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“EXTENSIVE READING AND AUTHENTIC ASSESSMENT”

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DEDICATION

This thesis is entirely dedicated to my beloved parents for their endless love and unconditional support.

To my dear daddy who always makes me smile with his joy and absolute love.

To my mum who encourages me every day with her pure love.

To my siblings who are my best friends on this journey called life. I would not be the girl I am without their love. Love all of you forever!

-Liz

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-Liz

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**UNIVERSIDAD TÉCNICA DE AMBATO FACULTAD DE CIENCIAS
HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS**

THEME: “Extensive reading and authentic assessment”

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Date: February 25th, 2021.

ABSTRACT

The main contribution of this research study was to demonstrate the influence of extensive reading in authentic assessment of second language acquisition in students of an EFL classroom of the second semester parallel B from Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato. Thirty students, who were in the 2nd semester of major, were selected. They have an age range from 19 to 22 years old, there were 16 female and 14 male students and most individuals possess a proficiency English language level of A2. In order to reach the objective of the study a Preliminary English Test (PET) was used as pre and post-test, it was used as a tool for measuring students' English proficiency in reading skills during the experimental study. This study was conducted for 4 weeks from June to July 2020. The current study used qualitative and quantitative research methods, it is qualitative because it aims to describe, explain, and identify phenomena through the use of bibliographic data from verified sources, and quantitative because it uses data collection based on numerical measurements and statistical analysis to test hypotheses in order to establish codes of conduct, to see how both variables behaved and prove theories through the use of tables and graphs. In consequence, the results showed that the use of authentic assessment tasks affects the extensive reading skill development in students due to the fact that authentic assessment provides some benefits in students' reading development such as: they are likely to be more valid than conventional tests, particularly for learning outcomes that require higher-order thinking skills. Because they involve real-world tasks, they are also likely to be more interesting for students, and thus more motivating.

Keywords: extensive reading, authentic assessment, reading development

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Investigative Background

The current research study is supported by similar studies made by different writers of propositions and scholarly articles that identify with the same study line of the theme.

Susani (2018), in her research study entitled “The implementation of authentic assessment in extensive reading” which was aimed at describing the implementation of authentic assessment in Extensive Reading course in Indonesian Language Education and Literature Study Program Sanata Dharma University. This research used descriptive qualitative analysis method. The instruments used in this study were preliminary English tests. The researcher conducted the implementation of authentic assessment in Extensive Reading on identifying the meanings of difficult words, idioms, and expressions. The obtained data show that the implementation of authentic assessment could provide some benefits such as (a) identifying the direct measurement of expected competence indicators of students’ performances; (b) encouraging students to demonstrate their performance in a real and meaningful situation; (c) providing students with the opportunity to construct their learning outcomes by selecting and compiling answers based on their knowledge and the situational analysis so that the answers are relevant and meaningful; and (d) integrating teaching, learning, and assessment activities. It is then recommended that authentic assessment be applied in the teaching and learning of reading courses.

Prasetyo (2017), in his research study entitled “Developing authentic assessment for reading competence” in which its main purpose was to describe how language teachers in Indonesia can independently develop an authentic assessment for measuring their students’ reading competence. This research project is a bibliographical type, in which the researcher mentions how authentic assessment and

the reading competence can present a certain relation in the development of the students' reading ability. The author concludes his research by mentioning that authentic assessment is important for both students and teachers. The most important point in developing such an assessment is the possibility of assigning extensive reading tasks. By referring to whether the assessment is meant for macro or micro skills of reading. There are four aspects of assessments to be taken into consideration including identification of assessment objects, collection of evidence, analysis of evidence, and decision making.

Misook (2019), in her research study entitled "The perceptions of students and teachers on the practice of assessment in extensive reading" aimed at examining the use of assessment techniques in extensive reading and students' and teachers' perceptions on the practice of extensive reading with which A total of 232 university students who were placed at different proficiency levels of classes and 13 professors participated in the study by completing a questionnaire. Data were analyzed using t-tests to compare two different groups of students. Results revealed that writing short answers and assessments involving discussion with peers and professor were utilized more at the basic level, but students at the basic level reported discussion with peers and professor as the most effective assessment technique. In contrast, at the intermediate level, multiple-choice questions and T/F statements were used more as assessments, but students at the intermediate level reported that writing one's opinion on themes was the most effective technique. Both groups believed that reading graded readers is helpful in improving reading skills and vocabulary as well as understanding other cultures. Results further revealed that professors preferred to use writing short-answer questions and in-class discussion as assessments on graded readers; however, they responded that a writing task was the most adequate type of assessment. In addition, they reported that graded readers are helpful in improving all language skills and favored the use of graded readers as part of the language program.

Similarly, at Muhammadiyah University of Surakarta, Hapsari (2017) in her research project under the topic "The authenticity of assessment used in reading class

at the third semester of English education program in universitas pekalongan academic year 2016/2017” which main purpose was to describe the types of assessments used in reading class at the third semester in Universitas Pekalongan, to describe the most frequently used assessment in reading class, to know the authenticity of the assessment used by the lecturer in reading class, and to describe the problems faced by lecturer in applying authentic assessments in reading class. This research was case study because the research explored the information deeply by collecting the data from observations, interviews, and documents. The aftereffect of this investigation indicated that the performance combined teacher observation was the most frequently used assessment by the lecturer since they were the only assessment used by the lecturer.

Another important study about extensive reading was carried out at Nirayama High School, Japan. Iwahori (2008), in her research study untitled “Developing reading fluency: A study of extensive reading in EFL” aimed at developing reading fluency in an EFL classroom through extensive reading activities. This study was conducted for 7 weeks from June to August 2006. The participants were public high school students in Japan. The students were provided with graded readers as homework for 7 weeks. The results of the present study showed that high school students’ reading rates improved after a 7-week ER treatment. According to the pretest and posttest results, students’ C-test scores also improved.

This last article is especially significant because it is closely linked to the subject of this project. Moreover, it presents evidence that authentic assessment tasks help extensive reading developing in students of an EFL classroom. Another positive aspect is that it gave the necessary guideline to this research project so that it was developed in the best way.

1.2. Theoretical foundation

1.2.1. Technical - scientific foundation of the independent variable

Language

Many concepts and theories arise around what language itself is. Some authors mention language as a set of symbols, words, or signs that are used to fulfill a common objective which is communication. Others like Wardhaugh (2009) states that language is the inherent capability of the native speakers to understand and form grammatical sentences. However, Bloomfield (2016) said “a language is a set of written symbols, spoken, words and movements”. Therefore, it will be said that language is a system of arbitrary symbols used for particular human communication which consists of the structured arrangement, sound coding, written or graphic symbols, signs, and gestures used to express meanings, thoughts, and feelings.

Language skills

Language skills relate to different aspects of using language; such as listening, reading, writing or speaking. Skills are our ability to do these things. They are usually divided into two types: receptive and productive. Thornbury (2017) alluded to the idea of language abilities and showed that everyone has language abilities, however, some more created than others. Those abilities permit us to convey, send messages, and get them.

Receptive skills are those used in understanding; reading or listening. Meanwhile, productive skills involve producing language; speaking, or writing. Receptive skills are the most difficult in which students receive and process information, but they do not need to produce a language, while in productive skills there is the production of language.

Receptive skills

Learning is primarily based on receiving information from external sources, most of which enter our consciousness through our eyes and ears. Thus, when you learn a language you develop receptive and productive skills.

Receptive skills refer to understanding the language through reading and listening. Jack C. Richards believes that receptive skills are more difficult than productive ones. Krashen et al. (1984) also proposed that in language teaching, so in this way more effort should be devoted to developing students' receptive skills than to their productive ones. He stated that the productive capacity of students will naturally arise from receptive knowledge. In particular, Krashen et al. (1984) emphasized that meaningful understanding rather than focused on production is all that is needed to facilitate language learning.

Reading

Reading is a self-discovery process. During this process, readers interact with written materials by investing both cognitive and metacognitive efforts to decompose new knowledge so as to make or infer meaning. From this point of view, reading comprehension can be seen as the final product (Hellyer et al. 2012).

According to Spratt et al. (2011), in order to read something we need to apply different reading skills like: scanning, skimming, deducing meaning from context, understanding text structure, inferring and predicting.

1. Scanning or reading for specific information: read quickly to find specific information.
2. Skimming or reading for gist/general understanding: reading quickly to get the main idea of the text.
3. Reading for detail: reading every single word to get the meaning of the text
4. Deducing meaning from context: to get the meaning of an unknown word based on the words that surround it.

5. Understanding text structure: understand the development of different types of text.
6. Inferring: get a conclusion from what you read.
7. Predicting: guessing what the text will be about

Teachers also play a crucial role in developing reading skills. They should help students focus on reading comprehension, rather than engaging in individual words or minor details and missing the main meaning of a text. In addition, teachers must help them read in various ways and use sub-skills that will help them improve and understand what they read efficiently (Hadfield, 2008).

Additionally, there are two types of subskills that are extensive reading and intensive reading. However, according to Muchtar (2020), these are types of reading. On one hand, extensive reading means to read long texts for pleasure. On the other hand, intensive reading is to read for study purpose.

Types of reading

According to Fairbairn and Brown (2019), in his book “Language Assessment: Principles and classroom practices”, in the classroom exists the following types of reading.

- Perceptive: This type of reading encompasses the perception of different components of the text such as letters, words, punctuation and graphic symbols. It is a basic type of recognition that does not involve a lot of logical processing but rather symbol recognition, so a process is applied from the simplest to the most difficult.
- Selective: This type of reading category is about lexical, grammatical and of oral expression within very short texts. The stimuli that handle in this type of reading are short paragraphs, charts and simple tables.
- Interactive: This type of reading includes texts from around a page in which the reader has to interact in a psycholinguistic sense with the text. So reading becomes a process of negotiating meaning by incorporating its own

interpretation scheme of the text. The focus of this type of reading is to identify relevant aspects of syntax and morphology within the text, so that processing is generally to the specific.

- Extensive: This type of reading includes the processing of long amounts of texts such as books, graded readings, essays, and technical documents and among others usually read outside the classroom. Its emphasis is placed on the learners' global understanding of a text (Brown, 2019).

Extensive reading

Extensive reading involves students reading many stories or informative texts at an appropriate level of difficulty that the readers choose themselves. Davis (2005), explains, "pupils are given the time, encouragement, and materials to read pleurably, at their own level, as many books as they can, without the pressures of testing or mark" (p. 320). Studies have shown that extensive reading can lead to improvements in vocabulary, writing, motivation, reading identity, speaking, listening, spelling, grammar, and, of course, reading abilities. Often extensive reading is contrasted with intensive reading where students are reading short, difficult passages from a text chosen by the teacher (Waring, 2011). Even in an academic reading program with typical reading textbooks, it is important to develop reading fluency. The "best way to develop reading fluency is through extensive reading" (Nation & Waring, 2019, p. 19). Therefore, it is important to incorporate an extensive reading component into the program.

