

**FORMATIVE ASSESSMENT IN VOCABULARY LEARNING: INSIGHTS FOR THE ENGLISH
CLASSROOM**

HELEN VALERIA CORREDOR PABON

UNIVERSIDAD PEDAGÓGICA NACIONAL

FACULTAD DE HUMANIDADES

DEPARTAMENTO DE LENGUAS

BOGOTÁ, COLOMBIA

2025

**FORMATIVE ASSESSMENT IN VOCABULARY LEARNING: INSIGHTS FOR THE ENGLISH
CLASSROOM**

HELEN VALERIA CORREDOR PABON

This project is presented to obtain the diploma of Licenciatura en Español y Lenguas
Extranjeras con Énfasis en Inglés y Francés

THESIS DIRECTOR

ANA MILENA MORALES

UNIVERSIDAD PEDAGÓGICA NACIONAL

FACULTAD DE HUMANIDADES

DEPARTAMENTO DE LENGUAS

BOGOTÁ, COLOMBIA

2025

NOTA DE ACEPTACIÓN

Firma del Jurado

Firma del Jurado

My deep gratitude to my parents for their efforts, support and love. Thanks to my mother who, since I started university, did her best for me to continue my degree, always with her love and motivation I could find a reason to finish, and she felt proud of me. Thanks to my father who always worked harder and supported me in this university life. They are my source of motivation in everything I do.

On the other hand, I am grateful with my thesis director Ana Milena who was always available and attentive in the consolidation of the research project supporting and motivating me. Finally, thank you to all the people who believed in me even when I did not at some point.

ABSTRACT

This action research examines formative assessment's role in vocabulary learning among third-grade EFL students at Magdalena Ortega de Nariño School. It analyzes students' perceptions of formative assessment strategies and their impact on vocabulary development. Using a qualitative approach, focus groups and artifacts were implemented to collect valuable data that evidenced the development of the pedagogical proposal. The results that emerged from the methodological triangulation reveal that students value constructive feedback as a tool for improvement and motivation. Peer collaboration emerged as a key scaffold that supports interaction, shared knowledge, and emotional encouragement. In conclusion, formative assessment can enhance vocabulary retention implementing by student-centered feedback and multimodal strategies while addressing affective barriers.

Keywords: formative assessment, vocabulary learning, collaborative learning, EFL classroom.

RESUMEN

Esta investigación-acción examina el rol de la evaluación formativa en el aprendizaje de vocabulario entre estudiantes de inglés como lengua extranjera de tercer grado en el Colegio Magdalena Ortega de Nariño. Analiza las percepciones de los estudiantes sobre las estrategias de evaluación formativa y su impacto en el desarrollo de léxico. Mediante un enfoque cualitativo, se implementaron grupos focales y artefactos para recopilar datos valiosos que evidenciaron el desarrollo de la propuesta pedagógica. Los resultados de la triangulación metodológica revelan que los estudiantes valoran la retroalimentación constructiva como una herramienta de mejora y motivación. La colaboración entre pares surgió como un apoyo clave que fomenta la interacción, el conocimiento compartido y el estímulo emocional. En conclusión, la evaluación formativa puede potenciar la retención de vocabulario implementando

retroalimentación centrada en el estudiante y estrategias multimodales, al tiempo que aborda las barreras afectivas.

Palabras clave: evaluación formativa, aprendizaje de vocabulario, aprendizaje colaborativo, aula de inglés como lengua extranjera.

TABLE OF CONTENTS

1.1 Context	10
1.2 Participants	11
1.3 Diagnostic	12
1.4 Result of the questionnaires	12
CHAPTER 1.....	14
Statement	14
Rationale	15
Research Question	18
Objective	18
Specific objective	18
CHAPTER II.....	19
Literature Review	19
<i>Formative assessment</i>	19
<i>Vocabulary in EFL</i>	22
Theoretical Framework	24
<i>Formative Assessment</i>	25
<i>Cooperative Language Learning Approach</i>	27
<i>Vocabulary in EFL</i>	28
<i>Self-regulation strategies</i>	30
CHAPTER III.....	32
Research design	32
Approach	32
Type of research	33
Participants	34
Data collection instruments	35
Procedures	37
Triangulation	39

Ethical considerations	40
CHAPTER IV.....	40
Collaborative Language Learning	40
Vision of language	41
Vision of learning	41
Vision of syllabus	43
Vision of students.....	44
Vision of teachers	45
Lesson model	45
CHAPTER V.....	48
Category 1. Relevance of feedback practices.....	50
<i>Category 1.1 Keeping Forward: The Role of Feedback.....</i>	<i>50</i>
<i>Category 1.2 Faces vs Grades: Emotional Responses</i>	<i>53</i>
Category 2. Vocabulary Development.....	56
<i>Category 2.1 Engagement and opportunities to learn.....</i>	<i>57</i>
<i>Category 2.2 Confidence in Vocabulary.....</i>	<i>62</i>
Category 3. Collaborative Dynamics.....	69
<i>Category 3.1 Empowering my Partners: Peer Assessment</i>	<i>70</i>
<i>Category 3.2 Learning Through Assessment: Summative vs. Formative</i>	<i>71</i>
CHAPTER VI.....	74
CONCLUSIONS	76
REFERENCES	77
ANNEXES	81

LIST OF FIGURES

Figure #1: Illustration of spiral curriculum in vocabulary learning	46
Figure #2: Illustration of the categories of analysis	51
Figure #3: Illustration of students artifacts.....	62
Figure #4: Illustration of students artifacts.....	62
Figure #5: Illustration of students artifacts.....	66
Figure #6: Illustration of students artifacts.....	66
Figure #7: Illustration of students artifacts.....	67
Figure #8: Illustration of students artifacts.....	67
Figure #9: Illustration of students artifacts.....	68
Figure #10: Illustration of students artifacts.....	69
Figure #11: Illustration of students artifacts.....	69

1. CHARACTERIZATION

1.1 Context.

The school where this investigation took place is called *Colegio Magdalena Ortega de Nariño* (MAONAIED), a public educational institution located at Carrera 69 B No 78 A – 36 in Las Ferias neighborhood, within the Engativá locality of Bogotá, Colombia. It is exclusively attended by female students and provide a space that supports their educational and personal development. The school is situated in an industrially active neighborhood characterized by its socioeconomic stratification levels two and three. The surrounding area is a mix of residential, commercial, and educational establishments, creating a dynamic and diverse environment. Nearby, a district school called Juan del Corral provides a contrast model of schooling from MAONAIED because it caters to both male and female students, creating a diverse academic environment in the area.

In terms of accessibility, Colegio Magdalena Ortega de Nariño is strategically located to facilitate transportation for students and staff. It is close to major transportation routes such as Avenue 68, the Ferias Transmilenio station, and several SITP (Sistema Integrado de Transporte Público) bus stops. This connectivity ensures easy commuting for students and employees while linking the school to the broader city.

The Magdalena Ortega de Nariño school is a school made up of three school shifts morning, afternoon, and evening classes enrolling approximately one thousand six hundred students across all shifts. The academic staff is composed by thirty-eight teachers and six school administrators at the head of the school. Regarding the infrastructure, every classroom is provided with basic items such as a television, a resources' shelf, two boards in elementary classrooms, and a table with a chair for each student. There are two technology laboratories, recreation areas, a nursery room, and a cafeteria. However, there is an absence of green zones

within and around the school. In terms of security measures, there are four security guards who maintain the area secure.

Related to the school identification the *Proyecto Educativo Institucional* (PEI), whose catchphrase is “*Formación de mujeres, jóvenes y adultos competentes para las exigencias del mundo actual*”, emphasized in *Desarrollo de Pensamiento y Enseñanza para la Comprensión en el marco del Constructivismo*. Broadly, *Colegio Magdalena Ortega de Nariño* is accomplished in developing the progress of the community, specifically competent women, young and old, for the current world.

Regarding the mission of MAONA’S school, it is “to provide a competent educational service for the benefit of the training of women, young people and competent adults and the vision is to be a suitable space with a high level of humanity, social and cognitive quality” (Magdalena Ortega de Nariño PEI, 2022). According to the official documents of the school, they mention that “the school fosters its students to achieve a set of virtues: integrity, autonomy, critical women, entrepreneur, engaged, sensitive, respect, assertive, perseverant, responsible, studious and grateful” (Magdalena Ortega de Nariño PEI, 2022).

1.2 Participants.

Concerning the population of this project, initially, the students belonged to the second grade; there were 20 girls, whose age range was from 7 to 8. The socio-economic strata were between two and three among the students. The second-grade students took one and a half hours of English per week, which was taught by the main teacher who also covered other subjects such as Spanish, Science, Technology, etc. As might be expected, students were promoted to third grade; there were 20 girls, and the age range was between 8 and 9. They took one and a half hours each week on Wednesdays from 1:50 pm to 3:50 pm; they had a break

from 2:30 pm to 3:00 pm. Regarding the English teacher in third grade, there was, in the first semester of classes, a teacher only for that subject, and in the second semester another one; however both of them did not master the language because they were specialized in others disciplines. Leaving a gaze of the continuous alternation of teachers for the English subject.

1.3 Diagnostic

To gather information on the students' current project process, it is necessary to implement an instrument to collect data. On this occasion, questionnaires were employed (see annex 1). These were applied to the second graders to recognize their own perceptions about their learning process in English. In the following section, the results of the data collected will be presented.

1.4 Result of the questionnaires

The questionnaires were applied to 17 out of 20 girls present at that time. Three of the girls were absent when the questionnaires were given, but they were still part of the project. Firstly, it revealed that most students enjoyed their English classes, with 16 out of 17 expressing a positive attitude toward the subject. Keeping that in mind, most of them felt comfortable while learning English. However, one student expressed a general dislike of the classes and the subject itself.

Secondly, the results indicated that students preferred a variety of dynamic activities during the learning process. The most favored activities were acting and creative writing, followed by drawing and singing. In contrast, activities such as oral performances, exercises, and watching movies were less selected. It is important to note that each student has a unique learning style, as reflected in their responses to the questionnaire even when most of them share some choices.

Concerning language skills and how the students felt when they had to perform them, it was evident that most of them felt confident when reading. Nevertheless, the other skills — speaking, listening, and writing—were not perceived negatively by the students when they performed them. It seems important to mention that some students felt unconcerned about speaking and reading skills. Finally, one student reported feeling uncomfortable when speaking, one when reading and another two of the 17 students felt uneasy during listening activities.

Regarding assessment and grades in the English class, most students stated that they liked being evaluated through tests, quizzes or activities involving grades and/or feedback. However, one student expressed a dislike for such evaluations. The primary teacher, recognized by the students, was responsible for grading and overseeing their progress. It is worth noting that evaluation methods such as co-evaluation and hetero evaluation were occasionally implemented during the English class and students acknowledge these practices. Additionally, feedback was well received by the students when the main teacher implemented it.

CHAPTER 1.

THE PROBLEM

Statement

The information gathered in the diagnosis was extracted from a student's questionnaire (see annex 1), a semi-structured interview addressed to the teacher (see annex 2), and observations made by the preservice teacher. This data helped to identify the number of students and their educational context. Additionally, the students' interests and perspectives related to English classes were gathered. Overall, it may be said that most of them expressed an interest in learning English in dynamic activities such as singing, dancing, drawing or writing, as indicated in the questionnaires. However, it is key to point out that the girls' learning experience in English and other subjects had been characterized by inconsistency and interruptions, primarily due to the frequent changes of teachers. For this reason, the main teacher focused on reinforcing subjects like Spanish and Maths, since a few girls showed difficulties related to phonemic awareness. In other words, they struggled to recognize sounds in words, so instead of reading and understanding them, they just copied what was written on the board. They were not connecting letters to sounds, which made it harder for them to follow along.

The Magdalena Ortega de Nariño school is a female public school that encompasses both primary and secondary education levels. In the afternoon shift, it has been identified that teachers must cover most subjects including English, even if they are not experts in that subject because they do not know the language. Consequently, this has resulted in a lack of a specific teacher for the English language leading to a misalignment between the grade levels and students' English proficiency, particularly in third grade. This lack of specialized English teacher may affect vocabulary learning, as teaching may be not delivered systematically or effectively.

Moreover, the assessment practices in the English language curriculum primarily rely on summative evaluations with limited application of formative assessment strategies. This predominant reliance on summative assessment may not effectively measure students' continuing progress and understanding, hindering their optimal language development, especially in vocabulary learning. Harlen & Deakin (2002) point out that summative assessment can influence students' desire to learn in two ways. First, directly, by causing test anxiety and lowering their confidence if they score poorly. Second, indirectly, it affects how teachers instruct and what gets taught, as instruction often narrows to test-related content. This focus reduces opportunities for exploratory learning, which is crucial for vocabulary development.

Vocabulary learning is a gradual process enhanced by timely feedback, frequent exposure, and active practice. These factors are most effective if they are supported through formative assessment techniques such as peer feedback, self-assessment and continuous interaction between teachers and students. Formative assessments foster active participation, offer constructive feedback, and boost confidence, all of which contribute to deeper learning and better vocabulary development. This project aims to analyze the students' perspectives by incorporating formative assessment into the vocabulary learning of third-grade students at MAONA school. By addressing gaps in teacher expertise, teaching practices, and assessment methods, the intervention intends to enhance students' vocabulary learning outcomes.

Rationale

Assessment plays a crucial role in language education, shaping students' learning experiences and academic outcomes. However, traditional assessment practices that depend on summative assessment methods often prioritize measuring knowledge rather than fostering meaningful vocabulary learning, which limits students' long-term language development. At MAONA school, the English language curriculum primarily depends on summative

assessments, which may not effectively support third-grade students' vocabulary retention and engagement. Giving these challenges, exploring alternative assessment strategies that promote continuous learning, active participation, and deeper vocabulary learning is important.

According to Nation (2013), vocabulary learning in young learners involves exposure, meaningful interaction, and active engagement with words in context. In this project, it was relevant to establish an educational atmosphere where these aspects could be identified and explored. Young learners succeed in instructional environments that prioritize the reinforcement of word meaning through diverse, multimodal activities, repeated exposure, and authentic opportunities for application. Multimodal activities, such as visual aids and interactive games, help students to connect experiences, making the learning process more engaging. Repeated exposure to words in diverse contexts ensures that vocabulary is internalized and retained over time. Also, providing opportunities for authentic use allows students to practice the target vocabulary. However, when assessment practices focus primarily on summative evaluations, students may miss the interactive and reflective process necessary for deeper vocabulary learning.

Formative assessment practices, which focus on the learning process rather than outcomes, may help address these issues, particularly in vocabulary learning. Pramesti (2024) argues that consistent use of formative assessment enables teachers to monitor students' progress towards learning objectives, identify those in need of additional support, and provide targeted interventions to ensure all students achieve the necessary benchmarks. For young learners, vocabulary learning is crucial for language skills, and formative assessment can enhance this process by making it more engaging and effective.

The impact of assessment practices in vocabulary learning could create important and positive benefits for young learners and teachers during the process. For example, activities like

word games, picture recognition, or short oral presentations can make learning vocabulary more interactive and fun, fostering engagement and motivation in students. Regular feedback through formative assessment also plays an important role in helping students understand their strengths and areas for improvement. This not only builds their confidence but also motivates them to think positively about learning.

For third-grade students, at a crucial stage of language development, these practices can support the retention of new vocabulary by connecting words to real-life situations. Such an approach ensures that all students have the opportunity to achieve their potential in language learning. Moreover, recognizing students' perspectives is important for this research. As students provide their experiences, they can offer valuable insights into more effective teaching and assessment methods that may support vocabulary retention and language learning in young learners, making the process more meaningful.

Research Question

How do third-grade EFL students experience and perceive formative assessment in vocabulary learning at MAONA School?

Objective

Analyze the perceptions of third-grade EFL students at MAONA School regarding the role of formative assessment practices in their vocabulary learning.

Specific objective

Identify the assessment strategies used in vocabulary learning for third-grade EFL students at MAONA School.

Explore the effects of varied formative assessment strategies on vocabulary development in the EFL classroom.

Examine students' perceptions of formative assessment practices in their vocabulary learning.

CHAPTER II

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

Literature Review

For this research, it is essential to draw upon previous studies that explore the key themes of this investigation, particularly regarding formative assessment and vocabulary learning in an EFL setting. This literature review provides a comprehensive overview by examining relevant studies that address formative assessment practices, vocabulary learning, and the role of self-regulation in language learning. By analyzing the characteristics, methodologies and findings of these studies, it establishes the context for this research. It generates and generates a deeper understanding of the value of assessment and learner-centered assessment in EFL.

Formative assessment

The first research considered for this study is called: *The Formative Assessment Techniques in the Classroom as an English Learning Strategy in the Basic Primary of the Manacal Rural School* by Arenas (2022), which is framed within the qualitative research model with an ethnographic approach and a quasi-ethnographic research design. It was conducted with 26 fourth and fifth-grade students in Manacal Rural School. This study aimed to improve students' reading comprehension by implementing formative assessment techniques. The findings in this research strongly suggested that teachers implemented formative assessment intuitively, as part of the class, incorporating some aspects of formative assessment in their teaching processes. Regarding students' English level, it was found to be deficient. Finally, as a conclusion of this study, it is important to mention that both students and teachers needed a

change in the way they assess, and in reading comprehension to be more effective when assessing-evaluating or preparing students for tests.

This project is relevant for the present study because it evidences, through different arguments, the need to implement formative assessment not only at Manacal Rural School, but also in all the schools that have traditional assessment. Hence, formative assessment techniques are essential when assessing children's performance effectively and supporting their learning. Since at MAONA, as mentioned, the teacher applied some aspects of formative assessment, but this type of assessment was not fully developed.

The second research, *Formative Assessment in EFL Classroom Practices* by Widiastuti & Saukah (2017), included three junior high school English teachers and three junior high school students with the criteria that the teachers had been teaching English in junior high schools for 2 to more than 10 years. This study aimed to investigate teachers' knowledge of formative assessment and the actions taken after the implementation of this type of assessment to observe if teachers' understanding influences their actions in the classroom.

Regarding the findings, the teachers' understanding of formative assessment did not have a unique conception of its purpose. Their understanding was insufficient. Regarding feedback, the data pointed out that teachers had difficulties in finding the appropriate ways of providing feedback so that students would be aware of their learning process. Additionally, the results showed that the English teachers did some follow-up actions. However, due to their low understanding, there were no substantial changes. Teachers also reported feeling pressure from schools to prioritize scores.

This study indicates that EFL teachers need intensive training on the appropriate implementation of formative assessment and how follow-up actions should be integrated into classroom practices.

The previously reviewed study is important for this ongoing research since it shows that despite its importance, formative assessment has not been thoroughly researched and implemented in schools. This gap in understanding, particularly among teachers, subsequently gives rise to challenges in effectively evaluating students' learning processes.

Finally, the third study, *Formative assessment as a means of encouraging teenagers English language learning* (Rodríguez & Leguizamón, 2015), was conducted with an English class at a school in Bogotá. This study aimed to explore the students' perceptions and attitudes towards formative assessment. The findings suggested that by using formative assessment, perceptions towards English learning can change. At the beginning, learners were unaware of the role English played in their lives, at the end, more than half of the students highlighted the relevance of English in their education.

