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Students participating in test design: A step forward to alternative assessment.

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**Research Report submitted in partial fulfillment of the requirements for the degree of
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Abstract

The aim of this study was to find out if any change in students' attitude towards learning English and testing took place after having them to participate in test design. The Twenty nine 11th graders from *Instituto Santuario* in Santuario, a 17,000-inhabitant town and municipality in Risaralda, Colombia, were chosen for this research. These learners were 16 years old in average whose English levels ranged between A1 to B1 according to the Common European Framework. Many learners in the last grades, especially 11th grade, appeared to develop a negative attitude towards learning English and testing, although a lower performance has been shown at internal testing experiences rather than in external testing experiences. The strategy consisted of having the students participate in test design over a two-month period. The first step was agreeing with students on six unit topics for them to design questions that were then taken into account by the teacher-researcher at the moment of designing six tests. Before and after the implementation, students were asked about their attitudes toward tests and English learning by using different data collection procedures to see if any change. The data analyses and interpretation showed some expected results such as more involvement in language learning, more tolerance to failure in exams and satisfaction participating in test design.

Key words: testing, participation, motivation, attitude, alternative, formative, items, confidence, assessment.

Resumen

El objetivo de esta investigación fue descubrir si se daba algún cambio en la actitud de los estudiantes frente al aprendizaje del inglés después de hacer que ellos participaran en el diseño de exámenes. Los 29 estudiantes de grado 11° del Instituto Santuario en Santuario, un municipio de 17.000 habitantes aproximadamente, en el departamento de Risaralda, Colombia, participaron en el estudio. Estos estudiantes tenían entre 16 y 19 años de edad, con niveles de inglés entre A1 y B1 de acuerdo con el Marco Común Europeo. Muchos estudiantes en grado 11° específicamente parecen desarrollar una actitud negativa frente a los exámenes y el aprendizaje del inglés, aunque muestren resultados más bajos en exámenes internos que externos. La estrategia usada consistió en acordar con los estudiantes seis temas de seis unidades para que ellos diseñaran preguntas que luego fueron tenidas en cuenta por el docente-investigador para diseñar los exámenes. A los estudiantes se les aplicaron distintas herramientas para recolección de información antes y después de la intervención pedagógica para explorar sus actitudes frente a los exámenes y el aprendizaje del inglés y así observar si hubo algún cambio. El análisis e interpretación de datos muestran algunos resultados esperados como más participación en el aprendizaje del idioma, más tolerancia al fracaso en los exámenes y satisfacción por tener participación en el diseño de exámenes.

Palabras Claves: exámenes, participación, motivación, actitud, alternativo, formativo, preguntas, confianza, evaluación

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1. Introduction

Robert Stake says: “When the cook tastes the soup, that's formative evaluation; when the guest tastes it, that's summative evaluation” (as cited in Scriven, 1991 p.169).

The previous analogy synthesizes much of what will be discussed about assessment here. This study took place at the *Instituto Santuario* School in *Santuario*, from October 3rd to November 23rd, 2012. For the last five years, based on the teacher-researcher's experience, students at this school seem aware of the importance of English and keep their interest and motivation for learning it during primary and secondary school. Nevertheless, boredom and apathy have been observed in 11th graders, mostly when they complain about tests and their results. These are the kinds of feelings that might be interpreted as a negative attitude towards testing procedures and may be related to their attitude towards learning the language. Accordingly, the focus of the present study was to see if stimulating student participation in test design modified that perception.

In fact, the first idea for this study was to carry out a complete alternative or even formative assessment approach with those students, but it could have ended up being a rather unrealistic study since the time devoted to it was only two months. Therefore, given the local context and its conditions, it seemed wiser, more realistic, and more manageable to start with a small but real change in the assessment practice.

Consequently, the main study aim was:

- To discover whether the students' participation in test design as a first stage towards an alternative assessment approach resulted in any change in attitude towards learning English.

And the secondary aim was:

- To observe and compare the attitude students showed towards testing and learning English, before and after the pedagogical intervention.

Therefore, the research question that guided this study was: *How does participation in test design as a step forward to alternative assessment influence 11th grade learners' attitudes towards learning English?*

It was then hypothesised that students could experience more involvement and interest in learning if they were allowed to participate in test design. Then they would feel more motivated and positive when taking tests. The students' participation consisted in designing items for six different tests. The teacher-researcher designed all the tests taking into account the items students suggested. In fact, as reported in Shaaban, 2001a, there is already sound evidence that suggests that allowing students' participation in test design can contribute to reducing levels of anxiety generated by linguistic accuracy and fluency demanded in most of the tests.

Additionally, an expected result of the study was that having students in the centre of test design could make them feel more in control of their own learning and have an enjoyable experience.

1.1 Rationale

From a preliminary enquiry, the Student Evaluation Records at the school (Instituto Santuario, 2012), reported that students’ failure and desertion could have been closely related to assessment results, and even lack of interest in learning the language. In the tabulation and results of a needs analysis survey, where students were asked about their learning preferences, interests, learning needs and assessment; their responses fell into the scales of 1 (*I don’t like this at all*), 2 (*I don’t like this very much*) and 3 (*This is OK*), which may show that their attitude towards learning was poor. (See Table # 1 for samples and Appendix A to see the complete questionnaire). Consequently, a more effective and eclectic approach for assessment seemed to be required; one in which process and product were valued. In that sense, a first step towards alternative assessment could trigger some reflection on the current assessment procedures.

Table # 1

Sample Results of Needs Analysis Survey

ITEM	Scale Mean Score				
	I don't like this at all	I don't like this very much	This is OK	I quite like this	I like this very much
Out of class, I like to collect examples of English that I find interesting/puzzling for further asking in class	X				

I like to know how much my English is improving by having my teacher assess my written work and Exams	X				
I like to know how much my English is improving by checking my own progress and correctin my own mistakes		X			

The school has also had a policy for the last five years, which proposes as an institutional goal to reduce the dropout rate, which was at the time of the study over 7 %, figure that at least in some cases may be produced due to students’ poor results in tests. Hence, alternative strategies or alternative assessment procedures have been discussed in staff meetings as a need and a possible opportunity to deal with this issue.

As a matter of fact, from 2006 to 2010, English was in the first ranked compared to other school subjects, based on the results obtained in the *Pruebas Saber*, the national standardized tests to determine high-school students’ admission to universities. Nevertheless, in 2011 English was displaced from the first ranking to the fifth one, and in 2012 to the fourth one. This situation led the teacher-researcher to think about the causes of the problem connected to assessment procedures and some possible solutions.

Undoubtedly, as reported by Lopez & Bernal (2009), teachers in Colombia need more training on language assessment to improve their practice. According to their study, out of 82 teachers, 71 of them usually assess at the end of the course, while only 11 said to assess regularly. 64 reported using traditional tests such as paper and pencil, multiple choice, and fill in the blank types of tests. Only 18 said to use authentic or alternative

assessment procedures. From here, Lopez & Bernal (2009) also asserted that there is a need to examine how these traditional procedures affect the students' academic and personal lives and suggested a need for more studies on the impact tests have on language learning and learners.

According to The Colombian Ministry of Education, school principals, academic coordinators and teachers should pay close attention to the decisions derived from assessment as well as to the tools, methods and procedures teachers use to value students' performance, as evidenced in the Ministerial Direction Number 29, 2010 (Directiva Ministerial N° 29 del 2010). Even the decree 1290 issued by the Ministry of Education-MEN (Decreto 1290 de Abril 16 de 2009), which rules assessment for students at primary and secondary school level, declares self-assessment (an alternative assessment procedure) as a necessary practice in schools (MEN, 2009). This decree also claims that assessment must provide information to implement teaching strategies in order to support both weak and strong students as one of the purposes of assessment. This governmental purpose cannot be fulfilled by summative assessment.

2. Theoretical Framework

This section will deal with four aspects: a) the clarification on the concepts testing and assessment; b) assessment in the light of constructivism; c) the relation among assessment, testing, learning and motivation, and finally d) a brief account on previous research on the topic.

2.1 Assessment and Testing

Before defining the concepts of assessment and testing, considered for the study, the researcher states some important shifts or trends that teaching and learning have gone through. First the idea of giving learners more participation in learning to construct knowledge, and then the need of considering the affective component for learning.

Constructivist learning theory suggests that learners have an active role in their learning process, not only as receivers of knowledge. In a setting like this one, students experience more freedom, power and satisfaction due to the fact that they are active learners, and therefore producers of knowledge. Constructivism invites students to build their knowledge and integrate it into their lives (Brooks & Brooks, as cited in Zimbicki 2007). This view suggests that teachers should give learners the opportunity to have meaningful experiences through which they can search for patterns, raise questions and defend their ideas. This perspective also promotes methods and techniques, which favour learning in low-anxiety environments (Shaaban, 2001b).

Seemingly, as explained by Shaaban (2001b), over the last three decades, the field of English as a foreign language (EFL) has witnessed a notable shift from structural teaching approaches to communicative, humanistic and learner-centred approaches, which recognize that the affective component of teaching and learning is of vital importance for the acquisition of a foreign/second language.

For the purpose of this study Nunan's definition is considered. He explains assessment as every strategy, technique or tool, teachers use to collect data about student's progress, achievement or performance and the judgments and changes derived from it. Data obtained from assessment can be used for evaluating the teaching and learning situation,

(Nunan, 1999). Testing, on the contrary refers to those prepared administrative procedures that happen at identifiable times in a curriculum when learners show all their faculties to aim a peak performance, knowing that their responses are being measured and evaluated. Assessment is a continuous process that involves a much wider domain. Testing on the other hand, is a subset of assessment, just one of the various possible forms of assessment (Brown, 2004).

2.2 Learning and Testing

For this study, the negative attitudes shown by the student-participants towards testing seem to be tied to attitudes towards learning English, as a logical cause-effect relationship. Indeed, the assumption that a positive or negative feeling or behaviour towards testing also affects learning a language has already been supported by research findings. According to Gibbs & Simpson (2004-05), it was not the teaching, but the assessment system what influenced students the most.

