

**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“ANALYSIS OF ASSESSMENT TECHNIQUES FOR READING
COMPREHENSION IN EFL”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

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In my role as Advisor of the research paper under the title “**ANALYSIS OF ASSESSMENT TECHNIQUES FOR READING COMPREHENSION IN EFL**” prepared by **CHAGUAY PANCHANA CAROL YARIXA** undergraduate student of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



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Abstract

English is considered a second language for this reason, people need to learn four skills: speaking, listening, reading and writing. Reading comprehension refers to a student's ability to understand the meaning of a text. The main objective of this research was to analyze the reading comprehension assessment techniques used by teachers for the Second-grade BGU students at the Unidad Educativa Muey. This research used the qualitative methodology, which is essential to understand sociological processes and phenomena, it is qualitative because by using it the researcher can analyze non-quantitative data such as experiences and allows reflection on the data collected. To collect information, interviews focused on students and teachers were used. At the end of this project can be concluded that teachers use formal and informal assessment techniques such as asking students questions about a text and developing graphic organizers. In addition, the focus group expressed that they feel better with informal assessments because they learn in an interactive way.

KEY WORDS: Reading Comprehension, analyze, assessment techniques.

Resumen

El inglés se considera un segundo idioma por esta razón, las personas necesitan aprender cuatro habilidades: hablar, escuchar, leer y escribir. La comprensión lectora se refiere a la capacidad de un estudiante para comprender el significado de un texto. El objetivo principal de esta investigación fue analizar las técnicas de evaluación de comprensión lectora que utilizan los docentes para los estudiantes de Segundo BGU de la Unidad Educativa Muey. Esta investigación utilizó la metodología cualitativa, la cual es fundamental para comprender los procesos y fenómenos sociológicos, es cualitativa porque mediante el uso de ella el investigador puede analizar datos no cuantitativos como experiencias y permite reflexionar sobre los datos recolectados. Para recopilar información, se utilizó entrevistas enfocadas en estudiantes y docentes. Al final de este proyecto se puede concluir que los docentes utilizan las técnicas de evaluación formal e informal como realizar preguntas a los estudiantes sobre un texto y elaborar organizadores gráficos. Además, el grupo focal expreso que se sienten mejor con evaluaciones informales porque aprenden de manera interactiva.

Palabras clave: Comprensión lectora, analizar, técnicas de evaluación.

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Introduction

English language is an essential tool for communication between cultures and countries, as well as for sharing knowledge and allowing people to appreciate things from a different perspective, but there are problems with the development and work of the different skills that language involves.

Reading comprehension is a fundamental part of learning English due to the different aspects that reading provides during the learning process. Reading comprehension refers to a student's ability to understand the meaning of a text.

In Ecuador, the Ministry of Education explains the strengthening of English learning in the country is an educational system. Agreement 41014 ratifies the obligation to teach this subject at Second EGB until the Third BGU grade. The new agreement stipulates: The Vice Ministry of Education, in coordination with Ineval, will implement an evaluation of English learning results for the entire education system.

Reading comprehension is one of the skills that teachers consider important, which is why assessments are carried out to determine their learning development. The objectives of this research is to analyze reading comprehension assessment techniques, identify the types of assessments used by teachers, describe students' experiences, and determine the results of this type of assessment to determine the level in EFL.

This research contains 5 chapters that each of them focuses on an essential aspect that involves the investigation field.

Chapter I: The problem.

It focuses on the problem that is presented in this topic, which in this case are the evaluation techniques for reading comprehension. Also analyze the most common assessment techniques for the aforementioned skill.

Chapter II: Theoretical Framework

It focuses on all the content that involves the topic, the background and the theories, the legal basis, and the variables of this topic.

Chapter III: Methodological Framework

This section focuses on the methodology that was necessary in order to carry out this research project, instruments, data collection process, and sample.

Chapter IV: Analysis of Findings

This section focuses on analyzing the result obtained from the focus groups and interpretation of the results.

Chapter V: Reflection of the Study

The last section focuses on the experience and final reflection of this research project, the different challenges, and new insight the writer obtained from the project.

Chapter I

The problem

Research Topic

Evaluation Techniques and Instruments.

Analysis of assessment techniques for reading comprehension in EFL.

Problem Statement

English is considered a second language for this reason people need to learn four skills: speaking, listening, reading, and writing. An English language is an essential tool for communication between cultures and countries, as well as for sharing knowledge and allowing people to appreciate things from a different perspective.

As a result of globalization, English has become a necessity in public schools and a top priority in private schools, and many institutions and organizations are attempting to offer bilingual degrees. Since English is used in so many different fields including communication, trade, education, science, computers, and politics it is recognized as the universal language, and the minimal time spent teaching it helps meet the demands of a world that are touched by it more and more.

“The most common reading assessment involves asking a learner to read a passage of textbook that is leveled meetly for them, and also asking some unequivocal, detailed questions about the content of the text” (Moe 2021). There are several ways to carry out a reading assessment, formal and informal. The most common way is asking students to read a text and then ask questions about the topic to find out their level of reading comprehension.

Reading comprehension refers to a student's ability to understand the meaning of a text. Thus, student assessment for reading refers to the evaluation of an individual's ability to understand the text. Some believe a reading teacher can ask simple recall questions to see

if a student has understood what was read. (Janovsky 2021) The teacher's purpose is to know the capacity of his students' reading skills. In addition, professor can evaluate the comprehension of each individual. Teacher ask inferential questions about the implicit information of a text; reading comprehension can also be assessed by students' ability to retell the story in their own words or summarize the main idea.

According to Janovsky (2021) to track students' improvements in reading comprehension performance and skill level, various assessment methods can be employed. On the other hand, it is necessary to analyze the techniques of assessing reading comprehension in English as a foreign language to compare results of the interview with theories. In addition, with the results, it is possible to identify the type of assessment that teacher use to know the level of learning of the English language. Therefore, an interview will be carrying out on students and teachers in charge of the second BGU grade at “Unidad Educativa Muey.”

There are several ways to evaluate a learner's reading comprehension skills. One method is to use an assessment, such as reading passages followed by questions about the text. Exist seven reading comprehension assessments that only take five minutes or less that students can make in the class such as Connect, Summarize, Visualize, Organize, Retell, Sequence, Predict. Besides, there are other assessments to analyze the reading skill.

In Ecuador, the Ministry of Education explains the strengthening of English learning in the country is an educational system. Agreement 41014 ratifies the obligation to teach this subject at Second EGB until the Third BGU grade. The new agreement stipulates: The Vice Ministry of Education, in coordination with Ineval, will implement an evaluation of English learning results for the entire education system.

Problem Formulation

Main Question

Which are the assessment techniques for reading comprehension?

Specific Questions

What type of reading comprehension assessment has the teacher used?

What does the student think about assessments of reading comprehension in EFL?

How can reading comprehension assessment techniques analyze the level of EFL?

Objectives

General Objective

To analyze assessment techniques for reading comprehension in EFL.

Specific Objectives

To identify the types of assessment techniques used by teachers for the class.

To describe the experience of students with assessment techniques for reading comprehension.

To determine the positive and negative results that students have had when they take assessments of reading comprehension.

