

Evaluación alternativa en la producción oral de estudiantes de Nivel A2.



Alternative assessment in the oral production of a2 level students.

Rodríguez Durán María Eugenia.¹, Porras Pumalema Sandra Paulina.² & Moyota Amaguaya Patricia Pilar.³

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Abstract.

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The research aimed to determine the use of alternative assessment in the oral production of A2 level students of knowledge regarding the English language. For which a thorough review of the theory that supports the alternative assessment concerning the traditional evaluation was carried out. The research has a scientific method with a quantitative approach and was carried out under an experimental field study since data was obtained from the control group (70 students) and experimental group (63 students) to which an intervention plan was applied. The population was represented by 133 second and third-level students of the Faculty of Education Sciences of the National University of Chimborazo. An instrument for data collection was applied, using a rubric that allowed to evaluate pronunciation and fluency as oral production criteria. The data obtained were tabulated, analyzed, interpreted and put to the chi-square statistical test to verify the hypothesis. From the statistical analysis, it was concluded that the alternative assessment positively affects and improves oral production in A2 level students after applying the techniques used for the context of the present investigation

¹ Escuela Superior Politécnica de Chimborazo, Facultad de Salud Pública, Escuela de Medicina, mariae.rodriguez@esPOCH.edu.ec

² Escuela Superior Politécnica de Chimborazo, Facultad de Mecánica, Escuela de Mecánica, sandra.porras@esPOCH.edu.ec

³ Escuela Superior Politécnica de Chimborazo, Facultad de Mecánica, Escuela de Automotriz, patricia.moyota@esPOCH.edu.ec

Keywords: Alternative assessment, communicative skill, oral performance, oral production

Resumen.

El objetivo de la investigación fue determinar el uso de una evaluación alternativa en la producción oral de estudiantes de nivel A2 de conocimiento con respecto al idioma inglés. Para lo cual se realizó una revisión profunda de la teoría que respalda la evaluación alternativa con respecto a la evaluación tradicional. La investigación tiene método científico con enfoque cuantitativo y se llevó a cabo mediante un estudio de campo experimental, ya que se obtuvieron datos a partir del grupo de control (70 estudiantes) y grupo experimental (63 estudiantes) al cual se aplicó un plan de intervención. La población fue representada por 133 estudiantes de segundo y tercer nivel de la Facultad de Ciencias de la Educación de la Universidad Nacional de Chimborazo. Se aplicó un instrumento para la recolección de datos, mediante una rúbrica que permitió evaluar pronunciación y fluidez como criterios de producción oral. Los datos obtenidos fueron tabulados, analizados, interpretados y sometidos a la prueba estadística chi-cuadrado a fin de comprobar la hipótesis planteada. Del análisis estadístico, se concluyó que la evaluación alternativa incide positivamente y mejora la producción oral en los estudiantes de nivel A2, luego de aplicar las técnicas utilizadas para el contexto de la presente investigación.

Palabras claves: Evaluación alternativa, habilidad comunicativa, desempeño oral, producción oral

Introducción.

At the level of Latin America, English is taught as a foreign language in most countries. In a report done by (Cronquist & Fiszbein, 2017) it mentions that Learning English has become an important strategic issue in Latin America. Countries have developed national strategies, created programs and made substantial investments to expand access to opportunities to learn English. However, in a report by English Proficiency Index it indicates that despite enjoying a convenient access to education, English levels in Latin America continue being slightly below the global average.

According to a publication made by (Heredia, 2017) in El Comercio Newspaper, in which it mentions that English Proficiency Index; one of the highest rankings for the evaluation of English, Ecuador was ranked 55 out of 80 that participated in the year 2017. That is, it has a low level, according to Education First (EF). The reason is that the public education system is responsible for English proficiency besides the different reforms in the educational system regarding to the foreign language. The average English obtained in Ecuador was 49 out of 100. After an agreement with the Ministry of Education, the test came to the public schools. This was applied to 132 493 students. They reached a score of 49 points approximately out

of 100. That is to say a low level, according to EF. Giorgio Lemmolo, academic director of the entity suggested that English must be used as a teaching language, train teachers, reform curricula and standard tests and use opportunities that technology offers nowadays.

According to the Ministry of Education in Ecuador there are standards in English language area, which are based on the document developed by the Teachers of English for Speakers of Other Languages (TESOL 2009).

