



**UNIVERSITY OF THE AUTONOMOUS REGIONS
OF THE NICARAGUAN CARIBBEAN COAST**

URACCAN

Monograph

**Assessment Techniques to Improve Listening and Speaking skills
in Second year English students, URACCAN, I semester, 2023**

**To Obtain the Bachelor's Degree in Science Education with
Mention in English**

Authors:

PEM. Josseling Isela Aguilar Rosales

PEM. Freddy Josué Rodríguez Rodríguez

Tutor:

Msc. Diana María Blandón Jirón

Nueva Guinea, August, 2023



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My special appreciation to:

To my mother, Lilliam Abigail Rodriguez who teaches me that the most difficult work can be achieved if it is done step by step. It is also dedicated to my father Elías Manuel Rodríguez Rivera who is always motivating me. To my sister and brothers for being a support for me in this process. They are the reason for every effort in my life and my main motivation.

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ABSTRACT

The present study was focused to determine assessment techniques to improve the listening and speaking skills in second year English students, URACCAN, I semester, 2023.

This study was developed as descriptive way because the main objective was to determine assessment techniques to improve listening and speaking skills. In addition, to describe, classify applied and propose assessment techniques. The approach of this study was qualitative because the instruments applied (observation guide, professor and student interview, assessment test) provided important information that was described carefully were considering both the teacher and students. For this purpose, the unit of analysis was 10 students who were randomly select (7 female and 3 men) and 2 English Professors.

As a result of the application of instrument on this study, it was found that the main traditional assessment techniques for listening and speaking that professors used were: oral presentation, Dialogue, Audios for different topics, Dictation, Music and reading worksheet (fill in the blank), One of the professors involved in this research used an authentic assessment technique: Role play, Experiment-demonstration (discussion), technological tools (jam board) to reinforce the different assessment and the learning and have a better development of the class.

We found that the use of authentic assessment techniques to improve listening and speaking skills in second year English students develop a practical knowledge in the English language. Encourage the use of technological tools, rubrics and estimative scales that determine the learning development of students. In addition, that they justify the performance of their skills according to their needs and difficulties in indicated time.

Keywords: assessment techniques, listening and speaking skills, traditional and authentic assessment techniques.

RESUMEN

El presente estudio se enfocó a determinar técnicas de evaluación para mejorar las habilidades de comprensión y expresión oral en estudiantes de segundo año de inglés, URACCAN, I semestre, 2023.

Este estudio se desarrolló de forma descriptiva porque el objetivo principal fue determinar técnicas de evaluación para mejorar las habilidades de comprensión y expresión oral. Además, describir, clasificar las técnicas de evaluación aplicadas y proponerlas. El enfoque de este estudio fue cualitativo porque los instrumentos aplicados (guía de observación, entrevista a profesor y alumno, prueba de evaluación) proporcionaron información importante que fue descrita cuidadosamente considerando tanto al profesor como a los alumnos. Para ello, la unidad de análisis fueron 10 estudiantes seleccionados al azar (7 mujeres y 3 hombres) y 2 profesores de inglés.

Como resultado de la aplicación del instrumento en este estudio, se encontró que las principales técnicas tradicionales de evaluación para escuchar y hablar que los profesores utilizaron fueron: presentación oral, Diálogo, Audios para diferentes temas, Dictado, Música y hoja de trabajo de lectura (llenar el espacio en blanco), Uno de los profesores involucrados en esta investigación utilizó una técnica de evaluación auténtica: Juego de roles, Experimento-demostración (discusión), Herramientas tecnológicas (jam board) para reforzar las diferentes evaluaciones y el aprendizaje y tener un mejor desarrollo de la clase.

Encontramos que el uso de técnicas de evaluación auténtica para mejorar las habilidades de escuchar y hablar en los estudiantes de inglés de segundo año desarrolla un conocimiento práctico en el idioma inglés. Fomentar el uso de herramientas tecnológicas, rúbricas y escalas estimativas que determinen el desarrollo del aprendizaje de los alumnos. Además, que justifiquen el desempeño de sus habilidades en función de sus necesidades y dificultades en el tiempo indicado.

Palabras clave: técnicas de evaluación, habilidades de comprensión y expresión oral, técnicas de evaluación tradicionales y auténticas.

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I. INTRODUCTION

The use of assessment techniques as part of the teaching-learning is a process of developing skills and knowledge, so it is necessary to consider that the application of assessments made by teachers should be relevant, considering the learning objectives to be achieved.

A little use of physical materials in assessments and the development of activities without student motivation, reasoning of learning without communication. In addition, the use of traditional assessments is governed by performance without clarifying students' level of learning and progress and language components; for that reason, this research pretends to determine assessment techniques to improve the listening and speaking skills in second year English students, URACCAN, I semester, 2023.

Also, this study contained important information about the classification of assessment techniques for listening and speaking skills that can be implemented to help students be more confident in their learning process. In the same way, help teachers to have more ideas how to assess their students and where they can see in what skills their students have more problems, considering the tools and assessment techniques necessary for them to improve in those two skills.

Applying different assessment techniques on a constant basis has become a fundamental role in contributing to the teaching and learning English language. This research aims to contribute to the strengthening of the language skills through the adaptation of assessment techniques that facilitate the acquisition of this second language as part of the teaching function.

In addition, the relevance of the research is conferring to the application of assessment techniques that will not only contribute to students, to improve the listening and speaking skills, but also English professors because, it provided some techniques that can be used for assessing the English language skills to have an efficient learning process.

II. OBJECTIVES

2.1. General objective

- To determine assessment techniques to improve the listening and speaking skills in second year English students, URACCAN, I semester, 2023.

2.2. Specific objectives

- To describe assessment techniques used in second year English students at URACCAN.
- To classify assessment techniques for listening and speaking skills in second year English students.
- To apply assessment techniques for listening and speaking skills in second year English students.
- To propose assessment techniques to improve the English languages skills (listening and speaking) in second year English students, URACCAN.

III. THEORETICAL FRAMEWORK

As part of the research was necessary defined some terms that describe the part of this study. In the same way articulation, differentiation, types, and importance on assessment techniques.

3.1. Definitions

3.1.1. Assessment

Assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

Assessment is the process of gathering and discussing information from multiple and diverse sources to develop a deep understanding of what students know, understand, and can do with their knowledge because of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. (Knowly, 2020, para. 1).

3.1.2. Evaluation

According to Knowly (2020) describes that: "Evaluation focuses on grades and might reflect classroom components other than course content and mastery level. An evaluation can be used as a final review to gauge the quality of instruction. It's product oriented" ,(para. 2). For this reason, it considered that the evaluation focuses on analyzing data to determine numerically the performance of the student and that he has learned so much during a period of time in the study cycle of the university career.

3.1.3. English Assessment vs Evaluation

Assessment and evaluation are not the same. But what are the differences between an assessment and evaluation in education. Knowly (2020) states that:

Assessment is the systematic process of documenting and using empirical data to measure knowledge, skills, attitudes and beliefs. By taking the assessment, teachers try to improve the student's path towards learning.

In contrast, Evaluation focuses on grades and might reflect classroom components other than course content and mastery level. An evaluation can be used as a final review to gauge the quality of instruction. It's product oriented. (para. 1).

Other aspect between assessment and evaluation are:

Assessment

Is ongoing, improves learning quality, Individualized, Ungraded, Provides feedback, Process-oriented

Evaluation

Provides closure, Judges learning level, Applied against, standards, Grade (Knowly, 2020 para, 3).

3.1.4. Techniques

Núñez (2019) "Techniques are procedure or set of rulers or standards that aims to achieve a result that has been proposed and make it effective, applicable to any field, whether in science, technology, art, sport, the education or any other activity" (p.4).

Taking in to account the author's opinion we can say the most important element to use techniques is stablish organization in classroom to collect information about development skills and components of the process as an objective result applicable.

3.1.5. Assessment Techniques

Classroom Assessment Techniques give students the opportunity to reflect and facilitate their learning process. “Classroom assessment techniques (CATs) are quick evaluations of student learning that can be implemented in class to provide information about student learning before students are evaluated on higher stakes graded exams or assignments”, (Angelo & Cross, 1993, para.1).

Based on what Angelo & Cross (1993) argued that Classroom Assessment is a formative rather than a summative approach to assessment.

Its purpose is to improve the quality of student learning, not to provide evidence for evaluating or grading students. It provides faculty with feedback about their effectiveness as teachers, and it gives students a measure of their progress as learners. The aim of classroom assessments is to provide faculty with information on what, how much, and how well students are learning. Such assessments are created, administered, and analyzed by teachers themselves. (p.1).

3.1.5.1. Traditional Assessment

Traditional assessments are “tests” taken with paper and pencil that are usually true/false, matching, or multiple choice.

