DEFYING THE EVALUATION BIAS: HOW ALTERNATIVE ASSESSMENT PROMOTES SEL IN EFL LEARNING

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BOGOTÁ D.C, COLOMBIA
2023

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A thesis submitted as a requirement to obtain the degree of Master in Foreign Languages Teaching

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ACKNOWLEDGMENTS

Some people were especially helpful to the development of this research project. First of all, I want to thank Centro Colombo Americano as the institution which allowed me and supported me while carrying out this research because the innovations and the view of learning and assessment held at CCA were the basic inspiration for this paper. Additionally, teachers Erika Castillo and Juan Camilo Cruz were also part of this research since they provided me with the possibility of discovering their assessment practices with examples included in the analysis section of this document.

Secondly, I want to thank my alma mater: Universidad Pedagógica Nacional, which continues showing me every single day that my life changed from heaven to earth since the first time I stepped on it; this paper is another proof of it.

Finally, I want to acknowledge my family's constant and loving support without which nothing could have been possible in my journey as a teacher, researcher, and student.

“Not everything that counts can be counted,

and not everything that can be counted counts”

Albert Einstein.

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ABSTRACT

This research study aimed at documenting the impact that the use of alternative assessment strategies has on English as a foreign language (EFL) students at a private institution in Bogota. This research was carried out at Centro Colombo Americano (CCA downtown branch) and included 16 students who were part of the Adult English Program from B1 levels. With the purpose of looking for students' perceptions towards EFL learning experiences and directly relating them to assessment methods, the data collection instruments used included surveys, interviews, and documents. Subsequently, data gathered was analyzed through the use of the grounded approach which made the categorization process possible. Categories of the study were established by making connections among the data found in the field, the theoretical constructs from the literature review, and the research question and objectives. Based on this, the data analysis revealed that assessment practices shape and influence students' EFL perceptions because they become aware of the fact that alternative assessment practices differ from testing and how these have a positive or negative impact on them. Moreover, learners also mentioned that alternative assessment goes beyond EFL learning since they look for different ways to recognize their individuality and to develop lifelong skills in learners. Finally, findings showed that external factors such as the use of alternative assessment practices help students to reduce their affective filter allowing them to feel willing and able to learn because of the conditions which surround them.

Key Words: Testing, Assessment, Alternative Assessment, Social and Emotional Learning, Students' Perceptions, Affective Filter, Lifelong Skills.

RESUMEN

Esta investigación tuvo como objetivo documentar el impacto que el uso de las estrategias de evaluación alternativa tienen en los estudiantes de inglés como lengua extranjera de una institución privada en Bogotá. El estudio se llevó a cabo en el Centro Colombo Americano (sede centro) e incluyó como participantes a 16 estudiantes del programa intensivo de adultos en los niveles B1. Con el propósito de obtener las percepciones de los estudiantes con respecto a sus experiencias de aprendizaje de inglés como lengua extranjera que estuvieran directamente relacionadas con el uso de estrategias evaluativas, los instrumentos de recolección de datos aplicados fueron entrevistas, encuestas y documentos. Posteriormente, la información obtenida fue analizada con la teoría fundamentada que hizo posible el proceso de categorización. Las categorías de análisis se establecieron haciendo conexiones entre la información recogida en campo, los constructos teóricos, la pregunta y los objetivos de investigación. Con base en lo anterior, el análisis de datos reveló que las estrategias de evaluación moldean e influencian las percepciones de los estudiantes dado que ellos se vuelven conscientes de las diferencias entre los conceptos de "exámen" y "evaluación" y de cómo éstas generan un impacto que puede ser positivo o negativo en ellos. Además, los estudiantes mencionaron que las estrategias alternativas de evaluación van más allá de la enseñanza porque buscan diferentes maneras de reconocer la individualidad y de desarrollar habilidades para la vida. Finalmente, los resultados mostraron que los aspectos externos al aprendizaje como el uso de estas estrategias, pueden ayudar a los estudiantes a reducir el filtro afectivo y a sentirse más dispuestos y hábiles para aprender. **Palabras Clave: Evaluación, Evaluación Alternativa, Aprendizaje Social y Emocional, Percepciones de los Estudiantes, Filtro Afectivo, Habilidades para la Vida.**

CHAPTER I

INTRODUCTION

This chapter presents the statement of the problem and the research question and objectives that emerged from the observation stage in which the problem of the study was identified and analyzed. Moreover, the rationale of the study is included as it pinpoints the need and relevance of developing this research as a contribution to EFL teaching institutions and scholars who focus their attention on the significance of assessment methods and social and emotional learning in their own contexts.

Problem Statement Foundation

To base the statement of the problem of this research, it is necessary to consider the context of the study. First, this project was held at Centro Colombo Americano Bogotá, specifically in the Adult Intensive Program where each cycle lasts 18 days in which 3 to 4 learning units are developed. As students finish a cycle, they continue their process with the same teacher for an academic period of 3 cycles. Every class has a special focus on communication and the classroom is considered a space where students can not only learn EFL skills but widen their world view without fearing failure about participating, speaking, and expressing their feelings. It is vital to mention that not only language skills are enhanced during each class, but also different life skills are included as imperative elements in EFL classes.

Therefore, some characteristics make Colombo methodology a particular and unusual one when referring to EFL learning institutions. For instance, social and emotional learning and learning skills are special elements in every teacher's lesson plan as language is also conceived as a means to allow learners to approach the world in a meaningful way. Consequently, language is a vehicle not only to communicate but to learn how to learn and how to apply knowledge to real life situations.

Moreover, at CCA "the assessment process is formative. It means that the teacher is in constant observation of students' learning process" (CCA, 2022). This is one of the core elements of Colombo's learning view as its underlying beliefs towards assessment imply a qualitative approach to evaluate students' communication, language, and learning subdimensions. Because of this, constant comments about students' performance are provided in each one of the activities developed during class time. However, this information does not only emerge from the teacher but from students and their peers since both self-assessment and peer-assessment moments are promoted in class as well as teacher assessment is part of it.

Additionally, teachers develop two main assessment moments during each cycle: the midterm feedback and the final feedback sessions. During these days, students and teachers stop and reflect on their learning processes, learners receive comments from their teacher and they build an action plan together in which they start working to tackle their difficulties and upgrade their strengths.

Bearing in mind all the characteristics mentioned previously, it is essential to highlight that the problem statement arose from the need to document alternative learning experiences which happen to be unconventional in Colombian EFL contexts. Therefore, there is no problem to clear up in this context but there are specific Colombo teaching practices that are worth studying to unveil their implications in students' performance and perceptions about EFL learning. Furthermore, it is necessary to perceive the characteristics of this context in relation to assessment as a learning and research opportunity more than as a problem because getting the picture of these phenomena occurring at CCA may contribute to the ELT community in Colombia and abroad.

Problem Statement

Assessment plays an essential role in the EFL learning process. However, it is well known that for years, due to quantitative rating scales; evaluation has been conceived as a negative concept that entails anxiety, stress, and a huge concern among teachers and students. Therefore, the formative and purposeful sub dimension of evaluation has been left aside due to the increasing importance that grades and final reports have taken in our institutions.

On the other hand, students usually perceive evaluation, assessment, and testing as synonyms related to delivering different activities to be graded by the teacher or presenting tests to approve a specific subject. Thus, assessment is devoid of significant meaning to their EFL learning process and lifelong learning skills. As stated by the Council of Europe (2020), the language user/learner is a "social agent", acting in the social world and exerting agency in the

learning process. Hence, every process involved in learning must imply developing skills that become useful to learners' social abilities and needs. Language proficiency is not the only competence that EFL classes should encourage, but a set of different competencies that become useful to learners. In this respect, assessment plays an important role as it should be perceived as an ongoing process that not only evaluates language skills but that also allows students to build core abilities such as social and emotional learning skills which are necessary for their lives.

Moreover, it is also necessary to mention that, in most institutions, assessment instruments are still traditional such as exams and quizzes. The underlying concept that defines those instruments is not exactly assessing but testing students' performance. Because of this, some teachers are forced to "teach to the test" and some students "learn to present the test". Consequently, some teachers do not design their assessment instruments and learners are not aware of the real importance of assessment in their learning.

Because of this, alternative assessment tools must be considered as a means to incorporate students' needs and interests into the EFL learning process. Teachers must get familiar with purposeful language assessment strategies, so they go beyond language testing by promoting students' empowerment by including instruments different from the traditional ones. Furthermore, knowing students' perceptions towards alternative assessment methods is also relevant to analyze the impact they have on EFL learners.

Finally, it is necessary to mention that due to CCA EFL practices; it has been possible to identify that including alternative assessment methods and social and emotional learning

strategies in the curricula has an impact that must be considered. At this point, students' perceptions become crucial when understanding the effect of using non-traditional methods in EFL teaching since the way in which they perceive how useful or not these practices could be for them determine their relevance in their learning process.

When students are conceived as active actors and central axes of the learning activity, getting to know their perception becomes crucial because they are the ones who know which consequences these methods or strategies have on them. Hence, asking them to express their perceptions about alternative assessment practices and the learning outcomes they get from these learning experiences is necessary since not every single perception is observable and it is indispensable to listen to students' voices and opinions. Moreover, perceptions could also influence learners' attitudes in EFL classes and this could affect their achievement. As a result, listening to students and asking them to reflect about their learning is something essential when analyzing unconventional methodologies in order to study the impact these have on them.

Additionally, identifying the role of assessment and Social and Emotional Learning (SEL) strategies is essential as it allows us to comprehend how not only specific linguistic skills are developed in EFL classes, but that our classes imply other types of knowledge which boost foreign language learning and, in that way, become as important as learning grammar, pronunciation, vocabulary, among others. Bearing in mind these aspects, the research question and objectives emerged as follows:

Research Question:

- What is the effect of using alternative assessment practices on the enhancement of SEL skills in EFL learners at CCA Bogota?

Research Objectives

General Objective: To determine the effect of using alternative assessment practices on the enhancement of SEL skills in EFL learners at CCA Bogota.

Specific Objectives:

- To identify the role of alternative assessment strategies in the strengthening of non-linguistic skills (SEL skills) in EFL learners.
- To examine the relation between assessment and students' perceptions in their EFL learning processes.
- To pinpoint students' insights towards alternative assessment methods used at CCA Bogotá.

Rationale of the Study

Nowadays, society is frequently based on measuring everything around us. Almost as soon as a human being is born, he is weighted and measured (Hernando, Fernandez, Poyatos. 2018), and that is only the beginning of life, as children enter school the story starts to seem more difficult since they are classified by ages, levels, and finally graded because of their performance. Therefore, human life is surrounded by numbers and scales and one of the institutions that promotes these situations the most is school, as the education system is based on quantitative results to allow students to approve a course.

However, as mentioned by Einstein: everything that can be counted does not necessarily count; everything that counts cannot necessarily be counted (Hernando, Fernandez, Poyatos. 2018). In this respect, it is necessary to highlight that quantitative assessment is not the only way to measure and monitor students' performance. Tests that are intended to assign a numerical grade through paper and pencil methods have become traditional methods deprived of meaningful feedback for learners.

Remaining stuck in traditional language testing methods means forgetting the world's needs in terms of education. When schools conceive success as obtaining the top grade on a test, learners emphasize on getting the grade because of the recognition they get for it and they set learning aside. Thus, the concept of "a static intelligence, rational and measurable only through written tests, portrays an expired conception of the human being and the school. Imagining that kind of education involves a setback of centuries" (Hernando, Fernandez, Poyatos. 2018). Bearing this in mind, it is precise to ask, why do we continue attributing intelligence to the result of tests?

Despite all the above, demonizing evaluation does not seem fair, as somehow it has allowed teachers and students around the world to identify their weaknesses and strengths and improve them. In that way, acknowledging that “measurement is a necessary exercise in any science, and for educational sciences it is as well” (Hernando, Fernandez, Poyatos. 2018) is imperative because knowledge and skills should be proved, compared, and analyzed to assure learning.

For this reason, it is necessary to recognize the difference between the concepts of evaluation, assessment, and testing. Furthermore, it is vital to account for innovative experiences in which assessing students’ performance during class time includes alternative instruments and strategies. It is essential to depict the importance of including authentic and purposeful assessment and evaluating its impact on learners’ language and life skills which are intended to be developed in EFL lessons. Finally, understanding student's’ perceptions of assessment used in their learning processes should become a must for implementing the strategies that best fit their own needs and interests when learning EFL.

CHAPTER II

THEORETICAL FOUNDATIONS

This chapter deals with the theoretical foundations of the research study. First, the state of the art is presented. It displays a general overview of previous research studies which have been carried out involving the relevant constructs of this study. Then, the main constructs underlying the theoretical framework are mentioned as follows: language testing versus language assessment, alternative language assessment, and social and emotional learning skills. The necessary theory to support each one of the concepts is presented resulting in the three constructs which are perceived as the touchstone of this research.

Literature Review

Some studies have been carried out regarding the use of alternative assessment strategies and SEL skills in EFL contexts. Firstly, two local research projects which were specifically developed at CCA Bogotá are presented. These two studies are related to the impact of alternative assessment strategies on EFL learners. Then, two international papers are shown. These two are from authors who developed their research in Turkey and the U.S respectively. Both discuss the need of including SEL in our EFL classrooms.

The research project *"Co-construction of Self and Peer Assessment in Class and on Online Learning Communities"* conducted by Cruz (2017) highlights the co-construction of

self-assessment and peer-assessment concepts and how these instruments were applied to students at CCA Bogotá. After examining data through the grounded theory and considering the emic perspective, the researcher established two categories of analysis composed of some subcategories. These were obtained from previously collected data. Consequently, the main results of this research showed that self-assessment is an essential tool for EFL learners "due to the fact that students most of the times outnumber the teacher; in that sense, it's very fruitful for students to be able to assess their performance" (Cruz, 2017) and that students recognized the advantages on applying alternative assessment methods by defining "ideal self-assessment as short, thought provoking, transferable to other contexts and measurable through peers' performance." and peer-assessment as "a community practice in which values such as respect, honesty and assertiveness are crucial" (Cruz, 2017). Consequently, this research reflected positive results on learners' perceptions and self-assumptions towards alternative assessment practices.

Secondly, the research *"Making Sense of Alternative Assessment in a Qualitative Evaluation System"* by Javier Rojas Serrano (2016) depicted how CCA students make sense of alternative assessment tools and the main difficulties and advantages teachers and learners face when being part of a qualitative approach to evaluation. This research was a case study in which 7 students from the Adult English Program participated. The data collection process was made through the application of four different instruments: surveys, teacher's journal, self- reflection formats, and interviews. After analyzing the data collected, 3 categories were established: generalities, positive views on alternative assessment, and negative views on alternative assessment. These showed that "Colombian students are not yet familiar with

qualitative/alternative evaluation" (Rojas, 2016); however, "most of the participating students (5 out of 7 in the survey) agreed that they would prefer a type of evaluation in which everything they do is taken into consideration rather than having only exams and quizzes" (Rojas, 2016) evidencing the importance of using holistic approaches to evaluation in EFL contexts. Moreover, learners could identify the misleading representation of grades in their learning processes "there seems to be an agreement that numbers or letters do not quite represent accurately how much and how well a student is learning" (Rojas, 2016). As a conclusion, the author mentions that " language learning demands a wider range of skills that surpass grammar, vocabulary, and communication" and those abilities should not be forgotten and transformed into traditional and standardized assessment strategies which result in isolated numbers.

On the other hand, the study "Social and Emotional Learning" (2017) held by Ozlem Yagciogl aims at identifying the role of social and emotional learning in EFL lessons. The participants consisted of 62 university students at Dokuz Eylul University in the city of Izmir in Turkey (Yagciogl, 2017). It was an action research type of study as it was intended to apply activities based on students' previous answers to some leading questions. Those activities were designed to use EFL as a means to promote SEL in class time. Hence, going beyond language learning is seen as an imperative element in this research. Due to that perspective, results showed that students realized that the classroom activities which helped them to learn the new issues socially and emotionally made them happier and more active learners (Yagciogl, 2017). Moreover, one of the most relevant results of the study was that social and emotional learning had an important impact on language skills as Yagciogl pointed out "their fluency and communicative competence increased rapidly day by day (Yagciogl, 2017).

Also, the research paper "Social and Emotional Learning in the ELL (English Language Learning) Classroom: A Case Study" carried out by Takeda (2017) consisted of exploring how the implementation of SEL competencies could be useful for English language learners in an elementary school in the United States of America which has an "ELL program with classes especially for newcomers who had been in the U.S. for less than a year" (Takeda, 2017, p. 52). The theoretical constructs included by the author focused on SEL competencies and strategies to promote them. Ethnographic data collection methods such as class observations and interviews were applied. Additionally, this study was a qualitative case study in which only 2 ELL teachers, the school counselor and the principal were involved. Consequently, data were examined using an ongoing thematic analysis method where the researcher analyzed data while working on research since continuous data analysis while collecting data results in richer, more profound findings (Takeda, 2017). Findings revealed that SEL skills were promoted in this school with a strong sense of community because all school members contributed to this purpose. Moreover, students also helped set the environment to the ELL classroom being a safe and comfortable place for learning English (Takeda, 2017). However, the author also mentions that "to meet ELL children's unique SEL needs, the school and ELL teachers needed to consider both language and cultural background in deciding how to teach SEL and what SEL skills to prioritize" (Takeda, 2017, p.12) since not every single SEL skill can be promoted in the classroom and it is necessary to identify students' specific necessities so that they can be enhanced in ELL processes.

Finally, it is vital to emphasize on the relevance of these four different studies concerning this research. First, Cruz (2017) and Rojas (2016) expose how alternative and qualitative

assessment methods entail favorable aspects regarding EFL learners, their perceptions, and their performance during class time. In this way, it is evident that traditional assessment practices and rating scales have become less accepted and valued by students since their visions have changed a lot about what is more meaningful for them when learning a foreign language. Secondly, Yagciogl (2017) and Sakeda (2017) unveil the importance of including SEL skills as part of EFL classes since it is indispensable to recognize that our students' feelings, emotions, and insights towards EFL learning affect them in different ways. Moreover, understanding that EFL learning is more than acquiring linguistic skills is essential and allows teachers to identify the role of SEL as a significant element that represents students' wellness, and is directly connected to their receptiveness, attitudes, comfort, easiness, and final achievement in our classrooms.

Theoretical Framework

Language Testing vs Language Assessment

Throughout the years, the four main skills in language learning have been measured in different ways by taking advantage of varied strategies, tools, and methodologies to assess students' performance. In the past, tools such as assessment, tests and examinations were associated with excellence, high standards, prestige, and competition (Wyatt-Smith, 2009) and were perceived as means to categorize students in different contexts. Hence, there has not been a clear distinction between the concepts of assessment and testing, since they have been considered synonyms that are used by several language teaching centers, institutions, and teachers to gather information and obtain final results which are usually represented by grades.

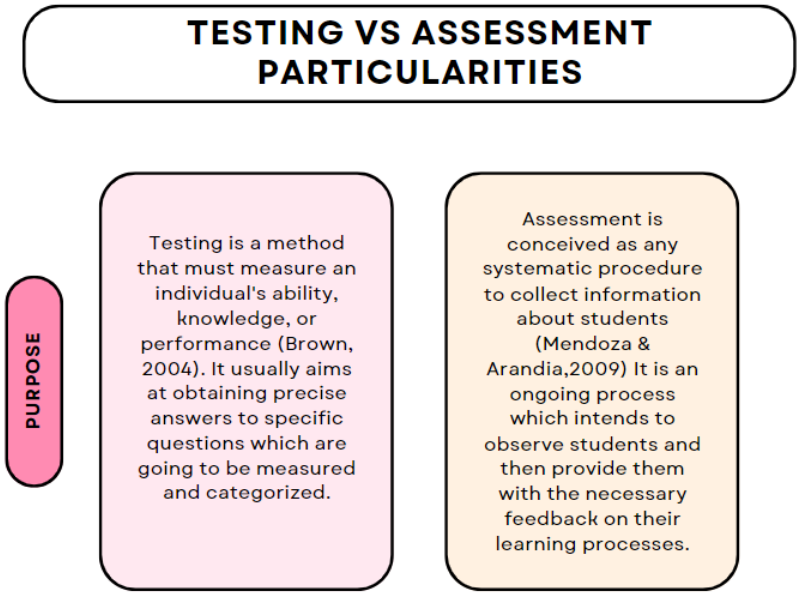
Specifically in Colombia, assessment has been conceived as one of the most relevant elements in the EFL curricula, but there are no assessment standards established by the Ministry of Education so teachers make use of their own experience and knowledge when developing assessment instruments (Bustos, 2014). Moreover, as many teachers are not trained to assess language ability due to the lack of undergraduate programmes in language assessment in Colombia (Bustos, 2014), the concepts of testing and assessment continue being misunderstood not only by teachers but also by students since they are seen as synonyms.