The problem of traditional evaluation is reflected in the memorization of content, so, real learning is not developed and students do not improve communicative competence and thinking skills that are required in English language proficiency. According to (Bondelli, s.f.), Traditional Educational System relies on intellectual learning rather than experiential learning and students are not really involved in their own learning.

The present research work considers that the main problem is the limited use of Alternative Assessment in the oral production of A2 level students of the Centro de Idiomas in Universidad Nacional de Chimborazo, due to lack of awareness of alternative assessment by English teachers causing the use of traditional tests in evaluation that only shows the memory capacity of students and not their productivity and domain of English Language.

Arroba (2015) in her research entitled “Técnicas De Evaluación Alternativa en el Aprendizaje del Idioma Inglés con los Estudiantes de los Octavos Años de Educación General Básica en la Unidad Educativa Temporal Agropecuario Luis A. Martínez”, after carrying out the research that aimed to examine the influence of Alternative Assessment on the learning process of English Language concluded that there was a strong influence of the traditional model in education in the evaluation of English Language. That is, the use of traditional tests as unique means of evaluation that impeded the autonomous development of student learning. As a solution to the problem, the author proposes the use of alternative assessment to improve English language learning.

Pineda (2013), in the paper, “The Feasibility of Assessing Teenagers’ Oral English Language Performance with a Rubric” reports the experience of a study group in a public university in Colombia, formed mostly by academic coordinators who worked in the design of assessment rubrics. Its focus is on the experience of the academic coordinator of the English program for teenagers, who concentrated on implementing the rubric to assess the students’ oral performance. The data collection instruments used were the rubric and interviews with the teachers and students. The results are related to the impact of the assessment rubrics on the program’s teachers regarding practicality.

Vaca & Gómez (2017), in their research study “Increasing EFL Learners' Oral Production at a Public School Through Project-Based Learning” examined how a group of ninth graders enhanced the speaking skill in an English as a foreign language classroom through project-based learning. Data about the experience were collected through field notes, transcripts of

learners' oral performance, and one interview. Grounded theory was implemented for data analysis, out of which three main findings emerged: project-based learning encouraged students to increase oral production through lexical competence developed, it helped them to overcome fears of speaking in L2, and it increased their interest in learning about their school life and community.

Villalobos (2015), in his paper “Fostering Students’ Oral Production in the EFL Class” conclude that people speak on a daily basis in order to communicate and exchange meaningful information. Therefore, the development of such ability in L2 students becomes very important. This study reflects upon the experience of using three speaking activities: 1- a role-play, 2- an interview and 3- speaking workstations to foster students’ oral production in the EFL class (English as a Foreign Language). Additionally, the methodology and the action plan are addressed. Facilitated by action research, this study reports on the use and subtleties of these speaking activities. The effectiveness and implementation of these activities are also discussed in this paper. The relevance of these activities to the teaching of speaking constitutes one of the main findings of this paper. Finally, this research project was especially useful as it heightened awareness of the researcher’s teaching beliefs.

Yahay & Kheirzadeh (2015) in their article entitled “The Impact of Oral Presentation on Fluency and Accuracy of Iranian EFL Learners’ Speaking”, present a study about the efficacy of students’ oral presentations in improving their speaking ability in terms of accuracy and fluency. In this respect, control and experimental groups data were gathered through an oral interview. Oral pre- and post-tests were administered to both groups, comprising the total of 35 participants, while students’ performance was recorded for further analysis. The recorded data was transcribed later and two measures, i.e., error-free T-units and number of correct words per minute, were used to identify students’ speaking accuracy and fluency. An analytic scale was also prepared and used by an observer and a teacher as an observation checklist in pre- and post-test sessions to assess students’ performance. T-tests were run to compare groups on pre- and posttests. The obtained results from observation checklists were compared with the data of two measures. The outcome of both analyses showed that oral presentation can improve accuracy and fluency in speaking ability of students and the effect size in both measures was large. In addition, the comparison between findings of accuracy and fluency measurement and outcome of observation checklists yielded the same result; both of which verified students’ speaking improvement.

The research works, articles and papers mentioned before are useful since they make reference to the variables concerned in this study and are a good basis for this research work. Taking into account these findings it is evident the importance of oral production and alternative assessment for the communicative competence.