Justification

English is the language of international communication because it is used in different fields. There are different techniques and strategies to learn English effectively. At present, some new methods and resources allow the development of skills in an effective way.

The author wishes to learn about the techniques used by teachers for reading evaluation as well as the students' experiences with these assessments. In this research project, it is important to know the point of view of both focus groups.

According to Madani (2022), the assessment of reading comprehension is central to English language teaching as it provides teachers with essential information about students' weaknesses, needs, obstacles, and deficits. Thus, teachers can implement the appropriate techniques and use the assessment results to amend their classroom instruction and enhance learning abilities.

This project is focused on the objective of analyzing the assessment techniques for reading comprehension that teachers used in second BGU grade students at Unidad Educativa Muey. This help to know the knowledge of learner about your reading.

Moreover, it can be stated that assessments help collect evidence to feature if students are learning and motivate them to improve their learning. Additionally, reading comprehension is the process of elaborating relevant ideas of the text and relating them to previous learning.

Chapter II

Brief statement of the theoretical framework

Assessment Techniques

“Classroom assessment techniques (CATs) are quick evaluations of student learning that can be implemented in class to provide information about student learning before students are evaluated on higher stakes graded exams or assignments” (Yale 2021).

This type of technique allows students to be evaluated quickly and without having to feel pressured. Besides, students can implement their knowledge and consider this as a kind of practice before an actual assessment.

Classroom assessment techniques help assess student knowledge, abilities, attitude, and readiness in the classroom using relatively quick and simple formative check-ins. CATs work best when conducted often and the results are used to make quick changes to the way the class is run on a daily basis. (Iowa 2022)

Reading Comprehension Assessments

There are types of reading comprehension assessments such as diagnostic, formative, and summative. Each assessment has a main function.

Diagnostic Assessments

“Diagnostic assessments are typically delivered before instruction takes place. Information obtained from these assessments can be used to develop an instructional plan that can address student needs and bring them up to grade level as quickly as possible” (Behring R. 2022).

Diagnostic assessments are typically administered prior to the start of an academic period or the introduction of a new topic in order to determine the students' level of knowledge. Knowing the results, the teachers create a plan that addresses the needs of the students and takes them to the appropriate level of learning.

Formative Assessments

Formative reading comprehension assessments are considered the most informal type of assessment. The focus here is on capturing student understanding often (daily) and in real-time so misconceptions can be uncovered, and corrective solutions can be brought to promptly. (Behring R. 2022)

The formative assessment is identified as being a continuous evaluation; its function is to guide, regulate, and motivate. In addition, this assessment allows for adjusting and reinforcing the learning trajectory of the students.

Summative Assessments

Summative assessments are often administered multiple times throughout the year and can be used to measure student progress toward proficiency on end-of-year learning goals. Because these assessments are typically longer and formally scored, they offer teachers quantitative information and a greater level of reliability. They can also offer some limited insights into actionable placement and instruction. (Behring R. 2022)

These types of assessments are formal because teachers want to obtain a quantitative result about the abilities of their students. In this way, the learning progress of each individual can be measured.

Making Connections

Making connections between texts is an active reading technique that, when used in conjunction with differentiation and scaffolding, can enhance reading comprehension. There are three levels of text connections: text-to-self, text-to-text, and text-to-world.

Text-to-Self

Connecting the text to themselves will give readers insight into what a character might be feeling or how an idea came to light. Text to self-connections enables readers to

utilize first-hand knowledge for a more memorable and meaningful reading experience. (Brooke 2020)

Text-to-Text

“Text to text refers to connections made between two texts, exactly as it sounds. Students might notice similarities between the themes, illustrator, plot points, and/or characters” (Ryan 2022).

Text-to-World

These are connections where students connect what they are reading to real events (past or present), social issues, other people, and happenings going on in the world. [...] Effective text-to-world connections happens when students can use what they have learned through these mediums to enhance their understanding of the text that they are reading. (Parlett 2022)

Summarize

GIST (Generating Interactions between Schemata and Text) is a strategy for establishing comprehension of a text. [...] The goal of a GIST summary is for students to be able to convey the “GIST” of what they read without extraneous details. (Brooke 2020)

GIST

The GIST strategy is effective because it encourages the use of simple answers (who, what, where, when, why, and how) to craft a more detailed answer. Whether an English language learner completes the larger summary sentence or not, by engaging in GIST he will be able to answer some of the 5Ws and H questions. (Splcenter 2018)

Graphic organizer

According to Durgin (2022) using graphic organizers to assess knowledge is a more original method than merely responding to true or false questions or demonstrating memorizing abilities. These are ideal assessment tools.

Graphic organizers require learner to stop and consider what is essential while reading. Also gives them something tangible to complete. Many types of graphic organizers can be easily converted into writing assessments after they have been completed. (Hossfeld 2019)

Sequence

The sequence of events timeline is another quick way to assess comprehension. Also, a plot diagram lets know if learners fully understand the text.

According to Mac Donnchaidh (2021) sequencing comes naturally to most children as the concept of chronological order is reinforced from very early on through the practice of the routines of daily life.

Progress Monitoring

Progress monitoring assessments are sometimes called formative assessments and are given periodically to determine whether students are making adequate progress. The focus is on developing student learning. Progress monitoring is especially helpful to make sure that students at risk for reading difficulty are making adequate progress and to identify any students who may be falling behind. (Sedita 2022)

Multiple Choice Questions

“The multiple-choice exam format is a common way to assess student learning. Multiple-choice questions (or MCQs) are lauded as an efficient and objective method for measuring the breadth of student knowledge, often used in standardized and accreditation exams” (Lee 2022)

Reading comprehension

Reading comprehension is the ability to process what you read, understand it, and integrate it with what you already know. Comprehension combines reading with thinking

and reasoning. Readers who have a strong understanding can draw conclude after reading a text. (Escar 2022)

Legal Basis

Constitución de la República del Ecuador

The legal basis part is essential since it aids in illuminating the legal framework for the research project.

Art. 26. - Education is a right of individuals throughout their lives. It is also an inescapable and inexcusable duty of the State. It is a priority area of public policy and state investment. It guarantees equality and social inclusion and is an indispensable condition for a good life. Individuals, families, and society have the right and the responsibility to participate in the educational process. (CRE. 2008, art. 26)

Art. 27. - Education will be centered on the human being. It will guarantee their holistic development with respect for human rights, a sustainable environment, and democracy. Education will be participatory, compulsory, intercultural, democratic, inclusive, and diverse, with quality and warmth. It will promote gender equity, justice, solidarity, and peace; it will stimulate critical thinking, art and physical culture, individual and community initiative and the development of skills and abilities to create and work. (CRE. 2008, art. 27)

Art. 28. - Education will respond to the public interest and will not be at the service of individual and corporate interests. Universal access, permanence, mobility, and graduation without discrimination and compulsory at the initial, primary, and baccalaureate levels or the equivalent will be guaranteed. It is the right of every person and community to interact across cultures and participate in a learning society. The State will promote intercultural dialogue in its multiple dimensions. Learning will occur both in and out of

school, and public education will be universal and secular at all levels. It will also be accessible to the third level of higher education. (CRE. 2008, art. 28)

Art. 29. - The State will guarantee freedom of teaching, academic freedom in higher education, and the right of individuals to learn in their language and cultural environment. Mothers, fathers, or their representatives will be free to choose an education for their children according to their principles, beliefs, and pedagogical options. (CRE. 2008, art. 29)

Law of Intercultural Education

Article 26: Establishes that all Ecuadorians deserve the right to education, which includes learning a second language. People from the country have all the right to participate in the learning process. It is required learning a second language for the reason that it allows people having better job opportunities and improve the quality of the citizens.