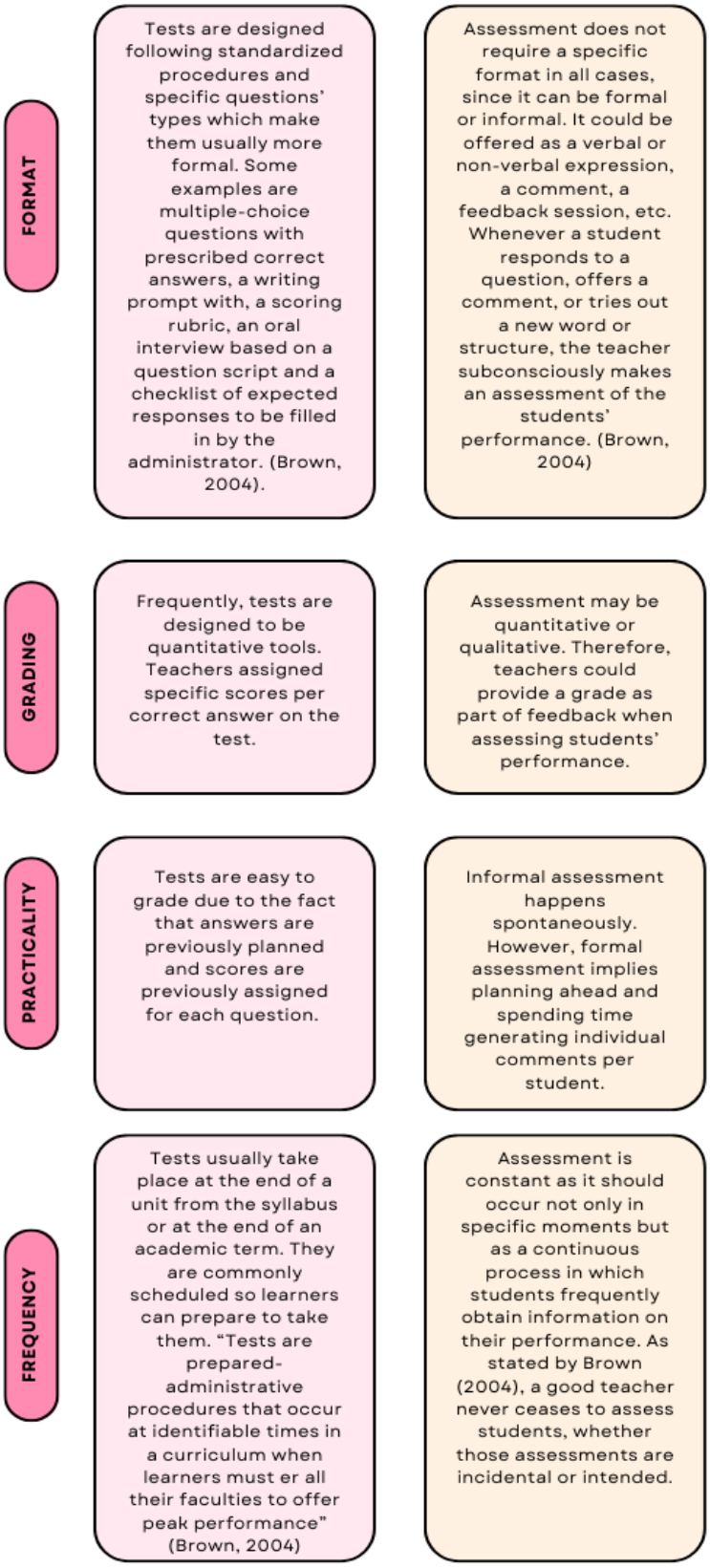
However, according to Brown (2004) a test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given language learning domain, but formal assessments are exercises or procedures specifically designed to tap into a storehouse of skills and knowledge. Subsequently, assessment is the process of gathering and discussing information from various sources and activities in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences (Tontus, 2020). Thus, tests are one of the sources of information a teacher can use to assess students but they are not the only tool that can be applied for this purpose.

At first glance, these two concepts may seem almost identical; nevertheless, each one of them entails a wide range of characteristics that allows us to differentiate them lucidly. For instance, they differ in terms of their purpose, format, practicality, grading, and the frequency in which they are usually carried out. ***Table 1*** shows the specific particularities of these two constructs which are relevant to this project.

Table 1

Testing and Assessment Particularities




FORMAT
Tests are designed following standardized procedures and specific questions' types which make them usually more formal. Some examples are multiple-choice questions with prescribed correct answers, a writing prompt with, a scoring rubric, an oral interview based on a question script and a checklist of expected responses to be filled in by the administrator. (Brown, 2004).
Assessment does not require a specific format in all cases, since it can be formal or informal. It could be offered as a verbal or non-verbal expression, a comment, a feedback session, etc. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously makes an assessment of the students' performance. (Brown, 2004)
GRADING
Frequently, tests are designed to be quantitative tools. Teachers assigned specific scores per correct answer on the test.
Assessment may be quantitative or qualitative. Therefore, teachers could provide a grade as part of feedback when assessing students' performance.
PRACTICALITY
Tests are easy to grade due to the fact that answers are previously planned and scores are previously assigned for each question.
Informal assessment happens spontaneously. However, formal assessment implies planning ahead and spending time generating individual comments per student.
FREQUENCY
Tests usually take place at the end of a unit from the syllabus or at the end of an academic term. They are commonly scheduled so learners can prepare to take them. "Tests are prepared-administrative procedures that occur at identifiable times in a curriculum when learners must er all their faculties to offer peak performance" (Brown, 2004)
Assessment is constant as it should occur not only in specific moments but as a continuous process in which students frequently obtain information on their performance. As stated by Brown (2004), a good teacher never ceases to assess students, whether those assessments are incidental or intended.

As shown in ***table 1,*** assessment and testing are different concepts which can not be associated as the same even though they are related to each other. Owing their differences in terms of their objectives, frequency, practicality, format, and grading and the way in which they are designed and applied by teachers and different institutions, they are dissimilar regarding various aspects and should not be compared or understood from a similar point of view..

One of the vital elements to differentiate tests and assessment is to acknowledge that tests are only one way to assess students' performance. It is needless to mention that it is not necessary to demonize the function of testing since this tool has been useful for teachers to assess language learners for a long time. However, "assessment procedures are needed that are capable of determining achievement across a very wide range of content and skills, in many different contexts and at a great variety of levels" (Wyatt-Smith, 2009). Thus, it is fundamental to reconsider the role of testing as it is only one method but not the only one which could enrich assessment procedures.

Additionally, our students' needs and contexts should supersede traditional methodologies and language assessment must play a paramount role in students' learning processes. For this reason, formative feedback becomes a relevant characteristic from assessment, and it should be offered to improve the learner's language ability (Brown, 2004). This implies adapting old methods and adequating them into new assessment types which allow our students to feel supported, comfortable, and appraised in a fair, individual, and comprehensive way.

Taking into account the concepts stated above, regarding this research, assessment is understood as an integral and holistic process which goes beyond testing. It implies using different tools in order to observe students and gather information related to their learning processes as a constant practice. Furthermore, it involves every skill connected to EFL learning, looks for strategies to address each one of them, and provides students with feedback that constitutes the most important element of assessment because it allows teachers and students to reflect and to think about improvement plans and decision making moments which become crucial for learners.

Alternative Language Assessment

Language assessment differs from other areas of assessment due to the fact that language teachers are intended to evaluate a wide and varied set of skills that require different methods to assess them as a whole. Usually, language tests focus their attention only on written tasks but some other possibilities are left aside. Bearing in mind that "assessment tools should not only be used for assessment or evaluation of students' achievement, but also for enhancing the quality of language learning and teaching" (Phongsirikul, 2018, p. 61); the use of traditional assessment tools has changed, and incorporating alternative assessment methods to EFL classes has become a necessity.

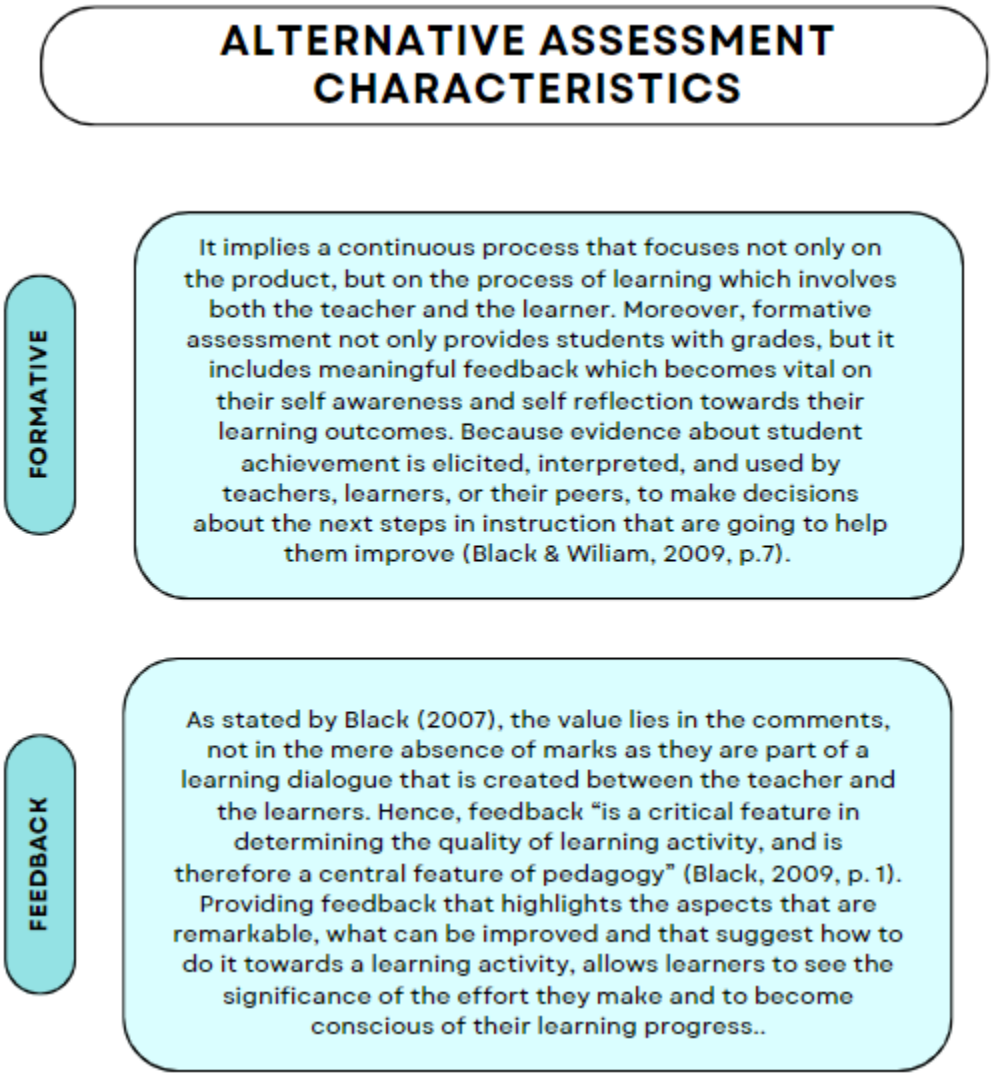
According to Brown (2004), traditional assessment is characterized by being summative and fostering extrinsic motivation which is usually represented by rating scales. In addition, its tools commonly include pencil and paper tests, activities, or standardized exams. These well

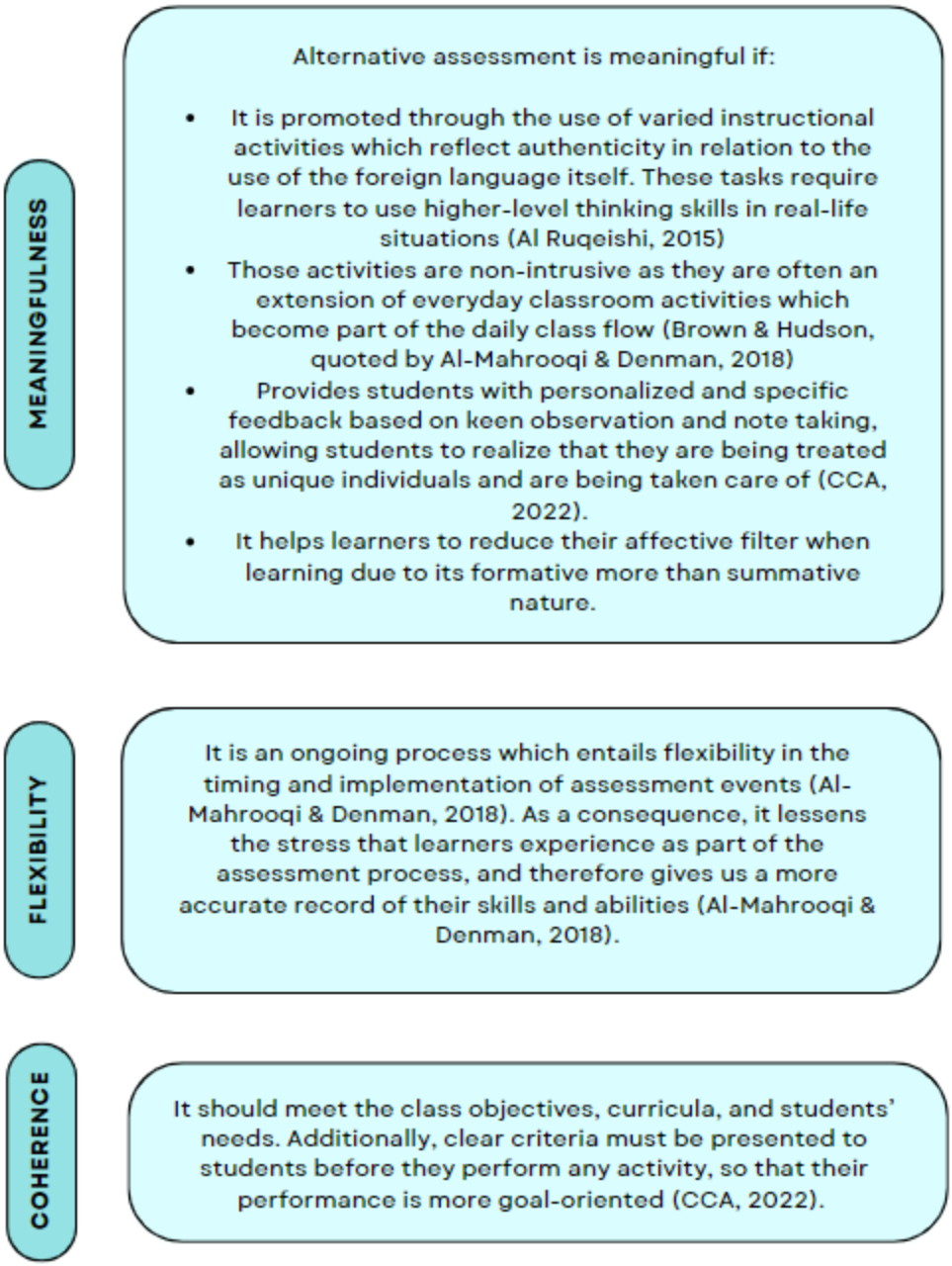
known strategies do not focus on allowing students to show their performance in an interactive way including their different linguistic skills, but they are oriented to obtain a final outcome or correct answers (Brown, 2004). Because of this, this type of assessment does not contemplate the process, but the result that students can obtain in a specific time or activity which is previously selected to be assessed. However, some teachers and students generally place a higher value on traditional assessment tools especially in terms of their validity and reliability (Phongsirikul, 2018, p. 61) which is usually represented by grades.

On the other hand, "alternative assessment is somewhat of a blanket term that is often used to describe a variety of alternatives to what is popularly considered more "standardized" forms of testing" (Al-Mahrooqi & Denman, 2018, p.1). Alternative EFL assessment tools enhance learning and teaching quality and are expected to help encourage learners to learn actively and critically, not simply studying for an exam (Phongsirikul, 2018). Therefore, it promotes the use of different strategies and practices different from the most traditional ones since there are varied possibilities to track students' learning processes and which can accurately demonstrate reflections of authentic language use (Phongsirikul, 2018). As Brown (2004) asserts, alternative assessment is formative, continuous, contextualized, and it fosters intrinsic motivation. Thus, it provides students with meaningful feedback on their learning process and does not only focus on the outcome they obtain from certain activities held during class time. ***Table 2*** shows the most relevant characteristics of alternative assessment gathered from different authors.

Table 2

Alternative Assessment Characteristics





As it is displayed in ***table 2,*** alternative assessment has some specific characteristics which male it particular. Hence, it tries to measure language proficiency, to discover how successful students have been in achieving the objectives of a course of study, to diagnose students' strengths and weaknesses, to identify what they know and what they do not know,

and to assist placement of students by identifying the stage or part of a teaching programme most appropriate to their ability (Bustos, 2014) all at the same time.

On the other hand, traditional assessment practices only look for measuring language proficiency and obtaining final results from students. In this case, traditional assessment is more linear and it is conceived as a one-size-fits-all approach (Williams, 2014) in which students are used to present tests and standardized activities. Because of this, they are not involved in their learning process and they do not play an active role in it.

Otherwise, differently from standardized assessment techniques, non-traditional approaches are based on realistic contexts, they are performance-oriented, and teach students to evaluate themselves and their colleagues, taking into consideration different learning styles. (Stasio et al, 2019). Consequently, students play an active role in their learning process and they become capable of reflecting, being aware, and being self-regulated towards their activities and in the same way, they can contribute to their peers assessment as well.

