide appropriate assessment and attention to students, taking into account their cultural and linguistic diversity as well as their individual differences, and communicate the results of assessments using pedagogical reasoning. (Ley Orgánica de Educación Intercultural, 2024, art. 18, lit. h.)

However, given the persistence of traditional teaching approaches in the classroom, it is important to note Article 17 of the LOEI, which affirms teachers' right to access high-quality professional development.

> Art 17. Free access to professional growth opportunities, training, continuing education, professional development, and pedagogical and academic innovation at all levels, according to their needs and those of the National Education System. (Ley Orgánica de Educación Intercultural, 2024, art. 17, lit. a)

English language instruction in Ecuador faces several challenges due to the use of traditional teaching approaches and a lack of resources, which limit students' communication skills and motivation. In light of this situation, exit tickets as a form of formative assessment emerge as a viable alternative, playing a key role in providing timely and immediate feedback, thereby fostering self-assessment. However, previous research highlights significant challenges in their use. Furthermore, while supported by theories such as constructivism and metacognition,

which underscore the utility of this pedagogical tool, its true impact over time remains uncertain, justifying the need to examine teachers' perspectives.

To address the proposed objectives and gain a detailed understanding of teachers' experiences, the third chapter outlines the methodological framework, which serves as a guide for the practical conduct of the research. The study employs a qualitative approach with a phenomenological design, ideal for exploring human perceptions and describing how English teachers experience the use of exit tickets. Data collection is conducted through individual interviews, supplemented by a ten-question questionnaire. Finally, the process for selecting the study population is specified, ensuring that the data obtained are meaningful and contextually relevant.

Chapter III

Methodological Framework

Research Method

Qualitative Method.

This research project use a qualitative method to delve into the perceptions and experiences of educators in the English area who apply exit tickets in their classes in order to understand their application, the results they have observed in students, and what aspects they consider favorable or limiting in their use.

According to Makateng and Mokala (2025), qualitative research is an approach that allows for obtaining in-depth and detailed information about the behaviors, lived experiences, and perceptions of the people studied. This method goes beyond numerical data that measures phenomena, which makes it ideal for this study, as it allows exploring in depth the appreciation that teachers have about this tool.

Phenomenological Studies

The study has a phenomenological design, which, as described by Haque & Ahmad (2025), is a type of research that emphasizes the study of human experiences in their pure state, that is, exactly as they are experienced and comprehended by people. This approach is adequate for conducting this research, as it offers the opportunity to explore how English teachers experience and understand the use of exit tickets in their teaching practice.

Data Collection Techniques

Interviews. The research is being conducted through interviews with English teachers at Universidad Península de Santa Elena who have used exit tickets in their classes. This data collection technique was selected because it allows the researcher to examine how participants

give shape to and express their understanding of the world around them through subjective narratives, thus interpreting the values, practices, and meanings that derive from their experiences (González-Vega et al., 2022).

The interviews have a semi-structured format, with questions focused on the problem investigated, and made individually, with the purpose of allowing each teacher to express their experiences and perceptions regarding the use of exit tickets. The interviewees' responses are recorded and transcribed for the research and are currently being analyzed. The information obtained allow to delimit the advantages that teachers perceive when using exit tickets in the classroom, analyze whether this resource functions as a self-assessment tool in the students' learning process, and identify the challenges they have faced in their application.

Instrument

The interview guide is a practical tool that can be used to obtain information without intermediaries (Srivastava, 2024). Through a series of questions, as exposed by Ranganathan and Caduff (2023), this tool facilitates the collection of data on the personal constructs of respondents. Before designing the questionnaire, it is important to have clearly defined objectives for the study topic, because once this is done, the process of drafting questions begins, which also requires good design, as this can affect the interaction and response of the person to whom the questionnaire is directed (Lessa, 2022).

To go deeper into the impact that using exit tickets has on learning and self-assessment for foreign language students, this study uses a questionnaire as instrument, which explore the experiences, knowledge, and challenges of educators who have applied exit slips in the English classroom. The questionnaire applies open-ended questions that give educators the freedom to

express themselves and provide detailed opinions. This helps to better understand how they apply this tool and what effects they have observed in the teaching-learning process.

Type of Questions

The interview guide is composed of ten open-ended questions, whose purpose is to invite teachers to share and describe in detail their experiences in the use of exit tickets. The main reason for using this style of questions is to help researchers capture the essential ideas that respondents share, something that other questions, such as closed-ended questions, do not do.

Taherdoost (2022) affirms that if the researcher needs to gather the perceptions of interview participants with more detail, open-ended questions are the best choice, as these questions allow brief or extensive responses according to each teacher's experience, which is favorable for data collection and analysis. By designing this type of question, it can be possible to determine not only the different opinions that each educator has, but also the reasons that justify their conclusions. This help demonstrate the true impact of exit slips on the dynamic mechanisms of teaching and learning in a broader way.

Population and Sample

Population

A population is defined as the set of individuals that meet the conditions to be studied (Willie, 2024). This group becomes the center of study for any investigative process, as it provides the subjects from whom the necessary information will be obtained (Ahmad et al., 2023). Therefore, basically, the population lays the bases for the study, since without a population it would not be possible to develop the research. Furthermore, Shukla (2020) asserts that "a well-defined population helps the researcher in selecting sample of proper size, which

represents the entire population". This ensures that the data collected is meaningful and that the research maintains its focus.