The Alternative Assessment is particularly useful with English as a foreign language because it employs strategies that ask students to show their linguistic and communicative

competences. In contrast to traditional evaluation where students are evaluated on what they integrate and produce rather than on what they are able to reproduce.

Despite the different concepts that several authors have used to define evaluation, it can be said that according to (V.K.Maheshwari, 2017), evaluation is the information that is provided for decision making, a systematic process of collecting evidence about students' achievement in both: cognitive and non-cognitive areas of learning on the basis of which judgments are formed and decisions are made. From here, it can be said that Evaluation is one of the most important part of the educational process, in teaching and learning.

Require the performance of authentic tasks which would be systematically evaluated through observation in order to judge the outcome, test takers are involved in real -world tasks that involve the integrations of language skills. (Brown, 2010)

Role Play. - Is a communicative language teaching activity, this technique helps students engage and make the task memorable, and allow students to be creative in their linguistic output.

Oral Presentations. – It refers to public communication and speech making, however it is oral performance. It has to contain an introduction, main body and conclusion like a short paper, body languages such as eye contact, facial expression, posture and gesture plays a significant role in oral presentation process. (Kamrul, 2013).

One of the main requirements in the learning of a foreign language and communicative competence is the development of the receptive and productive skills, which are listening, speaking, reading and writing, but in EFL classrooms those skills are not developed enough due to a set of factors like: time and didactic material which cause in some students the lack of motivation in the acquisition of English Language.

As a consequence, learners have many problems, especially in oral communication. When they try to express themselves orally, they first think in their native language and then they try to translate literally in the foreign language, they start saying isolated words and incoherent sentences making their production humble. Speaking is required in academic and proficient performances; deficiency of oral production skills becomes a serious disadvantage in communicative circumstances.

Academically, this research fulfills gaps of knowledge because evaluation was tested traditionally based on structured and semi structured tests. Alternative assessment expanded the perspective of recognition of real learning of students. This research work is of great interest in Universidad Nacional de Chimborazo because it pretends to improve the results in oral evaluations in order to have real and reliable information about students' oral performance, alternative assessment is going to be considered as authentic because it

emphases on processes rather than outcomes, with students being the main actors of their learning

Reading and listening are to be considered two of the receptive skills, while writing and speaking are two of the productive skills necessary for an effective communication. Of all these macro skills speaking is the most important essential for communication (Pathom, 2010).

In the learning of English as a foreign language it is important to be aware of the features of pronunciation, first, segmental features or phonemes that can be considered as the individual sounds that differentiate one word from another. On the other hand, suprasegments features like accent, stress and intonation. In the learning of the foreign language it is really essential to consider the two features of pronunciation since they will provide an effective communication.

Pronunciation is an essential part of oral production, according to the (Cambridge Dictionary, s.f.), pronunciation shows how we say the words. It can vary according to the regions or part of the country that people belong to.

According to (British Council, s.f.), fluency in language means that the speaker speaks without hesitations and pauses, easily, reasonably and without to have to make pauses a lot. Even if the speaker makes mistakes it is important to be understood at the moment of communication. For being fluently it is important to practice and know vocabulary, sources like internet and active listening can be helpful to master fluency.

According to (Sehgal, 2017) games are useful for three reasons: grammar concepts, vocabulary development and fluency. Games involve language production depending on the type.

Metodología.

The population of this research was composed of students registered in second and third level in the Faculty of Education Sciences at Universidad Nacional de Chimborazo.

According to the depth of the topic, the work is exploratory because the hypothesis is on a small scale, it examines a problem that has not been well studied and that has not been addressed before, and identifies potential relationships among the study variables. The research is quasi-experimental because it has a control group and an experimental group and, according to the time and application of the variables, the research is longitudinal because the data has been obtained initially and then through a process to obtain new data.

According to the nature of the data produced by the research, it is primary because the data provided by the research correspond to the academic process. It is also field because the work was done in the classroom to get a situation as real as possible.

This research work is bibliographic because it is based on printed and technological resources like internet, in addition to scientific publications like books, magazines, journals, research papers, which are useful and trustworthy at the moment of explaining, comparing and expanding the point of view of the different authors.

According to the number of variables, the research is bivariate because it works with the independent variable that is alternative assessment and the dependent variable that is oral production.

According to the nature of the object of study, it is factual or empirical because the phenomena are visible in reality. According to the raised question in the problem, this research is predictive because it is going to be verified what will happen with the oral production when alternative assessment proceeds.