Language testing has suffered some evolution since the times of behaviourism in the 1950's when much emphasis was put on contrasting L1 and L2, focusing on phonology, grammar and vocabulary. With the emergence of the communicative theories, a more integrative view of testing was needed. Nowadays testing is faced to be more authentic and content- valid, in such a way that tests simulate real-world interaction, but at the same time fulfil reliability and practicality criteria, as Leung and Lewkowicz, in their article about language testing and assessment, insisted (as cited in Brown, 2007).

In respect to the levels of anxiety that tests produce not only on learners, but also on teachers, research has shown that some tests cause more anxiety than others. For example,

Cohen (as cited in Shaaban, 2001b) reported that in literature tests, open-ended questions are less stressing than multiple choice for students and that cloze tests were perceived as high-anxiety proficiency tests. Equally, Bradshaw (as cited in Shaaban, 2001b) reports that C-tests, a variation of cloze tests, were perceived as more difficult and more anxiety-generating than the multiple choice and open-ended questions. These findings led to the conclusion that these types of tests should not be used to assess students. (Shaaban, 2001b)

To illustrate the relationship between testing and learning, it is said that high stakes tests can cause damage on students' intrinsic motivation and self-confidence. They may also induce negative feelings such as anxiety, lack of interest, worrying and fear, as explained by Tsagari (2004). The same can be said about a broader concept: traditional testing practice, which can cause high levels of anxiety that ends up undermining students' learning and self-image as Smith (as cited in Shabaan 2001a) explains. It can be stated that traditional testing tends to give more emphasis to the grading function than the learning process, students become much more interested in results than in processes or what they really have learned or not learned.

2.3 Assessment for Learning

Black and William in their book *Assessment and Classroom Learning*, (as cited in Tsagari, 2004) state that there is a trend to use a normative criterion approach to assessment which sets a competition between pupils more than personal improvement, leading to low motivation and making learners lose confidence in their own capacities. In the same manner, Deci and Ryan's study (as cited in Harlen & Crick 2002) provide research evidence that proves that assessment which do not give control to learners, reduces

intrinsic motivation and leads to superficial learning. In the same manner Ames, in her research review (as cited in Harlen & Crick 2002), explains that social comparisons, which is what happens in summative assessment, “affects students’ motivation since learners are compared unfavorably and publicly”. She also argues that learners can experience low self-esteem, avoid risks and use less effective learning strategies. Motivation is affected if learners feel that their expectations, their preferences and their approaches to testing are not considered in test design, it is only the teachers’ decisions.

Cummings and Davidson (2007) stated that “*If education is to have a real focus on the learner, it should include assessment for learning, so that individuals in need get support, understanding their strengths and weaknesses*”. The teacher-researcher of this study strongly agrees with this assumption, but also considers that if changes are necessary, they have to be done through simple, but progressive actions.

Assessment is a vital part of a learner-centered approach. In that regards, Cummings and Davidson (2007) posit the concept of ‘assessment for learning’. That is to say, assessment as a means of identifying strengths and weaknesses so that learners can obtain orientation and support. This concept reflects a recent trend, which regards second language assessment as going beyond simply measuring students’ achievement to supporting students’ progress (Yang, 2008).

The use of alternative assessment implies that students have to think for themselves, develop learning strategies and take actions to improve (Zimbicki, 2007). This is precisely what the present study aims: to have the students participating in test design as a technique and initial step forward to alternative assessment.

2.4 Alternative Assessment

According to Tsagari (2004), alternative assessment refers to a set of assessment procedures that: a) is less formal than traditional testing, b) takes place over a period of time rather than at one point in time, c) is usually formative rather than summative in function, d) is usually low-stakes in terms of consequences, and e) is supposed to have beneficial wash back effects. Furthermore, it has been claimed that alternative assessment supports students psychologically by enhancing self- esteem and feelings of self-efficacy, and promotes intrinsic motivation. Additionally, alternative assessment can foster other kinds of cognitive processes such as creation of answers instead of choosing them, higher-order thinking skills or synthesis and analysis, and critical thinking, as suggested by Dietel *et al* in their article “*What does research say about assessment*” (as cited in Tsagari, 2004).

2.4.1 Student Participation

It is with alternative assessment benefits in mind that some teachers and researchers have suggested it as a way to improve language instruction and students’ involvement and motivation. In an alternative approach, learners have a say in the design of their assessment instruments, not only in deciding the form of the test, but also in deciding its content and even the way it is administered. This thesis has been explained and supported by Friel in the article “*Reading technical texts*”, in Mayerhof’s work named “Communication dynamics as test anxiety therapy” and Murphey’s work called “*Tests: Learning through negotiated interaction*” (as cited in Shaaban, 2001a). Likewise, Wolf, Bixby, Glenn & Gardner (1991) summarise alternative assessment like this:

“Assessment is not a matter for outside experts to design; rather, it is an episode in which students and teachers might learn, through reflection and debate about the standards of good work and the rules of evidence” (Wolf, *et al* 1991 p. 52).

Accordingly, having students to participate in test design, which is the focus of this study, can be interpreted as an alternative assessment technique. The teacher-researcher invited students to create their own items for different tests, in that process, they perceived learning differently, constantly processing and thinking of how to design a good test item through instruction. Then, when learners faced the real test, the experience became more meaningful and less stressing because they would see similar types of items, which resulted encouraging and motivating; and also promoted autonomous and self-directed learning because it developed awareness of the learning process and strategies, life-long learning skills and the setting of personal goals.

2.5 Attitudes

For this study, learner’s participation in test design was introduced as an alternative assessment strategy that could have influenced students’ attitude towards learning. This strategy stems from the belief that the affective aspect of education remains as important as the cognitive one, if not more. With this in mind, the question of how to define attitudes arises.

Attitudes are not directly observable, but they structure and influence actions and behaviors that are observable and probably measurable. For the purpose of this research, attitude is defined as a psychological state represented in observable behavior that people show in response to something presented to them. It should also be noted that attitude is a

construct that has been differently defined by experts. But regardless of the variety of definitions, only the following will be considered for the purposes of this study: “An evaluative disposition toward some object based upon cognitions, affective reactions, behavioral intentions, and past behaviors ... that can influence cognitions, affective responses, and future intentions and behaviors” Zimbardo, and Leippe, (as cited in Simonson and Maushak, 2001). This definition seems to fit the purposes of this study because it describes the way students can react to learning situations and the reasons behind those reactions. Three categories can be drawn from the previous definition: a) the cognitive component, which refers to beliefs, ideas or opinions about the object of the attitude. b) The affective component refers to the feelings and emotions that a person has towards an object, 'likes' or 'dislikes', 'with' or 'against'. c) The behavioral component refers to the observable actions, routines, or intentions towards the object (Tamimi & Shuib 2009)

2.6 Previous Research

As sample research regarding testing and motivation, an interesting experience is reported by Murphey (1994-95). He suggests that at least some tests can be designed to be a relaxing and enjoyable opportunity for students to become better learners. He says that putting students in the centre of creation and administration of the tests reduces anxiety because students feel in control of their tests so they can have some fun. Following that principle, this study intends to give participants the chance to design their own items based on how and why they learn, so that the researcher collects the items and takes them into consideration when designing the test.

It is not difficult nowadays to find research reports on how traditional assessment and testing have affected students' motivation and performance in language learning. However, there is a need for more concluding research on how alternative assessment affects students' learning either positively or negatively. This constitutes a gap this study intends to fill. As Hamp-Lyons explains in her work called "Washback, impact and validity: ethical concerns" (as cited in Tsagari 2004):

We must conduct studies of the impact of alternative assessment, on the same basis that we apply to traditional forms of assessment. We cannot assume that because alternative assessments start from humanistic concerns, they produce outcome that do only good and no harm... (p. 13).

In like manner, and more recently, Zimbicki (2007 p.1) declares: "To date, a few studies have focused on student perceptions of alternative assessment"

After revising what has been written on alternative assessment and other key concepts, the researcher was ready to plan his study in a way that it could reveal important data.

3. Research Design

3.1 Type of Research

The present study is defined as a *mixed research design* (Tashakkori & Teddlie (2003), given that it involved the use of *qualitative and quantitative methods* of collecting data. This type of design is appropriate when trying to understand and explain a complex psychological construct such as attitude towards testing and learning. That is to say, the different sources of data complemented each other to get a better picture of the situation.

Quantitative data were used to make statistical and objective analysis while qualitative data were used to identify participants' thoughts and behaviors at the beginning, during and after the intervention. Data from interviews and diaries were used for qualitative analysis whereas data from surveys were used for quantitative analysis. All of these data were then triangulated in order to draw reliable insights and conclusions. The different stages and the sequence in which the instruments were applied to collect data can be clearly seen in Appendix B.

The project "Students Participating In Test Design: A Step Forward To Alternative Assessment" was conceived under the Action Research approach. The teacher researcher started the study with the initial enquiry about an apparent dislike for learning English and assessment procedures on the part of learners; motivation that started after a time of reflection and study of the preliminary analysis of the teaching context. After undertaking a rigorous intend to understand the phenomenon by revising literature, the researcher applied his strategy to prove to what extent it worked and how the phenomenon could be changed. By following the Action Research principles, the researcher decided to try out an alternative assessment strategy, monitor how it worked and evaluate it.

Due to the stages followed by the study, it can be framed under *the action research* approach described by Koshy (2005) as an appropriate study type for those who wish to undertake small-scale research into an aspect of their professional practice. Accordingly, Denscombe (2010) says that in small scale studies, researchers can use sample techniques to depict a phenomenon based on data that includes the complete range or relevant items or people. This perhaps can be done selectively including the unusual or extreme "outliers" that are seen as likely to provide particularly useful information. One of those sample

techniques is called a convenience sample, which is one that fits the needs of the researcher according to the context. This principle is here applied when selecting 8 out of 29 participants for the interview. From these eight participants, four were interviewed at the beginning of the study and the other four at the end.

Burns (2010) states that an interview is “a conversation with a purpose”. Since this research required the gathering of qualitative data, interviews were used to fulfill the purpose. She also proposes three different approaches to interviews depending on how organized and planned the interview is. The researcher applied guided or semi-structured interviews, given that these allow the participants the exploration of topics that were not planned, but could be discussed.

Students’ diaries are also validated tools to look for qualitative information about attitude, motivation and other research variables, as Nunan & Bailey (1996) explain: “Researchers have analysed diaries kept by second language learners to better understand variables that are thought to contribute to language learning. These include the learners’ reactions to pedagogical techniques, cognitive styles, motivational factors, sources of stress and affective factors”.