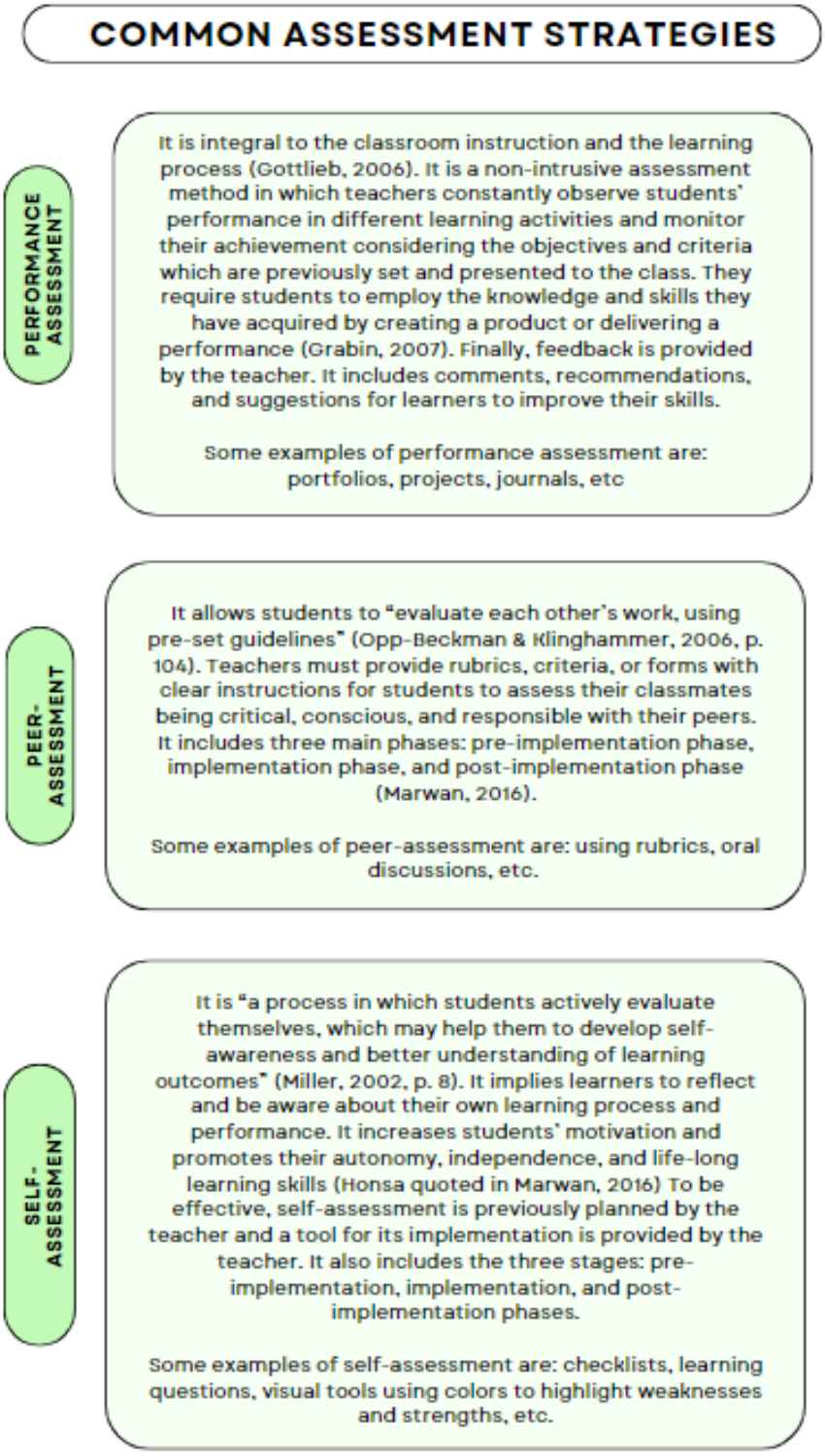
Moreover, it is crucial to emphasize on the significance that both teachers and students have in alternative assessment. Traditionally, the teacher has been regarded as responsible for each of the three key processes in learning and teaching: establishing where the learners are in their learning, establishing where they are going, and establishing what needs to be done to get them there (Black, 2007). However, when applying alternative assessment methods, learners and teachers play a vital role; since they are conceived not as isolated participants but as a team that evolves into the central axis of these unconventional practices. Thereupon, “the teacher is

responsible for designing and implementing an effective learning environment, and the learner is responsible for the learning within that environment" (Black, 2007, p. 4).

Bearing in mind the most important characteristics and roles of the participants of alternative assessment, it is also necessary to pinpoint some of the most well-known strategies that are used as forms of alternative assessment. ***Table 3*** displays the most relevant ones and their particularities.

Table 3

Common Assessment Strategies



As shown in ***table 3,*** performance assessment, self-assessment, and peer-assessment are the most well-known alternative assessment strategies since they involve students as active participants of their own learning processes, they imply looking for new and varied tools which address different learning styles, and they are intended to enhance much more than language proficiency through reflection and self-awareness.

On the whole, alternative EFL assessment is student-centered and it is characterized by providing teachers and learners with different tools and strategies to monitor learning which involve students' needs. It is paramount to mention that this type of assessment not only allows to track foreign language skills' performance, but it also enhances the development of life skills that become imperative elements while learning a foreign language. Focusing on every aspect that influences learning has turned into a must-have in every classroom or EFL teaching context. Measurement in the sense of rating scales is not anymore the only way to assess students, but the holistic view of what learning implies offered by alternative language assessment is required.

To sum up, regarding the concerns of this research, alternative language assessment is understood as a set of strategies which allow teachers and students to keep track of learners' performance through the use of a wide range of possibilities that include language proficiency skills and lifelong learning skills as core elements. Besides this, every activity that entails observation, subsequent reflection, and action plans to improve learners' skills is part of alternative assessment practices. This also means that the concept of "alternative" is perceived as

what is meaningful for both teachers and students by leaving aside the traditional testing and grading practices that end up being pointless and that do not recognize the relevance of the process more than the outcome.

Social And Emotional Learning In EFL

As defined by CASEL (2017), Social and Emotional Learning (SEL) is an integral part of education and human development and it is a process through which people acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals. Moreover, it is a conceptual framework to promote social, emotional, and academic competencies of students from different ages (Durlak, Domitrovich et al, 2015). From this perspective, the student is perceived as an integral individual who is expected to develop abilities which are not only related to his academic achievement. SEL promotes practices for enhancing the social, emotional, cognitive development and academic performance of all students (CASEL quoted in Durlak, Domitrovich et al, 2015).

These skills encompass behavioral dispositions, internal states, approaches to tasks, and management and control of behavior and feelings (OECD, 2021). Thereby, social and emotional learning comprehends lifelong learning skills which are useful for students to be part of their EFL learning communities and to their lives in other contexts. Indeed, enhancing specific social and emotional skills boosts students' ability to develop their cognitive skills (OECD, 2021) since learners are not only perceived as students but as integral human beings.

As stated by Bustamante (2017), SEL is described as the process of developing the social and emotional competencies every person needs to interact successfully with others. This includes the environment around him and the communities which surround him. Furthermore, SEL involves the development of interconnected emotional, cognitive, and relational or behavioral abilities (Bustamante, 2017) depicting the significance and the interrelation that every learner's sub dimension has in their lives and learning processes.

Including social and emotional learning skills in the curricula might result in short-term outcomes such as positive attitudes (towards self, others, and tasks), positive behaviors and relationships, and high academic performance. However, long-term goals; for example, engaged citizenship, healthy relationships, and career readiness are also obtainable (Durlak, Domitrovich et al, 2015). For instance, National Research Council (2012) asserts that based on evidence gathered from previous research, schools which have SEL programs have had a positive and statistically significant impact on participants' competencies, with the largest effects in self confidence and self-esteem and an increase in positive social behaviors and achievement in test scores with an important decrease in problem behaviors.

Currently, education is student-centered and aims at including 21st century skills, media literacy, STEM, and significant knowledge areas for learners that require to be prepared to face 21st century challenges in all areas of their lives. Because of this, there is broad agreement that today's schools must offer more than academic instruction to prepare students for life and work (National Research Council, 2012). Indeed, SEL skills become indispensable when considering

modern students' needs and preferences. In spite of the fact that learners call for support and guidance to strengthen their abilities, teachers can also naturally foster skills in students through their interpersonal and student-centered instructional interactions throughout the school day (Durlak, Domitrovich et al, 2015). Hence, boosting this kind of skills does not depend on designing new specific school subjects for this, but they could be incorporated in regular classes as a transversal axis.

Bearing in mind that SEL enhances students' capacity to integrate cognition, affect, and behavior to deal effectively with daily tasks and challenges (Consortium on the School-Based Promotion of Social Competence quoted by Durlak, Domitrovich et al, 2015), it encompasses five main domains which are intended to develop different skills with the inclusion of various roles from the learning context and the society in general. ***Figure 1*** shows CASEL wheel in which all its elements, participants, and domains are displayed.

Figure 1

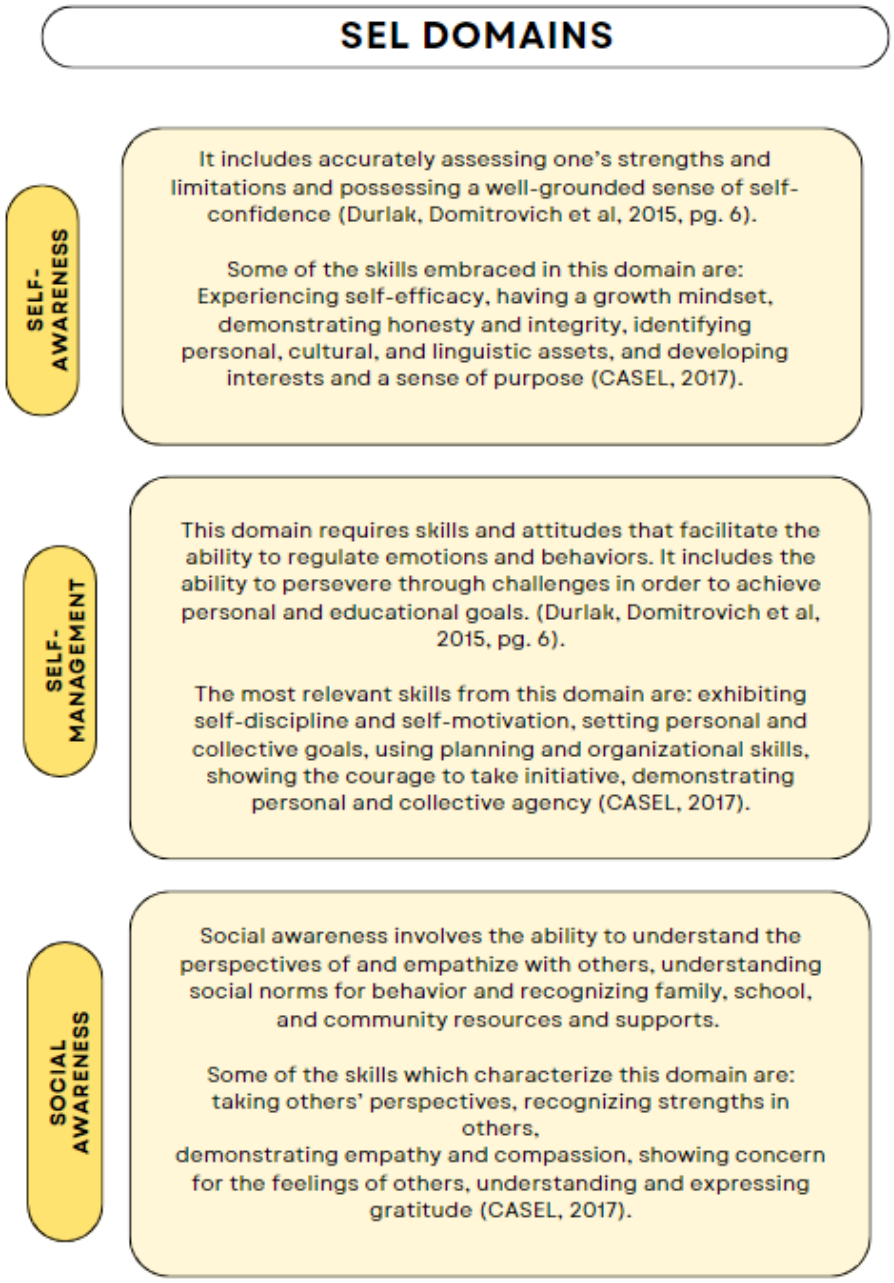
Social and Emotional Learning Domains

Note. Taken from *CASEL, 2017*

These five domains include self-awareness, self-management, responsible decision-making, relationship skills, and social awareness from which only three will be included in this project, due to their relationship with the two constructs presented previously *(See Table 4)*.

Table 4

SEL Domains of the Research



In addition, the acquisition of the skills and attitudes within the five competency domains is a process and schools and other institutions are one of the primary places where this learning process takes place (Durlak, Domitrovich et al, 2015). Thus, schools are vital when promoting life skills which enrich students' learning processes. As SEL involves personalization of the

education, engaging pedagogies and relevant curricula that offer opportunities for deeper learning and connection to the world beyond school (Durlak, Domitrovich et al, 2015), it has become imperative to include these skills and to promote them in our institutions. Finally, creating a positive school culture and climate, and using *authentic assessments* that evaluate and inform teaching and learning, are core elements of quality SEL programming (Durlak, Domitrovich et al, 2015).

Another relevant element related to SEL has to do with the ***Affective Filter*** hypothesis, which "has confirmed that a variety of affective variables relate to success in second language acquisition" (Krashen, 2009, p. 31). Affective variables could act to impede or facilitate the delivery of input to the language acquisition device (Krashen, 2009). Therefore, there are some elements which could influence students' willingness to learn a language, these are: motivation, self-confidence, and anxiety. When one of the previous elements seems to be affected by the context that surrounds the student, input will not reach the part of the brain responsible for language acquisition (Krashen, 2009).

Hence, Krashen (2009) states that "performers with high motivation generally do better in second language acquisition" (p. 31). It is necessary to highlight that motivation refers to the desire and impetus of the students towards EFL learning. (Du, 2009). Thus, this element could emerge from extrinsic or intrinsic factors specially linked to the learner itself, the environment, and the society.

In the case of self-confidence, “performers with self-confidence and a good self-image tend to do better in second language acquisition” (Krashen, 2009, p. 31). Usually, this aspect is enhanced through safe settings and environments where learners feel comfortable, engaged, and active participants of their own learning processes without fearing failure. Self-confident people dare to adventure, to communicate in foreign languages and can gain more, while those who lack self-confidence will lose the chances to practice their target language due to their uneasiness and embarrassment to make mistakes and be judged by others.

Anxiety refers to the “apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient” (Gardner & MacIntyre quoted by Du, 2009, p. 163). When learners feel anxious, they are likely to have a low performance during class time because they can not face communicative experiences or assessment moments in a positive way because negative thoughts may affect their disposition to these activities. Conversely, “low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety” (Krashen, 2009, p.31). Since students feel unconcerned about the possible negative or positive consequences of their performance, they tend to do better and get best results by being less stressed and uptight.

To sum up, the affective filter could be understood essentially as a barrier between a learner and a subject (Park, Larsen et al, 2014); because of this, when this barrier is too high, students tend to feel stuck and lose interest in learning. Due to the fact that “this filter results from environmental conditions or stimuli that spark certain emotions, typically leading to anxiety, self-doubt, and boredom which interfere with the processes of acquiring a second

language" (Park, Larsen et al, 2014 p. 46), language learning should occur in an environment where students can lower their affective filter by being motivated, feeling self-confident and relaxed. All these conditions may arise in a context which conceives learning as an everlasting experience that permeates students' affective and emotional dimensions and not only academic domains.

On the whole, in this study, social and emotional learning is grasped as a set of skills which are indispensable to be developed and enriched in every human being. These abilities are not only necessary in EFL students, but they should be encouraged in all the population since they constitute lifelong skills. Therefore, they have an important effect on students' academic performance and attitudes. Besides this, a low affective filter is understood as one of the central axes of social and emotional learning because motivation and low anxiety are necessary when developing SEL skills in learners. This means that both social and emotional learning skills and the affective filter go hand in hand so that students can go beyond academic knowledge while being part of a learning journey.

The Importance of Students' Perceptions in EFL

Perceptions involve the worldview people have and the way in which they comprehend everything around them. By perception, human beings know about what exists in their environment and every person has a different perception of an object (Rizky, 2015). This implies creating an inner impression about the phenomena surrounding living beings. Additionally, both

internal and external factors could influence people's perceptions towards a subject matter and could make them have a positive or negative view about something in particular (Rizky, 2015).

As stated by Álvarez and Cordoba (2020), a perception could be defined as the way people relate to different factors that are around them with the purpose of producing a meaning about an object, person or context. This means that in order to have a perception about something, human beings need to be directly or indirectly exposed to that specific situation. Some individual and internal factors have an impact on people's perceptions because when the individual is perceiving, he/she is not exempt from a series of factors associated with himself such as expectations, familiarity, and motivation (Álvarez & Córdoba, 2020).

Based on this, getting to know students' perceptions about their EFL learning processes and specifically about their assessment experiences becomes vital when understanding the way in which they behave and how they feel during class time. Due to students' perception is the process of preferential treatment of learners towards information they get from an object (Rizky, 2015), it is necessary to analyze their insights related to assessment and how social and emotional learning is promoted in their EFL learning journey.

Since student centered approaches have allowed teachers and institutions to think and plan what is best for learners based on their needs and preferences, perceptions entail a vital importance to evaluate what and how influences their learning in a positive or negative way and what should be improved or maintained. Considering students' vision about EFL is not only a source of information for teachers, but it makes students active and interested in their learning.

Moreover, as stated by Azerefegen quoted by Rizky (2015), teachers can promote critical thinking and negotiation of meaning abilities in their students if they acknowledge the right of questioning as part of the class. Because of this, learners should be taught on how to ask questions and how to answer them so they can enhance their powerful role in their learning communities.

Consequently, in relation to this research study, perceptions are drawn as the understanding and ideas that a student has towards a specific subject matter. Their feelings, attitudes, and opinions make part of the way in which they perceive what surrounds them. Additionally, perceptions help students shape the mental image they build about the importance, meaningfulness, and relevance of the characteristics of their EFL learning processes. Because of this, perceptions should not only be conceived as inner thoughts or ideas but students' voices could help them exteriorize their ideas and these should be considered by teachers and learning institutions keeping in mind that student-centered education is an undeniable requirement in the 21st century world.

On the whole, the three constructs, the emerging concepts, and the literature review presented in this chapter constitute the theoretical framework of this research, which can be understood as the basis of the analysis process which was conducted according to the methodological design and data collection procedures, which will be described in the next chapter.

CHAPTER III

METHODOLOGICAL DESIGN

This chapter deals with the methodological design elements of the research. It describes the research design followed in this study. Firstly, the characteristics of the context of the research including the setting and the sampling as well as the researcher's role are presented. Then, the research paradigm and the type of study are mentioned. The final section provides a detailed account of the data collection instrument and procedures.

Setting

This research project was held at Centro Colombo Americano Bogotá, specifically at Downtown's branch, located at Cl. 19 #2A - 49 in Santa Fe locality. The CCA Bogotá is the only binational center endorsed by the U.S embassy in Colombia. The institution has taught EFL to Colombian students for more than 80 years, involving cultural as well as linguistic aspects in each one of its classes and extracurricular activities. Nowadays, CCA Bogotá offers different programs according to its learners' needs. One of its most popular and well recognized programs is the Adult Intensive Program, which is designed for students who need to advance in the development of their communicative skills in the English language acknowledging the importance of social learning (CCA Bogotá, 2023). Moreover, it is characterized for offering classes from Monday to Friday, 100 minutes per class each day. Each cycle lasts 18 days and each class does not have more than 20 students. All learners have access to a book and to an online platform which are the materials required for each learning cycle. Moreover, CCA offers

its students the possibility to take part in activities that are additional to their regular classes, such as conversation clubs, reading clubs, cultural mediations, conferences, contests, etc.

What characterizes Colombo programs is the focus on communication, 21st century skills, social and emotional learning, and learning strategies they offer. All these elements are included in the curricula. However, there are some programs at CCA which continue using traditional assessment strategies giving special attention to feedback, while the adult program uses formative and alternative assessment with all its characteristics. As it was mentioned previously, these assessment practices include promoting teacher-assessment, peer-assessment, and self-assessment strategies. Moreover, specific assessment sessions are provided during the ninth and the eighteenth day of each cycle. During this time, students devote some time to reflect upon their EFL learning processes and decide how to take action towards their weaknesses and how to enhance their strengths.

Nonetheless, it is necessary to highlight that midterm and final feedback sessions are not the only moments when students are assessed because during each one of the classes learners are intended to have assessment moments which emerge from themselves, their peers, and their teachers. Additionally, observation from teachers happens during every single activity and comments are constantly provided so feedback is an ongoing and usual practice at CCA Bogotá.

Sampling

The participants of this research are B1 level students from the Adult Intensive Program at Centro Colombo Americano Bogota. These learners are halfway through their EFL learning process. This means that the majority of them have already faced Colombo's methodology in terms of teaching and assessment several times. This study involved two groups of students: a B1.3 and a B1.6. In total, 16 students from both groups decided to participate in the data collection process. All of these students are aged from 17 to 35 years old. The first group was a mediated or virtual one, and the second group attended face to face classes everyday at the Downtown branch in Bogotá.