In this study, the population is constituted by English teachers from the province of Santa Elena, Ecuador. These participants were selected because they meet the characteristics demanded by this project; that is, they participate directly in the teaching-learning processes and have knowledge and experience regarding the application of pedagogical strategies within the classroom, which will offer details and valuable information for the development of this study.

Sample

For the selection of participants, criterion sampling will be used, where a small group of five educators was chosen as a sample. Since this research is qualitative and seeks in-depth responses, employing this type of sample is ideal, as it allows selecting professionals who have already incorporated, worked with, and observed how the subject of study influences in their English classes.

Each participant will be interviewed in person through a questionnaire with open-ended questions, allowing them to explain and describe each question related to the main topic. With this method, it will be easier to connect with the interviewee, facilitating interaction. In addition, with the answers that the participants provide, it will be possible to recognize both the aspects that favor its application and those that hinder teaching practice, which will allow to understand with more accuracy its true effectiveness in the classroom.

Chapter IV

Analysis of Finding

This chapter presents the analysis and interpretation of data obtained from interviews with five EFL teachers experienced in using exit tickets. The main objective of this section is to examine the information obtained and compare it with the reviewed literature in order to better understand the advantages and challenges the teachers experienced in implementing this formative assessment strategy. Similarly, it seeks to determine how the evidence obtained coincides with or differs from the results documented by other authors who have researched the use of exit tickets in educational contexts.

Table 1

Profile of the Interviewed Teachers

Participant	**Teaching experience**	**Educational level**	**Frequency using exit tickets**
Teacher 1	4 years	College level	Usually
Teacher 2	15 years	College level	Usually
Teacher 3	25 years	College level	Often
Teacher 4	10 years	College level	Occasionally
Teacher 5	6 years	College level	Usually

Note. The population for this research project shares a similar profile in terms of the time they have used this self-assessment tool, which gives us a comparable experience to investigate.

Before analyzing the findings obtained through the interviews, it is important to describe the profile of the participants involved in this research. They are English teachers with different years of teaching experience but similar educational levels. Despite these differences, all of them had previous experience using this formative assessment tool, which allowed them to share their perceptions based on their own teaching practices.

Interpretation of data from the interviews

The information obtained through the interviews was analyzed using thematic analysis, which made it possible to identify responses in which the participants agreed regarding their perceptions and experiences. As a result, four main categories emerged: Self-Assessment and Reflection, Impact on the Learning Process, Strengths and Benefits, and Challenges and Limitations. These categories emerged from the careful selection of the themes that stood out in the teachers' responses and are directly connected to the objectives and research questions established in this study.

Table 2

General experience using exit tickets

CATEGORIES	ANWERS	AUTHORS
Exit tickets and Self-Assessment	The participants agreed that exit tickets strengthen students' reflection on their own learning process, as they allow them to recognize their strengths, identify	Based on the Metacognitive Theory developed by Flavell and explained by Stanton et al. (2021), learners develop the ability to analyze and reflect on their own

	difficulties, and analyze their performance. The teachers mentioned that this tool stands out from other assessment strategies because it promotes more active participation in the learning process and encourages students' self-reflection.	understanding and thought processes, which enables self-assessment and promotes awareness of their strengths and weaknesses.
Impact on EFL Learning	The participants indicated that exit tickets, in addition to supporting the development of students' learning, encourage active participation during each class, as they make it possible for students to take an active role in their own learning process. Furthermore, they stated that implementing this tool	According to Brenner (2022), the Self-Regulated Learning Theory promotes students' active participation in their own learning process through reflection, monitoring, and decision-making, aspects that foster more conscious and effective learning.

	makes it possible to identify strengths and weaknesses effectively, as well as detect which topics require reinforcement and adjust their teaching methods according to the students' needs.	
Strengths and Benefits	The teachers described this formative assessment tool as practical and flexible, allowing them to obtain immediate information about what students understood at the end of the lesson. Likewise, they mentioned that it is easy to adapt to different learning levels and content areas, improving the monitoring of students' progress.	Basco (2021) argue that exit tickets allow teachers to collect immediate information about learners' comprehension, facilitating decision-making regarding teaching methodologies in order to respond to students' needs.

Challeges and limitations	One of the most relevant difficulties mentioned in the participants' responses is the superficiality with which students answer the questions, limiting the effectiveness of this tool and significantly reducing the level of reflection that is expected.	Suharto et al. (2025) states that the effectiveness of exit tickets is limited when students provide superficial responses and do not engage in the expected reflection process, making it difficult to obtain crucial information about their learning process.

Note. The categories presented were selected based on the analysis carried out before the interpretation. They reflect the teachers' perceptions of the use of this tool.

Interpretation of Data from the Interviews

- ***Exit Tickets and Self-Assessment***

The participants agreed that exit tickets strengthen self-assessment and reflection on learning because, through questions related to the content studied, students have the opportunity to become aware of the knowledge they acquired during class, identify which content they understood, recognize what they found difficult, and determine which aspects or elements require further practice and reinforcement.

Likewise, the teachers emphasized that the use of this resource contributes to the development of critical thinking and student autonomy, as it encourages learners to take a more active role in their academic process. It is important to note that some of the interviewees considered that when learners respond honestly and thoughtfully to each of the questions included in the exit tickets, they are better able to recognize their strengths and weaknesses in learning English as a foreign language.