As source of quantitative data, surveys were the research instruments to collect reliable and valid data. They provide three types of data: factual, behavioural and attitudinal. Being attitudes embedded in people’s minds, they can be the product of deliberation, the result of experiences or simply modelled by others, that is why they tend to be resistant to change. Surveys are efficient and versatile in terms of time, effort and cost, data processing and tabulation, as Dornyei (2003) explains.

3.2 Context and Participants

Instituto Santuario is one of two public schools in Santuario, a 17,000-inhabitant town, one of 14 municipalities in Risaralda, part of the Coffee Region in Colombia. The school has about 250 students in secondary. The school year is divided into four periods or terms of two and a half months, going from February to November. Given that this institution promotes English learning as academic emphasis, there is a good number of class hours per week: five 60-minute lessons, compared to other state schools. The participants of the study were 29 eleventh graders, 16 girls and 13 boys aged between 16 and 19 years whose English levels range from A1 to B1, according to the CEF. Their English level was calculated by using a sample of a PET exam downloaded from a Cambridge Site (University of Cambridge ESOL Examinations, 2008). This exam was designed to fit a B1 English Level according to Common European Framework (CEF), then, it can be deduced that if a student does well at this exam, he/she possibly holds a B1 level.

This group of 29 students was selected for various reasons: (1) their growing negative attitude toward English tests. (2) the positive rapport with the English teacher built in more than three years of instruction, which would facilitate the pedagogical intervention and the data collection process. (3) it was assumed that older students might express criticism and opinions more easily and openly than younger ones. (4) 11th graders were about to take the **Pruebas Saber**, a standardized test. In Colombia, the results obtained from this test determine high school learners' access to University. Consequently, these learners were presumably interested in testing practice.

It is important to emphasize that due to the nature of the study and the convenience of the researcher, a sample of participants was selected for two of the instruments, (See distribution in the Table # 3).

3.3 The Researcher's Role

The teacher-researcher's role consisted firstly in motivating the students to participate in the study. Then he designed and piloted the data collecting instruments (Pre and post survey as well as pre and post interview), and designed the procedures for their application. The teacher-researcher also planned and carried out every pedagogical intervention. As soon as the intervention was done, the teacher-researcher designed the post data collection instruments, which were then processed and analyzed in search of any patterns.

3.4. The Data Collection Instruments

Three different instruments were used to collect data during the study: two surveys, two interviews and students' diaries. (See appendices B, C and D)

3.4.1 The Surveys

A pre-survey and a post survey were used to elicit attitudes towards learning English and testing: the 30-item pre-survey which was applied before the intervention and had a purpose to collect data about three components: *cognitive, affective* and *behavioral*; each component consisted of 10 items each (See Table # 2). In front of each item, a *Likert* scale was presented, with six scales going from *I totally agree*, towards *I totally disagree* (See appendix C)

The pre-survey was piloted with tenth graders and other subjects' teachers of the same school for improvement. As a result, some items which were ambiguous were re-written to make them more clear and concise. Each component explored two or three questions asked in different ways; it is to say that there were two or three different items exploring the same question. This was done to increase reliability as explained by Dornyei, (2003) who also suggests using an even number of options in the Likert Scale to avoid that respondents mark the middle choice as an easy way out (See Table below).

Table # 2*Survey Structure*

Component	Aspect or area explored	Item Number
cognitive component	View of tests as part of learning scenario	1, 2 and 6
	Lack of knowledge on how to revise for tests as possible source of negative attitude towards testing and learning.	3,4 and 5
	Awareness of tests as tool and resource for learning.	7 and 10
	Willingness and readiness to participate in test design.	8 and 9
affective component:	Management of frustration derived from test results	1, 2 and 3
	Attitude towards tests for negative washback	4
	Feelings towards tests as learning experience.	5, 6, 7 and 8
	Trauma against testing in general.	9 and 10
behavioral component	Reactions when getting test results.	1, 5, 7 and 8
	Association between failure and lack of revision for tests.	2, 4 and 9
	Intention regarding participation in test design.	3, 6 and 10

After the intervention, a post-survey was used. This contained the same information of the pre-survey, except for the words “*otra vez*”, which were added to the last item in the behavioral component given that the others fit perfectly.

3.4.2 The Pre and Post interview

The questionnaire for the pre and post interview consisted of six open-ended questions. These were designed to cover six areas as suggested by Patton’s work (as cited in Burns 2010) like this: (1) background and experience, (2) actions and events, (3) reactions and interpretations, (4) feelings and emotions, (5) values and beliefs and (6) knowledge and information. (See Appendix D)

The interview was also piloted with three students and three teachers from the same institution who made some suggestions about the quantity and wording of questions. Their suggestions were taken into account by the researcher to make the questionnaire more transparent.

For the pre and post interview eight students were selected, four boys and four girls; four of them for the pre-interview and the other four for the post-interview. The researcher chose the participants with the assumption that they were extroverted students who would be more generous when providing information, the small number of participants was due to the practical issue of transcribing and analyzing data, which constitutes an example of a convenience and exploratory sample as explained and supported before.

3.4.3 The students' diaries

All the participants were asked and instructed to take notes of their ideas, feelings and reflections during the intervention. The 29 participants were shown a sample of diary entry for them to be familiar with the genre. One purpose of showing the sample entry was to make them aware that a diary entry should be written in first person, singular or plural with content related to reflections, insights, and ideas thought by the writer in learning situations inside or outside the classroom. Following, the participants were permitted to write their diary entries in L1 to prevent any language limitation. They were expected to write diary entries from October 3rd to November 23rd, 2012. Eventually, 17 out of 29 participants did the task(See samples in appendix E). The purpose of this tool, together with the interview was to have sources for qualitative data to complement the quantitative data obtained in the survey to make this study more reliable.

3.5 Ethical Considerations

This research study did not affect, interfere or threaten the participants. As part of the ethical considerations, the researcher described the kind of research the participants were to take part in, its purposes and implications. They learned that no decisions would affect them. Equally, they were assured that their identities would be kept secret and in all cases, they did not need to put down their names in the data collection instruments used such as surveys or diaries. For the data analysis of these instruments, respondents were simply assigned numbers, nevertheless, for the interview transcript and analysis, fictitious names were used for the readers to have a more memorable picture of the testimonies. Since participants were all under age, their parents were asked to sign a consent letter,

which stated what was already explained before. Seemingly, the Instituto Santuario School's principal was informed about the research, which he approved unquestionably.

3.6 The data collection procedures

The data collection procedures started with a diagnosis of the initial state of the participants' attitudes towards testing and learning English. This exploration was done by using two instruments: a pre-survey, which was first piloted and then applied to all the 29 participants, next a pre-interview, which was too piloted first and applied to four participants, two boys and two girls as justified in the Research Design section. Throughout the pedagogical intervention that lasted two months, the 29 participants were instructed to write their diaries. At the end of the intervention, the diaries were collected for transcription, coding and analysis. The post-survey was applied to the 29 participants, and the post-interview was applied to other four individuals (See distribution on Table # 3), just as at the beginning: two boys and two girls, finally all the three resulting types of data were analyzed and triangulated to get some insights and conclusions.

Table # 3			
<i>Data Collection Sampling.</i>			
Research Stage	Type of Instrument	Number of participants whose data were processed for data analysis	Sample distribution
Initial State Diagnosis	Pre-survey	29	Applied to all 29
	Pre-interview	4	2 boys and 2 girls
Pedagogical Intervention	Students' Diaries	17	17 out of 29 registered data related to the study.

Final state	Post-Survey	29	Applied to all 29
Diagnosis	Post-interview	4	2 boys and two girls

When the researcher administered the pre and post survey to the 29 participants, they were instructed on how to answer it, there was an example item (See Appendix C) and the classroom was spacious enough so students did not feel tempted to see others' answers.

The four interviews carried out were recorded for later analysis. For the pre-interview a *focus group* technique was selected to follow what Burns (2010) suggests. She explains that in this way the individuals being interviewed feel more secure as a group and one respondent's opinion encourages others'. Nevertheless, the feeling and atmosphere in the post-interview appeared to be more relaxed and a *one-on-one* technique interview seemed to fit the conditions. For this, the participants were brought together in a classroom, but once each respondent was interviewed, he/she was allowed to leave the place.

As for the students' diaries, participants were initially trained on the genre, they had a notebook as their learning diary in which they took notes about their impressions, ideas and feelings during the intervention and they were reminded to do the task on a daily basis. At the end of the intervention, the researcher collected their diaries and proceeded to transcribe the entries for categorization and analysis. 17 out of 29 participants wrote notes related to their learning process during the pedagogical intervention that could be analyzed for the purposes of this study.

Appendix B shows more effectively the duration of the study and the time devoted to the application of each instrument as well as the time for the pedagogical intervention which will be explained further on.

4. Pedagogical Intervention and Implementation

This section will describe the pedagogical procedures that were carried out to give participation to the students in the test design.

After learning about the initial state of the students' attitude towards learning and testing, the researcher agreed with the participants on six topics to be assessed through traditional tests, understood these as paper-pencil tests involving tasks such as filling in blanks, multiple choice matching, etc. Then he explained that after covering each topic in class the participants would have the chance to design their own items for each test. Previously, students had been exposed to types of items or tasks they could design, such as multiple choice, cloze texts, matching, classifying and filling gaps.