According to the method of study of the variables the approach to this research is conducted quantitative methodology because it receives the information in a numerical way responding to the questions: how much and how many. According to the type of prior knowledge it is scientific because it uses theoretical frameworks derived from science.

It is methodological because it explores about theoretical and applied aspects of measurement, data collection, data analysis and hypothesis testing using mathematical models.

It is applied because it is aimed at solving a practical problem.

This research was designed considering the hypothetical deductive method because it describes the phases of the scientific method in its fundamental stages.

This research is based on the scientific method because it establishes a problem which is formulated, and the research questions are indicated; it has objectives and hypotheses that have to be proven. It is based on theoretical information that supports knowledge of the problem. As established by the scientific method, the variables are operationalized and the method followed for data collection is determined; based on these the hypothesis is checked or rejected.

Table 1. Study population

Population	Frequency	%
1 second and 1 third semester students (Experimental group)	63	47,3
1 second and 1 third semester students (Control group)	70	52,6
TOTAL	133	100

Source: Centro de Idiomas - Universidad Nacional de Chimborazo

Author: Rodríguez, M (2018).

Since the population is small, it has been considered the whole population.

Method of data collection

To proceed with this investigation, these phases were considered:

- a) **Preparatory phase.** First, the study area was considered. Methodology was chosen as the research line and its specific guidelines for teaching English in elementary, secondary, high school, and university: curricular design, materials analysis, strategies, evaluation, and adaptations.

In second place, the problem was identified, for which a deep revision of the theory that supports alternative assessment was made. In order to define the problem, it was considered that: Evaluation that students are exposed to, is traditional, this means based or structured tests, in some cases, it is subjective. For that reason, the alternative is considered.

- b) **Field work.** In order to obtain data a proposal was developed based on the activities taken from the books Top Notch1 and 2; which are used in the language center of the UNACH. At the end of each unit the book establishes an oral review that is evaluated according to the previously developed process, this activity is executed based on structures previously taught, vocabulary, pronunciation and use of the language. The proposal takes the same tasks but in addition, it is added one more instruction that students can execute with his own information. A rubric is established to correctly measure students' abilities based on pronunciation and fluency, parameters that are taken into account for the development of this thesis.

After designing the proposal, it was applied to the experimental group at the end of each unit; the activities were carried out to determine their oral production based on pronunciation and fluency. The students read and followed the instructions, it must be emphasized that the teacher gave feedback in the preparatory process before the presentation. The alternative techniques that were applied were: role play, interview, read aloud tasks, dialogue completion, and picture-cued tasks; one technique for each unit. To determine the score of the task performed, the rubric was used that specified the criteria to be taken into account, so that the evaluation was not subjective.

The control group students performed the same activities with the same techniques at the end of each unit; the difference was that to assign a score it was not taken into account a rubric, so the students could not know their strengths and weaknesses. At the end of the semester, scores were obtained regarding to their oral production to determine if there was an improvement or not.

Techniques and Instrument selection to collect data:

The instruments for the data collection were adapted rubrics based on the parameters of pronunciation and fluency; these criteria were taken into account since they are the ones that are going to be measured to determine the oral production.

People who were investigated:

The population that was included in the research were young adult students enrolled in the second and third semesters belonging the majority to the faculty of science of education and a minor amount of other faculties of the university due to the ease and accessibility of the schedules. The students are from several cities of the country and study English as it is a necessary requirement to finish their major, due to this, many of them only study the subject to pass the level and not because they really like the language.

Resultados.

The following data shows the final results obtained from the oral evaluation in the control groups (Second E and Third B) which were traditionally evaluated using techniques such as: interview, role play, dialogue completion task and picture-cued task, which were taken and adapted from the oral review section at the end of each unit of the books Top Notch 1 and 2. These tasks served to measure students' oral production. The scores of the control groups were gotten by teacher's personal judgment, basically taking into account their pronunciation and fluency.

On the other hand, the final scores of the experimental groups (Second H and Third C) were evaluated with the same techniques mentioned above; however, in this group it was applied the alternative assessment which includes the use of the rubric as an instrument to measure oral production making reference in fluency and pronunciation. The values for evaluating these criteria are from 1 through 5 points.

The tables below show the oral production final scores of the control and experimental groups detailed by unit and technique.