These assessments are easy to grade, but only test isolated application, facts, or memorized data at lower-level thinking skills. Traditional assessment provides little evidence of what a language learner actually can do with the language. To evaluate what a language learner can do with the language; a student must be evaluated using various performance tasks and assessments. (Louisiana, 2022, para. 1)

3.1.5.2. Authentic Assessments

“Authentic assessments combine the traditional academic content with the knowledge and skills needed to function appropriately in the real world. The context, purpose, audience, and focus should connect to real-world situations and problems.” (Louisiana, 2022, para. 8).

A form of authentic assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills a communicative way.

Authentic assessments have several advantages over conventional tests. They are likely to be more valid than conventional tests, particularly for learning outcomes that require higher-order thinking skills. Because they involve real-world tasks, they are also likely to be more interesting for students, and thus more motivating. And finally, they can provide more specific and usable information about what students have succeeded in learning as well as what they have not learned. (Wigging, 1998, para. 4).

3.1.6. English skills

It is commonly referred to in English language. The four macro skills are reading, listening, writing, and speaking. Each skill has its reasons of why we should be knowledgeable on how to communicate using the Listening and Speaking skills. These skills are essential for communicating.

The four skills, reading, listening, speaking and writing, should be integrated in an effective way. These skills should be addressed in a way that helps students meet the standards you set for them and develop their communicative competence gradually. This encompasses: Listening and speaking: these two skills are highly interrelated and work simultaneously in

real life situations. So, the integration of the two aims at fostering effective oral communication. (Sadiku, 2015, p. 29).

3.1.6.1. Listening skill

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective comprehension. According to Sharma (2018) in their article stated that:

There are three modes of listening: competitive, passive and active. Active listening skills are considered the most effective because the listener is not only listening with interest, but actively acknowledging listening by brief responses. Most individuals are not as skilled at listening as they think, even with it being an important skill for language acquisition. (p. 2).

3.1.6.2. Speaking skill

To the web site <https://www.twinkl.com/teaching-wiki/speaking-skills>, defined as the skills which allow us to communicate effectively. “They give us the ability to convey information verbally and in a way that the listener can understand. Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it’s important to develop both speaking and listening skills in order to communicate effectively”.

Speaking can be an intimidating experience, even in your native language, let alone when learning a new or foreign language for the first time. The best way to learn how to speak, though, is by practicing, so put your inhibitions aside and strike up a conversation whenever you are given an opportunity to do so. When speaking, be aware of your pace and try not to mumble, speak

clearly. Consider being expressive when you talk; avoid a monotonous tone. Expression adds interest and depth to what you are saying, and it will keep your listener interested. (Sharma, 2018, p. 3).

3.2. Types of assessment techniques

To determine what the types of techniques are; It has been found that through the development of education and technology, the ways of developing knowledge have been updated from traditional assessment, acquisition of learning through real situations and the use of technological tools. To this end, this study demonstrates the following assessment techniques:

3.2.1. Technological Authentic Assessment

3.1.7.1 Create an online social media

Create an online social media advertisement on the topic you're learning Is a most students today use some form of social media platform and are familiar with seeing ads being put in their faces.

Students creating an image that speaks of a particular topic they could post this into a safe institutional collaboration tool like online pages. e.g.: zoom and jam board, where other students can view it, 'like' it and comment on it. It could be put in Voice Thread with the students giving a verbal explanation of why they have chosen to do this in a particular way and what they were trying to convey. (Sankey, 2022, para. 4).

3.1.7.2 Record yourself doing a performance or presentation

"It could be as simple as a student using their mobile phone to present a concept, pointing out things (objects, images, etc.) as they talk through a concept, or walk around." (Sankey, 2022, para. 1). They could pin some concepts/images/dot points

to their wall and walk around the room speaking to them. Part of this technique is to develop an online assessment using technological tools (zoom, You Tube, Flip clip), allowing the student to express themselves and describe things around them through an online video and video recording.

3.1.7.3 A topic a week

Asking student to act out through something like a play (written), where actors could be used to play out a scenario around a given topic being studied.

The art of creating a dialog from a concept get them to see a topic from different angles, putting on different shoes, as it were. A rhyming or acrostic poem may also get them to process information a wee bit differently to what they normally do. Again, this could be done in a portfolio tool as a blog or journal. If it is designed as a play, a group of students could even play this out in Zoom or WhatsApp Teams. It could also be recorded separately and placed online. Sankey, 2022, para. 6)

3.1.7.4 Conceptualization

Infographics are all the rage now and students are exposed to these in all walks of life. The trick here is to get them to precis their ideas and to bring them back to the core constructs. Again, this can be accompanied by a description, either in writing or in an audio explanation. This could be simply created in PowerPoint or Word, or a more sophisticated tool, but the tool is not the point it's about how they represent their ideas. This can be posted onto a forum, put on voice thread, hosted in Teams, or presented live in Zoom or Teams meeting. They could prerecord the explanation also and post this with the visual. (Sankey, 2022, para. 3).

3.1.7.5 Analysis and report on information or data

Interpretation of visuals is an important skill for student to learn. Presenting table-based data in image form (screen capture) with further enhance this. Equally it's important for students to learn how to summarize information in a concise way.

Presenting a visual to a student in an online test and asking them to provide an interpretation either verbally or in writing can be done in most online exam platforms. You could ask student to record themselves doing this and have them submit the recording. Instructing students how to do this in Zoom or in PowerPoint live is one way, Sankey, 2022, para. 15)

3.1.7.6 Online brainstorming (Sticky notes)

“This can easily be done in OneNote or Padlet or even on a shared document on Google. Students can do this in smaller groups or individually at the same time or over a set period. It would be like pasting sticky notes on the wall in the classroom, but online.” (Sankey, 2022)

In relation to the above, it can be said that the labels have the general function of brainstorming, allowing the student to have a better interaction. they are usually applied in a traditional way through flash cards. however, the author proposes the use sticky notes to do it online through the use of technological tools.

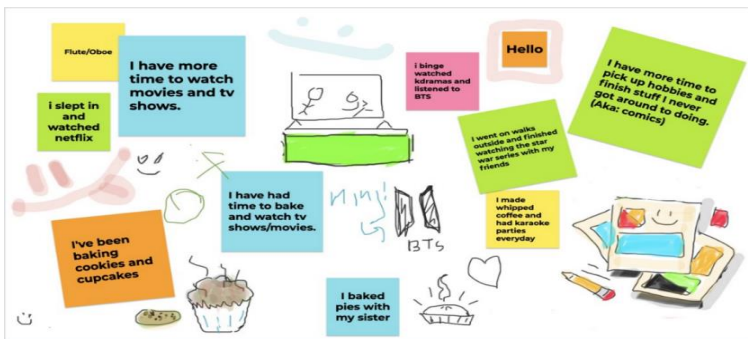


Figure 1: Online sticky note

3.1.7.7 Peer assessment

The key here is that there will be a synthesis of the ideas at some point, again either done individually or by the group. This is then presented as the outcome of the brainstorming activity. Peer assessment, it does have the added advantage of students being exposed to multiple perspectives on a particular topic.

This can be done manually in the Teams but is generally better done using a tool designed for this, such as Feedback, Fruits, Pebble Pad, Spark Plus that have some basic features in them, such as Moodle's Workshop module. Students submit their assignment, then get to review/mark two other assignments from two other students. The lecturer may or may not want to moderate these and have the final say (depends on the level of study). An extension activity to this would be to get the students to then reflect on what they may have done differently given their time again, and this could be an additional element to be assessed. (Sankey, 2022, para. 11)

3.2.2. Types of traditional Assessment

Traditional assessment has a different resources or material to assess and evaluate that consider part of teaching process and recognize a functional lesson plan.

According to Bailey (1998): traditional assessments are indirect and inauthentic. She also adds that traditional assessment is standardized and for that reason, they are one-shot, speed-based, and norm-referenced. (p.15)

Law & Eckes (1995) underline the same issue and state that "traditional assessments are single-occasion tests. That is, they measure what learners can do at a particular time. However, test scores cannot talk about the progression of child. Similarly, they cannot tell what particular difficulties the students had during the test."

(p.15). The most widely used traditional assessment tools are multiple-choice tests, true/false tests, and essays.

3.2.2.1. Essays

Simonson et al., (2000) said that:

Essays are effective assessment tools since the questions are flexible and assess the higher order learning skills. However, they are not very practical due to the fact that it is very difficult and time consuming to score the essays. Moreover, subjectivity might be an issue in scoring. Creating a rubric might be helpful to grade the essays. The essays are used as tools to evaluate the understanding of listening as part of notetaking when a presentation of a specific topic or debate is made, through a writing it is possible to evidence what the student has learned and his development of new ideas to express it.

(p.14).

3.2.2.2. Multiple-Choice

Multiple-choice tests are commonly utilized by teachers, schools, and assessment organizations for the following reasons.

1. They are fast, easy, and economical to score. In fact, they are machine scorable.
2. They can be scored objectively and thus may give the test appearance of being fairer and/or more reliable than subjectively scored tests.
3. They “look like” tests and may thus seem to be acceptable by convention.

4. They reduce the chances of learners guessing the correct items in comparison to true-false items. (Bailey, 1998, para. 5).