The results obtained are consistent with the findings of Chaisiri (2023), who state that reflection and monitoring of one's own learning are fundamental components of self-regulation, enabling students to participate in a more conscious and active manner in their educational process.

- ***Impact on EFL Learning***

The interviewed participants stated that exit tickets have a positive impact on the English language learning process, as they strengthen various aspects related to language development. The participants recognized the usefulness of this tool in reinforcing grammar and vocabulary

content, since it allows teachers to quickly assess students' understanding of the concepts covered and identify difficulties before moving on to a new topic.

In addition, several participants pointed out that although this resource is mainly beneficial for grammar and vocabulary instruction, its proper implementation can also indirectly support reading and writing skills. This is because, in order to complete the activity, students are required to read and interpret instructions, organize their ideas, and write their responses.

On the other hand, a relevant aspect mentioned during the interviews was the increase in student participation. The teachers observed that students feel more comfortable expressing doubts, opinions, or difficulties through exit tickets, especially those who do not frequently participate during class discussions.

These results are similar to those obtained by Hamdy and Kalisah (2020), who found that exit tickets help identify learning needs, promote student participation, and provide valuable information that teachers can consider when planning future lessons.

- ***Strengths and Benefits***

In this category, the participants agreed that exit tickets are a highly practical and flexible tool to implement within their teaching methodology, as they allow teachers to obtain immediate information about what students have understood at the end of each class session. The teachers indicated that this strategy makes it possible to identify content that requires reinforcement, verify whether lesson objectives have been achieved, and provide useful information to adjust pedagogical decisions.

Likewise, the interviewees highlighted that, because exit tickets are brief and easy to implement, they can be adapted according to different educational levels, content areas, and the

specific needs of each class, making them a complementary resource within formative assessment processes. However, despite their practicality, most participants mentioned that it is preferable to use them as a flexible tool that responds to specific needs, such as the complexity of particular content, rather than as a routine activity.

These findings are consistent with those of Tsintsadze et al. (2024), who argue that exit tickets are an effective tool for gathering information about student learning and support the adaptation of teaching practices by adjusting instruction to the different learning levels present in each classroom.

- ***Challenges and Limitations***

Despite the various benefits identified, the interviewees also mentioned several challenges that directly affect the effectiveness of exit tickets as a formative assessment tool.

One of the limitations most frequently mentioned during the interviews was the lack of time to carefully review all students' responses, especially in classes with a large number of learners, where different levels of English proficiency can often be found. As a result, the participants indicated that this situation makes it difficult to provide individualized and accurate feedback, preventing teachers from fully taking advantage of the information collected.

Likewise, another factor affecting the effectiveness of this tool is the fact that it largely depends on students' honesty. The teachers mentioned that many students tend to provide superficial responses simply to complete the activity, and in virtual learning environments, some even turn to the use of artificial intelligence. Given this situation, the purpose of the activity is limited because the self-reflection process is interrupted.

In addition, three of the participants mentioned that when exit tickets are used without a clear purpose and are frequently given at the end of every class, students begin to perceive this tool as a routine task, forgetting the main purpose of the activity, which is to provide an opportunity for self-reflection on their learning. For this reason, the participants emphasized the need to explain the objective of the activity carefully in order to ensure that students understand the value of completing it honestly.

These findings are consistent with those reported by Romadhon et al. (2022), who argue that although exit tickets are highly useful, the quality of their implementation largely depends on students' level of engagement and the conditions under which the activity is carried out, a perspective that aligns with the perceptions expressed by the teachers interviewed.

The analysis of the interview responses led to the identification of different teachers' perceptions regarding the use of exit tickets as a self-assessment tool in English classes. Based on the information obtained, categories related to Strengths and Benefits, Self-assessment and Reflection, Impact on the Learning Process, and Challenges and Limitations were established.

Based on the results obtained throughout this research, the following chapter presents the conclusions and recommendations of the study. These are based on the previously established objectives, as well as on the research questions and the information obtained throughout the research process.

Chapter V

Conclusion and Recommendations

This chapter presents the conclusions and recommendations based on the research process, the results obtained, the research questions, and the objectives established in this study. Based on the interpretation of the data, it aims to identify the main findings regarding the use of exit tickets as a self-assessment tool in English classes. In addition, several recommendations are presented to improve the use of this strategy in the classroom, taking into account the advantages and disadvantages identified throughout the research process.

Conclusion

The present research project aims to investigate the advantages and disadvantages of using exit tickets as a self-assessment tool in English as a Foreign Language teaching. Based on teachers' perceptions obtained through their experiences using this tool, it was possible to identify its benefits and limitations. Likewise, it was possible to understand its direct effectiveness in promoting students' self-assessment and reflection throughout the learning process.

Firstly, the results demonstrate that teachers perceive exit tickets as a practical and flexible formative assessment strategy because they are useful for guiding instruction at different educational levels. Beyond their versatility, this resource allows teachers to make well-informed pedagogical decisions, as it gives them the opportunity to identify students’ learning needs and adapt their lessons according to their learning progress. This shows that the value of this tool does not only lie in the information collected to provide feedback after a lesson, but also in how teachers use that information to strengthen the teaching process.

Secondly, based on the participants' experiences, it is possible to recognize that the main contribution of exit tickets is related to strengthening students' self-assessment and reflection. By having the opportunity to analyze what they have understood, recognize the content they find difficult, and identify the topics that require more practice, students develop more critical thinking and a more active and conscious participation in their own learning process. In other words, this tool promotes both the assessment of learning and the development of autonomy and responsibility, which are essential qualities for learning a second language.