Article 343: The Ecuadorian national educational system has as a main target the development of individual and collective abilities that grant the use of techniques, knowledge, art, and culture. This system is student-centered, and it works dynamically that it is inclusive and effective. The national system with an integrated intercultural vision supports the respect for communities and nationalities according to geographical diversity, culture and linguistics.

Variables of the study

Dependent and Independent Variable

According to Bhandari (2022) the usage of dependent and independent variables is absolutely required in order to conduct a research project since they demonstrate how the two of them are connected in order to establish a cause-and-effect relationship.

- Dependent variable: Reading Comprehension.
- Independent Variable: Assessment techniques.

Chapter III

Methodology framework

Qualitative Method

Qualitative research is a process of naturalistic inquiry that seeks an in-depth understanding of social phenomena within their natural setting. It focuses on the "why" rather than the "what" of social phenomena and relies on the direct experiences of human beings as meaning-making agents in their everyday lives. Rather than by logical and statistical procedures, qualitative researchers use multiple systems of inquiry for the study of human phenomena including biography, case study, historical analysis, discourse analysis, ethnography, grounded theory, and phenomenology. (N.D 2022) In addition, it helps to analyze the answers to the interviews of the second-grade students at “Unidad Educativa Muey” to reflect on reading comprehension.

Qualitative research methods play a crucial role. Real-world Setting, the Researcher plays an important role, Different Research methods, Complex reasoning, Participants’ meanings, Flexible, Reflexivity, Holistic Account, Ongoing data analysis, Purposeful selection of participants and Emergent Design are characteristics of qualitative research. (Bhasin 2020)

Besides, this research helps to access the thoughts, feelings, and experiences of research participants, which enables the development of a meaningful understanding of the analysis of data.

Type of Research

Field research is the collection of new data from primary sources for a specific purpose.

It is a qualitative method of data collection aimed at understanding, observing, and interacting with people in their natural environment.

Data Collection Techniques

Focus group interview

For the elaboration of the data collection instruments, questions must be elaborated, which must be analyzed by the tutors and approved to carry out the corresponding interview with professors and students.

This research project will make use of interviews focused on focus group of teachers and learners of the second BGU at the "Unida Educativa Muey." One of the characteristics of this type of instrument is that open-ended questions can be asked, and it allows for knowing the response of each individual about their experience on the subject of this research study.

Through the interview, the researcher can gather fundamental information about the types of reading comprehension techniques in English as a foreign language. In addition, all data collected by the author facilitates the data interpretation process.

Instruments

The researcher chooses the exact research instrument tool to utilize, it will also be closely linked to the precise methodologies that will be employed in the research, any tool that you may use to collect or gather data, measure data, or analyses data that is relevant to the subject of your research is referred to as a research instrument. (Tigreros 2018)

Interviews will be employed in this instance as the instrument for data collection to gather information for the analysis of the techniques assessments used in class.

Interviews

The goal of qualitative interviews is to provide a researcher with a breadth of information that they can sift through to make inferences about their sample group. It does so through interviews by directly asking participants questions. There are three types of qualitative interviews: informal, conversational, and open-ended.

The researchers use open questions in the interview so that the participants are free to express their experience, so this instrument will be used in this research, which will focus on second-grade students and English teachers of the "Unidad Educativa Muey" with the objective of obtaining real data on evaluation techniques for reading comprehension in English as a foreign language.

Type of questions

Considering the methodology, it was open-ended questions where participants had the freely express themselves on the subject and provide the researcher with a large amount of data. The interviews had the option of being informal, conversational, standardized, semi-structured, or open. Besides, the data collection instrument had six questions for each focus group related to the problem and the objectives.

The reason for the interview is to obtain information about the types of reading comprehension evaluation techniques used in English as a foreign language, to know the experiences of students, and to analyze the level of English according to the results of assessments.

Data Collection Processing and Resources

Data collection information

BASIC QUESTIONS	EXPLANATION
What?	To collect information
Where?	At "Unidad Educativa Muey"
When?	January 17th, 2023
How?	Interview
What for?	Analyze and identify the types of reading comprehension assessments used by teachers in EFL. In addition, explain the experiences that students have about reading assessment techniques.

Population and Sample

Population

It is the total set of individuals, objects, or measures that have some common characteristics observable in a place and at a given time. Population size is the number of individuals that make up the population. Depending on the number of subjects, the size can be finite or infinite. Infinite sets are somewhat artificial or conceptual since every population of physical entities is finite. “Unidad Educativa Muey” will be the population, it has 1186 students in the morning and evening hours. For obvious economic and time reasons, it is not possible to carry out an annmalysis of the entire population of the educational unit. To overcome this impediment, a statistical sample is used.

Sample

The sample is a faithfully representative subset of the population. The type of sample that is selected will depend on the quality and how representative the study of the population is wanted to be.

Faced with the difficulty of interviewing the entire population, a statistical sample is examined that will represent all the subjects. For this reason, the sampling will be carried out on a specific group of teachers and second-grade students at “Unidad Educativa Muey”. The sample for this study consists of 10 second-grade students and 4 English teachers from “Unidad Educativa Muey.”

Detailed information about Population

DESCRIPTION	QUANTIFY	PERCENTAGE
Second-grade students at		
“Unidad Educativa Muey”	10	100%
TOTAL	10	100%

Source: Unidad Educativa Muey

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DESCRIPTION	QUANTIFY	PERCENTAGE
English teacher at		
“Unidad Educativa Muey”	4	100%
TOTAL	4	100%

Source: Unidad Educativa Muey

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Chapter IV

Analysis of findings

Interpretation of data from focus group (Teachers)

In order to obtain the data, an interview was carried out with a focus group of four professors.

The analysis and interpretation of the questions are below:

Figure 1

Question 1: What test techniques do you apply to assess reading comprehension?



Source: nubedepalabras.es

Author: Carol Yarixa Chaguay Panchana

Frequent words: Scanning, skimming, ask questions, and main idea.

Analysis: According to the answers, the focus group affirms that the most used techniques are: asking questions, getting the main idea of reading, and using skimming and scanning.

The objective of this type of evaluation is for students to feel confident and learn to recognize the main idea of reading, in addition to knowing new vocabulary.

Figure 2

Question 2: What kind of assessment techniques do you prefer? Why?