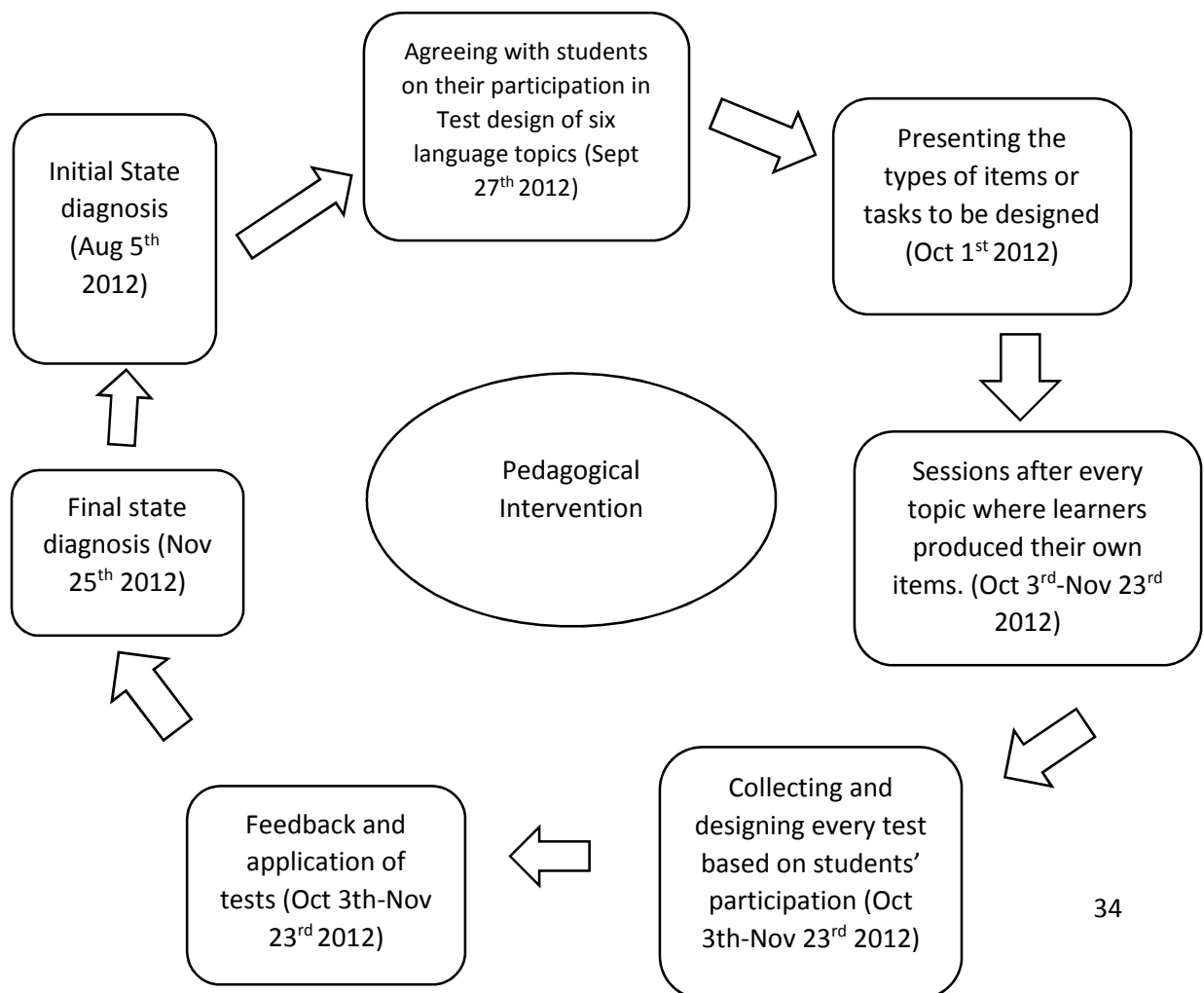


Figure 1. Pedagogical Intervention Stages

Students' participation in test design consisted in the fact that their items were taken into account by the researcher to design the current tests that were applied to assess their performance and knowledge. For instance, if half of the participants proposed multiple-choice items, so 50% of the test should include this type of items because the researcher wanted to make them realize that the design was highly influenced by their work. Alternatively, if only 10% of the students designed items involving cloze texts, so only 10 % of the test was based on cloze texts. Equally, the sort of contents the participants selected was also taken into account when designing the test. (See sample items designed by participants and one of the tests applied on Appendix F and G)

While having students participating in test design, it was very interesting to see how they appeared to be more involved in the lessons than just waiting for the test as it happened before. Now they were constantly wondering how they could design this or that item.

The initial idea was to include students' items exactly as they designed them, but there would have been a test reliability issue, given that it would not have made any sense that participants found their own questions in the tests. For the way the tests were designed and administered, there could be reliability or validity inquires. Nevertheless, the study was focused on observing students' attitude instead of judging whether the tests they proposed were reliable or valid. It is important to recall here that the main purpose of the study was to allow learners to participate in test design to see if they reacted to learning and testing differently.

The researcher was very careful in keeping the tests as they used to be, the usual coursebook tests at the end of each unit to check vocabulary, grammar and reading competence. This in order to keep other variables controlled. During the intervention, students were encouraged to constantly think and take notes on good ideas to design their own items, then out of class they met in pairs to discuss on and write their items.

5. Results and Data Analysis

Considering that this is a mixed research design and an action research, in this section it is explained how the qualitative and qualitative data were processed, analysed, and how the research question that motivated this study was answered.

5.1 Data Analysis

Being surveys the strategy to collect quantitative, reliable and valid data related to attitudes towards testing and learning English, the researcher decided to start the analysis from this, so the 29 pre and post surveys were tabulated separately first. After tabulating the 29 students' answers, a mean score for each item was calculated based on the Likert scale coding. Table # 4 shows for example that, *totally agree* was coded as six, or *slightly disagree* corresponded to three, etc.

Table # 4

Likert Scale Coding

<i>Totalmente de acuerdo (totally agree)</i>	6
<i>De acuerdo (agree)</i>	5
<i>Ligeramente de acuerdo (slightly agree)</i>	4
<i>Ligeramente en desacuerdo (slightly disagree)</i>	3

<i>En desacuerdo (disagree)</i>	2
<i>Totalmente en desacuerdo (totally disagree)</i>	1

The mean score of the 29 participants was calculated for each item, the mean score is an average of the individual scores for each survey question, obtaining the results that can be seen in Appendices H and I separately or the comparative values in Appendix J. There some items are labeled as statistically *significant*, which means that the difference in the score from the pre-survey to the post-survey was not due to chance. This was done by calculating a t-test-p-value for each mean score difference by using Microsoft Excel as explained by Colosi (2005). He explains that in general, researchers say that a p-value of .10 or less is statistically significant, it is to say, that we are 90% sure that the result we see in the difference in mean scores for each item has not happened due to chance. Significant means that the change can be relied on for reporting findings, but due to chance means that those changes in mean scores could have been only the result of chance and cannot be trusted in.

To illustrate the interpretation of mean scores, here an example: *item 1* in the *affective component*, the value in the pre-survey was 4.690, which can be interpreted saying that the participants were closer to an *I agree* answer. Now here the explanation to understand the interpretation of the comparison of some items as *significant* or *due to chance* (See Appendix H), for item 3 of the affective component, in the pre-survey the mean score was 3.345; but in the post-survey, the mean score was 4.000, which means that there was a difference of 0.655, and a meaningful change according to the *p-value*: 0,073154826. A *p-value* is a “numerical estimate of the reliability on our assumption that

the difference in means on pre and post surveys is real and not due to chance” (Colosi, 2005). Table # 5 shows those items that were compared and interpreted as statistically *significant* and will be discussed below.

Table # 5				
<i>Comparative mean scores interpreted as significant</i>				
Item	Mean scores in pre-survey	Mean scores in post-survey	P-value	Interpretation
Cognitive Component				
2. Los exámenes se pueden reemplazar por otras formas de evaluar a los estudiantes.	5.414	4.724	0,0410696	Significant
3. Sé como estudiar para mis exámenes	4.069	4.862	0,03559813	Significant
Affective Component				
2. Si alguna vez pierdo un examen, olvido lo sucedido sin que me afecte	3.414	3.862	0,1003686	Significant
3. Disfruto corregir mis exámenes para saber en qué acerté o fallé	3.345	4.000	0,07315483	Significant
7. En mi tiempo libre me agrada practicar inglés a través de exámenes en línea	2.276	3.172	0,02634377	Significant
Behavioural Component				
1. Acepto mis equivocaciones en mis exámenes.	4.862	5.276	0,0830606	Significant
5. Encuentro útil corregir mis exámenes después de recibirlos calificados.	3.483	4.414	0,03530189	Significant

The Pre and Post-interviews from the eight participants were sound recorded and then transcribed. A close analysis of the results revealed some interesting and mixed responses related to attitudes towards testing and learning. The responses were categorized to be congruent with the analysis in the other two instruments. Cognitive, affective and behavioral aspects of attitude were identified by using colors: green for the cognitive aspect comments, red for the affective aspect and blue for the behavioral aspect. The Number of

repetition was not a criterion for the analysis since there were eight respondents whose answers were classified and analyzed based on the three components of attitude as explained before.

Seemingly, the students' diaries were also read, transcribed and coded to identify salient data. More information related to how the participants' attitude evolved during the pedagogical intervention was observed. This information was then analyzed in relation to the three different categories mentioned above to find convergent results.

5.2 Results

Considering the qualitative analysis produced by the mean score comparison of the pre and post survey, as well as the qualitative data gathered from the interviews and the students' diaries, the following insights were made:

5.2.1 The cognitive aspect of attitude

The mean scores obtained in the analysis of the pre-survey showed that the participants had a negative perception of testing as a unique form of assessment. This can also be noticed from the mean scores in the pre-survey. (Items 2 and 6). Results that actually changed during the intervention and it was evidenced in the mean scores of the post-survey since there, students were more aware of their learning process, the topics and the way they were tested after they participated in test design. Involvement in test design was useful for participants to go deeper into understanding of the topics, the task gave them the chance to change the way they approached to language learning. In fact, the comparison in *item 2* that says that tests can be replaced by other tools to assess students was interpreted as statistically *significant*. In the pre-survey the grade was closer to *I agree*, then

after the pedagogical intervention, it was closer to *slightly agree*. This can be interpreted as a positive change in students' view of tests. Something similar can be concluded from the comparison in Item 3, which talks about the students' knowledge on how to revise for tests, going from 4.069 to 4.862, this shift may be explained for their participation in test design. The other eight items suffered some variations, but they are not discussed here given that statistically speaking, those differences could have happened due to chance. (See Appendix H)

What was observed in the analysis of the surveys was confirmed with the pre-interview; one out of four respondents considered advantageous to participate in test design saying that he could include those topics and item types with which they felt more comfortable. When the post-interview was analyzed, it was evident that students' awareness and responsibility had increased during the intervention when they realized that by participating in test design, they could go deeper in knowledge because it was then their task to design items for the exams. All four respondents said to have enjoyed participating in test design and found advantageous to do it with comments like: "*Me gusto porque ahí uno se pone uno como en los zapatos del profesor, entonces, puedo diseñar las preguntas para tener más oportunidad de ganar entonces me gustó.*"(Samuel)

In the diaries, students expressed their feelings towards testing showing more awareness and responsibility and involvement with their own learning. Participant 2 said, "*Yo quisiera que él nos pusiera algún punto de listening pues para mí es más fácil escuchar que leer las preguntas y responder*". or Participant 5 who wrote, "*Yo elegí de selección múltiple porque podía analizar cada una de las opciones dadas, allí para llegar a una conclusión*". These opinions showed that students had developed not only more

interest in their learning, but also more awareness of how they learn better and what they require to achieve their goals.