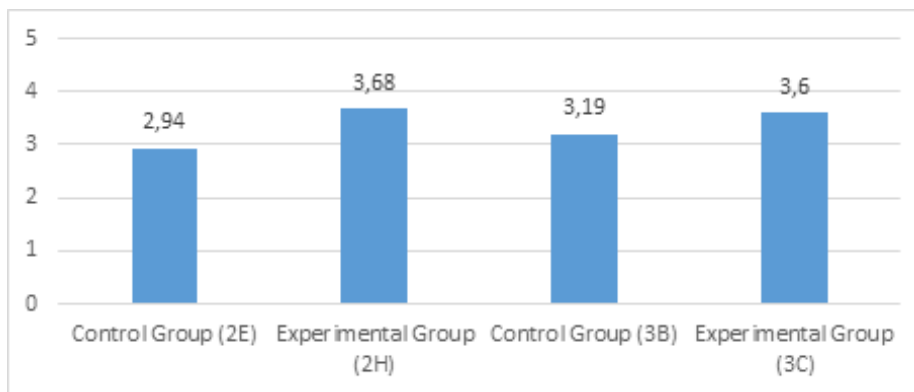
Unit 1: Interview

Table 2. Interview, Traditional and Alternative assessment.

	Oral Production Final Score
Control Group (2E)	2,94
Experimental Group (2H)	3,64
Control Group (3B)	3,19
Experimental Group (3C)	3,6

Source: Control and Experimental group oral production assessment

Author: Rodríguez, M (2018)



Graphic 1. Interview, Traditional and Alternative assessment.

Analysis and Interpretation:

Table 2 shows that there is an increase of 0.74 points in the average of scores in the second level in the experimental group; in the third level, there is also an increase of 0.41 points in the experimental group after the application of alternative assessment. Taking into account that interview is part of spoken interaction, it helped learners improve in their oral production. It is evident that with the application of the rubric students improved their scores through the application of the rubric for their assessment.

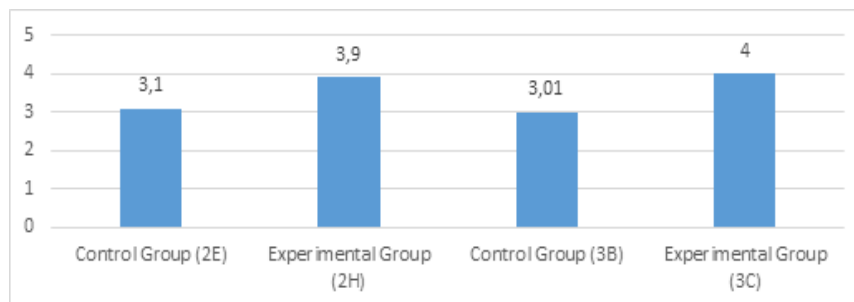
Unit 2: Role Play

Table 3: Role Play, Traditional and Alternative assessment.

	Oral Production Final Score
Control Group (2E)	3,1
Experimental Group (2H)	3,9
Control Group (3B)	3,01
Experimental Group (3C)	4,0

Source: Control and Experimental group oral production assessment

Author: Rodríguez, M (2018).



Graphic 2. Role Play, Traditional and Alternative assessment.

Analysis and Interpretation:

As it is shown in table 3, the control groups that were tested with traditional evaluation got an average of 3 out of 5, while the experimental groups that were tested through a rubric got an average of 4 out of 5, showing this late group an increase in the final scores. Role play is a communicative activity that let students use their creativity as well as their previous knowledge to produce the language. Therefore, through the assessment using the rubric there was an evident improvement in students’ oral performance.

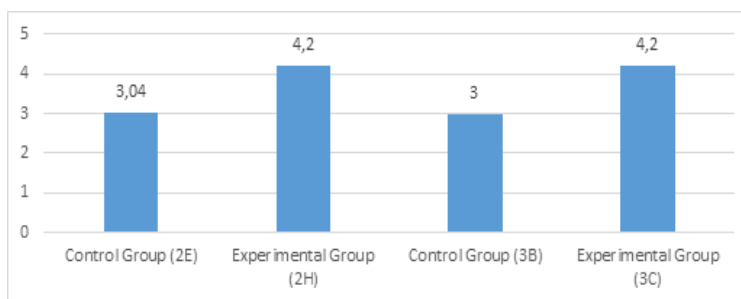
Unit 3: Read Aloud Task

Table 4. Read aloud task, Traditional and Alternative assessment.