Source: *nubedepalabras.es*

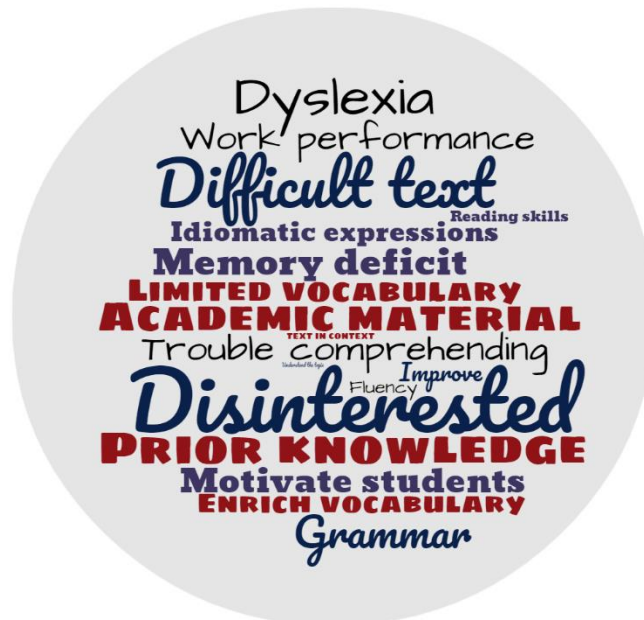
Author: *Carol Yarixa Chaguay Panchana*

Frequent words: Graphic organizer, ask questions, active reading, main ideas and summarize.

Analysis: Teachers prefer graphic organizers, active reading, asking questions, the main idea, and summaries as techniques to assess reading comprehension. All the participants say that using these techniques helps students better understand reading and find keywords or key phrases that will enrich their vocabulary.

Figure 3

Question 3: What are the advantages and disadvantages of assessment for reading comprehension?



Source: nubedepalabras.es

Author: Carol Yarixa Chaguay Panchana

Frequent words: Limited vocabulary, prior knowledge, improve, develop, memory deficit, trouble comprehending and academic material.

Analysis: The focus group had different perspectives on the benefits and drawbacks. The participants agreed that reading comprehension assessment techniques help students improve their reading, enrich vocabulary, and develop their reading skills. However, some teachers considered that the cons were the lack of academic material, referring to dictionaries. In addition, teachers mentioned that the disadvantages of the students were due to their lack of prior knowledge of idiomatic expressions, reading comprehension problems, and limited vocabulary.

Figure 4

Question 4: When you assess reading comprehension, what kind of difficulties and obstacles do your learners generally, meet?



Source: nubedepalabras.es

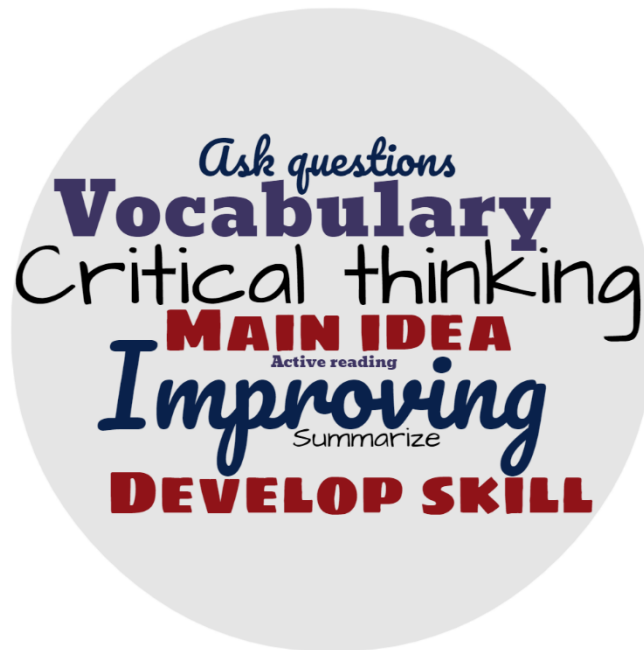
Author: Carol Yarixa Chaguay Panchana

Frequent words: Limited vocabulary, confusion, inability to connect ideas, do not know meanings, failure to understand the text, and little knowledge of verbs.

Analysis: The focus group demonstrated that limited vocabulary, the inability to connect ideas, and little knowledge of verbs hinder students in their reading comprehension. In addition, there is a lack of academic material (dictionaries).

Figure 5

Question 5: As a teacher of English, what techniques do you suggest for assessing the reading comprehension skill? Why?



Source: nubedepalabras.es

Author: Carol Yarixa Chaguay Panchana

Frequent words: Ask questions, vocabulary, main idea, summarize, active reading.

Analysis: According to the answers, most of the professors suggest that active reading is a practice way to assess reading comprehension since questions can be asked. Furthermore, by using summaries and extracting the main ideas from the text, students can develop their critical thinking skills, improve their reading comprehension, and learn vocabulary.

Figure 6

Question 6: How can reading comprehension assessment techniques analyze the level of EFL?



Source: nubedepalabras.es

Author: Carol Yarixa Chaguay Panchana

Frequent words: Connect ideas, grammatical structures, and interpretation.

Analysis: Results indicated that professors use reading comprehension assessment techniques to analyze their learners' level of English within this skill. To emphasize, teachers consider the evaluation results, such as grammatical structure, interpretation, students' ability to connect ideas, and vocabulary knowledge.

Interpretation of data from focus group (Students)

Figure 7

Question 1: ¿Piensa que una evaluación es esencial para su aprendizaje? ¿Por qué?



Source: *nubedepalabras.es*

Author: *Carol Yarixa Chaguay Panchana*

Frequent words: Fundamental, desarrollar, demostrar, memorización, aprendizaje y reflejar conocimientos.

Analysis: The results of the focus group showed a division of opinions. Every 3 student out of 10 thinks that an assessment is not necessary since it is only based on content memorization. In addition, learners feel under pressure when giving an assessment and do not have the opportunity to reflect freely. The other students thought differently. Every seven out of 10 adolescents considered that assessment essential because it reflects their knowledge.

Figure 8

Question 2: ¿Cómo te sientes cuando te evalúan en comprensión lectora?



Source: nubedepalabras.es

Author: Carol Yarixa Chaguay Panchana

Frequent words: Reflexionar, comprender, analizar, desarrollo y fácil de evaluar.

Analysis: The results showed that most of the interviewees agreed that they feel confident in carrying out this type of evaluation since it is only analyzing and reflecting to understand a text. On the other hand, two out of ten students are hesitant to complete this kind of assessment because they dislike having to analyze and come up with a response that is unrelated to the question.

Figure 9

Question 3: Evaluación formal e informal. ¿Cómo quieres que te evalúen? ¿Por qué?



Source: nubedepalabras.es

Author: Carol Yarixa Chaguay Panchana

Frequent words: Evaluación formal, informal, interesante, interactiva, metacognitiva, opciones múltiples, organizador gráfico y hacer preguntas.

Analysis: Students had discrepancies since one group wanted teachers to assess them formally while the others preferred informal evaluation. Learners prefer the formal assessment since only need to create a graphic organizer with the main ideas because it is more feasible. However, the other students want the teachers to evaluate them informally because they will find it an interesting and interactive way. In addition, the most frequent responses to learners were metacognitive and multiple-choice assessments.

Figure 10

Question 4: ¿Qué tipo de evaluación cree que desarrolla sus habilidades de comprensión lectora?



Source: nubedepalabras.es

Author: Carol Yarixa Chaguay Panchana

Frequent words: Hacer preguntas, opciones múltiples, análisis y evaluación metacognitiva.

Analysis: Students agreed that the best assessments are open questions, multiple choice answers, metacognitive assessments, and formative assessments. Learners believe that all these types of assessments build their reading comprehension skills.