5.2.2 The affective aspect of attitude

Although there is evidence from the results in the pre-survey that the *management of frustration* (explored through items 1, 2 and 3) when facing test results was positive; an improvement in this regard after the pedagogical intervention was seen in the post-survey results, their tolerance to frustration was even higher. It was also observed that students learned from their mistakes and errors, they were more willing to reflect on their failures and to design action plans for improvement. These two gains can be evidenced by looking at the statistically significant changes in *items 2* going from 3.414 to 3.862, *item 3* going from 3.345 to 4.000 and *item 7* going from 2.276 to 3.172. Items 2 and 3 explored students' feelings of frustration after failing and revising tests to identify failures or strengths, while *item 7* implied an action plan to remediate their failures (taking online tests as practice).

After analyzing the data from the pre-interview, participants also reported feelings of anger and frustration because of their poor results in the tests. It was made clear too that they were not so convinced that participating in test design could be helpful in their learning. This can be evidenced from the next two comments where the participants said that they would not like or at least would not consider that participation as advantageous because the surprise factor would be lost: "*No me gustaría ser parte para diseñar un examen ya que me gusta, cuando voy a presentar los exámenes, eh... que me sorprendan, esforzarme para resolverlos y pues si no sé, pues pensar más o estudiar más*". (Samuel), ... *pero así que yo ponerme a diseñar un examen, o que voy a responder un examen... no casi no...*(Nelly)

Nevertheless, in the post-interview there was a noticeable change in those comments. The students seemed more willing to participate in test design and viewed it as advantageous, not only for their learning process, but also for having experienced satisfaction at doing it. In spite of perceiving test design as a demanding and challenging task, they reported this as a rewarding activity in which they found advantages more than disadvantages.

In the following comments the participants said that they have liked the experience because they could choose the type of test and that they learned more in that way: “*Sí, sí me gusto porque ahí uno ponía el tipo de exámenes que quería resolver en la evaluación, pues el que en realidad uno quería de verdad resolver*”. (Tatiana), “*Sí, porque aprendí más formas de evaluaciones, nuevos temas entonces fue un aprendizaje más para mí. Aprendí más*”. (Maria Fernanda)

The post-interview reflected positive feelings towards test design participation, in fact, they said to have felt more secure and optimistic when taking tests. This view change was also verified through different opinions registered in the students’ diaries. At the beginning of the intervention, there were testimonies like: “*Me ocasionó gran estrés diseñar preguntas porque no es algo muy sencillo*” (Participant 1) or “*La verdad me dio rabia, pues fue en bobadas que no lo hice bien*” (Participant 9)

Throughout the whole process, students seemed more autonomous, responsible and optimistic. “*Mejoré en mi inglés y me quedó muchas ganas de aprender más*” (Participant 2), or “*Me he sentido contenta porque las clases han sido muy divertidas y hemos aprendido demasiado, además por el momento me está yendo bien en los exámenes*”. (Participant 15)

In the pre and post survey comparative chart it is easy to see the difference in the mean scores of ítems directly related to aspects like: error correction, learning from mistakes, and the development of autonomy by enjoying practicing and learning out of the classroom as statistically significant, specifically referred to *item 3*, *disfruto corregir mis exámenes para saber en qué acerté y en qué fallé*”, and *item 7*; “*En mi tiempo libre me agrada practicar inglés a través de exámenes en línea*”. These are evidences that practice outside the classroom, tests online and students’ meetings for designing items, became a helpful strategy to prepare tests, which is definitely a feature of self-directed learning.

5.2.3 The Behavioral aspect of attitude

A generalized tendency to avoid reflecting on mistakes and errors as sources or opportunities for learning is evident in the pre-survey. In the post-survey instead, a positive change in that behavior is evidenced when respondents say that they accept positively their mistakes and find it useful to correct tests. The fact that students have participated in test design could have made them more responsible and more capable of understanding and correcting their mistakes increasing their language awareness.

It is assumed that this participation has made learners more active and more involved in classwork according to their testimonies in the post-survey. All the interviewed coincide in recognizing that they did badly at tests because they did not revise at home.

Based on the students’ diaries, it was evident that they developed autonomous behaviours for learning, reporting actions like: “*Después de estudiar mucho hemos sacado buenas preguntas*” (Participant 1) or “*No a muchos nos fue bien en el examen porque a*

pesar de haber diseñado las preguntas, la mayoría estudia un poco y luego lo abandona, no lo sigue practicando” (Participant 12)

The following comments show how motivated and aware students were of the need of learning English out of the classroom: “*Quedé de reunirme con mi compañera para estudiar el tema, sacar buenas preguntas y así obtener buenas notas*” (participant 14) and even peer work or cooperative learning was evidenced: “*Mi compañera me explicará lo que no entendí para luego hacer buenas preguntas*” (participant 14).

All the previous comments are congruent with the items whose difference in score means are statistically significant in the pre and post survey comparison:

Item 1 explores their tolerance to make mistakes: “*acepto equivocaciones en mis exámenes*” and *ítem 5*, explores their reaction against bad results in the tests; “*encuentro útil corregir mis exámenes después de recibirlos calificados*”.

Although attitude is a psychological construct highly complex to be measured, it is clear that data revealed some interesting findings to respond to the research question.

6. Conclusions and Pedagogical Implications

The results, analyses, interpretations and findings of this study suggest various insights: First, that *alternative assessment* is not only a need for an effective communicative teaching approach, but a demand from students who feel competent in other type of assessment tasks. Second, a more *process focused assessment approach* is definitely possible to initiate by involving students in decision-making. In fact, it does not reduce teacher’s authority; instead, it makes students more responsible for their own learning. Third, if students are given the chance to have a say in different aspects of

teaching and learning including test design, it may become the trigger to start a more humanistic and learner centered approach of teaching. Fourth, it was definitely noticeable that anxiety was reduced and learners experienced more involvement in the process of learning independently, designing tests and, for some cases, succeeding in their tests. Fifth, from the students' diaries and impressions expressed informally during the study, the researcher realized how limited the current assessment procedures was, leaving for example, the speaking and listening skills, as areas that were usually not evaluated.

This study can become an invitation to other language teachers in Colombia to reflect on what an alternative assessment has to offer them in relation to the current assessment procedures that may be highly influenced by summative and traditional testing practice. This can also motivate them to try techniques and strategies to make learners more involved and active in their learning process.

As limitations of this study, the teacher-researcher suggests that six interventions were too few to produce more visible changes in students' attitudes. The students' participation in test design could have been more direct in a way that it does not affect test reliability. In the same manner, more alternative assessment practices could have been traced to see students' participation. Some possible alternative assessment practices such as task-based assessment and portfolio could be tested in further studies. Attitude is a psychological construct that may suffer transformation only if an action plan is applied in a way it is not negatively affected by time constraints. There were also limitations in the application of the post-survey because the conditions in terms of space and time were not optimal. To put it differently, some time and space constraints affected negatively the respondents' fulfillment of the task.

In regards to the specific issue expressed in the research question, the researcher found about related strategies only in studies by Mayerhof (1992), Friel (1989) and Murphey (1994/95) as cited in Shaaban (2001a), so it seems advantageous to have other study on how students' involvement in test design, affects attitude and motivation. Thus, it is expected that this study and its findings contribute to give response to that inquire. If I, for example, compare the present study results to another called: *Tests: Learning through negotiated interaction*, by Murphey (1994/95) I can state that it was definitely noticeable that anxiety is reduced and learners experience more involvement in the process of learning independently from success in the tests.

Regarding the method used in the pedagogical intervention, the participation of the students in test design was not so clear. Therefore, in further research students could participate more directly, for example by creating a bank of questions that could be used in different tests.

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Appendixes

Appendix A. Needs Analysis Survey

Learner's needs and goals for an Eleven grade English course

Esta encuesta tiene el propósito de indagar las necesidades de aprendizaje y las metas de los estudiantes respecto al idioma Inglés. No necesita marcar la hoja con su nombre, no es necesario. Los resultados se podrían usar para el diseño del plan de Area del grado Once por lo tanto se espera que usted sea claro y concreto(a) con sus respuestas.

Primera Parte:

Key:

1. I don't like this at all
2. I don't like this very much
3. This is OK
4. I quite like this.
5. I like this very much.

TOPICS

In my English class I would like to study topics.....

1. about me: My feelings, attitudes, beliefs, likes, dislikes. etc	1 2 3 4 5
2. From other subjects like: Technology, history, sciences, etc	1 2 3 4 5
3. From popular culture: Music, films, fashion, etc	1 2 3 4 5
4. About current affairs and issues such as politics, scientific discoveries, etc	1 2 3 4 5
5. That are controversial: Underage drinking, abortion, drug legalization, etc	1 2 3 4 5

METHODS:

In my English class, I would like to learn by:

6. Small group discussions and problem solving	1 2 3 4 5
7. Formal Language study. Ex. Studying from a textbook.	1 2 3 4 5
8. Listening to the teacher.	1 2 3 4 5
9. Watching videos.	1 2 3 4 5
10 Doing individual work.	1 2 3 4 5

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Language Areas:

Next year I most want to improve my:

11. Listening	1 2 3 4 5	14. Writing	1 2 3 4 5
12. speaking	1 2 3 4 5	15. Grammar	1 2 3 4 5
13. Reading	1 2 3 4 5	16. Pronunciation	1 2 3 4 5

Out of class

Out of class, I like to.....