The virtual group attended classes from 6 to 8 a.m every day. Students accessed the class through their Zoom accounts and they were immediately asked to turn their cameras on. The group was active and they liked to participate a lot. All of them were devoted when they were assigned to groups as well as with their individual activities. This group included students from 17 to 35 years old and there were 8 men and 5 women, but not all of them decided to participate in the research study.

On the other hand, the on-site group attended classes from 10 to 12 a.m every day. This group was made mainly of teenagers. They were from 15 to 26 years old. The majority of them preferred working in teams more than individually and some of them were devoted towards their class preparation activities and homework. The group was made of 5 women and 4 men, all of them made part of the data collection process of this study.

All participants manifested they had had previous EFL learning experiences, at school, in other language teaching institutions or at their universities and they have also experienced EFL testing in varied ways. Additionally, some of them were part of groups which have belonged to at least two different teachers or they have experienced varied teaching styles at CCA Bogota. However, all teachers follow the same guidelines in relation to general procedures which imply the use of criteria for activities, learning strategies, and the application of alternative assessment tools and methods which are based on the institutional assessment guidelines, rubrics, and exit profiles which are designed equally for each level independently of who the students' teachers are.

According to Merriam (2009), sample selection in qualitative research is usually (but not always) nonrandom, purposeful, and small, as opposed to larger, more random sampling in quantitative research. Thus, the characteristics that make this group of students suitable for this research are availability and willingness to be part of short interviews and questionnaires, students' attitudes towards their learning path, and previous experiences in other EFL teaching institutions.

Researcher's Role

The role of the researcher in this study was observer and participant. Since the researcher is a current teacher at CCA Bogotá, she not only observed the participants, but her own students were part of the study. According to Marshall and Rossman quoted in Delgado and Chapeton

(2015), the researcher is considered the most valuable instrument of a qualitative research. The teacher-researcher of this study also used some of her own assessment moments taken from her classes to be part of this study, as well as some of her colleagues' material and documents. Certainly, her students not only mentioned the learning experience they had had with their current teacher, but they were asked to include all their experience while being active students at CCA Bogotá.

In regards to the ethical issues related to the research, the teacher-researcher was also in charge of asking for the necessary permissions to apply the data collection instruments at CCA and to inform students about the objectives of the study. Consent forms were delivered and signed and information privacy, security and honesty was ensured.

Pilot Testing

The pilot testing of this research was applied to a group of A1.1 students. All of them were adults between 18-33 years old. The group was composed of 14 students (8 women and 5 men), some of whom had already experienced being part of the Intro levels that Colombo offers to its students in order to create solid foundations related to students' greater and faster achievement.

According to (Merriam, 2009) sample selection in qualitative research is usually (but not always) nonrandom, purposeful, and small, as opposed to larger, more random sampling in quantitative research. Thus, the characteristics that made this group of students suitable for the

pilot testing of the data collection instruments were: availability and willingness to be part of short interviews and questionnaires, students' attitudes towards their learning path, previous experiences in traditional institutions to learn EFL.

Based on the result of this testing, some modifications were made to the instruments of the study so that they could be clear, well-designed, convenient, and congruent with the research's question, objectives, and participants. This process allowed the researcher to reflect upon the effectiveness and usefulness of the instruments chosen for the data collection process.

Research Paradigm

This study follows a qualitative research paradigm as it is primarily focused on "understanding how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences" (Merriam, 2009). Especially applied to the education field and to EFL learning experiences, qualitative approaches allow the researcher to interpret reality in a subjective way which becomes useful to analyze students' experiences, mindsets, and ideas regarding their EFL learning path.

This approach will be fundamental to outline the impact of determining the effect of using alternative assessment practices on the enhancement of SEL skills in EFL learners at CCA Bogota since it provides the researcher with the opportunity of acknowledging that "there are multiple realities, or interpretations, of a single event" (Merriam, 2009) . Consequently, different students' visions, perceptions, and voices will be gathered and analyzed through the data

collection process to build up a wide description of the phenomena bringing meaning to the correlation between assessment and SEL skills which are part of a specific EFL context.

Moreover, this qualitative study will not find knowledge, it will construct it (Merriam, 2009) bearing in mind that it includes an inductive process that started from observation and ended up with findings. This process involved theory and concepts analyzed previously to enlighten the results of the research and provide enough support to the outcomes obtained from the data analysis process to answer the research question and make a contribution to the EFL teaching field.

Type of Study

This research project belongs to the exploratory qualitative research type of study since it aims at using the constructs of alternative assessment and SEL skills to find a new relation between them and their effect on EFL learners. Considering that exploratory research is when a study is undertaken with the objective either to explore an area where little is known or to investigate the possibilities of undertaking a particular research study (Swaraj, 2019), the objectives of this research are intended to study a possible relation between alternative assessment and social and emotional learning that has not been widely studied previously.

Additionally, there are two levels of exploratory qualitative studies: the first level is the discovery of the significant variables in the situation; at the second, the discovery of relationship between variables (Katz, 1953). In this case, this research study aimed at finding possible

relations between some of the constructs of the theoretical foundations. Therefore, it corresponds to the second level of exploratory studies.

Moreover, grounded theory was used to analyze data collected from the exploratory study carried out. Ground theory involves “studies in which data are collected and analyzed and then a theory is developed that is grounded in the data". Therefore, the study aims to describe how alternative assessment impacts students’ non-linguistic skills and how these may also affect their EFL learning processes.

In this way, data were collected, analyzed, and categorized. Hence, breaking findings were suggested to become part of the existing theory in EFL research. For this reason, both exploratory qualitative research and grounded theory analysis, allowed the researcher to generate new theory from the data gathered during the research process.

On the whole, as grounded theory is more concerned with the generation rather than the testing of hypotheses; this research does not try to find a solution to a problematic situation, but it attempts to document CCA Bogota methodology concerning assessment strategies and the consequences of its use as well as examining students’ voices and attitudes towards it.

Data Collection Instruments

As an essential procedure to ensure the validity and reliability of this study, the data collection instruments of this research are intended to endure the triangulation process. As stated

by (Merriam, 2009), triangulation implies navigation or land surveying wherein two or three measurement points enable convergence on a site, and it preserves trustworthiness in qualitative research. Because of this, three instruments were selected: interviews, surveys, and documents. These tools will provide the necessary information to be analyzed, compared, and categorized to acquaint the findings of the research and corroborate them by looking at them from different perspectives. (Delgado & Chapetón, 2015).

Interviews

Interviews are "a process in which a researcher and participant engage in a conversation focused on questions related to a research study " (DeMarrais quoted by Merriam, 2009). Thus, interviews become essential tools to hold a conversation in which the researcher wants to find out what is in and on someone else's mind (Patton quoted by Merriam, 2009). For that reason, this instrument allowed the researcher to gather information that reflects students' experiences about their past and present knowledge and familiarity with EFL assessment methods and strategies and to express their perceptions and impressions towards them.

Furthermore, in this research, a semi structured group interview was applied to the participants. Since this type of interview allows the researcher to be flexible on the question which is asked having a support on the main points to be raised, the researcher had the opportunity to adapt some of the questions keeping in mind the participants' answers to follow the thread of the conversation. Due to "interviewing in qualitative investigations is more open - ended and less structured" (Merriam, 2009, pg. 90), this type of interview perfectly fits the purpose of this study.

Surveys

This instrument refers to "a series of questions which are focused on gathering specific information to find patterns in the group of students" (Esquivel, 2019, pg. 38). Surveys allow the researcher to ask for specific information about the subject matter and to gather individual participants' perspectives towards a set of questions. They aim at determining the diversity of some topic of interest within a given population (Jansen, 2010).

Specifically, in this study surveys were applied to two groups of participants. This instrument permitted the characterization of students' views, opinions, and experiences related to assessment. In order to bring to light the possible correlation between alternative assessment tools and SEL skills in EFL learning at CCA Bogotá, surveys are the second data collection instrument included in this research.

Documents

According to Merriam (2009), documents are a ready - made source of data easily accessible to the imaginative and resourceful investigator. However, they do not refer only to institutional files, or official and public written information, but they include a wide range of

written, visual, digital, and physical material relevant to the study at hand. (Merriam, 2009). Therefore, there are many types of documents such as artifacts, public records, personal documents among others, which could contribute to a qualitative research data analysis process.

Nevertheless, for this research's purpose,institutional documents and artifacts were considered. Institutional documents such as CCA's EFL adult intensive program syllabus and some statements can "reveal goals or decisions that might be otherwise unknown to the evaluator" (Patton quoted by Merriam, 2009) and were useful to unveil the underlying concepts of assessment and SEL skills at CCA Bogotá. Moreover, artifacts refer to the written, visual, and physical material relevant to the study (Merriam quoted by Delgado and Chapetón, 2015). Thus, during the data collection process, some teachers' lesson plans were also brought together.

Procedures for data collection

The procedures for data collection started by observing the context so that the interest of research could emerge and the theoretical foundations could be identified, this stage occurred during the first semester of 2022. Then, the second step consisted of sending the consent form to the institution and obtaining the necessary approval to start collecting data from students in October, 2022. The pilot testing happened in October and November, 2022. The consent form was delivered to participants and all of them accepted to be part of the project in March 2023 . Along the month of March, students' interviews and surveys were applied. On the other hand, documents were gathered from January to April 2023.

This chapter depicted the underpinning methodological design of the research including the most important characteristics of the type of study, the research paradigm, the data collection instruments, and the context of the research. Bearing this in mind, the next chapter presents the data analysis procedures of the study.

CHAPTER IV

DATA ANALYSIS PROCEDURES

The present chapter describes the procedures for data analysis, including the approach using grounded theory as the underpinning method for the analysis of the data gathered, the perspective of the analysis, as well as the coding process, and the triangulation validation. Moreover, the categories of analysis will be mentioned and characterized as a result of the data analysis process.

Data Analysis Procedures

During the data analysis process, the grounded theory was used as it comprehends a set of techniques for identifying categories and concepts that emerge from the raw data collected and it implies linking the concepts into substantive and formal theories (Williamson et al, 2018). This approach was used with the purpose of providing an in-depth perspective from the data collected, through the different types of instruments applied (Esquivel, 2019). Since this study aimed to use the constructs of alternative assessment and SEL skills to find a new possible correlation between them and its effect on EFL learners, the grounded approach provided the necessary elements to do so. Thus, categories of analysis were identified by a coding process which allowed the researcher to come up with findings which will be described in the next chapter.

Moreover, the perspective involved in this study entails an emic view. Due to the fact that the researcher was immersed within the context of the research and she had a participatory role on it, emic research endured a focused examination of particulars and nuances from inside the culture, society, or organization itself (Beals et al quoted by Cameron, 2021). Thus, the researcher was part of this community and was interested in describing the phenomena happening there. In this case, behavior is described from the perspective of cultural insiders and analyzed in constructs drawn from their self-understanding (Morris et al, 1999).

Bearing in mind the approach and the perspective used for data analysis, the process started by splitting up the data obtained through the instruments applied in different folders, each one of them named as the instrument used to gathered data as follows: interviews (transcriptions), surveys (google forms results), and documents (assessment moments' provided by teachers and institutional statements). Thereafter, all data were carefully read several times with the purpose of identifying and finding patterns.

Patterns were spotted by looking for repeated information across the data collected through the three instruments of the research. At this point, the coding process began by using the method of color coding which constitutes a visual alternative to "traditional" grounded theory coding and analysis, by using colors to reflect the code, concept, and finally category to which a piece of text is assigned (Stottok, Bergaus & Gorra, 2011). Hence, data were highlighted using different colors which were assigned according to the three constructs included in the theoretical framework of the study: yellow for students' perceptions related to assessment vs testing, blue

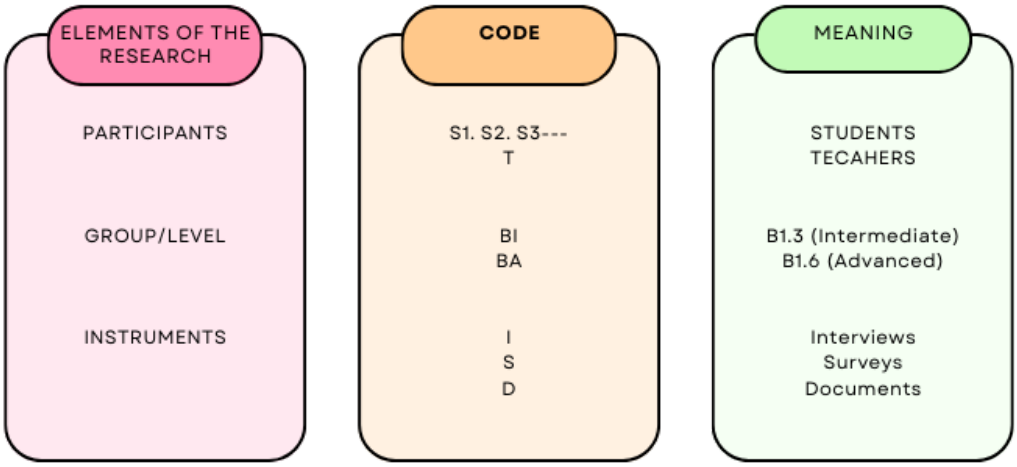
for alternative assessment methods, and green for social and emotional learning skills (See Appendix F: Color coding sample).

It is clear that "coding is a way of developing new thinking about data, as bits are identified and connected" (Williamson et al, 2018, p. 456); for this reason, different questions were asked in order to find relations among the patterns discovered through the color coding process. These questions were based on the research question and the objectives of the study.

In addition, it was necessary to manage data in an organized way. For this reason, some codes were given to each one of the elements included in the data analysis. In this way, the participants, the data collection instruments were coded. As a result, it was easier to identify the source where information came from *(See Table 5)*.

Table 5

Codes of the Research



These codes were used to identify each one of the excerpts of information taken from the data collected and included in the findings in order to illustrate them and to ensure validity. For instance, an excerpt from the interview applied to the group of B1.6 student's would be labeled like this: S1. BA. I.

On the other hand, to ensure data triangulation and bearing in mind that each one of the instruments applied had a purpose, the research objectives were conceived as the central axis of the data analysis process to ensure data validity and reliability. According to this, the sources of information correspond to each one of the elements of the central axis of the study. *See Table 6.*

Table 6

Triangulation Plan of the Research

RESEARCH OBJECTIVES	DATA SOURCE #1	DATE SOURCE #2	DATE SOURCE #3
To determine the effect of using alternative assessment practices on the enhancement of SEL skills in EFL learners at CCA Bogota.	Interview	Survey	Documents (Institutional Statements & Teachers' Planners)
To identify the role of alternative assessment strategies on the strengthening of non-linguistic skills (SEL skills) in EFL learners.	Interview	Survey	Documents (Institutional Statements & Teachers' Planners)
To examine the relationship between assessment and students' perceptions on their own EFL learning processes.	Interview	Survey	Documents (Teachers' Planners)
To pinpoint students' insights towards alternative assessment methods used at CCA Bogotá.	Interview	Survey	Documents (Teachers' Planners)

Categories of the Analysis

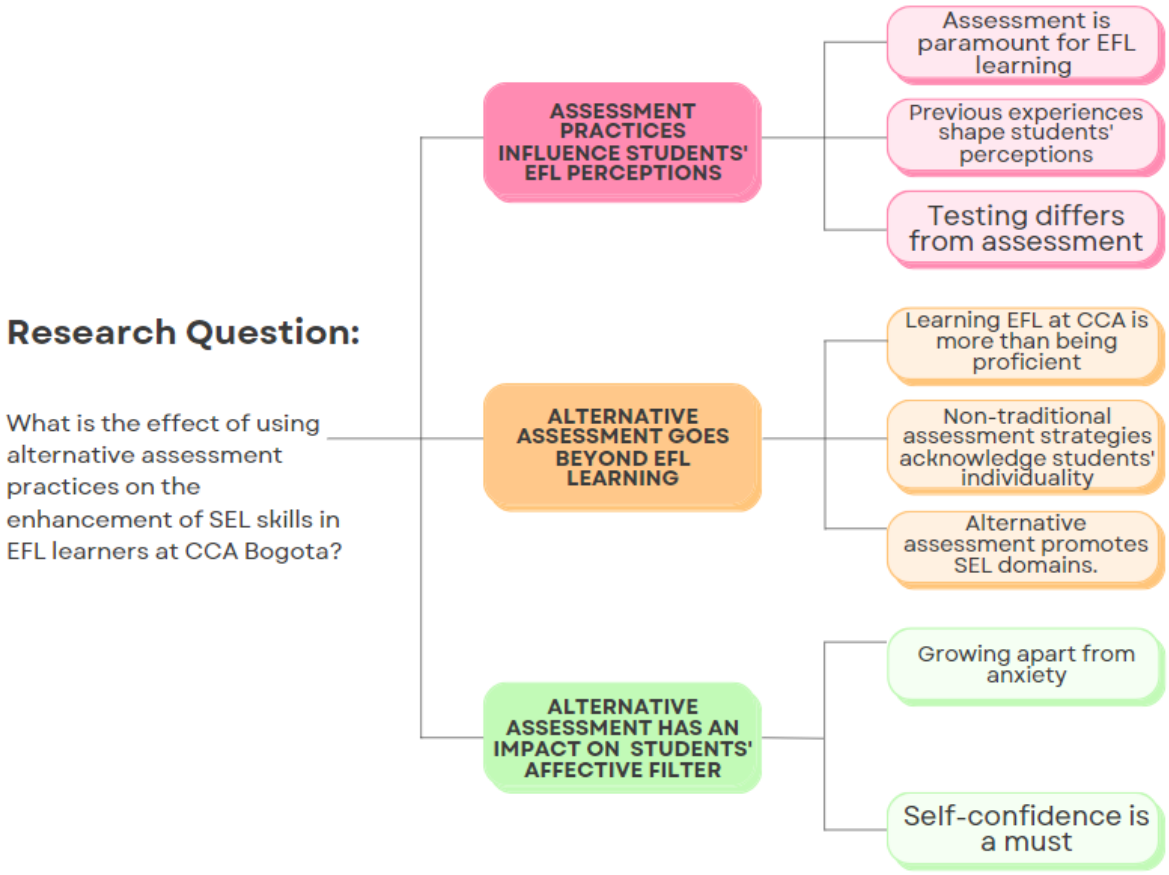
The main purpose of this research was to determine the possible effect of using alternative assessment practices on the enhancement of SEL skills in EFL learners at CCA Bogotá and to look for students' insights in relation to the use of non-traditional assessment practices focusing on assessment as an essential part of every EFL learning process. All this considered, the categories were established as a collection of similar data sorted into the same place, and this arrangement enabled the researcher to identify and describe its characteristics (Morse, 2008). Subsequently, the researcher identified relationships between categories and smaller units, or subcategories which emerged from the three dominant categories of the analysis (Morse, 2008).

Categories and subcategories emerged from the previous analysis of data and its correlation with the three central constructs of the research as follows: testing vs assessment, alternative assessment, and SEL skills. Data were analyzed under the light of the literature review and applying the grounded theory approach so that relevant findings could come out from students' answers and the information gathered from all the data collection instruments.

Undoubtedly, the research question and the objectives of the study played an essential role when defining the categories and subcategories for its following analysis. ***Figure 2*** shows the result of the categorization process and its relation with the previous elements mentioned.

Figure 2

Categories and subcategories from the analysis



As seen in ***Graph 2***, the first category is *Assessment practices influence students' EFL perceptions* which is specially associated with testing vs assessment construct and the second specific objective of the study (to examine the correlation between assessment and students' perceptions on their own EFL learning processes) as it will pose students' perceptions and appreciations about assessment practices held at CCA Bogota.