Lastly, although teachers recognize the positive impact of exit tickets on the learning process due to their flexibility, they also point out that their effectiveness is affected by factors such as limited time, superficial responses, and the use of artificial intelligence tools. These challenges suggest that the success of this strategy depends less on the tool itself and more on a planned, contextualized implementation focused on students' genuine reflection.

All in all, this research confirms that teachers characterize exit tickets as an effective tool for promoting self-assessment in English classes, provided that they are implemented with clear formative objectives and accompanied by meaningful feedback. Although there are factors that may limit their effectiveness, these do not reduce their pedagogical value. On the contrary, they highlight the importance of implementing this strategy consciously, giving priority to reflection, active participation, and the use of the information collected to improve both students' learning and teaching practices.

Recommendations

Based on the results obtained during this research, the following recommendations are proposed with the purpose of strengthening the implementation of exit tickets as a self-assessment tool within English classes.

First of all, it is recommended that teachers clearly explain the objective of the exit tickets before applying the activity, as this helps to promote a comfortable environment where students understand that the purpose of this tool goes beyond assigning a grade, but rather aims to support self-assessment, reflection, and feedback on the topics. Likewise, it is necessary to consider that the questions are designed according to the level of language proficiency and aligned with the learning objectives of each class. In this regard, Schellekens et al. (2023) states that students, before being assessed, must understand what and why the activity will be carried out, which allows a more conscious participation during the learning process.

In addition, it is recommended that the use of this tool be flexible and strategic, avoiding it becoming a routine and standardized activity at the end of each class. For this reason, its application is better suited to content that requires a higher level of practice, such as topics related to writing, new vocabulary, and grammar. Taking this into account, it is preferable that this formative assessment be used at the end of a unit or at the end of more relevant grammar topics.

On the other hand, it is recommended that the information obtained through the use of this resource be used to provide feedback based on the difficulties and strengths identified regarding the content taught. In the same way, the design of the exit tickets should respond to the specific needs of each educational context, such as the different levels of language proficiency,

and in turn obtain effective results that allow making the respective changes in pedagogical decision-making in response to specific requirements.

Finally, it is recommended that future research analyze students' perceptions about the use of exit tickets as a self-assessment tool, with the aim of contrasting them with teachers' perspectives. Likewise, it would be relevant to develop research with quantitative or mixed approaches that allow evaluating the impact of this strategy on variables such as autonomy, self-regulation, and academic performance in English in different educational contexts.

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Annexes

Annex A. Certified Anti-Plagiarism

La libertad, 03 de julio de 2026

Certificado Sistema Anti-Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado "ADVANTAGES AND DISADVANTAGES OF EXIT TICKETS AS A TOOL FOR SELF-ASSESSMENT" de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 5% de la valoración permitida, por consiguiente se procede a emitir el informe, para proceder a la revisión por parte del especialista.

Atentamente,

ELIANA GEOMAR LEON ABAD

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Ing. Eliana León Abad, MSc.

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Dayana Michelle Muñoz Figueroa and Jeremy Ariel Rosales Roca research work

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Resumen (sección 1/2)

Localización de los textos sospechosos en el documento :



Annex B. Interview of Teachers

1. **What has been your experience using exit tickets in EFL classes?**

Interviewee 1

Well in my experience I will say that Exit Tickets have been a useful formative assessment and I use them for checking out students' understanding of the lessons, objectives and to encourage them to reflect what they have learned and well at the end they provide useful information about the progress that they had and that helps me to adjust the lessons in the future.

Interviewee 2

I've had, I could say, a positive experience using this type of tool because they are easy to use, they are short activities or questions that can be completed by students and it makes them feel confident when we are learning new vocabulary.

Interviewee 3

Well, I have humbly let me tell you that I have many years of experience teaching English as a foreign language at a college level. Okay, with this in mind, I have used exit tickets regularly in my classes. Okay, especially for a small and quick formative assessment. Okay. And this is small. This is small assessment. Help me check. Check my group, my students, if they have understood the lesson plan that I have prepared. For example, things like grammar points, vocabulary points or even pronunciation examples. Okay. In order to finish answering these questions, I ask the students to write a new word they have learned in this particular lesson. Okay. In order for them to remember, I keep practicing while they are going home.

Interviewee 4

Well, using this kind of pivoting in my class strategy, I consider that it has been positive. Because through this strategy, I can, in this case, get a quick and effective way to check my students' understanding, how they understood something during the class. And at the end of the lesson, I have to analyze this information, maybe, and with that information that I can get from it, I can analyze, make decisions, maybe, and make changes about my students, what they have done during the class or the lesson, maybe.

Interviewee 5

Well, my experience with exit tickets has been very positive. I can say this because I've used them as a formative assessment. At the end of the lesson, to gather information about students' understanding, also learning difficulties, reflections on the lesson. So, they provide valuable insights and also it led me to protect a student's progress. So, it also helped me to make informed about my instructional decisions and I found them effective in promoting a student's reflection as well as encouraging learners to take a more active role in their learning process.