Oral Production Final Score	
Control Group (2E)	3,04
Experimental Group (2H)	4,20
Control Group (3B)	3.01
Experimental Group (3C)	4,00

Source: Control and Experimental group oral production assessment

Author: Rodríguez, M (2018)



Graphic 3: Read aloud task, Traditional and Alternative assessment.

Analysis and Interpretation:

Table 4 shows an average of 3 points out of 5 in the control groups using traditional evaluation; the experimental groups show an improvement of 1 point in average compared to the control groups using the same technique with the application of a rubric to score oral production.

Considering that Read Aloud task is a technique strongly based in pronunciation and fluency, it was evident that learners felt more confident and their production were more intelligible showing a progress in their scores as it is evident in the chart.

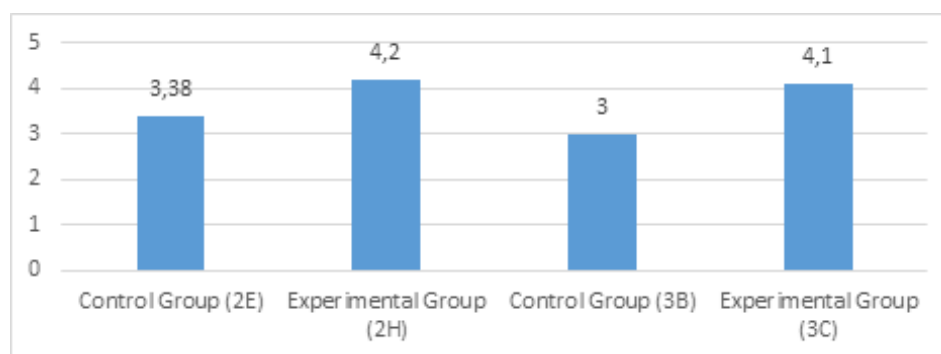
Unit 4: Dialogue Completion

Table 5. Dialogue Completion, Traditional and Alternative assessment.

	Oral Production Final Score
Control Group (2E)	3,38
Experimental Group (2H)	4,00
Control Group (3B)	3,00
Experimental Group (3C)	4,10

Source: Control and Experimental group oral production assessment

Author: Rodríguez, M (2018)



Graphic 4. Dialogue Completion, Traditional and Alternative assessment.

Analysis and Interpretation:

As it is shown in table 5 control groups of both levels got an average of 3 out of 5 points in the assessment of dialogue completion task, while the experimental groups of both levels got an average of 4 out of 5 points.

Dialogue Completion task is a technique where learners are required to think and complete appropriately the gaps according to the given questions. As the results show there is a significant improvement in the scores of experimental groups because of the application of the rubric to score oral production based on specific criteria.

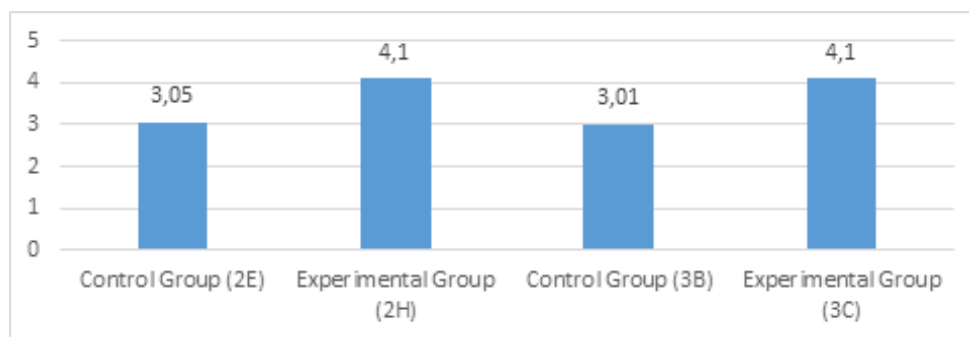
Unit 5: Picture-cued task

Table 6: Picture-cued task, Traditional and Alternative assessment.

Oral Production Final Score	
Control Group (2E)	3,38
Experimental Group (2H)	4,00
Control Group (3B)	3,01
Experimental Group (3C)	4,10

Source: Control and Experimental groups oral production assessment.

Author: Rodríguez, M (2018)



Graphic 5. Picture-cued task, Traditional and Alternative assessment.