In extensive reading, students choose books that are meaningful and interesting to them. The successful reading of many books develops positive competence beliefs about reading that lead to higher levels of reading motivation (Nation & Waring, 2019).

The large amount of input over time increases implicit knowledge of vocabulary and reading that also helps to develop other language skills contributing to overall improvement in language proficiency (Hunt & Beglar, 2005). As reading is a process of precise perception and identification, the way it extracts information

covers four forms called skimming, scanning, extensive and intensive reading strategies.

According to Rosales et al. (2013) the skills to develop while using extensive readings are deducing the meaning and use of vocabulary, understanding the contextual meaning, identifying the main and secondary idea quickly, summarizing, associating grammar and vocabulary, giving meaning to the context, having concrete feedback information through analysis of what has been learned, using more intuitive and less reasoned language and finally, recognizing grammar rules and uses them consistently.

Graded readers

The British Council states that graded readers are reading books that contain language adjusted to the level of the learner in order to help learners read them (British Council, 2012) . In the same line of study Ünaldı (2017) mentions that graded readers are part of extensive reading, being novels and short stories that are adapted to different levels of students' language proficiency.

Similarly, it is affirmed that the graded readers are adapted to the needs of the learners because reading is maximized by offering practice opportunities in an accessible, relaxing, and fun way. These stories are specially adapted with the level of language the students are supposed to have, which makes them easy and quick to read (MacMillan Readers, 2014).

As mentioned above, it can be determined that the graded readers are a fundamental part of the teaching - learning of the English language, since its main characteristic is the adaptation of the language used in terms of vocabulary, number of words and complexity of grammatical structures, which contribute with academic and psychological aspects. That is why graded readers become an information receiving stimulus that promotes extensive reading in authentic narrative contexts to form part of the integration base with extensive reading as this research work with the use of authentic assessment tools.

1.2.2. Technical - scientific foundation of the independent variable

Assessment

Assessment, besides being a technical process, is a moral phenomenon. It is very important to know what values it serves and which people it benefits. Thus, assessment means judging learner's performance by collecting information about it. In other words assessment tries to verify the learning done, but also usually explains why it has not occurred. (Spratt et al., 2011)

In the same line of study Brown (2019), mentions that assessment is an ongoing process of collecting information about a given object of interest according to procedures that are systematic and substantively grounded.

Thus, assessment offers possibilities to strengthen and consolidate learning, as well as to achieve objectives or purposes in any field of study. It shows what are the priority needs to be met. From this point of view, it can be affirmed that the students in the classroom and the teacher in their teaching practice offer several alternatives that can favor the construction of "authentic" assessment model; that is, between what is due and what is wanted in the education. For this reason, assessment should be considered as an extension of the teaching and learning process and not as one more step; that is, a continuous activity, an integrating process that generates, from the reflection of experiences, training opportunities.

Informal assessment

Informal assessment is a set of special activities such as group or individual projects, experiments, oral presentations, demonstrations, or performances. Informal assessment is when we as educators decide whether a learner is doing well or not, or whether a course is successful or not, by evaluating learners by thinking about their strengths and weaknesses and thinking about their progress rather than setting a test or writing an official report (Spratt et al., 2011).

Some informal assessments may be drawn from typical classroom activities such as assignments, journals, essays, reports, literature discussion groups, or reading logs.

Other times, it will be difficult to show student progress using actual work, so teachers will need to keep notes or checklists to record their observations from student-teacher conferences or informal classroom interactions (Brown, 2019). Sometimes informal assessment is as simple as stopping during instruction to observe or to discuss with the students how learning is progressing. Any of these types of assessment can be made more formal by specifying guidelines for what and how to do them, or they can be quite informal, letting students and teachers adjust to individual needs.

It is important to use a variety of forms of assessment since the different assessment methods have different purposes during and after instruction. For some students, written work is difficult, so too much reliance on it will put them at a disadvantage. Similarly, particular activities or topics will inspire excellent performance in some students and frustrate others. Including a variety of types of assessments will ensure that students are provided with ample opportunities to demonstrate their abilities and that teacher have the information they need to construct a complete, balanced assessment of each student (Spratt et al., 2011).

Authentic assessment

Authentic assessment is one that requires application of what students have learned to a new situation, and that demands judgment to determine what information and skills are relevant and how they should be used. Authentic assessments often focus on messy, complex real-world situations and their accompanying constraints; they can involve a real-world audience of stakeholders or “clients” as well.

According to Wiggins (1998), an assignment is authentic if it is realistic, it requires judgment and innovation, asks the student to “do” the subject, replicates or simulates the contexts in which adults are “tested” in the workplace or in civic or personal life, assesses the student’s ability to efficiently and effectively use a repertoire of knowledge and skills to negotiate a complex task and allows appropriate opportunities to rehearse, practice, consult resources, and get feedback on and refine performances and products.

Authentic assessments could be contrasted with conventional test questions, which are often indirect measures of a student's ability to apply the knowledge and skills gained in a course. Haerudin, (2013) mentions that the use of authentic assessment is believed to be able to give students the ability to resolve real issues as well as providing opportunities for students able to think, act, and work systematically. Meanwhile Sani, (2016) defined authentic assessment as the kind of assessment that leads students to demonstrate the skills and competencies needed to overcome the problems and situations encountered in the real world.

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

However, authentic assessments may require more time and effort on an instructor's part to develop, and may be more difficult to grade. To address the difficulty of grading authentic assessments, it is often useful to create a grading rubric that specifies the traits that will be evaluated and the criteria by which they will be judged.

1.2 Objectives

1.2.1 General objective

- To demonstrate the influence of extensive reading in authentic assessment of second language acquisition in students of an EFL classroom of the second semester parallel B from the Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato.

1.2.2 Specific objectives

- To explain how authentic assessment tasks increase extensive reading.
- To identify students' reading proficiency in the English language.
- To determine the best type of authentic assessment methods teachers use to record the students' results.

The objectives stated in the current research study were carried out successfully. It was conceivable to fulfill the objective of demonstrating the influence of extensive reading in authentic assessment of second language acquisition because students of an EFL classroom at the beginning of the study were exposed to different authentic assessment tasks focused on the development of extensive reading skills.

The first objective was fulfilled in the development of this investigation since at the beginning of this investigation students showed a low reading proficiency level and after being exposed to different authentic tasks they were increasing their reading skills especially the ones that were related to extensive reading skills.

The second objective was determined according to the reading ability students had by means of pretest applied at the beginning of the study that showed their reading proficiency in the English language was waystage or elementary A2 level according to the Common European Framework of reference for languages.

Finally, the third objective was achieved by subjected students to diverse authentic assessment tasks and analyzing the different methods that best fitted with students' reading needs.

CHAPTER II

METHODOLOGY

2.1 Resources

Table 1

Resources

Institutional	Human	Material	Economic
Universidad Técnica de Ambato	Researcher Tutor	Office (sheets, pens, markers, and books)	Transportation Printed material
Faculty of Human Sciences and Education	Authorities and professors PINE	Technological material (computer, flash memory)	
Libraries	Languages career Students from PINE	Bibliography	

Source: General information

Done by: Carrasco, J (2020)

Instruments

In order to reach the objective of the study a Preliminary English Test (PET) was used as pre and post-test, it was used as a tool for measuring students' English proficiency in reading skills during the experimental study.

The PET test has five parts, each with one or more texts and a set of questions. The whole test has thirty five questions about reading comprehension like multiple choice questions, matching, true and false, multiple-choice cloze vocabulary/grammar, and

reading comprehension questions. Texts range from very short notices to longer adapted-authentic texts. It covers a range of reading skills, from word up to whole-text level.

In part 1, students had to read five real-world notices, messages and other short texts for the main message. In part 2, they had to match five descriptions of people to eight short texts on a particular topic, showing detailed comprehension. In part 3, students had to scan a longer factual text for specific information. In part 4, students had to read a longer text for detailed comprehension, gist, inference and global meaning; as well as writer's attitude, opinion and purpose. Finally in part 5 students had to read a factual or narrative text and choose the correct vocabulary and grammatical items to complete gaps.

Additional instruments employed in this study were two designed questionnaires which were used to find out teachers and students' problems and needs on authentic assessment for reading skills at second semester parallel B from Pedagogia de los Idiomas Nacionales y Extranjeros major from Universidad Técnica de Ambato. The questionnaires were based on a small-scale survey of the necessities of the institution. These questionnaires helped to ensure the relevance and meaningfulness of the gap between the problems and the level of needs dealing with the main factors in assessing reading skills, various forms of authentic assessment activities, and various topics of reading extensively.

Both questionnaires the one addressed to students and its counterpart aimed at teachers used a Likert scale structure. Likert scales are widely used in social and educational research (Likert, 1932). It was possible to use these kind of questionnaires because they are used in order to rank people's judgments of the relationship between extensive reading and authentic assessment through the use of a psychometric scale (Warmbrod, 2014). These questionnaires had different items related to the relationship between extensive reading and authentic assessment tasks. The two questionnaires mentioned above used the Likert scale with five options ranging from 1=Strongly disagree , 2= Disagree, 3= Neutral, 4= Agree, and 5=

Strongly agree, were used to collect the data related to teachers and students' problems in developing extensive reading through authentic assessing tasks. For the validity and reliability of those instruments, a group of experts from Universidad Técnica de Ambato validated those instruments (questionnaires) prior to its application. Furthermore, the Cronbach's Alpha of the instrument is 0.78, who proves that it is highly reliable and valid as the instrument for collecting the data.

Subjects

This study was conducted for 4 weeks from June to July 2020. The participants were students of an EFL classroom of the second semester parallel B from Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato. Thirty students, who were in the 2nd semester of major, were selected. They have an age range from 19 to 22 years old, there were 16 female and 14 male students and most individuals possess a proficiency English language level of A2. The native language of the participants is Spanish; however, they are learning English in order to teach English as a foreign language. This group of students was divided into two groups; the first group (the control group) has a total of 15 students, 6 males and 9 females. While the second group (the experimental) had a total of 15 students, 8 males and 7 females. In this class, subjects did not engage in any kind of ER extensive reading activities, reading classes, or special reading treatment during this study. Both groups were held once a week for 60 min and were taught by the same teacher (C.J.).