17. Practice English with my friends in the library or in the schoolyard.	1 2 3 4 5
18. Have conversations with native speakers of English.	1 2 3 4 5
19. Listen to music in English, reading and singing with the lyrics.	1 2 3 4 5
20. Collect examples of English that I find interesting/puzzling for further asking in class.	1 2 3 4 5
21. Watch TV. Films, read magazines or newspapers in English	1 2 3 4 5

Assessment

I like to know how much my English is improving by.....

22. Having my teacher assess my written work and exams	1 2 3 4 5
23. Having my teachers correct my mistakes in class.	1 2 3 4 5
24. Checking my own progress / correcting my own mistakes	1 2 3 4 5
25. Being corrected by my classmates.	1 2 3 4 5
26. Seeing if I can use the language in real life situations.	1 2 3 4 5

Segunda Parte

1. Cuál cree usted que sea el propósito de estudiar inglés, en el colegio, teniendo en cuenta que en Colombia el idioma oficial es el español?

Por tener un valor agregado y ser más competente

2. En qué situaciones de su vida real podría usted poner en práctica el inglés aprendido en el colegio?

Para comunicarse con extranjeros en el país o en el exterior

3. Deberían los estudiantes opinar sobre los temas que se aborden en las clases de inglés o debe ser un asunto exclusivo de los profesores y directivos?

Si deben opinar

4. Prefiere usted que el programa de inglés de grado once se dedique a prepararlos para el examen del ICFES? Para hablar y escribir mejor inglés? O ambas le parecen importantes?

Ambos requerimientos les parece importantes.

5. En qué porcentaje debería el profesor de inglés, usar el idioma español durante las clases?

20 %

6. Organice los siguientes ítems con números del 1 al 10 dependiendo de qué tan importantes sean para su vida:

Entrar a la universidad	___1___
Tener alguien que me ame	___6___
Conseguir trabajo y dinero lo más pronto posible	___5___
Tener buenas relaciones familiares	___2___
Tener un cuerpo atlético	___8___
Ser aceptado y querido por mi grupo de amigos	___7___
Aprender bien inglés e informática	___3___
El paseo de grado once	___9___
Quedar bien en el foto-estudio	___10___
Ser recordado por las generaciones futuras del Instituto Santuario	___4___

**Note: This is the questionnaire applied to students on August 1st 2012 to discover their needs and interests. The green font shows the results of the tabulation process (adapted from Nunan, 1999)*

Appendix B Research Timeline.

Activity	August			September			October			November			December		
Pre-Survey	■														
Pre-Interview				■											
Data Analysis				■	■										
Students' diaries							■	■	■	■	■	■			
Intervention 1							■								
Intervention 2								■							
Intervention 3									■						
Intervention 4										■					
Intervention 5											■				
Intervention 6												■			
Post-Survey													■		
Post-Interview													■		
Data Analysis														■	
Data Interpretation														■	
Conclusions															■

Appendix C The Surveys (Pre and Post)

ACTITUDES Y COMPORTAMIENTOS FRENTE A LOS EXÁMENES DE INGLÉS

Esperamos tu ayuda respondiendo el siguiente cuestionario que forma parte de un proyecto de investigación que busca determinar si hay alguna relación entre las actitudes de los estudiantes frente a los exámenes y el aprendizaje del inglés. Esta encuesta hace parte de un programa de maestría de la Universidad de la Sabana y Anaheim University, llamado Didáctica del Inglés para el aprendizaje auto dirigido. Esto no es un examen, por lo tanto no hay respuestas “incorrectas” y no es necesario escribir tu nombre. Estamos interesados en tu opinión personal. Por favor responde sinceramente, solo así se garantizará el éxito de la investigación.

Mil gracias por tu colaboración.

Encontrarás algunas afirmaciones con las cuales unas personas están de acuerdo y otras no. Nos gustaría que nos dijeras tu opinión sobre cada una, escribiendo una ‘X’ en el cuadro que mejor refleje tu opinión.

Por ejemplo:

Afirmación	1.Totalmente de acuerdo	2.De acuerdo	3.Ligeramente de acuerdo	4.Ligeramente en desacuerdo	5.En desacuerdo	6.Totalmente en desacuerdo
El uso del diccionario garantiza el aprendizaje del inglés.						

Si consideras que el uso del diccionario **SÍ** garantiza el aprendizaje del inglés, marcarías la opción **1, 2 o 3**.

Componente Cognitivo: Convicciones, ideas u opiniones.

Afirmaciones	Totalmente de acuerdo	De acuerdo	Ligeramente de acuerdo	Ligeramente en desacuerdo	En desacuerdo	Totalmente en desacuerdo
1. Los exámenes son indispensables en la vida escolar.						
2. Los exámenes se pueden reemplazar por otras formas de evaluar a los estudiantes.						
3. Sé como estudiar para mis exámenes						
4. Se la forma de obtener buenas notas en los exámenes.						
5. Las preguntas de los exámenes de inglés me parecen fáciles de responder cuando he estudiado.						
6. Los exámenes son la única forma de evaluar mi aprendizaje.						
7. Los resultados en los exámenes me sirven para tomar decisiones sobre mi aprendizaje.						
8. Los docentes son los únicos que pueden diseñar exámenes.						
9. Los estudiantes pueden diseñar preguntas para los exámenes.						
10. Los exámenes son oportunidades para demostrar mis habilidades en el idioma.						

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Componente Afectivo: Emociones positivas o negativas de agrado o rechazo.

Afirmaciones	Totalmente de acuerdo	De acuerdo	Ligeramente de acuerdo	Ligeramente en desacuerdo	En desacuerdo	Totalmente en desacuerdo
1. Me gusta comparar exámenes con mis compañe@s para saber si obtuve mejores o peores notas.						
2. Si alguna vez pierdo un examen, olvido lo sucedido sin que me afecte.						
3. Disfruto corregir mis exámenes para saber en qué acerté o en qué fallé.						
4. Me gusta presentar exámenes de inglés porque me salen los temas que he estudiado.						
5. Me encantaría aprender inglés sin tener que presentar exámenes.						
6. Considero que es suficiente hacer dos exámenes cada periodo en vez de seis.						
7. En mi tiempo libre, me agrada practicar inglés a través de exámenes en línea.						
8. Me gustaría que los exámenes no contaran como nota evaluativa, solo como experiencia personal.						
9. Me siento relajado cuando presento exámenes						
10. Los exámenes me causan estrés.						

Componente comportamental: Acciones o rutinas observables e intenciones.

Afirmaciones	Totalmente de acuerdo	De acuerdo	Ligeramente de acuerdo	Ligeramente en desacuerdo	En desacuerdo	Totalmente en desacuerdo
1. Acepto mis equivocaciones en los exámenes.						
2. Pienso que si me preparo para los exámenes, los puedo aprobar.						
3. De hoy en adelante me interesaré más en sugerir al profesor preguntas para los exámenes.						
4. Cuando me va bien en un examen, sé que es porque estudié.						
5. Encuentro útil corregir mis exámenes después de recibirlos calificados.						
6. Si me involucro más en la creación de exámenes se que me va a ir mejor.						

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7. Reviso mis exámenes para saber qué acerté o en qué me equivoqué.						
8. Prefiero ignorar los bajos resultados en los exámenes.						
9. Cuando estoy poco preparado para los exámenes, sé que es mi culpa.						
10. Si tuviera la oportunidad de diseñar los exámenes, lo haría con mucha atención*						

**Note: In the post survey this was the only statement that was changed like this: “Si tuviera la oportunidad otra vez de diseñar los exámenes, lo haría con mucha atención”.*

Appendix D Pre-Post Interviews

Pre-Interview

Guided or Semi-structured interview

I will explain the purpose of the interview, its benefits, I will start with ice- breaking comments to smooth the environment and I will be supportive and will give feedback and reinforcement when necessary, being careful not to influence answers. I will use audio recording because it is less intrusive than video recording and keep all the necessary data to be transcribed. I will try individual interviews, but focus group interview looks like a nice alternative since most students, even the most outgoing and extroverted, can be shy at the time of the interview. Anxiety and nervousness can be reduced in this way.

I liked the way Patton, 2002 (as cited in Burns 2010) suggests structuring interviews:

1. Background/experience

Question: ¿Cuánto tiempo llevas estudiando inglés y cómo ha sido esa experiencia.

2. Actions /Events

Question: ¿Cómo te va en los exámenes? ¿Por qué?

3. Reactions / interpretations

Question: ¿Cómo reaccionas cuando recibes los resultados de los exámenes y porque?

4. Feelings/emotions

Question: ¿ Te gustaría participar en el diseño de exámenes? ¿Por qué?

5. Knowledge/information

Question: Si tuvieras la oportunidad de diseñar los exámenes de inglés, ¿ Qué cambiarías?

Post-Interview

Guided or Semi-structured Post-interview

I will explain the purpose of the interview, its benefits, I will start with ice- breaking comments to smooth the atmosphere, I will be supportive and will give feedback and reinforcement when necessary, being careful not to influence answers. I will use audio recording because it is less intrusive than video recording and with audio recording the most important data can be kept to be transcribed. I would go for individual interviews, but a focus group interview looks like a nice alternative since most students, even the most outgoing and extroverted, can be shy at the time of the facing their teacher. Anxiety and nervousness can also be reduced in this way.

I liked the way Patton, 2002 (as cited in Burns 2010) suggests structuring interviews:

1. Background/experience

Question: ¿Cuánto tiempo llevas estudiando inglés y cómo ha sido esa experiencia.

2. Actions /Events

Question: ¿Cómo te fue en los exámenes de inglés? ¿Por qué?

3. Reactions / interpretations

Question: ¿Cómo reaccionas cuando recibes los resultados de los exámenes y porque?

4. Feelings/emotions

Question: ¿Te gustó participar en el diseño de exámenes? ¿Por qué?

5. Knowledge/information

Question: Si tuvieras la oportunidad de volver a participar en el diseño de los exámenes de inglés, ¿Qué cambiarías?