2. **How often do you implement exit tickets in your teaching practice, and for what purposes?**

Interviewee 1

Well, I don't use them always, I use them just usually because well there are certain lessons that it's pretty necessary to use them. It's depending on the learning objectives, I use them to assess comprehension, to gather feedback of all the lessons because sometimes the lesson is not finished in the same class so I have to continue for the rest for other hours. For example if I'm teaching any kind of grammar or vocabulary in an English class but I don't finish in the same two hours so I have to continue in another day and well in that I identify different areas of

difficulty, I reflect on the process that they have and maybe if it was difficult or it was easy for them to understand that grammar area because remember that sometimes grammar may not be so easy in some different lessons.

Interviewee 2

Well, I do it usually when I'm introducing new vocabulary to know how much the students know about the new words or to explain to them what they mean if they don't know any of these words and, of course, at the end of the unit also to make them reflect on their learning and make them realize if they really have learned the words from vocabulary.

Interviewee 3

Well, there are two questions there. Okay. How often? I use them often because my classes are either advanced English, English, listening and speaking. So I use these exit tickets quite regularly. Now, trying to answer the other question for what purposes? Well, the main purpose in order to use these exit tickets is just to make sure that students are actually grabbing the objectives of the lesson. Because it doesn't make any difference if I provide the lesson plans, I provide the vocabulary, I provide the grammar point and the students are not comprehending. So that is the reason that that is the real purpose that I use exit ticket is to make sure that students are actually understanding the lesson points.

Interviewee 4

Basically, I can say that, well, depending on the time, sometimes there are some weeks, busy weeks, could be once, twice a week. Basically, when there is a very important topic that I consider that it is necessary to relate that, well, all of the topics are important, but some of them are more difficult, and I need to identify that. The purpose could be assessing students' comprehension, what they understood, gather feedback, and maybe, as I mentioned

before, identify aspects that they didn't get or they didn't understand clearly, and I have to make a report, a reinforcement. I have to report those topics, maybe, so they can understand better them, and they can continue with the units properly.

Interviewee 5

I typically use exit tickets once or twice a week at the end of a lesson. So, it also depends on the objectives of the lesson as well as on the course schedule. The main purpose is to assess students' comprehension of different concepts, also to identify misconceptions, to encourage self-reflection, as well as provide a good feedback. And I also use them to monitor my students' learning progress and to determine whether the students are ready to move on to the next topic or on to more complex contexts.

3. In your opinion, how do exit tickets promote students' self-assessment abilities?

Interviewee 1

Well, they develop their critical thinking by answering different questions for example what did I learn today, what is difficult for me, what do I have to practice, and what will I learn tomorrow, what is the next thing I am willing to learn to become more aware in their strengths and in their areas of improvement.

Interviewee 2

Well, the tool is very useful for ongoing assessment, right? It helps students see their learning as a continuous process. So, in that way, I could say that it promotes their own assessment and it is a continuous assessment and not only a summative assessment, right? So, I could say that it is a way to support formative assessment.

Interviewee 3

Well, like any other assessments at the beginning, students, they feel a little reluctant in order to do any assessment. They think that is going to be another quiz is going to be another assessment. And then for that reason, we as teachers, we need to explain to them what an exit ticket does. Once we do that, students think that, OK, this is not an assessment. This is just it's like a feedback that the teacher is going to provide and also a feedback that the student is going to provide. This we can do with simple questions, simple questions like what did I learn today? For example, another question is that what was most challenging for me today? OK, simple questions like that. So, the goal is that the students, they need to understand that exit tickets is not an assessment.

Interviewee 4

Well, they can help the students to think in a critical way, so think critically, maybe it's important in all the levels for the students, so they can evaluate their own learning, and they can identify what they understood well, maybe what not, the difficulties that they faced during this process, and obviously, what they have to improve, weaknesses and strengths that they have, in this case, when they are learning something new, and they want to, well, use that information in the future.

Interviewee 5

As I said before in the previous question, so it encourages students to reflect on what we have learned. So, it also helps to identify areas where they feel confident and recognize aspects that require further improvement. So, it also fosters research. Okay, because they become curious and want to know more. So, through this reflective process, learners become more aware of their strengths as well as their weaknesses. And it develops responsibility in a positive way for their own learning.

4. **How do students usually react to exit ticket activities that encourage reflection on their learning?**

Interviewee 1

Sometimes at first they might not they might not feel used to it but then throughout the time many students appreciate the opportunity to express what they understood and what they still need to learn.

Interviewee 2

I think that students reflect on what they have learned, if they have understood well or they find out if something has been difficult. So, this reflection makes them develop their skills and also their autonomy because if they realize that they need to learn more, so that reflection is going to make them find the ways to improve and to really learn if they want to learn.

Interviewee 3

Well, like I said before, at the beginning, some of them, they get a little reluctant in order to participate. But once they learn the procedure, once they know that an exit ticket is on it to help them practice more or make sure that they have understood the lesson plan. After that, they get really positive on that and motivates them to do the exit ticket every time that the teacher requires to. Yes, because sometimes some students don't answer the question honestly, so that's why.