This research reveals the importance of implementing Formative Assessment in students' learning since it helps them to be conscious of their learning process and take actions to enhance their performance in the English classes. Therefore, this research gives the perspective that implementing formative assessment can have an impact on students in terms of motivation and engagement, supporting not only vocabulary learning but also fostering a more positive insight into learning English.

These studies gave an overall insight into formative assessment and its practices within the EFL setting. First, it was evident that this type of assessment has not been contemplated as an important aspect that brings benefits not only for learners, who are centered on the learning

process, but also teachers in terms of identifying what instructional practices do not lead to achieve a constructive and engaged process. On the other hand, if there is no clear understanding of what formative assessment implies, there could not have been an accurate way of applying it in the classroom. So, it is essential to explore and recognize this assessment in order to gather useful aspects and make them part of the learning development.

It also seems pertinent to explore some research studies that delve into vocabulary in EFL to identify how it may be taught in different contexts. Therefore, in the next part, some studies will be presented that provide helpful strategies and approaches to address vocabulary learning in the classroom.

Vocabulary in EFL

Related to the first research in the vocabulary domain, Cormane (2021) conducted an investigation with a second-grade group from IED Prado Veraniego School, where the age range was from 6 to 9 years old. The main aim was “To analyze the improvement of Vocabulary Learning through activities framed within Multimodality in the grade 201 at the IED Prado Veraniego” (2021, p. 17). The data was collected from field notes, videos, and artifacts produced by students. Regarding the findings of this research, they showed that the use of multimodality improved students’ vocabulary learning. Therefore, the first goal that this study proposed was met because students demonstrated to learn vocabulary as a result of the motivation, enthusiasm, and enjoyable environment that the multimodal activities created in the classroom. Regarding the images, they helped students to interpret the meaning of words and learn better vocabulary. Hence, images are a useful tool to enhance the vocabulary learning process of students due to all the characteristics and benefits of using images in the English class.

This project is relevant to the present study because it evidences how children learned vocabulary in the EFL through multimodality and gives ideas of how to teach vocabulary in EFL contexts. Moreover, this suggests that multimodality can be a valuable tool for educators, making learning more fun and motivating for students, ultimately leading to better vocabulary development. Studying this approach can help teachers improve their instruction and make language learning more effective.

The second study, “*Enhancing Vocabulary Learning through Two Different Techniques from a PPP Approach*” by Ocampo (2019), was conducted with a fourth-grade group (405) composed of 38 students between the ages of 8 and 10 years old, all girls. The research had as its general objective “To analyze the incidence of using decontextualizing and semi-contextualizing vocabulary learning techniques in the process of vocabulary learning of 405 students of Liceo Femenino Mercedes Nariño” (2019, p. 19). The data was gathered by observation to analyze and describe the classroom environment, the participants’ learning processes, behaviors and knowledge, surveys and artifacts such as worksheets. Regarding the findings, it was possible to establish that the students' vocabulary learning process was developed in an organized manner. Additionally, using two different techniques allowed the establishment of an order in the way of presenting the contents, starting from the simplest exercise to the most complex. Finally, it was possible to determine the relevance of the presentation-practice-production approach.

This project revealed the importance of implementing a PPP approach when teaching vocabulary. However, it is essential to mention that this study is relevant for the present study because it showed that the students’ vocabulary learning process should be developed following a structured way, considering their level, age, context, and so on.

This study helps the present research consider the self-regulation strategies in students' learning when teachers implement formative assessment in EFL classrooms. There is an element within formative assessment, which is self-assessment, where students need to be conscious of their learning and academic achievement.

To wrap up this section, it is essential to highlight that these studies address the importance of effective assessment practices within the English classroom. Since they present a variety of insights about the benefits and challenges associated with formative assessment, they reveal critical reflections for future educational practices. The initial two studies on formative assessment emphasize teachers' need to gain a deeper understanding and apply it effectively. They indicated that conventional assessment methods might be inadequate, and that formative assessment can enhance student learning through continuous feedback and promoting self-awareness. The investigations into vocabulary learning demonstrate the advantages of employing multimodal activities and systematic approaches such as the PPP (Presentation-Practice-Production) method. These strategies can make learning more engaging and efficient for students.

Theoretical Framework

This theoretical framework explores three key concepts that support this research study: formative assessment, vocabulary in EFL, and self-regulation strategies. First, formative assessment will be described because it is the main concept that guides this research. Second, vocabulary in EFL classroom, and finally, self-regulation strategies since this concept is linked with self-assessment, an element included within formative assessment. These concepts are essential for understanding how formative assessment influences vocabulary learning among third-grade EFL students at MAONA school.

Formative Assessment

Formative assessment is one of the two main types of assessment carried out in classroom learning practices. However, this type of assessment does not have agreed-upon definitions, which leads to confusion. As a result, Dunn & Mulvenon (2009) pointed out that there is a lack of empirical evidence concerning formative practices, which does not allow for demonstrating positive effects in learning and teaching practices.

Black and Wiliam (1998) describe formative assessment as the involvement of activities assumed by teachers and students during the learning and teaching process to gather information to improve practices. Similarly, Cowie and Bell (1999) define it as a process where teachers and students identify and respond to learning needs during teaching to enhance learning. These definitions highlight the dynamic and interactive nature of formative assessment, which focuses on improving the learning and teaching process. As a process, it is a sequence of activities that not only evaluates the final product. In this sense, formative assessment is performed during instruction to adapt teaching techniques, identify learning gaps, and support students' learning (Shepard et al., 2005; Looney, 2005). These perspectives underline the importance of formative assessment as a tool for continuous improvement that teachers and learners can use. For example, if students do not understand a particular concept, in that case, the teacher can adjust his or her teaching methods or provide additional support, such as constructive feedback and activities to practice before moving on to the next topic.

Moreover, Kahl (2005) describes it as "a tool that teachers use to measure students' grasp of specific topics and skills they are teaching. It's a 'midstream' tool to identify specific student misconceptions and mistakes while the material is being taught" (2005, p.11). This definition highlights the practical applications of formative assessment, showing how it can help teachers respond to students' needs.

It is important to mention that Formative Assessment is also referred to as “Assessment for Learning”, which incorporates additional points of view. In this sense, Broadfoot et al. (1999) argue:

The term ‘formative’ itself is open to a variety of interpretations and often means no more than that assessment is carried out frequently and is planned at the same time as teaching. Such assessment does not necessarily have all the characteristics just identified as helping learning. It may be formative in helping the teacher to identify areas where more explanation or practice is needed. But for the pupils, the marks or remarks on their work may tell them about their success or failure but, not about how to progress towards further learning. (1999, p. 7)

This raises an important question for the present study: How can formative assessment be used not only to inform teachers but also to empower students to take an active role in their learning, even if they are kids who are not very conscious of their progress?

On the other hand, Broadfoot et al. (2002) define *Assessment for learning* as a process where teachers and students use evidence to determine learning progress and identify what steps they can take for improvement. Learning is important, so it is relevant to collect information during the progress and use it as a tool to find new opportunities and strategies to reach goals.

In this way, Black et al. (2004) describe assessment for learning as a:

Any assessment for which the priority in its design and practice is to serve the purposes of accountability, ranking, or certifying competence. An assessment activity can help learning if it provides information that teachers and their students can use as feedback in assessing themselves and one another and in modifying the teaching and learning

activities in which they are engaged. Such assessment becomes “formative assessment” when the evidence is used to adapt the teaching work to meet learning needs. (p. 10).

This definition shifts the focus from merely evaluating or having teachers making adjustments to the process of creating a dialogue between teachers and students to foster improvement and growth.

In summary, formative assessment is a multifaceted concept with varying definitions and applications. It is important to mention that even if it is a complex tool, it can transform the teaching and learning process when used effectively, specifically integrating ongoing feedback and opportunities for improvement. This aligns with the present study, which analyzes the students’ perceptions of formative assessment in vocabulary development. Nevertheless, the lack of unified understanding and empirical evidence poses some challenges for its implementation.

Formative assessment thrives in interactive environments where feedback is constructed by students and teachers who participate actively in the different parts of the learning journey, creating a collaborative language learning environment (Donato, 1994).

Cooperative Language Learning Approach

Cooperativeness is a key element that allows for a social construction in the learning environment, shaped by interaction and meaning making. Richards and Rodgers (2001) pose that CLL aims to create learning environments that prioritize collaboration over competition while enhancing students’ critical thinking skills. Also, this approach is based on Vygotsky’s (1978) idea that learning is co-constructed when learners work together or negotiate meaning through games and drawings during communication to ensure mutual understanding. This creates a dynamic interaction between peers and teachers that enhances learning and critical thinking. Donato (1994) points out that learners can assist one another in constructing knowledge through peer interaction which goes beyond teacher-led support. This collective

scaffolding allows learners to internalize vocabulary through peer engagement. Considering this, formative assessment practices emphasize peer feedback and interaction with vocabulary development. The collaborative learning approach enhances students' confidence and understanding as they are in an interactive and cooperative environment where learners share ideas, offer corrections, and explanations during the language learning process.

Vocabulary in EFL

Vocabulary is fundamental in language learning, as it facilitates comprehension, communication and cultural understanding, enabling learners to express ideas and engage in meaningful experiences. Effective vocabulary instruction involves systematic exposure to new words, reinforcement through varied practice, and opportunities to use vocabulary in real-life situations. In English as a Foreign Language (EFL), vocabulary learning is particularly challenging due to limited exposure to the target language outside the classroom.

Richards and Renandya (2002) emphasize the importance of vocabulary as a fundamental element of language proficiency, as it provides the basis for the proficiency of learners in reading, writing, listening, and speaking. This definition gives a first insight into the importance of vocabulary in developing the four language skills. Therefore, if there is a lack of vocabulary knowledge, the understanding and achievement of an EFL learner will be limited because they will struggle to express their ideas and comprehend others, which can hinder their overall language development. In this sense, Abrudan (2010) elaborates on the importance of vocabulary claiming that language structures function as the framework of a language, whereas vocabulary represents its core elements, much like the flesh and vital organs. This metaphor emphasizes the value of vocabulary in conveying meaning and expression that indicates that without a rich and diverse vocabulary, even the most sophisticated grammatical structures would lack the substance necessary for effective communication. Following this, vocabulary brings language to life allowing learners to convey complex concepts and feelings. A strong

focus on vocabulary development is essential for cultivating effective communicative language skills.

Concerning the importance of vocabulary within language learning, Krashen, as cited in Lewis (1993) states “First, a large vocabulary is of course essential for the mastery of a language. Second language acquirers know this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem” (p.25). This underscores the learner’s acute awareness of vocabulary as a primary obstacle in expressing themselves accurately and understanding others. A broad vocabulary provides pupils with the linguistic tools necessary to engage in real-life world conversations. This foundation is essential for both language proficiency and communicative confidence.

On the other hand, Krashen (1985) proposes that language learning is more effective when learners are exposed to comprehensible input, which means that language is slightly beyond their current level of proficiency. This suggests that for learners to progress, they must encounter material that is understandable yet sufficiently challenging to push their limits. In the context of vocabulary learning, this implies that students need to engage with new words in meaningful and contextual environments that are neither too easy nor overwhelming difficult.

Formative assessment plays a crucial role in facilitating this process. By providing timely feedback and constructive feedback, formative assessment helps learners bridge the gap between their current knowledge and the target vocabulary. By creating an environment where learners are consistently exposed to comprehensible input, thereby fostering gradual yet meaningful vocabulary learning.

The above viewpoints support the idea of developing vocabulary learning in EFL classrooms by implementing effective assessment for learning to enhance pupils' performance and their progress in language learning. It is important to build vocabulary not as a set of isolated words but as contextualized words to help students become proficient language

speakers with wider and deeper vocabulary knowledge. Also, it is important to consider that vocabulary is a gradual process that needs practice and exposure; for this study, it takes into account the implementation of timely feedback and opportunities to use the new word in situations where students can apply or recognize easily.

Self-regulation strategies

Self-regulation is a process carried out during the learning process in which students are able to monitor their academic progress considering their thoughts, behaviors, and emotions. According to Schunk and Zimmerman (1997), the development of self-regulation occurs through four levels: observation, emulation, self-control, and self-regulation. At the observation stage, learners observe and imitate strategies that are implemented by their teachers or peers. Next, the emulation level consists of practicing these strategies alone, but there is still some external guidance. As learners progress to self-control, they internalize and apply these strategies frequently when they perform activities. Finally, pupils adapt and improve their strategies autonomously at the self-regulation stage to apply them in different learning contexts.

On the other hand, Zimmerman (2002) states that self-regulation is “focused on what students needed to know about themselves in order to manage their limitations during efforts to learn” (p. 65). This definition emphasizes that self-regulation is not merely a mental ability or a fixed characteristic but rather a dynamic process through which learners actively manage their thoughts, feelings, and behaviors to achieve specific goals. Zimmerman (2002) explains that self-regulation in learning involves more than just having an understanding of a skill. It also requires self-awareness, self-motivation, and the behavioral skills necessary to apply that knowledge effectively. This perspective highlights the role of learners in monitoring their progress, identifying challenges and adjusting their strategies.

For the present study, it is interesting to identify if third-grade students can reach at least the observation level in order to monitor their progress when they perform activities and apply some strategies with the teacher's support.

On the other hand, motivation is included in self-regulation as a key component in the learning process as students decide to invest time and effort to achieve learning goals. As Zumbrunn, Tadlock and Roberts (2011) have pointed:

When students are motivated to learn, they are more likely to invest the necessary time and energy needed to learn and apply appropriate SRL skills. When students are able to successfully employ self-regulation strategies, they are often more motivated to complete learning tasks. (pp. 8-9)

Based on that, becoming a self-regulated learner is a gradual process that involves developing skills to monitor their progress and make necessary adjustments to reach goals in the learning process. Motivation is essential in this process, as motivated learners are more likely to invest time and effort in using these strategies. Therefore, fostering motivation in English language learning can encourage students to take charge of their language learning.

Regarding vocabulary learning, motivated learners are more likely to set specific goals due to limited exposure to the target language, for example, to learn a certain number of words per week and use self-monitoring and self-assessment to identify their progress. In this case, teachers must implement strategies that promote learner autonomy and motivation, thus developing also the skills and necessary confidence to become self-regulated learners.

CHAPTER III

METHODOLOGY

This chapter describes the methodological framework that guides the study, including the research design elements that comprise procedures and data analysis. It defines the approach, paradigm, type of research, participants from whom the data were collected, and the instruments employed, providing a clear understanding of the methodological process behind this investigation.

Research design

This study states a qualitative approach within an interpretative paradigm (Hammersley, 2013) to explore students' perceptions of formative assessment in vocabulary learning. Qualitative methods were selected because they allow us to gather information about young learners' experiences, which aligns with the research question.

Approach

The research presents a qualitative approach to explore participants' perceptions about formative assessment in vocabulary learning. This approach allows a comprehensive exploration of the phenomenon being studied, which in this case is formative assessment. Qualitative methods are particularly appropriate for identifying the effects of formative assessment in the EFL classroom because they focus on the understandings, lived experiences, interpretations, and the social production of the topic studied. As Sandelowski (2004) puts it, qualitative research is defined by a diversity of perspectives and approaches to understand how humans comprehend and interact with the social world.

In addition, this approach, however, is especially useful in this study, as Hammersley (2013) points out, since qualitative researchers focus on creating and refining descriptions and

explanations rather than over testing pre-defined hypotheses. This emphasis allows researchers to examine details and limitations of what is being investigated in a holistic way. Qualitative research provides a deeper understanding of the topic by carefully examining participants' experiences, views, and behaviors, offering insights that may not be possible with hypothesis-driven methodologies. For this reason, a qualitative approach supports the aim of the research to explore the factors that influence assessment for learning in the EFL classroom. In conclusion, a qualitative technique is especially appropriate for this study because of its emphasis on comprehending the complexities of formative assessment in this context.

Moreover, Hammersley (2013) emphasized the importance of research in real-world contexts, such as the EFL classroom, where people live and work. The study's relevance and validity are increased by the natural context of this setting for exploring formative assessment. This research study focuses on the EFL classroom as an important setting because it involves distinct challenges and opportunities for learning assessment. Using a qualitative approach allows the study to explore all the elements that influence assessment practices in the EFL classroom, with particular attention to the perspectives and issues related to formative assessment.

Type of research

This research project is situated within the interpretative paradigm, which emphasizes understanding specific people and events within socio-historical contexts (Hammersley, 2013). By adopting this paradigm, the study aims to explore, observe, analyze, and interpret the diverse constructions that emerge within the educational setting as students interact and learn. This approach allows for a detailed examination of the complex interplay between pedagogical practices, student experiences, and socio-cultural factors that shape vocabulary learning (Smith, 2010). It is important to consider these aspects in order to learn more about the contextual

implications and socio-historical influences that affect how well assessment strategies promote language development (Guba & Lincoln, 1994).

Overall, the interpretative paradigm offers a strong framework for this study and a comprehensive view of formative assessment in EFL. By employing the interpretative technique, this research can gain a deeper understanding of the many facets of how students learn English vocabulary. This would allow the researchers to see how formative assessment may be modified to meet the different needs of each student, thereby enhancing their language skills and making their learning experience more flexible.

Participants

Concerning the population of this action research, they belonged to third grade students, and they were aged from 8 to 9 years old. The socio-economic strata are between two and three among the students. The classroom consisted of 20 female students. For the development of this study, students were selected to participate in the two focus groups, with the number of participants per focus group ranging from 6 to 7 girls. The third-grade students took one hour and forty minutes of English per week, taught by a specific teacher for the subject. The main teacher taught them other subjects such as Spanish, Science, or Technology.

Participants were primary students, selected using convenience sampling due to its practicality and accessibility. However, purposeful sampling was also included in the selection because the researcher chose the grade and the institution where the research was conducted. The criteria for deciding upon the population were primary students, aged between 8 and 10 years old.

Data collection instruments

For this study, it is indispensable to access information with rigor, objectivity, and precision within qualitative research; the technique of in-depth interviewing is employed, which, according to Boyce & Neale (2006), delves into their viewpoints regarding a specific concept, initiative, or circumstance. Additionally, this technique provides the possibility to gather more detailed information because it is developed in a relaxed atmosphere. They may feel comfortable having an informal conversation related to a specific issue or topic. This study employed two primary data collection methods to gather rich, student-centered insights while maintaining ethical rigor. These were focus group discussions and students' artifacts encompassing drawing and written reflections. It is important to mention that the focus group included the interview technique which involved a semi-structured interview instrument.

Interviews. In-depth interviews combine structure with flexibility because they allow the researcher to address issues while letting the conversation flow naturally based on the interviewee's perspective. This allows a deeper exploration of responses and the opportunity to look into important points that arise spontaneously (Legard, Keegan, & Ward, 2003). Thus, this data collection technique is grounded in what participants construct from their environment, and it also enables the establishment of a close relationship, as it involves a conversation consisting of asking questions and awaiting responses. This method is appropriate for identifying and confirming the assessment strategies used by the main English teacher with a focus on exploring how formative assessment relates to vocabulary learning in the EFL classroom. For this reason, interviews are considered a valuable and essential tool as they allow researchers to systematically gather, analyze, and interpret the collected information.

Instruments

This section introduces the instruments applied, which helped to gather useful information about students' perspectives on formative assessment in vocabulary learning. The instruments employed were two focus group discussions with students and artifacts made from them, including drawings and short reflections.