The second and the third categories *Alternative Assessment Goes Beyond EFL Learning* and *Alternative assessment has an impact on students' affective filter* correspond both to the third

and the first specific objectives (to pinpoint students' insights towards alternative assessment methods used at CCA Bogotá and to identify the role of alternative assessment strategies on the strengthening of non-linguistic skills (SEL skills) in EFL learners), the alternative assessment and SEL skills constructs due to their findings will reflect a strong interrelation in the results obtained.

All things considered, each category and its corresponding subcategories, the necessary evidence to support each one of them, and a detailed description and discussion of each one of the findings are presented in the next chapter.

CHAPTER V

FINDINGS

This chapter shows a detailed account of each one of the categories of the analysis and the findings which emerged from the coding process of the study. Firstly, the category *Assessment practices influence students' EFL perceptions* and its resulting subcategories are described. Secondly, how *Alternative Assessment Goes Beyond EFL Learning* and its specific details are presented. Finally, there is an elucidation on how *Alternative assessment has an impact on students' affective filter* through the unveiling of each one of the subcategories connected to this section of the analysis.

Category 1. Assessment Practices Influence Students' EFL Perceptions

This category reflects students' opinions and attitudes towards the use of assessment practices in CCA Bogota compared to other experiences they have lived in the past. Data revealed that learners can easily recognize the differences among testing and assessment strategies even though they do not name them distinctively in some cases. Students perceive the importance of both methods to be evaluated and they acknowledge the fact that international exams are necessary for their individual purposes when learning EFL; however, the majority of them stated feeling more comfortable using assessment methods.

Considering students' beliefs is always necessary when it comes to understanding and including their point of view, interests, and necessities in learning contexts since this can help teachers and institutional leaders to make better and smarter decisions in order to respond to students' demands and to enhance 21st century skills according to the world's needs.

Moreover, as Bulut and Durak (2002) assert, asking learners to express their perceptions would allow them to consider why they are participating in certain activities, how these activities help them learn English, and what use they can make of them both for academic purposes and outside of the classroom. Therefore, they become aware of their real attitudes and feelings towards their own learning processes and can participate actively in them stating their opinion.

For these reasons and based on students' insights , it was possible to identify that *assessment is paramount for EFL learners* at CCA Bogota since some *previous experiences have shaped their beliefs* with specific connotations about its importance when being part of a learning process. Furthermore, students know that *testing differs from assessment* due to the fact that they have experienced both strategies and can identify its characteristics easily. Hence, these three subcategories which emerged from data analysis are broadened in the following lines.

Assessment is paramount for EFL learning.

It is well-known that assessing students has always been an important element of EFL classes, even though it has changed over time. Learners usually consider that any kind of

assessment is necessary to ensure their learning outcomes since, for them, no learning activity is devoid of a purpose they want to achieve. Additionally, "through appropriate assessment, teachers can classify and grade their students, give feedback and structure their teaching accordingly" (Tosuncuoglu, 2018. p. 163). Because of this, both students and teachers have conceived assessment as one of the core elements of their learning and teaching practices.

Data showed that the majority of the participants consider assessment as a necessary process in their EFL learning experience which sometimes is a requirement that they will find in every EFL learning institution. More than 80% of the participants of the survey revealed that their perception towards assessment is positive because it is an underlying characteristic of learning. As a result of this positive connotation, students feel interested in being assessed:

> "Es importante sentirse evaluados con el fin de ver el progreso en todo aspecto integral de la lengua extranjera. Ayuda a identificar y mejorar los aspectos que se tengan como deficiencia."
>
> **[S1, BI, S]**

As it could be perceived, learners give a special importance to the fact of getting to know about their progress and in the majority of the cases, this is directly associated with being assessed. As assessment exceptionally influences how students react to their studies (Tontus, 2020), they showed that the outcome obtained from assessment is relevant for them and makes them feel significant as an active part of the class.

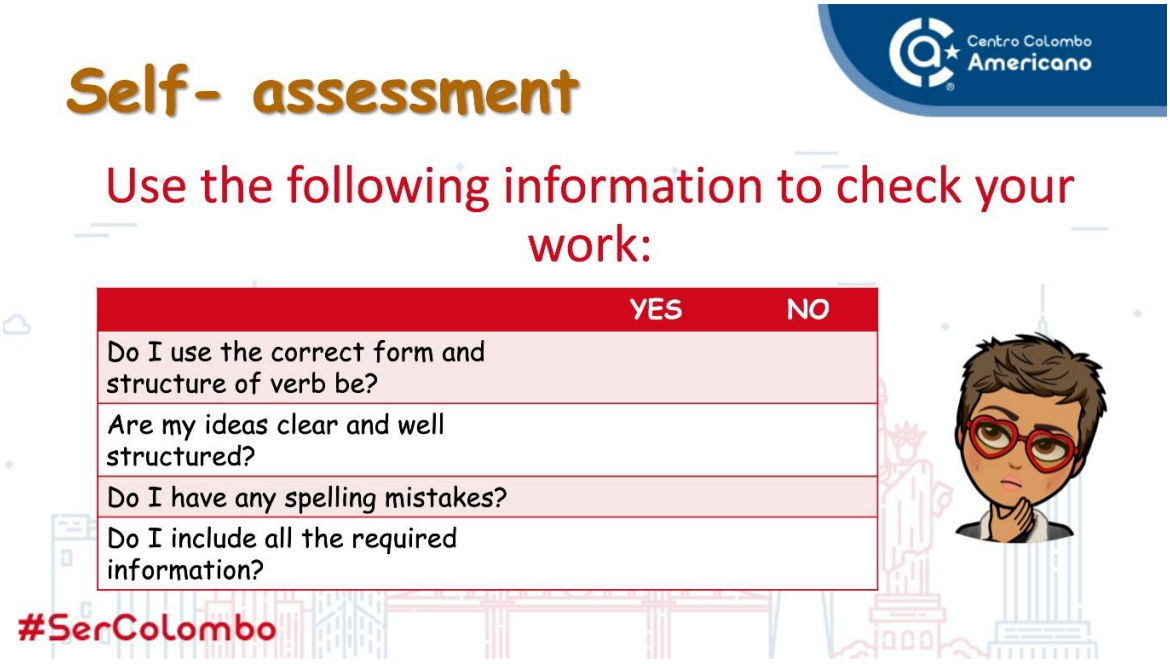
At this point, students also highlight the importance of having performance assessment as an ongoing process during class time, but they also like to have specific assessment moments which are explicit, clearly defined, and which go straight to the point.

"Somos evaluados de una manera un poco más participativa en clase, en donde el profesor puede hacerte un seguimiento de tu participación, de tu forma en gramática, "writing", pues se tiene en cuenta todas las skills dependiendo del estudiante"

[S3, BA, I]

"El momento en el que él (profesor) me hacía el feedback no sé si él tenía tan buena memoria con los 10 alumnos que teníamos, pero todo lo que yo había dicho en la clase que era por mejorar él me lo decía; o sea él lo traía a colación y me corregía al final"

[S2, BI, I]



[T, D]

Given these findings, it is evident that students are aware of the fact that assessment is an essential component in their learning process. Hence, they view assessment as a paramount tool which favors them while allowing them to find out their strengths and weaknesses in order to take action as part of their personal or collective improvement tasks.

On top of that, few students also mentioned the relevance that international exams have for them as they assign a special significance to standardized measurements considering them as the tool that grants their EFL proficiency level.

> " Es necesario ver la perspectiva en cuanto a certificación, de qué tanto puede servir estudiar dentro del Colombo y que eso se vea traducido en exámenes internacionales"

[S4, BA, I]

Summarizing the above, it is possible to perceive that CCA students look at assessment as one the central axes in their EFL learning path. Learners do not conceive assessment practices as a separate component from teaching anymore (Herrera & Gonzalez, 2021), but as one of the underpinning elements which determines their success when learning due to it allows them to feel accompanied and guided. Additionally, it provides them with the opportunity of discovering what they are doing correctly or what they need to improve at.

Previous experiences shape students' perceptions.

Findings unveiled the fact that all students had had previous experiences in different EFL learning institutions and this usually makes them think about assessment in a certain way. In view of this, it is vital to avoid demonizing the previous experiences that students have lived, but it is necessary to analyze them carefully. Acknowledging that "assessment of learning has been traditionally related to a procedure at the end of a cycle (unit, lesson, term, etc.) and which provides teachers with a passing or failing concept, usually in the form of a numerical value" (Herrera & Gonzalez, 2021, p. 1); learners asserted:

> "Considero que los métodos de evaluación en el Colombo son diferentes a los métodos tradicionales que usan en el resto de academias y diferentes sitios educativos porque el modelo entiende que es diferente y usan diferentes maneras de llegar a dar una conclusión de lo que uno ha aprendido y lo que uno ha sacado al final; entonces, es una manera diferente y mejor de cómo evalúan en otros sitios"
>
> **[S2, BA, I]**

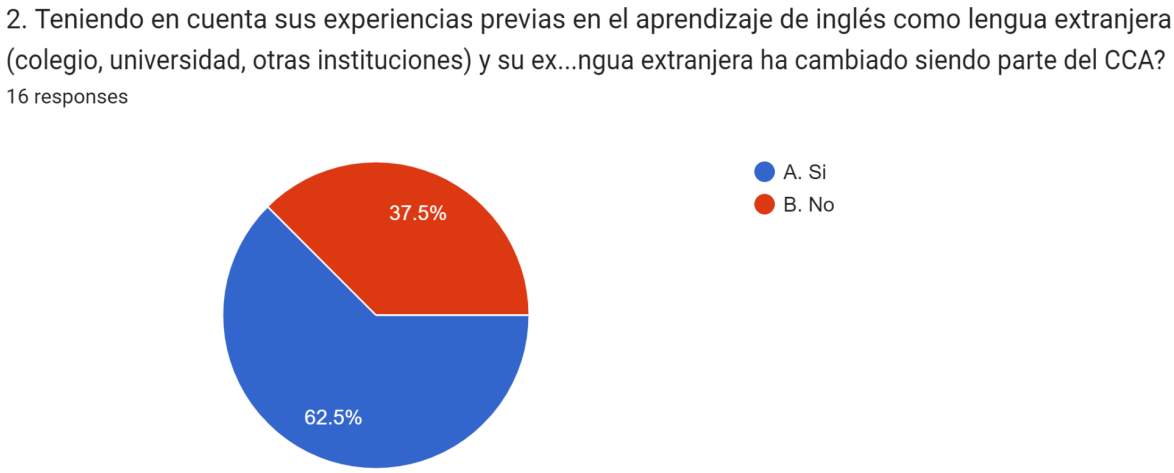
> "(CCA) no usa métodos de evaluación como los exámenes o talleres. Sino más métodos de evaluación cómo serían actividades, presentaciones o tipo así"
>
> **[S11, BA, I]**

The excerpts above show how students are used to comparing their previous learning experiences with the one that they are currently facing at CCA. Due to society plays a

fundamental role in the behavior of individuals and the perceptions they create about specific situations (Álvarez & Córdoba, 2020), students have shaped perceptions about the meaning and the relevance of tests based on their previous experiences in other institutions. Remarkably, the majority of them inclined in favor of CCA assessment' methods.

> "Ciertas veces cuando uno tiene que desarrollar un examen y ese examen decide si uno continúa o no en el otro nivel, siento yo que uno puede aprender por pasar ese examen y se puede olvidar de la importancia por lo que uno está acá, que es en realidad aprender inglés"
>
> **[S8, BI, I]**

Furthermore, 62% of the survey participants admitted that bearing in mind their past encounters with other EFL teaching institutions, their perception and understanding of what assessment is and about its importance has changed while being part of CCA Bogota:



[Ss, BI & BA, S]

In this regard, the ones who have changed the previous concepts they had towards assessment manifest that:

> "Considero que el CCA se preocupa por lo que de verdad significa una *evaluación* porque valora todo el proceso de aprendizaje y no únicamente se realiza un examen final que determina si pasas o no al siguiente nivel. Se aplica constantemente todo lo aprendido a lo largo del nivel en cada una de las actividades propuestas por el docente"
>
> **[S3, BA, S]**

> "Cambió en la manera en que una nota no mide mis conocimientos de la manera en la que lo hacían antes. Ahora implementan un poco más el hecho de saber en qué me he equivocado y qué errores he cometido a veces sin darme cuenta y otras cosas en las cuales sí se especifica a detalle mi nota lo cual antes en otros tipos de instituciones no pasaba."
>
> **[S15, BI, S]**

Based on that, it is noticeable that students are able to identify similarities and differences among their learning experiences and that they can realize which is the one they feel more unworried and confident with. In general terms, they show positive views about their new concept of assessment which has been built based on them being part of CCA Bogota for more than one academic cycle.

Testing differs from assessment.

This subcategory involves two of the most surprising and intriguing findings of the research. The first one is that CCA students are capable of distinguishing how testing differs from assessment even though there are no different words in Spanish to name them as independent concepts.

> "Pienso que los procesos evaluativos donde se da la revisión o el examen, o la evaluación del tema visto es muy subjetivo porque usted tiene que estudiar para este tema. Mientras que acá (CCA) el sentido es aplicar los temas vistos durante el proceso de aprendizaje en muchas formas en proyectos, en tareas, en la plataforma, y realmente me parece que esa es la forma o la mejor forma en la que yo he podido avanzar. Definitivamente aprender lenguas es un proceso práctico"
>
> **[S11, BI, I]**

Moreover, it is observable that students appraise assessment under the same view the institution does and which has been built during recent years in the Adult Programs at CCA.

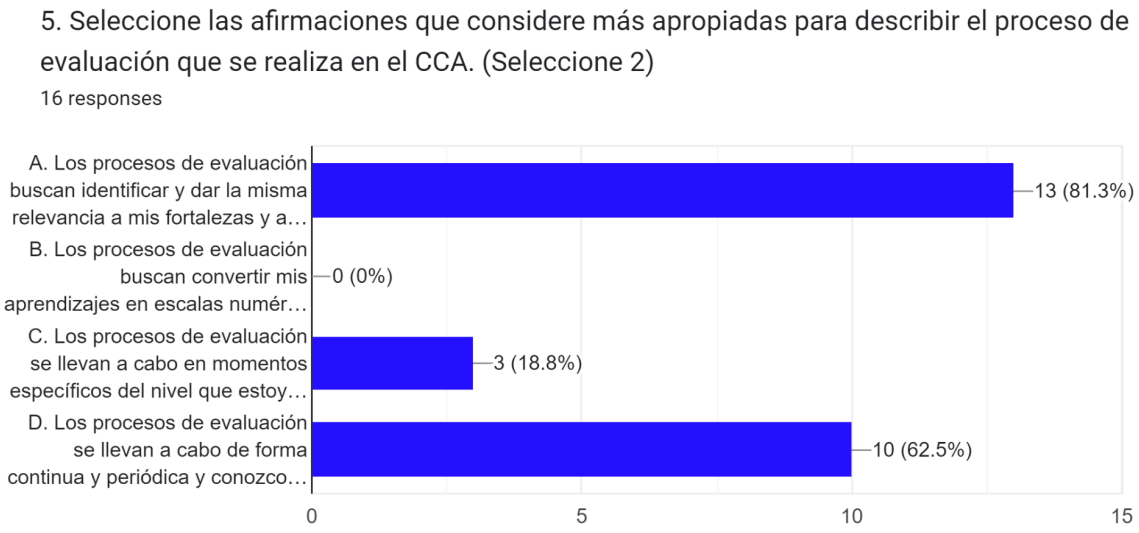
> "Assessment is a continuous and systematic process of gathering data that informs the teaching and learning actors about the achievement of communicative, language, and learning goals in order to take appropriate action toward the desired exit profile for each block of the AEP (Adult English Program)"
>
> **[T, D (Assessment Statement)]**

Indeed, both students and the institution share the same view about how testing and assessment differ and they seem to agree on the fact that a test is only an assessment strategy, but it should not be seen as the only method. It is clear that some learners still see a disconnect between assessment and instruction which happens in some contexts where educational reforms are driven by mass testing and where testing becomes the end in itself (Jang quoted by Herrera & Gonzalez, 2021). Nevertheless, they seem to prefer being part of a holistic and integral assessment process which could (in some cases) include tests but that does not focus only on this strategy to be assessed. As S6 mentioned:

"Obviamente no, una evaluación (test) no te mide cómo estás o no pero a veces es necesario… te da como una mirada de cómo estás realmente"

[S6, BI, I]

Besides this, CCA students showed that for them, there is a huge difference among rating scales (which is a common characteristic from testing) and feedback expressing comments related to their performance while pointing out their strengths and weaknesses (a usual feature from assessment). In this sense, it is evident that learners do not only differentiate testing and assessment, but that they can also specify intrinsically some of the characteristics corresponding to each one of these methods. In the following graph taken from students' survey, they express their consciousness about the contrast among testing and assessment purpose, format, and grading systems:



[Ss, BI & BA, S]

In this graph, it is possible to discover that students know that CCA promotes assessment instead of testing methods. As a matter of fact, they are subconsciously characterizing assessment since 0% of them stated that CCA grades them using only rating scales which determine if they learn and if they will go to the next level; but 81% of the population agreed on how CCA assessment methods look for identifying and assigning the same relevance to their strengths and improvement areas, encouraging them to reflect and take action.

Based on the above information, it is perceptible that CCA students realize that both testing and assessment entail specific characteristics which are easily noticeable and which imply different strategies and tools to be applied. In view of this, they are aware of the fact that teachers can consider different alternatives that contribute to collecting information regarding students' knowledge, abilities, and performance (Herrera & Gonzalez, 2021) and that testing is only one of

the strategies that their teachers could apply to assess them. Plus, CCA students also acknowledge that “assessment and testing have been regarded as distinct constructs that aim at the same purposes: collecting evidence of students' knowledge and skills and making decisions based on this information” (Hughes & Suskie quoted by Herrera & Gonzalez, 2021, p. 1).

At this point, the second captivating finding from this subcategory that emerges, refers to the preferences that students have. The majority of CCA students prefer to be assessed more than only being tested. Due to their ability to differentiate and highlight some of the characteristics of both methods, it could be inferred that they consciously reflect and choose what is best for each one of them.

> “A mí me ha gustado bastante el proceso evaluativo; me gusta que sea un proceso, osea que la evaluación sea de todo el proceso y no de un examen final”
>
> **[S13, BI, I]**

> “Me gusta estar recibiendo feedback constante de las actividades que hacemos”
>
> **[S10, BA, I]**

> “Yo la verdad tuve la oportunidad de estudiar, bueno ya hace varios años en otros lugares donde era un examen final; y por ejemplo, en comparación con el proyecto, yo siento que tú en el proyecto final pones en práctica todo lo que has aprendido refuerzas todo lo que has aprendido y no simplemente como que estudias para pasar un examen final y estar en el siguiente nivel” **[S8, BI, I]**

As results show, students recognize the need of testing at some points during their EFL learning process, but they would choose assessment instead of testing when it comes to evaluate their constant and day to day learning outcomes in the Adult English Program. They enjoy practicing what they have learned every day in different activities, communicative moments, learning opportunities while they are being observed by their teachers so they know they are receiving continuous feedback upon their performance. Even more, they mention a rejection towards the pressure of presenting a "final exam" because they feel that sometimes this could predispose them to study hard just because they need to obtain a passing grade but not for the reason that they really desire to learn what they are studying about.

To sum up, this category revealed the way in which assessment practices influence students' perceptions allowing them to unveil the value of the methods which encourage them to receive the necessary feedback on their learning processes. Furthermore, learners know that there are different methods (testing and assessment) and they acknowledge the qualities of each one of them. Nonetheless, they not only point out their characteristics, but they also mention and are aware of the one that best fits their needs. In this case, assessment is preferred by CCA students due to their previous experiences with testing by which they do not find it completely rewarding in some aspects although they realize that it is the method that has been widely accepted in our society and in the academic field for many decades.