Figure 11

Question 5: ¿Qué tipo de tareas usan tus profesores para evaluar tu comprensión lectora?



Source: nubedepalabras.es

Author: Carol Yarixa Chaguay Panchana

Frequent words: Investigaciones, exposiciones, resúmenes y mapas conceptuales.

Analysis: The entire group of students agreed that tasks most frequently used by teachers are investigations, presentations, summaries, and concept maps/ graphic organizers. Teachers typically assign this type of homework because they believe it helps students memorize content. In addition, this kind of work serves to organize and relate concepts in a text.

Figure 12

Question 6: Describa su experiencia con las técnicas de evaluación para la comprensión de lectura en EFL.



Source: nubedepalabras.es

Author: Carol Yarixa Chaguay Panchana

Frequent words: Poco entendible, Desarrollo, estratégico, efectivo, interesante y comprender.

Analysis: Learners believe their teacher's teaching strategy is ineffective, and their learning experience has not been satisfactory. Most of the students in the class concur that the English language is engaging but fail to progress in their learning.

Analysis and discussion of focus group vs bibliographical review

A focus group of professors and students was employed to analyze and better understand the results of the interviews.

Techniques for reading comprehension in EFL. - During the interview, teachers revealed that apply several assessment techniques for reading comprehension.

Making Connections - Generating Interactions between Schemata and Text (GIST)

“I prefer active reading because I can ask questions, highlight, and make notes. Students can easily see the main points, and write a summary in their own words. Also, the learner will find keywords or key phrases.” (Focus group/Teachers)

“I prefer **ask questions** because it allows you to understand what is read, students learn to think critically.” (Focus group/Teacher)

“A mi me gustaria que me evaluen con preguntas, de que entendi sobre el tema, porque siento que me ayuda a entender mejor el tema.” (Focus group/ Students)

According to Splcenter (2018) explains that Generating Interactions between Schemata and Text (GIST) is an effective strategy because it encourages the use of simple answers (who, what, where, when, why, and how) to craft a more answers.

Besides, asking questions has purposes and is graded according to a rubric. Carrying out this type of assessment helps to know if students understand the content of the text, relate ideas, relate the content to experiences, and to assess the structure of the content of the reading.

Making Connections

Making connections between texts is an active reading technique that, when used in conjunction with differentiation and scaffolding, can enhance reading comprehension. There are three levels of text connections: text-to-self, text-to-text, and text-to-world.

Making connections is related to GIST. Teachers deliver a reading to students and then ask questions about the text. According to the reading, questions can be asked concerning their own experiences that in GIST would be text-to-self. In addition, to relate the content of the text with the same reading as in Generating Interactions between Schemata and Text is text-to-text.

Graphic organizer

Question number five of the student focus group was created with the purpose of knowing the types of tasks that teachers use to assess reading comprehension. The results that the students gave were the same, but words like "concept map" are related to the investigation because the use of graphic organizers is part of the reading evaluation techniques.

According to Hossfeld (2019) with graphic organizers, students are forced to pause while reading and reflect on what is most important, which offers them a concrete task to fulfill as well. After completion, a variety of visual organizers can be quickly transformed into written tests.

Chapter V

Reflections of the study

The research project was made to analyze the different assessment techniques for reading comprehension. To execute a good investigation process, the author reviewed information that relates to the topic and also checked previous studies. In addition, data was collected from a group of students and teachers who belong to "Unidad Educativa Muey."

After reviewing the information, the author could find that the General Objective and Specific Objectives of this research are met, such as identifying the type of assessment technique used by teachers, describing the experience of students with the reading comprehension assessment techniques, and determining the positive, and negative results that teachers obtain of this type of assessment. The use of informal assessments is the most common to assess students' reading comprehension.

Some limitations that arose during the research process were the date and time to collect data from the focus group of teachers. In addition, teachers did not have knowledge of the types of assessments for reading comprehension, but the researcher could give a brief explanation of the different types of evaluation techniques for the above-mentioned skill.

In addition, for the correct analysis of the questions, it was a little arduous to correlate the answers obtained from the interview in the focus group with the topic to be investigated because the teachers were unaware of all the types of techniques for reading comprehension, so there are not many comparisons between focus group analysis and discussion vs. literature review.

During the research process, it is possible to understand that different reading evaluation techniques help the learning process. Each technique is intended to develop critical thinking, identify the main idea, and enrich vocabulary.

When developing reading comprehension, students need to be concentrated and organize their ideas. For this reason, teachers ask questions about a text to find out if students know how to identify the main idea, find vocabulary, and understand the context of a reading. The focus group of teachers can select the best solutions to assess reading comprehension in English as a Foreign Language. Assessment techniques for the mentioned skill can include writing a summary or making a graphic organizer.

Based on the writer's experience at the moment of carrying out this research, it was an enriching experience because it allowed her to discover that there are teachers who force memorization and that not all of them use asking questions as the only assessment technique.

Furthermore, this project assisted in determining the benefits and drawbacks that teachers consider in the evolution of reading comprehension, as well as the factors to consider when analyzing students' levels in EFL.

At the beginning of this investigation, the writer thought that teachers only used asking questions, multiple choice, and graphic organizers for reading comprehension because those are the most common assessments used in an institution. After doing this research, the author has learned new techniques that she could apply to read comprehensions, such as skimming and scanning. Each teacher in the English area of the "Unidad Educativa Muey" has a different way of evaluating reading comprehension.

A life lesson that the writer learned in this process was that it does not matter what type of assessment she makes her students carry out for reading comprehension because the only essential thing is to teach effectively and efficiently so that learners develop their reading ability. The author considers that memorization for this skill is not necessary but that students must explain their answers with foundations based on reading or text.

Finally, the writer would like to advise teachers to change the assessment techniques so that students feel motivated to enhance their reading comprehension interactively because

educators always use the technique of asking questions. The focus group teachers should plan what types of assessments will be used each week so that students feel safe and learn to develop each assessment technique for reading comprehension in English as a second language.

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Annexes

Annex 1: Anti-plagiarism Report

Certificado Sistema Anti Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “ANALYSIS OF ASSESSMENT TECHNIQUES FOR READING COMPREHENSION IN EFL” elaborado por el estudiante Carol Yarixa Chaguay Panchana, 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 OURIGINAL, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 10 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,




MSc. Ana Maria Maruri

TUTORA

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Annex 2: Interview Focus Group/ Teachers

The information obtained from this interview will be confidential and used for academic purposes.

FOCUS GROUP

The objective of this focus group is to gather information about the use of Assessment Techniques for Reading comprehension in EFL through open questions to English teachers and students at the Unidad Educativa Muey.

ASSESSMENT TECHNIQUES FOR READING COMPREHENSION IN EFL

INTERVIEW FOR TEACHERS

- What test techniques do you apply to assess reading comprehension?

Us usually apply Identify the Main Idea.

- What kind of assessment techniques do you prefer? Why?

The Graphic organizer, ask questions are a good techniques.

- What are the advantages and disadvantages of assessment for reading comprehension?

Advantage: To understand context

Disadvantages: Some students don't have academic material to do the activity.

The information obtained from this interview will be confidential and used for academic purposes.

