

**The formative assessment techniques in the classroom as an English learning strategy
in the basic primary of the Manacal Rural School**

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Master in Pedagogical Mediation in the Learning of English

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Description	
<p>This research project aims to implement <i>Formative Assessment Techniques in the Classroom</i> (FATC) to improve reading comprehension in English-learning students of the Manacal Rural School, articulated to the projects that teachers apply in the classroom and to the disciplinary foundations of the New School model, adapted to the particularities of the rural sector of elementary school for students in the municipality of San Juan de Arama.</p> <p>This implies a change in the curricula already established, as well as the review of documents, interviews, and surveys, which are taken as instruments of information collection, and applied to students and teachers who are in constant interaction with the educational community. Consequently, it is intended to find a solution based on formative evaluation techniques in the classroom and improve the reading comprehension of English, which strengthens the teaching-learning process of the English area in the rural education sector.</p> <p>In the rural educational area, the development of the flexible educational model, called New School, has been implemented; this consists of offering the five grades of elementary school with multi-grade schools with one or two teachers in rural areas of the country. As an educational strategy, it promotes the use of didactic manuals in Mathematics, Language, Social Sciences, Natural Sciences, Ethics, and Values, which have been designed by professionals from the Ministry of National Education (MEN). There is still no official comprehensive didactic guide that helps strengthen the skills of this population in terms of a foreign language, which leads to a need in terms of resources and pedagogical material to train students in English as a foreign language for effective communication.</p>	
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Contents

The document has five chapters. The first one refers to the introduction to the research study, where we talk about the statement of the research problem and its contextualization, emphasizing the reasons for learning English; the communicative competence; the research question; the general and specific objectives; the hypothesis; and the justification of the methods to approach the research problem.

In the second chapter, we review the literature and the state of the art, and we take a tour of rural education in Colombia, in the department of Meta, in the municipality of San Juan de Arama, and the Manacal Rural School. Everything that needs to be contemplated for the theoretical framework, the alternative rural educational models, the conceptual framework, and the evaluation system.

In the third chapter, we find the research design with its research method, the context of the research with the sample of the population, the impact of the research with its ethical protocol, and the techniques of data collection, description, and justification of the instruments.

In the fourth chapter, the analysis of the data and findings with everything that has to do with data management procedures, surveys, interviews, categories, hypothesis testing, reliability, and validity of the analysis, and findings are presented.

And, as a final phase, in the fifth chapter, we find the discussions and conclusions, along with the importance of the results, the pedagogical and research implications for the field of study, the recommendations for future research, the list of references, the annexes, and the illustrations.

Methodology

The methodological process is used to determine the aspects that affect the formation of communicative understanding in English as a foreign language for the fourth and fifth-grade students of the Manacal Rural School. To begin with the methodological framework of our research, it is necessary to clarify that, considering the rural context and the nature of the research, this work corresponds to the qualitative research model. This section describes the participants that are part of the study, the sample selection process, and the instruments used; the research design applied and the procedures for data collection; the various strategies used in the study, the planning data analysis, and the limitations that could affect the results.

Results

To demonstrate that students are learning enough, and to verify that both educational institutions and teachers not only measure student progress but also identify and respond to their learning needs, the implementation of an effective evaluation is necessary. Therefore, tests and exams, in addition to focusing on measuring student progress, must also be formative, identify and respond to learning needs, allowing teachers to adjust their teaching processes and better contribute to all students, although many teachers incorporate aspects of formative assessment in their teaching processes.

Conclusions

The research problem focuses on the strategies to improve the learning base, which is training from the basic elementary level and on the opportunity to learn the English language so that they can reach an intermediate level to communicate in different areas.

Teachers are willing to include integrated learning guides and technological tools, as they see that they are an important help for the student to improve their level of understanding of the English language, as well as for the classes being before motivating and creative for each proposed topic since they are interested in it and want to continue acquiring knowledge.

In the results of this research, both students and teachers need a change in the way they assess, and in reading comprehension to be more effective when assessing or preparing students for tests. At this stage of learning in elementary school, English should be taught to communicate and not for a government-standardized test, because assessment practices in Spanish are problematic and become more complex in a foreign language, as it is not possible to accurately capture what students know and perhaps, not realize their inferential and evaluative comprehension skills.

The Manacal Rural School must continue with the strategies of bilingualism, each of the educational sites must evaluate the educational processes, and teachers should find the importance of making integrated learning guides that integrate with all other areas for the benefit of the entire community. New information technologies must become a strategic ally in education; for this, teachers must know digital tools to include virtual learning objects that support their teaching activities.

Abstract

This research project aims to implement the Formative Assessment Techniques (FATC) to improve reading comprehension in English-learning students of the Manacal Rural School, articulated to the projects that teachers apply in the classroom and to the disciplinary foundations of the New School model, adapted to the particularities of the rural sector of elementary school for students in the municipality of San Juan de Arama.

This implies a change in the already established curricula and the review of documents, interviews, and surveys, which are taken as instruments of information collection and applied to students and teachers constantly interacting with the educational community.

Consequently, it is intended to find a solution based on formative evaluation techniques in the classroom and improve English reading comprehension, which strengthens the teaching-learning process in rural education.

Keywords: formative assessment techniques, reading comprehension, comprehensive didactic guide, collaborative work, pedagogical strategy.

Resumen

Este proyecto de investigación tiene como objetivo implementar las Técnicas de Evaluación Formativa (FATC) para mejorar la comprensión lectora en los estudiantes de inglés de la Escuela Rural de Manacal, articulado a los proyectos que los docentes aplican en el aula y a los fundamentos disciplinares del modelo New School, adaptado a las particularidades del sector rural de la escuela primaria para los estudiantes del municipio de San Juan de Arama. Esto implica un cambio en los planes de estudio ya establecidos y la revisión de documentos, entrevistas y encuestas, que se toman como instrumentos de recolección de información y se aplican a estudiantes y docentes en constante interacción con la comunidad educativa. En consecuencia, se pretende encontrar una solución basada en técnicas de evaluación formativa en el aula y mejorar la comprensión lectora en inglés, que fortalezca el proceso de enseñanza-aprendizaje en la educación rural.

Palabras clave: técnicas de evaluación formativa, comprensión lectora, guía didáctica integral, trabajo colaborativo, estrategia pedagógica.

Table of contents

Chapter 1. Introduction to the research study	18
Introduction to the research study	18
The research problem statement	18
Contextualization of the research problem	18
Research questions	19
Objective questions	19
Objectives of the research	19
Overall objective	19
Specific objectives	20
Research hypothesis	20
Justification of study	20
Justification of the research problem	20
Chapter 2. Literature review	23
Introduction to literature review	23
State of the art	23
The education in Manacal	25
Theoretical framework	25
FATC	25
Alternative rural educational model	27
Conceptual framework	27

Rural education in Colombia: Rural Education Program (PER)	27
Manacal evaluation system: Institutional Educational Project (PEI)	28
Justification of the research study on the literature	28
Chapter 3. Research design.....	31
Introduction to research design.....	31
Methodological design.....	31
Research method.....	31
Research approach	32
Context of the research	32
Population and sampling procedures	32
Impact of research.....	33
Ethical protocol.....	34
Data collection	35
Description and justification of the instruments	36
Intervention and pedagogical application	37
Instructional design.....	37
Application development.....	38
The New School encourages.....	40
Chapter 4. Data analysis and findings.....	43
Introduction to data analysis and findings	43
Data management procedures	43

Teachers' own needs	44
Teacher's survey	¡Error! Marcador no definido.
Student survey.....	¡Error! Marcador no definido.
Categories	48
Discussion of categories	49
An attentive approach to language development.....	50
The three levels of reading comprehension	50
Activate thinking and engage learning	50
Hypothesis testing and operationalization of variables	52
Reliability and validity of the analysis and results	53
Chapter 5. Discussions and conclusions	54
Introduction to arguments and conclusions	54
Importance of the results.....	54
Pedagogical and research implications for the field of study	55
Research limitations of the present study	56
Recommendations for further research.....	56
Conclusions.....	57
References.....	59
Appendixes	64

List of tables

Table 1 <i>Work plan or schedule</i>	;Error! Marcador no definido.
Table 2 <i>Sample population: fourth and fifth grades</i>	32
Table 3 <i>Identification of teachers</i>	33
Table 4 <i>Techniques and instruments</i>	;Error! Marcador no definido.
Table 5 <i>Quality and understanding</i>	38
Table 6 <i>Reading comprehension</i>	39
Table 7 <i>Survey for 19 participating teachers</i>	;Error! Marcador no definido.
Table 8 <i>Survey for 25 participating students</i>	;Error! Marcador no definido.
Table 9 <i>Emerging categories table</i>	48

List of figures

Figure 1 <i>Survey for 19 participating teachers</i>	45
Figure 2 <i>Survey for 25 participating students</i>	47

List of appendixes

Appendix A. Student survey	64
Appendix B. Teacher survey.....	65
Appendix C. Informed consent	66
Appendix D. Permit research project.....	68
Appendix E. Registration form	69

Chapter 1. Introduction to the research study

Introduction to the research study

In the rural education area, the development of the flexible educational model, New School, has been implemented, which offers the five grades of elementary school, with multi-grade schools with one or two teachers in rural areas of the country. As an educational strategy, it promotes the use of didactic manuals in Mathematics, Language, Social Sciences, Natural Sciences, and Ethics and Values, which professionals from the MEN have designed. There is still no official comprehensive didactic guide that helps strengthen the skills of this population in terms of a foreign language, generating a need in terms of resources and pedagogical material to train students in English as a foreign language for effective communication (MEN, 2021).