Focus group

It is essential to mention that focus groups were an instrument in this study to gather data specifically from the target population, the female students. Since it is "a way to collect data in which a group of participants gathers to share knowledge, voices, opinions, beliefs, and attitudes about a specific topic or concept" (Kern County Superintendent of Schools, n. d.), focus groups help with collecting data from randomly chosen students with the purpose of knowing their perspectives and reactions about formative assessment, enriching the information from students' experiences. Additionally, focus groups allow researchers to explore participants' "knowledge, ideas, storytelling, self-presentation, and linguistic exchanges within a given cultural context" (Barbour & Kitzinger, 1998, p.5). For this reason, it is important to know students' context and adjust the discussions to their knowledge and ideas in order to get helpful information about the implementation of formative assessment in vocabulary learning.

Semi-structured interviews

According to the data collection technique, the in-depth interview, it is necessary to use an instrument that guides the conversation and the gathering of information. Therefore, semi-structured interviews were employed in this research, as they are often "preceded by observation, informal and unstructured interviewing in order to allow the researchers to develop

a keen understanding of the topic of interest necessary for developing relevant and meaningful semi-structured questions” (Cohen & Crabtree, 2006)

As previously established, the semi-structured interview was implemented for this research proposal because its characteristics, such as flexibility, adjustment of questions, researcher intervention, and guidance enable addressing the topic of interest, formative assessment in vocabulary learning in the EFL classroom, to be addressed pleasantly and suitably in the educational context. It gives the possibility that the researcher can guide the conversation with the purpose of gathering useful information for conducting an interpretative analysis of it. Similarly, questions and answers construct the "reality" about the topic.

Artifacts.

The process of collecting data in artifacts gathers up non-verbal insights about the vocabulary learning process. Student’s artifacts are drawings and short written statements expressing their opinions about the class development and vocabulary learning process. Philips and Carr (2010) describe artifacts as tangible documents that provide additional insights into research by offering concrete, physical evidence of student engagement and understanding. Students revealed their perspectives about English, the class, and vocabulary learning. The prompts to make the drawing and short statements were: *‘How I feel when learning vocabulary’* and *‘What vocabulary I have learned’*. These documents revealed the students’ perspectives built during their learning process.

Procedures

First, it was necessary to inform the students about the project that would be carried out during the English class, and they would be part of it, if applicable. At the same time, the consent forms were given to parents to familiarize them with the process in which the children

would participate. The university provided these consent forms. It is important to mention that some children did not give the consent forms to their parents because they lost them, so, another one was given, but they did not return it. On the other hand, some parents did not sign the consent form, which is why some children could not have an active role in the study.

Regarding the focus groups, they were developed as a discussion in which students articulate their experiences with formative assessment in vocabulary learning, as well as their perceptions of assessment of learning, a key contrast to the formative approach central to this study. Two separate focus groups were conducted, each consisting of seven female participants, to ensure manageable discussions. The language of the discussions was in Spanish (students' L1) to ensure clarity and confidence when answering. They were moderated by the preservice teacher whom students were familiar with because of the process. It is important to mention that the sessions were audio-recorded with the participants' assent. After that, they were transcribed maintaining the quotes in Spanish for authenticity. In the transcriptions, pseudonyms were used (student A, student B) replacing their names to maintain anonymity. Students were reminded that they could skip or leave the session without any problem or if they felt uncomfortable.

The first focus group lasted 20 minutes; it was conducted during regular school hours in a quiet space inside the school to minimize distractions and to ensure a clear understanding of the questions and answers given and regarding the second focus group had a duration of 14 minutes and 30 seconds. It was conducted six months later because it was important to find new points of view that could contrast or affirm that they had answered in the previous discussion. Through these discussions, students shared their insights on formative assessment techniques such as feedback, peer-assessment, grades, vocabulary, personal experiences with vocabulary learning, and the importance of monitoring their progress in their learning journey.

The artifacts were collected once during an English class with the purpose of allowing students recognize their process in a simple and comfortable way, as the drawings or short statements are. It is important to mention that these artifacts were produced by all the students who made a voluntary contribution, even if they did not have the consent form. This process was carried out in this way to allow them to reflect on their learning progress and have a broad perspective of students' perceptions about vocabulary learning. The children produced them following the prompts 'How I feel when learning vocabulary' and 'What vocabulary I have learned'.

Triangulation

Related to the credibility and validity of the research outcomes, it is necessary to understand the multiple data sources implemented during the process —focus groups and artifacts— accurately to explore and reflect on formative assessment in vocabulary learning using methodological triangulation. As Noble and Heale (2019) state, triangulation is an attempt to investigate and describe human relationships, implementing a variety of methods in order to provide readable data. It is necessary to compare the collected information between both methods applied in order to ensure reliability and demonstrate whether the data extracted from the two sources have some points in common or if there are some contrasts, which may generate a conflict during the analysis process.

The data from the discussion and the artifacts will be compared taking into account the categories of analysis. For instance, focus groups quotes related to “nervousness” or “English dislike” and drawings showing some expressions of anxiousness, sadness, or unconcerned will be cross-checked.

Ethical considerations

This study was conducted following ethical guidelines. Since the research involved girls aged 8 and 9, written consent from parents was required before their participation in the study to ensure that they were informed about the process. However, only some parents provided the signed consent, meaning that not all the students could participate in the activities involving specific information from them. Informed consent "implies that research participants are entitled to awareness of their involvement in the study, disclosure regarding the study's objectives, and the freedom to withdraw at any stage" (Seale et al., 2006, p. 231). This means that parents and students received clear information about the study's goals, students' role, and the right to withdraw at any time. Voluntary participation was considered; if one student did not want to be part, they could leave without consequences. Finally, this research is developed under the credibility and validity concepts that allow us to present data information according to the analysis and collection made in the research guaranteeing the participants place and responses.

CHAPTER IV

PEDAGOGICAL INTERVENTION

This chapter presents the vision of language, learning, classroom, and syllabus that were considered to develop the intervention. Also, it is important to recognize students' role and teacher's role that guides the research study. That is why the model of a lesson plan will be explained to understand how the proposal was conducted.

Collaborative Language Learning

Collaborative language learning is the approach that guides this research study since it emphasizes active student engagement, peer interaction, and shared learning experiences that support the process conducted in the study. Additionally, it is important to highlight that

vocabulary development is co-constructed with learners' engagement and understanding within social and interactive environments (Vygotsky, 1978; Donato, 1994). Considering that students need to be immersed in activities that allow them to communicate using oral and written language, it seems necessary to recognize the process in which they collaboratively share concepts, clarify what everyone understands, and reach a mutual understanding of topics, developing skills such as critical thinking, reflection and social interaction. For this proposal, it is important that students engage in interactive and social environments sharing appropriately with their peers using the language to internalize the vocabulary.

Vision of language

In this study, language is seen from a social and communicative perspective in which students may reflect on the functional language use in real-life contexts building an integration of several skills. According to Vygotsky (1978) and the zone of proximal development theory, when learners are near to mastering a skill to complete a task, they still require some guidance of an expert to accomplish, in this case could refer to teachers or peers, creating an environment that fosters mutual aid and allows learners to work on their abilities that they will then use without help, building also a communicative competence. In this case, language occurs through social interactions and scaffolding. In addition, Richards and Rodgers (2001) state that learners are expected to use language as the mechanism to accomplish an interaction and it grows because of such engagement. Therefore, lesson plans are related to specific objectives in which students develop communicative functions in the language and learning process.

Vision of learning

For this proposal, learning was understood as contextual, social (Vygotsky, 1978), and reflective process in which learners have an active role in monitoring their progress. Vocabulary

development occurs through socially mediated activities —games, peer feedback— that are developed inside the classroom requiring collaborative students' participation and engagement. This study reflects on Nation's (2013) principles of meaningful exposure, noticing, and retrieval in vocabulary learning. In this case, students were exposed to vocabulary that could be used in the real-world not only inside the classroom but also in other contexts generating retention and practical implementation of it. On the other hand, knowledge is generated by action (*learning by doing*) and occurs after repeated attempts made by the learners in which they reflect, adjust, and internalize the understanding because the learning environment allows it and the teacher supports them.

Vision of classroom

In this research study, the classroom is viewed as an interactive and cooperative learning space where formative assessment plays a key role in vocabulary development. The perspective of a multimodal learning environment is also included since there are many ways of accessing information —visual, gestures, text-based, and multimodal— creating multiple access points for learning (Bezemer and Kress, 2016). In addition, the classroom is seen as an emotional place where students can experience some feelings during the vocabulary learning process. For this, low-affective-filter conditions are prioritized in the EFL classroom allowing risk-taking in vocabulary use despite initial anxiety or nervousness. According to Krashen (1982) there are some aspects that may impact on students' language learning; some of them are motivation, self-confidence, and anxiety. If a learner has a high-affective filter, it does not allow input acquisition. Therefore, the learning space should foster engagement, participation, collaboration, and continuous feedback, ensuring that students feel supported and motivated while learning.

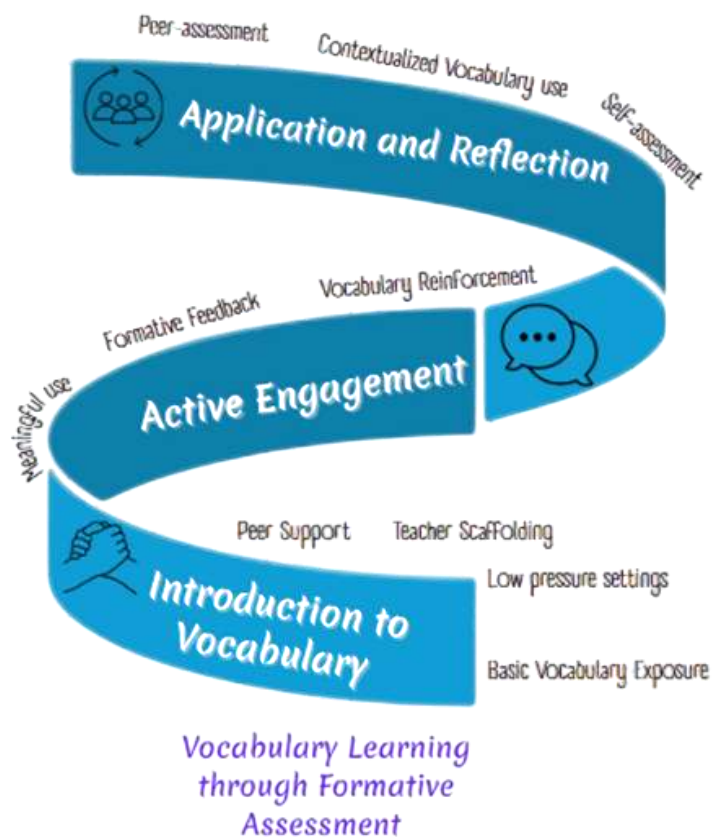
Vision of syllabus

Regarding the syllabus, this project did not follow a particular form of language syllabus since there were different types of activities such as multimodal, group-based and student-centered one, which allows to have diversity of methods to address language learning and accomplish vocabulary development and contextualization during the process. However, it is important to mention that CLL highlights the use of group-based procedures to replace traditional teacher-centered approaches (Richards & Rodgers, 2001). The syllabus integrates collaborative strategies such as peer feedback and shared assessments to foster meaningful vocabulary learning.

On the other hand, Bruner's spiral curriculum (1960) is applied to vocabulary learning because there was repeated exposure to vocabulary words in this proposal. **Figure 1** First, students engage in basic recognition of the words using images or songs, experimenting with the language in low-pressure settings. Then, they engage in meaningful use in real classroom conversations and tasks. Finally, they apply vocabulary independently in conversations inside and outside the classroom setting; self-assessment and peer assessment refine understanding in this part. During this process, students receive ongoing feedback through peer interactions and teacher guidance which allows them to correct mistakes progressively, build confidence and move toward autonomy.

Figure 1.

Spiral curriculum in vocabulary learning.



Note. The figure shows the process implemented in vocabulary learning through formative assessment showing the stages in which students will be, using the spiral curriculum. Own source.

Vision of students

For this proposal, students are seen as active participants in their learning process rather than passive recipients. This means that they are encouraged to have an active role and be at the center of learning, having an active engagement in vocabulary development. Harmer (1998) poses that learners must recognize and take responsibility for their own learning process. In other words, it means that students should shift from a passive role to an active one, but it also implies teachers' participation, who must provide opportunities that engage students with the language learning process. From the CLL perspective, students' role is to be a

collaborative member of a group that develops teamwork skills. They also take charge of their own learning encouraged by teachers who teach monitoring, planning, and evaluating in order for them to apply these skills on their own (Richards and Rodgers, 2001). In this sense, students are co-constructors of their knowledge, developing important skills during the learning process.

Vision of teachers

In this study, teachers change their role of knowledge providers to facilitators and guides. Their functions are providing constructive feedback, teachers must analyze what formats are useful and clear for students, as it allows students to move forward and recognize their strengths and areas of improvement. They encourage students' autonomy through self-regulation strategies considering that they are primary graders, so the strategies are supported at the beginning in order for them to develop through the process. Teachers create a dynamic learning environment implementing games, songs, discussions, and peer interactions. Finally, they scaffold learning through student-centered approaches. In concordance, Richards and Rodgers (2001) state that, CLL a key role of teachers is to facilitate learning by actively supporting students and groups, moving around the classroom to aid as needed.

Lesson model

During the implementation of this pedagogical proposal, the aim was to analyze the role of formative assessment strategies in vocabulary learning. Therefore, in order to achieve such goals, the teacher taught contextualized vocabulary topics that were useful, interactive, and engaging to students. The lesson plan model implemented the stages of *warm-up*, in which there is a first interaction with all the students, which sets the tone for English communication, builds confidence, and warm up students for new vocabulary while reviewing familiar concepts. Then, the presentation stage is in charge of the pre-service teacher who introduces the topic by showing some visual aids, songs, or using the board, while reinforcing pronunciation and

spelling. Students observe and practice with the teacher's guidance. Finally, the practice stage integrates meaningful vocabulary use, encouraging students to connect language to personal experiences. Drawing and peer interactions foster creativity and social learning. In the assessment part, it allows the teacher to measure comprehension while encouraging self-reflection and peer learning. It ensures students can recall and apply knowledge in real-world situations.

INSTITUTION: I.E.D. Magdalena Ortega de Nariño

Pre-service name: Helen Corredor	Grade: Third Grade 3A	Date: April 2 nd . 2024	Allocated time: 4:00-6:00
Topic of the lesson:	OBJECTS IN THE CLASSROOM		
Goals: -Project: By the end of the course, the students will recognize how formative assessment supports language learning and distinguishes between formative assessment and assessment of learning. -Vocabulary: By the end of the course, the students will learn and apply vocabulary in their English proficiency level, utilizing formative assessment strategies to evaluate learning effectively.	Terminal objectives: <i>The students will recognize the pronunciation, grammar, and the graphic representation of the target vocabulary (Days of the week)</i>	Enabling objectives: <ul style="list-style-type: none"> ● <i>The students will identify the days of the week</i> ● <i>The students will recognize the days of the week and the weekend by doing some draws</i> ● <i>The students will be able to interact by saying the words while looking at the images or objects.</i> 	
Key words: Assessment for learning, Assessment of learning, Vocabulary			
Materials/equipment: Board, flashcards, real classroom objects, worksheets, markers, song audio			

Lesson stages	Interaction	Skills involved	Time
<p>Warm up</p> <p>-The class will start with a short song “Hello Song” to greet all the students and have the interaction in English.</p> <p>The teacher will introduce the date (April 2nd, 2024) and ask students to recall the month and day. Students will answer questions such as “<i>What month is it?</i>” and “<i>What day is it today?</i>” to activate prior knowledge.</p>	T-SS	<p><i>Listening comprehension</i></p> <p><i>Speaking</i></p> <p><i>Pronunciation</i></p> <p><i>Memory recall</i></p>	10m
<p>Presentation</p> <p>-The teacher is going to present the topic of the class: <i>The days of the week</i> by asking “<i>How many days are there in a week?</i>”</p> <p>After that, using the board, students will see and spell the words associating them with some activities of their daily routine.</p>	Teacher-ss	<p><i>Speaking</i></p> <p><i>Vocabulary recall</i></p> <p><i>Word recognition and spelling</i></p>	15m
<p>Production</p> <p>-The teacher is going to print an exercise to practice the days of the week by organizing them in a sequence and doing some drawings about their routines, what they do during the days of the week. In order to connect their real situations with the vocabulary introduced. Finally, in pairs, they will describe their weekly routine using phrases like “<i>On Monday, I go to school</i>” illustrating their typical day, students will draw scenes representing their activities.</p>	S-S-S	<p><i>Vocabulary use</i></p> <p><i>Draw-production</i></p> <p><i>Interaction</i></p> <p><i>Fluency practice</i></p>	35m

<p>Assessment:</p> <p>- There will be an assessment for learning at the end of the class. The teacher is going to ask to</p>	Teacher-ss		15m
---	------------	--	-----

<p>the whole class for example: “<i>What is the month in which celebrate Halloween?</i>” and the students will answer. Therefore, the teacher will be attentive if there is comprehension until that time about the vocabulary. On the other hand, the teacher will ask “<i>What day comes after Tuesday?</i>” and “<i>What day do we start school?</i>” Peer discussion will reinforce learning as student assess each other.</p>			
--	--	--	--

CHAPTER V

DATA ANALYSIS

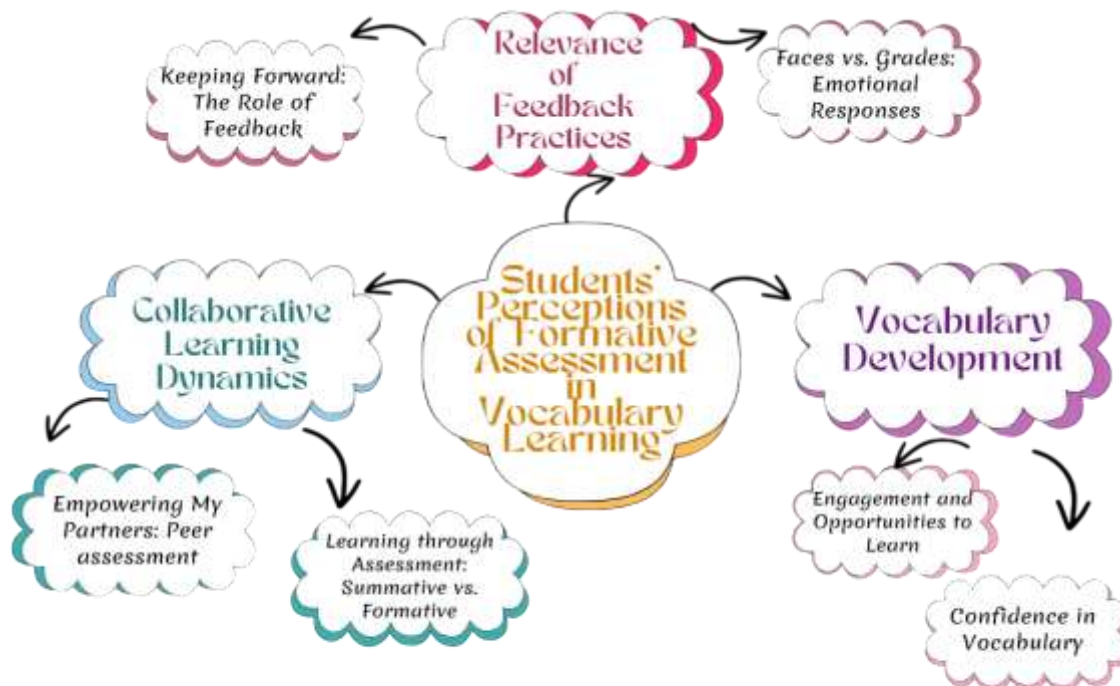
It starts from the consideration that the information was collected through a semi-structured interview within the focus groups; two focal groups were carried out, and the artifacts made by students whose proper handling depended mainly on the researcher. The researcher structured how to conduct it and its content to meet the objectives established in the research study. Therefore, categories of analysis are established to guide the collection process and, consequently, the analysis. The information collected is relevant and suitable for the study because the participants expressed their knowledge, perspectives, and feelings on a common topic, avoiding ambiguities or information that does not contribute to the development of the research. The established categories are presented in Figure #1.