Simonson et al., (2000), discussed the disadvantages of multiple-choice tests. They stated that, depending on the level of cognitive effort, they become more difficult and require more time to create. In other words,

Multiple-choice items can be used effectively to assess items that demand a low level of cognitive effort, such as remembering previously memorized knowledge, but items that require students to use higher-order thinking skills, such as analyzing and synthesizing, are more difficult to produce. (p. 11).

3.2.2.3. True/False test

The use of this traditional technique is not very effective since it is difficult to realize whether or not the student knows the answer. On many occasions the answers are chosen randomly in which the development of the child's knowledge would be affected.

True/false items require students to make a decision and find out which of two potential responses is true. Since they are easy to score, it is easy to administer true/false tests. However, guessing might increase the chance of success by 50%. Especially, when the test item is false, it is quite hard to find out whether the student really knows the correct response. One possible solution is to ask student to provide with an explanation for the incorrect item, or rewrite the statement correctly. However, this affects the ease in scoring negatively (Simonson et al., 2000, page.).

3.2.2.4. Matching

“The teste is faced with two groups of words, phrases or sentences; each item in the first group has to be linked to a different item in the second.” (Penny, 2005, p. 13). This form of evaluation is considered part of basic principles to guarantee the most complex knowledge that a student has reached to develop through the development of listening and analytical comprehension.

3.2.2.5. Dictation

Dictation is a traditional technique whose function is to evaluate the student's listening comprehension through the practice of new vocabularies; This allows to develop theoretical and practical foundations of phonology. Dictation is commonly applied with verb tenses of a vocabulary in relation to a topic under study. The tester dictates a passage or set of words; the testee writes them down.

Richards (2005) said that: “It is claimed that dictation tests more than simple word recognition and spelling. It is seen as synthesis of the speech perception process at the phonological, syntactic, and semantic levels and as such is an integrative testing technique.” (p. 199)

3.2.3. Type of Authentic Assessment

Is possible the use of many authentic assessment used in classroom today, for instance is necessary that select from a number of options to meet instructional and students need.

3.2.3.1. Oral interview

Practice Listening and Speaking skill in the classroom integrated more efficient Knowledge with communicative meaner and language acquisition.

The oral Proficiency of English Students should be assessed regular, especially with very young students or when students have yet to acquire

sufficient command over the language for written assessment appropriate.

Students can respond orally to questions about range of topic that might include their prior Knowledge and activities (Malley, 1996, p. 4).

3.2.3.2. Story or text telling

The use of this assessment is considering a part of the process in contribution of real-life situation and performance Knowledge.

In this type of assessment, students read or listen to text and then retell the main idea or select detail, it is based on or closely resembles actual classroom activity. What makes it an assessment approach in the systematic collection and recording of information about performance of individual students. (Malley, 1996, p. 4)

3.2.3.3. Experiments/demonstration

The purpose of this technique is to identify knowledge and progress in the student's learning process by determining in an experiential way ideas and experiences, in this way it is considered: "The experiment or demonstration is presented through an oral or written report with describes the steps and Materials necessary to reproduce the experiment and any hypotheses that were tested, methods or observation used". (Malley, 1996, p. 13).

3.2.3.4. Portfolio

The use of portfolio is the amount of time requirement for teacher to collect the information or to score the students' performance.

A portfolio is a purposeful collection of student work that is intended to show progress over time. The portfolio may include samples of the students work, usually selected by the student or by student and teacher to present learning based on instructional objectives (Malley, 1996, p. 13)

3.2.3.5. Student self-assessment

The integration of self-assessment contributes to more development in the English language and performance in the language skills.

“Self-assessment promotes direct involvement in learning and the integration of cognitive abilities with motivation and attitude toward learning. In this type of authentic assessment, the students may complete a project on a specific topic or exhibition their work”. (Palacio, 2014, p. 40).

3.2.4. Scoring (direct and indirect assessment)

The use of scoring (rubric), to assess student is a clear way to show how students are leaning and what difficulties they have and how the teacher can help them in a direct way.

Scoring an indirect assessment is usually easier than scoring a direct assessment. In indirect assessment, it is easy to identify the learner's errors and you only need to calculate the points deducted for the errors. However, it is much more difficult in the case of direct assessment.

The obvious benefit of direct testing is that you are testing the skill in a natural occurrence or use of that skill. If students know they will be tested this way, the test can have a positive washback effect on the students by encouraging them to practice that material in that natural way. An advantage of indirect assessment is that it is generally much easier to score. (Folse, 2006, p. 220).

3.2.5. Common European Framework of References for Languages

An analysis of the functions, notions, grammar and vocabulary necessary to perform the communicative tasks described on the scales could be part of the process of developing new sets of language specifications.

The CEFR organizes language proficiency in six levels, A1 to C2, which can be regrouped into three broad levels: Basic User, Independent User and Proficient User, and that can be further subdivided according to the needs of the local context. The levels are defined through 'can-do' descriptors.

Basic user

Level A1 Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Level A2 Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Independent user

Level B1 Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar

or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

Level B2 Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Proficient user

Level C1, Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices. **Level C2**, can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. (Portal, 2001, para. 6).

3.3. Purpose for speaking Assessment.

Speaking is a crucial language skill which we use every day to communicate with others, to express our views, and to project our identity. In today's globalized world, speaking skills are recognized as essential for international mobility, entrance to higher education, and employment. To Folse (2006).

Assessing speaking is difficult for several reasons. It is difficult because of logistical reasons. If you test speaking directly, then you can only test one or a few students at a time. The test must be taped, and then the assessor must listen to score. It is very time-consuming.

Scoring a direct test can be difficult because of the problems inherent in what to count and how many points to assign to each component that you are counting. Does pronunciation count? If so, how do you count it? Do you take one point for each error? This could be fair to someone who has good pronunciation, but it could also be biased toward a person who spoke less and therefore had few errors. How do you count fluency? Do you count words? Should someone who says four words in "He got the answer" receive a lower score than someone who says six words in "He came up with the answer"? (p. 226).

3.4. Purpose for Listening Assessment

Listening ability is an important skill in learning English. However, because listening is a complex process, it is one of the least researched areas, especially in the field of language assessment. "Developing valid and reliable listening language assess is a complex process. This is because the processes of listening are hidden from the

tester and so the ways to measure the ability to handle spoken text are more demanding”. (Flowerdew, 2005, p. 209)

3.5. English Assessment Techniques

The use of English assessment techniques is a fundamental process to improve listening and speaking skills applying different techniques focus on to determine difficulties in those skills making use of authentic and technological tools, for that reason this research contain assessment techniques classified for those two important skills.

3.5.1. Speaking Assessment Techniques

3.5.1.1. Role-Play

Role plays, particularly those used as assessments, need to be carefully structured to maintain a focus on the learning outcomes, as imaginative students may very easily veer off-topic.

Role plays and simulations are forms of experiential learning in which learners take on different roles, assuming a character, personality, or function within a group, and interact and participate in diverse and complex learning settings. Role plays and simulations aim to authentically emulate a given environment or challenge, giving students the chance to practice realistically the skills they will need when they graduate. Generally speaking, they involve significant interaction among participants, and can be conducted online, face to face or in a hybrid setting. (Barry & Trapp, 2023, para. 1).

3.5.1.2. Limited picture-cued task (Including simple sequence

“This form of assessment entails an interviewer asking students what is in the picture or what is happening in the picture. Interviewees are then required to give a one sentence response using the picture as a visual aid”. (Sabio,2008, p.22)

3.5.1.3. Responsive

Responsive speaking entails students actively participating in short discourse sessions. The beginning of responsive speaking always starts with a prompt in order to simulate real-world situations. It helps English language instructors assess students’ ability to engage in discussion with one or more interlocutors. More creativity on the students’ part is required. (Sabio,2008, p.8).

3.5.1.4. Question and answer

According to Sabio (2008) in relation to question-and-answer assessment stated that:

This type of assessment entails a student asking the teacher questions. Essentially, the student assumes control over the conversation. This form of assessment requires one person, an interlocutor, to ask the student questions. Students’ answers can be 1 sentence responses, or, can entail a more detailed answer depending upon the question asked. (p.8).

3.5.1.5. Interactive (Broader Dialogue on Transactional and Interactional Conversation)

“Interactive speaking is extremely similar to responsive speaking, however varying in that an interactive speaking session is much more involved, may include multiple

interlocutors, and is commonly found in the English-speaking world.” (Sabio, 2008, p. 8)

3.5.1.6. Interview

“Interviews provide students with chances to use what they have learned in an authentic situation; they give students the chance to engage in meaningful dialogue.” Sabio, 2008, p. 8). The use of interview as part of assessment is practice and familiarization process to what students know about different topics.

3.6. Assessment according to URACCAN polices

This form of listening assessment assesses students’ ability to identify key vocabulary from within a brief monolog.

The use assessment in the classroom is indispensable in the education process. For instance, is necessary describe assessment polices establish formulate at URACCAN University.