The research problem statement

Contextualization of the research problem

The Manacal Rural School was created more than 50 years ago. Institutions work with the multi-grade and the New School method in the rural sector. A single teacher must supervise the school's management and guide all areas, emphasizing Science, Mathematics, and Language although the reading comprehension level is not high enough to be able to face a national exam which is the aim once students end the school. So, the methodology focuses on answering the research problem question: how to implement FATC to improve reading comprehension in the learning of English in students from the fourth and fifth grade of the Manacal Rural School?

This research work seeks for the necessary information to implement FATC to improve reading comprehension in the learning of English in students from the fourth and

fifth grade of the Manacal Rural School in San Juan de Arama, in the department of Meta, "the Country of Dreams". In conclusion, this project arises from the need to study the low academic performance in English in the Manacal Rural School and propose a learning strategy based on techniques of formative evaluation in the classroom which favor the students in the implementation of academic meaningful learning activities.

Research questions

How to improve the basic primary Manacal Rural School students' reading comprehension through the implementation of *Formative Assessment Techniques in the Classroom* (FATC)?

Objective questions

- What is the level of reading comprehension of the basic primary Manacal Rural School students?
- How to use *Formative Assessment Techniques in the Classroom* (FATC) to strengthen reading comprehension of the basic primary Manacal Rural School students?

Objectives of the research

Overall objective

To apply the *Formative Assessment Techniques in the Classroom* (FATC) to improve the reading comprehension of the basic primary Manacal Rural School students.

Specific objectives

- Design classes with *Formative Assessment Techniques in the Classroom* (FATC) that generate meaningful English language learning in fourth and fifth-grade students.
- To apply the strategy planned that allows the improvement of reading comprehension of basic primary Manacal Rural School students.
- To evaluate the impact of *Formative Assessment Techniques in the Classroom* (FATC) on innovative learning activities of the educational community.

Research hypothesis

FATC implemented as a classroom learning strategy can improve the reading comprehension of English learning in elementary school students at Manacal Rural School.

Justification of the study

Justification of the research problem

Offering Colombians living in rural areas wider opportunities for better education and quality is a constitutional right and an obligation of the State. Moreover, no one would deny that it is necessary for the country, and there is an urgency of having human resources with higher levels of training and better results. As teachers in training, it is essential to think of strategies that contribute to the improvement and advancement of rural education. It is also necessary that all educational sectors contribute to rural education to eliminate the conception of the subordinate and the subordinate (MEN, 2021b).

In the first week of classes, students at Manacal Rural School, show a kind of fear of socializing in another language. It is a social delimitation to start the research, and perhaps teachers must do some work that generates awareness to achieve the proposed objective. To

implement strategies that motivate and satisfy the expectations of current students, such as the practice of a didactic approach based on a formative evaluation to improve the academic performance and to recover harmony in the classes, as well as the love for the study is necessary that students trust their teachers, so that they see them as mediators of the process; they can share and help with students' learning problems. Therefore, to minimize this limitation, it is necessary to renew the curriculum, which includes more engaging activities for students and new things that motivate them to participate without feeling distressed or pressured to start learning English.

The Manacal Rural School, in its institutional horizon, focuses on its vision and mission to promote bilingualism in natural and productive environments, developing the talents and capabilities of students. The entire educational community participates in the student training processes. This research aims to demonstrate how the students at Manacal Rural School, as a pedagogical strategy, can promote the effective reading comprehension development and the communication and meaningful learning in a playful, innovative, creative, and fun way, thus improving their academic performance.

On the other hand, this research arises from the need to study the lack of academic performance in English. It is essential because, as teachers, we must put interest and commitment to guiding our students; this allows us to strengthen the processes of approach and communication between the entire educational community and enrich our knowledge. In Colombia, especially in the rural sector of the municipality of San Juan de Arama, in the department of Meta, there is little research that shows pedagogical experience in English teaching. For this reason, this proposal seeks to implement learning strategies based on a formative evaluation.

The author Sanz (2017) said that "for learning to be meaningful, the new information received by the student must be logically related to the previous knowledge that the student

had already assimilated in their cognitive structure" (p. 11). Hence, it is essential to diagnose previous learning to identify what the student has already assimilated into their cognitive structure; and it is necessary to analyze prior knowledge to determine what the student has already incorporated into their mental frame. According to this, it is essential to plan effectively to guide; however, teachers must demonstrate to students the importance of learning a second language with what they already know in their mother tongue. In conclusion, the research aims to provide helpful information for the entire educational community to improve their knowledge about pedagogical strategies based on learning through FATC and effective communication.

Chapter 2. Literature review

Introduction to literature review

For his part, Wilkins (1972) said that "although without grammar you can transmit very little, without vocabulary you cannot transmit anything" (pp. 111-112). Vocabulary is essential for communication; therefore, teachers will look for strategies to help students remember the words they have studied. However, in most cases, the collection of activities of a rural teacher is quite limited. Today we have a treasure trove called internet information technology that helps teachers expand knowledge and increase the repertoire of practical activities to improve meaningful learning of English vocabulary.

The different questions in this research related to the main topic range from global to local matters; and this range was antecedent to previous years, until 2019. No research grouped all the axes of this study and focused on the analysis of formative evaluation in rural education in Colombia, in the department of Meta, in the municipality of San Juan de Arama; or on the Evaluation System of the Manacal Rural School (SIEMA).

State of the art

In the first place, Edgar Morin & Marcelo Pakman (1994) and Castañeda (2013) affirmed that:

Formative assessment techniques use day-to-day assessments to gauge and explore pupils understanding of a topic.

It is better as an assessment for learning. Formative assessments are what we carry out to help inform the teaching now. Formative assessment is continuous and informal and should have a central and pivotal role in every classroom.

If used correctly, it will positively impact current learning and help you guide your instruction and teaching by giving ongoing feedback on students' progress.

Having low stakes assessments allows pupils to develop their skills, confidence, and user experience before attempting a summative evaluation with high stakes. It also makes room for self-assessment. (Handley, 2021, paras. 3-7)

Therefore, the FATC is applied continuously, so the summative assessment results shouldn't surprise us. Many times, we wonder why students do not always learn what we teach in a meaningful way because, to a certain extent, it depends on various circumstances: for example, ideas or previous knowledge, personal styles, emotional thinking, commitment, and motivation. For each student, it is necessary to establish starting and ending points, especially when it comes to foreign language processes (Ruiz, 2005). The application ability and the change of attitudes through formative evaluation techniques allow to know the learning deficiencies that the student shows, and the use of a diagnostic test allows the search for elements in a general check-in for the appropriation of knowledge. This is an important aspect related to the quality of teaching. Finally, the formative evaluation techniques join internal evaluations that include monitoring and studying strategies within the classrooms, which promote the results in the Saber 11 national test.

According to Castillo (2002), educational evaluation is located at the nerve center of the teaching-learning process, thus affecting each of the elements that constitute it. Constantly, reference has been made to the intention of evaluation to improve the educational process through the orientation and regulation of didactic actions. Let's suppose that the activities developing within the educational system are focused on the achievement of previously established goals. In that case, the pedagogical function of the evaluation is present when assessing the ideal performance of said activities, reorienting those where the proposed objectives are, and assuming the importance of the evaluation in the educational formation of the country (de la Torre, 2002). This type of evaluation helps the teaching-learning process, and its purpose is strictly pedagogical, so the results obtained, and the

analysis of the process carried out is valuable; this, is to identify the flaws or obstacles that need to be corrected to achieve better results.

The education in Manacal

It is an integral, pedagogical, cultural, social, and coexisting training process to appreciate, value, estimate, and judge the formative process of students, to guide, refine and improve their quality of life. The productive assessment techniques in the classroom provide a model focused on increasing the student's achievement. Also, practical the assessment allows educators to examine student learning and obtain information that affects it (Davies, 2010). Besides, the FATC allows educators to develop a complete picture of the understanding and mastery of students in the training processes that impact academic activities in all areas, improving their applicability in their context.

Theoretical framework

FATC

According to de Camilloni (2005) and Atkin et al. (2001), the FATC help students to overcome the adverse circumstances of their learning, making reasoning easier to advance in their knowledge. It allows students to know, measure their progress, and understand the evaluation objectives of each of the subjects. Ruiz (2002) said that academic performance is a consequence of what the participant learns compared to the learning process, given the way it administers, which determines the quality of the process and the product as a function of the participant. Noriega & Sánchez (2001) defined academic performance due to the teaching-learning process since the teacher can determine if the knowledge they have transmitted has been understood and assimilated by the student. Adelli Cueva (2006) stated that performance results from an independent work process carried out by an individual or a group. However,

for these authors, academic performance is the result of measuring or evaluating student performance, and they are right. Still, a limitation in this teaching process is the lack of financial resources for parents who do not have the connectivity tools or the equipment to carry out this process.