Regarding the categories of analysis, it is important to emphasize the objective of this study, which was to analyze the perceptions of third-grade students at MAONA school regarding the role of formative assessment practices in their vocabulary learning. Bearing in mind the objective, three main categories emerged: *Relevance of feedback practices*, *Collaborative learning dynamics*, and *Vocabulary development*. Starting with the main categories, it will be

possible to have a discussion with the data collected in this proposal leading to identifying the findings, limitations, and conclusions.

Figure 2.

Categories of analysis.



Note. The figure shows the categories of analysis and subheadings that emerged from the data collected to structure and present the information. Own source.

From the previously established categories, the collected data is analyzed in order to reveal the insights that emerge from the students' perceptions. Finally, by using them, it will be possible to systematically explore the various dimensions of how formative assessment influences vocabulary learning among third-grade students at MAONA school.

Category 1. Relevance of feedback practices

This category explores the role of feedback to identify how students perceive and emotionally respond to feedback when it is implemented in this study. Formative feedback emerged as a key element of vocabulary learning in this research project. Students actively engage with the teacher and peer feedback, viewing it as a tool for improvement “*Me ayudan tus comentarios*”, (focus group, #1). However, their emotional responses varied based on the type of feedback, symbolic (e.g., smiley faces) or evaluative (e.g., grades). On the other hand, constructive comments fostered confidence, while grade assessments typically produced anxiety in students “*Nerviosa por sacar bajo*” (focus group, #1), underlining the affective dimension of formative practices. This category is divided into two subcategories: Keeping forward: the role of feedback and Faces vs. Grades: emotional responses, to address deeper students’ perspectives into the relevance of feedback practices.

Category 1.1 Keeping Forward: The Role of Feedback

This category examines the role of formative assessment through constructive feedback in the student's vocabulary learning, analyzing if the feedback provided in vocabulary learning is clear, specific, and practical. Therefore, it allows us to determine whether feedback helps students understand effectively their strengths and weaknesses, thereby guiding them toward improving vocabulary learning. Feedback has many ways to be interpreted by students generating comprehension or confusion. In this way, feedback should be direct and unambiguous, especially for primary students so that it is easy to follow them. This is because they are discovering how they learn; the importance of studying and what grades mean in the activities they do in the different subjects at school. Therefore, when students receive commentaries, symbols, graphs and so on in the activities they appropriate or implement them depending on the degree of understanding that has been generated. It seems necessary that

teachers take into account how they assess and how feedback is given in order to guide students and allow them to have an active role in their learning progress.

By recognizing the previous one, students have identified constructive feedback as a useful way when learning vocabulary that helps them to improve when it is necessary, they claimed the following:

“Me ayudan tus comentarios porque me estás diciendo lo que debo de mejorar” (student F, focus group. #1) and it is also confirmed in the second focus group when another student pointed out: *“Yo me siento bien cuando la profesora me dice en qué me equivoqué, porque sé lo que hice mal y lo puedo corregir.”* (student C, focus group. #2)

These statements underline the value of formative feedback in providing explicit guidance on what was wrong during the development of activities. This is particularly advantageous in vocabulary learning, as it empowers students to not only recognize their mistakes but also to actively correct them, leading to a deeper understanding of the language. By receiving clear feedback on their vocabulary mistakes, they feel more in control of their progress and are able to identify what to improve on time. It is important to mention that students are aware of what they may do if they make a mistake, so the mistake is seen as a part of the learning process.

In addition, children experience feelings and reactions in response to feedback. One student mentioned: *“Nerviosa porque a veces no sé, pero tú nos explicas entonces eso me ayuda a seguir adelante.”* (student B, focus group, #1). This student’s response demonstrates both emotional and motivational potential of feedback. In the first instance, feedback can evoke some feelings of nervousness; students may feel anxious when they receive evaluation because they fear making mistakes or being judged. However, the student also points out that the teacher’s explanations help her to “seguir adelante”, or continue going forward, transforming

this emotion into motivation to keep progressing when learning vocabulary. This shift shows how feedback can help students close academic gaps and develop a growth mindset.

In this sense, effective feedback not only corrects errors but also offers explanations that make learning engaging and accessible, enabling students to learn from their mistakes and strengthen their areas of weakness. Clear and concise feedback helps students overcome the fear of failing by providing a positive pathway forward. It gives them the courage to confidently accept challenges because they feel supported throughout the process.

Therefore, feedback creates a supportive environment where students feel ready to take risks, adjust, and advance in their educational journey. Teachers must find appropriate ways to integrate feedback into their daily practices, bearing in mind the fact that it could benefit both students and teachers.

On the other hand, it was found that feedback is essential not only at the end of an activity but also during its development because it allows students to have an orientation in the task's accomplishment and provides immediate guidance. In this way, students expressed: *“Cuando yo comienzo una actividad y no entiendo algo, pues yo levanto la mano y digo a la profesora que se me puede ayudar y yo entiendo lo que la profesora me explica.”* (student A, focus group, #2). Additionally, they feel confident when they get some explanations on how to develop an activity, *“Yo cuando levanto la mano, me siento segura cuando ya tengo ideas de la profesora y me siento bien.”* (student E, focus group, #2)

Thereby, immediate feedback during activities is key, not only for task completion but also for fostering confidence and student empowerment. As the learners indicate, receiving real-time guidance allows them to understand the activity, which reduces confusion and helps them to feel secure in their abilities. This dynamic puts learners in the center of the teaching and learning process, making them participate effectively in their process as they ask questions and

stay motivated without frustration. In essence, there is a more focused progression towards completing an activity. On the other hand, the teacher's role is a fundamental part when giving feedback to students because if they do not see the teacher as someone who can guide them, it will not guarantee the appropriation of the teacher's commentaries. Therefore, it is important to have clear understanding of the teacher's role in the English classroom in order to align with the students' role.

In this way, formative feedback is vital in vocabulary learning, offering clear, specific guidance that helps students understand their strengths and weaknesses. When feedback is direct and understandable from teachers, it empowers students to correct mistakes and feel more confident in their learning. Additionally, real-time feedback during activities fosters active participation and reduces confusion, enhancing students' confidence and motivation. Overall, constructive feedback also supports students emotionally during their learning journey.

Category 1.2 Faces vs Grades: Emotional Responses

This category explores the types of feedback, whether visual symbols like faces or traditional letter/number grades and delves into how these methods are seen in vocabulary learning. Different feedback modes can give rise to different responses and impact students' understanding and motivation.

In vocabulary learning, visual symbols, like faces, are an immediate way of providing feedback, especially for young learners, by giving a quick visual representation of success or areas for improvement they can adjust. Smiley faces, for instance, may encourage students and make them feel optimistic about their efforts, motivating them to engage further with the activities proposed in class. Compared with traditional grades or scores, they could provide a more precise and formal assessment of their progress, typically indicating where students stand academically. However, grades alone may not provide learners with the comprehensive

feedback they require for improvement, particularly in vocabulary learning, where distinctions in usage, spelling, and pronunciation are essential to achieve a correct appropriation. This analysis category helps identify how different types of feedback, whether symbolic or grade-based, are interpreted and how they affect students' ability to learn vocabulary topics and their motivation to develop.

In the first focus group, students recognized how they were assessed in the class by expressing that the preservice teacher made a face and wrote comments. They pointed out that: "*Pones una carita y una flechita de que lo hizo bien.*" (student B, focus group, #1) In addition, they identified what the comments mean and used them to notice their progress: "*Pones una carita y escribes... Very good.*" (student C, focus group, #1)

Regarding young learners' preferences for feedback, it revealed that they often experience a range of emotions when receiving evaluations, activities, etc., they have completed. For some, feedback can bring pride and motivation, especially when it acknowledges their efforts and progress. However, others may feel nervous or discouraged if the feedback emphasizes mistakes without enough specificity and guidance to help them improve.

One student expressed: "*Bien, depende de cómo me haya quedado si me quedo bien y los comentarios son buenos, pues bien, pero si los comentarios son malos me siento triste.*" (student E, focus group, #1). This comment shows how feedback's tone and content play a significant role in influencing students' emotional responses, reinforcing positive attitudes or even reducing their self-esteem. Additionally, students are aware of the different emotions that feedback can evoke, positive emotions such as happiness or negative ones like nervousness, sadness or frustration depending on whether feedback is regarded as positive or not. This variation was described by one student who said: "*Me siento un poquito mal. A veces nerviosa,*

feliz, triste, brava." (student A, focus group, #1). This grasp suggests that students are sensitive to the perceived impact of feedback on their sense of accomplishment.

In addition, students connected these feelings to their view of academic standards, as another student mentioned: "*Depende, porque pienso que voy a sacar bajo, básico, alto, en superior.*" (student F, focus group, 1). This insight emphasizes the importance of feedback that also provides constructive guidance to promote a balanced emotional reaction and motivates ongoing development.

Nevertheless, when students were asked about their preference between symbolic feedback and numerical grades, most reported no strong preference because they did not see a significant difference between the two types of evaluation. Many students expressed that both forms of feedback have a similar purpose. For instance, they may see both as ways of understanding how they performed an activity rather than presenting distinct assessment methods in their learning progress, which does not allow them to notice which of these practices focuses more on a balanced, consistent, and constructive process.

According to this, one student mentioned: "*A mí me gusta que me hagan la calificación que haga porque igual es lo que yo me esfuerzo y lo que hago.*" (student, focus group, #2) emphasizing that the key value of feedback is a reflection of their hard work and the indifference related to the type of formats focusing more on the effort in what she performs. This feeling is repeated by another student who appreciates all forms of assessment, she said: "*A mí me gusta de todas las formas que me pongan la calificación porque sé que es mi esfuerzo.*" (student C, focus group, #2). This indicates that for young learners, feedback is like an affirmation of their efforts which supports their sense of accomplishment.

Additionally, the students perceive feedback as a tool for self-improvement, showing an openness to growth. One student expressed: "*A mí me gustan todas porque todavía no sé si*

puedo mejorar o si puedo empeorar, pero yo siento que puedo mejorar." (student F, focus group, #2) which suggests that they view feedback as an essential element in their learning process, regardless of its format. On the other hand, it is possible to identify that they have built a sense of improving the things they do in their learning process, even if they do not receive positive comments, they are motivated.

Finally, one student remarked: "*Yo me siento orgullosa porque me gustan las dos calificaciones, son muy bonitas, igual es lo que quiera la profe.*" (student A, focus group #2). This statement emphasizes an important thought that is common among students; that teachers grade them without previously having some criteria to assess their work. In this case, it is important to make students participants in the evaluation rubrics so that they can recognize why they are being evaluated and in what aspects.

Thus, young learners give a high value to feedback, whether symbolic or numerical, that recognizes their effort and provides clear and actionable activities for improvement. So, from this perspective, they see feedback not only as an evaluation, but also as a recognition of their work and stimulus for ongoing improvement. This underscores a key pedagogical insight: for children in this age group, it is important that the feedback offers a sense of achievement and structured guidance in order to constructively address gaps, reinforcing both their confidence and motivation to face challenges.

Category 2. Vocabulary Development

This category describes the different activities that provide engagement for students, such as dynamic and multimodal activities, which are composed of games, songs, and drawing tasks, building meaningful vocabulary for them. Learners reported higher interest and motivation when vocabulary was taught in an interactive way "*A mí me gustan los juegos porque es una forma de aprender...*" (focus group, #2). This engagement is evidenced in the artifacts that

students produced, where they documented their progress and the significance of the topics seen, “E aprendido los meses del año” (Figure 5). However, it is possible to identify that the confidence levels vary, showing the need for differentiated support. In this case, the category explores the engagement and vocabulary development through two subcategories:

Engagement and opportunities to learn and *Confidence in vocabulary*, to understand the process carried out when learning vocabulary applying formative practices.

Category 2.1 Engagement and opportunities to learn

This category focuses on understanding the specific vocabulary assessment methods implemented in the classroom and how students perceive and prefer these methods. The assessment methods include games, oral assessments, and quizzes. This could help to identify which assessment strategies students find most effective and engaging for learning vocabulary. Students’ preferences may reflect several factors, including the level of engagement they experience during the assessment, how the methods help them retain vocabulary, and how stressful or motivating they find them.

It is revealing that almost all the assessment strategies were implemented as useful and enjoyable when learning vocabulary. In their responses, students highlighted that all the strategies contribute positively to their learning process, allowing them to gain a deeper understanding of vocabulary and expand their knowledge of the language.

For instance, when students were asked in the discussion with the prompt: “*What type of activities do you like when learning vocabulary?*” one student manifested: “*Pues a mí me gustan todas, porque así yo puedo aprender más.*” (student, focus group, #2). while another commented: “*A mí me gustan también todas porque así puedo entender y aprender más de lo que ya sé.*” (student C, focus group, #2). Similarly, a third student mentioned: “*A mí me gustan todas porque es que también uno puede aprender más inglés y más cosas*” (student E, focus

group, #2). These comments suggest that learners view the diverse assessments as complementary tools that help them learn vocabulary and understand English better. In addition, they expressed a sense of learning enhancement using multiple methods, indicating that no single assessment method is more effective than others. However, they believe it benefits their learning.

Likewise, they found that engagement and enjoyment are present when they develop these kinds of activities, suggesting that they are motivated to participate in these activities without feeling stressed or pressured. Instead of viewing assessments as a challenge, students seem to appreciate them as opportunities to learn actively. The engagement with assessments seems to keep students interested in the material and motivated to learn vocabulary.

However, one student claims: "*A mí me gustan todos los juegos porque es una forma de explicar y de como un juego para poder aprender chévere.*" (student F, focus group, #2). This perspective highlights the connection that game-based assessments have with the students, providing an enjoyable way to learn vocabulary. The term '*chévere*' suggests that students see these activities as interactive and immersive, rather than just academically useful, involving active participation rather than passive memorization. It is important to mention that teachers need to ensure that 'game' elements enhance learning and not implement them just as superficial distractions.

On the other hand, some of them highlight the strong preference for songs as a method of learning, especially in the context of language learning. One student mentioned: "*A mí me gustan las canciones, porque puedo aprender canciones en inglés*" (student D, focus group, #2), suggesting that songs are not only amusing but also serve as a tool for language practice. Another learner added: "*Canciones, porque a mí me gusta aprender canciones en inglés.*" (student A, focus group, #2), further underscoring the motivational role that music plays in

learning. These responses advocate that songs make vocabulary learning more relatable and engaging, possibly helping students remember vocabulary and pronunciation in a natural, enjoyable way.

Additionally, the songs combined with movement, as expressed by a student who said, "*También me gusta aprender canciones y bailar.*" (student G, focus group, #2), indicates that matching music with kinesthetic activities like dancing enhances their learning experience. This combination of music and movement may support different ways of learning, especially for young learners who learn best when multiple senses are involved.

Regarding oral tasks, it established that students prefer the ones that emphasize practical language use, allowing them to apply English in everyday situations through questions like "how do you say 'animal' in English? And similar inquiries. One student expressed: "*Aprendemos a decir cosas en inglés, cómo se dice en inglés...*" (student A, focus group, #1), indicating that the student is interested in learning a language that is directly applicable to real-life situations. Also, another student claims that: "*Siempre cuando nos preguntan, pues a mí me gusta.*" (student F, focus group, #1) suggests that interactive tasks may engage them and make them feel motivated. This engagement could come from the opportunity oral assessments provide for immediate use of the language, which makes the learning process more dynamic and personalized.

Related to short quizzes made in class, students had to draw some vocabulary seen in some activities. In this case, it was about the months and school supplies. It is important to mention that this activity was developed to evaluate the level of understanding at some points in the process. In this quiz, students were told to draw five words the pre-service teacher mentioned. The words were October, December, ruler, eraser, and scissors. The vocabulary

was explained before; the students were told to practice that vocabulary because there would be a quiz.

Most of the girls, when developing the quiz, had knowledge about the vocabulary, which allowed them to answer correctly, as can be evidenced in **Figure 3**. However, three out of sixteen who presented and attended the class that day only recognized December and drew something related to that month, such as the Christmas tree, as can be seen in **Figure 4**. Regarding these last girls, it is important to mention that they did not attend all the classes, so their process was not continuous as the others. It is essential to emphasize that they only have the space of class to practice and be immersed in the language. Therefore, if they did not attend, achieving a good understanding would not be possible.

Figure 3.

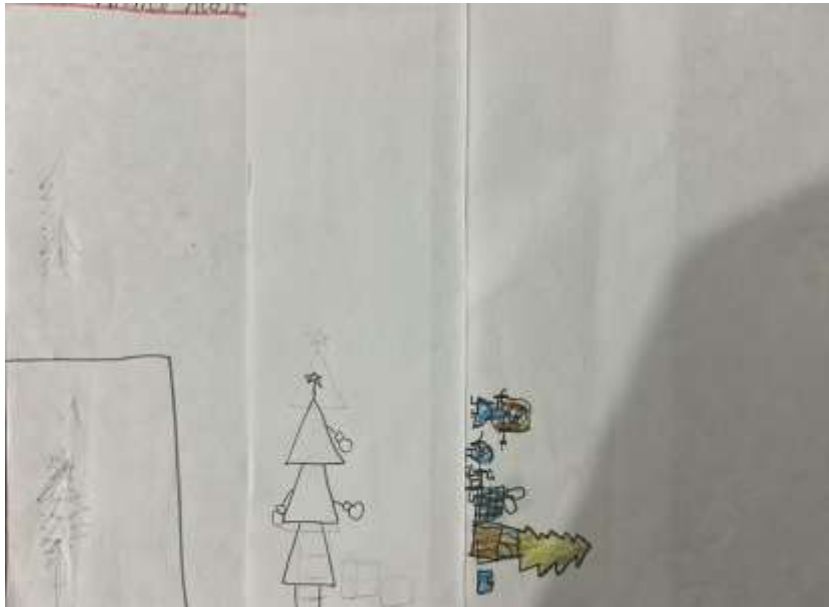
Students' artifact quiz answers.



Note. The artifact shows some students answers to the quiz related to months of the year and school supplies that demonstrate understanding.

Figure 4.

Students' artifact quiz answers.



Note. The figure shows three students' quizzes with few answers related to the vocabulary asked when the quiz was made.