The learning assessment will be systematic and integral, In order to collect evidences that show the acquisition or development of knowledge, attitudes and worthies established on topics goals. The evaluation may be done through the following techniques: a) Partial and diagnostic quizzes. b) Classroom assignments c) individual study assignments: Observation, practical classes, research, folders, and project, written reports, and so on. d) Observations to students by the professor. e) Student self-evaluation and cooperative evaluation. F) Student development focus on attitudes, behaviors, knowledge, skills and non-knowledge activities. (URACCAN, 2012)

IV. METHODOLOGY AND MATERIALS

This research study was carried out to determine assessment techniques to improve the listening and speaking skills in second year English students, URACCAN, I semester, 2023.

4.1. Location of the study

The present study was developed at URACCAN university in second year English students to determine and classify Assessment Techniques to Improve Listening and Speaking skills.

4.2. Type of the study

This was descriptive because the main objectives were to determine assessment techniques to improve listening and speaking skills. Furthermore, to describe, classify and propose assessment techniques and to have a better development of the teaching learning process in second year English students at URACCAN University.

4.3. Approach of the study

According to Sampieri (2014),

In a qualitative research approach, the aim is to describe, understand and interpret the phenomena through the perceptions and meanings produced by the participants' experiences, so that the researcher can understand and interpret them meanings produced by the experiences of the participants, so that the researcher can form his own beliefs about the phenomenon studied. (p.358).

For that reason, this study is classified as qualitative, because the information was collected through observation, professors and student's interview, and English

Assessment test. To determine assessment techniques to improve the listening and speaking skills in second year English students, URACCAN, I semester, 2023.

4.4. Unit of Analysis

The population of this study were twenty-two second year English students of bachelor's degree in English Language Teaching, sixteen females and six males. For this purpose, the unit of analysis was 10 students who were randomly select (7 female and 3 men) and 2 English Professor.

For the selection of the unit of analysis, a sample was selected by means of a random list of student attendance and this sample was selected by means of digital roulette.

Participants	Year	F	M	Total
Second Year English Students	2 nd	7	3	10
English Teacher	Teacher	1	1	2
Total unit of analysis				12

4.5. Selection and Exclusion Criteria

The selection and exclusion criteria will involve the students of second year that take part in the investigation process.

4.5.1. Selection Criteria

The criteria considered in this research process was select because it considers as important elements to provide fundamental information: Students from second year at URACCAN University. A percentage of classroom students were considered, considering three of them men and seven women, all of them providing significant data to enrich this research. Two English professors was considered, because they worked with those students, at the URACCAN University.

4.5.2. Exclusion Criteria

In the exclusion criteria were:

The students that are not in first, third and fourth year, students of another careers and teachers that are not teaching English on the second year were not be taken into account because they did not fulfill with the expectations that this investigation require; also, they were not able to provide the necessary data for this research.

4.6. Information Sources

This part contains all the sources of information that enrich this research, and it is divided in two parts:

4.6.1. Primary Sources

Primary sources were focus on the instruments used to develop his investigation, and it was applied interview, diagnostic test, and observation guides.

4.6.2. Secondary Sources

The Secondary sources that considered were the following sources: books, online documents, and monographs. Those instruments provided direct evidence of a determined research topic and also was contribute with important information to supplement this investigation

4.7. Techniques and instruments for recollecting information

4.7.1. Observation guide

The observations in the classroom were made with the intention to determine the Assessment Techniques that the teacher uses in the classroom with the students. In addition, through the observation it was intend to know the difficulties of the students to develop assessment techniques for listening and speaking skill in English language.

4.7.2. Interview

The interview was applied to the English professors at URACCAN University. The aim of this instrument was to determine the assessment techniques that the teacher used for Listening and speaking at URACCAN University. Also, the interview was for students that contained different questions related to the research topic that was help us to know what assessment techniques teacher use to assess them.

4.7.3. English Assessment Test:

The English assessment test focused on listening and Speaking skills to determine how students are learning and how each of the language skills is assessed. To apply the listening and speaking assessment test was necessary to use the book called Tactics for Listening Second Edition, the book contained some units focus on those two important skills, for that reason, we take in to account one unit, we reformulated the test taking traditional and authentic assessment techniques making use of technological tools.

To conclude, it was necessary analyze the process of the English assessment test. For instance, using rubric and Common European Framework (CEFR) Allowing to understand the difficulties and problems of the students in Listening and Speaking skills and provide recommendations to improve their learning.

4.8. Data Analysis and Processing

For designing and processing the collected information through observations, interview, and assessment test, the appropriate tool was Microsoft Word as indispensable for gathering and information processing.

4.8.1. Microsoft word

This tool was used for writing and describe this study, also it will use for redacting the observation guides, interview, and English assessment test that were necessities to complete the research.

4.9. Descriptors Matrix

Specific Objectives	Descriptor	Dimension of the Descriptor	Technique and Instruments
To describe assessment techniques used in second year English students at URACCAN.	Useful Assessment techniques	<p>Authentic assessment.</p> <ul style="list-style-type: none"> • Oral Interview • Story or text retelling • Experiments/ demonstration • Portfolio • Student self-assessment • Role-Play <p>Traditional assessment.</p> <ul style="list-style-type: none"> • Essays • Multiple choice • True/ False • Matching • Dictation 	<p>Observation guide.</p> <p>Teacher's interview</p> <p>Student's interview</p>
To classify assessment techniques for listening and speaking skills in second year English students.	Classification of assessments techniques	<p>Assessment techniques for listening skill</p> <ul style="list-style-type: none"> • Listening clause • Use of audios in English • Watch movies in English with simple language • Music and reading worksheet <p>Assessment techniques for speaking skill</p> <ul style="list-style-type: none"> • Role Play • Reading aloud • Limited picture-cued task • Question and answer • Interactive 	<p>Observation</p> <p>Teacher's interview</p> <p>Student's interview</p>

		<ul style="list-style-type: none"> • Dialogue 	
To apply assessment techniques for listening and speaking skills in second year English students.	Assessment techniques for listening and speaking skills	Listening assessment test: Listening close <ul style="list-style-type: none"> • Matching • Multiple choice Speaking assessment test: <ul style="list-style-type: none"> • Role play • Dialogue 	English assessment test for listening English assessment test for speaking.
To propose assessment techniques to improve the English languages skills (listening and speaking) in second year English students, URACCAN	Assessment techniques	Improve the English languages skills (listening and speaking)	

4.10. Ethical Aspects

For having a reliable study, the following aspects were considering:

- ✓ Reality of students with the observation and interview guide.
- ✓ To respect the copyright in the found theories.
- ✓ To respect the opinion of teachers and students.

4.11. DELIMITATION AND LIMITATION OF THE STUDY

4.11.1. Delimitation

This investigation was carried out at URACCAN university, Nueva Guinea city and it was focus on Assessment Techniques to Improve Listening and Speaking skills. The population of this study were 22 students, the unit of analysis was 10 students who were randomly select (7 female and 3 men) in Second year English students, I semester, 2023 and 2 English Professor.

4.11.2. Limitation

The possible aspects that affected in some way the achievement of the objectives of this research were:

- Negativity of Professors and students to provide the information requirement and relevant to this research.
- The lack of interest of the students.
- The time as a limitation factor.

V. ANALYSIS AND RESULTS

The results of the research were obtained through the application of the Assessment Techniques to Improve Listening and Speaking skills in Second year English students, URACCAN, I semester, 2023. After the application of the instruments such as: Observation Guide, interview to the teacher, interview to students and English assessment test. For analyzing the information and getting the results, it was used the triangulation techniques, that is comparing the information of each instrument and processing all the data, so the following results are presented:

5.1. Assessment techniques used in second year English students

As part of this process, the first specific objective was to describe assessment techniques used in second year English students at URACCAN, in this case, there were define assessment techniques.

In relation to Knowly (2020), assessment technique is a systematic process of documenting and using empirical data to measure knowledge, skills, attitudes, and beliefs. By taking the assessment, teachers try to improve the student's path towards learning (para. 1).

Based on the interview applied to the English teachers, assessment techniques are part of the development of the student's learning taking into account the appropriate level of the students and objectives of the lesson. In addition, in the interview applied to the students, they have argued that assessment technique is a methodological process that assess the level of the learning in relation to the content.

Types of assessment techniques applied in the English class

According to Louisiana (2022) assessment techniques are classified in two types: traditional and authentic assessment techniques: traditional assessments are "tests" taken with paper and pencil that are usually true/false, matching, or multiple choice. On the other hand, authentic assessment deals with the context, purpose, audience, and focus should connect to real-world situations and problems.

Regarding the interview applied to the English teachers, the assessment techniques used for listening skills are Google forms, recordings, Jam Board, Kahoot, and magic hat, additionally, teachers implemented the following assessment techniques for speaking skill: discussion using technological tools (magic hat), spinner wheel, unscramble the sentence, role play, interview, questions relates and debate. In the same way, the interview applied to the English students, the assessment techniques that teachers used to assess Listening skills are: Google forms, fill in the blank using audios, videos. Furthermore, the different assessment techniques for speaking are the following: Role play, dialogue, interview, oral presentation.