There are many reasons to use FATC, since these: “[Activate] thinking and [engage] learning. Make students' ideas explicit to themselves and the teacher” (Keeley, 2008, p. 6). FATC encourages the participation of all students by increasing comfort in making pictures public, particularly calmer students who often do not contribute to lessons. These present “a stimulus for discussion and scientific argumentation. Determine [whether] students can apply scientific ideas to new situations. Give and use feedback (student-to-student, student-to-teacher, and teacher-to-student)” (p. 6).

Formative assessment is the name given to the assessment that monitors the student's progress without grading and uses this information to tailor teaching and learning to facilitate students' needs during the assignment or activity (Black & Wiliam, 1998; Boston, 2002; Cowie & Bell, 1999; Snowman et al., 2000). Assessment only becomes formative when the teacher and student use that information to inform teaching and influence learning; it isn't beneficial so that the summative evaluation results can train purposes (Atkins et al., 2001; Keeley, 2008). Finally, formative assessment aims to develop their own "learning to learn" skills (Organisation for Economic Cooperation and Development [OECD], 2005).

On the other hand, Keeley (2008) stated that "science educators agree that good assessment practices are integral to teaching and learning and measuring and documenting student performance” (p. ix). In today's climate of high-risk testing and accountability, the balance of time, resources, and emphasis on assessment-related student scores have tilted toward the summative side. Formative assessment has significantly improved students' learning through better understanding (Black & Wiliam, 1998; OECD, 2005).

Alternative rural educational model

The MEN has prepared a series of methodological proposals to respond to the social needs of rural education. These models have educational suggestions according to the limitations of these populations and their environment. Therefore, it is necessary to summarize the models contemplated in the current rural education policy, and the program includes several strategies: acceleration of learning, which is a methodology aimed at remedying the problems and costs of different ages; strengthening of the New School model, which combines several courses into one, like the new role of the teacher as a learning guide with interactive learning guides.

Conceptual framework

Rural education in Colombia: Rural Education Program (PER)

It is the main program of the MEN aimed at providing appropriate educational care to children and young people in rural and hard-to-reach areas. The project has four lines of action:

- Coverage with quality, by implementing pedagogical models.
- Institutional strengthening to provide municipalities and departments tools to identify and prioritize their needs and implement sustainable solutions.
- School coexistence, which seeks to develop projects to improve the conditions of coexistence and active participation, and the peaceful resolution of conflicts in rural educational institutions and communities.
- Rural technical media, where the general policy guidelines are shown.

In other words, the program to strengthen coverage and quality for the rural education sector, the PER phase II, has been implemented since 2009 as part of the actions carried out

by the MEN to mitigate these problems. Rural areas are helping to bridge the gap between rural and urban education, and the actions to design and implement flexible strategies that facilitate rural youth's access to education allow them to improve their practices' quality, pertinence, and relevance. In addition, it is possible to develop studies that promote the quality of education in rural areas by financing applied research to evaluate policy instruments in rural education, assessing the impact of the strategy, and monitoring and administering the program (MEN, 2021).

Manacal evaluation system: Institutional Educational Project (PEI)

The author Castillo (2002) states that formative evaluation is necessary for pedagogical, cultural, social, and coexisting training, to appreciate, value, estimate, and judge the constructive process of students to guide, refine and improve their quality of life. According to the Manacal Rural School (Institución Educativa Manacal Internado Rural, 2021), evaluation strategies aim to meet the proposed objectives for the evaluation, so they must respond to coherent methodologies designed and implemented with the students.

These are approaches to problem situations in front of which the student or apprentices carry out mental operations to develop their competencies by monitoring the progress of each learner in their academic approach. Identifying characteristics, rhythm, learning styles, and difficulties prevent them from reaching the proposed goals; and some tests lead the student to understand, discuss and criticize individually and in groups, attending to the specificities of the active socio-constructive school methodology and active pedagogy, for which the referents are shown.

Justification of the research study on the literature

Implementation of practical evaluation is necessary to demonstrate that students are learning enough in school and to verify that both educational institutions and teachers

measure students' progress and identify and respond to their learning needs. Therefore, tests and exams, in addition to focusing on measuring student progress, should also be formative, and these must place and respond to learning needs, allowing teachers to adjust their processes and contribute better to all students to achieve the best performance. But, although many teachers incorporate aspects of formative assessment in their teaching processes, it is not very common for this practice to be systematic (OECD, 2005).

Among the 100 students enrolled in the first year of an elementary school in rural areas, only 35 complete this cycle, and only half of them (16 students) go on to secondary school; of these, 8 complete the ninth grade, and only seven complete the entire cycle of secondary education (Perfetti, 2003). Although there has been no coherent educational policy in these sectors, the State has been concerned about solving some partial problems of Colombian rural education. Since the 1950s, several educational programs for rural areas have improved coverage and provided opportunities for the older and populations to access education, helping to solve the illiteracy rate. However, the "quality" of these programs has not been evaluated in depth. The boom in rural education began in the 1970s, when the national Government incorporated education into the Agrarian Reform and the rural development policies to promote social change. In the fourth chapter of the Peasant and Rural Education Law:

The national Government and the territorial entities will promote a peasant and rural education service. That will include technical training in agricultural, livestock, fishing, forestry, and agro-industrial activities that contribute to improving human and working conditions and the quality of life of peasants and increasing food production in the country. (Law 115 of 1994, art. 64)

The Government has been enacting these laws that students from rural areas only use to work in the fields, and it is castrating their aspirations to improve their professional

training. Also, the MEN (2009, as cited in Carrero & González, 2016), stated that rural education today has acquired greater importance in society due to the overcoming of the problems that affect the territory. The PER has two phases: stage 1, with experiences, knowledge, and production of meanings, between 2002 and 2006; and phase 2, with the incorporation of knowledge, experiences, and collective constructions, between 2008 and 2015. The MEN implemented the PER to:

[...] Increase quality access to education in the rural sector from pre-school to middle school. Promote the retention of children and young people in the education system and improve the relevance of education for rural areas of communities and their school populations to raise the quality of life of the rural population. The problems of the Colombian rural sector are:

- The low coverage.
- The lack of quality.
- The relevance of an educational service that does not respond to social needs.

(Carrero & González, 2016, p. 83)

Chapter 3. Research design

Introduction to research design

This chapter seeks to explain the methodological process used to determine the aspects that affect the formation of communicative understanding of English as a foreign language in fourth and fifth-grade students of the Manacal Rural School. For this reason, it is necessary to clarify that, considering the rural context and the nature of the research, this work corresponds to the qualitative research model. This section describes the participants of the study, the sample selection process, the research design, the procedures for data collection, and the various strategies used in the survey: the plan for data analysis, and the limitations that could affect the results.

Methodological design

Research method

This research project uses a qualitative inquiry methodology with an ethnographic approach (Pujadas, 2010; Rockwell, 2009; Guber, 2012) and a quasi-ethnographic research design (Iñiguez, 2004; Silva & Burgos, 2011); and, also, field visits of limited duration delve into a specific event or social situation (Murtagh, 2007). With this, elementary education aims to provide students that learn about their mother language and a foreign language such as English; by training the oral expression and comprehension, reading and writing, to guarantee a comprehensive training that contributes to the full development of the students' personality and prepares them to take advantage of the secondary education.

Table 1

A work plan or schedule

Activities	Months	January				February				March				April				May				June				July			
	Week	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Adjustments to the proposal																													
2. Literature review																													
3. Development of the theoretical framework																													
4. Review and adjustment of the survey instrument																													
5. Data collection methods																													
6. Data analysis methods																													
7. Final report																													

Research approach

The sample population considered for this study includes the director, the secretary, and the teachers from the fourth and fifth grades of the Manacal Rural School. The study provides the information related to the academic and official documents and reports: the registration form, the characterization form, the student observer, the PEI, and the study plans regarding training students in English as a foreign language, within the modality of remote or virtual work, for the COVID-19 pandemic, authorized by the MEN.

Context of the research**Population and sampling procedures**

To recognize the children's characteristics (Table 2), this stage helps to adapt our methodology and activities to contribute to the stimulation and development of these.

Table 1

Sample population: fourth and fifth grades

# Participants	Age	Repeater	New	Gender	Conflict of victims	% Victims
26	9/14	4	22	Women 8 Men 18	20 yes 6 no	87 % 23 %

We can see that in the sample of the population studied, 87 % people are victims of the conflict, and only 23 % have not presented this situation. In addition, the ages are between 9 and 14 years old, and the students are extra-old, but it is necessary to accept this condition because there are no more schools near their home, 86 % of students are new, and only 14 % continue from the previous year. In terms of gender, 70 % are men and 30 % are women.

Table 2

Identification of teachers

Academic level teacher	Frequency	Percentage
Normalized	3	16 %
Bachelor's degree	9	47 %
Specialists	4	21 %
Magister	2	11 %
Doctorate	1	5 %
Total	19	100 %

We found the following data: regarding age, it was between 24 and 63 years; for the gender, there were nine women (47 %) and ten men (53 %); and the time of service is between 4 and 33 years. As it can be seen, there is a diversity of personnel with a varied initial training in the Manacal Rural School: 42 % of the graduates are currently working with children between 6 and 14 years old; 21 % are in the process of training in elementary education, and the activity of seven (37 %) professors in postgraduate studies is essential. We are dealing with a group of professionals with predominant initial training. Of the entire community, two teachers have more than 35 years of service, and, besides being retired, they continue to teach.