Table 2

Population

Population	Male	Female	Total
Control	6	9	15
Experimental	8	7	15

Source: General information

Done by: Carrasco, J (2020)

2.2 Methods

Research design

The current study used qualitative and quantitative research methods; it is qualitative because it aims to describe, explain, and identify phenomena through the use of bibliographic data from verified sources, and quantitative because it uses data collection based on numerical measurements and statistical analysis to test hypotheses in order to establish codes of conduct, to see how both variables behaved and prove theories through the use of tables and graphs (Sampieri, 2014). This means that the extensive reading results obtained by the students through authentic assessments were collected regularly for statistical analysis to prove or fail the established hypothesis.

Furthermore, it used the quasi-experimental method according to what was stated in the project proposal in order to verify the feasibility of the hypothesis through the manipulation of the independent variable (extensive reading) and establish direct connections with the dependent variable (authentic assessment) considering the application of a pre-test and a post-test to two pre-selected groups (experimental and control). The experimental group conducted a wide range of contextualized extensive reading activities that were assessed in an authentic way. On the other hand, the control group did not receive any kind of treatment, it just continued with the normal chronogram of the career. Finally, research study compared the students reading skills of the two groups to determine whether the use of extensive reading activities between the two groups had an effect after treatment.

This study also used descriptive qualitative research method with the purpose of identifying the extensive reading tasks implemented by teachers in EFL classrooms. According to Ekawati (2017), descriptive research has yielded much valuable knowledge, about opinions, attitudes, and practices through collecting primarily textual data through a pre-test and port test (PET) and examining it using interpretive analysis. Since the design of the study is descriptive research, therefore, the technique for collecting the data in this research was a validated survey aimed at

students and teacher of the institution. The survey applied through the study helped to define the characteristics of the subjects of study, to measure data trends, to make comparisons and to validate existing conditions by determining the prevailing conditions and patterns of the object of study.

Research model

This research project was based on field, bibliographic or documentary mode of research, according to what was stated in the project proposal.

Field research

The study was field because it used a qualitative data collection method aimed at understanding, observing and interacting with people in the natural environment where the problem takes place, which enabled to observe and analyze their reality in terms of both variables. Through the above research method, it is feasible to collect information directly from the students of an EFL classroom of the second semester parallel B from Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato in order to obtain information from them about the variables of this project and to study how the use of authentic assessment tasks affected students' reading skill.

Bibliographic or documentary research

This study was of bibliographic research model because it relies on the findings of other authors on the subject under study. Moreover, it used literature data and bibliographic material that consisted of the selection and compilation of scientific information through readings, educational documents, bibliographic materials, libraries, and papers.

Treatment

The subjects of study were provided with graded readers as homework for 5 weeks. Following Iwahori (2008), who suggested that students need to be interested and motivated to achieve their extensive reading goals, the amount of reading assigned to

students was six books, of which they chose two of them Alice's Adventures in Wonderland and The jungle Book . Thus, students could choose books from a range of topics that they were interested in. Graded readers usually show readability levels and are controlled for syntax, sentence length and complexity, and vocabulary (Bamford, 1984). In the present study, graded readers were chosen from publishers from Oxford Bookworms form Oxford University Press, with a range of basic vocabulary from 700–1,000 words corresponding to level A2/B1 from the according to the Common European Framework of reference for languages. Those books had a series of authentic assessment tasks in order to follow the schema of assessing reading skills. Those activities are divided into four parts; pre-reading, while-reading, post-reading and follow up activities.

2.2.1 Data processing plan

Procedure

Before the tests and questionnaires were administered, students read a consent form that explained the purpose of the study and they agreed to participate.

First, the pre-test was taken in order to diagnose the initial students' extensive reading proficiency in the English language, so it was taken before the study project by both groups of study the control and the experimental one. In this study the pre-test served as a tool for measuring students' extensive reading skills before they got treatment. This test comprised of a bunch of questions that assess extensive reading skills.

After taking the pre-test, the subjects of study of the experimental group immediately received a treatment which consisted of reading extensively books (graded readers) according to their proficiency level. In each session students receive a set of extensive reading tasks that were assessed in an authentic way it meant that activities assessed the student's ability to efficiently and effectively use a repertoire of knowledge and skills to negotiate a complex task and allow appropriate opportunities to rehearse, practice, consult resources, and get feedback on and refine performances

and products (Susani, 2018). Additionally, the entire population was evaluated in the same way and on the same parameters through authentic evaluations using the digital zoom platform. Meanwhile, the students that belonged to the control group continued with the traditional way of learning English.

A sum of 5 meetings of 1 hour each was completed during the treatment. In each session, a theme of interest was selected by the subjects of study. Each session presented special activities with contextualized questions and activities at the end of each chapter like open- ended response, cloze and matching questions that will enhance students reading development.

After one-month treatment, a post-test was taken to both groups in order to evaluate the effectiveness of implanting inside the EFL classroom different authentic assessment tasks that demonstrate meaningful application of essential knowledge and skills in real-world situations while reading extensively. It is important to mention that the items in the post-test were the same as the test item in the pre-test. At last, with the information got from the pre-and post-tests just as well as the results of the surveys, the tabulation and graphing of the information was carried out manually through SPSS statistical program. Once the statistical and mathematical calculations were finished the analysis and interpretation of results were conducted in order to prove or fail the established hypothesis

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

The current research study used a quasi-experimental statistical technique in order to show the graphic representation of the results obtained from the experimental study. Therefore, comparison of means of results of the pre-test and post-tests developed through the Wilcoxon test. Additionally, teachers and students conducted a survey to define the characteristics of research topics, measure data trends, make comparisons, and verify existing conditions by determining the main conditions and methods of research objects.

The first table shows the scores gotten in the pre-test from the students belonging to the control group. As well as the first table, the second table shows the scores obtained in the post-test from the students in the same group of study. The following two tables show the results gotten in the pre and post-test from students, in this case the ones that belong to the experimental group.

Similarly, the information is displayed graphically, making it easier to analyze the results. Both graphics show students' individual scores obtained in the pre- and post-test both in the control group and in the experimental group.

Table 3*Pre-test scores from the control group*

<i>Student</i>	Part 1	Part 2	Part 3	Part 4	Part 5	TOTAL
<i>1</i>	5	5	8	5	10	33
<i>2</i>	5	5	9	5	10	34
<i>3</i>	5	5	10	5	6	31
<i>4</i>	1	4	2	2	3	12
<i>5</i>	1	4	2	3	0	10
<i>6</i>	3	3	6	2	5	19
<i>7</i>	2	2	6	2	4	16
<i>8</i>	3	2	5	2	4	16
<i>9</i>	5	5	10	4	10	34
<i>10</i>	3	5	8	2	7	25
<i>11</i>	1	2	5	2	4	14
<i>12</i>	3	2	5	2	5	17
<i>13</i>	3	3	7	3	7	23
<i>14</i>	4	5	10	5	10	34
<i>15</i>	1	1	3	1	3	9
<i>X</i>	3	3,53	6,4	3	5,86	21,8

Source: Pre-test – Control group**Done by:** Carrasco, J (2020)

The average of the control group is 21.8 in relation to the pre-test, it should be noted that the above results are based on a total of 35 points.

Table 4*Post-test scores from the control group*

<i>Student</i>	Part 1	Part 2	Part 3	Part 4	Part 5	TOTAL
<i>1</i>	4	8	3	2	8	25
<i>2</i>	3	7	3	3	9	25
<i>3</i>	3	8	3	3	8	25
<i>4</i>	2	7	2	3	6	20
<i>5</i>	3	7	3	3	5	21
<i>6</i>	2	6	4	3	5	20
<i>7</i>	2	8	3	4	6	23
<i>8</i>	3	7	3	2	9	24
<i>9</i>	1	5	5	3	7	21
<i>10</i>	2	7	3	2	8	22
<i>11</i>	3	6	4	3	5	21
<i>12</i>	3	8	3	4	6	24
<i>13</i>	4	9	3	4	9	29
<i>14</i>	4	7	2	3	6	22
<i>15</i>	4	7	3	2	5	21
<i>X</i>	2,86	7,13	3,13	2,93	6,8	22,86

Source: Post-test – Control group**Done by:** Carrasco, J (2020)

The average of the control group is 22.86 in relation to the post test, it should be noted that the above results are based on a total of 35 points.

Table 5*Pre-test scores from the experimental group*

<i>Student</i>	Part 1	Part 2	Part 3	Part 4	Part 5	TOTAL
<i>1</i>	3	2	3	2	3	13
<i>2</i>	4	1	5	1	2	13
<i>3</i>	2	0	4	2	5	13
<i>4</i>	2	1	3	2	4	12
<i>5</i>	1	1	4	1	4	11
<i>6</i>	2	0	6	2	2	12
<i>7</i>	2	1	3	1	4	11
<i>8</i>	2	1	4	0	3	10
<i>9</i>	0	1	3	2	3	9
<i>10</i>	2	3	2	3	8	18
<i>11</i>	2	3	6	4	6	21
<i>12</i>	5	5	8	4	8	30
<i>13</i>	0	1	3	1	4	9
<i>14</i>	1	2	3	1	4	11
<i>15</i>	2	5	3	3	7	20
<i>X</i>	2	1,8	4	1,93	4,46	14, 2

Source: Pre-test – Experimental group**Done by:** Carrasco, J (2020)

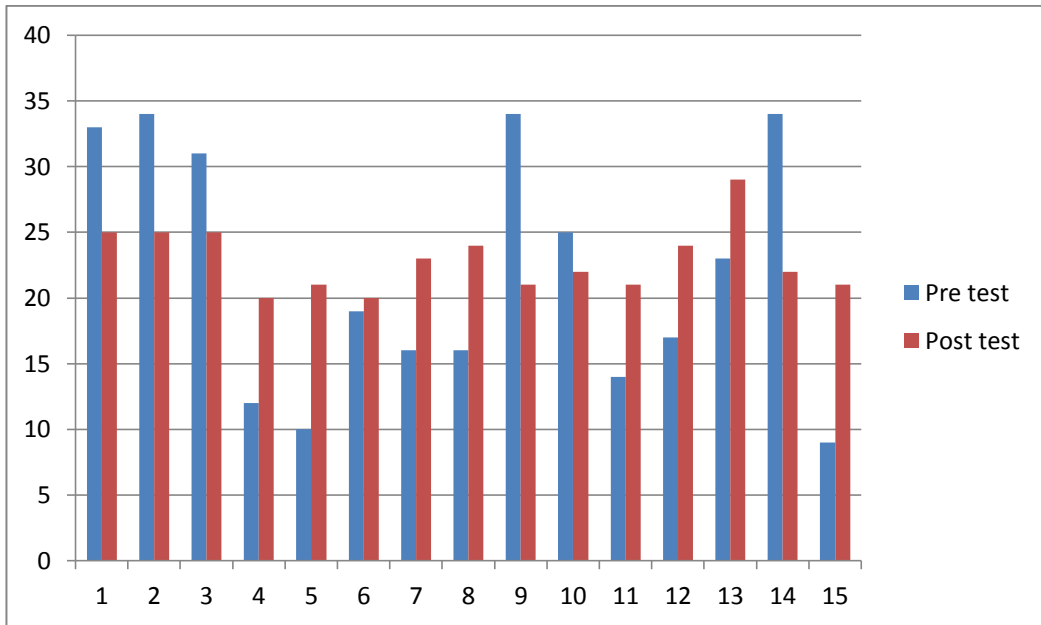
The average of the experimental group is 14, 2 in relation to the pre-test, it should be noted that the above results are based on a total of 35 points.