Category 2. Alternative assessment goes beyond EFL learning

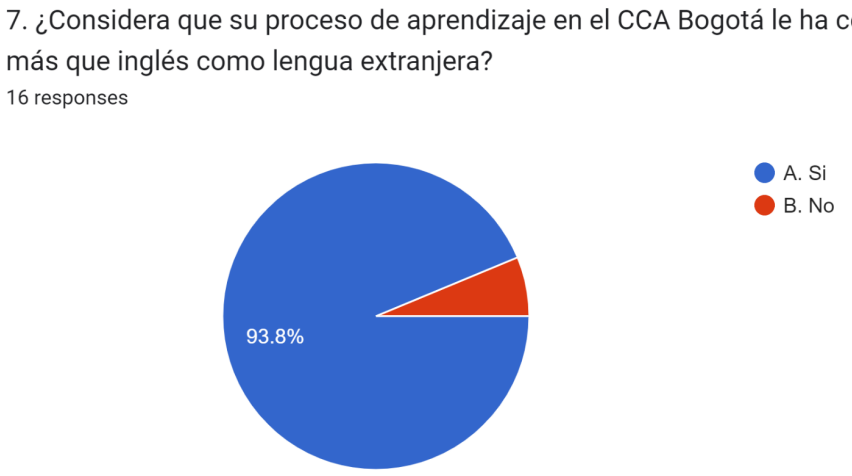
The present category discusses the effects that including alternative assessment in CCA's Adult English Program has had on students. Interestingly, more than impacting the way in which students are assessed by providing them with feedback and significant insights towards their learning process, students feel that the use of this method goes beyond their EFL and academic skills. Participants declared that being part of the institution does not only provide them with the opportunity they first enrolled with, that was improving their EFL knowledge, but with the chance of building up other strong foundations related to different dimensions of their lives. More remarkably, it is not only being part of the CCA Bogotá, but the fact of using alternative assessment methods which have contributed to the development of new skills and abilities that could be applied when learning EFL and in other situations in their lives.

In this way, learning EFL at CCA Bogotá has become an experience involving lifelong skills. In fact, the institution asserts, "we think that if we only teach content, we are teaching half the curriculum. We know that academic achievement for English Learners is enhanced when strategies are used to support linguistic and cultural comprehensibility while intentionally developing SEL" (CCA, 2023). Based on this, the subcategories which emerged from this category will explore how *learning EFL at CCA Bogotá is more than being proficient* as students consider there is more than just proficiency related to their skills when learning EFL. Furthermore, they manifested that *non-traditional (alternative) assessment strategies acknowledge learners' individuality* and that *these strategies promote SEL domains* as a relevant

part of the curricula and classes at CCA Bogota. Therefore, this information will be detailed in the next paragraphs.

Learning EFL at CCA Bogota is more than being proficient.

As it was previously mentioned, the majority of CCA students have previously lived various experiences in other EFL teaching institutions. Because of this, they tend to compare and highlight the aspects by which they are still part of CCA after going through more than 9 learning cycles (the ones who started from Intro (A1.1) levels). Since all of the participants of the research have been part of at least 3 or 6 cycles (starting from B1.1 or B1.3) so far, they have experienced more than 54 EFL classes, mediations, clubs, exhibitions, and other learning activities which are usually part of the CCA's cultural agenda. Thereby, they have discovered that learning EFL while being part of Colombo means more than learning the basic skills related to speaking, reading, writing, and listening, but that there are additional elements in the curricula designed by CCA which are always present in the activities they are involved at.



[Ss, BI- BA, S]

As described in the graph above, more than 93% of the participants agreed on the fact that CCA has provided them with more than the opportunity of learning EFL, so they recognize the importance of developing other skills and discovering more about themselves and the world which surrounds them while studying English.

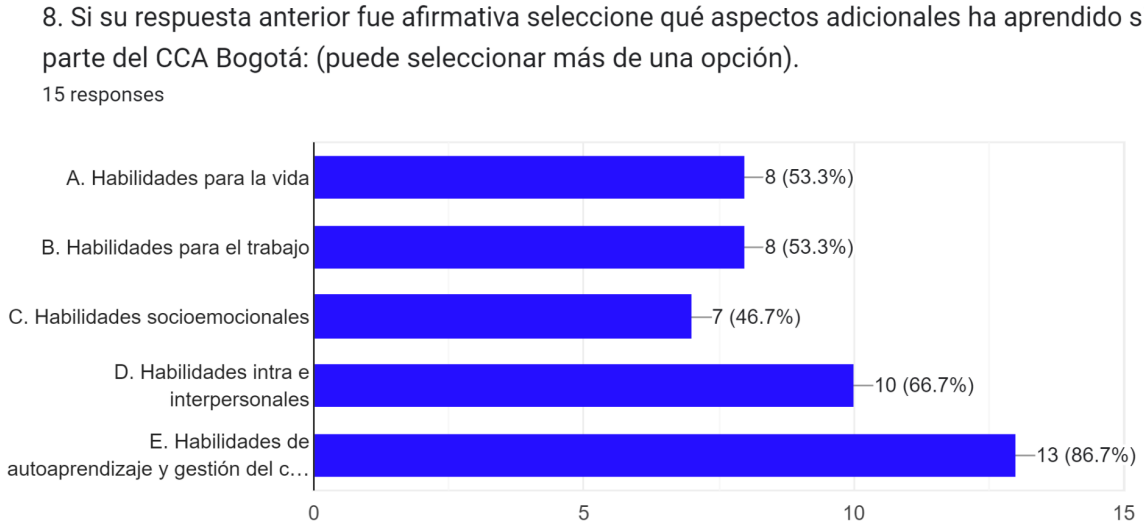
> "En el curso de inglés he aprendido sobre muchas cosas y temas que considero que no hubiese sabido si no estuviera aquí, por ejemplo lo que hay detrás del mundial o como en un país más del 80% de la población usa bicicleta.... y son temas demasiado interesantes para mi"

[S12, BI, S]

"Por ejemplo el aprender a trabajar mejor en equipo, ahora tengo mucha más confianza al hablar en frente de varias personas, aprendí a tener una rutina de estudio autónoma"

[S10, BA, S]

As it is stated above, students appreciate the fact of getting to know more about culture, current issues, and interesting information about different countries. However, they express that it is more than only "topics" what they usually learn during their activities at CCA. They mentioned skills or abilities different from the ones that are included in EFL learning related to communicating and expressing their ideas in a foreign language.



[Ss, BI- BA, S]

The graph shows a common trend: all students have developed at least one additional skill while being part of CCA. Thus, they have acquired lifelong skills which will be useful in

any circumstances they have to face. The majority of them consider they have developed self-learning, knowledge management abilities and intra/ inter skills. All of those could help them when they have to deal with situations at their jobs, colleges, or daily life events. This implies that apart from communicating themselves using EFL, they will also be capable of taking advantage of this additional knowledge they have had the opportunity to develop at CCA as they have been shaped as world citizens and not only EFL students.

Non-traditional assessment strategies acknowledge students' individuality.

Due to "assessment practices must be reflective in nature seeking to raise awareness of progression in the attainment of learning goals, factors hindering learning, and possible action plans that both deal with learning problems and maximize students' strengths" (CCA, 2023), non-traditional or alternative assessment which has been applied in each one of the AEP classes has enabled teachers to promote activities that are directed to different learning styles. As a result, students feel that they are treated as individuals and not as a whole group of learners with the same needs and requirements.

> "Los procesos evaluativos en el Colombo tienen un enfoque cualitativo muy grande, el enfoque cuantitativo que es el de la educación tradicional, se logra ver únicamente al final para darle una valoración numérica. El proceso entonces en ese sentido me parece que es muy bueno, porque tienen un enfoque cualitativo tan marcado que reconoce los distintos tipos de aprendizaje, los distintos tipos de personas"
>
> **[S1, BA, I]**

Considering that Colombian education has been mainly quantitative throughout various decades incorporating an attempt to use qualitative systems by providing a final written comment at the end of the school's cycle or semester, "the approach to qualitative assessment advocated in the program can surely be a novelty within the Colombian education system" (CCA, 2023). Hence, CCA students highlight qualitative methods used at the institution because they feel it is something unusual in the Colombian context.

> " Se evalúa de acuerdo a cómo es el proceso individual de cada quien, porque todas las personas son muy distintas. Y eso es un gran avance en términos de evaluación, pues a nivel general en Colombia se ve una evaluación numérica y me parece importante que sea una educación como semipersonalizada que reconozca las fortalezas y debilidades de cada persona a manera individual."
>
> **[S16, BI, S]**

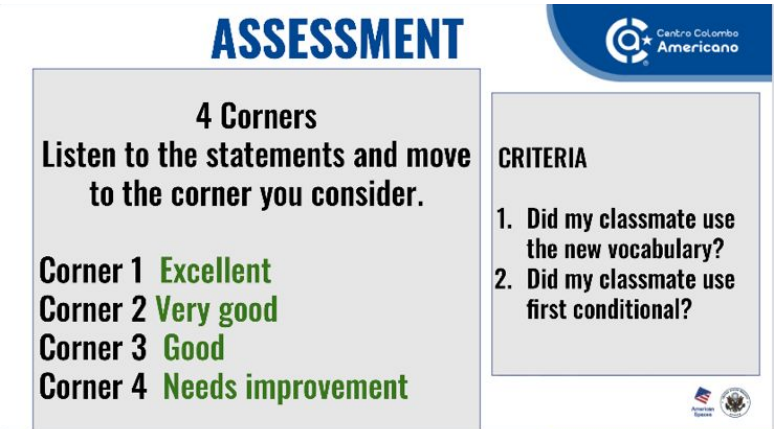
Furthermore, students acknowledge that realizing their personal strengths and weaknesses also allows them to be conscious and reflect towards their own learning path. Because of the fact that students are not evaluated as a full group in which teachers deliver general comments, but the process is specific and personalized for each one of them, learners sense that each one of them is particular, unique, and equally important for their teacher and the group itself. However, it is necessary to clarify that this is possible because of the amount of students included in each group (max. 20), so teachers are able to devote some time for individual comments and feedback that is essential when using qualitative and alternative assessment methods.

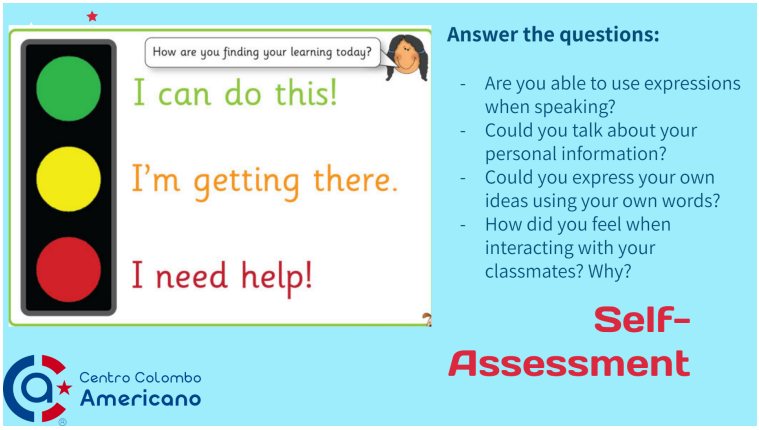
Additionally, teachers frequently promote the use of the three most common alternative and formative assessment strategies, which are: self-assessment, peer- assessment- and performance assessment. As CCA states “assessment cannot be restricted to or centralized on teachers. Different types need to be explored and sustained in class. Self, peer and group assessment need to be introduced and students need to be trained on how to do it” (2023, p. 3). When using different alternatives for assessment, teachers are also aiming at appreciating and supporting various kinds of students, their needs, and learning styles; but always seeking to apply the assessment cycle which implies the process of teaching, measuring, reflecting, and planning how to improve.

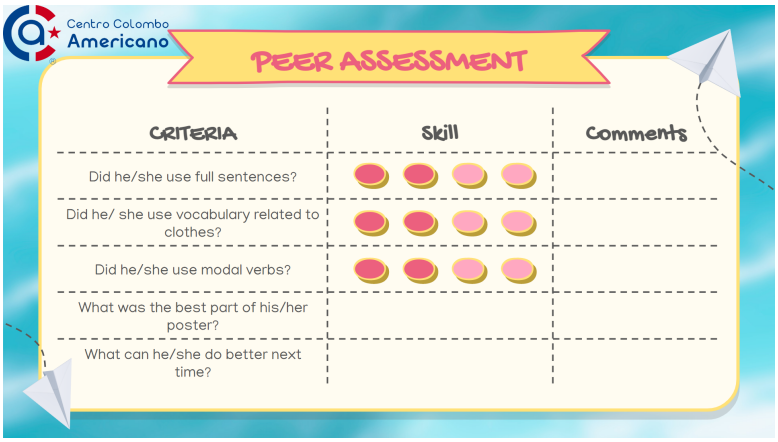
> “Se podría decir que hay evaluación entre estudiantes, evaluación directa del profesor y la evaluación grupal. Cada una de estas enfocadas en cada uno de los aspectos que se tienen: gramática, lectura, escritura; y se tiene es un rango en el cual se pueda ubicar al estudiante. Entonces no necesariamente está relacionado con una nota, la nota o el número que se ve reflejado sólo es una sólo reflejo de una cualidad destacada del estudiante”
>
> **[S10, BA, I]**

The following examples of these kinds of assessment reflect how it becomes a tool to maximize self-awareness, self- efficacy, and possibilities to recognize strengths and weaknesses in others. Within these techniques, more than EFL skills is being promoted as they display

teachers' interest in promoting learners' abilities to appreciate and characterize their own learning processes and not only their learning outcomes.







[T, D]

As it could be perceived, assessment is always constructive in nature (CCA, 2023) because it looks for chances to encourage reflection and emphasize on students' personal skills as well as creating opportunities for them to be part of their classmates' assessment processes. This means that both the individual and his/her peer have the same relevance to the class. Consequently, data revealed that learners feel valued as part of a group of students and also as individuals.

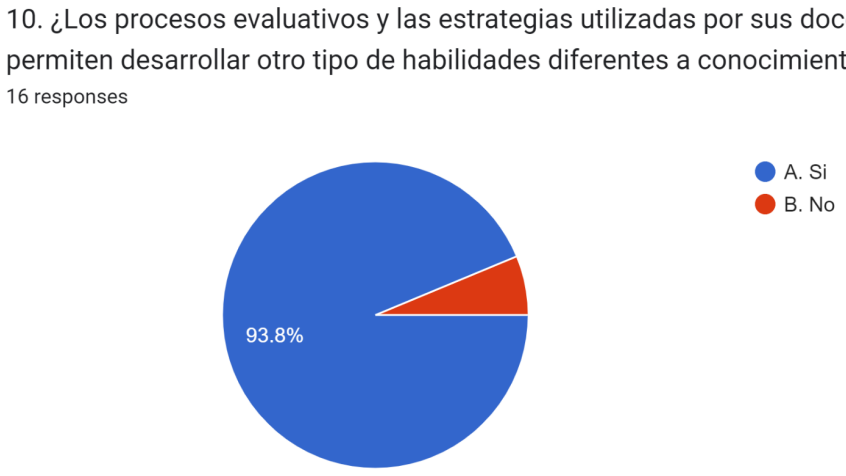
> "Tienen muy en cuenta los puntos fuertes de cada persona en estas distintas habilidades y se toma acción para mejorar, como en lo que no está tan bien y seguir fortaleciendo las distintas habilidades. Entonces, pues concluyo como una educación muy, se podría decir personalizada que tiene en cuenta las distintas habilidades para aprender un idioma, las distintas fortalezas y debilidades de las personas"
>
> **[S14, BA, I]**

On the whole, alternative assessment has allowed CCA students to discover that their learning process is unique; thanks to they have lived the experience of having teachers who acknowledge their individual needs to support their skills' development through personalized practices. More importantly, they have perceived that other learners deserve the same attention as they do and that each one of them can contribute in a singular way to improve their skills together by working as a team and helping other classmates or learning from them.

Alternative Assessment Promotes SEL Domains.

One of the essential reasons why students have developed additional skills at CCA, which go beyond EFL, is due to the fact that alternative assessment is one of the vital components of the curricula. Because of the fact that CCA's assessment strategies involve more than grading students, but they imply an ongoing process in which the learner is always enhanced to reflect and follow or find action plans to upgrade his/her performance, assessment has become a means to boost skills related to students' social and emotional domains.

Data showed that the majority of learners agreed on acknowledging that CCA's assessment strategies have permitted them to develop extralinguistic skills which might not be necessarily linked to writing, speaking, reading or writing in English.



[Ss, BA & BI, S]

What is more, students were able to identify which skills they feel more likely to have developed during their EFL learning process. Specifically, 93% of them claimed that exhibiting self-motivation, setting personal and collective goals, using planning and organizational skills, and demonstrating personal agency are the most relevant skills which have flourished as a result of their participation in the alternative assessment practices promoted as part of the AEP . All of these skills are part of the self-management domain of SEL abilities. Additionally, 66% of the students stated that they have also developed social-awareness skills and 40% affirm to have seen progress in their self-awareness domain.

Based on this, alternative assessment practices have strongly endorsed the development of SEL skills because of their principles and the characteristics which have already been mentioned in the previous subcategories such as boosting students' individuality and the essence of promoting more than EFL skills. As Davidson (2019) affirms, previous research has established that social and emotional competencies are predictors of major adult life outcomes such as health and financial success than traditional academic metrics of grades and standardized test scores.

In view of this, it is indispensable to mention that the encouragement of SEL skills is possible because of the reduction of students' affective filter caused by using alternative assessment strategies and every single principle involved in the curricula. Therefore, all the elements which characterize the context, the population, and CCA's teaching and learning vision enable the development of SEL skills; however, alternative assessment plays a central role to this respect which has probably not been considered yet.

As a result of boosting SEL skills, there is a positive impact on the institutional climate and on promoting a host of academic, social, and emotional benefits for students (NEA, 2018). Moreover, SEL skills provide a foundation for better adjustment and academic performance as reflected in more positive social behaviors and peer relationships, fewer conduct problems, less emotional distress, improved grades and test scores (NEA, 2018). All of these aspects have been easily spotted by students:

> “ El poder compartir digamos espacios con estudiantes conocidos todos los días y constantemente, genera un vínculo de confianza y eso hace que uno se sienta más tranquilo”
>
> **[S11, BI, S]**

> “Nosotros nos ayudamos y se crea esa confianza también de qué nos importa realmente no solamente nuestro aprendizaje sino que todos aprendan”
>
> **[S2, BI, S]**

As it is seen, “students’ ability to learn well depends not just on instruction, but also on factors such as the school climate, a sense of belonging with peers, positive relationships with educators, and the feedback they receive" (NEA, 2018). All of these factors influencing learning are implicit in students’ feelings of confidence and fitting in as they express in the excerpts above.

Besides that, “neuroscience research demonstrates that emotion and cognition are inextricably linked; emotions are critical for all people to understand, organize and make connections between even “pure” academic concepts” (NEA, 2018). This means that promoting SEL skills has also had an impact on students’ linguistic skills.

> “Tengo un mejor vocabulario porque qué pasaba anteriormente… que yo podía tener todas las bases, pero me daba miedo hablar. Entonces gracias al Colombo he podido perder ese miedo”
>
> **[S8, BA, S]**

> “En mi caso sí me ha permitido desarrollar habilidades extralingüísticas, tales como la concentración, también mejorar mi seguridad al momento de hablar en público y de armar estructuras gramaticales”
>
> **[S15, BA, S]**

In brief, it is clear that data revealed students’ perceptions towards the different SEL domains which are promoted indirectly through the use of alternative assessment practices at CCA Bogotá. They indicated that the domain they have developed the most is related to self-management skills which contributes to their learning process by providing them with the necessary strategies to motivate themselves, establish personal goals, and set a plan to take action towards their objectives. This not only influences their SEL but it also equips them with useful tools for their academic performance and achievement.