Furthermore, the preference for varied assessments formats across most students suggests they learn better when teachers employ multiple assessment approaches throughout their learning process. Different assessment types, from oral tasks and interactive games to written quizzes, offer different opportunities for students to demonstrate their understanding and skills in ways that they feel accessible and enjoyable. In this way, the diversity in assessment methods not only captures students' attention but also supports a deeper engagement with learning content. This leads to a positive attitude toward assessment, where students regard it as an opportunity for exploration rather than merely a measure of what they do.

Category 2.2 Confidence in Vocabulary

This category explores how formative assessment practices might support students' confidence when learning vocabulary. Confidence of language learning is important because it motivates students to engage with the learning material, take chances, and practice the language in new contexts. When students receive continuous and personalized support during the learning process through items such as peer feedback, educational games, and interactive activities, it allows teachers to meet their specific learning needs. These formative assessments not only help identify areas for improvement but also offer ongoing opportunities for students to gain a sense of accomplishment and reinforcement of new vocabulary. Consequently, this contributes to developing a proactive and confident attitude to language learning which allows students to interact with others with greater comfort and accuracy in school and beyond.

In addition, this category delves into the emotional components of building confidence, highlighting how positive reinforcement, peer support, and clear, constructive feedback contribute to an encouraging environment for vocabulary development. As students gain confidence in their abilities, they are more likely to participate actively in class activities, volunteer answers, and independently use newly learned vocabulary, in their language learning progress.

Regarding to the perspectives towards their confidence when learning vocabulary, it was found that they find English valuable in their daily life, allowing them to implement it both inside and outside the classroom. One student remarked: "*Pues a mí si me ayuda mucho porque cuando mis papás no entienden una palabra en inglés, yo los ayudo.*" (student B, focus group, #2). This emphasizes the student's sense of responsibility and self-assurance in their English vocabulary knowledge. The fact that the student feels confident to help their parents understand English words suggests that it has been creating a meaningful learning, indicating also that

vocabulary learning goes beyond the classroom, it extends into real-world application, which reinforces their learning. Supporting others can also boost a student's confidence by validating their language skills, as explaining concepts to someone else consolidates their understanding.

In addition, students reflected on their progress in vocabulary revealing an awareness of their process on their learning English vocabulary. One student mentioned: "*Yo he aprendido mucho el vocabulario en inglés*" (student C, focus group, #2), suggesting that there has been continuous learning and development. Additionally, there is a recognition of their own progress in vocabulary, revealing an awareness of their process, which is important when students build confidence. It indicates that the student understands the importance of vocabulary.

Furthermore, one student mentioned: "*Yo he aprendido mucho inglés y por eso estuve en una competencia de inglés.*" (student E, focused group, 2), there is a connection between the learning achievements and their participation in a competition, which indicates a high level of confidence in their skills. Competitions often present a challenging environment where students must demonstrate their abilities under pressure. If they do not build that confidence in the classroom setting, they will not be able to take part and feel comfortable in such events. This involvement also highlights the student's motivation to improve and apply their knowledge in other settings, reflecting how vocabulary learning contributes to their language proficiency.

Another student remarked: "*Yo todo el año he aprendido eso y eso me ha gustado y cada vez estoy aprendiendo más cosas hasta llegar a aprender todo el inglés.*" (student F, focus group, #2). In this case, the student revealed that there was an ongoing process that allowed them to have continuous learning, making a connection with their desire to master the language in the future. In consequence, there is a strong motivation that allows them to continue studying and learning the language.

Additionally, there is an enjoyment in the process of learning vocabulary, which suggests that confidence is built through each word a student learns. Regarding the ongoing process, one student signaled: “*A mí me gusta mucho el inglés porque a la vez aprendo y me gusta como la profe enseña*” (student A, focus group, #2), which suggests that the learning process and teacher’s approach are perceived as important elements that have an impact on their motivation and general enjoyment of the educational experience. The connection between the teaching methodology and student engagement plays an essential role in fostering self-confidence. When there is an environment with support, engagement, and continuous improvement, students are more likely to invest time in their learning process and feel empowered.

On the other hand, students were asked to draw how they felt learning vocabulary and if it fosters motivation, involvement and enjoyment in using the language and understanding it. In this way, students express their ideas by writing their insights and representing them with images. It is important to mention that the drawings were done before the second focus group discussion, so their perspectives have a time difference, which contributes to affirming in some cases what they mentioned.

Figure 5.

Insights about vocabulary.



Note. The figure shows a student's artifact about what they have learned and how they felt, visually.

Figure 6.

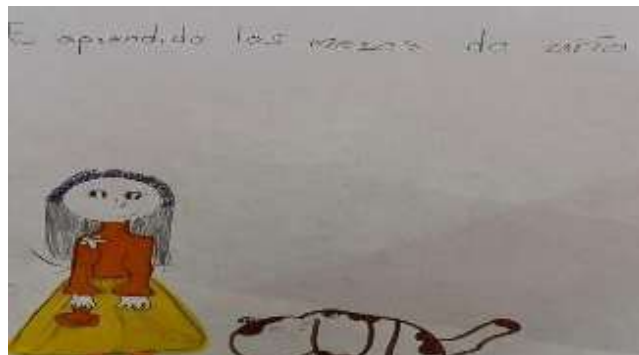
Students' insights.



Note. The figure shows a student's artifact about what they have learned during the learning process in a written way.

Figure 7.

Students' understanding.



Note. The figure shows a student's artifact about what they have learned in a written reflection.

Figure 8.

Students' repeated insights.

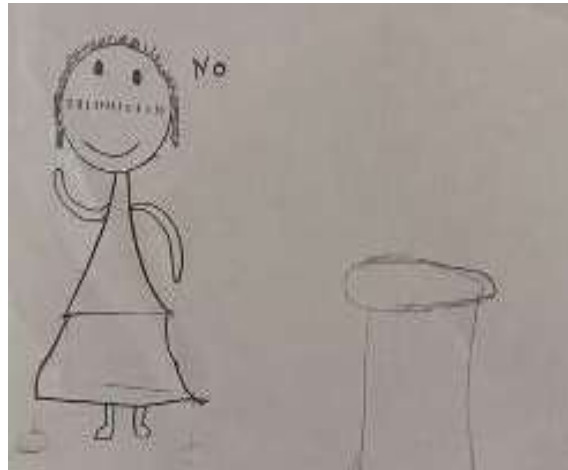


Note. The figure shows a student's artifacts with an affirmation of the vocabulary learned during that period.

These students' artifacts in written and drawings ways provided demonstrate their ongoing engagement and enjoyment in learning English. Through these visual representations, it becomes evident that they continue to express a positive attitude towards the English language and an appreciation for what they have learned in class. For instance, they highlighted topics such as the parts of the face and the months of the year, demonstrating their ability to retain and reflect on this knowledge. This constant interest in English and their motivation to learn new vocabulary, suggests a strong level of involvement and enthusiasm in the language learning process. Furthermore, these drawings serve as a testament of the formative assessment techniques and the learning environment carried out in the classroom setting.

Figure 9.

Students' insights and progress.



Note. This figure shows a student's artifact in which she stated what she has learned and if there is an English preference.

Figure 10.

Students' feelings.



Note. The figure shows a student's artifact who does not like English vocabulary representing with a face of uncomfortable and the word NO.

Figure 11.

Student's feeling towards English.



Note. The figure shows a student's artifact who expressed her insights towards English.

In Figure 9, it is a simple design that includes the word "No". It may suggest some engagement with the activity. However, there is a lack of written vocabulary and representation of words the student has learned, indicating a lower confidence level in expressing their knowledge. The student might feel discomfort in using English vocabulary. In addition, Figure 10 represents another student perspective that recurred to write the same word as the previous one, "No", however, there is an effort and creativity in the drawing that shows enthusiasm but the drawn girl has an uncomfortable face which may be connected with her feelings when learning new words, there is no direct use of English vocabulary related to the class topics that does not allow to say that there is a confidence in using words in English. Finally, in Figure 11, the phrase "No entiendo inglés" ("I do not understand English") is included. This statement reveals a lack of confidence in understanding or using English vocabulary, suggesting that there may be a struggle with connecting words learned to the activity and there is not an engagement in learning vocabulary.

Finally, regarding the confidence and mastering vocabulary in English, one student pointed out: "*Yo he aprendido varias cosas porque cuando mis compañeras no saben algo yo*

las ayudo" (student C, focus group, #2). This statement highlights both the mastery of the vocabulary and the confidence in using it. Being able to support peers reveals that the student not only understands the material but is also comfortable with her level of knowledge. Helping others reinforces the student's learning and gives them a sense of accomplishment. Finally, there is also evidence of a collaborative environment among peers, enhancing the students' confidence in their language skills.

Overall, this category highlights the role of formative assessment techniques in building students' confidence in learning vocabulary, which is essential for active engagement and applying language skills inside and outside the classroom setting. Evidence from students' reflections and drawings varying in confidence levels because some demonstrated the mastering of the language, motivation and creativity while others revealed difficulty in connecting learned vocabulary to practical use. Students emphasize applying English vocabulary in real-life situations, such as helping family or classmates, illustrating that learning goes beyond the classroom, reinforcing their skills and self-confidence. Furthermore, the enjoyment of the learning process underscores the positive environment that also contributes to students feeling empowered to express themselves and take pride in their progress.

Category 3. Collaborative Dynamics

This category describes the attitudes that students developed in their environment, in the English classroom with their peers and teacher when learning vocabulary and implementing some formative assessments techniques, such as peer assessment. For instance, peer assessment reinforces vocabulary retention and creates a supportive environment "*Me explicaron lo que no entendía...*" (focus group, #2). On the other hand, it is important to understand how students perceive the summative and formative assessments in their learning process, which are typically associated with stress "*Practico, pero se me puede olvidar...*" (focus

group, 2). The data underscore a preference for formative assessments that prioritize the ongoing process instead of scores. For this category, there are two subcategories: *Empowering my partners: peer assessment* and *Learning through assessment: summative vs. formative*.

Category 3.1 Empowering my Partners: Peer Assessment

This category emphasizes the dynamic process in which students actively evaluate each other's work, providing feedback and support within their developmental abilities. Students take an active role in their own learning process and contribute to the learning journey of their classmates when they engage in peer assessment activities. This collaborative strategy fosters not only academic growth but also the development of essential skills, such as teamwork, which allows learners to practice mutual respect, enhance their ability to communicate effectively, and develop critical thinking by analyzing their peer's work. In the context of young learners, the feedback and support they provide are typically focused on simple tasks appropriate to their development level. In this case, include reviewing specific aspects of their peers' performance in class, such as spelling, identifying correct answers, or offering constructive comments on shared activities. These interactions are carefully scaffolded by both the preservice teacher and main teacher to ensure that the process remains supportive, positive, and productive.

Recognizing their stage of development, primary learners tend to express their feelings and emotions in straightforward and simple ways. This often involves verbalizing their feelings during or after an activity, using basic language or short phrases. Despite this simplicity, their comments offer valuable insights into the learning process when they are part of the assessment process. For instance, one student remarked: "Yo lo recibo con buena actitud porque me está explicando lo que yo estaba haciendo mal." (student B, focus group, #2). This statement highlights how young learners are receptive to peer feedback, demonstrating an openness to constructive feedback and recognizing its value in improving their development.

Moreover, feedback is recognized as valuable when addressing misunderstandings. One student shared: “Yo también lo recibo con una buena actitud porque me explicaron lo que yo no entendía y me ayudaron con buena actitud.” (student C, focus group, #2), while another expressed: “Yo lo recibo con buena actitud porque ella me está corrigiendo y eso.” (student E, focus group, #2). These comments reveal how students appreciate the supportive and respectful dynamic of peer interactions, which encourages emotional safety and motivation to improve. Emotional engagement is visible as students express their feelings. Furthermore, peer assessment facilitates collaborative learning, where peers explain concepts and engage in dialogue, reinforcing comprehension for both parties.

In this case, peer assessment is a versatile instrument that supports young learners’ academic, social, and emotional development. It is important that students actively participate in the assessment of their peers’ work in order to improve their understanding of assignments and develop essential skills such as cooperation, communication, and self-awareness. The supportive and collaborative part of this process creates an emotionally safe environment where students feel motivated to improve and are open to receiving constructive feedback from different parties not only from the teacher, appreciating their classmates’ abilities.

Category 3.2 Learning Through Assessment: Summative vs. Formative

This category identifies how various assessment methods impact students’ vocabulary learning and how their preferences are linked with their engagement and progress. It highlights the role of summative and formative assessments in fostering a supportive learning environment that promotes growth and confidence. Students’ reactions to final summative assessments like quizzes or tests offer insights into how these methods help measure their progress and generate pressure. In contrast, ongoing assessment, such as interactive activities, peer

feedback and teacher-guided evaluations, provides a more dynamic and personalized approach that encourages continuous learning and self-reflection.

To understand students' preferences, this section underscores the importance of connecting assessments with their learning needs to help them relate vocabulary to real-life situations. For instance, formative assessments often allow students to recognize their strengths and areas for improvement and foster a sense of achievement and motivation during their learning journey. Students' insights indicate that they value assessments that measure their progress and enhance their understanding of vocabulary in meaningful ways, such as collaborative activities or creative exercises.

Regarding summative assessments, students' insights contain emotional elements that express their feelings when presenting a final quiz or test, highlighting their reactions and preferences. One student remarked: "*Nerviosa porque no me acuerdo ni nada de eso y no los dejan copiar del cuaderno*" (student C, focus group, #1). Similarly, another student said: "*Nerviosa porque practico, pero se me puede olvidar lo que practiqué*" (student F, focus group, #1). These statements highlight the worry about forgetting what they have practiced or learned and the absence of additional aids (e.g. notebooks) during the assessment. Moreover, it reveals that retaining vocabulary or concepts is limited, indicating a need for implementing strategies to activate recall and long-term retention. Anxiety persists despite practicing, reflecting the pressure they may feel during the assessment development, and the lack of confidence in their ability to retain information are some aspects that students experience.

Additionally, depending on the assessment technique (e.g. oral or written) they feel fear of making mistakes or errors in speaking or writing activities. In this case, success for the student is related to perfection and there is a lack of confidence even if there are minor

mistakes. Regarding that, one student highlighted: "*A veces me pone nerviosa porque de pronto se me olvidó decir algo, o de pronto se me olvidó la palabra que iba en inglés o escribí el número mal.*" (student B, focus group, #2). Finally, one student pointed out: "*Nerviosa porque es que me da miedo sacar básico o bajo*" (student D, focus group, #2). In this statement, it is evident that the pressure of being standardized academically shows anxiety linked to evaluation outcomes rather than the process itself.

On the other hand, students' insights into assessment methods indicate that receiving a grade may generate some feelings of nervousness and anxiety in the evaluation outcomes, which can significantly impact on their confidence and sense of achievement. One student remarked: "*Cuando es con nota me siento nerviosa porque no sé hablar inglés, lo que lo que cuando no es me siento tranquila, normal.*" (student C, focus group, #1), in this way, another student remarked: "*Cuando las evaluaciones son con nota, pues me siento nerviosa porque no sé si voy a sacar alto o superior. Y cuando no son con nota y solo son los comentarios, pues me siento bien.*" (student F, focus group, #1). There is a recurring feeling of anxiety associated with graded assessments and relief or comfort when evaluations only focus on feedback instead of scores. Emphasizing the role of feedback where comments emphasize effort, progress and areas for improving rather than scores alone.

Moreover, another student pointed out: "*Yo me siento bien, pero cuando tú me estás dando las indicaciones de la evaluación o cuando miro la calificación, no me siento feliz, casi feliz, más o menos.*" (student B, focus group, #1), this statement highlights the shift when receiving assessment instructions or reviewing grades, suggesting an emotional reaction to the evaluation itself and the outcomes.

Analyzing the assessment methods allow us to identify the influence on students' motivation, engagement and confidence, emphasizing their emotional and cognitive impact. While summative assessments such as tests help to recognize progress, they often cause anxiety due to the fear of forgetting what they have practiced or learned, making mistakes, or receiving low grades. In contrast, formative assessments make them feel more comfortable providing a more supportive environment because they do not feel pressure and receive constructive feedback. Students prefer methods that include feedback and progress over scores, as these promote a sense of achievement and improvement.

CHAPTER VI

FINDINGS AND LIMITATIONS

Students' insights allow the identification of how third-grade EFL learners perceive formative assessment as a tool for vocabulary learning. Three key themes emerged from data analysis: feedback's role in students' performance and engagement, addressing vocabulary through multimodal material, and the creation of a collaborative environment as a bridge to confidence. Below, there is a discussion aligned with the theory analyzing the study's constraints.

First, students valued actionable and constructive feedback that empowered and engaged them throughout their learning process. It is evident that students appreciated feedback during the development and completion of an activity, which allowed them to understand and accomplish their goals. However, the emotional part is essential to consider during the assessment process because, as it was found, students related scores with anxiety, and academic standards do not enable the generation of a reflective and ongoing process without the fear of failing. In this case, teachers play an important role when supplying feedback and supporting learners because feedback must be adequately prepared in a concise format,

whether symbolic or numerical, considering the students' age, as well as ensuring clarity and a constructive aim. As Cowie and Bell (1999) state, it is a process in which teachers and students interact and identify possible gaps in the learning to enhance. Finally, it could be considered for subsequent studies that the gathering of the data should be longitudinal, allowing a deeper exploration of feedback, and students could provide constant insights depending on the age; verbal or non-verbal strategies could be suitable.

Secondly, the implementation of multimodal activities is essential throughout the learning process, providing young learners with motivation and engagement to practice vocabulary not only inside the classroom but also in other contexts, such as with family or competitions. It is important to mention that confidence was not built in all students because of their level of understanding, their class attendance, and other factors that did not permit a successful process. So, there were confidence gaps in this project. For future studies, it is important to explore deeper what types of activities work better and why, implementing them constantly and collecting data in order to correlate results and identify the impact.

Finally, during the implementation of formative assessment, students developed important skills such as teamwork, empathy, solidarity, and awareness of their learning process. It is essential that they feel comfortable and supported not only by the teacher but also by their peers. It is important that teachers create an educational atmosphere in which all agents have an active role. For future studies, pilot peer-assessment rubrics could be implemented and designed according to the students' age because, in some cases, they do not know how to assess or what it implies. In this case, students will start to reflect on peers' work and their own, developing a sense of engagement and interaction with their learning.

CONCLUSIONS

Gathering students' insights in the English classroom setting towards formative assessment in vocabulary learning reveals how formative assessment strategies play a significant positive role in students' vocabulary learning, confidence, and overall academic development. It is important to highlight that the outcomes suggest that when students are actively engaged in assessments that provide timely feedback and emotional support, they invest time in their learning, enhancing both academic and personal growth.

Based on that, formative assessment techniques such as feedback play a vital role in vocabulary learning and should be integrated into the activities carried out during the teaching and learning process, offering valuable, clear, and specific comments that allow students to recognize areas for improvement and be actively involved in their process. Regarding peer feedback, when students interact with their classmates, they find emotional and academic support, encouraging collaboration and a dynamic environment. Students express openness to receiving constructive feedback from classmates. Furthermore, feedback serves not only as an academic tool but also as a powerful emotional influence. The emotional responses, such as nervousness followed by encouragement, reveal that students find feedback motivational and that it transforms negative emotions into opportunities for improvement. Overall, the variety of formative assessments used, including peer feedback, teacher feedback, games, songs, and oral tasks, contributes to improving vocabulary retention, boosting confidence, and increasing motivation.