Table 6*Post-test scores from the experimental group*

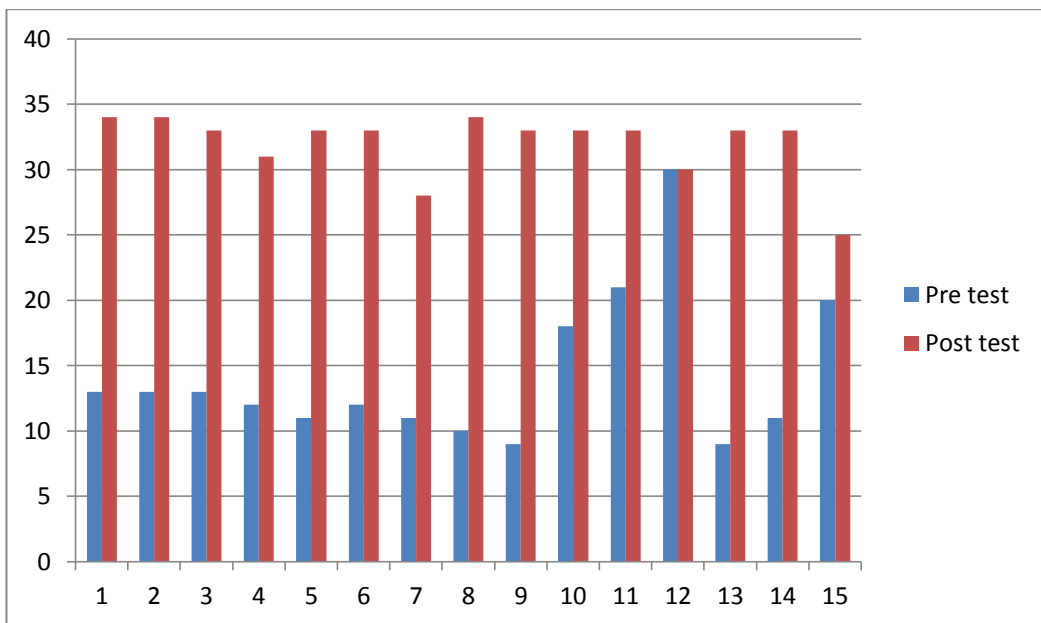
<i>Student</i>	Part 1	Part 2	Part 3	Part 4	Part 5	TOTAL
<i>1</i>	5	10	5	4	10	34
<i>2</i>	5	10	5	5	9	34
<i>3</i>	4	9	5	5	10	33
<i>4</i>	4	8	5	5	9	31
<i>5</i>	5	9	4	5	10	33
<i>6</i>	4	10	4	5	10	33
<i>7</i>	4	8	4	3	9	28
<i>8</i>	4	10	5	5	10	34
<i>9</i>	3	10	5	5	10	33
<i>10</i>	5	8	5	5	10	33
<i>11</i>	4	10	4	5	10	33
<i>12</i>	4	9	3	5	9	30
<i>13</i>	4	10	5	5	9	33
<i>14</i>	5	10	3	5	10	33
<i>15</i>	3	7	3	4	8	25
<i>X</i>	4,2	9,2	4,33	4,73	9,53	32

Source: Post-test – Experimental group**Done by:** Carrasco, J (2020)

The average of the experimental group is 32, 0 in relation to the post test, it should be noted that the above results are based on a total of 35 points.



Graphic 1. - Students' individual scores obtained in the pre- and post-test (control group)
Source: Pre-test and post-test – Control group
Done by: Carrasco, J (2020)



Graphic 2. - Students' individual scores obtained in the pre- and post-test (experimental group)
Source: Pre-test and post-test – Experimental group
Done by: Carrasco, J (2020)

Analysis and interpretation

Graphics 1 and 2 show individual grades obtained by the students from both groups control and experimental. It can be noted that the majority of students from the control group increased their scores, but unfortunately six students decreased their scores. On the other hand, all students from the experimental group improved their scores, except for just one student who maintained the punctuation.

In general, the experimental group obtained higher scores than the control group. The lowest grade from the control and experimental groups in the pre-test was 9/35 points, while the highest score from the control and experimental groups in the post-test was 34/20 points. Therefore, it is possible to observe better results in the experimental group in comparison with the scores obtained in control one.

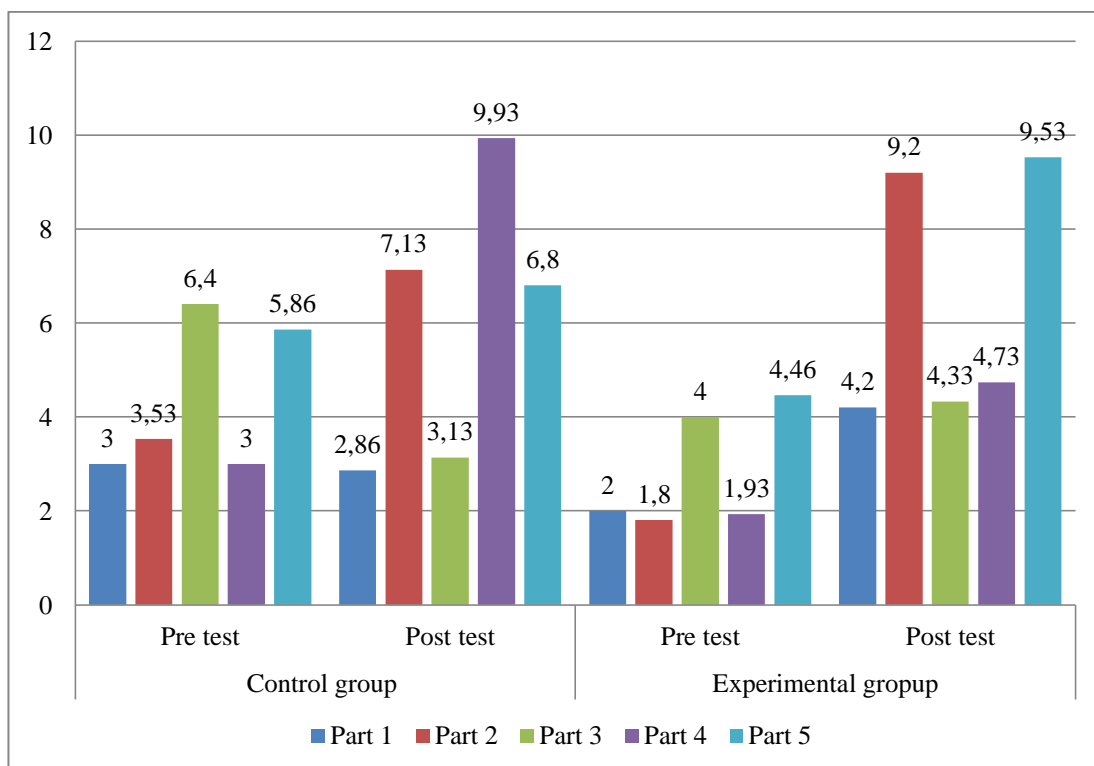
Table 7

Averages or media obtained in each parameter in the pre- and the post-test (control and experimental groups)

<i>Bound</i>	Control group		Experimental group	
	Pre-test	Post-test	Pre-test	Post-test
Part 1	3	2,86	2	4,2
Part 2	3,53	7,13	1,8	9,2
Part 3	6,4	3,13	4	4,33
Part 4	3	9,93	1,93	4,73
Part 5	5,86	6,8	4,46	9,53

Source: Pre and post-test – Control and experimental groups

Done by: Carrasco, J (2020)



Graphic 3.-Comparison of averages obtained in: Part 1, part 2, part 3, part 4 and part 5 in the pre- and post-test from both groups

Source: Pre and post-test – Control and experimental groups

Done by: Carrasco, J (2020)

Analysis and interpretation

Table 7 and graphic 3 show a comparison between the average scores obtained by the control and experimental group in the pre- and post-test. The averages belong to five parts: part 1, part 2, part 3, part 4 and part 5. According to graphic 3, the control and experimental group have similar average scores in the pre-test. However, there is so much difference in the average scores in the post-test. Therefore, when comparing the post-test average scores, it can be seen that the experimental group obtained higher scores in each parameter in contrast with the control group.

These results suggest there could possibly be the treatment (extensive reading) applied to the experimental group causing an increase in students' scores.