This category exposed why applying alternative assessment methods promotes more than EFL linguistic skills, but it influences life skills strategies related to SEL. Evidently, students perceive that having the opportunity of being acknowledged as human beings and not as learners has an impact on their learning processes as well as on other areas of their lives. Being addressed as unique and relevant individuals who experience the world throughout the foreign language they decided to learn is significantly valuable for them. Given these findings, it is necessary to reflect on the importance of the fact that nowadays "academic success is important, but it cannot be the end goal of any education system" (UNESCO, 2019, p.5) since our students require more than grammar and vocabulary to be an active part of today's society and face the challenges it implies. Based on this premise, all education systems and institutions should ideally give equal weightage to not only knowledge acquisition and use, but also pay attention to developing prosocial aptitudes with an end goal of giving the individual the opportunity to lead a life they have reason to value and cherish (UNESCO, 2019).

Category 3. Alternative Assessment Has An Impact On Students' Affective Filter.

This category shows how the use of alternative assessment strategies reduces students' affective filter. The information gathered made visible that students tend to feel less pressure and anxiety than in their previous EFL learning experiences and they mentioned that this generates an impact on the feelings they have towards their learning processes. This repercussion helps them to identify their learning preferences and needs and throughout time they become able to set their own safe learning environments and to experience EFL in their own way looking for comfort and peacefulness.

Considering that learners' affective factors should not be ignored because they play an important part in the process of learning (Wang, 2020), external elements influencing learning might always be taken into account to help students while meeting their needs and interests when learning. As a result of this, teachers and institutions are responsible for offering an environment which offers different opportunities to learn, resources and tools which help learners to build up the skills they require, and to enhance innovative strategies according to the characteristics demanded by the 21st century world.

The subcategories resulting from data analysis will explore in detail two of the characteristics of the affective filter: anxiety and self-confidence which are lowered down when applying alternative assessment strategies at CCA Bogota. In the case of anxiety, students commented that they do not usually feel worried or stressed out when being involved in the use of alternative assessment strategies, that is why they are learning while *growing apart from anxiety.* On the other hand, self- confidence seems to be boosted through the application of alternative methods and *it is considered as a must* which is developed continuously and progressively along AEP cycles at CCA.

Growing apart from anxiety.

It is well-known that some emotional variables may affect EFL learning, and that learners' experiences could facilitate or delay their learning processes. It is clear that "certain

emotions, such as high anxiety, low motivation, low self-confidence, boredom, and frustration are examples of affective variables generally regarded as negative psychological

factors which act like a filter interfering with learners' language acquisition process." (Chotipaktanasook, 2016, p. 56). Therefore, when the filter is low, students' feel safe and enabled to learn; but when the filter is high, students feel stressed, disinterested, and anxious.

There are lots of external factors which could shape students' feelings causing a low or a high affective filter. One of the most common factors which promotes a high affective filter is testing because students feel anxious about their final exams and they study for the test and not necessarily for learning. However, since there are no final exams applied to CCA's students who are part of the adult program, they feel less anxious towards their EFL learning process.

> "Se emplean diferentes tipos de métodos para hacer la evaluación y ayuda a que muchos perdamos los nervios o dejemos de ser tan ansiosos"

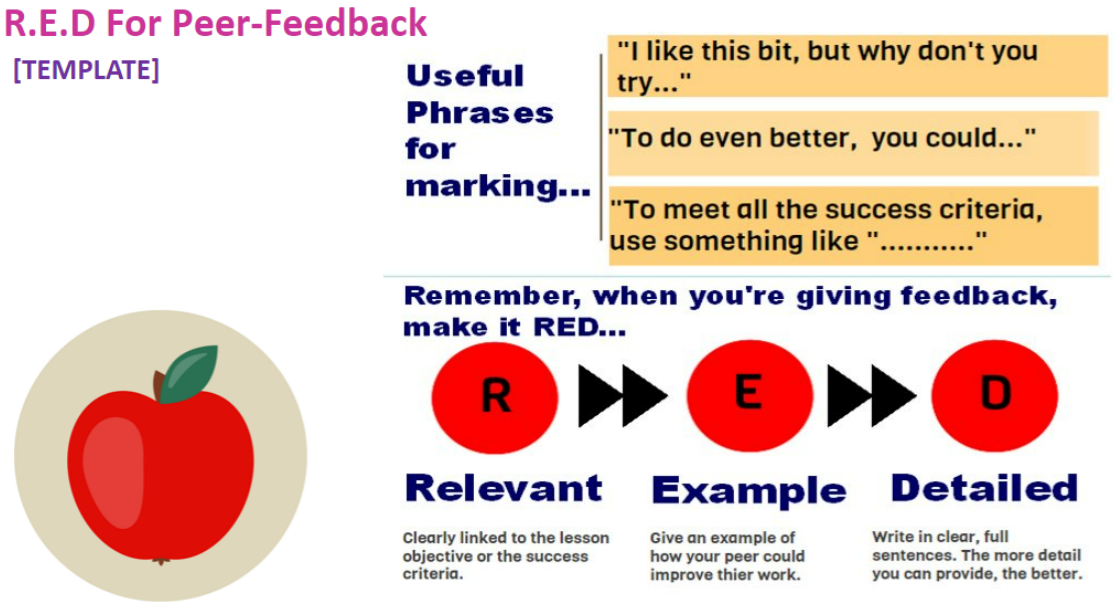
[S8, BI, I]

As it could be perceived, data reveals that enhancing alternative assessment methods make students' lower down their affective filter by avoiding generating anxiety in them.

> "No siento la presión de estar estudiando todo el tiempo, sino estar…Bueno, no esa no es la palabra, sino como no estar pendiente de tener que sacar una buena nota y no estar aprendiendo al respecto"

[S13, BA, I]

Due to its qualitative and formative focus that implies much more than rating scales or tests, CCA's assessment methodology looks for strategies which make students feel unconcerned about getting good grades determined only by exams. On the contrary, a wide set of activities in which students' performance can be assessed in a reflective and introspective way is conceived as a tool to engage students and allow them to explore and go over their strengths and weaknesses in a caring and empathetic way.



[T, D (Assessment Ideas)]

Under the light of these kinds of strategies, it is evident how students tend to feel less anxious and become more contemplative towards their own learning. "Learners who feel less anxious, more confident, more motivated, and more competent are likely to show greater willingness to use L2" (Chotipaktanasook, 2016, p. 56). As a result, both students' emotions and

eagerness to learn are impacted in a positive and supportive way so that they experience less vulnerability and more empowerment to learn EFL.

Self-Confidence Is A Must.

In view of the above, reducing students' anxiety ends up in setting the environment for them to increase their self-confidence as they start feeling more comfortable with themselves and the skills they are developing. Bearing in mind that the affective filter is like a mental wall that raises in a student's head reducing or effectively shutting off their ability to learn (Dulay and Burt quoted by Roberton, 2011), boosting self-confidence is a must in order to lower down that barrier.

When self-confidence and motivation are weak, students will have more difficulty in learning language (Roberton, 2011) due to the fact that they become shy, unmotivated, and disinterested towards developing EFL skills. Moreover, every aspect present in their environment including the curricula, resources, strategies, and assessment methods could go against lowering down the affective filter if they are not used by including the learner as the center of each learning objective and activity.

Regarding assessment, CCA students pointed out that alternative strategies allow them to create a feeling of belonging and self-confidence which is connected to their EFL skills and to the environment that is set among students and their teacher.

"Cuando nos evaluamos en equipo, por más que tú tengas unas habilidades que yo no tengo, tú no me haces sentir que tú eres mejor que yo… entonces eso hace que se cree la confianza de que podamos tener la capacidad de decir no eso no es así"

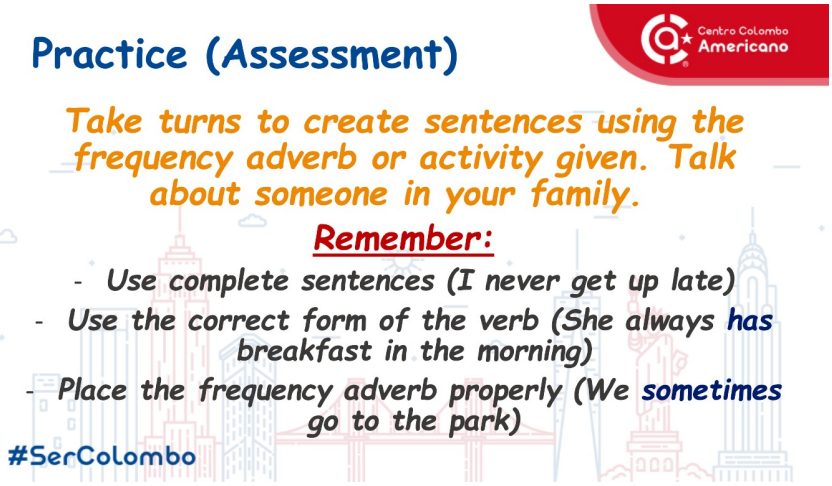
[S9, BI, I]

"El tema de la confianza es muy cierto. Creo que uno va conociendo al grupo y conforme con ese grupo se va sintiendo más cómodo y eso lleva que uno puede hablar mejor"

[S10, BI, I]

As perceived, not only self-confidence as part of the affective filter is lowered down, but at the same time EFL skills are being enhanced through the application of assessment methods focused on being supportive to students and their learning journeys. It is evident that what is essential is learning consciously and reflecting upon that process, but not necessarily assuming that a grade is the only important outcome learners can obtain from EFL learning.

[T, D (Assessment Ideas)]



[T, D]

For instance, the examples provided above show assessment moments designed with the intention of promoting reflection, self and peer awareness. All these strategies have a positive impact on students when reducing their affective filter since they have already developed self and peer confidence which makes them feel comfortable and able to think about their own learning outcomes and to reflect about others' performance with the purpose of contributing to their classmates' improvement.

As a result of low anxiety which is caused by the use of alternative assessment methods, learners start developing self-confidence and in this way, the negative effects of a high affective filter start to be minimized. Therefore, every single element is linked and correlated towards the same purpose: making learning possible, engaging, and memorable for CCA students.

To sum up, it is evident how alternative assessment has a positive and powerful impact on learners. The use of innovative strategies which go beyond testing and traditional methods lowers down the affective filter by allowing students to develop self confidence and to feel less

anxious in relation to their EFL learning process. Based on this, it is possible to affirm that alternative assessment does promote more than linguistic skills, but it also sets the necessary environment where learning becomes possible and experiential. In the end, that is the kind of experience institutions should be looking for: establishing the conditions for meaningful learning situations in which students develop EFL skills because they feel safe and connected to their own purposes.

CHAPTER VI

CONCLUSIONS

The preceding chapters have documented in detail the results and the analysis process made based on the data gathered in relation to the students' perceptions towards the use of alternative assessment practices in their EFL learning process. The present chapter deals with the main conclusions of the study. Furthermore, the implications of this study for the institution, the participants, and the ELT community are presented. Finally, some limitations and further research possibilities are included.

Conclusions Of The Study

This research study aimed at determining what is the effect of using alternative assessment practices on the enhancement of SEL skills in EFL learners at CCA Bogota. Moreover, students' perceptions were one of the most important elements from the data collection and analysis process since their insights showed their understanding and vision of alternative assessment and how it can promote more than EFL skills. Therefore, several findings emerged from this inquiry.

First, in order to answer the research question, data showed that the use of alternative assessment strategies does have an impact on the enhancement of SEL skills in EFL learners. What is more, additional benefits such as reducing the affective filter so that students are willing

and comfortable to learn, and making students aware of the importance of acknowledging that learning EFL is not only related to the basic skills of the language are also derived from the use of these non-traditional methods. Additionally, most students manifested that they prefer being involved in using alternative assessment over testing because they consider that focusing only on testing and grades could be harmful for their learning processes.

Results also unveiled the fact that alternative assessment plays an active role in the strengthening of non-linguistics skills which can be seen in an indirect or direct way depending on the assessment type used. Since students do not only reflect upon their own processes, but they usually help their classmates to analyze their performance as well, self-management, self-awareness, and social awareness skills are being boosted at CCA Bogota through the use of alternative assessment practices.

On the other hand, students mentioned that assessment is paramount when it comes to discovering how they have been performing in their different activities and throughout the cycles they have studied at CCA. Learners frequently give a special importance to receive feedback from their teachers since they perceive it as a meaningful process which allows them to keep track of their learning, plus they highlight it as a unique characteristic from CCA methodology.

Furthermore, learners are able to perceive the differences among what traditional testing methods imply, what their main characteristics are, and alternative assessment particularities. It is necessary to clarify that even though they recognize that alternative assessment fits their learning preferences better, tests are important specially because of the acknowledgement these

have acquired in the academic and labor fields. Because of this, some of them consider that international standardized tests are also relevant to be applied.

To sum up, this research study revealed that alternative assessment practices held at CCA Bogotá played a relevant role when enhancing the development of SEL skills. At the same time, this positively influences students' affective filter by lowering it down and making them feel more valued and respected as individual learners in their EFL learning processes. Consequently, applying alternative assessment strategies sets up and environment which promotes more than speaking, reading, listening, and writing abilities but which comprehends that human beings need self-awareness, social-awareness, and self-management skills to learn effectively and to acquire tools which will be helpful for them even outside the classroom. Therefore, CCA's assessment procedures go beyond EFL testing and strengthen students' by perceiving them as holistic learners who should know more than EFL to be successful in the demanding 21st century world.

Finally, from the researcher's point of view, the study contributed to defeating the evaluation-testing bias since it showed that there are other possibilities different from the traditional ones to assess students without promoting anxiety and negative concerns in them. It was possible to unveil the necessity of considering adopting new strategies in other EFL Colombian teaching contexts by conceiving CCA as an example of successful practices that go beyond language proficiency. Allowing students to reflect about their perceptions and to devote some time for them to be aware of the impact these have on their learning journeys could also be seen as one positive aspect about defying the bias. Understanding testing as one of the methods

of assessment is just the first step to start transforming the relevance society and academic institutions have given to rating scales over the value of conscious learning processes. Perceiving grades as numbers devoid of real significance to students' lifelong skills is one of the predominant aspects to achieve if teachers and institutions want to continue reshaping EFL learning as much more than isolated grammar and vocabulary abilities.

Implications Of The Study

Some implications emerged from the development of this research study. The first one involves the institution in which the study was conducted. For CCA there are some aspects which must be considered such as the actual relation among alternative assessment and the enhancement of Social and Emotional Learning Skills since these are being promoted through the current assessment methodology applied and there is no need to force the inclusion of this kind of skills in other ways.

For this reason, assessment is not only a grading system, and it constitutes one of the greatest advantages CCA offers for students. However, it is always necessary to continue building institutional agreements which maintain small groups so that teachers can allot the necessary time to each one and assess them properly and to continue offering meaningful training which allows teachers to maximize students' assessment moments. Moreover, learners' voices should also be heard, and some international exams could be included as part of the AEP program according to each of the levels to integrate testing as another assessment strategy but not the central or the most important one. It is always necessary to continue perceiving students

as the most important part of every EFL learning process and this implies fulfilling all their needs without leaving aside that they are not represented by rating scales or numbers but as human beings who need guidance, support, and companionship more than a number at the end of the cycle.

Regarding the participants, the main implication of this study entails the fact of realizing what their preferences and needs are towards EFL learning so they can look for what is best for them. Furthermore, they had the opportunity to reflect about what they have been learning and how important and impactful it has been for them. When students dedicate some time to look back and discover what they have learned and what their experiences have been is when the real understanding of what they are as learners emerges. Of course, participating in this research did not give them elements to nurture their skills, but it did make them interested in thinking about their learning.

Lastly, for the ELT community, this research implies looking at different ways to do the same old things. It is not new for teachers that students should be assessed, but it may be time to upgrade our practices and start discovering successful experiences which can offer good examples on how to promote more than EFL. Moreover, since language learning has always been related to boosting cultural awareness in our classrooms, it is time to show that EFL teachers can start applying small changes which allow us to defy the evaluation bias which entails negative perspectives, anxiety, and negative concerns about testing as the only assessment strategy. We can provide more than a grade and make assessment a nice experience for students to live.

Limitations Of The Study

Although developing this research project allowed me to get a deeper understanding of my students' needs and to pinpoint the positive impact that alternative assessment has on the institution, there were some limitations regarding time to implement the study. Specifically, time was not enough to apply all the data collection instruments in a gradual way. Because each group of students shared time with me for only three months, applying every instrument and analyzing data at the same time was hard work. It would have been interesting to have more time with each group to ask for more information and gather more perceptions and perspectives from them.

Further Research

This research study aimed at documenting how alternative assessment practices go beyond promoting EFL and how this is specially connected to the indirect enhancement of SEL skills. Nonetheless, further exploration in this field could include a deeper analysis on each one of the social and emotional learning domains to see how these skills are developed by students. Moreover, observing and describing how new students' affective filter changes over time while being part of the AEP program would also be important. Lastly, a final topic for further research could imply developing the same study but with a larger number of students from different levels so that their perceptions could be included and heard as well to picture this phenomena in a

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APPENDICES

APPENDIX A: Students' consent form

UNIVERSIDAD PEDAGOGICA NACIONAL

Centro Colombo Americano

CONSENTIMIENTO INFORMADO

Yo : _____

Identificado con Cédula de Ciudadanía_____.

Declaro que:

1. He sido invitado a participar en la investigación y de manera voluntaria he decidido hacer parte de este estudio.
2. He sido informado sobre los temas en que se desarrollará el estudio, han sido resueltas todas mis inquietudes y entiendo que puedo dejar de participar en cualquier momento si así lo deseo.
3. Sobre esta investigación me asisten los derechos de acceso, rectificación y oposición que podré ejercer mediante solicitud ante el investigador responsable.
4. Conozco el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de mis datos.
5. La información obtenida de mi participación será parte del estudio y mi anonimato se garantizará. Sin embargo, si así lo deseo, autorizaré de manera escrita que la información personal o institucional se mencione en el estudio.
6. Autorizo a los investigadores para que divulguen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto y que no comprometan lo enunciado en el punto 4.

En constancia, manifiesto que he leído y entendido el presente documento.

¿Manifiesta que ha leído y entendido el presente documento? *

- ◯ Si
- ◯ No

¿Manifiesta que desea participar de forma voluntaria en la investigación? *

- ◯ Acepto
- ◯ Prefiero no participar

APPENDIX B: Institutional consent form:

https://forms.gle/2TPfConSFvgcipFu7

	FORMATO		
	CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN		
Código: FOR026INV	Fecha de Aprobación: 28-08-2019	Versión: 02	Página 1 de 3

UNIVERSIDAD PEDAGOGICA NACIONAL

Vicerrectoría de Gestión Universitaria
Subdirección de Gestión de Proyectos – Centro de Investigaciones CIUP
Comité de Ética en la Investigación

En el marco de la Constitución Política Nacional de Colombia, la Ley Estatutaria 1581 de 2012 "Por la cual se dictan disposiciones generales para la protección de datos personales" y la Resolución 1642 del 18 de diciembre de 2018 "Por la cual se derogan las Resoluciones Nº0546 de 2015 y Nº 1804 de 2016, y se reglamenta el Comité de Ética en Investigación de la Universidad Pedagógica Nacional y demás normatividad aplicable vigente, se ha definido el siguiente formato de consentimiento informado para proyectos de investigación realizados por miembros de la comunidad académica considerando el principio de autonomía de las comunidades y de las personas que participan en los estudios adelantados por miembros de la comunidad académica.

Lo invitamos a que lea detenidamente el Consentimiento informado, y si está de acuerdo con su contenido exprese su aprobación firmando el siguiente documento:

INFORMACIÓN GENERAL DEL PROYECTO

Título del proyecto de investigación	**Defying The Evaluation Bias: Enhancing SEL skills through alternative assessment strategies.**
Resumen de la investigación	Este estudio busca documentar la posible relación entre habilidades de aprendizaje socio emocional y las diferentes herramientas alternativas de evaluación que son parte del currículo del programa intensivo del Centro Colombo Americano Bogotá. A través de la misma, se develarán las percepciones de los estudiantes sobre los métodos alternativos de evaluación en contraste con los métodos tradicionales comúnmente usados en otros cursos de aprendizaje de la lengua extranjera. Además, se establecerá el impacto del uso de estas estrategias en el desarrollo de habilidades no directamente relacionadas con las habilidades lingüísticas, pero que sin embargo tienen un efecto esencial en el proceso de aprendizaje de los estudiantes.
Descripción de los posibles beneficios de participar en el estudio	El Centro Colombo Americano Bogotá se beneficiará de esta investigación dado que la generación de nuevo conocimiento basado en las prácticas propias de la institución permitirá que esta continúe siendo un referente educativo en torno a metodologías, visión de enseñanza y producción de teoría relacionada con el área de enseñanza de las lenguas extranjeras en Colombia.