Impact of research

Language is one of the main instruments to advance knowledge about the different contents of the other areas, especially English. The development of comprehension involves the specific learning of written language and the development of the oral one, and the

acquisition of new intellectual abilities: analyzing, deducing, inducing, and managing to understand the meaning of texts. However, this does not imply that you can have a critical perspective on them.

Ethical protocol

A recommendation made by Creswell (2014) is based on the protection of participants during the research. For this reason, their names are not mentioned, but they issue a pseudonym to protect their identity. In obedience to this protection, we gave students informed consent, which they had to read and sign to keep them a breath of the investigative exercise. When done correctly, the consent process ensures that individuals voluntarily participate in research with full knowledge of the relevant risks and benefits.

Students should have all the information that could reasonably influence their willingness to participate in a way that they can understand and comprehend; for example, the purpose of the informed consent on the duration and expected procedures of the research, and the rights of participants to participate and withdraw from the investigation once it has begun, without a problem.

On the other hand, students and teachers understand that the data implies collecting, storing, use, circulating, preserving, and transferring documents, images, or videos obtained from the registration; and the participation does not generate any expense or remuneration for their participation. For research purposes only, we use documents, photos, or videos; and the person in charge treats the documents, images, and videos within compliance with the data protection policy contemplated in Law 1581 of 2012 and its Regulatory Decree 1377 of 2013.

The Universidad Nacional Abierta y a Distancia (UNAD), in charge of evaluating the research project, must guarantee the protection and the appropriate use of the data, documents, images, and videos by current regulations, during and after the execution process. The UNAD can use this data for research topics or academics. Finally, participation in this

study is strictly voluntary, so the decision to participate does not affect the qualification. Therefore, students and teachers need to authorize the use of their data, documents, images, and videos by this informed consent, consciously and voluntarily.

Data collection

The data collection was carried out in two phases: In the first, with a descriptive type, the researcher developed surveys with teachers and administrators and with the documents, such as the Lisa T of students, the monitoring of academic processes, the student observer, the characterization sheet, the registration form, the certificate of studies of different institutions, the credentials of the Families in Action program, and the certificates of displaced people, provided by the secretary.

Table 4

Techniques and instruments

<i>Data collection (Technique selected)</i>	<i>Data collection (Selected instruments)</i>	<i>Registration (Selected instruments)</i>
Interview: the first phase, descriptive type.	Interview template: the first phase, descriptive type.	<ul style="list-style-type: none"> • Registration form, list of students. • Student observer, characterization sheet. • Monitoring of academic processes. • Certificates of studies from different institutions. • Certificates of the Families in Action program. • Displaced certificates.
Open interview: second phase, qualitative and exploratory type.	Interview template: second phase, qualitative and exploratory type.	<ul style="list-style-type: none"> • Route registration formats, and utility bills. • Teacher registration form. • Institution budget, curricula, and managers.

According to Denzin & Lincoln (2005, as cited in Vargas-Jiménez, 2012), the interview is the fundamental element to obtain information in the analysis and design of an investigation. Its content depends on the level of the decision of the different people interviewed. It is the art of asking questions and listening to answers, so the interview involves a process of execution stages with well-defined characteristics that constitute the

fundament of such success. The phases are the following: planning, execution, introduction, conversation, final, and exploration. In conclusion, the interview is like an encounter that necessarily shares many of the characteristics of everyday life; for example, trust, curiosity, and naturality.

Description and justification of the instruments

It is necessary to write down all the information, data, sources, expressions, and opinions that are of interest to the researcher. There are some other attractions in our favor: as Robson (2002) says, what people do may differ from what they say and do, and observation provides a reality check. This statement also allows a researcher to look again at everyday behavior that, otherwise, might take for granted, expected, or unnoticed (Cooper & Schindler, 2001); and the approach with its carefully prepared recording programs avoids the problems caused when there is a time gap between the act of observation and the recording of the event, for example, the selective or faulty memory.

Qualitative data is also analyzed by using content analysis as the primary analytical tool and, in some cases, Microsoft Excel spreadsheet tools support. As mentioned, the data analysis was carried out in two phases, following Bodgan & Biklen (1992), who propose two types of data analysis: one during the data collection and another at the end of this.

Observations and surveys, techniques of simultaneous analysis, also help to elaborate the comments on the ideas that arise, as suggested. According to Heinemann (2009), collection techniques are the measurement or collection instruments through which it is possible to collect exact data or measurements, and it is the resource used by the researcher to record data on the variables of interest, which capture the reality that they want to standardize and quantify with the data.

Intervention and pedagogical application

Instructional design

As an explanatory note, it can be stated that the surveys and informed consent are in Spanish, due to the rural context and the lack of knowledge regarding English (Appendix A-D), condition which our educational system is in a virtual or remote system, because of the COVID-19 pandemic, since it has not been possible to appoint a person doing the fieldwork. However, it has been developed a documentary work with the collaboration of the virtual office of the secretary of the school, Paola Restrepo.

The second is the quasi-qualitative and exploratory phase. Upon authorization, the teachers conducted the open surveys, as well as the students and representatives or parents of the selected groups. The main intention was to track the respondents' opinions regarding the English program followed in the institution and the main problems that, in their opinion, existed around said program.

Surveys with principals and parent representatives are individual, while those of students are in groups. These surveys were tabulated for further analysis. In addition, one or two unstructured observations about the English classes in the selected groups were recorded in the researcher's field notes and complemented in some cases with photographs and video fragments taken at each site.

Finally, qualitative data were analyzed using content analysis as the primary analytical tool and, in some cases, with the support of the means provided by the Excel software. For the final analysis, following Bodgan & Biklen (1992), starting from the search for regularities and patterns in the data and based on them, the study of the data focused on considering the most significant potential to characterize and analyze the problems of teaching English in fourth and fifth grades: area plans, curriculum, teaching practices, educational materials, the status of the teaching workforce, teacher training, and professional

development. For the analysis of the category, the researcher makes the final report of analysis about the data types, addressed by each of them, based on them; and works collectively on the elaboration of the conclusions in the study.

Application development

Table 3

Quality and understanding

Quality	Articles
The student reads slowly, struggling with words that should be familiar. Cuts off long sensory units (words and sentences) and prefers syllabification (4-60 words) (5-100 words).	A. Very slow
The student reads without pauses or ethnography, they read the sentences of a text, word for word, without respecting the units of meaning (4-80 words) (5-115 words).	B. Slow
In short unit reading, the student already joins words together to form meaningful sentences and pauses, but there are still errors in pronunciation and ethnography (4-90 words) (5-125 words).	C. Optimal
The student reads continuously, pauses, and presents voice inflections appropriate to the content. Regarding the units of meaning and punctuation, fewer pronunciation errors are perceived (4th -100 words) (5th -130 words).	D. Fast

Quality	Fourth grade	Fifth grade
A. Very slow	4	0
B. Slow	4	3
C. Optimal	6	8
D. Fast	0	2

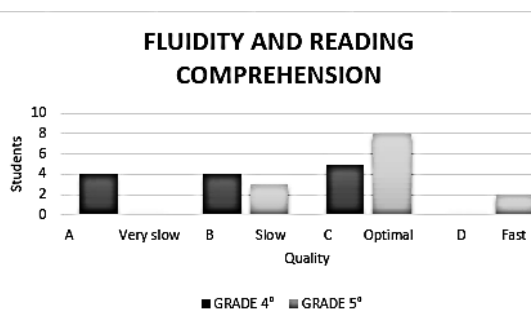


Figure 4. *Quality and understanding*

The instruments don't allow to answer the questions of this research; in Table 4, we can see an analysis carried out by the ministry through the "day of excellence" program. Tests were applied to establish the level of effectiveness in the fluency and reading comprehension of fourth and fifth-grade students from the Manacal Rural School. In terms of quality, it can be that, among the 27 children participating in the population sample, 50 % have optimal proficiency in fluency and reading comprehension, 42 % are on average low, and only 8 % have a good command of reading comprehension.

By studying people qualitatively, we get to know them personally and experience what they feel in their daily struggles in society or organizations (Hernández-Sampieri et al., 2014); this, in such a way that it allows us to be mediators of a more effective training process, because we can learn about feelings of pain, faith, suffering, frustration, love, etc. That is something that does not happen with other investigative approaches. The qualitative researcher obtains knowledge about social life, not filtered by concepts, operational definitions, or classification scales. They ensure a narrow margin between data and what people say and do, by observing people in their daily lives, listening to them talk about what they have in mind, and looking at the documents they produce.

Table 4

Reading comprehension

Reading comprehension		Meets	Fault
Literal	The student answers the two questions about the location of specific information in a text.	6	
	The student answers one or none of the points about the information and location questions in a text.	10	11
Inferential	The student must relate the information to make inferences from the text and answer the questions.	3	24
Revision	The student should evaluate and reflect on the purpose, content, or form of the text, and answer the questions.	9	18

As for reading comprehension, there are three criteria regarding textual comprehension: literal, inferential, and critical. Two questions were made to know the students' level of understanding, and that of the 27 children in the population sample. In the literal criterion, 80 % do not know how to locate the specific information of a text. In the inferential measure, 88 % do not know where to relate the information to make inferences from the text. Finally, for the critical criterion, 70 % do not know where to evaluate and reflect on the purpose of the text, content, or form.