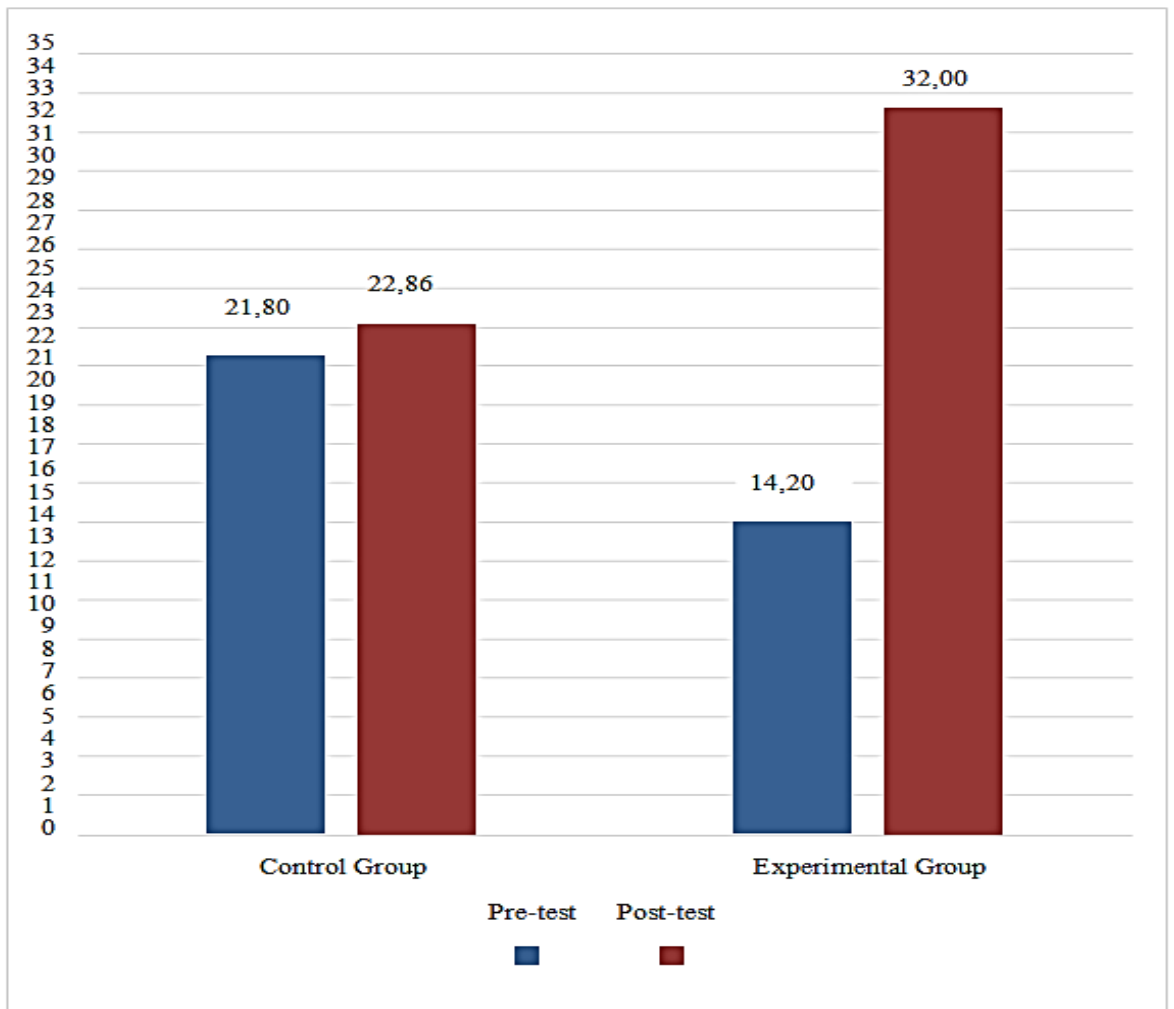
Table 8

Total average scores obtained in the pre- and post-test (control and experimental group)

Control group		Experimental group	
Pre-test	Post-test	Pre-test	Post-test
21,80	22,86	14,20	32,00

Source: Pre and post-test – Control and experimental groups

Done by: Carrasco, J (2020)



Graphic 4. - Comparison of total average scores obtained in the pre- and post-test in both groups

Source: Pre and post-test – Control and experimental groups

Done by: Carrasco, J (2020)

Analysis and interpretation

Table 8 and graphic 4 contain PET (Preliminary English Test) total average scores from both groups in the pre- and post-test. Students from the control group were able to increase their overall achievement from 21, 80 to 22, 86 points out of 35. On the other hand, students from the experimental group obtained a total average score of 14, 20 out of 35 points in the pre- test. Meanwhile, in the post test they improved the average score to 32, 00 out of 35 in the post-test. This analysis shows a better development by the experimental group in contrast with the control group, perhaps due to the application of extensive reading.

Students' and teachers' survey

Students' survey results

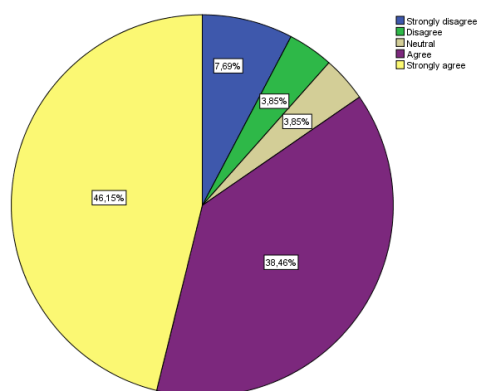
Question 1: Do you like to read in English for pleasure?

Table 9.- Read in English for pleasure.

		Frequency	Percentage
Valid	Strongly disagree	2	7,7
	Disagree	1	3,8
	Neutral	1	3,8
	Agree	10	38,5
	Strongly agree	12	46,2
	Total		26

Source: Survey

Done by: Carrasco, J (2020)



Graphic 5.- Read in English for pleasure.

Analysis and interpretation:

After analyzing question No. 1 that was about asking if students like to read in English for pleasure, the following data was obtained: 46.2% said that they totally agreed, 38.5% agreed, 7.7% totally disagreed, 3.8% disagreed and 3.8% were neutral.

According to the data obtained, the majority of students read in English for their own pleasure, because, in this way, they can acquire new vocabulary, understand contextualization, expand knowledge, and improve comprehension and pronunciation, in addition to developing fast and comprehensive reading skills.

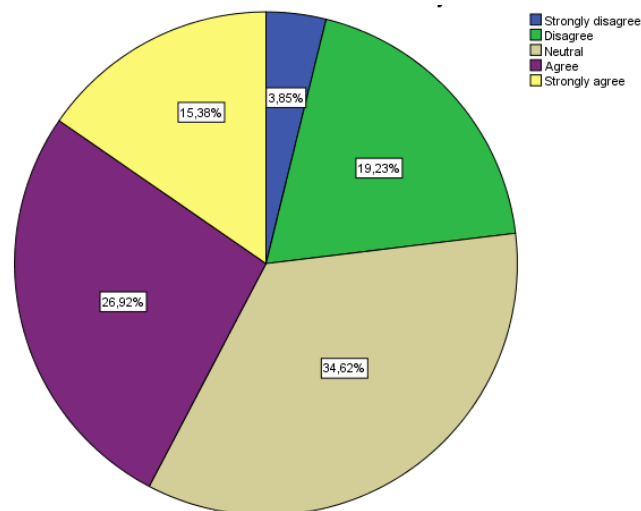
Question 2: When you read a text in English are you able to understand the information from it without difficulty?

Table 10.- Understand the information without difficulty.

		Frequency	Percentage
Valid	Strongly disagree	1	3,8
	Disagree	5	19,2
	Neutral	9	34,6
	Agree	7	26,9
	Strongly agree	4	15,4
	Total	26	100,0

Source: Survey

Done by: Carrasco, J (2020)



Graphic 6.- Understand the information without difficulty.

Analysis and interpretation:

34.6% of the students were neutral regarding the ability to understand a text in English without difficulty, 26.9% agreed with the question, 19.2% disagreed, 15.4% fully agreed and only 3.8 % totally disagreed.

Therefore, the most students when reading a text in English are able to understand the information in it, without much difficulty through inferences, contextualization, words and ideas relationship, leading to a reading comprehension.

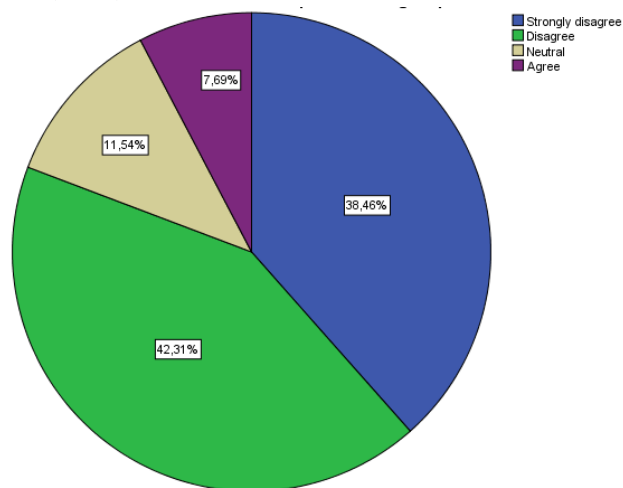
Question 3: Has your teacher used authentic assessment tasks in order to enhance the reading skill like story or retelling, projects, performance tasks, writing a report, discussion partners, or groups?

Table 11.- Development of activities to improve reading.

		Frequency	Percentage
Valid	Strongly disagree	10	38,5
	Disagree	11	42,3
	Neutral	3	11,5
	Agree	2	7,7
	Total	26	100,0

Source: Survey

Done by: Carrasco, J (2020)



Graphic 7.- Development of activities to improve reading.

Analysis and interpretation:

After analyzing question No. 3, 42.3% of the students disagreed with the question because the teacher did not use tasks to improve reading ability, 38.5% strongly disagreed, and 11.5% were neutral and only 7.7% agreed.

Based on the results, students did not perform authentic assessment tasks to improve reading or when they did (very few occasions), these activities were more applied to other skills such as writing.

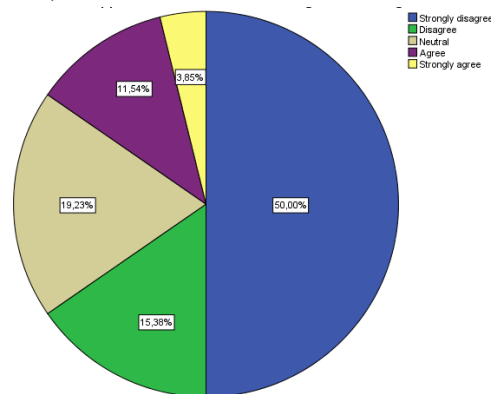
Question 4: Has your teacher applied different real-word tasks that demonstrate meaningful application of essential knowledge and reading skills?

Table 12 .- Real-word task application.

		Frequency	Percentage
Valid	Strongly disagree	13	50,0
	Disagree	4	15,4
	Neutral	5	19,2
	Agree	3	11,5
	Strongly agree	1	3,8
	Total	26	100,0

Source: Survey

Done by: Carrasco, J (2020)



Graphic 8.- Real-word task application.

Analysis and interpretation:

After analyzing question No. 4, 50% of the students were in total disagreement with the fact that the teacher uses real words with significant application in the reading ability because it is not actually done, 19.2% were neutral, 15.4% disagreed with this fact, 11.5% agreed, and the last 3.8% totally agreed.

According to the above, teachers do not use real words that have a significant application of knowledge to reading ability, causing difficulties to understand texts, certain sentences or phrases. If teachers do not combine the theoretical knowledge with the practical one, will exist the hindering in the development of this important skill.

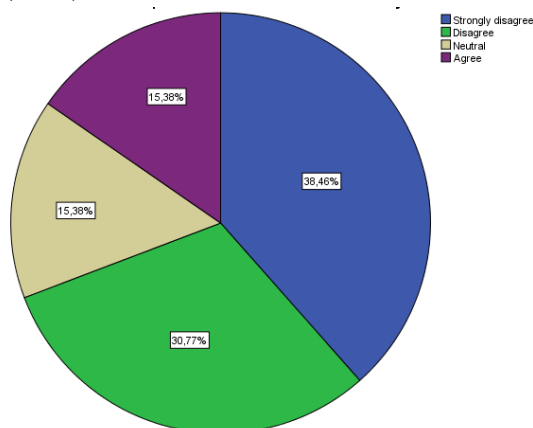
Question 5: When you read in English does your teacher promote various authentic performance measures to assess you?