Interviewee 4

Well, depending on the group that I have, sometimes they can, I have checked that they consider that it was positive for them, so it is a quick and short, easy activity that they have to complete, and most of the students, I consider that it is valuable for them that they have the

opportunity, like, expressing opinions, so they can say something that they consider important. Sometimes it's like sharing something important during the class, like reflection, like a reflection activity, another activity that I use, reflection wheel, so they can think, and they can share something important, so it is a good moment that we can interact with the students and get that meaningful information from our students to know more about them, and how is the learning process for them. But do you consider that the students answer the questions honestly, or sometimes they use AI, for example? Yes, according to that, depending on the activity, yes, if we are online, it's going to be difficult to check that, but maybe if we are in a face-to-face class, we can control that. So yes, depending on the students, so online could be like, we have to say then, like, please don't use this, because I am going to check, I don't know how we can, like, anticipate that don't use artificial intelligence. Basically, if we are talking about online classes, face-to-face classes, it's easier to manage that, because we as a teacher can control that they don't use cell phones, or obviously any other device.

Interviewee 5

Most of them respond in a positive way to exit ticket activities because they provide an opportunity to express their opinions and evaluate their learning experience. So, at the beginning, some students may be unfamiliar with reflective practices and provide brief responses. However, with consistent use, they become more comfortable, they gain confidence and begin to offer more reflections. So, many students appreciate that their opinions are considered and used to improve classroom instructions. And do you think that the answers that they provide are honestly or they use some AI or just response because they want to finish the activity? No. On the other hand, I think that it fosters a student's curiosity and the way that they look for more information, even when they present something that they found interesting. Okay,

so for example, once they are learning about how to teach strategies for kids, so maybe they go into the theory, so they look for more information. It is not just to complete activity.

5. **How do exit tickets contribute to students' participation and engagement in English classes?**

Interviewee 1

Well in this case they have the opportunity to contribute even more for the reason that they are even more willing to be participating in class even more than in the whole class itself. They encourage the active engagement and in that moment they have the opportunity to ask questions but that even depends on me. I try to to make them feel confident about what they are going to be asking for the reason that remember that sometimes there are people who are so afraid of asking questions and because of that the lesson is not pretty clear. It's just that it's just trying to enhance the confidence more than any other skill.

Interviewee 2

They find it an engagement because they are just, it is something brief and interactive. Students can participate actively, they know what they have learned. And the questions are usually clear and meaningful, right? So sometimes it is very short, sometimes they have to answer questions or just check, right? So, I think that way it increases their engagement. Yeah, but do you think that they answer the question honestly or they just answer with a yeah or? No, I think that they answer by themselves. I think that they do really know, if they want to know about their progress, they have to be very honest. So, it is for them, it is not for the teacher, right? So, it is something that is going to help them in their learning. So, it is not necessary to use artificial intelligence for this. So, I really think that they are honest when they are answering the questions.

Interviewee 3

I think that. Yeah, it's pretty much. It's pretty much the same, but let's just put something in order for to motivate them participating. It's just by letting them know that exit tickets is only to help them, to help them practice, to help them learn more and also to have a little more confidence among students. OK, because remember that exit tickets sometimes is trying to provide feedback among themselves. OK, so that's that's OK. Lesson question five is fine.

Interviewee 4

Well, these can increase participation, because they have the opportunity, as I mentioned, to share something, what they think, so it is like creating this kind of engagement by encouraging these students, okay, our students to pay attention, maybe to pay more attention during the lesson, knowing that they are going to reflect what they learned, so basically it could be like that contribution.

Interviewee 5

So, they can increase participation because they give every student, including those who are shy to speak during class discussions. So, they encourage students to think about the lesson and their learning outcomes. So, in addition, when students see that their responses influence classroom activities and teaching decisions, they tend to become more engaged and motivated to participate in future lessons.

6. **What effects have you observed on students' language learning processes (e.g., reading, writing, speaking, listening)?**

Interviewee 1

Well in this case I use more Exit Tickets when I'm teaching grammar. I could evidence that they reinforce vocabulary and grammar learned during the lessons. In speaking and listening I don't use them so much. I just use them with vocabulary and grammar for the reason that it's pretty necessary to be focused so much on that.

Interviewee 2

Well, learning new vocabulary is always positive for the students. So, it is going to help them, especially for their reading improvement, for their listening and for their speaking. So, it helps a lot in the improvement of their language skills when they are learning English.

Interviewee 3

These are all the abilities there. OK, I'm going to try to provide an answer as a whole. I have observed several positive effects on students, on the students. For example, the students become more aware of what they have learned and what they still need to improve. And that is particularly the goal, the final goal, the final objective for every lesson plan. That the students know what the teacher is talking about and the students need to know what we as teachers expect from them. OK, once they learn that, once they put that in here, then I believe that the effects will be very positive.

Interviewee 4

Well, if they are doing this, mainly it could be writing and reading, that they have to use the information, summarize information, ideas, respond to questions, maybe, so they are applying maybe this, they are improving a lot maybe this kind of skills. Also, maybe vocabulary and grammar during the lesson that they can, in any way, maybe they can support, in this case, speaking and listening skills, but basically that could be a way that they improve their skills.

Interviewee 5

I've observed several positive effects. So, exit tickets help students to consolidate what they have learned and encourage them to advance in different language skills. So, for example, students may identify challenges they experience during a speaking activity or recognize reading strategies that help them understand a text.

7. **How do exit tickets help you identify students' strengths and weaknesses in English learning?**

Interviewee 1

Well through their responses I can identify which concepts they have mastered, which concepts are not really clear and which areas require additional attention. Well and they also help me to recognize patterns among different students because there are different things that if a massive quantity of students are clear or not so in this way I recognize patterns and well with that I adapt the next instructions that I'm going to give for the next classes.