Appendix E Students' Diaries Entry Samples

Sample of Comment	Participant Number
<p>“El profesor en clases pasadas nos explicó cómo crear buenos exámenes, me gustó mucho ver y aprender cómo hacerlos pero también me ocasionó gran estrés porque no es algo muy sencillo crear preguntas que tengan lógica y sean respecto al tema de las fotocopias.”</p> <p>“Después de estudiar mucho hemos sacado hasta ahora para mí muy buenas preguntas, es una experiencia agradable ya que he llegado a sentirme como mi propia profesora...”</p> <p>“El examen se acerca y creo que me va a ir muy bien, me da más tranquilidad y seguridad ver y saber que el profe va a incluir las preguntas que nosotros mismos creamos.”</p>	1
<p>“Después de que el profe me explicó entendí mejor el avance se nota en las clases porque yo habló más inglés y menos español en sus clases.”</p>	1
<p>“El profe de inglés nos planteó la oportunidad de hacer nuestro propio examen respecto al tema, me parece una gran oportunidad ya que quizás con la posibilidad de ser yo misma y mis compañeros los que hagan las preguntas nos valla mejor a la hora de hacer el examen”.</p> <p>“El resultado del examen no fue el que yo esperaba pues no saqué la nota que pensaba iba a sacar pero me quedo con el hecho de que mejoré mi inglés y me quedó muchas ganas de aprender más”.</p>	1
<p>“Hoy tres de Octubre del 2012 el profesor nos dio un tiempo para diseñar un tipo de examen diferente al que él nos hace yo quisiera que él nos pusiera algún punto de listening pues para mí es más fácil escuchar que leer las preguntas y responder.</p> <p>Hoy 5 de Octubre tenemos un examen se supone que el profesor va a tener en cuenta nuestras opiniones para el examen y pues espero que el examen tenga algún punto de listening para poder sacar una nota más alta”.</p>	2
<p>Bueno, hoy nos dieron una gran oportunidad de diseñar nuestras propias preguntas del tema 1, yo elegí de selección múltiple porque podía analizar cada una de las opciones dadas, allí para llegar a una conclusión. A mí me parece una gran oportunidad pero yo digo que hasta las preguntas, que uno formula, hasta uno a veces no sabe la respuesta”.</p> <p>“Hoy mis padres vieron mis notas y les conté todo, pero no asimilan que tengo problemas para entender inglés, porque como yo ordeno como si fuera español”.</p>	5
<p>“Revisamos el trabajo entre todos para corregir los errores, la verdad me dio rabia, pues fue por bobadas que no lo hice bien”.</p>	9
<p>“Me parece que las opiniones del teacher son interesantes pues a mí personalmente me hacen comprender muchas cosas. Aunque entiendo muy poco de inglés, el teacher explica excelente y me alegra saber que él cree que nosotros si somos capaz de comprender el inglés”.</p>	9

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<p>“Hoy realizamos el examen sobre las preguntas del segundo tema y tal como lo imaginaba, no a muchos les fue o nos fue bien en el examen porque a pesar de diseñar las preguntas la mayoría estudia algo y luego lo abandona, no lo sigue practicando”.</p>	12
<p>“Hoy el profesor de inglés nos permitió hacer algo diferente que se trataba de diseñar nuestras propias preguntas para un examen de inglés, las cuales nos dijo utilizaría para exámenes del propio grupo, para notas del periodo. Es una buena idea porque diseñando preguntas sobre los diferentes temas que nos asignará practicaremos más nuestro inglés, pero podría tener algunas desventajas, porque al tratar de desarrollar un examen creado por uno mismo nos podríamos confiar demasiado y no estudiar como usualmente lo hacemos, creyendo que nos ira bien y pues como dicen “la confianza mató el gato”</p>	12
<p>“El profesor hoy nos explicó el tema número tres de las fotocopias, quedé de reunirme con mi compañera para estudiar el tema y así poder sacar buenas notas y sacar de éste también las preguntas”.</p> <p>“Mi compañera y yo estamos estudiando el tema número cuatro y con la ayuda del profesor le estamos entendiendo y nos está yendo muy bien con lo de crear todas estas preguntas”.</p>	14
<p>“El profesor de inglés hoy en el salón nos explicó el tema número 5, mi compañera lo entendió y yo no, así que ella me explicará y luego entre las dos vamos a sacar muy buenas preguntas”.</p>	14
<p>“Ahora seguimos con el segundo tema el cual es muy bacano y el teacher nos ha parecido que ha tenido muy buena actitud frente a las sugerencias. Espero que se sigan dando”.</p> <p>“La verdad me he sentido muy contenta porque las clases han sido muy divertidas, y hemos aprendido demasiado, además por el momento en los exámenes nos está yendo bien”.</p>	15
<p>“Creo que ha sido una excelente idea y pues esperamos con muchas ansias que podamos tener buenas notas y me ha parecido buena la actitud del teacher al tomar nuestras ideas”.</p>	15
<p>“Hoy realizamos el examen y la verdad no me fue tan bien como esperaba porque yo diseñé las preguntas muy fáciles y la verdad la próxima vez que el teacher nos haga otro taller como este, voy a hacer las preguntas más complicadas para que cuando el profe ponga el examen me vaya mejor”.</p>	17

Appendix F Sample Items Designed by Participants

Note: Some of the participants digitalized the following samples. Some of the items are incorrectly designed, some others are not related to the agreed topics, some are too grammar oriented, but this was their participation.

PHRASAL VERBS.MULTIPLE CHOICE

1-in my neighborhood there is an athlete named alejandro, he set up a new world record

- | | |
|--------------|-----------|
| a- Obtain on | c- Get up |
| b- Set up | d- Go on |

2-my neighbor's apartment must put on the cigarette before entering the building."This is an smoke-free"

- | | |
|--------------|--------------|
| a- Let down | c- Put on |
| b- Pull down | d- Give away |

Tomamos esta opción porque nos parece la manera más adecuada de obtener la respuesta correcta

SECOND CONDITIONAL

OPEN ENDED QUESTIONS ABOUT HYPOTHETICAL SITUATION

1-if won the lottery I would travel around the world

2-if had more money..... I would buy a nice apartment

Tomamos esta opción porque nos parece interesante que respuesta daría la persona que encuentre estas hipótesis. No todos responderían igual

REPORTED SPEECH

1-KELLY: my dad won't let me go to the party

.. She said that her father wouldn't let her go to the party

2-BRANDON: I must work every day

.. He said he had to work everyday.

Tomamos esta opción porque esta es la manera más práctica de decir lo que otra persona dice o dijo.

Phrasal verbs

Complete the text with the phrasal verb in the box

Cup of – get up – lock up – turn off – go back – put on – wake up – set off

the alarm goes off at 7:00. _____ , learn over and _____
the alarm . I _____ quickly and go downstairs . I _____
the coffee I _____ upstairs and have a shower.
When I come downstairs again, I have my first _____
Coffee . I take my bag and _____ to work . It's 8:00 am I
_____ The house before I go.

Appendix G Sample Test Designed with Learners' Participation and Applied for Assessment Purposes.

First Exam designed with the participation of Students for Action Research Universidad de la Sabana

The grammar topics to be assessed will be:

1. *Expressing agreement with so/nor/neither*
2. Combining two questions in one (Embedded questions)

Both topics were studied and will be assessed in the context of communicative situations that can happen in a restaurant.

A brief account:

Embedded Questions!

When you make embedded Questions, ask yourself what kind of question it is. Is it Yes/No, or a WH question? Is it used with BE verb or Do/Does/Did? **If** is used in Yes/No Questions, while in Do/Does/Did sentences, you drop the Do/Does/Did and change the verb into a positive form.

The word order can also change with BE verbs and auxiliary verbs moving back in the sentence.

Wh Questions	Wh Embedded Questions
Who is he? Where are they?	Do you know who he is? Do you know where they are?
Yes/No Questions	Yes/No Embedded Questions (if)
Was she drunk?	Do you know if she was drunk?
Does the teacher speak French?	Do you know if the teacher speaks French?

SO

SO is used to show agreement with positive statements.

SO + Auxiliary + Subject (pronoun)

The Auxiliary needs to agree with the verb tense in the original statement.

Person A	Person B	
I am happy.	So am I.	= I am happy too.
I'm going to Brazil in the summer.	So am I.	= I am going to Brazil too.

You look nice today.	So do you.	= you look nice too.
Stephanie has a new boyfriend.	So does Mary.	= Mary has a new one too.
We went to the concert last night.	So did I.	= I went to the concert too.
I would love a coffee right now.	So would I.	= I would love a coffee too.

NEITHER

Neither is used to show agreement with negative statements.

Neither + Auxiliary + Subject (pronoun)

The Auxiliary needs to agree with the verb tense in the original statement.

Nor is a synonym of **Neither**

Person A	Person B	
I am not hungry.	Neither/nor am I.	= I'm not hungry either
I'm not going to quit.	Neither/nor am I.	= I'm not going to quit either
They don't speak French.	Neither/nor do I.	= I don't speak French either.
Stephanie doesn't eat meat.	Neither/nor does Mary.	= Mary doesn't eat meat either.

Taking into account only those questions students designed referring to the right topic, It was identified that:

- 3 students went for items for combining two questions into one.
- 11 students went for responding statements to show agreement
- 8 students went for multiple choice items
- 2 students went for organizing statements items
- 11 students went for matching statements to responses items

Given that information, I will then design an exam with five sections; each section will have a percentage like this:

- combining questions in one (10%)
- Responding to statements to show agreement (30%)
- Multiple choice items (20%)
- Organizing statements (10%)
- Matching statements with responses (30%)

INSTITUTO SANTUARIO - Grade 11 English Exam

Name: _____ Date: _____

Combine the two questions in one (to make it more polite) (10%)

*Example: What time is it? Can you tell me? Can you tell me what time it is?*1. Do you know? Where did my uncle buy that delicious steak last Sunday?

Respond to statement to show agreement with the person in parenthesis (30%)

Example: - I don't like watching soccer matches on TV (my sister) - Neither does my sister!

2. - I love dishes and prices in that Chinese restaurant! (my dad) - _____

3. - The waiter has recommended me the grilled chicken sandwiches (I) - _____

4. - Nobody at school mentioned that the place was always full (my brother) - _____

Read the statement and select the best option (20%)

5. To ask the waiter if the order will soon be ready:

- A. I would like to know if you are going to get our food soon
- B. I would like to know you if are going to get soon our food
- C. I would like to know if are you going to get our food soon
- D. I would like to know when are you going to get our food soon.

6. To ask about the time the restaurant closes:

- A. Can you remember what time the restaurant close?
- B. Can you remember what time does the restaurant closes?
- C. Can you remember what time do the restaurant closes?
- D. Can you remember what time the restaurant closes?