- When you assess reading comprehension, what kind of difficulties and obstacles do your learners generally, meet?

The abs at academic material of some student
for this reason some children do not the
activity.

- As a teacher of English, what techniques do you suggest for assessing the reading comprehension skill? Why?

Identify the main idea.

- How can reading comprehension assessment techniques analyze the level of EFL?

The ready comprehension is an option to
slow over level of english.

The information obtained from this interview will be confidential and used for academic purposes.

FOCUS GROUP

The objective of this focus group is to gather information about the use of Assessment Techniques for Reading comprehension in EFL through open questions to English teachers and students at the Unidad Educativa Muey.

ASSESSMENT TECHNIQUES FOR READING COMPREHENSION IN EFL

INTERVIEW FOR TEACHERS

- What test techniques do you apply to assess reading comprehension?

Questions and Answers.

- What kind of assessment techniques do you prefer? Why?

I prefer Questions and Answers because, I can check Information Questions and yes/No Questions.

- What are the advantages and disadvantages of assessment for reading comprehension?

An advantage is students can understand the topic of text in context.

A disadvantage would be students don't know idiomatic expressions.

The information obtained from this interview will be confidential and used for academic purposes.

- When you assess reading comprehension, what kind of difficulties and obstacles do your learners generally, meet?

An difficulty is that they don't know meanings.

- As a teacher of English, what techniques do you suggest for assessing the reading comprehension skill? Why?

It suggest Questions and answers

- How can reading comprehension assessment techniques analyze the level of EFL?

could be according to the answers about grammatical structures used into the responses

The information obtained from this interview will be confidential and used for academic purposes.

FOCUS GROUP

The objective of this focus group is to gather information about the use of Assessment Techniques for Reading comprehension in EFL through open questions to English teachers and students at the Unidad Educativa Muey.

ASSESSMENT TECHNIQUES FOR READING COMPREHENSION IN EFL

INTERVIEW FOR TEACHERS

- What test techniques do you apply to assess reading comprehension?

- Ask the questions

- Skimming

- Scanning

- What kind of assessment techniques do you prefer? Why?

I prefer ask the questions because it allows you to understand what is read, students learn to think critically.

- What are the advantages and disadvantages of assessment for reading comprehension?

Advantages are they improve reading comprehension, enrich vocabulary, know the grammar.

Disadvantages is difficult to understand individual words if you have little prior knowledge.

The information obtained from this interview will be confidential and used for academic purposes.

- When you assess reading comprehension, what kind of difficulties and obstacles do your learners generally, meet?

The difficulties they generally present is that they fail to understand the text well due to the little knowledge of verbs.

- As a teacher of English, what techniques do you suggest for assessing the reading comprehension skill? Why?

Ask the questions because it helps students develop critical thinking as well as improving their understanding.

- How can reading comprehension assessment techniques analyze the level of EFL?

Reading comprehension techniques are assessed to help students develop cognitive skills such as interpretation and reflection.

The information obtained from this interview will be confidential and used for academic purposes.

FOCUS GROUP

The objective of this focus group is to gather information about the use of Assessment Techniques for Reading comprehension in EFL through open questions to English teachers and students at the Unidad Educativa Muey.

ASSESSMENT TECHNIQUES FOR READING COMPREHENSION IN EFL

INTERVIEW FOR TEACHERS

- What test techniques do you apply to assess reading comprehension?

The techniques that I apply in class to assess reading comprehension are: Active reading, skimming and scanning.

- What kind of assessment techniques do you prefer? Why?

I prefer the Active reading because I can ask questions, highlight, and make notes. Students can easily see the main points, and write a (summary) summary in their own words. Also, the learner will find keywords or key phrases.

- What are the advantages and disadvantages of assessment for reading comprehension?

- Advantages: Develop reading skills fluency, Vocabulary development and comprehension - Motivate students to read - Facilitates academic professional and work performance.

- Disadvantages: In students with: dyslexia, difficult text, limited vocabulary working memory deficit.

- Also have trouble comprehending if the student are disinterested or bored.

The information obtained from this interview will be confidential and used for academic purposes.

- When you assess reading comprehension, what kind of difficulties and obstacles do your learners generally meet?

limited vocabulary confusion about the meaning of words and sentences inability to connect ideas in the text.

- As a teacher of English, what techniques do you suggest for assessing the reading comprehension skill? Why?

As a teacher I suggest techniques as the Active reading because we can develop skill in the students such as make notes, write a summarize in your own words, ask questions, vocabulary development.

- How can reading comprehension assessment techniques analyze the level of EFL?

The students should have the following skills fluency, being able to connect ideas, vocabulary are key to reading comprehension helps to understand the whole text.

Annex 3: Interview Focus Group/Students

The information obtained from this interview will be confidential and used for academic purposes.

Las evaluaciones de diagnóstico son conjuntos de preguntas escritas (opción múltiple o respuesta corta) que evalúan la base de conocimientos actual de un alumno.

Las evaluaciones formativas tienen un valor bajo o nulo. Las evaluaciones formativas permiten a los estudiantes dibujar un mapa conceptual en clase para representar su comprensión de un tema.

El propósito de la evaluación sumativa es medir la comprensión de los estudiantes del material presentado al final de una unidad de trabajo en particular y, a menudo, se mide con una calificación o porcentaje, según el tema.

ENTREVISTA PARA ESTUDIANTES

- ¿Piensa que una evaluación es esencial para su aprendizaje? ¿Por qué?

En mi opinión si es esencial ya que en una evaluación demuestra todo lo que aprendiste en cada parcial. Ahí demostramos que tanto conocemos sobre el tema que se evalúa.

- ¿Cómo te sientes cuando te evalúan en comprensión lectora?

En lo personal me siento confiada cuando me evalúan de esa manera ya que se basa en ver si comprendemos el tema a tratar. Es una manera fácil de evaluar al estudiante.

- Evaluación formal e informal. ¿Cómo quieres que te evalúen? ¿Por qué?

La evaluación formal es más factible, el trabajo consiste en realizar un organizador gráfico con las ideas centrales y se me es más fácil realizar este tipo de trabajo.

The information obtained from this interview will be confidential and used for academic purposes.

- ¿Qué tipo de evaluación cree que desarrolla sus habilidades de comprensión lectora?

Las evaluaciones metacognitivas ayudan en mi opinión al momento de comprender el tema. También están las opciones múltiples, estas 2 evaluaciones sirven para la comprensión lectoral.

- ¿Qué tipo de tareas usan tus profesores para evaluar tu comprensión lectora?

* Investigaciones

* Exposiciones

* Resúmenes del tema

- Describa su experiencia con las técnicas de evaluación para la comprensión de lectura en EFL.

La materia de inglés o lenguas extranjeras es muy bonito e interesante pero al momento de evaluarlos si es más complicado. Lamentablemente no contamos con una maestra eficiente para hacerse cargo de una materia como lo es en inglés.

The information obtained from this interview will be confidential and used for academic purposes.

Las evaluaciones de diagnóstico son conjuntos de preguntas escritas (opción múltiple o respuesta corta) que evalúan la base de conocimientos actual de un alumno.