Considering the observations developed in second year English students, the teachers were on the use of assessment techniques as a principle to analyze the performance of each of the students in consideration of the previous class and the goals to be achieved through the assignment of work and the practice of self-evaluation. In this way, it considers that the assessment techniques are relevant to the principles of teaching and learning by the teacher. In addition, the evaluative practices during the development of the class constantly formation each of the learning process and domain of the group.

N°	Assessment Technique	Teaching Experience
Traditional Assessment Techniques		
1	Oral presentation	This technique consists of an individual or group verbally addressing an audience on a particular topic. The aim of this is to educate, inform, entertain or present an argument, and assesses the presenter's ability to communicate relevant information effectively in an interesting and engaging manner.
2	Dialogue	The dialogue is for students to put aside fears, prejudices, the need to learn and practice more where they take time to listen to other voices and possibilities.
3	Fill in the blank	They are fast, easy, and economical to score. In fact, can be used effectively to assess items that demand basic

		elements of cognitive effort, such as remembering previously practiced knowledge, so students have to listening carefully to complete a task
4	Debate	A debate involves students in researching and analyzing a controversial topic based on a stance which will lead to a series of oral presentation of standpoints and arguments by the two opposite teams. This is an important techniques to apply with the students because is way that they can practice speaking and critical thinking in a interactive way.
Authentic Assessment Techniques using technological tools		
1	Role play	Encourage students to think more critically about complex and controversial subjects to see situations from a different perspective. When properly employed, role plays can motivate students in a fun and engaging way
2	Discussion	Kahoot! is a good tool to practice speaking that motivates and activates students' learning because it can test their knowledge, reiterate important concepts, and help them retain information. It also provides instructors with the ability to further create class discussion and student-to-student interaction.
3	Sticky notes	Where students use small slips of paper to organize ideas and process information to talk about different topics using jamboard tool. Is a traditional assessment and sustituve.
4	Questions relates	This is an motivate techniques that you can assess your students using those kinds of tools like magic hat and spinner wheel. This is a way to change the routine and students learn in an interactive way.

In our opinion, teacher needs to use different kind of assessment techniques with the aim to improve listening and speaking skills so, It is necessary to keep Records of Assessments to give a checkable record of a learner's progress from commencement to completion of a course or programmed. The assessments act as a back-up if a student loses their work to show what was assessed and what was achieved and it is not just to develop their skills, it's to help them to feel confident to express themselves in the target language.

5.2. Assessment techniques for listening and speaking skills in second year English students.

In second part for this research, we were considered important to classify assessment techniques for listening and speaking skills in second year English students.

Ulyatt (2017) in her post named “Develop speaking and Listening skills in young learners” argued that:

Students use speaking and listening to solve problems, speculate, share ideas make decisions and reflect on what is important. Social relations in the classroom depend on talk, and student’s confidence and attitudes to learning are affected by friendships and positive interaction. Therefore, having the right words to express their thoughts, to rationalize their ideas, and talk about their feelings and viewpoints are essential for all facets of education. Teaching basic speaking skills has a key role in all subjects and areas of learning. (p. 35)

According to the observation applied in second year English student, the English class is developed with fundamental assessor of the teachers and intervenes in a effective and time manner in the students participation to correct their listening and speaking skills. In this manner, the articulation that professor use language

appropriate to develop level of the student's learning process is pertinent, in other hand, the develop of the lesson is accompanied to different assessment techniques to improve speaking and listening according to the level of the students of the students and objectives of the lessons

In this context the teachers interviewed, the results were pertinent considering that the use of assessment techniques, augmented that they use some assessments to improve those skills. Firstly, they use of audios for listening topics, presentation about hobbies or other topic, some words dictation, the application of some readings the topics students were studying and asking comprehension questions, they express that must speaker in English-Spanish how verbal communication and make the student understand easily the class, also the use of songs can be excellent way to create a meaningful context for listening and speaking and more communication. Besides, the use of technological tools (google form, recordings, jam board, kahoot, magic hat, spinner wheel, unscramble the sentence.) is usual complement to assess language skills in their English class.

In the same way, the interview to students was descriptive classifying between assessment techniques for listening and speaking. In first instance, the use of Role play, dialogue, presentation about personal information and social context that are practice to speaking skill. In second instance the use of assessment techniques to improve listening skill, such as: listening and practice music using social media, watch a movie with subtitles in to English and Spanish.

The use of assessment techniques on these skills are essential for communicating, each skill has its reasons of why we should be knowledgeable on how to communicate using the Listening and Speaking skills.

As a result, the next table classify the assessment techniques like listening and speaking skill:

N°	Assessment techniques	Students Experience
Listen Assessment Techniques		
1	Audios for listening topics	Listening and practice music using social media, watch a movie with subtitles in to English and Spanish.
3	Dictation	Dictation is practice techniques to assess listening comprehension, this assessment technique focuses on spelling letters and learn a new vocabulary.
4	Music and reading worksheet (Fill in the blank)	The use of audios is fundamental material to assess listening comprehension, resources of this research depend of the learning processes and assessment techniques. Example: Fill in the blank can be used effectively to assess items that demand basic elements of cognitive effort, such as remembering previously practiced knowledge, so students have to listening carefully to complete a task
Speaking Assessment Techniques		
1	Role play	Encourage students to think more critically about complex and controversial subjects and to see situations from a different perspective.

		When properly employed, role plays can motivate students in a fun and engaging way
2	Experimentation- Demonstration. Discussion	Activate students' learning because it can test their knowledge, reiterate important concepts, and help them retain information. It also provides instructors with the ability to further create class discussion and student-to-student interaction.
3	Dialogue	The students practice dialogue for the need to learn and practice more where they take time to listen to other voices and possibilities communication. Kahoot! is a good tool to practice speaking that motivate them.
4	Questions relates	This is an motivate techniques that you can assess your students using that kind of tool like magic hat and spinner wheel. This is a way to change the routine and students learn in an interactive way.
5	Oral presentation	This technique is use of an individual or group verbally addressing an audience on a particular topic. The aim of this is to educate, inform, entertain or present an argument, and assesses the presenter's ability to communicate relevant information effectively in an interesting and engaging manner.

5.3. Assessment techniques applied for listening and speaking skills in second year English student

As part of the development of this research it was necessary the application of assessment techniques that facilitate practical communication and encouragement in students learning of the language skills.

Lesson plan

To applied assessment techniques was necessary the use of lesson plan to develop the listening and speaking skills and the use of assessment techniques in English class. In first instance, it was necessary to provide a general information about the class. The unit selected for this lesson was part of the fourth unit implement in the course listening and speaking skills III.

For to development of the lesson, some assessment techniques were chosen. The use of power point presentation to introduce the class and technological tools.

Asking questions

For this technique was necessary the presentation with You Tube video related to the topic how to describe gadgets using the verb to be and how to make questions. The video contained some activities to see if they are paying attention. Below it's the Link <https://www.youtube.com/watch?v=OVovKycVGuE&t=103s>

Speaking activities

As part of the practice the new information was necessary to draw a chart on the white board that contained the following statements:

Name	Gadget	Description
1 Freddy	Cell phone	Small, metal, buttons, numbers
2		
3		

Firstly, Students move around the classroom and ask four classmates to describe a gadget they like. Then, they completed the chart with the information they hear. Second, it was necessary to work in groups, take turns reading the descriptions on your chart. Try to guess what gadgets your group members are describing.

1. Take turns reading the descriptions on your chart from task

2. Try to guess what gadgets your group members are describing

Example: A: It's small and made of metal.

B: Is it a camera?

A: No. It has buttons, numbers, and an antenna.

B: Is it a cell phone?

A: That's right!

English assessment test

The English assessment test focused on "Listening and Speaking" skills to determine how students are learning and how each of the language skills is assessed. We decided to take the last unit because a short time; in this way the English assessment test was applied to see the development of those skills and how to help them in this process by applying assessment techniques.

Listening assessment test

Listening ability is an important skill in learning English. However, because listening is a complex process, it is one of the least researched areas, especially in the field of language assessment. "Developing valid and reliable listening language assessment is a complex process. This is because the processes of listening are hidden from the tester and so the ways to measure the ability to handle spoken text are more demanding". (Flowerdew, p. 209).

To apply the listening assessment test was necessary to use the book called Expanding Tactics for Listening Second Edition used by the professor that taught this class, the book contained some units focus on Listening, for that reason, we take

in to account one unit, we reformulated the test using a traditional assessment technique listen and write the correct letter and multiple choice but was necessary to adapt the audio using technological tools (You Tube) to allow students to better understand.

To Complete the Listening test, we played an audio where people were describing their favorite gadgets and machines. Students had to listening carefully to understand Which gadget was each person describing? First, the audio was played in a normal way, then, slow; allowing students to complete the test putting on practice their listening comprehension.

The score of this test was 15 points take into account traditional assessment techniques, Listen and write the correct letter or multiple choice. Simonson et al., (2000), They stated that, depending on the level of cognitive effort, they become more difficult and require more time to create.