	FORMATO		
	CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN		
Código: FOR026INV	Fecha de Aprobación: 28-08-2019	Versión: 02	Página 2 de 3

	Además, los resultados posibilitarán la evaluación de la pertinencia y efectos de las prácticas que se promueven actualmente en la institución con el fin de continuar en un proceso de continua mejora de las mismas.
Mencione la forma en que se socializarán los resultados de la investigación	El estudio se socializará a través de sustentación oral y publicación de un artículo en los cuáles se presentarán la pregunta, objetivos, metodología, resultados y conclusiones de la investigación.
Explicite la forma en que mantendrá la reserva de la información	La información obtenida por medio de los instrumentos de recolección de datos (diarios de campo, entrevistas y encuestas) se mantendrá en estricta reserva y será utilizada únicamente con fines académicos ligados a esta investigación. La investigadora no revelará los nombres de los estudiantes y/o participantes en el estudio y sólo tendrá en cuenta la información obtenida de los participantes que firmaron el consentimiento informado.
Datos generales del investigador principal	**Nombre(s) y Apellido(s) : Laura Milena Esquivel Gomez** **N° de Identificación: 1013676264** **Teléfono** **3224420033** **Correo electrónico: lesquivel@colombobogota.edu.co** **Dirección: Cra 10 c #48 f 99 sur.**

CONSENTIMIENTO INFORMADO

La Institución Centro Colombo Américano, Bogotá

Declara que:

1. Ha sido invitado a participar en la investigación y de manera voluntaria he decidido hacer parte de este estudio.
2. Ha sido informado sobre los temas en que se desarrollará el estudio, han sido resueltas todas sus inquietudes y entiende que puedo dejar de participar en cualquier momento si así lo deseo.
3. Sobre esta investigación le asisten los derechos de acceso, rectificación y oposición que podrá ejercer mediante solicitud ante el investigador responsable.
4. Conoce el mecanismo mediante el cual los investigadores garantizan la custodia y confidencialidad de los datos.
5. La información obtenida de su participación será parte del estudio y autoriza que la información institucional se mencione en el estudio.
6. Autoriza a los investigadores para que divulguen la información y las grabaciones de audio, video o imágenes que se generen en el marco del proyecto y que no comprometan lo enunciado en el punto 4.

	FORMATO		
	CONSENTIMIENTO INFORMADO PARA PROYECTOS DE INVESTIGACIÓN		
Código: FOR026INV	Fecha de Aprobación: 28-08-2019	Versión: 02	Página 3 de 3

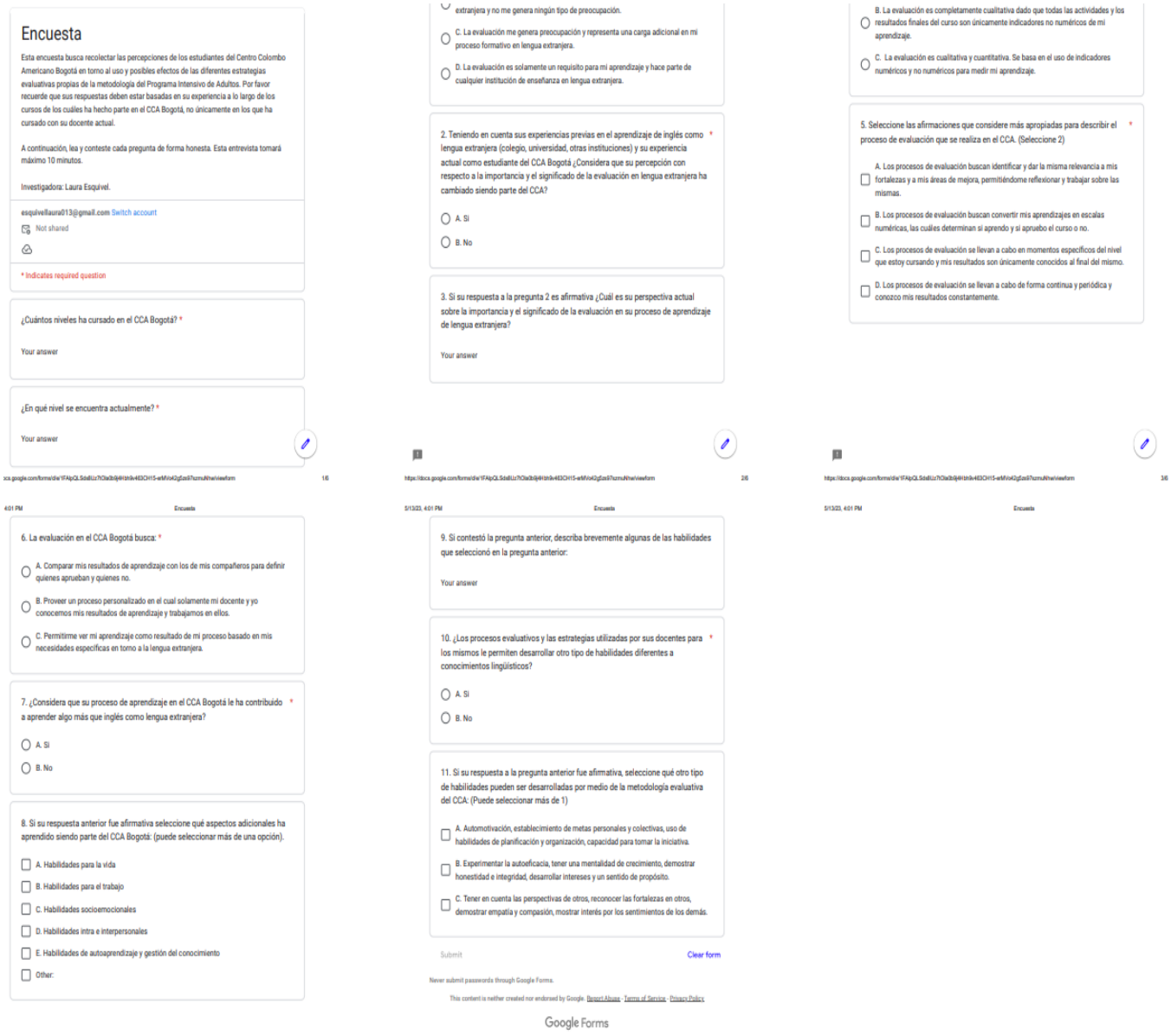
En constancia, manifiesto que he leído y entendido el presente documento.

Firma,

Fabián Cruz Suárez.
Líder de Desarrollo Profesional docente

APPENDIX C. Students' survey

https://forms.gle/5KXP42FBYdoYBc6D6



Encuesta

Esta encuesta busca recolectar las percepciones de los estudiantes del Centro Colombo Americano Bogotá en torno al uso y posibles efectos de las diferentes estrategias evaluativas propias de la metodología del Programa Intensivo de Adultos. Por favor recuerde que sus respuestas deben estar basadas en su experiencia a lo largo de los cursos de los cuáles ha hecho parte en el CCA Bogotá, no únicamente en los que ha cursado con su docente actual.

A continuación, lea y conteste cada pregunta de forma honesta. Esta entrevista tomará máximo 10 minutos.

Investigadora: Laura Esquivel.

esquivellaura013@gmail.com Switch account

Not shared

* Indicates required question

¿Cuántos niveles ha cursado en el CCA Bogotá? *

Your answer

¿En qué nivel se encuentra actualmente? *

Your answer

1/6

extranjera y no me genera ningún tipo de preocupación.

C. La evaluación me genera preocupación y representa una carga adicional en mi proceso formativo en lengua extranjera.

D. La evaluación es solamente un requisito para mi aprendizaje y hace parte de cualquier institución de enseñanza en lengua extranjera.

2. Teniendo en cuenta sus experiencias previas en el aprendizaje de inglés como lengua extranjera (colegio, universidad, otras instituciones) y su experiencia actual como estudiante del CCA Bogotá ¿Considera que su percepción con respecto a la importancia y el significado de la evaluación en lengua extranjera ha cambiado siendo parte del CCA? *

A. Si

B. No

3. Si su respuesta a la pregunta 2 es afirmativa ¿Cuál es su perspectiva actual sobre la importancia y el significado de la evaluación en su proceso de aprendizaje de lengua extranjera?

Your answer

2/6

B. La evaluación es completamente cualitativa dado que todas las actividades y los resultados finales del curso son únicamente indicadores no numéricos de mi aprendizaje.

C. La evaluación es cualitativa y cuantitativa. Se basa en el uso de indicadores numéricos y no numéricos para medir mi aprendizaje.

5. Seleccione las afirmaciones que considere más apropiadas para describir el proceso de evaluación que se realiza en el CCA. (Seleccione 2) *

A. Los procesos de evaluación buscan identificar y dar la misma relevancia a mis fortalezas y a mis áreas de mejora, permitiéndome reflexionar y trabajar sobre las mismas.

B. Los procesos de evaluación buscan convertir mis aprendizajes en escalas numéricas, las cuáles determinan si aprendo y si apruebo el curso o no.

C. Los procesos de evaluación se llevan a cabo en momentos específicos del nivel que estoy cursando y mis resultados son únicamente conocidos al final del mismo.

D. Los procesos de evaluación se llevan a cabo de forma continua y periódica y conozco mis resultados constantemente.

3/6

4:01 PM Encuesta

6. La evaluación en el CCA Bogotá busca: *

A. Comparar mis resultados de aprendizaje con los de mis compañeros para definir quienes aprueban y quienes no.

B. Proveer un proceso personalizado en el cual solamente mi docente y yo conocemos mis resultados de aprendizaje y trabajamos en ellos.

C. Permitirme ver mi aprendizaje como resultado de mi proceso basado en mis necesidades específicas en torno a la lengua extranjera.

7. ¿Considera que su proceso de aprendizaje en el CCA Bogotá le ha contribuido a aprender algo más que inglés como lengua extranjera? *

A. Si

B. No

8. Si su respuesta anterior fue afirmativa seleccione qué aspectos adicionales ha aprendido siendo parte del CCA Bogotá: (puede seleccionar más de una opción).

A. Habilidades para la vida

B. Habilidades para el trabajo

C. Habilidades socioemocionales

D. Habilidades intra e interpersonales

E. Habilidades de autoaprendizaje y gestión del conocimiento

Other:

5/13/23, 4:01 PM Encuesta

9. Si contestó la pregunta anterior, describa brevemente algunas de las habilidades que seleccionó en la pregunta anterior:

Your answer

10. ¿Los procesos evaluativos y las estrategias utilizadas por sus docentes para los mismos le permiten desarrollar otro tipo de habilidades diferentes a conocimientos lingüísticos? *

A. Si

B. No

11. Si su respuesta a la pregunta anterior fue afirmativa, seleccione qué otro tipo de habilidades pueden ser desarrolladas por medio de la metodología evaluativa del CCA: (Puede seleccionar más de 1)

A. Automotivación, establecimiento de metas personales y colectivas, uso de habilidades de planificación y organización, capacidad para tomar la iniciativa.

B. Experimentar la autoeficacia, tener una mentalidad de crecimiento, demostrar honestidad e integridad, desarrollar intereses y un sentido de propósito.

C. Tener en cuenta las perspectivas de otros, reconocer las fortalezas en otros, demostrar empatía y compasión, mostrar interés por los sentimientos de los demás.

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Google Forms

5/13/23, 4:01 PM Encuesta

APPENDIX D: Students' Interview

Semi Structured Interview

Datos de Identificación:

- **Nombre**
- **Correo electrónico**
- **Nivel que se encuentra cursando en CCA**

Preguntas:

1. ¿Qué percepción tiene de los procesos evaluativos en el CCA? ¿Contribuyen estos de forma significativa a su proceso de aprendizaje de Inglés como lengua extranjera?
2. ¿Considera que la evaluación en el CCA usa métodos tradicionales? ¿Por qué?
3. ¿Cuáles estrategias evaluativas utilizadas por sus docentes recuerda más? ¿Por qué?
4. ¿Cuáles son algunas características propias de los procesos evaluativos del CCA?
5. Desde su punto de vista, ¿Su proceso de aprendizaje en el CCA le ha permitido desarrollar habilidades extralingüísticas? ¿Cuáles?

APPENDIX E: Interview transcription

INTERVIEW TRANSCRIPTION B1. 6

QUESTION #1:

S1: Bueno, yo tengo una percepción de que los procesos evaluativos en el centro Colombo Americano son diferentes a los que hay en la educación colombiana y como tal actual, porque no se realizan, quizás no son talleres y las notas se van realizando a nivel de qué va subiendo de nivel. Siento que me contribuyen mucho porque no siento la presión de estar estudiando todo el tiempo, sino estar…Bueno, no esa no es la palabra, sino como no estar pendiente de tener que sacar una buena nota y no estar aprendiendo al respecto.

S2: En mi opinión desde los procesos evaluativos del Colombo me parecen muy acertados, ya que tú no tienes como que estar preocupado por una evaluación constante o quices y talleres, sino que ser evaluados de una manera un poco más participativa en clase, en donde el profesor puede hacerte un seguimiento de tu participación. De tu forma en gramática, writing, pues se tiene en cuenta todas las skills dependiendo del estudiante. Adicionalmente, también me parece que implementarlo de un solo proyecto durante el ciclo, me parece súper bien, porque tú tienes como la posibilidad de prepararte para eso y no tener varios proyectos y a la vez tienes miles de actividades y de tareas, entonces me parece una buena manera.

S3: Pues dentro de los procesos del Colombo, pues me parece que son medianamente acertados, pues la parte de evaluación a partir del docente, desde la percepción del docente se ve el progreso que tenga el estudiante. Sin embargo, la perspectiva en cuanto a certificación de qué tanto puede servir estudiar dentro del Colombo y que eso se vea traducido en exámenes internacionales, puede como afectar ese método y que no sea tan eficiente.

S4: Pues los procesos evaluativos en el Colombo tienen un enfoque cualitativo muy grande, el enfoque cuantitativo que es el de la educación tradicional, se logra ver únicamente al final para darle una valoración numérica. El proceso entonces en ese sentido me parece que es muy bueno que tengan un enfoque cualitativo tan marcado porque reconoce como los distintos tipos de aprendizaje, los distintos tipos de personas. Y se evalúa de acuerdo a cómo es el proceso individual de cada quien. Eh, porque todas las personas son muy distintas. Y eso es un gran avance en términos de evaluación, pues a nivel general en Colombia se ve una evaluación numérica y me parece importante que sea una educación como semipersonalizada que reconozca las fortalezas y debilidades de cada persona a manera individual.

APPENDIX F: Color coding sample

¿Cuántos niveles ha cursado en el CC	¿En qué nivel se encuen	1. Seleccione la opción que mejor aplique	2. Teniendo en cuenta su	3. Si su respuesta a la pregunta 2 es afirmativa ¿Cuál es su perspectiva actual sobre la importancia y el significado de la evaluación en su proceso de aprend
2	B1.6	B. La evaluación es un proceso necesari	A. Si	El aprendizaje del idioma inglés es bastante importante a la hora de aprender nuevas cosas ya que saberlo nos permite entender una gran cantidad de recur
2	B1.3	D. La evaluación es solamente un requis	A. Si	Considero que el CCA se preocupa por lo que de verdad significa una "evaluación" porque valora todo el proceso de aprendizaje y no únicamente se realiza
desde intro hasta lo que voy ahora	B1. B1.6	B. La evaluación es un proceso necesari	A. Si	Cambio en la manera en que una nota no mide mis conocimientos de la manera en lo que lo hacían antes y ahora implementan un poco mas el hecho de sat
1	B1	B. La evaluación es un proceso necesari	A. Si	Es importante sentirse evaluados con el fin de ver el progreso en todo aspecto integral de la lengua extranjera. Ayuda a identificar y mejorar los aspectos que
1	B1.6	D. La evaluación es solamente un requis	B. No	
Desde Intro 1 a B1.2	B1.3	B. La evaluación es un proceso necesari	A. Si	Me parece importante que una nota no defina si se puede o no pasar a el siguiente nivel, es más un proceso que puede ser evaluado sin generar algún tipo d
3	B1.3	D. La evaluación es solamente un requis	A. Si	Pienso que es importante y pienso que en la manera que se esta llevando a cabo es la mas correcta
3	B1-3	B. La evaluación es un proceso necesari	A. Si	Es muy importante para mi saber como me ven mis maestros y compañeros, me agrada mucho el espacio de evaluación que tenemos ya que los profes sie
6	B1.3	D. La evaluación es solamente un requis	B. No	
6	B1-3	A. La evaluación de mi proceso de apren	B. No	
4	B1	D. La evaluación es solamente un requis	B. No	
3	b1.3	B. La evaluación es un proceso necesari	B. No	
2	B1.6	B. La evaluación es un proceso necesari	A. Si	Es necesaria una evaluación para conocer y desarrollar las habilidades, además de, empezar a trabajar en las debilidades para que por medio de la práctica También es importante reconocer nuestro propio proceso, para que de la misma manera (con buenos resultados) se encuentre motivación en el aprendizaje.
Desde intro hasta B1.6 que voy	B1.6	D. La evaluación es solamente un requis	A. Si	Mi avance es bastante bueno, ya que cuando me encontraba en el colegio nunca me interesó el inglés y siento que mi formación ha sido buena
6	B1.3	A. La evaluación de mi proceso de apren	B. No	
5	B1.6	D. La evaluación es solamente un requis	A. Si	Evaluar las capacidades y aplicación en el lenguaje, nos demuestra en que podemos mejorar y nuestros puntos fuertes.

9. Si contestó la pregunta anterior, describa brevemente algunas de las habilidades que seleccionó en la pregunta anterior:
He aprendido a ser mas extrovertido y dedicado con mi aprendizaje
habilidades en las cuales el CCA nos prepara para cualquier tipo de conversación y asi formando conversaciones para un futuro y diferentes situaciones y conversaciones
la, C. Habilidades socioemocionales
Manejo oral
Habilidad en cuanto a comunicación, escucha, reconocimiento de fortalezas en mi y en otros compañeros.
Las habilidades para la vida que me enseñan a como se puede desempeñar un profesor de la manera mas inteligente por los medios virtuales.
En le curso de ingles he aprendidosobre muhcas cosas y temas que considero que no hubiese sabido si no estoy aqui, por ejemplo lo que hay detras del mundial o como e
Durante mi proceso de aprendizaje intensivo he visto que he despertado mi habilidad de responder a una simple conversación y hacerme entender sin importar el contexto
me parece que he desarrollado mi aprendizaje del idioma y así mismo poderme comunicar de una mejor manera con el idioma
Por ejemplo el aprender a trabajar mejor en equipo ,ahora tnego mucha mas confianza al hablar en frente de barias personas , aprendí a tener una rutina de estudio autón
Me ha ayudado a desarrollar el autoaprendizaje
Habilidades para el trabajo: Cuando una persona está bien capacitada, es más propensa a tener mejor oportunidades laborales.
Habilidades de autoaprendizaje y gestión del conocimiento: Es una forma de desarrollo personal y de auto-introspección ya que somos capaces de evaluar y reconocer nu
Mejorar mi comunicación con las demás personas y saber llevarlas
bajo, D. Habilidades intra e interpersonales, E. Habilidades de autoaprendizaje y gestión del conocimiento
Habilidades de autoaprendizaje y gestión del conocimiento, en entorno educativo CCA podemos identificar nuestro desarrollo en esta lengua.