Table 13.- Authentic performance measures are promoted.

		Frequency	Percentage
Valid	Strongly disagree	10	38,5
	Disagree	8	30,8
	Neutral	4	15,4
	Agree	4	15,4
	Total	26	100,0

Source: Survey

Done by: Carrasco, J (2020)



Graphic 9.- Authentic performance measures are promoted.

Analysis and interpretation:

After analyzing question No. 5, 38.5% of students expressed total disagreement with the teacher promoting various authentic performance measures for their evaluation, 30.8% disagreed, 15.4% were neutral regarding the statement and only 15.4% agreed.

With the above, it is affirmed that when students read in English, the teacher does not promote authentic performance measures for their evaluation; therefore, it is not possible to determine achievement and performance measures to stablish the reading development level.

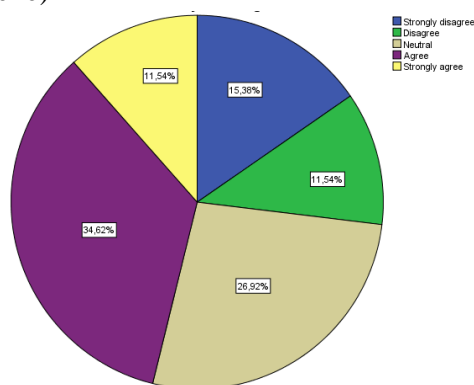
Question 6: When you are being evaluated on reading proficiency does your teacher assess you through a rubric?

Table 14.- Rubric Assessment

		Frequency	Percentage
Valid	Strongly disagree	4	15,4
	Disagree	3	11,5
	Neutral	7	26,9
	Agree	9	34,6
	Strongly agree	3	11,5
	Total	26	100,0

Source: Survey

Done by: Carrasco, J (2020)



Graphic 10.- Rubric assessment.

Analysis and interpretation:

To complete the students' survey, 34.6% of the students agreed that teacher evaluates reading competence through a rubric, 26.9% of students were neutral with the statement, 15.4% totally disagreed, 11.5% disagreed and last 11.5% totally agreed.

Despite the diversity of criteria, it is assumed that teachers evaluate reading ability through a rubric based on various criteria such as: comprehension, fluency, intonation, modulation, respect for punctuation marks and syntagmatic units, verifying the level of skill development.

Teachers' survey results

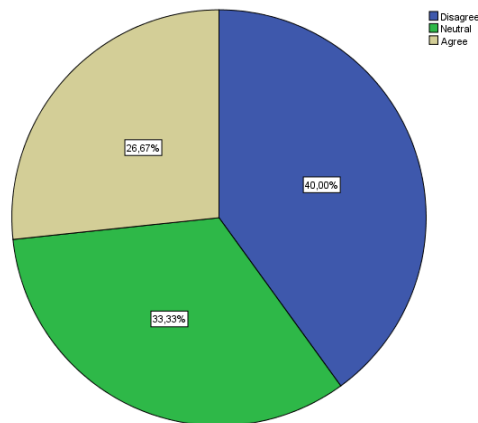
Question 1: Have you promoted extensive reading in the classroom?

Table 15.- Extensive reading in the classroom.

		Frequency	Percentage
Valid	Disagree	6	40,0
	Neutral	5	33,3
	Agree	4	26,7
	Total	15	100,0

Source: Survey

Done by: Carrasco, J (2020)



Graphic 11.- Extensive reading in the classroom

Analysis and interpretation:

When asking the teachers if they have promoted extensive reading in the classroom, 40% disagreed, 33.3% of them were neutral and the last 26.7% agreed.

Consequently, it is assumed that most teachers do not promote extensive reading in the classroom because, on few occasions, it is requested to read full texts of various lengths for large amounts of time to extract the meaning or promote global text comprehension.

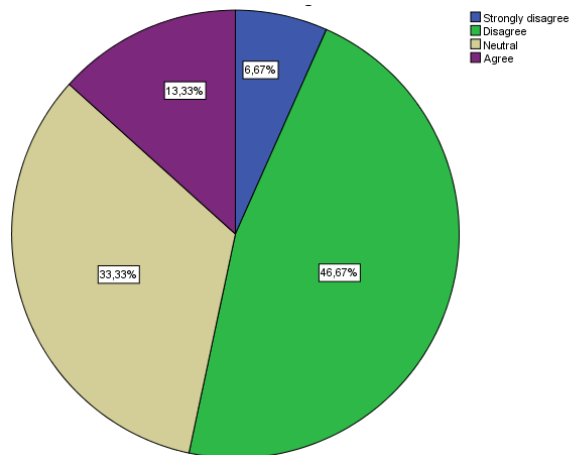
Question 2: Have you used graded books inside the classroom in order to improve student reading skills?

Table 16.- Use of graded books to improve reading.

		Frequency	Percentage
Valid	Strongly disagree	1	6,7
	Disagree	7	46,7
	Neutral	5	33,3
	Agree	2	13,3
	Total	15	100,0

Source: Survey

Done by: Carrasco, J (2020)



Graphic 1. Use of graded books to improve reading.

Analysis and interpretation:

This question revealed the following results: 46.7% of teachers disagreed with the fact that they have used graded books in the classroom to improve students' reading skills, 33.3% were neutral, 13.3% agreed and 6.7% strongly disagreed.

Based on these percentages, it is supposed that teachers do not frequently use graded books that are adaptable to students' knowledge in the classroom to improve the reading ability, exposing the little importance given to this skill because of the limited learning resources.

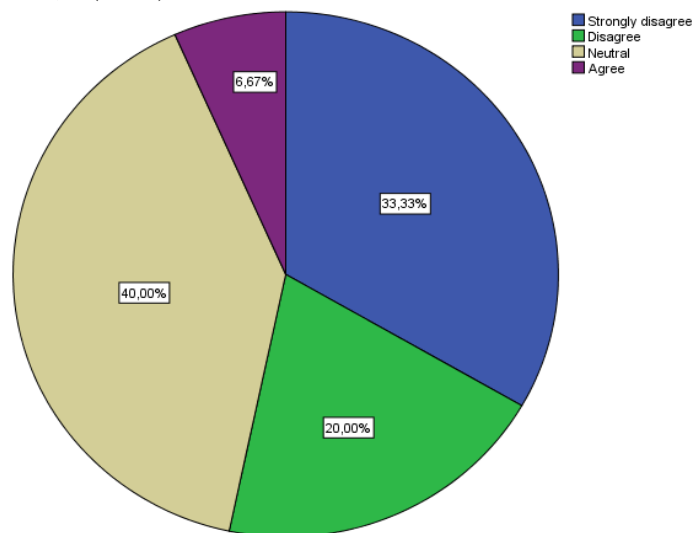
Question 3: Have you used authentic assessment tasks to assess students reading proficiency?

Table 17.- Used authentic assessment tasks.

		Frequency	Percentage
Valid	Strongly disagree	5	33,3
	Disagree	3	20,0
	Neutral	6	40,0
	Agree	1	6,7
	Total	15	100,0

Source: Survey

Done by: Carrasco, J (2020)



Graphic 12.- Used authentic assessment tasks.

Analysis and interpretation:

After analyzing question No. 3, 40% of teachers were neutral in the use of authentic assessment tasks to assess students' reading skills, 33.3% strongly disagreed, 20% disagreed, and only 6.7% disagreed.

According to the above results, it is presumed that teachers have not used authentic assessment tasks to evaluate reading competence in students; therefore, it has not been possible to measure the real performance, learning, motivation and attitudes of the student regarding important activities of the learning process.

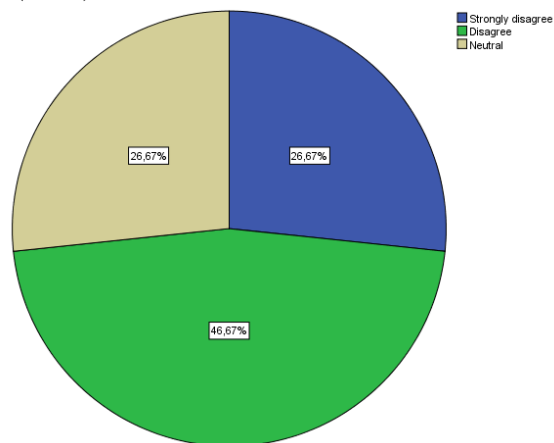
Question 4: Have you applied different real-world tasks that demonstrate meaningful application of essential knowledge and reading skills in the classroom?

Table 18.- Applied different real-world tasks that demonstrate meaningful application.

		Frequency	Percentage
Valid	Strongly disagree	4	26,7
	Disagree	7	46,7
	Neutral	4	26,7
	Total	15	100,0

Source: Survey

Done by: Carrasco, J (2020)



Graphic 13.- Applied different real-world tasks that demonstrate meaningful application.

Analysis and interpretation:

To this question, the teachers answered as follows: 46.7% disagreed with the fact of having applied real-world tasks for a significant application of essential reading knowledge, 26.7% strongly disagreed and 26.7% maintained a neutral position on this fact.

Based on the data obtained, it is settled that teachers do not apply real tasks where students can utilize the knowledge acquired in reading ability, therefore, this ability is limited by not being able to be developed in specific situations to practice and then be perfected.

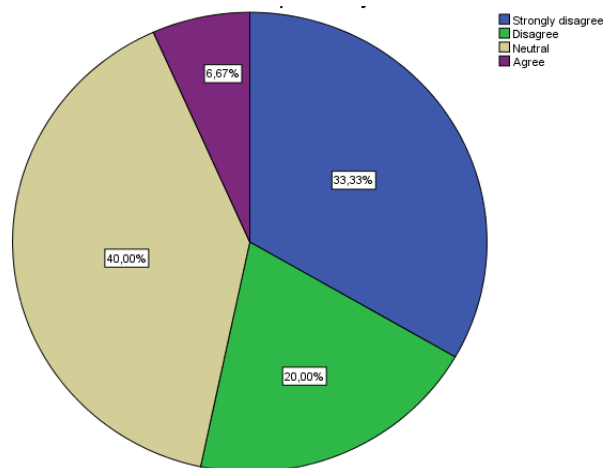
Question 5. When you evaluate the students reading proficiency through authentic assessment tasks do you use a rubric?

Table 19.- Authentic assessment with rubric.