Multiple-choice items can be used effectively to assess items that demand a low level of cognitive effort, such as remembering previously memorized knowledge, but items that require students to use higher-order thinking skills, such as analyzing and synthesizing, are more difficult to produce. (p. 11).

The result obtained on this assessment was made in a quantitate manner and demonstrate the level of the students using the global assessment scale to contributed an educational system and improve individual skills, (Nall, 2018), define that: "The Global Assessment of scale (GASc) is a scoring system use to assess how well an individual is functioning in their daily lives and functional skills."

According to the analytical assessment rubric and CEFR the application of the listening assessment test we obtained many results that describe the level of the students considering that 80% of the students have a been independent user level A2 considered that students can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. secondly 10% of the students has level B1 and they can understand sentences and frequently used

expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Finally, other 10% of the student have a basic use and predominate in their knowledge can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.

Speaking assessment test

Speaking is a crucial language skill which we use every day to communicate with others, to express our views, and to project our identity. In today's globalized world, speaking skills are recognized as essential for international mobility, entrance to higher education, and employment. To Folse (2006):

Assessing speaking is difficult for several reasons. It is difficult because of logistical reasons. If you test speaking directly, then you can only test one or a few students at a time. The test must be taped, and then the assessor must listen to score. It is very time-consuming. (p, 226).

To do the speaking assessment it was necessary to place the students in pairs, they were presented on the screen with two scenarios in which they were to choose one; they were given 5 minutes to prepare but the interesting thing was that they created their own story without writing; for this an authentic assessment technique called role-playing was selected. Role plays, particularly those used as assessments, must be carefully structured to maintain a focus on learning outcomes, as imaginative learners can be very easy to misdirect. It must be said that this authentic technique gave very good results, as the students did not memorize anything, as is usually done in the traditional technique called Dialog.

Role plays and simulations are forms of experiential learning in which learners take on different roles, assuming a character, personality or function within a

group, and interact and participate in diverse and complex learning settings. Role plays and simulations aim to authentically emulate a given environment or challenge, giving students the chance to practice realistically the skills they will need when they graduate. Generally speaking, they involve significant interaction among participants, and can be conducted online, face to face or in a hybrid setting. (Barry & Trapp, 2023, para. 1)

An analysis of the develop speaking assessment test was necessary the use a rubric to identify difficulties and skills of the students. To describe the level of the students were necessary describe functions, notions, grammar and vocabulary necessary to perform the communicative tasks described on the rubric and analyze on the common European Framework of references of language (CEFR), could be part of the process of developing new sets of language specifications.

The CEFR organizes language proficiency in six levels, A1 to C2, which can be regrouped into three broad levels: Basic User, Independent User and Proficient User, and that can be further subdivided according to the needs of the local context. The levels are defined through 'can-do' descriptors.

According to the global assessment of scale:

The application of the speaking assessment test improves many results that describe a level of the students considering the 10% of the students have an independent use level B1, considering that can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

Secondly, the 50% of the students have a basic user considering that Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

At this time, 40% of the students have basic user in level A1 take in to account that can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. They can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. (Portal, 2001, para. 6).

5.4. propose assessment techniques to improve the English languages skills (listening and speaking) in second year English students, URACCAN

Assessment Techniques for Listening

Listening Cloze

a. Description

Jira (2023) on her webside said that:

Cloze exercises are a regular part of an English teacher's resource or should be. These fill in the blank exercises help students improve English listening fluency by focusing on word sounds. They can also help ESL students learn vocabulary.

Here are three ways to have fun with a cloze exercise

Belong we have two activities called Banana blank and Map lib that are part of the technique Listening cloze for that reason we have one objective for the two activities

b. Objective: Put in practice Listening Comprehension through different topics

c. Materials: audios, worksheet, TV or speaker .

d. Time and Level: 10 minutes, but the time depend of the resources and topic, whatever level, you just adapt the activities

Banana blank

Here's slight variation on the above exercise. Hand out the cloze page or ask students to write the numbers 1-10 in the notebook. Read the passage. For each blank, say the word 'banana.' The student task is listened to the passage and use their best reasoning to fill in the blank with the correct answer ... or a good fit.

This is an especially good review technique for passages that students read a week or so prior.

Mad libs

Hand out the paper with cloze passage. Ask students, maybe in pairs, to fill in the blanks with their best guesses for the correct answers. Expect (*sic encourage*) students to write wacky answer in the blanks.

It's a great way to review vocabulary as well as parts of speech and subject-verb agreement at the same time.

For lower levels students, add parts of speech hints after each blank so they have a good idea of what kind of word to write in. Here is a good example of a mad lib paper with parts of speech hints.

e. Procedure

One device for focusing student attention on such "less important" forms is the modified cloze procedure. First, record a listening passage on a tape recorder. Second, prepare a written copy of the recorded passage, but with all instances you will delete some words (It is useful to tell the students precisely how many of the articles are missing). Third, divide them into groups of three (optional). Fourth, play

the recording as many times as they wish in order for them to fill-in the missing words. The last, after the sheets are exchanged and corrected, the students have—if they were not divided into groups of three—a copy of a complete text which may now be exploited for reading, or whatever.

Music and reading worksheet

a. Description

Music can help your students learn more about language itself. Besides teaching new vocabulary, language learning set to music will help your students understand rhythm, stress and intonation. You can also use music to teach pronunciation, pacing and rhyme. Simple jingles are an entertaining and engaging way to teach dry grammatical concepts, and students will remember these rules better when they find themselves humming the lyrics several times throughout the week.

a. Objective:

To engage students to listening to music and teach them that this is way to learn vocabulary in a dynamic way.

c. Materials: music, worksheet, TV

d. Time and Level: choose music according to the level of students , the time of these assessment are a proximally 10 min.

e. Procedure

The primary way music helps us retain information is by engaging in the parts of the brain responsible for memory and learning. While reaching the brain in the right areas, music can help to improve mood and focus- which can help students to pay attention better while retaining information more effectively to complete wherever worksheet.

Song activities can be very useful in the classroom. They can help practice vocabulary, grammar, phonology and skills, both productive and receptive. Knowing

the lyrics of a song in a language we are learning motivates us, and singing it..makes us feel cool! Really holistic way to teach, the steps are easy: pick a song. Find the lyrics online. Copy and paste them on a document. Add a picture to make it more attractive. Edit your text and create activities.

Below there is a link that contain some exercises that you can use for your students

[Cloze Songs - listening comprehension to learn English with fun \(eamus.it\)](http://eamus.it)

f. Teaching experience.

The use of audios if fundamental material to assess listening comprehension, resources of this research depend of the learning processes and assessment techniques. Fill in the blank can be used effectively to assess items that demand basic elements of cognitive effort, such as remembering previously practiced knowledge, so students have to listening carefully to complete a task.

Audios for different topic

a. Description

On the flip side, good-quality audio and listening experiences can make a world of difference as students develop their knowledge and skills. It can lead to better comprehension, retention, stamina, focus, and engagement.

b. Objective

To use different kind of materials to have an interesting class and assess listening comprehension that facilitate the learning process.

c. Material

The different resources do teacher can use are Audios, tv/speaker, computer

d. Time and level

Depend of the level of students and the estimated time of each audio

e. procedure

Podcasts and radio stations are full of different shows for students to listen to. Many of these shows go beyond music too. For example, students could listen to one of the regular programs on NPR or find a podcast that connects with a topic they are interested in. Students can also listen to the news on the radio or a podcast and make notes about the biggest stories of the day. You can have students listen and write down the gist of what they're hearing or have them focus on more specific meanings as they listen.

f. Teaching experience

On the flip side, good-quality audio and listening experiences can make a world of difference as students develop their knowledge and skills. It can lead to better comprehension, retention, stamina, focus, and engagement.

Assessment Techniques for speaking

Role play

a. Description

Role plays and simulations aim to authentically emulate a given environment or challenge, giving students the chance to practice realistically the skills they will need when they graduate. (Barry & Trapp, 2023, para. 1)

b. Objective:

to involve significant interaction among participants, to practice for situations they may face outside the classroom or situation given by the teacher.

c. Materials: TV and pages that have the different situations that students will talk

d. Time and level: from A2 to B2

e. Procedure

Role-play a conversation that matches one of the situations given by teacher.

Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation! Imaginary people - The joy of role-play is that students can 'become' anyone they like for a short time! The President, the Queen, a millionaire, a pop star the choice is endless! Students can also take on the opinions of someone else. 'For and Against' debates can be used and the class can be split into those who are expressing views in favour and those who are against the theme.

Role-plays allow you to introduce lots of situations into the classroom from the real world. For example,

A: You work at a train station selling tickets.

B: You want a return ticket to London. Buy the ticket and find out what time the train leaves.

This is a real-life situation, but both students are playing a 'role' and are not being themselves. By not scripting everything students are going to say, you give them an opportunity to use the language they know and try out language they have recently learnt. This is especially important for shy students. I've often found that really quiet students blossom when given a role.

f. Teaching experience

Encourage students to think more critically about complex and controversial subjects and to see situations from a different perspective. When properly employed, role plays can motivate students in a fun and engaging way.