The New School encourages

The New School model refers a child-centered learning, it is a relevant curriculum based on the child's daily life. It includes a flexible schedule, as well as an evaluation and leveling assisted a better relationship between the school and the community. The emphasis is on the formation of participatory and democratic values, and effective training practices and strategies for teachers are studied. A new generation of interactive learning is consistent with cooperative learning; specifically, its primary goals are to instill certain attitudes and skills in students, teachers, administrators, and other community members.

The New School began under two fundamental assumptions. The first was that to bring some change in the child, it is necessary to innovate in teacher training strategies, work with the community, and to creative in the administrative and management structures. In addition, the system provides a comprehensive response through the development of four essential components: curriculum, training and follow-up, community, and administration; and presents concrete strategies for children, teachers, community, students, and administrative agents. Second, it assumes that it is essential to develop replicable, decentralized, financially, technically, and politically viable mechanisms. In other words, the system's design must include strategies that make it easier to replicate processes and become national.

Therefore, it is essential to design a strategy that directs a researcher in planning and implementing a study in a way that they are most likely to achieve the intended goal. The number of variables is usually huge. Experimental design is a research design that eliminates all factors that influence the outcome (independent variable). Also, the methodological design is a process used to develop the validity and reliability of the instruments to measure the constructs used as variables in the research. The survey has a design with data, questionnaires, or personal surveys with members of an identified population; and the

tendency is to design a research strategy to examine changes in the general population about a particular phenomenon at predetermined time intervals from different selected samples of the general population.

A qualitative quality study contributes to the body of knowledge and improves the practice. Therefore, it is essential to ensure the use of rigorous techniques to produce clear and accurate descriptions of a particular aspect of the human experience. To answer the first question of this research, how to strengthen meaningful learning, Castorina (2004) stated that there are mental procedures that the student follows to learn. They represent a sequence of cognitive and procedural operations that the student develops to process information and understand it meaningfully.

In the process of orientation to learning, it is vital to know the cognitive system of the student; it is not only about knowing the amount of information it has but what are the concepts and propositions it handles, as well as the degree of stability. The learning principles proposed by Ausubel (1968) offer the framework for the design of metacognitive tools that allow knowing the organization of the student's cognitive structure, which allows a better orientation of the educational work. The author of the present work used the following strategies:

1. Activate and use previous knowledge and generate adequate expectations in students.
2. Improve constructive integration between previous knowledge and new information to be learned.
3. Help organize new information to learn.
4. Maintain attention and favor the practice, retention, and obtaining of relevant information.

The answer to the second and third questions has to do with developing innovative and impactful activities throughout the educational community. Many activities can introduce

creative elements in the English classes to consolidate concepts into more playful and simple games. Additionally, the classroom projects in the different areas make the type become transversal. Hooks (2010, as cited in Finlinson, 2016) highlights the importance of allowing students always to share their personal experiences, as it helps them think critically about their beliefs and views, and it enables teachers to know their students' progress in terms of learning and have the freedom to tell a daily or a weekend routine. These activities even open the door to other research on what they need to achieve the proposed objectives throughout their process.

Chapter 4. Data analysis and findings

Introduction to data analysis and findings

This section presents the results of the research process through two moments: analysis and findings of data. The contributions to the general research to finish the integration of the results and give way to the conclusions are shown in the next chapter. The methodology used was a qualitative one, through surveys presented to teachers and students in multi-grade classrooms. Therefore, the analysis of their content supports the results presented. We consider the data collected through an interview with teachers; combining these two instruments has allowed us to offer sufficient data for the description of the context.

The survey aims to determine if teachers applying techniques to improve reading comprehension in the rural sector. Suppose they wish to participate in the project's research and consider teaching foreign languages as a technique to communicate with others. The 21 teachers from the institution were informed, and only 19 voluntarily participated and agreed to share the information. There were 25 alternating students, of 45 enrolled, who did not participate due to the health emergency of COVID-19.

Data management procedures

Initially, the first thing was to socialize with parents, teachers, and administrators about the research project's objective in the face of the problem presented by the lack of interest in reading comprehension and what this entails in the future in State tests. The information used during the development of this study was collected in the facilities of the Manacal Rural School by the research professor from the documents of the enrolled students, surveys, student observers, and the characterization files obtained from the school's secretary.

The process of information was contained in an Excel spreadsheet and a statistics package. The developed data received a descriptive treatment due to the rural context where

the research was done. The representation of the results appeared through frequency tables and graphs, to perform the respective analysis and have a broad view of each question. Finally, the teachers' survey consisted of personal identification, pedagogical needs, aspects related to the institutional horizon, and training in pedagogy. Also, for the students, the survey consisted of identifying whether they wanted to place it or if it was not necessary, and ten questions about academic aspects and the development of activities with teachers.

Teachers' own needs

In this survey, it was essential to find the need of each professional regarding the performance or skills of students to mainstream reading comprehension in the different areas. Satisfaction with teaching reading skills was one of the priority needs of teachers' study. To make a more accurate analysis in this category, we have used ten questions related to teaching strategies with items that help to see better some of the reasons that allow the teacher to feel good about teaching and the appropriation of students' reading skills.

Teacher's survey

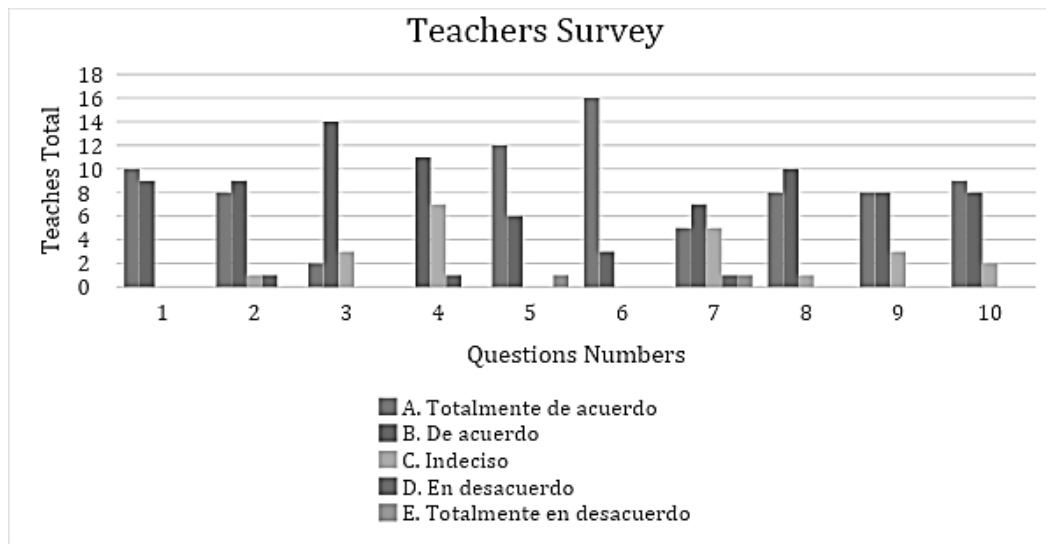
Table 7

Survey for 19 participating teachers

Item	Agree		I agree		Undecided		Disagreeing		Strongly disagree	
	Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%
1. You consider that didactic strategies help conduct the teaching-learning process.	10	53	9	47	0	0	0	0	0	0
2. You think teaching strategies should vary in complexity as the student moves from one grade to another.	8	42	9	47	1	5	1	5	0	0
3. The didactic strategies you use as a teacher are right.	2	11	14	74	3	16	0	0	0	0
4. You consider that the didactic strategies you use are enough to guide the classes of your subject.	0	0	11	58	7	37	1	5	0	0
5. You consider it is necessary to receive training on didactic strategies.	12	63	6	32	0	0	0	0	1	5
6. You believe that it is necessary to implement reading as a didactic strategy to reinforce analysis and understanding in students.	16	84	3	16	0	0	0	0	0	0
7. You know about the implementation of information and communication technologies.	5	26	7	37	5	26	1	5	1	5
8. You know the pedagogical model of the educational institution.	8	42	10	53	1	5	0	0	0	0
9. You know the mission and vision of the PEI.	8	42	8	42	3	16	0	0	0	0
10. You use games as a strategy to promote learning in the orientation of the classes.	9	47	8	42	2	11	0	0	0	0

Figure 1

Survey for 19 participating teachers



According to the registered opinion, there is a lot of influence on question number 6. 84 % of teachers consider it essential to implement didactic reading strategies to reinforce analysis and understanding in students. In general, didactics in teaching-learning activities are highly interested in their application. According to teachers, 74 % are the most suitable for developing their training programs and applying games in their classes, and 47 % are totally in agreement because it is a strategy that motivates students to learn. However, 63 % request that negotiations are held with Government entities for training activities in didactic approaches to strengthen teachers when improving students and their academic work.

The little interest in applying technological tools in the appropriation of knowledge or as a learning strategy is worrying since only 37 % agree to implement activities containing virtual environments or objects to develop teaching-learning activities. When consulting some teachers in the form of an open interview about lack of interest in the use of technological tools in the classroom, they stated: first, the lack of computer equipment;

second, the inferior connectivity in the institution, such as the time to be in a rural area; and third, not having the knowledge or experience for its application.