Las evaluaciones formativas tienen un valor bajo o nulo. Las evaluaciones formativas permiten a los estudiantes dibujar un mapa conceptual en clase para representar su comprensión de un tema.

El propósito de la evaluación sumativa es medir la comprensión de los estudiantes del material presentado al final de una unidad de trabajo en particular y, a menudo, se mide con una calificación o porcentaje, según el tema.

ENTREVISTA PARA ESTUDIANTES

- ¿Piensa que una evaluación es esencial para su aprendizaje? ¿Por qué?

Si, porque así puedes saber tus conocimientos acerca de un tema que se haya o que se este tratando, es decir medir los conocimientos.

- ¿Cómo te sientes cuando te evalúan en comprensión lectora?

Pues tal vez bien por que así puedes expresar ideas y comprender de lo que se este dando.

- Evaluación formal e informal. ¿Cómo quieres que te evalúen? ¿Por qué?

Evaluación formal ya que nos hace leer una lectura del tema de ese día y luego nos hace realizar ya se cuadros, organizadores, etc y hasta con otro que no tiene nada que ver con el tema.

The information obtained from this interview will be confidential and used for academic purposes.

- ¿Qué tipo de evaluación cree que desarrolla sus habilidades de comprensión lectora?

la evaluación de metacognitiva ya que eso ayuda y así puedes decir o expresar a tu manera.

- ¿Qué tipo de tareas usan tus profesores para evaluar tu comprensión lectora?

* Resumen,

* Investigación

* Exposición

* Mapas Conceptual

- Describa su experiencia con las técnicas de evaluación para la comprensión de lectura en EFL.

Me llama la atención el inglés, pero la docente que imparte clase no se sabe explicar y eso hace a que nosotros como estudiante nos confundimos.

The information obtained from this interview will be confidential and used for academic purposes.

Las evaluaciones de diagnóstico son conjuntos de preguntas escritas (opción múltiple o respuesta corta) que evalúan la base de conocimientos actual de un alumno.

Las evaluaciones formativas tienen un valor bajo o nulo. Las evaluaciones formativas permiten a los estudiantes dibujar un mapa conceptual en clase para representar su comprensión de un tema.

El propósito de la evaluación sumativa es medir la comprensión de los estudiantes del material presentado al final de una unidad de trabajo en particular y, a menudo, se mide con una calificación o porcentaje, según el tema.

ENTREVISTA PARA ESTUDIANTES

- ¿Piensa que una evaluación es esencial para su aprendizaje? ¿Por qué?

Si, para el mejor desarrollo de los conocimientos, de nuestros conocimientos tanto básico como los fundamentales esto implementa que nosotros podamos observar como hemos desarrollado a lo largo de nuestro año lectivo

- ¿Cómo te sientes cuando te evalúan en comprensión lectora?

Siento que es el implemento más versátil, ya que, así los estudiantes pueden captar mejor el tema en desarrollo y así mismo que los estudiantes comprendan y entiendan

- Evaluación formal e informal. ¿Cómo quieres que te evalúen? ¿Por qué?

Evaluación Formal porque tiene mejor captación al estudiante y a la clase dando a entender lo que explica

The information obtained from this interview will be confidential and used for academic purposes.

- ¿Qué tipo de evaluación cree que desarrolla sus habilidades de comprensión lectora?

Las forma en las evaluaciones, ya que, en estas nos preguntan como hemos desarrollado nuestro aprendizaje y demas consulta de si la atencion a la clase es entendible

- ¿Qué tipo de tareas usan tus profesores para evaluar tu comprensión lectora?

Principalmente resúmenes de paginas para el mejor conocimiento y comprensión y las exposiciones ya que estas ayudan a tener ejemplo para comprender la clase y nosotros

- Describa su experiencia con las técnicas de evaluación para la comprensión de lectura en EFL.

La experiencia es una minima, ya que, la maestra no conmemora su conocimientos como debe de ser, su explicación no es debida y su pronunciaci3n tampoco es entendible,

The information obtained from this interview will be confidential and used for academic purposes.

Las evaluaciones de diagnóstico son conjuntos de preguntas escritas (opción múltiple o respuesta corta) que evalúan la base de conocimientos actual de un alumno.

Las evaluaciones formativas tienen un valor bajo o nulo. Las evaluaciones formativas permiten a los estudiantes dibujar un mapa conceptual en clase para representar su comprensión de un tema.

El propósito de la evaluación sumativa es medir la comprensión de los estudiantes del material presentado al final de una unidad de trabajo en particular y, a menudo, se mide con una calificación o porcentaje, según el tema.

ENTREVISTA PARA ESTUDIANTES

- ¿Piensa que una evaluación es esencial para su aprendizaje? ¿Por qué?

Sí, ya que estamos reflejando los conocimientos que adquirimos en un cierto período de tiempo.

- ¿Cómo te sientes cuando te evalúan en comprensión lectora?

Es bueno porque analizo detenidamente un texto para comprenderlo y aplicar lo aprendido.

- Evaluación formal e informal. ¿Cómo quieres que te evalúen? ¿Por qué?

Informal, siento que es más interactiva y entretenida, y la información queda en nuestra memoria a largo plazo.

The information obtained from this interview will be confidential and used for academic purposes.

- ¿Qué tipo de evaluación cree que desarrolla sus habilidades de comprensión lectora?

Evaluaciones metacognitivas y de opción múltiple

- ¿Qué tipo de tareas usan tus profesores para evaluar tu comprensión lectora?

Resúmenes, exposiciones e investigaciones

- Describa su experiencia con las técnicas de evaluación para la comprensión de lectura en EFL.

Sinceramente, el método de enseñanza de la actual docente no es el más efectivo ni estratégico debido a que se estanca en temas muy básicos y en algunas clases caben ciertas dudas que no es capaz de contestar adecuadamente. Tampoco entiendo su pronunciación

The information obtained from this interview will be confidential and used for academic purposes.

Las evaluaciones de diagnóstico son conjuntos de preguntas escritas (opción múltiple o respuesta corta) que evalúan la base de conocimientos actual de un alumno.

Las evaluaciones formativas tienen un valor bajo o nulo. Las evaluaciones formativas permiten a los estudiantes dibujar un mapa conceptual en clase para representar su comprensión de un tema.

El propósito de la evaluación sumativa es medir la comprensión de los estudiantes del material presentado al final de una unidad de trabajo en particular y, a menudo, se mide con una calificación o porcentaje, según el tema.

ENTREVISTA PARA ESTUDIANTES

- ¿Piensa que una evaluación es esencial para su aprendizaje? ¿Por qué?

Claro porque ahí te evalúan si es que has aprendido y entendido los temas correctamente.

- ¿Cómo te sientes cuando te evalúan en comprensión lectora?

Pues feliz, es muy sencillo y es solo pensar, leer y razonar.

- Evaluación formal e informal. ¿Cómo quieres que te evalúen? ¿Por qué?

Informal porque siento que es más divertido e interesante.

The information obtained from this interview will be confidential and used for academic purposes.

- ¿Qué tipo de evaluación cree que desarrolla sus habilidades de comprensión lectora?

Las evaluaciones formativas.

- ¿Qué tipo de tareas usan tus profesores para evaluar tu comprensión lectora?

Tareas sobre talleres y enunciados en el libro.