Experiments/ demonstration

a. Description

Experiments help teach students how to be more observant and inquisitive. They learn how to ask questions, explore new avenues for research, and find new ways on how they can answer a question or solve a problem.

The experiment or demonstration is presented through an oral or written report with describes the steps and Materials necessary to reproduce the experiment and any hypotheses that were tested, methods or observation used". (Malley, 1996, p.13)

b. Objective: To explore different situation and give possible solution in real time.

c. Materials: Depend of the experiment students will do

d. Time and level: The necessary time to each experiment

e. Teaching experience

Activate students' learning because it can test their knowledge, reiterate important concepts, and help them retain information. It also provides instructors with the ability to further create class discussion and student-to student interaction.

Limited picture-cued task

a. Description

Pictures are most convenient for eliciting descriptions (Hughes, 1989, p.107). In addition to describing comparison, the order of events, positions, and location, a more detailed picture may be used to elicit the test taker's competence in telling a plan, directions, and even opinions

b. Procedure

- Divide the group in two team (depend of the number of the students) on students of each group will be sitting in from of their classmates without watch the TV

- Put two pictures in the tv where the students have to describe similitudes about the picture. The students the student that guess the picture run and other students will sit and so on.

Question and answer

a. Description

Questions at the responsive level tend to be referential -as opposed to intensive, display questions. The referential question requires test takers to *produce meaningful language in response*. Such questions may require an open-ended response or a counter-question directed to the interviewer (Brown, 2004, p.160).

b. Procedure

This form of assessment requires one person, and interlocutor, to ask students. Students answer can be 1 sentence responses, or can entail a more detail answer depending upon the question asked.

E.g: **¿How are you doing?** (Response: I'm fine is not acceptable. Something with more substance is needed)

What is your favorite day of the week and why? (Response: My favorite... Friday because it is the start of the weekend)

What are the steps kids take in playing soccer? (Response: First.... Second... Finally)

c. Teacher experience.

This is an motivate techniques that you can assess your students using that kind of tool like magic hat and spinner wheel. This is a way to change the routine and students learn in a interactive way.

Online brainstorming (Sticky notes)

a. Description

Sticky notes are a good tool for organizing information; they are easy to move and reorganize. As the group discusses its shared ideas, organize similar ideas into "clumps." Be certain that all participants are in agreement about the clumping that is done.

b. Objective

Approach enables participants to retain some anonymity as they share ideas. It is also a very visual approach that allows for some physical movement.

c. Materials:

- large sticky notes (alternative: index cards and tape)
- large markers that enable participants to write notes that will be legible from a distance.

d. **time and level:** 10 to 30 minutes, depending on the complexity of the issue/subject being discussed and the size of the group.

e. Teaching experience

Where students use small slips of paper to organize ideas and process information to talk about different topics using jam board tool.

VI. CONCLUSIONS

After the processing and analyzing the results of the study focused on Assessment Techniques to Improve Listening and Speaking skills in Second year English students, URACCAN, I semester, 2023. The following conclusions are described below:

- ✓ The teacher implements some traditional assessment techniques that facilitated the acquisition of the English language listening and speaking skills taking in to process to develop English lesson.
- ✓ The main Traditional assessment techniques for speaking that professors used were: oral presentation, Dialogue.
- ✓ The main Traditional assessment techniques for Listening that professors used were Audios for different topics, Dictation, Music and reading worksheet (fill in the blank)
- ✓ One of the professors involved in this research used an authentic assessment technique: Role play, Experiment-demonstration (discussion), technological tools (jam board).
- ✓ The Assessment techniques applied for listening and speaking skills in second year English student facilitated practical communication and encouragement in students learning of the language skills, but the teacher have difficult to assign difficulties in the participation.

In conclusion, the use of authentic assessment techniques to improve listening and speaking skills in second year English students develop a practical knowledge in the English language considering the use of technological media and instruments to assess the language skills and describe the level of the students learning.

VII. RECOMMENDATIONS

The following recommendations aim to have better results in the assessment of listening and speaking skills as in the English language teaching and process to assess students.

To the English students:

- ✓ Sensitize students that the use of visits and applied instruments will serve as a new experience since one day they will be in this research process.
- ✓ To be open mine for the familiarization of the language by communicating with people of different linguistic accents putting into practice authentic techniques.

To the English teacher:

- ✓ Use score or rubric that facilitated the observation of problems and difficult of the students proficient listening and speaking in the English class.
- ✓ The implementation of assessment in chronological way using English level scale for analysis of the functions, notions, grammar and vocabulary necessary to perform the communicative tasks described on the scales could be part of the process of developing new sets of language specifications.
- ✓ Use the assessment techniques that we suggest in this research that determine listening and speaking assessment techniques.
- ✓ We highly recommend the use of technological tools and keep updating about those tools that help to improve listening and speaking skills.

To URACCAN university:

- ✓ Keep training workshop to help teacher in the acquisition and actualization of assessment techniques.
- ✓ Encourage the use of rubrics and estimative scales that determine the learning development of students. In addition, that they justify the performance of their skills according to their needs and difficulties in indicated time.
- ✓ Follow up on the updating of English teachers and use the acquisition of assessment techniques and assessment tools to strengthen the teaching of learning.

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IX. APPENDIXES



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URACCAN

9.1. Observation Guide

We are students of bachelor's degree in English language teaching at URACCAN University in Nueva Guinea. Our research is called "**Assessment Techniques to Improve Listening and Speaking skills in Second year English students, URACCAN, I semester, 2023**" The main objective of this guide is to collect information that will help us to achieve our objectives in a successfully way.

General information

Grade:	Date:
Subject:	Students: F M
Content:	

Beginning of the lesson

No	Key aspects	Regular	good	excellent	observation
1	The classroom organization is adequate for the class				
2	Teacher and students are focused on the class development				
3	The teacher performs evaluations of the previous class chronologically				
4	The teacher provides clear instructions in the lesson.				

5	Uses language appropriate to the developmental level of the student-learning process				
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Development of the lesson

No	Key aspects	Yes	No	observation
1	Intervenes in a effective and timely manner in the students participation to correct thier listening and speaking skills			
2	Use different assessment techniques for speaking and listening according to the level of the students and the objective of the lesson.			
3	He has mastery of the group(the clarity of his expressions, the tone of voice, the management of the space, dynamics, is based of the movements of the body to improve the attention			
4	Systematically supervises students to help improve the speaking			
5	Use the whiteboard and other materials, audiovisual and technological media to have an interactive class and assess process oriented his class			

Assessment of the lesson

1. Assessment techniques do the teacher used in the lesson

- | | |
|--|---|
| <input type="checkbox"/> Essays | <input type="checkbox"/> Story or text telling |
| <input type="checkbox"/> Multiple-choice | <input type="checkbox"/> Experiments/ demonstration |
| <input type="checkbox"/> True/ False tests | <input type="checkbox"/> Portfolio |
| <input type="checkbox"/> Oral interview | <input type="checkbox"/> Students' self-assessment |
| <input type="checkbox"/> Oral presentation | <input type="checkbox"/> Peer assessment |

2. Resources does the teacher use to teach speaking and listening.

- Data show
- Computer
- Speaker
- Tv
- Mind map
- Flash cards

3. Participation of the students in the activities that the teacher does in English class

- Active
- Passive

4. The teacher assesses all activities during the English class.

- Yes
- No

5. The teacher uses different kind of instruments to assess their students.

- Rubric
- Rating Scale
- Check list
- Self-assessment
- Peer assessment

6. The teacher corrects or suggests students to improve some speech difficulties during student participation.

- Yes
- No



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9.2. Interview to teacher

Dear teacher, we are students of bachelor's Degree in English language teaching at URACCAN University in Nueva Guinea. We are doing research called "**Assessment Techniques to Improve Listening and Speaking skills in Second year English students, URACCAN, I semester, 2023**". Your information gave will be useful for us.

1. What do you know about assessment?
2. What do you know about assessment techniques?
3. What is the different between assessment and evaluation?
4. What material do you use to assess the lesson?
5. What type of assessment Techniques do you use to assess listening skills with students?
6. What type of assessment Techniques do you use to assess speaking skills with students?
7. How manner you help students to describe their levels of skills and difficulties?



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9.3. Interview to student

Dear Students, we are students of bachelor's Degree in English language teaching at URACCAN University in Nueva Guinea. We are doing research called **“Assessment Techniques to Improve Listening and Speaking skills in Second year English students, URACCAN, I semester, 2023”**. Your information gave will be useful for us.

1. What do you know about assessment?
2. What do you Know about assessment techniques?
3. What type of assessment techniques do you Know?
4. What assessment techniques does teacher use to assess listening?
5. What assessment techniques does teacher use to assess Speaking?
6. In which of the skills (listening and speaking) do you have problems?
What can you do to improve my career?
7. Do you consider that use assessment techniques will improve your English skills? Why?