Organize the statement according to the response (10%):

7. to I this don't asleep want afternoon fall

- _____ - Neither do I

Match statements to responses to show agreement (30%):

I am really hungry today ____

I would like an orange juice please ____

She isn't going to give the waiter any tip ____

You have really enjoyed this fish ____

I enjoyed the main course ____

Those clients won't be happy about the prices ____

I liked this exam 2

1. Nor will we

~~2. So did I~~

3. Neither am I

4. So have they

5. So did we

6. So would I

7. So am I

Appendix H. Pre Survey Tabulation Results

Cognitive Aspect of Attitude	
Item	Score mean of 29 respondents
1. Los exámenes son indispensables en la vida escolar.	4.690
2. Los exámenes se pueden reemplazar por otras formas de evaluar a los estudiantes.	5.414
3. Sé como estudiar para mis exámenes	4.069
4. Se la forma de obtener buenas notas en los exámenes.	4.138
5. Las preguntas de los exámenes de inglés me parecen fáciles de responder cuando he estudiado.	3.931
6. Los exámenes son la única forma de evaluar mi aprendizaje.	2.379
7. Los resultados en los exámenes me sirven para tomar decisiones sobre mi aprendizaje.	4.621
8. Los docentes son los únicos que pueden diseñar exámenes.	2.552
9. Los estudiantes pueden diseñar preguntas para los exámenes.	5.103
10. Los exámenes son oportunidades para demostrar mis habilidades en el idioma.	4.517
Affective Component	
Item	Score mean of 29 respondents
1. Me gusta comparar exámenes con mis compañe@s para saber si obtuve mejores o peores notas.	5.000
2. Si alguna vez pierdo un examen, olvido lo sucedido sin que me afecte.	3.414
3. Disfruto corregir mis exámenes para saber en qué acerté o en qué fallé.	3.345
4. Me gusta presentar exámenes de inglés porque me salen los temas que he estudiado.	2.897
5. Me encantaría aprender inglés sin tener que presentar exámenes.	5.069
6. Considero que es suficiente hacer dos exámenes cada periodo en vez de seis.	4.878
7. En mi tiempo libre, me agrada practicar inglés a través de exámenes en línea.	2.276
8. Me gustaría que los exámenes no contaran como nota evaluativa, solo como experiencia personal.	4.621
9. Me siento relajado cuando presento exámenes	2.862
10. Los exámenes me causan estrés.	4.379
Behavioural Component	
Item	Score mean of 29 respondents
1. Acepto mis equivocaciones en los exámenes.	4.862
2. Pienso que si me preparo para los exámenes, los puedo aprobar.	4.793
3. De hoy en adelante me interesaré más en sugerir al profesor preguntas para los exámenes.	4.241
4. Cuando me va bien en un examen, sé que es porque estudié.	4.448
5. Encuentro útil corregir mis exámenes después de recibirlos calificados.	3.483
6. Si me involucro más en la creación de exámenes se que me va a ir mejor.	4.448
7. Reviso mis exámenes para saber qué acerté o en qué me equivoqué.	4.379
8. Prefiero ignorar los bajos resultados en los exámenes.	3.241
9. Cuando estoy poco preparado para los exámenes, sé que es mi culpa.	4.724
10. Si tuviera la oportunidad de diseñar los exámenes, lo haría con mucha atención.	4.759

Appendix I Post-Survey Tabulation Results

Cognitive Aspect	
ITEM	Score Mean of 29 respondents
1. Los exámenes son indispensables en la vida escolar.	5.069
2. Los exámenes se pueden reemplazar por otras formas de evaluar a los estudiantes.	4.724
3. Sé como estudiar para mis exámenes	4.862
4. Se la forma de obtener buenas notas en los exámenes.	4.310
5. Las preguntas de los exámenes de inglés me parecen fáciles de responder cuando he estudiado.	4.379
6. Los exámenes son la única forma de evaluar mi aprendizaje.	2.828
7. Los resultados en los exámenes me sirven para tomar decisiones sobre mi aprendizaje.	4.310
8. Los docentes son los únicos que pueden diseñar exámenes.	2.966
9. Los estudiantes pueden diseñar preguntas para los exámenes.	5.276
10. Los exámenes son oportunidades para demostrar mis habilidades en el idioma.	4.690
Affective Aspect	
ITEM	Score Mean of 29 respondents
1. Me gusta comparar exámenes con mis compañe@s para saber si obtuve mejores o peores notas.	4.793
2. Si alguna vez pierdo un examen, olvido lo sucedido sin que me afecte.	3.862
3. Disfruto corregir mis exámenes para saber en qué acerté o en qué fallé.	4.000
4. Me gusta presentar exámenes de inglés porque me salen los temas que he estudiado.	3.345
5. Me encantaría aprender inglés sin tener que presentar exámenes.	4.759
6. Considero que es suficiente hacer dos exámenes cada periodo en vez de seis.	4.414
7. En mi tiempo libre, me agrada practicar inglés a través de exámenes en línea.	3.172
8. Me gustaría que los exámenes no contaran como nota evaluativa, solo como experiencia personal.	4.103
9. Me siento relajado cuando presento exámenes	3.552
10. Los exámenes me causan estrés.	3.897
Behavioural Aspect	
ITEM	Score mean of 29 respondents
1. Acepto mis equivocaciones en los exámenes.	5.276
2. Pienso que si me preparo para los exámenes, los puedo aprobar.	5.034
3. De hoy en adelante me interesaré más en sugerir a los profesores preguntas para los exámenes.	4.517
4. Cuando me va bien en un examen, sé que es porque estudié.	4.552
5. Encuentro útil corregir mis exámenes después de recibirlos calificados.	4.414
6. Si me involucro más en la creación de exámenes sé que me va a ir mejor.	4.552
7. Reviso mis exámenes para saber qué acerté o en qué me equivoqué.	4.862
8. Prefiero ignorar los bajos resultados en los exámenes.	3.828
9. Cuando estoy poco preparado para los exámenes, sé que es mi culpa.	4.621
10. Si tuviera otra vez la oportunidad de diseñar los exámenes, lo haría con mucha atención.	5.069

Appendix J Comparative Mean Scores Pre-Post Surveys.

Comparative Mean scores for Pre and Post Survey				
Cognitive Component				
ITEM	Mean scores in Pre-survey	Mean scores in Post-Survey	P-value	Interpretation
1. Los exámenes son indispensables en la vida escolar.	4.690	5.069	0,190239036	Due to chance
2. Los exámenes se pueden reemplazar por otras formas de evaluar a los estudiantes.	5.414	4.724	0,041069627	Significant
3. Sé como estudiar para mis exámenes	4.069	4.862	0,035598128	Significant
4. Se la forma de obtener buenas notas en los exámenes.	4.138	4.310	0,550626431	Due to chance
5. Las preguntas de los exámenes de inglés me parecen fáciles de responder cuando he estudiado.	3.931	4.379	0,270587466	Due to chance
6. Los exámenes son la única forma de evaluar mi aprendizaje.	2.379	2.828	0,298120859	Due to chance
7. Los resultados en los exámenes me sirven para tomar decisiones sobre mi aprendizaje.	4.621	4.310	0,418938116	Due to chance
8. Los docentes son los únicos que pueden diseñar exámenes.	2.552	2.966	0,226790335	Due to chance
9. Los estudiantes pueden diseñar preguntas para los exámenes.	5.103	5.276	0,47549248	Due to chance
10. Los exámenes son oportunidades para demostrar mis habilidades en el idioma.	4.517	4.690	0,667598974	Due to chance
Affective Component				
ITEM	Mean Scores in Pre-survey	Mean scores in Post-survey	P-value	Interpretation
1. Me gusta comparar exámenes con mis compañe@s para saber si obtuve mejores o peores notas.	5.000	4.793	0,48916406	Due to chance
2. Si alguna vez pierdo un examen, olvido lo sucedido sin que me afecte.	3.414	3.862	0,100368599	significant
3. Disfruto corregir mis exámenes para saber en qué acerté o en qué fallé.	3.345	4.000	0,073154826	significant
4. Me gusta presentar exámenes de inglés porque me salen los temas que he estudiado.	2.897	3.345	0,235827951	Due to chance
5. Me encantaría aprender inglés sin tener que presentar exámenes.	5.069	4.759	0,286369751	Due to chance
6. Considero que es suficiente hacer dos exámenes cada periodo en vez de seis.	4.878	4.414	0,276838727	Due to chance
7. En mi tiempo libre, me agrada practicar inglés a través de exámenes en línea.	2.276	3.172	0,026343771	significant
8. Me gustaría que los exámenes no contaran como nota evaluativa, solo como experiencia personal.	4.621	4.103	0,117420392	Due to chance
9. Me siento relajado cuando presento exámenes	2.862	3.552	0,11053647	Due to chance
10. Los exámenes me causan estrés.	4.379	3.897	0,202754247	Due to chance
Behavioural Component				
ITEM	Mean scores in Pre-survey	Mean Scores in Post-survey	P-value	Interpretation
1. Acepto mis equivocaciones en los exámenes.	4.862	5.276	0,083060605	Significant
2. Pienso que si me preparo para los exámenes, los puedo aprobar.	4.793	5.034	0,504139029	Due to chance
3. De hoy en adelante me interesaré más en sugerir al profesor preguntas para los exámenes.	4.241	4.517	0,478575649	Due to chance
4. Cuando me va bien en un examen, sé que es porque estudié.	4.448	4.552	0,808192784	Due to chance
5. Encuentro útil corregir mis exámenes después de recibirlos calificados.	3.483	4.414	0,035301887	Significant
6. Si me involucro más en la creación de exámenes se que me va a ir mejor.	4.448	4.552	0,793721609	Due to chance
7. Reviso mis exámenes para saber qué acerté o en qué me equivoqué.	4.379	4.862	0,142811692	Due to chance
8. Prefiero ignorar los bajos resultados en los exámenes.	3.241	3.828	0,170552735	Due to chance
9. Cuando estoy poco preparado para los exámenes, sé que es mi culpa.	4.724	4.621	0,764178392	Due to chance
10. Si tuviera la oportunidad de diseñar los exámenes, lo haría con mucha atención.	4.759	5.069	0,402453591	Due to chance