		Frequency	Percentage
Valid	Disagree	2	13,3
	Neutral	2	13,3
	Agree	6	40,0
	Strongly agree	5	33,3
	Total	15	100,0

Source: Survey

Done by: Carrasco, J (2020)



Graphic 14.- Authentic assessment with rubric.

Analysis and interpretation:

After analyzing the last question, 40% of the teachers agreed with having developed authentic assessment through rubrics, 33.3% fully agreed, 13.35 were neutral and only 13.3% disagreed.

This information allows to assume that teachers utilize rubrics for authentic assessment, where the achievement scale and indicators related to the learning objectives are placed, determining the degree of mastery or performance of the task. However, due to the previous answers, it is stated that this does not occur very frequently in the reading field.

Survey validation

Teacher's survey validation

For the reliability analysis of the teacher's survey, the Cronbach's alpha coefficient was calculated in the statistical program IBM SPSS Statistic, formed by 5 items.

Table 20

Summary of case processing from the teacher's survey.

		N	%
Cases	Valid	15	100,0
	Excluded	0	,0
	Total	15	100,0

- a. List removal is based on all variables in the procedure.

Source: Summary of case of processing from the teacher's survey

Done by: Carrasco, J (2020)

The closer the index is to number 1, the greater the reliability of the instrument, accordingly, the values of Cronbach's alpha for the questionnaire applied to teachers was 0.961, denoting that the instrument is reliable, therefore, it has stable and consistent quantifications.

Table 21

Reliability statistics

Cronbach's alpha	No. of elements
,961	5

Source: Reliability statistics

Done by: Carrasco, J (2020)

Student's survey validation

Likewise, the reliability of the survey applied to the students was determined through the calculation of Cronbach's alpha in the SPSS program.

Table 22

Summary of case of processing from the student's survey

	N	%
Casos Válido	26	100,0
Excluido ^a	0	,0
Total	26	100,0

a. List removal is based on all variables in the procedure.

Source: Summary of case of processing from the student's survey

Done by: Carrasco, J (2020)

The reliability index 0.963 was obtained after the calculation, determining that the instrument designed to collect information from students is reliable, since its value is close to 1.

Table 23

Reliability statistics

Cronbach's alpha	No. of elements
,963	6

Source: Reliability statistics

Done by: Carrasco, J (2020)

3.1.1 Discussion

According to the results of the investigative process and the verification of the hypothesis through the Wilcoxon signed-rank test, it was found that the use of authentic assessment tasks affects the extensive reading skill development in students from an EFL classroom in second semester, class B from the Pedagogia de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato.

Result that is similar to those reported by Jerez et al. (2019) who, after analyzing the effectiveness of authentic intensive reading areas, found that there is a significant influence of the treatments with said tasks in the improvement of the reading competence of the students of languages; reflecting in the improvement of the qualifications of this important skill. In this research, it is also mentioned that intensive activities positively influence the learning process regardless of the methods used.

Agreeing to this line of argument, Susani (2018) after his research regarding the implementation of authentic assessment in extensive reading found that the implementation of authentic assessment significantly helps teachers to know a measure that shows how students are capable of applying their knowledge and skills according to the contexts of real situations. It is possible because authentic assessment focuses on activities or tasks that students do, since the knowledge and skills taught are adapted to real contexts.

Additionally, Susani (2018) alluded that the implementation of an authentic assessment could provide some benefits such as: (a) identifying the direct measurement of the expected functioning indicators of students' performance. (b) Encourage students to demonstrate their performance in a real and meaningful situation. (c) Provide students with the opportunity to build their learning outcomes by selecting and compiling responses based on their knowledge and analysis of the situation, therefore, the responses are relevant and meaningful; and finally, achieving to be able to integrate the teaching, learning and evaluation activities. (d) Therefore, its use is not only recommended based on its effectiveness, but also on the need to

improve the teaching-learning process of language students.

3.2 Hypothesis verification

This research project has been analyzed with the Wilcoxon signed-rank test to obtain the final verification of the hypothesis verification.

Null hypothesis (H0)

The use of authentic assessment tasks does not affect the extensive reading skill development in students from an EFL classroom from the students of an EFL classroom of the second semester parallel B from the Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato.

Alternative hypothesis (H1)

The use of authentic assessment tasks affects the extensive reading skill development in students from an EFL classroom from the students of an EFL classroom of the second semester parallel B from the Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato.

To verify the hypothesis, the Wilcoxon test was used, which is a non-parametric test to compare the mean range of two related samples to then, determine if there are differences between them.

Table 24

Ranks

	N	Average range	Sum of ranks
Post-test scores from the experimental group < Pre-test scores from the experimental group	0 ^a	,00	,00
Post-test scores from the experimental group > Pre-test scores from the experimental group	14 ^b	7,50	105,00
Post-test scores from the experimental group = Pre-test scores from the experimental group	1 ^c		
Total	15		

a. Post-test scores from the experimental group < Pre-test scores from the experimental group.

b. Post-test scores from the experimental group > Pre-test scores from the experimental group.

c. Post-test scores from the experimental group = Pre-test scores from the experimental group.

Source: Ranks

Done by: Carrasco, J (2020)

Once the results were obtained in the SPSS statistical program, it can be observed that 15 pairs were analyzed, that is, 15 students to whom the test was applied, among which there were 14 positive ranks and a tie.

Table 25

Test statistics

	Post-test scores from the experimental group - Pre-test scores from the experimental group
Z	-3,303 ^b
Sig. Asymptotic (bilateral)	,001

a. Wilcoxon signed rank test

b. Based on negative ranks.

Source: Test statistics

Done by: Carrasco, J (2020)

In the statistical table of contrast obtained through the statistical program IBM SPSS Statistic, the typified value of the statistic test is equal to -3.303, and the value of p (asymptotic sig. (Bilateral)) is less than 0.05, therefore, the null hypothesis is rejected and the alternative hypothesis is accepted, that is:

The use of authentic assessment tasks affects the extensive reading skill development in students from an EFL classroom from the students of an EFL classroom of the second semester parallel B from the Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The purpose of this research was to demonstrate the influence of the use of authentic assessment tasks in extensive reading of second language acquisition in students of an EFL classroom of the second semester parallel B from Pedagogía de los Idiomas Nacionales y Extranjeros major at Universidad Técnica de Ambato. Based on the data obtained from the research study the researcher has concluded that: Based on the results obtained through the statistical analysis from the pre-test and post-test, it was proved that there is a direct increase in extensive reading through authentic assessment tasks because students not only showed a huge interest in reading widely during reading classes, but it also helps cultivate students' enthusiasm and concentration. In addition, the researcher could observe a favorable response from students towards reading activities.

The results in the research study also determined that the use of authentic assessment tasks has a favorable effect on developing extensive reading skills. This fact is evidenced because at the beginning of the study students showed a low reading proficiency level and after being exposed to different authentic tasks they were increasing their reading skills especially the ones that were related to extensive reading skills.

Furthermore, the use of authentic assessment in extensive reading contributed to identify students' reading proficiency in the English language. It was determined according to the reading ability students had by means of pretest applied at the beginning of the study that showed their reading proficiency in the English language was waystage or elementary A2 level, and after applying authentic assessment in reading session students' performance improved, so their reading skill increased until reach at B1 level according to the Common European Framework of reference.

Finally, by subjected students to diverse authentic assessment tasks and analyzing the different methods that best fitted with students' reading needs it was determined the best type of authentic assessment methods teachers use to record the students' results is the contextualized ones. In this way, the contextualized assessment activities not only developed the ability to read extensively, but also helped students to be motivated and focused on readings lessons.

4.2 Recommendations

Once the analysis and interpretation of results have been carried out and the major research findings identified, the following recommendations are suggested:

It is recommended that foreign language teachers select and apply the proposed model for authentic assessment tasks in such a way as to include the determination of the students' reading level, promoting interest in extensive reading; in order to obtain a positive impact and a significant difference in student reading performance. Similarly, it is suggested that teachers implement extensive reading besides the ones they utilize during their classes so that learners can enjoy and be motivated while reading. It is relevant that students can also choose the reading material for their reading lessons.

Furthermore, the research findings recommend varying the authentic assessment tasks that are carried out based on graded readers, preferably with creative and contextualized ones, as this way students can expand the reading process and use the information from the graded text as a basis for reading development. As well as, encourage dynamic participation in class by students in order to develop their reading skills through contextualized assessment tasks which stimulate high order thinking skills in students.

Due to its direct relationship between authentic assessment activities and extensive reading; it is advisable that teachers evaluate macro and micro reading skills in English class through active and interactive authentic assessment activities. Therefore, it is necessary to incorporate contextualized assessment tasks which are innovative, attractive didactic material that arouses the interest of learners, in order to create reading habits that develop reading skills that are very important in learning a second language.

Finally, EFL teachers must consider which strategy works best according to students' diverse needs and levels, strategies that will have to encourage students as good readers. Then teachers must plan cautiously the appropriate way of authentic assessment classroom related with extensive reading skills , having permanently in

mind students' needs, welfares, and limitations. Lastly, choose the appropriate assessment tools that will have affirmative effects on reading performance. For some teachers the combination of authentic and alternative assessment may work best for pupils thus extensive reading is vital to acquisition of language English.

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Annexes

Annex 1. Approval of degree project proposal



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
SECRETARÍA DE FACULTAD
Av. Los Chasquis y Río Guayllabamba (Campus Huachi) / Teléfono (03) 2 990-261/Casilla 334
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Ambato 30 de marzo 2020
Res. N° FCHE-CD-0881-2020

Señores/itas
Carrasco Carrasco Jessica Lizbeth
Estudiante de la Carrera de Idiomas Modalidad presencial
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

Presente
De mi consideración:

Consejo Directivo de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 30 de marzo 2020, en atención a los requerimientos del estudiante Carrasco Carrasco Jessica Lizbeth, sobre el tema preliminar: "CONTEXTUALIZED ASSESSMENT TASKS AND THE READING COMPREHENSION OF THE ENGLISH LANGUAGE" por usted propuesto resuelve:

APROBAR LA MODALIDAD DE TITULACION PROYECTO DE INVESTIGACIÓN Y EL TEMA PRELIMINAR: "CONTEXTUALIZED ASSESSMENT TASKS AND THE READING COMPREHENSION OF THE ENGLISH LANGUAGE", PROPUESTO POR EL ESTUDIANTE EN MENCIÓN, AUTORIZÁNDOLE EL DESARROLLO DE LA INVESTIGACIÓN.