REFERENCES

- Abrudan, C. (2010). Vocabulary and Language Teaching. Annals of the University of Oradea: Economic Science.
- Arenas, A. (2022). The formative assessment techniques in the classroom as an English learning strategy in the basic primary of the Manacal rural school. [Proyecto de investigación]. Repositorio Institucional UNAD.
<https://repository.unad.edu.co/handle/10596/51419>
- Barbour, R., & Kitzinger, J. (1998). Developing Focus Group Research. London: Sage.
- Bezemer, J., & Kress, G. (2016). Multimodality, Learning and Communication: A Social Semiotic Frame. 10.4324/9781315687537.
- Boyce, C., & Neale, P. (2006). Conducting in-depth interviews: A guide for designing and conducting in-depth interviews for evaluation input (Vol. 2). Watertown, MA: Pathfinder international.
- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education*, 5(1), 7-74.
- Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the black box: assessment for learning in the classroom. *Phi Delta Kappan*, 86(1), 8-21.
- Broadfoot, P. M., Daugherty, R., Gardner, J., Gipps, C. V., Harlen, W., James, M., & Stobart, G. (1999). *Assessment for learning: beyond the black box*. Cambridge, UK: University of Cambridge School of Education.
- Broadfoot, P. M., Daugherty, R., Gardner, J., Harlen, W., James, M., & Stobart, G. (2002). *Assessment for learning: 10 principles*. Cambridge, UK: University of Cambridge School of Education.

Coheen, D., & Crabtree B. (2006). Qualitative research guidelines project.

<http://www.qualres.org/HomeSemi-3629.html>

Cormane, S. (2021). Vocabulary Learning through Activities Framed within Multimodality.

Recovered from: <http://hdl.handle.net/20.500.12209/13422>.

Cowie, B., & Bell, B. (1999). A model of formative assessment in science education.

Assessment in Education: Principles Policy and Practice, 6(1), 32-42.

Donato, R. (1994). Collective scaffolding in second language learning. In J. P. Lantolf, & G.

Appel (Eds.), Vygostkian approaches to second language research (pp. 33-56). New

Jersey: Ablex.

Dunn, K., & Mulvenon, S.(2009). A Critical Review of Research on Formative Assessments:

The Limited Scientific Evidence of the Impact of Formative Assessments in Education.

Practical Assessment & Research and Evaluation, 14 (7): 1-11

Guba, E., & Lincoln, Y. (1994). Paradigmas en pugna en la investigación cualitativa. In N.

Denzin, & I. Lincoln, Handbook of Qualitative Research (pp. 105-117). London: Sage.

Hammersley, M. (2013). What is Qualitative Research? London and New York: Bloomsbury.

Harlen W, & Deakin C. (2002). A systematic review of the impact of summative assessment and tests on students' motivation for learning. In: Research Evidence in Education Library.

London: EPPI Centre, Social Science Research Unit, Institute of Education, University of London

Kahl, S. (2005) Where in the world are formative tests? Right under your nose! Education

Week, 25(4), 11.

Kern County Superintendent of Schools. (n. d.). Conducting- Focus-group: a guide to authentic

& student-centered data collection for schools. Kern.org. Retrieved March 31, 2025, from

<http://chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://kern.org/homeless->

[innovative-programs/wp-content/uploads/sites/51/2023/07/Conducting-Focus-Groups-A-Guide-to-Authentic-Student-Centered-Data-Collection-For-Schools.pdf](https://www.innovative-programs/wp-content/uploads/sites/51/2023/07/Conducting-Focus-Groups-A-Guide-to-Authentic-Student-Centered-Data-Collection-For-Schools.pdf)

Krashen, S. (1985). *The input hypothesis: Issues and implications*. Longman.

Legard, R., Keegan, J., & Ward, K. (2003). In-depth interviews. *Qualitative research practice: A guide for social science students and researchers*, 6(1), 138-169.

Lewis, M. (1993). *The Lexical Approach*, Hove: Language Teaching Publications.

Looney, J. (Ed.). (2005). *Formative assessment: improving learning in secondary classrooms*. Paris, France: Organisation for Economic Cooperation and Development.

Nation, I. (2013). *Learning vocabulary in another language* (2nd ed.). Cambridge University Press.

Noble, H., & Heale, R. (2019). Triangulation in the research, with examples. *Evidence-Based Nursing*, 22(3), 67-68. <https://doi.org/10.1136/ebnurs-2019-103145>

Ocampo, C. (2019). *Enhancing vocabulary learning through two different techniques from a PPP approach..* Retrieved from: <http://hdl.handle.net/20.500.12209/10398>

Pramesti, I. (2024). *Exploring the benefits of formative assessment in the classroom*. *Esteem Journal of English Education Study Programme*. 6. 188-194.
10.31851/esteem.v6i1.16142.

Rodríguez, A., & Leguizamón, J. (2015). Formative assessment as a means of encouraging teenagers english language learning. Retrieved from: <http://hdl.handle.net/11349/15165>.

Richards, J., & Renandya, W.(eds.). 2002. *Methodology in Language Teaching: An Anthology of. Current Practice*. Cambridge: Cambridge University.

Seale, C., Silverman, D., Gubrium, J., Gobo, G., & Gubrium, J. (2006). *Qualitative Research Practice: Concise Paperback Edition (English Edition) (1st ed.)*. SAGE Publications Ltd.

- Schunk, D., & Zimmerman, B. (1997). Social origin of self-regulatory competence. *Educational Psychologist - EDUC PSYCHOL*. 32. 195-208. 10.1207/s15326985ep3204_1.
- Shepard, L., Hammerness, K., Darling-Hammond, L., Rust, F., Snowden, J. B., Gordon, E., Gutierrez, C., & Pacheco, A. (2005). Assessment. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: what teachers should learn and be able to do* (pp. 275-326). San Francisco, CA: Jossey-Bass.
- Shing, L., & Rameli, M. (2020). The Influence of Self-Regulation towards Academic Achievement in English among Malaysian Upper Primary Students. *Universal Journal of Educational Research*, 8, 1-11.
- Vygotsky, L. (1978). *Socio-Cultural Theory*. Mind in Society.
- Viveros, T., Mahecha, J. y Conejo, F. (2022). Self-regulation in learning, motivation and learning environments: Great challenges for learning the English language. Conejo, F. (Eds.) *Experiencias aplicadas en autorregulación del aprendizaje: Aspectos metacognitivos para la educación actual*. (pp. 157 - 178). Corporación Universitaria Minuto de Dios - UNIMINUTO.
- Widiastuti, S., & Saukah, A. (2017). FORMATIVE ASSESSMENT IN EFL CLASSROOM PRACTICES. *Bahasa dan Seni: Jurnal Bahasa, Sastra, Seni dan Pengajarannya*. 45. 050-063. 10.17977/um015v45i12017p050
- Zimmerman, B. (2002). Becoming a Self-Regulated Learner: An Overview. *Theory Into Practice*. 41. 64-70. 10.1207/s15430421tip4102_2.
- Zumbrunn, T., & Roberts. (2011). *Encouraging Self-Regulated Learning in the Classroom: a review of the Literature*. . Virginia Commonwealth University.

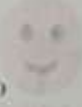
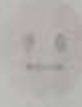


ANNEXES

Annex 1- Students' questionnaires






UNIVERSIDAD PEDAGÓGICA NACIONAL
 PROYECTO PRAXIS: CARACTERIZACIÓN
 HELEN VALERIA CORREDOR PABÓN
 COLEGIO MAGDALENA ORTEGA DE NARIÑO

CUESTIONARIO

¿Te gusta aprender inglés?

a. Sí 
 b. No 



Marca con una x en la cara ¿Cómo te sientes aprendiendo inglés?

★ ★★ ★★★ ★★★★★ ~~★★★★★~~

¿Qué tipo de actividades disfrutas realizar con mayor frecuencia en las clases de inglés?

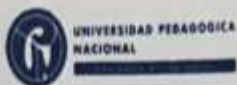
a. Actuaciones
 b. Presentaciones orales
 c. Escritos creativos
 d. Guías y/o talleres
 e. Otro, ¿Cuál? _____

¿Qué materiales te gustan que existan en las clases de inglés?

a. Tecnología
 b. Música
 c. Carteleros con los temas
 d. Juegos de mesa
 e. Talleres
 f. Otro: _____

¿Cuál es tu tema favorito para hablar en inglés?

a. Deportes
 b. Música
 c. Cine/ Series
 d. Historia
 e. Otro, ¿Cuál? _____



- Marca con una x en la cara, siendo 1 estrella nada bien y 5 estrellas muy bien, ¿cómo te sientes al momento de hablar en inglés?



- Marca con una x en la cara, siendo 1 estrella nada bien y 5 estrellas muy bien ¿cómo te sientes al momento de leer en inglés?



- Marca con una x en la cara, siendo 1 estrella nada bien y 5 estrellas muy bien, ¿cómo te sientes al momento de escribir en inglés?



- Marca con una x en la cara, siendo 1 estrella nada bien y 5 estrellas muy bien, ¿cómo te sientes al momento de escuchar algo en inglés?



- Cuando se trata de la clase de inglés, ¿prefieres las actividades en grupo o hacerlas tú sola? ¿Por qué?

EN GRUPO

- Marca con una x en la cara, siendo 1 estrella nada y 5 estrellas mucho ¿Qué tanta importancia le da tu familia a que aprendas inglés?



- ¿Tu familia es una fuente de apoyo para aprender inglés?

- a. Sí
b. No

- ¿Quién califica normalmente las actividades de la clase de inglés?

El profesor

- ¿Has calificado las actividades que realizan tus compañeras en la clase inglés?

- a. Sí
b. No

- ¿Te gustaría calificar las actividades de tus compañeras en la clase de inglés?

- a. Sí
b. No

- Cuando presentas una actividad, ¿te gusta que tu profesor te diga lo bueno y lo que debes mejorar de tu actividad? ¿Por qué?

- a. Sí
b. No

- ¿Quisieras ayudar a tus compañeros con comentarios de lo que pueden mejorar en sus actividades de la clase de inglés?

- a. Sí
b. No

- ¿Qué opinas de las calificaciones o evaluaciones en las clases de inglés?

Sí

Annex 2- Teachers' interview (Transcription)

Date: September 2023	Place: MAONA school
Interviewer: Helen Valeria Corredor Pabon	Interviewee: Teacher Ricardo Garcia
Grade in charge: 203	Length: 29 minutes / tape recorder

Helen: Buenas tardes profe

Profesor Ricardo: Muy buenas tardes, ¿cómo estás?

Helen: Bien, la entrevista tiene el propósito de registrar y como ayuda para el proyecto de praxis en cuanto a la evaluación en el área de inglés.

Profesor: Correcto.

H: Ok profe, para comenzar te voy a hacer unas preguntas sobre tu experiencia personal. Entonces, como primera es ¿De qué eres licenciado?

P.R: Yo soy licenciado en educación física, recreación y deportes con una maestría en ciencia y tecnología.

H: Ok, en este momento ¿qué áreas dictas a las niñas de segundo grado?

P.R: Estoy dando todas las áreas, digamos que en la secretaría de educación se vincula a los docentes que están con la secretaría, deben tener la o digamos que son viables para enseñar en primaria en todas las áreas. Entonces, yo estoy enseñando en todas las áreas, matemáticas, español, ciencias, sociales, inglés, y pues digamos que en el caso mío hay una ventajita porque por mi propia cuenta he aprendido algo de inglés. Tuve que leerlo mucho, y pues digamos que el nivel de inglés que me permito enseñar o que debo enseñar está más o menos acorde con lo aprendido en mis aprendizajes personales.

H: Ok profe, y actualmente ¿estás recibiendo alguna formación de inglés?

P.R: No, la última formación que recibí de inglés fue hace ya como, osea como ir a un curso de inglés y eso hace como unos 15 años.

H: Ok, y ¿te gustaría?

P.R: Sí, me encanta. El inglés es una herramienta supremamente importante para nuestra vida profesional. El que tiene una vida diaria que no tiene compromiso con nada, me parece que puede vivir y desempeñarse bien, pero me parece que el inglés casi que para todo oficio hoy en día se torna como una herramienta necesaria, indispensable porque no más para explorar las redes. Hay cosas que están en español pero si tú quieres trascender un poquito más vas a inglés. Si estás haciendo exploración de una maestría, no sé estudios si quieres investigar algo la fuente es inglés.

H: Profe como tú haces parte de la lic. en educación física, ¿qué opinión tienes de los docentes de inglés o digamos en tus clases cómo desarrollas el inglés?

P.R: Pues a ver, yo ya llevo 16 años en la secretaría de educación. No es la primera vez que asumo la asignatura de inglés y siempre he notado en los colegios que he estado, son dos, de la secretaría, he notado que el nivel de inglés es muy elemental. Lastimosamente porque considero, esto es una opinión personal, que el nivel de inglés, la intensidad de inglés es muy corta, muy pequeña. Entonces deberían darse más horas de inglés, otorgarle la importancia de la vida. Pero, pues nuestro pensum académico no lo estima así, excepto colegios que tienen un inglés intensificado, hay campus. Estamos en el plan del bilingüismo, hay unos colegios que se van a abrir al bilingüismo, entonces ahí los docentes de idiomas van a tener un papel trascendental en eso.

H: Listo profe, y bueno ya en cuanto a la labor docente, ¿qué consideras que es lo más difícil y lo más fácil?

P.R: ¿Lo más difícil para uno de docente? Lo más difícil y lo más fácil para las niñas. Bueno, no para uno de docente, lo más difícil te diría yo que son los padres. Cambiar la mentalidad de los padres y lo más fácil cautivar a las niñas con lo que uno hace diariamente. O sea, lo digo porque es fácil porque el niño es una esponja, en estas edades el niño es una esponja y tú lo que tienes que hacer es como saberles entrar desde lo lúdico, desde lo gracioso, pero también mezcladito muy bien con la exigencia, con la disciplina con que las cosas funcionen bien. Con el reconocimiento de la norma y todo eso debe ir como cuando haces un buen plato y le debes poner buen condimento, entonces le ponemos un poquito de esto, un poquito de lo otro y al final disfrutas ese sabor maravilloso de ese plato, el producto. Entonces en esto es lo mismo, pues disculpa lo rudimentario del ejemplo, pero es lo que ahora mismo se me viene a la cabeza, ¿no?

Todo funciona y es maravilloso si tú al principio tienes los elementos indispensables para una buena clase. Entonces es eso, y lo difícil, lo difícil está afuera los papás definitivamente. Los papás no entienden que los niños vienen aquí a aprender, lo tienen como un preconcebido, pero no. No entienden la verdadera dimensión, de que la niña, en este caso aquí son solo niñas, deben ir y deben tener unos requisitos y un orden y una disciplina en casa y unas responsabilidades. Entonces así, no solo el inglés, sino ninguna asignatura se vuelve fácil, porque no hay como ese resorte de los padres que deben tener para el aprendizaje.

H: Sí, listo profe ya en cuanto a la clase de inglés específicamente, te quisiera preguntar. Por ejemplo, en inglés hay habilidades, sí? encontramos el speaking, el reading, el writing y listening. Escucha, habla, escrito... Entonces quisiera saber si en la clase está, las actividades que tú realizas están compuestas por todas las habilidades o le das prioridades a algunas.

P.R: en un principio me baso mucho en listening y el writing. Escribir y leer, porque es la manera en que iniciamos con vocabulario, digamos que el nivel aquí es tan cortico, tan bajito, tan inicial, tan elemental que no da pie, para que hagamos otra cosa más que eso. Entonces hacemos mucho énfasis en que escriban para que se familiaricen con la palabra, pero fundamental y más que eso porque así se aprende cualquier idioma es escuchando. Entonces, una correspondencia es como lo hacemos en el español, que decimos casa y utilizamos el grafema para poder entender mejor, pues así mismo es en el inglés. Esas dos son para mí, super importantes.

H: Siguiendo con las habilidades, ¿existe alguna dificultad a la hora de implementar alguna actividad de una habilidad en específico?

P.R: No te entiendo la pregunta.

H: Digamos si implementas actividades de listening, hay dificultad, o digamos writing, reading.

P.R: eh pues, a las niñas se les dificulta mucho hablar, producir el inglés. Producir el fonema porque no tienen la familiaridad y en casa son muy pocos los papitos o algo que conocen algo del idioma inglés. A veces, no conocen ni el idioma español, entonces es complicadísimo así. No hay medios que digamos permitan eso, antes digamos que tú veías una película sino había como entonces todo subtulado. Pero, yo recuerdo que mi papá a veces me obligaba a ver la película, habiendo el doblaje en español, mi papá me obligaba a no hagale con subtítulos y eso, él me decía, yo tenía la edad que tienen estas niñas 7, 8 y 9 años. Me decía que con eso

mejoras en la habilidad lectora, estar leyendo para poder entender la película pero también vas escuchando el inglés, pero si escuchas por ejemplo canciones. Por ejemplo, yo escuché muchas canciones en inglés que me encantaban, tenía mi grupo favorito, los Beatles, entonces él me regaló un cancionero de los Beatles y esa fue la forma en que yo aprendí un poco el listening y después escribir las canciones, y así solte. Entonces, pues me parece que esa es una cosa que en casa está totalmente ausente, ningún papá se interesa por eso.

H: Listo profe, dices que en estos grados por ejemplo el inglés es muy elemental y básico, trabajas el vocabulario, sí? ¿Qué tipo de estrategias utilizas para el aprendizaje de vocabulario?

P.R: Las flashcards, que son como la estrategia de mostrar una imagen y asociarla con lo que se escucha con lo que se ve, bueno si es del caso. Darle una asociación y construir una idea general, a partir de eso.

H: ¿hay alguna a parte de esa?

P.R: No.

H: Bueno profe, retomando con las estrategias hay otra aparte de las flashcards.

P.R: Bueno nosotros utilizamos mucho el cuaderno, copiar del tablero, repetir palabras. He utilizado algunos videos, algunas canciones.

H: En cuanto al colegio, ¿te brinda las suficientes herramientas para el aprendizaje del inglés?

P.R: No, a mí me parece que el inglés debe ser en un aula especial, ojalá en lo posible. Aquí lo había, la verdad aquí había un salón para eso, me contaban. Acá llevo cuatro años y antecitos de que yo llegará, el aula especializada para idiomas tenía todas sus cabinas y todo eso lo desmontaron porque se dañaron los equipos. Entonces, volvimos al aprendizaje y enseñanza del inglés convencional, de estar en el pupitre y hacer lo que masomenos se hace, pero obviamente para un buen aprendizaje debes tener muy claro pues como son las pronunciaciones, entonces ojalá fuera con sus audífonos.

H: Ok profe, ya en cuanto el tema de las evaluaciones que es como mi tema principal, ¿qué tipo de evaluaciones realizas? Está la coevaluación, la autoevaluación y la heteroevaluación que es la más común, la de los profesores. Realizas todas o solo la heteroevaluación.

P.R: Pues yo realizo todas, pero no en todas las asignaturas, si me dices concretamente en inglés. En inglés, no. En inglés es la hetero y a veces la coevaluación porque le decimos a las niñas bueno, hacemos digamos que la retroalimentación de como es la evaluación y le decimos a las niñas que cojan una evaluación de otra compañerita y le decimos que la miren si le quedo bien o si le quedo mal, ese es un tipo de coevaluación.