As you can see, each aspect refers to options or alternatives that indicate opinions of agreement or disagreement due to their pedagogical activities. Education in rural areas has many shortcomings, and during the pandemic, the problem is at the national level. A general contribution is needed, from governors, administrators, teachers, parents, and students; improve every day and meet the need the academic training of school children, especially in this agricultural sector that needs more attention.

Student survey

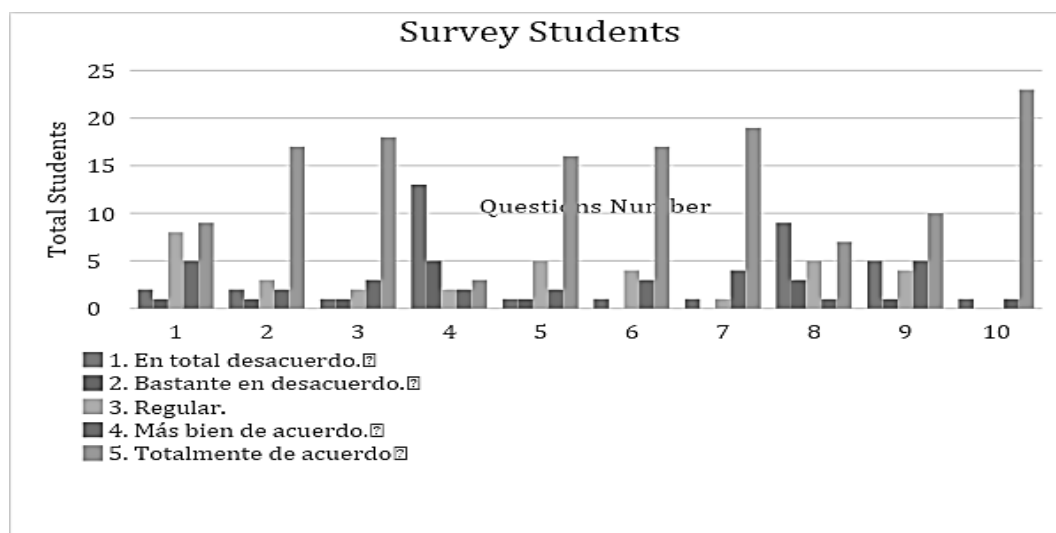
Table 8

Survey for 25 participating students

Article	In total disagreement		Quite disagreeing		Regular		Rather agree		Fully agree	
	Fre.	%	Fre.	%	Fre.	%	Fre.	%	Fre.	%
1. The teacher's explanation is enough to overcome the topics in English without difficulty.	2	8	1	4	8	32	5	20	9	36
2. You find it easy to organize your time to study and learn English.	2	8	1	4	3	12	2	8	17	68
3. When you study, you like to understand new things and see that you know something else.	1	4	1	4	2	8	3	12	18	72
4. You find topics in English very difficult to understand.	13	52	5	20	2	8	2	8	3	12
5. The teachers' classes are dynamic, that is, they have games, songs, or drawings.	1	4	1	4	5	20	2	8	16	64
6. At home, I review my notes to make sure I understand the information in English.	1	4	0	0	4	16	3	12	17	68
7. The teacher has several methods to explain the different activities of the class.	1	4	0	0	1	4	4	16	19	76
8. The classroom is decorated with billboards and educational aids in English.	9	36	3	12	5	20	1	4	7	28
9. The activities and explanations of the teacher are clear and easy to understand.	5	20	1	4	4	16	5	20	10	40
10. When you finish your studies, you plan to continue studying.	1	4	0	0	0	0	1	4	23	92

Figure 2

Survey for 25 participating students



According to the opinions given by the 25 students who participated in the survey, 76 % agree with the explanations of the teachers in the different activities in the classroom; likewise, 64 % consider that the teachers' classes are dynamic, that is, they have games, songs or drawings, and this is very stimulating to continue with the training process. Despite the lack of materials and technological tools, 72 % are eager to continue learning new things and are curious to learn a foreign language that allows them to communicate; 52 % consider topics complicated to understand, as mentioned in the problem statement, due to the lack of a strategy in reading comprehension as a technique applied in the classroom. In the open interview, the support of parents is very little, because their lack of knowledge also affects their understanding, despite the multiple activities of the teachers for their learning.

The following analysis directs attention to recognizing the classroom environment and the resources used, and to see the usefulness that these provide within the training strategies, with particular attention to those used in reading and writing situations in any of the areas of knowledge in the classroom. Also, 36 % consider that the decor in school is with billboards and educational aids in English. In addition, the primary resources used in the school are the blackboard, the children's notebooks, and the images made by the teachers to expose them in

class. Due to the New School method developed in the institution, there is no species text for the English area or comprehensive learning guides. For this reason, the school principal was asked to extend the English class hours.

Categories

Table 5

Emerging categories table

Objective	Category	Subcategory	Criteria
Implement a strategy based on the formative evaluation technique in the classroom to improve the reading comprehension effectiveness of English learning.	1. Communication	1.1 Skills	<ul style="list-style-type: none"> Verbal and written skills.
		1.2 Reading	<ul style="list-style-type: none"> Importance of the demonstrative functions of speech.
		1.3 Comprehension	<ul style="list-style-type: none"> Literal comprehension, interpretive/inferential comprehension, applied/evaluative comprehension, apply/evaluate information.
	2. Techniques	2.1 Think-pair-share	<ul style="list-style-type: none"> This technique combines thinking with communication.
		2.2 Pass the question	<ul style="list-style-type: none"> This technique allows students to work together. Collaborative learning.
		2.3 Muddiest point	<ul style="list-style-type: none"> In this technique, the student is asked to write down the part of the lesson that they do not have clear at the end of a lesson.
		2.4 Two-level multiple-choice questions	<ul style="list-style-type: none"> They are an excellent method to measure whether students understand the taught topic.
		2.5 Student-generated test questions	<ul style="list-style-type: none"> The ability to ask good questions about topics.
	3. Evaluation	3.1 Formative assessment must be open	<ul style="list-style-type: none"> Assessment criteria and learning outcomes are known and understood by all students. Formative and diagnostic assessment provides feedback and allows actions for student progress.
		3.2 Comments and guidance	<ul style="list-style-type: none"> Teaching should focus more on feedback and guidance, than on assessment or grading.
		3.3 Headings and improving performance	<ul style="list-style-type: none"> Formative assessment focuses on helping students understand their mistakes and improve their performance and products.
		3.4 Prioritize the process to advance learning	<ul style="list-style-type: none"> Prioritize opportunities to advance in learning, so that students know what they can do, re-do and improve their tasks.
		3.5 Self-assessment and co-evaluation	<ul style="list-style-type: none"> Cooperative learning is necessary to strengthen students' ability to assess themselves and their classmates and take the responsibility for their education.

Discussion of categories

Communication

Effective communication meets the message's objectives, achieving the desired effect. Communication is one of the essential social skills for everyone. Effective communication ensures that not only is the message conveyed, but feelings and emotions are also shared. Effective communication plays a critical role in both work and personal success. People who know how to communicate effectively increase their productivity and improve their relationships in all aspects of their lives by building the trust of others and helping to prevent or solve problems.

This effective communication is characterized by having clarity, offering back, and having empathy; this is, the non-verbal communication aspect. Reading comprehension is the most basic level, the ability to process the information we have read and understand its meaning. It differs from reading by its fluency, speed, or recognition of sight, it is not about the reading itself but about understanding what information the sequence of words imparts. Reading comprehension allows students to form opinions and arguments based on their homework at its highest level. They also take the meaning derived from a text and add it to their integrated knowledge.

Developing reading comprehension is a complex task in which skills are built on top of the other. Often, students master one of the skills or levels of reading comprehension and they immediately encounter another challenge, because the type of texts students read becomes increasingly difficult to read and understand. Edgar Morin & Marcelo Pakman (1994) and Castañeda (2013) affirmed that, for some elementary school teachers, the evaluation is an instrument that allows knowing if the student learned or not; as for students and parents, it is a stressful part that produces fear. It is important to note that cognitive development increases and so do the levels of complexity and abstraction in discourse;

therefore, it emphasizes the demonstrative functions of speech at the initial level. It also strengthens the mastery of expository and narrative tasks at the basic levels, and the final grades seek to improve the ability of analytical and argumentative functions, although not at the same level as their mother language.

An attentive approach to language development

Paying attention to and explicitly focusing on language forms in graduate language input help students internalize language rules, rather than addressing language development, like grammar and vocabulary as decontextualized topics to memorize and control production.

The three levels of reading comprehension

Also known as the three-level guide, it was initially proposed by Herber (1970) and developed by Vacca & Vacca (1999). The three levels consist of literal, interpretive/inferential, and applied/evaluative comprehension. Literal comprehension refers to understanding the text at the word level, reading the lines, and seeking out literal information. Interpretive/inferential comprehension refers to the ability to read between the lines, identify relationships between information, and understand the meaning intended by the author. Finally, applied/evaluative comprehension refers to reading beyond the lines, involving extensive background knowledge and using/evaluating information. Regarding the techniques, there are many reasons to use FATC in the classroom; some of them are explained in the following lines.