Interviewee 2

Well, as we have mentioned before, it makes them reflect. So if they share what they have answered, we can provide immediate feedback, right? We can evaluate or they can evaluate their own understanding of the lesson. And we as teachers get immediate information about what is the perception that they have of their own learning, right? So that is something positive. The students also think that they are more aware of their responsibility for monitoring their progress and they can identify what they need, right? In what way they have to or they need to improve. Those are some positive things.

Interviewee 3

Difficult questions because it's a strength and weakness. One of the strengths that I have identified is the motivation of the students improves. Definitely motivation improves because they start feeling confident talking and arguing among themselves. OK, one of the weakness that I have learned through many years of experience is that the level of English for every student. Let us keep in mind, you as a student probably know that in one particular semester, the level of knowledge is not the same with everybody. We have some students that speak more. We have some other students that they do not speak. We have some students that they like to participate. There are some other students they do not like to participate. So Exit Ticket will help me as a teacher identify the strengths and the weakness for all my class.

Interviewee 4

Well, as I mentioned before, maybe I can get, well, I can get this meaningful information about my students, understanding the content, how they, how was the lesson for them, checking the answers. I can identify maybe mistakes, common mistakes, maybe something that is wrong, maybe create an activity for the next class and identify, according to the whole information, something that is necessary and support, basically, more of the answers and avoid any kind of mistakes, misunderstanding, misconceptions about the topics or something like that. I have to analyze the information and, obviously, use that information properly in the future activities, maybe.

Interviewee 5

We can provide immediate evidence of a student's understanding. What are their perceptions on their learning? So, once we analyze as teacher their responses, we can identify common difficulties, misunderstandings, and areas where students can feel confident. So, this information allows me as a teacher to adapt lessons, to make decisions, to

provide support, as well as to design activities that can address the specific learning needs. So, in some cases, exit tickets reveal different issues that may not be visible through traditional assessment.

8. **What difficulties or challenges have you experienced when implementing exit tickets in EFL classrooms?**

Interviewee 1

The time, the time is the main the main challenge for the reason that nowadays I am having a large quantity of students so it's pretty impossible to be going student by student to just to know what they have understood so it's pretty impossible to be going one by one so I go I go in a general way and in a general way it's pretty difficult to just to let know all of the students if everything is all right or not.

Interviewee 2

Maybe some disadvantages could be if they are not being honest with their answers, right? Or they are giving just superficial responses. So, in this case, they are not giving thoughtful or honest reflections. And this can reduce the effectiveness of their self-assessment. So that could be something negative.

Interviewee 3

Well, at the beginning, at the beginning, implementing Exit Ticket at the beginning is a little challenging. Because like I said before, in question, I believe question number one or number two, it all depends on how the students approach to Exit Ticket. If we as teachers do not provide the explanation before applying this, it could be a little difficult. OK, that's the challenge that we have. So the challenge is actually in part of the teacher. We need to explain what an Exit Ticket is supposed to be used for. OK, and this is basically for those students that they do not feel

confident with their English or they have some lack of motivation on their part. Yes, because sometimes they don't answer the questions or they just use AI, for example. That could be a challenge.

Interviewee 4

Well, we don't have enough time. Basically, that could be one negative aspect. Sometimes the time and according to the quantity of the students, if you have a minor group, if you have a group of 15, 20, I don't know, 12 students, easier. Basically, because we can work better, but sometimes we have more than 30, 40, so we have to manage correctly the time according to the lesson and according to the difficulty of that. And as Ms. Anne asked me about these answers, so the students can use, in this case, not provide enough information so that they didn't think properly to give the information, maybe, or they just sometimes don't have enough time to complete the activity. So, basically, they can provide incomplete answers. So, basically, it could be the difficulties or challenges using this.

Interviewee 5

Well, I think that one of the main challenges is ensuring that students provide honest and meaningful responses, right? Some of them can provide only superficial answers. And another difficulty is the time required to review, to analyze the responses, particularly when we have a large class. A classroom with 40 students, 45. So, that is another challenge. So, at the beginning, some students may perceive these exit tickets as an extra task, all right, rather than a learning opportunity. Therefore, it is important to explain, to clarify what is the purpose, and demonstrate how the information benefits both teaching and learning.

9. What factors may limit the effectiveness of exit tickets as a self-assessment strategy?

Interviewee 1

Well as I told you before the confidence for the reason that remember if they're afraid of asking question so they're not going to ask anything and you are going to be thinking okay this lesson was pretty clear so it's not pretty necessary to go over go over it again but no you must you must make them feel that they are pretty confident they are in a positive environment so they are not going to to be fearing about about asking okay that's that's the limitation that I could find.

Interviewee 2

Maybe it could be limitations, especially with the lower levels, maybe. Maybe it could be difficult for them to express their reflections in English, right? So that could be a limitation. Maybe this activity could be something that they see or they could see as a routine, as a task that they just have to complete. And maybe some students don't take them seriously. So that could be another limitation that we can have. That is the main problem.