H: ¿Cuál crees que es la importancia del inglés en la vida de los estudiantes?

P.R: Pues cuando uno tiene vida de estudiante en primaria y bachillerato, la verdad no le ve la importancia. Digamos que el medio que te rodea no te exige que veas eso, como una necesidad, ni siquiera, es más una carga. Entonces, el inglés cobra verdadera importancia cuando tú sales a la vida universitaria y necesitas conocer el inglés para sacar de los textos de primera fuente la información que requieres para el desempeño para tus asignaturas. Pero en la vida escolar no, lastimosamente.

H: Pero tú que piensas, es importante el inglés en la vida de los estudiantes desde un principio. Fomentar el inglés.

P.R: Sí, claro. Hay que hacerlo desde chiquito porque ahí es la donde la plasticidad cerebral te da o te permite aprender más fácilmente el idioma, ahí es donde se debe aprender con más facilidad, ahí es donde se debe atacar porque ya la fase final que cuando ya lo necesitas ya no tienes esa, ya no tanta. Uno puede aprender a cualquier edad, sino que cada vez es más difícil.

H: En cuanto a la metodología, correspondiente a la metodología de la institución, está sugiere una metodología especial o específica.

P.R: No, digamos que eso queda al libre criterio del docente en cuanto a las didácticas. Métodos y todo eso, estamos cobijados por la metodología de enseñanza para la comprensión, eso es un modelo especial que sigue unas rutas especiales y es que, bajo un tópico generativo, digamos que un gran tema, abordamos ese tópico generativo en todas las asignaturas.

Por decirte algo, vamos a hablar del aire, ¿cierto? Entonces en matemáticas hablamos del aire y vinculamos los aprendizajes, o sea, cosas con el aire relacionadas o el agua entonces la importancia del agua en tu casa, cómo llega el agua a tu casa. Entonces ahí las niñas tienen que averiguar qué es un acueducto, a dónde va el agua que utilizas. Entonces miramos en ciencias, en sociales cómo están construidas las calles, dónde va la tubería, en matemáticas como es eso la tubería colocarla en una cuadrícula, cuanto me cuesta, si los tubos valen tanto,

entonces uno vincula muchas áreas que fueran todas al desarrollo de un tema en especial, el famoso tópico generativo y con base en eso se plantean unas tareas específicas.

Bueno, vas a averiguar, vas a investigar qué es eso, qué es un acueducto cómo se construye una calle por dónde va el agua por qué llega a tu casa, hay que bombearla, qué es una bomba, bueno, todo lo que tiene que ver con eso, cómo se filtra, porque hay que cuidarla, entonces ahí abordamos desde las ciencias, desde las sociales, desde todo, inglés en eso es un poco complicado, porque como es tan elemental, no tiene las niñas el vocabulario ideal para que lo abordemos desde ahí.

H: [17:06–17:09] ¿Dentro de las clases de inglés existe un modelo pedagógico? Bien sea constructivismo, conductismo...

P.R: Como te comenté, lo tratamos de vincular desde la enseñanza para la comprensión. Ese es como el modelo que voy a seguir.

H: ¿Tienes algún tipo de estrategia para motivar a las estudiantes en el aprendizaje inglés?

P.R: Yo trabajo mucho lo que es la recompensa. Ahorita que llegaste estaba en eso entonces yo pienso como docente lo siguiente que venir al colegio tiene que ser una cosa maravillosa, que tiene que ser algo muy agradable que tiene que ser tan agradable estar en descanso, como estar en la clase y que lo disfrute que la niña salga del colegio y le guste lo digo porque a mí no me gustaba. Yo no era tan malo, pero no era tan bueno, tampoco era un chico digamos que terminó medio, entonces el tiempo más maravilloso del año para mí era diciembre y enero porque no tenía que ir al colegio y me gozaba mucho las vacaciones y la pasaba muy rico y todo y volver al colegio se me hace una tortura, pero entonces lo chévere de eso, mi papá me comía cuentos así: no, es que usted va a entrar al colegio y va a estrenar todo, y efectivamente estrenaba todo. Eran libros nuevos, cuadernos nuevos, entonces me engomaba y esa era la manera en que yo arrancaba, o sea, yo tenía que tener como continuamente un estímulo para estar acá. Entonces no sé si, y me resultó, o sea, bueno así, entonces ahora yo más o menos reproduzco eso con mis estudiantes, la misma situación algo que sea tramador siempre en el aula. Entonces hoy son chokolatinas mañana es un concurso pasado mañana es el superpuesto y tengo esa mesita el que tú ves. esa estrategia la estoy implantando ahora y me ha resultado muy buena es un puesto que es distinto a todos los demás quien se hace ahí la niña que le fue muy bien hoy. Mañana lo usa todo el día y lo puede poner en el lugar del salón, que quiera haya decidido. Son estrategias.

H: ¿Cómo evalúas el desempeño de las estudiantes?

P.R: En inglés por evaluaciones orales y escritas. Por evaluaciones orales y escritas.

H: ¿Cuándo realiza este tipo de actividades existe una retroalimentación?

P.R: si

H: ¿cómo llevas a cabo la retroalimentación?

P.R: si la evaluación es escrita la resolvíamos acá en el tablero escojo como preguntas, les digo a las niñas como les fue como te fue en este punto o como te fue en este otro si la evaluación. Mis evaluaciones habitualmente son máximas de dos punticos, digamos que la evaluación convencional es un solo punto. Entonces es muy fácil evaluarlo y que se sepa a quién le fue bien y a quién le fue mal, entonces ellas fácilmente responden a quién le fue bien, entonces levantan la mano, o a quién le fue mal, también levantan la mano fácil porque identifican fácilmente por la brevedad de la evaluación.

H: Listo, profe, en una clase me mencionabas un tipo de evaluación que tú tienes.

P.R: Ah sí, yo le llamo a eso la evaluación relámpago. Yo soy un convencido de que la evaluación genera ansiedad y miedos, generalmente en todos los estudiantes. Entonces mi pretensión es hacer amigable la evaluación, que sea una cosa tan cotidiana, tan fácil y llena de experiencias maravillosas y positivas, que la niña le pierda el miedo. Entonces yo he querido volver esa evaluación casi que un juego. Ellas terminan diciéndome profe, y hoy no va a haber evaluación, evaluación relámpago. Entonces las condiciones son que sean muy fáciles de responder, que permitan la retroalimentación posterior. Eso sí cada evaluación debe decir mira te fue bien o te fue mal. Y es ya mismo. Y se le da el resultado de una vez. Pierde mucho el efecto cuando yo eso lo evaluo después, porque la niña debe irse de una vez con su resultado, con su reflexión del aprendizaje. Sí. Sí, me funcionó, me fue mal o me fue bien. Entonces, como son tan breves, fácilmente en un día puedo hacer siete, ocho evaluaciones. y la niña fácilmente puede ir con siete, ocho notas de una vez. Más complicado para el profe, sí, pero es que esa es la función de uno.

H: Ok, profe. Ya en cuanto a los estudiantes, como tal, sus preferencias, ¿entonces podrías decir qué les gustan las evaluaciones a las chicas?

P.R: sí, la mayoría de ellas la mayoría si hay una que otra que hay no, pero en términos generales la evaluación les gusta y les estoy enseñando a perder el miedo cuando yo recibí el grupo que lo recibí a mita de año encontré es uno que no les hacían la evaluación. O sea, ellas como que tenían que adivinar cómo les iba, no sé qué pasaba ahí, entonces no conocían la seriedad de la evaluación, entonces yo les he querido como poco a poco ir enseñando que la evaluación es algo importante para saber cómo están, que ahí se dan cuenta si saben o no y que cada vez tiene que ser mejor y que es continua, que es de todos los días, eso pasa hoy, pasa mañana, pasa pasado y que hay que prepararse para eso. La mayoría de las niñas no saben qué es estudiar, o sea, no comprenden que hay que llegar a la casa, coger el cuaderno, coger el libro si lo tienen, aquí no trabajamos con libros lastimosamente, el grupo que yo tenía anterior sí. Pero hay que llegar a la casa, hay que abrir el texto, hay que repasar, hay que investigar, hay que hacer la tarea, eso los niños de hoy no lo tienen, ni los papás tampoco. Entonces, pues no hay de dónde. Entonces hay que empezar, por eso te decía anteriormente, hay que primero educar al papá para que rinda frutos el trabajo con los niños.

H: En cuanto al inglés, ¿cómo describirías el aprendizaje de las niñas?

P.R: Pues en este curso en particular. Bueno, aquí es bastante complicado porque digamos que no existe un proceso previo o fue digamos que muy pobre o casi inexistente. Entonces, porque se le ha dado prelación como a las otras asignaturas y yo se lo sigo dando un poco porque encuentro un curso que está desnivelado que no tiene los recurrentes para estar en el nivel que está que es segundo entonces que le toca al profe entregar un producto final con unas niñas que más o menos tengan algo ya nivelado, entonces uno le da digamos que prelación lo que no conocen todavía y que hay que tenerlo ya. Entonces ¿qué hay que tener ya?, que sepan sumar, restar multiplicar, que sepan leer en español, desde luego en inglés muy complejo. Pero que sepan leer y que sepan escribir. El caso aquí creo que tú lo has notado aquí hay todavía algunas niñas que no escriben y están en segundo de primaria entonces es complejo, entonces uno a qué le da prelación a eso, pero como hay, digamos que la estrategia pedagógica es veamos todo, porque hay que verlo todo, entonces sí, desde luego damos el inglés, pero pues hay digamos que un énfasis por sacar adelante la línea, ya cuando ya están niveladas entonces empieza uno, como lo hice con mi grupo de quinto, ya uno empieza a dar la intensidad horaria y a resaltar otras cosas, pero porque el grupo ya tiene sus bases más o menos sólidas.

H: Ok, pero entonces ¿qué intensidad tiene el inglés más o menos acá?

P.R: Dos horas a la semana. Ya los estudiantes las estudiantes son activas y colaborativas en las clases de inglés si son digamos que son receptivas y estamos en el proceso de seguir instrucciones que lastimosamente este grupo estaba como solito entonces no había hábitos de salón no seguían instrucciones entonces hemos estado como trabajando muy intensamente en eso y el trabajo por ahora es cada una en su puesto individualizado, es casi que un orden cerrado, pero que ayuda mucho a que las bases iniciales sean sólidas para un tercero más o menos saludable y que se pueda trabajar al menos en parejas y se pueda llevar a cabo el trabajo más abiertamente con otras, implementar otras cosas, que son los trabajos grupales, manejo del espacio de una manera diferente, donde ya no uso la mesa, donde me puedo botar al piso, pero que no se vaya a confundir con un desorden. Sí. Entonces, eso es simplemente importante.

H: Es decir, en ese caso, que no hay... las actividades que manejas en la clase inglés no son grupales.

P.R: No. Digamos que yo extendiendo el trabajo grupal solo en contadísimas ocasiones, porque todavía no hay el trabajo de salón suficiente para que las niñas trabajen grupal. Me parece que se... o sea, echaría a perder otros procesos que son supremamente importantes, a los que yo personalmente les doy mucha importancia, que son los procesos de atención y concentración. Cuando una niña está con otra, hay más factores para que se desconcentren y que pierdan la atención.

H: Pero en cuanto a los gustos de ellas, ¿cómo crees que les gusta realizar las actividades? ¿Grupales o individuales?

P.R: Probablemente grupales sea un atractivo para ellas, sí, claro. O sea, de hecho, sí. Es más chévere trabajar en grupo. A ellas les gusta más. Entonces, donde he podido lograr eso un poco más es en matemáticas. Cuando trabajamos con unos juegos que tengo ahí, unas regletas y todo, entonces las niñas son supremamente emocionadas trabajando en grupo, funciona bien, funciona bien, pero pues eso cambia de un lado a otro porque las didácticas son distintas.

H: Ok, profe, ¿existe algún tipo de actividades que les llamen la atención a las niñas?

P.R: No, pues a ellas les gustan mucho los videos, cuando yo pongo un video inmediatamente responden de una manera muy chévere, canciones también he trabajado, muy poquitas, pero algo se ha hecho.

H: y en cuanto al vocabulario, ¿a ellas les gusta el vocabulario, aprender vocabulario?

P.R: Sí, les gusta como palabras nuevas, preguntan mucho, profe, ¿qué es esto? ¿cómo es que se dice esto? y pues es cuestión de estar repitiendo, repitiendo y de empezarlas a usar, el uso es lo que permite que verdaderamente haya porque hay una necesidad de comprender lo que se dice y lo que se habla y lo que se escribe entonces cuando surge la necesidad, ahí queda interiorizado.

H: Ok, perfecto. Ya eso sería todo por la entrevista. Muchas gracias.

P.R: Con mucho gusto.

Annex 3- First focus group discussion (Transcription)

Date: May 14 th , 2024	Place: MAONA school
Interviewer: Helen Valeria Corredor Pabon	Interviewee: First focus group
Number of people: seven female students	Length: 20 minutes / tape recorder

Pre-service teacher Helen: Hoy 14 de mayo estamos en la primera grabación con las niñas de 3º B del Colegio Magdalena Ortega de Nariño en la jornada tarde. Primero que todo, mis niñas, les explico, esta encuesta, este grupo focal tiene como objetivo reconocer sus perspectivas, sus emociones en cuanto al proceso que se lleva a cabo con ustedes en el proyecto de formative assessment in vocabulary learning in the efl classroom setting Entonces, las respuestas que ustedes brinden. Primero que todo son confidencial y se van a utilizar únicamente con los propósitos del trabajo que llevo adelantado. ¿Tienen conocimiento, mis niñas? ¿Sí? ¿Sí?

Students: Sí.

Pre-service teacher Helen: Entonces, vamos a comenzar con las primeras preguntas para tener nuestra conversación para nuestro proyecto... Entonces, primero, ¿cómo se sienten cuando realizan una evaluación?

Students voice: Nerviosa.

Student A: Nerviosa.

Student B: Profe, yo me siento normal.

Student C: Nerviosa.

Student D: Nerviosa.

Student E: Nerviosa.

Student F: Nerviosa.

Student G: Nerviosa.

Pre-service teacher Helen: ¿por qué se sienten nerviosas?

Student C: Porque sentimos que vamos a sacar malas notas en la clase, sentimos que vamos a sacar bajo básico.

Student A: yo que porque siento que voy a perder la evaluación.

Student B: yo porque siento que después como que me toca supervisar la evaluación bien, pero yo siento que me va a ir bien igual.

Pre-service teacher Helen: ¿Alguna más?

Student F: Yo porque no sé si me va a sacar bajo, alto, básico. Superior.

Student E: Yo porque siento que voy a perder la materia.

Pre-service teacher Helen: ¿Ya? ¿Alguna más respuesta, chicas?

Student D: Siento que voy a sacar bajo, básico, alto y superior.

Pre-service teacher Helen: Ok. Mis niñas, ¿en la clase de inglés conmigo hemos realizado evaluaciones?

Students' voice: Una.

Students' voice: One.

Pre-service teacher Helen: ¿cómo se sintieron en esa evaluación?

Student C: Muy bien.

Student D: Bien.

Student A: Bien.

Student E: Bien.

Student F: Bien.

Student B: Un poquito nerviosa.

Student G: Nerviosa.

Pre-service teacher Helen: Esa evaluación se acuerdan esa evaluación tenía notas ¿sí o no?

Students' voice: no.

Pre-service teacher Helen: listo, ahora escuchen ¿cómo se sienten cuando la profesora, en este caso yo, les doy comentarios sobre sus trabajos cuando lo entregan?

Students' voice: Bien, bien, bien.

Student B: Bien o cuando saque mal, Me siento un poquito mal.

Student A: A veces nerviosa, feliz, triste, brava.

Pre-service teacher Helen: Ok, la pregunta es, se las repito, ¿cómo se sienten cuando yo, como profesora les entregó los comentarios sobre sus actividades?

Student C: Nerviosa.

Pre-service teacher Helen: ¿Por qué te sientes nerviosa?

Student C: Un poquito mal.

Student D: Un poquito nerviosa y a la vez feliz.

triste.

Pre-service teacher Helen: ¿Por qué?

Student D: porque es que ese es un trabajo que a todos les gustaría hacer, también a los niños que están en la calle.

Student B: cuando tú me das los comentarios de mi trabajo cuando me entregas bien yo me alegre, la verdad.

[04:51–05:12] **Student F:** nerviosa.

Pre-service teacher Helen: ¿por qué te sientes nerviosa?

Student F: porque pienso que voy a sacar bajo, básico, alto, en superior.

Student E: Bien, depende de cómo me haya quedado si me quedo bien y los comentarios son buenos, pues bien, pero si los comentarios son malos me siento triste.

Pre-service teacher Helen: Ok, se acuerdan ¿cómo son mis calificaciones y como calificó yo?

Student B: Pones una carita

Student D: una flechita de que lo hizo bien.

Student B: Bien o lo hiciste muy bien.

Student C: Pones una carita y escribes... Very good.

Pre-service teacher Helen: ¿Incompleto? Incompleto a veces, ¿cierto?

Students' voice: Sí.

Student A: Tú calificas cómo haces bien o muy bien y pones una carita con tus marcadores.

Pre-service teacher Helen: Ok, amores, continuamos. Les voy a plantear dos situaciones, escuchen muy bien. ¿Cómo se sienten más cómodas? Más felices, más cómodas, ¿ok? Cuando tenemos la primera opción: Cuando el profesor me da comentarios sobre mis trabajos a medida que los entregó. O sea, por ejemplo, cada clase que hacemos un trabajo y ustedes lo entregan. O cuando el profesor hace una evaluación final de todas las actividades.

Pre-service teacher Helen: ¿Ok? ¿Cómo se sienten mejor?

Student C: Mejor la primera.

Pre-service teacher Helen: ¿La primera?

Student D: Feliz.

Students' voice: La primera.

Pre-service teacher Helen: Continuamos con la siguiente opción. ¿Qué emociones o sentimientos les genera, les produce cuando hacen una evaluación final?. Por ejemplo, si terminamos el periodo y yo les digo, vamos a realizar una evaluación final de todo lo que hemos visto, ¿cómo se sentirían?

Student C: Nerviosa porque no me acuerdo ni nada de eso y no les dejan copiar del cuaderno.

Student G: Nerviosa.

Pre-service teacher Helen: ¿Por qué?

Student G: Porque no nos dejan copiar del cuaderno y.... ya.

Student E: Nerviosa porque no sé si me va a sacar bajo, básico, alto o superior.

Student F: Nerviosa porque practico, pero se me puede olvidar lo que practiqué.

Student B: A veces me pone nerviosa porque de pronto se me olvidó decir algo, o de pronto se me olvidó la palabra que iba en inglés o escribí el número mal.

Student D: Nerviosa porque es que me da miedo de sacar básico o bajo.

Student A: Nerviosa porque cuando hacemos como con el libro empiezan a regañarnos. No sabemos si vamos a sacar superior, alto, básico o superior.

Pre-service teacher Helen: Ok, escuchen.

Student C: Nerviosa porque no sé hablar inglés. (student imitates english pronunciation in a funny way)

Pre-service teacher Helen: ¿Cómo se han sentido en mis clases aprendiendo el vocabulario?