Analysis and Interpretation:

Table 6 demonstrates the scores with traditional evaluation in the control groups of both levels, they got 3,38 and 3,01 respectively. The experimental groups of both levels got 4 and 4.1 points, indicating a progress in this group.

Picture cued task requires that students elicit oral language performance, the tasks can be designed from simple to complex level measuring in learners: grammatical categories, oral production, vocabulary, pronunciation and fluency. As it is shown in the results of the experimental groups, there is a significant development in the oral production by using this technique along with the use of the rubric.

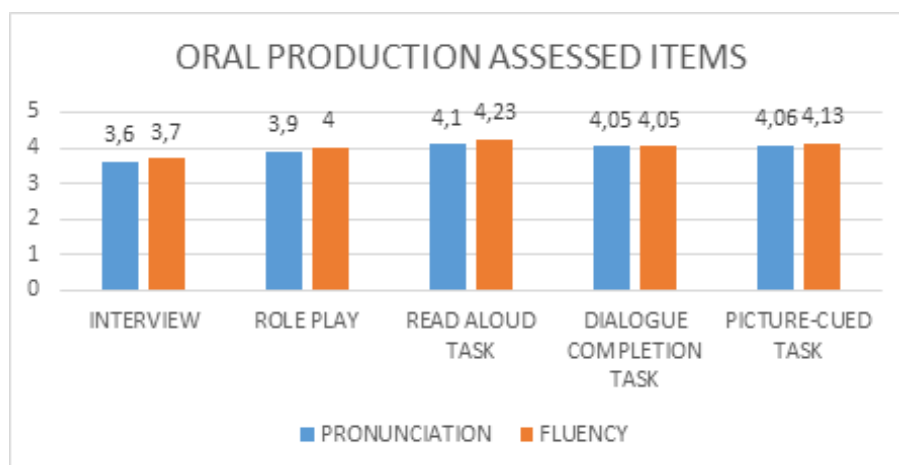
Pronunciation and Fluency results in Alternative Assessment

Table 7. Pronunciation and Fluency results in Alternative Assessment

Tecnique	Pronunciation Average	Fluency Average
Interview	3,60	3,70
Role Play	3,90	4,00
Read Aloud Task	4,10	4,23
Dialogue Completion Task	4,05	4,05
Picture-Cued Task	4,06	4,13

Source: Pronunciation and Fluency results in Alternative Assessment

Author: Rodríguez, M (2018)



Graphic 6. Pronunciation and Fluency results in Alternative Assessment

Analysis and Interpretation:

As it is shown in table 7, it is a summary of the items that were assessed through the rubric to the experimental groups, both in the second and third levels. The results show the average obtained in pronunciation and fluency, as it is seen a more remarkable advance in fluency than in pronunciation. We must also emphasize that the lowest averages in the two items are in the interview technique, this is because it was the first time that the rubric was applied to students as an instrument to measure oral production, while at the end of the term the students

got used to the rubric and for that reason the picture-cued task technique shows a little more progress in the final scores of the two items.

It should also be noted that, of all the applied techniques, read aloud task is the most averaged, because it is a technique in which students were able to have the available resources in their hands and it was easier to read and pronounce that simply produce the language.

Hypothesis verification

Dependent Variable (Oral production)

A) Observed Data Table (fo)

Table 8. Observed Data Table (fo)

	I	RP	RAT	DC	PCT	Total
Control Group (2E)	2,94	3,1	3,04	3,38	3,05	15,51
Experimental Group (2H)	3,68	3,9	4,2	4,2	4,10	20,08
Control Group (3B)	3,19	3,01	3,00	3,00	3,01	15,21
Experimental Group (3C)	3,60	4,00	4,20	4,10	4,1	20
Total	13,41	14,01	14,44	14,68	14,26	70,8

Source: Control and Experimental groups oral production assessment.

Author: Rodríguez, M (2018)

Denomination	Code
Interview	I
Role Play	RP
Read Aloud Task	RAT
Dialogue Completion	DC
Picture-cued task	PCT

B) Hypothesis Formulation

Ho: The use of Alternative assessment influences in the oral production of A2 level students of the Centro de Idiomas in Universidad Nacional de Chimborazo.

H1: The use of Alternative assessment does not influence in the oral production of A2 level students of the Centro de Idiomas in Universidad Nacional de Chimborazo.