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9.4. Lesson Plan

I. GENERAL INFORMATION

Class Number: 1

Date: 08-06-2023

Major: Bachelor's degree in English language teaching

Subject: English Integrated Skills III Listening and Speaking

Academic Year: II

Period: From 6:00 P.M. to 08:00 P.M.

Shift: Semestral

Unit IV: Gadgets and Machines

- Gadgets

- Machines

II. OBJECTIVES

• **Conceptual**

- know vocabulary related to gadget and machine used around the house and office through visual aids and audios.

Procedural

- Expand their vocabulary words to describe gadgets in general.

• **Attitudinal**

- Participating actively in the class helping to their classmates in the activities proposed by the teacher respecting each other.

Organizational Teaching Forms (OTF):

I do, we do, and you do. Assessment.

- **Teaching Media:**

Lesson Plan, Whiteboard, Eraser and Markers, Computers, Pictures, TV.

- **Bibliography:**

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III. INTRODUCTION

-Welcome students

(10 min) (Start at 6:00 pm and end at 6:10 am)

Greet all students and ask them how they feel?

Presentation of the new topic to students

(15 min) (Start at 6:10 pm and end at 6:25 pm)

The teacher will show to student's pictures related to the topic and ask them questions about each picture. E.g.: What is a gadget, what does it do, Do you have those kind of gadgets in your house.



Show the students the vocabulary and practice pronunciation.

(20 min) (Start at 6:25 pm and end at 6:45 pm)

Gadgets	Adjectives to describe gadgets
<ul style="list-style-type: none"> • Mouse • MP3 player • Webcam • Hard drive • Microphone • Digital camera • Headphones • Memory stick • Floppy disc • Router • Computer • Laptop • Memory card • Printer 	<ul style="list-style-type: none"> • Slow, old • boring • fragile • new • expensive • useful • safe • easy • bad • difficult • innovative • dangerous • small • big

New topic and information

- Teaching students the new content.
- Present a Power Point Presentation.
- Students will be asked to give their opinions about the topic.

- **Teach the students through a video how to describe gadgets using the verb to be and how to make questions.**
- **The video will contain some activities to see if they are paying attention**
<https://www.youtube.com/watch?v=OVovKycVGuE&t=103s>

(25 min) (Start at 6:45 pm and end at 7:15 pm)

Break

(15 min) (Start at 7:15 pm and end at 7:30 pm)

IV. CLASS DEVELOPMENT

-Practicing the new information

Speaking Activity One

The teacher will draw a chart on the white board that will contain the following statements.

Students move around the classroom and ask four classmates to describe a gadget they like. Complete the chart with the information you hear.

Name	Gadget	Description
1 Freddy	Cell phone	Small, metal, buttons, numbers
2		
3		

(10min) (Start at 7:30 pm and end at 7:40 pm)

Speaking Activity two

Work in groups.

Take turns reading the descriptions on your chart from task 1. Try to guess what gadgets your group members are describing.

Example: A: It's small and made of metal.

B: Is it a camera?

A: No. It has buttons, numbers, and an antenna.

B: Is it a cell phone?

A: That's right!

(10 min) (Start at 4:20 pm and end at 2:40 pm)

Application of the new knowledge

-Assessing the new information

Complete a Listening and speaking test according to the topic learned.

(20 min) (Start at 4:40 pm and end at:5:00 pm)

V. CONCLUSIONS

-Class Evaluation

(10 min) (Start at 5:00 pm and end at 5:20 pm)

What did you learn today?

Ask three students to say 3 kind of gadgets

9.5.1. Listening Assessment Test



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9.5. English Assessment Test

Dear Students, we are students of bachelor's Degree in English language teaching at URACCAN University in Nueva Guinea. We are doing research called **“Assessment Techniques to Improve Listening and Speaking skills in Second year English students, URACCAN, I semester, 2023”**. Your participation in this test will be useful for us.

Name: _____ Date: _____

Total Score: 10

1. Let's Listen

People are describing their favorite gadgets and machines. Which gadget is each person describing? Listen and write the correct letter.

1. _____ a. dishwasher
2. _____ b. flat screen TV
3. _____ c. laptop computer
4. _____ d. camera
5. _____ e. cell phone

Total Score: 05

2. Let's Listen

People are having problems using these gadgets or machines. What is the problem with each one? Listen and circle the correct answer

1. Digital camera

- a. He forgot to turn it on.
- b. It needs more film.
- c. The memory is full.

2. Flashlight

- a. The bulb is broken.
- b. The batteries are dead.
- c. It's too dirty.

3. Rice cooker

- a. He pushed the wrong button.
- b. He put in too much rice.
- c. He put in too much water.

4. CD player

- a. The CD is too dirty.
- b. He didn't put in a CD.
- c. The volume is too low

9.5.2. Speaking Assessment Test



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Dear Students, we are students of bachelor's Degree in English language teaching at URACCAN University in Nueva Guinea. We are doing research called **“Assessment Techniques to Improve Listening and Speaking skills in Second year English students, URACCAN, I semester, 2023”**. Your participation in this test will be useful for us.

Work in pairs. Role-play a conversation that matches one of the situations below. Use the greetings and questions.



You and your partner are twins. You were separated when you were 10 years old. Now, 20 years later, you meet again by accident in a supermarket.



You and your partner were friends in junior high. You meet in the college bookstore. You are both buying the same English textbook.

- Students will be assessing using the following Rubric

Role Play Rubric Student's Names: _____

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Participation in Preparation and Presentation	Always willing and focused during group work and presentation	Usually willing and focused during group work and presentation.	Sometimes willing and focused during group work and presentation.	Rarely willing and focused during group work and presentation.
Presentation of Character	Convincing communication of character's feelings, situation and motives	Competent communication of character's feelings, situations and motives	Adequate communication of character's feelings, situation and motives.	Limited communication of character's feelings, situation and motives.
Achievement of Purpose	Purpose is clearly established and effectively sustained	Purpose is clearly established and generally sustained.	Purpose is established but may not be sustained.	Purpose is vaguely established and may not be sustained.
Use of Non-Verbal Cues (voice, gestures, eye contact, props, costumes)	Impressive variety of non-verbal cues are used in an exemplary way.	Good variety of non-verbal cues are used in a competent way.	Satisfactory variety of non-verbal cues used in an acceptable way	Limited variety of non-verbal cues are used in a developing way

Imagination and Creativity	Choices demonstrate insight and powerfully enhance role play	Choices demonstrate thoughtfulness and completely enhance role play.	Choices demonstrate awareness and developing acceptably enhance role play	Choices demonstrate little awareness and do little to enhance role play.
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Photos:



Interview to teacher and students applied by Josseling Aguilar and Freddy Rodriguez, picture by: Mildre Sotelo.



Applied listening and speaking Lesson plan and Participation of the Students listening assessment test. photo by: Mildre Sotelo.



Develop of observation guide and participation on the students in speaking assessment techniques (Role play) Freddy and Josseling Aguilar.



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URACCAN

**AVAL CONSENTIMIENTO PREVIO, LIBRE E INFORMADO PARA INVESTIGAR
Y PUBLICAR**

El Territorio/Comunidad/Empresa/Barrio Universidad de las Regiones Autónomas de la Costa Caribe Nicaragüense (URACCAN), Nueva Guinea, por medio del presente escrito, otorga el consentimiento previo, libre e informado a Josseling Isela Aguilar Rosales y Freddy Josué Rodríguez Rodríguez para que se realice la investigación titulada: "Assessment Techniques to Improve Listening and Speaking skills in Second year English students, URACCAN, I semester, 2023, Información que será utilizada única y exclusivamente con fines académicos.

Con el objective de: **To determine assessment techniques to improve the listening and speaking skills in second year English students, URACCAN, I semester, 2023**. Las instancias correspondientes autorizan la publicación de la investigación, previa validación de los resultados en la comunidad/organización.

Nombre y apellido del representante: Dr. Eugenio Casimiro López Mairena.

Cargo: Vicerrector URACCAN, Recinto Nueva Guinea.

Firma y Sello:



Lugar: URACCAN, Nueva Guinea.



**UNIVERSIDAD DE LAS REGIONES AUTONOMAS DE LA COSTA CARIBE
NICARAGUENSE**

URACCAN

AVAL DEL TUTOR

Por medio del presente escrito se otorga el Aval correspondiente para la presentación de:

- a. Protocolo
- b. Informe Final
- c. Artículo Técnico
- d. Otra forma de culminación (especifique):

A la investigación titulada: **Assessment Techniques to Improve Listening and Speaking skills in Second year English students, URACCAN, I semester, 2023** desarrollada por los estudiante: **Br. Josseling Isela Aguilar Rosales y Br. Freddy Josué Rodríguez Rodríguez**

De la carrera: **Licenciatura en Ciencias de la Educación con mención en inglés**

Nombre y apellido del Tutor, Tutora: Diana María Blandón Jirón

Firma: _____

Recinto: URACCAN Nueva Guinea

Fecha: 20 de agosto del 2023