Student D: bien muy chévere porque sumerce da unas clases muy lindas y no nos regaña

Student A: porque nos dejás como como te dijera decorar así las fechas de los títulos. **Student**

E: Bien.

Pre-service teacher Helen: ¿por qué bien?

Student C: bien porque sumercesita aprendemos nuevas cosas en inglés.

Student B: Yo me siento bien en tus clases, me gustan mucho. Son muy divertidas y también me gustan las actividades, me gusta todo lo que haces.

Student F: A mí me gustan tus clases porque cuando nos equivocamos en algo, pues tú nos ayudas.

Student G: Bien, porque los trabajos que tú nos pones son chéveres y nos dejas hacer en pareja.

Student C: porque me gusta y soy muy alegre.

Pre-service teacher Helen: Chicas escuchen. ¿cómo se sienten cuando estamos aprendiendo un vocabulario y les hago preguntas como para que recuerden o respondan como se dice en inglés?

Student B: ya se me olvidó, profe.

Pre-service teacher Helen: Les vuelvo a recordar la pregunta ¿cómo se sienten o cómo se han sentido cuando yo les hago preguntas sobre el vocabulario que estamos aprendiendo? Y para que ustedes lo recuerden o digan cómo se pronuncia o cómo es eso.

Student B: Para mí me siento muy bien o a veces me pongo muy nerviosa.

Pre-service teacher Helen: ¿Por qué te colocas nerviosa la estudiante B?

Student B: nerviosa porque a veces no sé no sé pero tú nos explicas entonces eso me ayuda a seguir adelante.

Student D: Me siento bien.

Student F: Pues aprendo a decir one, two, three, four, five, six,... como se dice pan en inglés, una niña.

Student C: Aprendemos a decir cosas en inglés.

Student C: Porque aprendo one,...

Student F: Bien, porque a mí me gusta mucho el inglés.

Pre-service teacher Helen: ¿Te gusta el inglés?

Student A: Yo me siento bien.

Pre-service teacher Helen: ¿Te sientes bien? ¿Cómo te sientes cuando hacemos preguntas?

Student E: Me hace sentir nerviosa.

Pre-service teacher Helen: Chicas, una pregunta. ¿Les gusta aprender el vocabulario en inglés?

Students' voice: ¡Sí!

Pre-service teacher Helen: Bueno, ¿qué vocabulario del que hemos visto se acuerdan?

Student D: Del de inglés.

Pre-service teacher Helen: Sí, ¿qué vocabulario hemos visto en inglés?

Student F: Las partes de la cara.

Student C: los dedos, estamos viendo los deditos.

Student B: Estamos viendo, para mí, yo recuerdo que hoy estamos viendo la familia con los dedos Grandfather, mother.

Pre-service teacher Helen: ¿Qué más hemos visto?

Student B: Los meses de la semana,

Students' voice: La fecha.

Student C: El mes que nacimos. Como March, abril.

Pre-service teacher Helen: ¿Qué más se acuerdan? ¿Qué más temas se acuerdan? **Pre-**

service teacher Helen: Ahora finalmente cada uno va a presentar su nombre y va a decidir cuál es su opinión, qué piensan sobre la evaluación en general cuando tiene nota. ¿Ok?

Pre-service teacher Helen: qué piensan ustedes de la evaluación cuando tiene nota ok y cuando no tiene nota sino solamente cuando yo les doy comentarios de sus trabajos en la clase que piensan primero de evaluación con nota y cuando yo solo les doy comentarios de sus trabajos en clase

Student C: Cuando es con nota me siento nerviosa porque no sé hablar inglés, lo que cuando no es me siento tranquila, normal.

Student D: yo me llamo student D.

Pre-service teacher Helen: ¿qué piensas?... ¿cómo te sientes?... ¿qué piensas de la evaluación con nota y de los comentarios cuando entregas un trabajo que yo te doy?

Student D: pues todavía no sé si me van a sacar alto, superior, básico.

Student A: Hola, yo me llamo student A y pienso que estoy nerviosa, pues porque qué tal no sé qué me van a poner y eso.

Pre-service teacher Helen: Ok. ¿Y cuándo te doy comentarios?

Student A: Bien, porque nos enseñas cosas.

Student B: Ok. Hola, me llamo Student B. Yo me siento bien, pero cuando tú me estás dando las indicaciones de la evaluación o cuando miro la calificación, yo me siento feliz, casi feliz, más o menos.

Pre-service teacher Helen: Ok. Ya.

Student F: Hola, me llamo Student F, y cuando las evaluaciones son con nota, pues me siento nerviosa porque no sé si lo voy a sacar alto o superior. Y cuando no son con nota y solo son los comentarios, pues me siento bien.

Student C: Ok. Yo me llamo Student C, cuando es con nota me siento nerviosa porque no sé casi hablar inglés y pues las preguntas y todo eso. Y cuando no es con nota yo me siento bien, porque no con nota y no tengo que hablar inglés.

Pre-service teacher Helen: ¿Qué piensas, qué piensas, student G?

Student C: Se llama

Pre-service teacher Helen: Ok. ¿Qué piensas de las evaluaciones con nota?

Student G: Bien, a veces estoy nerviosa porque puedo sacar bajo, básico, alto, superior.

[16:35–16:58] **Pre-service teacher Helen:** ¿Y cuando te doy comentarios de las actividades que tú entregas?

Student G: Me siento bien. ¿Sí? ¿Te ayudan?

Student G: A veces.

Pre-service teacher Helen: student E, ¿qué piensas de las evaluaciones con nota?

Student E: Me siento nerviosa porque puede ser que saque bajo y me regañen en la casa.

Pre-service teacher Helen: ¿Y cuando te doy comentarios sobre las actividades que realizas?

Student E: Me siento bien.

Pre-service teacher Helen: ¿Te ayudan a realizar mejor las actividades?

Student D: Me siento nerviosa porque pienso que voy a sacar bajo, básico, superior, alto.

Pre-service teacher Helen: ¿Y cuándo te doy comentarios sobre las actividades que tú realizas en clase o para tarea?

Student D: Me siento muy bien.

Pre-service teacher Helen: ¿Y te ayudan a realizar tu tarea mejor?

Student D: Sí.

Pre-service teacher Helen: Ahora, amigas, niñas, la siguiente pregunta y la última. ¿Cómo se sienten los comentarios cuando yo les entrego comentarios de sus actividades? Retomamos la pregunta: ¿cómo consideran que los comentarios que yo les entrego cuando realizan sus actividades ¿les ayudan? ok si les ayudan o creen que no les ayudan, ok.

Student B: Mucho.

Student F: Me ayudan tus comentarios porque me estás diciendo lo que debo de mejorar.

Student B: Me tienes que decir también lo que tengo que hacer, las indicaciones

Student D: me siento bien porque sumerce nos hace los comentarios uno como que aprende más.

Student A: Tú nos enseñas muchas cosas como decir 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Nos enseñas a decir todo en inglés, como, pues, los enseñas a decir, digamos, ¿cómo se dice? ¿Cómo te dijera?Piso, en inglés.

Pre-service teacher Helen: ¿Y cómo te sientes con los comentarios que te doy cuando realizas una actividad?

Student A: Bien.

Pre-service teacher Helen: ¿Sí te ayudan?

Student A: Sí

Pre-service teacher Helen: ¿A qué te ayudan?

Student A: Bueno, si me ayudan

Pre-service teacher Helen: ¿Cómo te sientes con los comentarios cuando haces una actividad, cuando yo te los doy?

Student F: Bien, me gusta Me gusta hacer muchas actividades contigo porque he aprendido muchas cosas nuevas.

Pre-service teacher Helen: ¿Cómo se sienten con los comentarios que les doy cuando realizamos una actividad?

Student C: Me siento bien, normal, porque aprendo más cosas.

Pre-service teacher Helen: ¿Y si te ayudan a realizar mejor la actividad o no te ayudan?

Student C: Sí.

Pre-service teacher Helen: ¿Si te ayudan?

Student C: Sí.

Pre-service teacher Helen: ¿Y tú, Emily? ¿Cómo te sientes con los comentarios cuando te entrego una actividad? ¿Si te ayudan a realizarla mejor o no?

Student E: Sí

Pre-service teacher Helen: Bueno, mis niñas, esto fue todo por el día de hoy. Muchas gracias por su colaboración Y recuerden que las respuestas que ustedes entregaron el día de hoy tienen solo como propósito académico para el proyecto que llevo adelantando.

[20:25–20:27] ¿ok? ¡Muchas gracias!

Students' voice: ¡Chao!

Annex 4- Second focus group (Transcription)

Date: November 2024	Place: MAONA school
Interviewer: Helen Valeria Corredor Pabon	Interviewee: Second focus group
Number of people: seven female students	Length: 14 minutes / tape recorder

Pre-service teacher Helen: Hola, nos encontramos hoy en nuestra segunda grabación del grupo focal con las niñas de tercero B del Colegio Mahona. En esta ocasión nuestro grupo focal nos acompaña.

Student A: Hello, my name is ...

Student B: Hello, my name is ...

Student C: Hello, my name is ...

Student D: Hello, my name is ...

Student E: Hello, my name is ...

Student F: Hello, my name is ...

Student G: Hello, my name is ...

Pre-service teacher Helen: Ok, en esta ocasión vamos a hacer unas preguntas relacionadas con nuestro proyecto de vocabulario, de la evaluación. ¿qué piensan las niñas, les gusta aprender vocabulario en inglés?

Students' voice: Yes

Pre-service teacher Helen: ¿Cómo te sientes a la hora de usar vocabulario nuevo? Es decir, cuando hacemos en la clase las actividades, hablamos, ¿Cómo se siente?

Student B: Yo en este caso me siento muy bien.

Student C: Yo me siento bien porque me gusta aprender cosas nuevas.

Student D: Yo me siento muy bien.

Student E: Yo me siento bien porque es que inglés es bueno para aprender muchos idiomas.

Student F: Yo me siento bien porque es para aprender otro idioma que no es español.

Student G: Yo me siento muy bien porque estoy aprendiendo.

Student A: Bien.

Pre-service teacher Helen: Listo, bien. Cuando utilizamos el vocabulario en la clase, ¿ustedes se sienten tranquilas o se sienten confundidas o no entienden? Díganme lo que sienten, ¿listo?

Student A: Yo me siento bien.

Student B: Bien.

Student C: Yo me siento tranquila.

Student D: Yo me siento bien porque estoy aprendiendo inglés.

Student E: Me siento tranquila y a la vez aprendiendo inglés.

Student F: A mí pues es chévere porque estoy aprendiendo y pues a veces entiendo.

Pre-service teacher Helen: ¿Y a veces no?

Student F: Pero estoy entendiendo.

Student G: Yo me siento bien.

Student A: Yo también bien.

Pre-service teacher Helen: Ok. ¿Qué tipo de actividades te gustan?

Pongamos atención a la pregunta. ¿Qué tipos de actividades te gustan cuando aprendemos vocabulario, es decir, canciones, fichas, carteleras, hojitas, también con las hojitas, con los ejercicios? ¿Qué tipo de actividades les gustan? Vamos a decir la preferida y por qué.

Student B: Pues a mí me gustan todas, porque así yo puedo aprender más, puedo aprender más.

Student C: A mí me gustan también todas porque así puedo entender y aprender más de lo que ya sé.

Student D: A mí me gustan las canciones porque puedo aprender canciones en inglés.

Student E: A mí me gustan todas porque también uno puede aprender más inglés y más cosas.

Student F: A mí me gustan todos los juegos porque es una forma de explicar y de cómo un juego para poder aprender chévere.

Student A: Canciones, porque a mí me gusta aprender canciones en inglés.

Student G: También me gusta aprender canciones y bailar.

Pre-service teacher Helen: Cuando vemos vocabulario, por ejemplo, las emociones, vimos las emociones en inglés. A lo último de las clases yo les preguntaba, dime una emoción en inglés que aprendiste hoy. ¿Cómo se sienten cuando yo les hago esas preguntas?

Student B: Yo me siento bien.

Pre-service teacher Helen: ¿Y puedes responderlas?

Student B: Yes.

Student C: Yo también me siento bien porque sé varias emociones en inglés.

Student D: Yo me siento chévere porque aprender emociones es chévere.

Student E: Yo me siento bien porque es que a la salida siempre digo una emoción.

Student F: Siempre cuando nos preguntan, pues a mí me gusta porque dice otra emoción cada vez.

Student G: A mí también me gustan las emociones para reír o estar brava.

Pre-service teacher Helen: ¿Cómo te sientes cuando les hago preguntas? Cuando terminamos la clase, pero vimos, digamos, las emociones. Yo les pregunto, dime una emoción de lo que vimos en inglés. ¿Cómo te sientes?

Student A: Bien.

Pre-service teacher Helen: ¿Bien? ¿Puedes responder?

Student A: Sí.

Pre-service teacher Helen: Listo. Ahora, pregunta. ¿Es para ti importante, para cada una, es para ti importante tener una nota? Es decir, que diga, ¿tienes un 5? ¿O tienes alto? ¿O tienes bajo? ¿O qué prefieres? ¿Tener una carita? ¿Una carita con un chulito, que hiciste buen trabajo?

Student B: A mí me gusta que me hagan la calificación que haga porque igual es lo que yo me esfuerzo y lo que hago.

Student C: A mí me gusta de todas las formas que me pongan la calificación porque sé que es mi esfuerzo.

Student D: A mí me gustan las dos porque son chéveres.

Student E: A mí me gustan todas las formas que me califiquen porque es mi esfuerzo que he hecho.

Student F: A mí me gustan todas porque todavía no sé si puedo mejorar o si pueden empeorar, pero yo siento que puedo mejorar.

Student G: A mí me gustan todas porque son divertidas porque a veces...

Student A: las dos me gustan como se ve y también es por la calificación, no importa de lo que me pongan.

Pre-service teacher Helen: Ok, listo. Listo, continuamos con nuestro proceso, en este caso ya es importante el caso de la retroalimentación. Con ustedes hemos implementado más que todo la retroalimentación a medida que avanzamos, que vemos un nuevo tema.

No realizamos evaluaciones con calificación, ¿no? Entonces, la mayoría de las calificaciones que yo les hago son simbólicas, retroalimentación, buen trabajo, ¿verdad?

Students' voice: Sí.

Pre-service teacher Helen: Entonces, la idea también es que ustedes expresen cómo se sienten cuando ustedes reciben este tipo de retroalimentaciones por ejemplo les ayuda a mejorar o de pronto no entienden mis calificaciones como sencillamente, bueno.

Student B: yo me siento bien pero cuando no entiendo algo yo siempre me acerco la profesora o alza la mano

Pre-service teacher Helen: y la profesora te responde en buena manera y te ayuda a entender.

Student B: sí porque también mejora mi proceso.

Student C: Yo me siento bien cuando la profesora me dice en qué me equivoqué, porque sé lo que hice mal y lo puedo corregir.

Student D: Yo me siento bien porque la profe me ayuda a que esté bien en inglés.

Student E: Yo cuando levanto la mano me siento segura cuando ya tengo ideas de la profesora y me siento bien.

Student F: Yo cuando nos ponen en un taller, o si no entiendo, yo siempre le pregunto a la profe porque ella siempre sabe la respuesta.

Student G: Yo me siento bien, cuando lo hago mal, alzo la mano y la profe me explica.

Pre-service teacher Helen: ¿Pero entiendes las explicaciones? Sí.

Pre-service teacher Helen: ¿Cómo te sientes con las explicaciones, con los comentarios, cuando haces una actividad, cuando las terminas?

Student A: Cuando yo comienzo una actividad y no entiendo algo, pues yo levanto la mano y digo a la profesora que se me puede ayudar y yo entiendo lo que la profesora me explica. **Pre-service teacher Helen:** Y finalmente, ¿cómo se sienten al ver una carita con un chulito o cómo se sienten al ver una calificación, por ejemplo, con números?

Student B: Yo me siento muy, pero muy bien.

Pre-service teacher Helen: ¿Con las dos?

Student B: sí.

Pre-service teacher Helen: ¿Y cuál prefieres?

Student B: Yo prefiero cualquiera, cualquiera.

Student C: Yo me siento bien porque...

Student D: Yo me siento bien porque es chévere.

Pre-service teacher Helen: ¿Qué es chévere?

Student D: Las calificaciones.

Student E: Yo me siento feliz y orgullosa.

Pre-service teacher Helen: ¿Por qué? ¿Retomamos con Student E?

Student E: Yo me siento bien y orgullosa, yo me siento bien y orgullosa por las notas y que mi familia esté orgullosa de mí.

Pre-service teacher Helen: pero cuál prefieres una carita o cual te hace sentir mejor o una nota.

Student E: cualquiera

Student F: A mí me gusta porque es algo chévere y cuando yo veo esa calificación me gusta y me pongo feliz. Y las dos, pues me gustan porque son normales.

Student G: A mí me gustan las calificaciones cuando me ponen carita triste.

Student A: Yo me siento orgullosa porque me gustan las dos calificaciones, son muy bonitas, igual es lo que quiera la profe.

Pre-service teacher Helen: Listo. Retomamos en este caso, ya vamos a terminar y la última parte es de acuerdo a la retención del vocabulario, si las chicas creen que han aprendido cosas y si les pueden ayudar a su diario vivir, si las pueden implementar, si se acuerdan de este vocabulario aprendido.

Student B: Pues a mí sí me ayuda mucho porque cuando mis papás no entienden una palabra en inglés, yo les ayudo.

Student C: Yo he aprendido mucho vocabulario.

Student E: yo he aprendido mucho inglés y por eso estoy en una competencia de inglés.

Student F: yo todo el año he aprendido eso y eso me ha gustado porque estoy aprendiendo más cosas y cada vez hasta llevar hasta llegar a aprender todo el inglés.

Student G: A mí me divierte inglés porque dan buenas calificaciones.

Student A: A mí me gusta mucho el inglés porque a la vez aprendo y me gusta como la profe como la profe nos enseña.

Student C: Yo he aprendido varias cosas porque cuando mis compañeras no entienden algo, yo les ayudo.

Pre-service teacher Helen: Ok, listo. Y finalmente, ¿ustedes se sienten ayudadas por sus compañeras? Por ejemplo, si sus compañeras les dicen esto está mal o esto está bien, ¿ustedes reciben eso con buena actitud o no les importa?

Student B: Yo lo recibo con buena actitud porque me está explicando lo que yo estaba haciendo mal.

Student C: Yo también lo recibo con una buena actitud porque me explicaron lo que yo no entendía y me ayudaron con buena actitud.

Student D: Yo también lo recibo con una buena actitud porque me está ayudando para que no saque mala nota.

Student E: Yo lo recibo con una buena actitud porque porque ella me está corrigiendo y eso.

Student F: Yo lo recibo bien porque si ella me está corrigiendo pues yo tengo que prestar atención.

Student G: Yo siempre hay que escuchar, aprender y ver.

Pre-service teacher Helen: ¿Cómo te sientes cuando una compañera, por ejemplo, te corrige o te ayuda?

Student A: Bien.

Pre-service teacher Helen: ¿Bien?

Pre-service teacher Helen: ¿Te ayudó?

Student A: Sí.

Pre-service teacher Helen: Listo, chicas, terminamos con la grabación. Muchísimas gracias.
Bye, bye. Bye, bye.