C) Calculation of expected frequencies or theoretical (ft)

Table 9. Calculation of expected frequencies or theoretical (ft)

	Interview		Role Play		Read Aloud Task		Dialogue Completion		Picture-cued task	
	fo	ft	fo	ft	fo	ft	fo	ft	fo	ft
Control Group (2E)	2,94	2,94	3,1	3,07	3,04	3,16	3,38	3,22	3,05	3,12
Experimental Group (2H)	3,68	3,80	3,9	3,97	4,20	4,10	4,2	4,16	4,10	4,16
Control Group (3B)	3,19	2,88	3,01	3,01	3,00	3,10	3,00	3,15	3,01	3,15
Experimental Group (3C)	3,60	3,79	4,00	3,96	4,2	4,08	4,10	4,15	4,10	4,15

Source: Control and Experimental groups oral production assessment.

Author: Rodríguez, M (2018)

2,94 is obtained from: $13.41 \times 15.51 / 70.8$ of the totals of the observed data.

3,80 is obtained from $13,41 \times 20,08/70,8$ of the totals of the observed data.

So on for each (fo).

D) Calculation of the degree of freedom (v) of the observed data table

$v = (\text{number of columns} - 1) \times (\text{number of rows} - 1)$

$v = (5-1)(4-1) = 12$

E) Calculation of χ^2 independent variable

$$\chi^2 = \sum \frac{(fo - ft)^2}{ft}$$

Table 10. Calculation of χ^2 independent variable

	fo	ft	fo-ft	(fo-ft) ²	(fo-ft) ² /ft
Interview	2,94	2,94	0,00	0,00	0,00000
	3,68	3,80	-0,12	0,015	0,00400
	3,19	2,88	0,31	0,096	0,03317
	3,60	3,79	-0,19	0,035	0,00934
Role Play	3,10	3,07	0,03	0,001	0,00031
	3,90	3,97	-0,07	0,005	0,00136
	3,01	3,01	0,00	0,000	0,00000
	4,00	3,96	0,04	0,002	0,00045
Read Aloud Task	3,04	3,16	-0,12	0,015	0,00481
	4,20	4,10	0,10	0,011	0,00267
	3,00	3,10	-0,10	0,010	0,00336
	4,20	4,08	0,12	0,015	0,00358
Dialogue Comple.	3,38	3,22	0,16	0,027	0,00837
	4,20	4,16	0,04	0,001	0,00032
	3,00	3,15	-0,15	0,024	0,00749
	4,10	4,15	-0,05	0,002	0,00053
Picture-cued task	3,05	3,12	-0,07	0,005	0,00175
	4,10	4,16	-0,06	0,004	0,00097
	3,01	3,15	-0,14	0,021	0,00655
	4,10	4,15	-0,05	0,002	0,00053
				χ^2 calc	0,08957

Source: Control and Experimental groups oral production assessment.

Author: Rodríguez, M (2018)

F) Compare with the table at the level of significance set and the degree of freedom.

p = probability of finding greater than or equal to the tabulated chi-square

p = 0,05

v = 12 (degree of freedom)

Search in the table of X² in column 00.5 and in row, v, 12

$$x^2 = 28,2997$$

G) Decision:

If calculated X² (0,08957) > tabulated X² (28,2997), then the null hypothesis is rejected.

Since 0,08957 is < 28,2997, then the alternative hypothesis is rejected and the null hypothesis is accepted.

Ho: The use of Alternative assessment influences in the oral production of A2 level students of the Centro de Idiomas in Universidad Nacional de Chimborazo.

Conclusiones.

- There is a great variety of techniques within the alternative assessment that lead to improve the oral production in the students, both in the production and interaction. Role play, Interview, Read Aloud task, Dialogue Completion and Picture- Cued task were the selected techniques used in this research who were adapted to the needs and level of the students.
- The application of the alternative instead of traditional assessment was effective due to the use of a rubric that facilitated the identification of the evaluation criteria in oral production. The teacher avoided subjectivity when assigning a score and, additionally, the students were able to recognize and reinforce their weaknesses.
- For the improvement of oral production in A2 students of the National University of Chimborazo a booklet was proposed, the same that contains the alternative assessment techniques mentioned above with activities adapted from the books that students currently use for learning English. Through the application of these techniques, students obviously were able to improve their oral production, based on their pronunciation and fluency.

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