Activate thinking and engage learning

- Make students' ideas explicit to themselves and the teacher.
- It encourages the participation of all students by increasing comfort in making ideas public, particularly calmer students who often do not contribute to lessons.
- Present a stimulus for discussion and scientific argumentation.
- Determine whether students can apply scientific ideas to new situations.

- Give and use feedback (student-to-student, student-to-teacher, and teacher-to-student). (Keeley, 2008, p. 6)

In the first place, it can be said that there is no single best FATC for teaching and learning, so it is necessary to consider the FATC you intend to use in your classroom. Every teacher knows that class dynamics vary from group to group, and it is through trial and error that they find the best option.

Additionally, assessment and rubrics are important for learning, and the teaching arena is an essential component for further development if the right approach is used. Formative assessment can help teachers anticipate initial concerns about students' disparity in learning development; therefore, this method cannot accurately assess the frequency of student acquisition, because it varies from teacher to teacher and from subject to other subjects. Formative assessment is supposed to influence what students learn and how the teacher validates it (OECD, 2008).

On the other hand, reviews allow both the teacher and the student to monitor progress towards achieving learning actives and improve teaching and learning progress. Dylan William & Marnie Thompson (2007) talked about five "key strategies" that support the implementation of practical formative assessment:

- **Clarify, understand, and share learning intentions:** “William says, ‘if you don't know where you're going, you'll never get there’” (Sherrington, 2019, par. 8). It's very much about curriculum planning. In detail, this means explaining what knowledge they should have and how to apply it in new contexts.
- **Design effective classroom discussions, assignments, and activities that gain evidence of learning:** teaching should be highly interactive. Teachers get feedback from their students on how well they formed their schemas and how to use what they have learned.

- **Provide feedback that advances students:** feedback consists of discussions about formative and summative assessment, grading, and the value of data as a tool to improve student outcomes. The emphasis is on moving students forward.
- **Activate students as learning resources for each other:** if teachers develop intense routines where students support each other's learning in a structured way, then the proportion, quality, and frequency of students' interactions with the knowledge in question can increase significantly.
- **Activate students as owners of their learning:** "Owning their own learning" is at the heart of solid self-regulation and metacognition; setting learning objectives, planning, monitoring, and evaluating success in tasks is linked to those goals; as well as forming effective schematics that consider general questions and themes that inform the subsequent conscious rehearsal and elaboration.

The use of rubrics in the training process can help us to improve a formative and practical assessment, and it uses productively to identify students' progress and learning needs. They are also summative: the adapt evaluation criteria of the rubrics must apply to the area and the learning objectives, and this causes the teacher to focus on each specific element of learning. It allows teachers to evaluate based on aspects; this expectation makes students know their work, since it enables teachers to set clear goals as indicators.

At last, the quality of the learning to be considered is specified, and the student can focus on it. It allows them to do their work with the rubric before presenting the self-assessment. In the commentaries, they can be used as guides for teachers so you can give specific feedback.

Hypothesis testing and operationalization of variables

The hypothesis presented states that applying the FATC can be improved the communicative effectiveness of English learning in elementary school students of the

Manacal Rural School, as well as the didactic units of observation, materials, curricula, and students to which the research refers. Besides, it is possible to establish relationships between the variables: the better the strategy in applying methods and techniques, the lower the student performance.

The social impact of FATC positively affects the study population and influences the improvement of skills to communicate effectively in English. The process seeks to obtain variables and reduce the level of abstraction when measuring the variable to indicators through the survey as an instrument of information collection in a questionnaire. For example, when asking the students if the topics in English seemed very difficult to understand, the variable gave us a percentage where a change in teaching strategies and methods is needed. The teachers who participated in the survey agree that it is necessary to implement reading as a didactic strategy to reinforce analysis and understanding in students.

Reliability and validity of the analysis and results

The importance of these processes required an in-depth review of the activities carried out in the institution. The methodology following the analysis of the questionnaire has been resolved on the one hand, with a study of its validity, understood as the FATC instrument to measure what we react to. The results of the tests have been highly positive, guaranteeing the validity and reliability of the questionnaire.

Chapter 5. Discussions and conclusions

Introduction to arguments and conclusions

This research aimed to identify and describe the evaluation activities carried out by teachers in the classroom, and it sought to configure a general process for FATC. Its relevance lies in providing a sequence of steps that allows teachers to carry out a formative evaluation of learning in a systematic, contextualized, and integrated way to the teaching-learning processes.

The literature review found that most authors define formative evaluation as a process; however, few describe the evaluation techniques in the classroom as learning strategies to improve effective communication and the steps that this implies. Many authors also point out that these are the same as the evaluation: collect information, analyze it, make judgments, and make improvement decisions based on estimations. But we do not find a process that systematizes explicitly the formative evaluation process that is carried out in the classroom, considering a few different steps of the evaluation process in general.

Importance of the results

The study evidenced that teachers carry out formative assessment intuitively, as part of the class, and without noticing its evaluative nature in offering immediate nutrition to students. From the theoretical point of view, it links FATC to the teaching-learning processes. On the other hand, few teachers conduct constructive evaluation activities from practice, and those who do assume them as teaching-learning activities that are part of the class and do not constitute steps of a process. Students are designed and oriented by the teacher in the classroom during the execution of learning, task monitoring and orientation.

The importance of qualitative data lies in the fact that they allow us to obtain deep knowledge about certain subjective realities, such as, for example, the feelings and motivations of students that help them to learn English. At this stage of the research, it is

evident that the students do not understand many things in written or spoken English and cannot speak or write very well.

Although students started learning English at a very young age, their level is still shallow; they couldn't understand or use English. Therefore, students do not yet have a basic command of the language to speak, read or write well in English. Some students use memorization to learn, and their meaningful learning of English is very shallow and limited to vocabulary. In general, the level of students is deficient. Teaching and learning English was not very practical for students in rural areas; it is not that important, even if students learn well.

Pedagogical and research implications for the field of study

The goal of FATC is not to determine who is capable and who is not, but to support student learning. The productive assessment techniques in the school are balancing instruments that help students achieve learning objectives. Assessment is helpful for students and teachers because it provides feedback on the dynamic pedagogical strategies implemented in the classroom. For students, the review offers an external look at their learning process, which points out the strengths and shortcomings when achieving the objectives.

The effectiveness of the English teaching with the accompaniment of the teachers of the Manacal Rural School gave a unanimous virtual concept: the children are timid when they speak in English, some fear making mistakes due to the ridicule of others and prefer not to participate by hiding their faces, and others have little interest on learning English; therefore, they maintain negative attitudes towards the area. An important aspect is the lack of transversality with other subjects of the curriculum, as well as many other distractions, which have a limited level of English. In conclusion, they have little incentive to learn and give low priority to English.

For a decade, there has been a remarkable expansion of FATC, which has focused on students, curriculum, and performance of education systems. In the rural educational context, this training should focus on improving the use of the English language for effective communication, and not on preparing for a national test, compared to urban education systems, which have many training alternatives for connectivity and social networks.

Research limitations of the present study

Among the numerous limitations faced by research teachers in the rural sector in Colombia, their main task is to recognize their field of work and look for new strategies if they need them. It is a constant process due to the gaps in these contexts; for example, although not all rural schools show problems, in many of these, the lack of resources, infrastructure, access roads, and even situations of public order have limited the teaching process. Those students do not seem interested on using the language.

Many of these limitations are part of the experience of a rural teacher, so they must look for strategies to innovate, change and improve the situations limited by the same context. Although there is no motivation, the teacher might find different means and activities to involve students with the language, identifying learning styles and dynamics to capture the attention of the few interested parties.

Recommendations for further research

Increase the use of presentations of audiovisual tools in the Manacal Rural School, which would generate some interest on learning among the students. They can focus on the New School method in practice, where the student can apply learning guides in their context and become the formative axis of their educational process. Students mustn't give up receiving information; on the contrary, they should develop the sense of autonomous learning and critical thinking, so they can self-manage and feel the need to continue with their educational process outside the classroom.

It is also essential to have an integrative idea of FATC, which is the essence of the evaluation process. It is necessary to change the curriculum, so that the objectives expected of students coincide with their level of studies; with this, it is possible to have committed, competent teachers who acquire experience and can apply an adequate formative evaluation in the classroom, more effective by using various methods. An excellent formative assessment ensures that the student develops mechanisms of self-regulation, critical thinking, and meaningful learning, always aimed at achieving new learning goals.

At last, the entire educational community in rural areas throughout the country needs to continue with the research on these aspects to improve the students' education, that is why many limitations must continue to be investigated by other teachers who like working on these projects. The invitation of the author is to go on with further investigations, and readers should continue with the investigation process that we have started. It is suggested to resume their contribution so that it continues another research or phase of the investigation, and they can provide knowledge to the scientific community.

Conclusions

The research problem focuses on the strategies to improve the performance in the State tests from elementary school; this, to have the opportunity to learn English to communicate and enhance linguistic skills. Teachers might include integrated learning guides and technological tools as an essential help for students to improve their understanding. In addition, classes should be more motivating and creative, improving the language learning process for each proposed topic since students might be interested on it and might want to continue acquiring knowledge. In this research, both students and teachers need to change how they assess reading comprehension to be more effective when determining or preparing students for tests, as we said in previous chapters. At this stage, for elementary school, the

training in English should lead to communicate and not to pass a government-standardized test.