Interviewee 3

What factors? Let me think on this one. This is a hard one. I think there are several factors. I believe there are quite a few factors. I believe that one important factor that I have been identifying with all my students is the lack of motivation, lack of motivation, self-reflection. OK, some students do not come to class motivated on a daily basis. And that is one of the factors that will limit teachers provide the teaching and learning process. That's one factor. Let me see. Another factor may be about pronunciation. You, as my students for many semesters, know how picky I am in pronunciation and sometimes students do not like to be corrected. OK, you know that. So that might be another factor that might provide a collapse on assessment strategies. And do you agree or disagree that the difference in English level could be a factor? Affirmative. Affirmative. Like I mentioned to you before, in the same classroom, sometimes we even have three different English levels. The students that are supposed to be in, for example, in six

semesters, the students that I don't know why they are in six semesters if they don't know, and the students that they supposed to be in third or even fourth semesters and nobody knows how they reach the sixth semester. Absolutely. The English, the English knowledge personally is a big factor. Yes, I mentioned that because sometimes some students want to answer the question honestly, but they don't have the necessary level to write and express what they want to learn because they don't understand. So that is why I mentioned that.

Interviewee 4

Well, this kind, maybe, the effectiveness may be limited if the students are not trained to reflect honestly. So, if they don't, if we as a teacher haven't worked with different aspects with them, like motivation, I don't know, this interaction with the students talking, how important is that? They are not going to take that seriously, so they are just going to provide whatever they want in that moment, so the information is not going to be the best for us. So, we, as a teacher, maybe have to work with that, increase motivation with them, so when they are ready to give that information, so they know that that part is really important. It's not that something that they have to complete just to finish and give that information on a piece of paper or something or any kind of online app. So, they need to know that this information is really important, and they have to think critically about that and give the best information that they can. Can you consider that maybe the difference English level could be a limit? Yes, also, sometimes we have to maybe to manage according to the level too, depending on how much do they know, right? According to the level, evaluate what are the best questions for them, because maybe not all of them are going to be able to answer according to the level that they have.

Interviewee 5

Well, there are some factors that can reduce their effectiveness. So, this can include poorly designed questions, as well as lack of students' motivation, not having enough time to reflect. So, and failure to provide full feedback. So, if teachers collect responses, but do not use the information to provide a good feedback, okay, so students may lose interest in the activity. So, also when students have limited experience with self-assessment, so they need guidance to develop reflective thinking skills.

10. What recommendations would you give to other EFL teachers interested in using exit tickets?

Interviewee 1

I'm going to be very concrete with this to keep the Exit Tickets sure to be clear and aligned with the objectives of the lesson because what is not what is going to happen if we do not we do not do that so we're going to be a going over the bush so because there are some teachers that use a variety of questions that they don't have anything to do with the lesson so that will be my recommendation.

Interviewee 2

Well, one recommendation could be to use short questions, something simple, especially for lower levels of English. Give clear instructions and help students to reflect while they are doing the activity. Use this type of activities consistently. Maybe use it once, especially within every unit. In every unit, we always learn new vocabulary. So maybe it could be useful to use it once a week, maybe something like that, every time that we start and end one unit. Another important thing is to provide feedback based on the students' responses. It is necessary that the teacher knows about the reflections the students are giving. And this information is going to be useful for the teacher, maybe to make corrections or do something better.

Interviewee 3

I have done, I'm just letting you know this, I have done four interviews already for this particular semester. And all four of them have asked, based on the questions, some recommendations. Why can I tell you, as an English teacher, the very first thing that I recommend to other teachers is to prepare themselves, to prepare the way that we used to prepare. We don't have to rely on this. OK, we don't have to rely. Prepare by preparing the night before and coming to class and provide a lecture. A lecture in which the students is going to really pay attention to what the teacher is saying. Remember that the teacher doesn't have to rely on a book or on a cell phone in order to provide the class. OK, so with that in mind, I really recommend other teachers to use Exit Ticket as a small tool to make sure that their students have actually understood the lesson plan, the objectives of that particular day. OK, and this is easy. This is quite easy. You know me, I ask questions. For example, at the end of the class, I always I always ask something like, what is one thing that you that you learn today? OK, or what would you like to practice more? Remember that many times I ask my students if my procedure as a teacher is failing. And many times my students, they say, OK, Leo, we can change a little bit here. We can do something different. Or the majority of time they say, OK, the procedures are fine. Let's follow. Let us continue the same way. OK, so it's a lot. It's a big question, that one.

Interviewee 4

We're related to that. If we don't have, if we consider that the students, maybe the level is not proper enough, we should manage simple questions, something that they are necessary, but something that they can identify easily, the students can understand easily that relevant for what we want to get from that, right? So, that they are connected with the objectives, with your objectives as a teacher, as a class, and obviously, they have to be aligned with the lesson

that we are using that, right? So, we also have to review students' responses most of the time and use the information. It's not only to get the information, receive, read, and stop. We have to get the information and align the information and use that information for the future activities. So, if there are mistakes, if there are barriers, if something is not clear enough, we can eliminate them with that information. So, providing this feedback maybe is essential to get them the more benefits using this kind of self-assessment tool.

Interviewee 5

Well, I would recommend, from the beginning, designing clear and purposeful questions, always aligned with the lesson objectives. So, as well as encouraging students to provide thoughtful responses. Teachers should use exit tickets consistently. So, at the end of the lesson, at the end of a topic. So, and communicate their value as a tool for learning rather than evaluation. So, it is important to review, to listen to the students' responses carefully, and use the information to adjust our teaching practices. So, finally, I can say that integrating digital platforms for exit tickets, I use one that I really like it. This is classroom screen, all right. So, it helped me also with some visual clues and with exit tickets that can make data collection and analysis more efficient while increasing a student's engagement.