- Describa su experiencia con las técnicas de evaluación para la comprensión de lectura en EFL.

Mi experiencia siempre es buena ya que me manejo muy bien y sé lo básico como para comprenderlo y responder correctamente.

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Las evaluaciones de diagnóstico son conjuntos de preguntas escritas (opción múltiple o respuesta corta) que evalúan la base de conocimientos actual de un alumno.

Las evaluaciones formativas tienen un valor bajo o nulo. Las evaluaciones formativas permiten a los estudiantes dibujar un mapa conceptual en clase para representar su comprensión de un tema.

El propósito de la evaluación sumativa es medir la comprensión de los estudiantes del material presentado al final de una unidad de trabajo en particular y, a menudo, se mide con una calificación o porcentaje, según el tema.

ENTREVISTA PARA ESTUDIANTES

- ¿Piensa que una evaluación es esencial para su aprendizaje? ¿Por qué?

Una evaluación no es necesaria para el aprendizaje porque te obligan a memorizar y no te dan la oportunidad de reflexionar, mejores formas de aprendizaje son prácticas o charlas entre docentes y estudiantes.

- ¿Cómo te sientes cuando te evalúan en comprensión lectora?

Me gusta más este tipo de evaluación, pues me da la oportunidad de reflexionar y comprender mejor el tema.

- Evaluación formal e informal. ¿Cómo quieres que te evalúen? ¿Por qué?

Me gustaría que me evalúen con preguntas metacognitivas o a través de preguntas orales durante la clase.

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- ¿Qué tipo de evaluación cree que desarrolla sus habilidades de comprensión lectora?

Evaluaciones con preguntas abiertas que te den la oportunidad de responder con tus propias palabras lo que aprendiste.

- ¿Qué tipo de tareas usan tus profesores para evaluar tu comprensión lectora?

Los profesores enseñan a realizar investigaciones, resúmenes de libros, exposiciones, etc.

- Describa su experiencia con las técnicas de evaluación para la comprensión de lectura en EFL.

Es un idioma que me gustaría aprender, sin embargo nos enseñan de una forma poco práctica y de manera muy corta, lo que nos da la oportunidad de desarrollarnos simplemente.

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ENTREVISTA PARA ESTUDIANTES

- ¿Piensa que una evaluación es esencial para su aprendizaje? ¿Por qué?

No Porque te ponen a prueba tu conocimiento y se puede sentir bajo presión

- ¿Cómo te sientes cuando te evalúan en comprensión lectora?

Si bien me ayuda a reflexionar.

- Evaluación formal e informal. ¿Cómo quieres que te evalúen? ¿Por qué?

A mí me gustaría que me evalúen como con preguntas de que entendí sobre el tema porque siento que me ayuda a entender mejor el tema.

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- ¿Qué tipo de evaluación cree que desarrolla sus habilidades de comprensión lectora?

Evaluación metacognitiva y preguntas personales

- ¿Qué tipo de tareas usan tus profesores para evaluar tu comprensión lectora?

Investigaciones, Resúmenes expositivos.

- Describa su experiencia con las técnicas de evaluación para la comprensión de lectura en EFL.

Me llama la atención el idioma y me parece interesante pero la maestra con la que estoy no se sabe explicar y eso confunde.

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ENTREVISTA PARA ESTUDIANTES

- ¿Piensa que una evaluación es esencial para su aprendizaje? ¿Por qué?

No, porque te alientan a la memorización y no a la comprensión

- ¿Cómo te sientes cuando te evalúan en comprensión lectora?

Me siento con menor presión ya que me ayuda a reflexionar.

- Evaluación formal e informal. ¿Cómo quieres que te evalúen? ¿Por qué?

Me gustaría que me evalúen en forma de comprensión y no de memorización porque activa mi capacidad de comprensión

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- ¿Qué tipo de evaluación cree que desarrolla sus habilidades de comprensión lectora?

Las evaluaciones metacognitivas y de comprensión

- ¿Qué tipo de tareas usan tus profesores para evaluar tu comprensión lectora?

Tareas como: investigaciones, resúmenes, etc

- Describa su experiencia con las técnicas de evaluación para la comprensión de lectura en EFL.

Pues comprendo lo básico en inglés y tengo algo de pronunciación, pero la persona que me enseña de la materia no tiene la capacidad de explicar claramente

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Las evaluaciones de diagnóstico son conjuntos de preguntas escritas (opción múltiple o respuesta corta) que evalúan la base de conocimientos actual de un alumno.

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ENTREVISTA PARA ESTUDIANTES

- ¿Piensa que una evaluación es esencial para su aprendizaje? ¿Por qué?

Si para saber que he conocido durante el periodo año lectivo o en el transcurso que se va viendo las cosas

- ¿Cómo te sientes cuando te evalúan en comprensión lectora?

pues con un poco de miedo, ya que me da miedo decir alguna otra descripción no de acuerdo al tema

- Evaluación formal e informal. ¿Cómo quieres que te evalúen? ¿Por qué?

me gustaría que me evaluaras con opciones múltiples y metacognitiva

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- ¿Qué tipo de evaluación cree que desarrolla sus habilidades de comprensión lectora?

en las evaluaciones metas cognitivas

- ¿Qué tipo de tareas usan tus profesores para evaluar tu comprensión lectora?

las exposiciones en clases, los resúmenes
las investigaciones, etc

- Describa su experiencia con las técnicas de evaluación para la comprensión de lectura en EFL.

Me gusta mucho el idioma, pero la maestra que nos da no tiene paciencia y en realidad no se sabe explicar y no tiene buena pronunciación ya que ella lo lee como está escrito

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Las evaluaciones de diagnóstico son conjuntos de preguntas escritas (opción múltiple o respuesta corta) que evalúan la base de conocimientos actual de un alumno.

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ENTREVISTA PARA ESTUDIANTES

- ¿Piensa que una evaluación es esencial para su aprendizaje? ¿Por qué?

Si, por q con las evaluaciones con beneficios para saber cuanto hemos aprendido en transcurso de las jornadas de clase

- ¿Cómo te sientes cuando te evalúan en comprensión lectora?

No me gusta por q siempre me complico pensando en todo y la comprensión lectora es de analizar y es lo q mas odio

- Evaluación formal e informal. ¿Cómo quieres que te evalúen? ¿Por qué?

Me gustaria q me evaluen de forma escrita o con secciones multiple, q nos den temario para saber cuales temas especificos q estudiar

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- ¿Qué tipo de evaluación cree que desarrolla sus habilidades de comprensión lectora?

Las evaluaciones que te ponen un texto y lo analizas y pones preguntas sobre el texto o que pongamos lo que entendimos de texto

- ¿Qué tipo de tareas usan tus profesores para evaluar tu comprensión lectora?

(No) los profesores usan las investigaciones, exposiciones, hacer resúmenes de una clase, etc.

- Describa su experiencia con las técnicas de evaluación para la comprensión de lectura en EFL.

Lo que me ha pasado es que no sé cómo poner en los exámenes por que los profesores no enseñan bien la materia de inglés y los estudiantes no lo comprendemos, a veces ellos se confunden con las palabras y nos hacen confundir, ellos no tienen la paciencia para explicarnos como es debido, etc.