The comes from the fact that assessment practices become more complex in a foreign language, so it is impossible to capture what students know accurately. The Manacal Rural School must continue with the strategies of bilingualism, and each of the educational sites must evaluate the educational processes. In conclusion, teachers understand the importance of making integrated learning guides that combine with all other areas to benefit the entire community. Finally, new information technologies must become a strategic ally in education, so that teachers come closer to digital tools to include virtual learning objectives that support their teaching activities.

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Appendixes

Appendix A. Student survey

Name:

Dear student, the purpose of this survey is to make a diagnosis of the teaching-learning processes of English as content of the area and not as a foreign language to present a national or international exam.

When you doubt your answer, review this key.

1	2	3	4	5
In total disagreement	Quite disagreeing	Regular	Rather agree	Totally agree

Article	1	2	3	4	5
1. The teacher's explanation is enough to overcome the topics in English without difficulty.					
2. You find it easy to organize your time to study and learn English.					
3. When you study, you like to understand new things and see that you know something else.					
4. The topics in English seem very difficult to understand.					
5. The teachers' classes are dynamic, that is, they have games, songs, or drawings.					
6. At home, I review my notes to make sure I understand the information in English.					
7. The teacher has several methods to explain the different activities of the class.					
2. The classroom is decorated with billboards and educational aids in English.					
3. The teacher's activities and explanation are clear and easy to understand.					
4. You plan to continue studying when you finish.					

Appendix B. Teacher survey

Name:

Dear teacher, this survey aims to make a diagnosis of the teaching-learning processes regarding the use of didactic strategies in your classes. The information you provide us will be strictly confidential and has an academic purpose. Thank you for your participation.

When you doubt your answer, review this key.

1	2	3	4	5
Totally agree	I agree	Undecided	Disagreeing	Strongly disagree

Article	1	2	3	4	5
1. You consider that didactic strategies are useful to conduct the teaching-learning process.					
2. Teaching strategies should vary in complexity as the student moves from one grade to another.					
3. The didactic strategies you use as a teacher are the right ones.					
4. You consider that the didactic strategies used are enough to guide the classes of the subject.					
5. You consider it is necessary to receive training on the use of didactic strategies.					
6. You believe that it is necessary to implement reading as a didactic strategy to reinforce analysis and understanding in students.					
7. You have knowledge about the implementation of information and communication technologies.					
8. You know the pedagogical model of your educational institution.					
9. You learn about the mission and vision of the PEI.					
10. You use games as a strategy to promote learning in the orientation of the classes.					

Appendix C. Informed consent

Informed consent for teachers and parents to participate in research

Research project: Formative assessment as an English learning strategy at the main headquarters of the basic primary section of the Manacal Rural School

Researcher: Ángel Arenas Vargas

Cel: 3134154901

E-mail: anavar1966@gmail.com

Full name: _____

c. _____ of: _____. In addition, opt for the title of Master in Pedagogical Mediation in English Learning, which I am studying at the National Open and Distance University (UNAD)

Therefore, I declare that I understand that the use of the data is to collect, store, use, circulate, preserve, transfer and/or transmit, documents, images or videos obtained from the registry; and I also understand that my participation will not generate any expense or remuneration.

Documents, images, or videos will be used for research purposes only.

I also understand that the documents, images or videos registered by me will be processed by the person in charge within the framework of compliance with the data protection policy contemplated in Law 1581 of 2012 and its Regulatory Decree 1377 of 2013.

The entities in charge of evaluating the research project will guarantee the protection and proper use of the data, documents, images and videos, in accordance with current regulations, during and after the execution process.

The data, documents, images and videos can be used for research topics and/or academics of the UNAD.

Participation in this study is strictly voluntary. Your decision to participate will in no way affect your qualification. If at any time you change your mind and no longer want to participate, you can tell Professor Ángel Arenas Vargas. You will not be paid to participate in this study.

In that order of ideas, I declare that I fully understand the information about this activity and authorize the use of personal data, documents, images and videos, in accordance with this informed consent in a conscious and voluntary manner.

(_____) IF I AUTHORIZE (_____) I DO NOT AUTHORIZE

SIGNATURE:

**Informed consent for students
to participate in research**

Research project: Formative assessment as an English learning strategy at the main headquarters of the basic primary section of the Manacal Rural School

Researcher: Ángel Arenas Vargas

Cel: 3134154901

E-mail: anavar1966@gmail.com

Full name: _____.

I have been informed about the research project that will be developed in the Manacal Rural School, which aims to improve knowledge in learning English as a school content. In addition, opt for the title of Master in Pedagogical Mediation in English Learning, which I am studying at the National Open and Distance University (UNAD).

Presentation

During the research, you will be asked to participate in the development of surveys that aim to know your opinion on the teaching-learning processes of English. This format has already been made known to parents and their participation is free and spontaneous. The decision whether to participate is yours. If you choose to participate, sign and date the last line of this form.

Student consent

I have read the informed consent that has been fully explained by the research teacher. I agree to participate in this study voluntarily.

Student name: _____

Signature parent or guardian: _____

Date: _____

Signature of the research teacher: _____

Date: _____

Appendix D. Permit research project

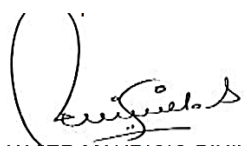
Gentlemen

UNAD

ATN. Permit for research project

I, Javier Mauricio Pinilla Amezquita, identified with Citizenship Card No. 79.419.572 of Bogotá, as rector of the Manacal Rural School, with DANE code 250683000759, through this document, I manifest that I am aware of the realization of the research project, and I give my endorsement so that the teacher Angelmiro Arenas Vargas, identified with Citizenship Card No. 17.334.352 of Villavicencio city, makes use of the documents that are necessary to carry out the research.

Likewise, I inform that the teacher is linked to the Manacal Rural School as a provisional teacher since September 10 of 2015, and still working to date.




Name of the educational institution: Manacal Rural School

Municipality and department of the educational institution: San Juan de Arama

Date: 04/23/2021

Appendix E. Registration form

	MECI QUALITY	CODE: FADM-01	PHOTO 3X4 BLUE BACKGROUND WHITE SHIRT WITH INSTITUTIONAL SHIELD
	REGISTRATION FORM	VERSION: 2	
	MANACAL RURAL SCHOOL Official Recognition No. 5656 of November 21, 2017 DANE 250 683 000 759 / Hilo. 822001289-8	UPDATE DATE: JANUARY 2021	
		Page 1 of 1	

REGISTRATION FORM

DEGREE: _____ **ANCIENT:** YES: NO:

STUDENT INFORMATION

FIRST SURNAME: _____ SECOND SURNAME: _____
 FIRST NAME: _____ MIDDLE NAME: _____
 Doc. _____ IDENTIFICATION: CC _____ TI _____ RC _____ No. _____ OF: _____ NATIONALITY _____
 DATE OF BIRTH: DAY _____ ME _____ YEAR _____ AGE _____ SON-IN-LAW M F
 MUNICIPALITY OF BIRTH: _____ DEPARTMENT _____ RH _____
 RESIDENCE ADDRESS: _____ QUARTER: _____
 STRATUM _____ TELEPHONE _____ SISBEN YES _____ NO _____ LEVEL _____
 STUDENT LIVES WITH _____ RELATIONSHIP _____

OTHER INFORMATION

DISPLACED: YES _____ NO _____ MUNICIPALITY _____ DEPARTMENT _____ SIPO CODE _____
 ORIGIN: OFFICIAL _____ PRIVATE _____ INSTITUTION _____ MUNICIPALITY _____
 REPITENTE YES _____ NO _____ FAMILIES IN ACTION: YES _____ NO _____ CODE No. _____
 SURGERIES _____ FRACTURES _____ SICK _____ ANOTHER WHICH? _____
 LIMITATIONS: DOWN SYNDROME _____ MILD MENTAL RETARDATION _____ DEAFNESS _____ LOW VISION _____ AUTISM _____
 NO _____ OTHER WHICH ONE? _____

ACADEMIC HISTORY

DEGREE	YEAR	EDUCATIONAL INSTITUTION	DEGREE	YEAR	EDUCATIONAL INSTITUTION
0°			6°		
1°			7°		
2°			8°		
3°			9°		
4°			10°		
5°			11°		

PARENT INFORMATION

FATHER'S NAME: _____ CC _____ OCCUPATION _____
 ADDRESS: _____ TELEPHONE: _____ EMAIL: _____
 MOTHER'S NAME: _____ CC _____ OCCUPATION _____
 ADDRESS: _____ TELEPHONE: _____ EMAIL: _____

INFORMATION OF THE ATTENDANT		
NAME OF THE ATTENDANT: _____	CC _____	OCCUPATION _____
ADDRESS: _____	TELEPHONE: _____	EMAIL: _____
RELATIONSHIP: _____		
REMARKS		

<p>We agree to comply with the PEI and the rules established in the co-existence manual and other disciplinary and academic provisions.</p>	
<p>_____</p> <p style="text-align: center;">STUDENT SIGNATURE</p>	<p>_____</p> <p style="text-align: center;">SIGNATURE OF THE PARENT AND/OR GUARDIAN</p>
<p>_____</p> <p style="text-align: center;">GOVERNING FIRM</p>	<p>_____</p> <p style="text-align: center;">SECRETARY SIGNATURE</p>