DESIGNAR COMO TUTOR SUGERIDO PARA LA REVISION DEL TEMA PRELIMINAR A LA MG. MAYORIE CHIMBO

Atentamente



Dr. Mg. Victor Hernández del Salto
PRESIDENTE

CC: TUTOR SUGERIDO
SECRETARIA DE CARRERA - CARPETA ESTUDIANTIL
ARCHIVO NUMERICO CONSEJO DIRECTIVO
CARPETA: GRADOS PROYECTOS

VHS/CVD/SES



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
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Av. Los Chesquis y Río Guayabamba (Campus Huachi) / Teléfono (03) 2 990-2611/Casilla 234
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Ambato 30 de marzo 2020
Res. N° FCHE-CD-0881-2020

Señores/itas
Carrasco Carrasco Jessica Lizbeth
Estudiante de la Carrera de Idiomas Modalidad presencial
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

Presente
De mi consideración:

Consejo Directivo de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 30 de marzo 2020, en atención a los requerimientos del estudiante Carrasco Carrasco Jessica Lizbeth, sobre el tema preliminar: "CONTEXTUALIZED ASSESSMENT TASKS AND THE READING COMPREHENSION OF THE ENGLISH LANGUAGE" por usted propuesto resuelve:

APROBAR LA MODALIDAD DE TITULACION PROYECTO DE INVESTIGACIÓN Y EL TEMA PRELIMINAR: "CONTEXTUALIZED ASSESSMENT TASKS AND THE READING COMPREHENSION OF THE ENGLISH LANGUAGE", PROPUESTO POR EL ESTUDIANTE EN MENCIÓN, AUTORIZÁNDOLE EL DESARROLLO DE LA INVESTIGACIÓN.

DESIGNAR COMO TUTOR SUGERIDO PARA LA REVISIÓN DEL TEMA PRELIMINAR A LA MG. MAYORIE CHIMBO

Atentamente


Dr. Mg. Victor Hernández del Salto
PRESIDENTE

CC: TUTOR SUGERIDO
SECRETARIA DE CARRERA - CARPETA ESTUDIANTIL
ARCHIVO NUMERICO CONSEJO DIRECTIVO
CARPETA: GRADOS PROYECTOS

VHS/CVD/SES

Se sugiere cambiar el tema
"Contextualized assessment tasks
and the reading comprehension of
the English language" por:

"Extensive reading and authentic
assessment"



09/04/2020

Dra. Mayorie Chumbo C.



UNIVERSIDAD TÉCNICA DE
AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
SECRETARÍA DE FACULTAD

Ambato abril 27, 2020
Res. FCHE-CD-1199-2020

Señorita
CARRASCO CARRASCO JESSICA LIBBETH
EX ESTUDIANTE DE LA CARRERA DE IDIOMAS, MODALIDAD PRESENCIAL
Presente

De mi consideración:

El H. Consejo Directivo de la Facultad de Ciencias Humanas y de la Educación, en sesión ordinaria realizada el 27 de abril del 2020, en atención a la solicitud presentada por la Mg. Mayorie Chimbo Docente de la carrera de Idiomas modalidad presencial, referente a la modificación del tema del Trabajo de Titulación resuelve:

AUTORIZAR A LA SEÑORITA CARRASCO CARRASCO JESSICA LIBBETH EX ESTUDIANTE DE LA CARRERA DE IDIOMAS, MODALIDAD PRESENCIAL LA MODIFICACIÓN DEL TEMA DEL TRABAJO FINAL DE GRADO: "CONTEXTUALIZED ASSESSMENT TASKS AND THE READING COMPREHENSION OF THE ENGLISH LANGUAGE", POR EL SIGUIENTE: "EXTENSIVE READING AND AUTHENTIC ASSESSMENT"; EN RAZÓN DE CONTAR CON EL VISTO BUENO DE LA MG. MAYORIE CHIMBO DOCENTE TUTOR SUGERIDO DEL TRABAJO DE TITULACIÓN.

Atentamente,

Dr. Mg. Víctor Hernández del Salto
PRESIDENTE

CC: Archivo numérico Consejo Directivo
Carpeta: GRADOS PROYECTOS DE INVESTIGACIÓN

VHS/CVD/SES

Annex 2. Commitment letter (University)

Anexo 3

CARTA DE COMPROMISO

Ambato, 27 de abril de 2020

Dr. Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Idiomas
Facultad de Ciencias Humanas de la Educación

Lic. Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de la carrera de Idiomas, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "EXTENSIVE READING AND AUTHENTIC ASSESSMENT" propuesto por la estudiante Jessica Lizbeth Carrasco Carrasco, portador/a de la Cédula de Ciudadanía, 1805364575, estudiante de la Carrera de Idiomas Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



Lic. Sarah Iza Pazmiño, Mg

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Annex 3. Instrument for pre-test and post-test (PET - Reading part)



PRELIMINARY ENGLISH TEST

Reading

SAMPLE TEST

Time 45 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheets if they are not already there.

Read the instructions for each part of the paper carefully.

Answer all the questions in Reading Parts 1 – 5

Read the instructions on the reading test.

Write your answers on the answer sheets. Use a pencil.

You **must** complete the answer sheets within the time limit.

At the end of the test, hand in both this question paper and your answer sheets.

INFORMATION FOR CANDIDATES

READING

Questions 1 – 35 carry one mark.

WRITING

Questions 1 – 5 carry one mark.

Part 2 (Question 6) carries five marks.

Part 3 (Question 7 or 8) carries fifteen marks.

*

500/2414/0

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Cambridge English Entry Level Certificate in ESOL International (Entry 3)

Reading

Part 1

Questions 1 – 5

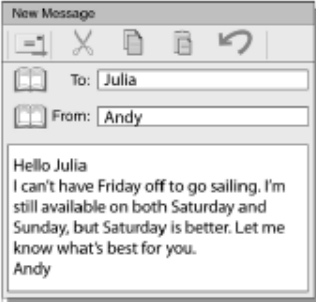
Look at the text in each question.

What does it say?

Mark the correct letter A, B or C on your answer sheet.

Example:

0



The screenshot shows an email interface. The title bar says "New Message". There are icons for back, delete, print, and reply. The "To:" field contains "Julia" and the "From:" field contains "Andy". The body of the email reads: "Hello Julia I can't have Friday off to go sailing. I'm still available on both Saturday and Sunday, but Saturday is better. Let me know what's best for you. Andy".

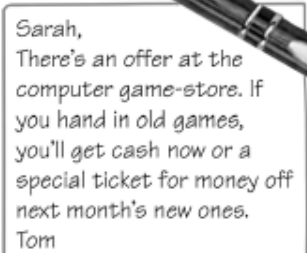
A Andy would prefer to go sailing with Julia on Saturday rather than on Sunday.

B Andy can go sailing with Julia on Friday if she's not free on Saturday.

C Andy wants to go sailing with Julia on both Saturday and Sunday if possible.

Answer: 0 A B C

1



The note is handwritten on a piece of paper with a pen. The text reads: "Sarah, There's an offer at the computer game-store. If you hand in old games, you'll get cash now or a special ticket for money off next month's new ones. Tom".

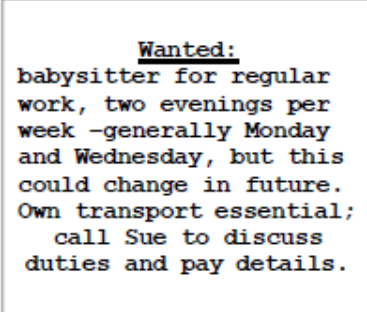
The note tells Sarah she

A can buy new games now at a special price.

B can get new and used games in the current sale.

C can sell her used games to the shop.

2



The advertisement is a typed notice. It reads: "Wanted: babysitter for regular work, two evenings per week -generally Monday and Wednesday, but this could change in future. Own transport essential; call Sue to discuss duties and pay details."

The advertisement says

A the babysitter should call Sue about weekly transport to her house.

B the jobs the babysitter is responsible for will change each week.

C the babysitter might work on different days each week.

2

Turn over ►

3

**Due to staff holidays,
shop closes early on
weekdays during
August;
Saturdays as normal.**

- A The shop is closed during some weekdays in August due to holidays.
- B The shop's opening hours are different on Monday to Friday in August.
- C The shop is closing at different times at weekends in August.

4

Gym changing rooms
Place personal items
in lockers.
Staff will remove
anything on floor.

- A If staff find items on the floor, they will put them away in a locker.
- B You must only leave belongings in the areas provided.
- C Lockers are regularly checked by staff.

5

Museum Café
These tables are for
customers only.
Follow signs for picnic
areas.

- A You should take all food to the special picnic area.
- B You can eat picnics in this section of the café.
- C You may sit here if you buy something from the café.

3

Turn over ►

Part 2

Questions 6 – 10

The people below all enjoy music.
On the opposite page there are descriptions of eight places where people can have different musical experiences.
Decide which place would be the most suitable for the following people.
For questions 6 – 10, mark the correct letter (A – H) on your answer sheet.

6



Joe's interested in classical music and wants to talk to professional musicians about their work. He'd like to find out more about classical instruments, and actually play some music.

7



Will wants to learn to play some of his favourite band's songs, and to know how his favourite singers create their own special sound. He'd like to try out some different instruments.

8



Jess loves watching spectacular concerts with fantastic dancers, and wants to feel some of the atmosphere of a big musical event. She'd like to see performances by famous people she's heard about.

9



James likes exploring the personal backgrounds of his favourite bands, and also the stories behind their well-known songs. He has his own band, and wants some advice about performing live on stage.

10



Zoe likes listening to all sorts of pop music, and wants a fun way to learn various dance styles. She'd like to bring something home to show her friends what she's learnt during her visit.

Musical experiences

- A The Core**
This is the place for musical history. You'll learn where your favourite singers and musicians grew up and discover the processes involved in writing famous songs and producing the videos. Find out about their journey to fame, and get some tips on what makes a good concert! There's all you ever wanted to know about famous musicians!
- B Rhythm-Studio**
Get your body moving in the studio and learn to move to rhythms and sounds from the past to now, including Soul and Disco. Learn your steps from our professional onscreen dance instructor, then watch your performance and become the star in your own video recording which you can take away!
- C WorldScene**
For one month only, experience the amazing sights and sounds of the WorldScene band, a large international group of traditional musicians and dancers. You'll experience music and dance styles never heard or seen before in this country. Book a ticket to meet the musicians, talk about their experiences and get some new ideas!
- D Universe of Sound**
Create your own musical experience - record yourself making music with a huge orchestra as they play on the video background screen - you can even download it to disc to take home! You can also learn about violins, flutes, trumpets and many more with our computer demonstrations, and meet real musicians who are present every day.
- E ArchivedImages**
Want to find out about a new band, or just want more information about an old favourite? Visit our collection to find out facts and figures, or see the actual possessions of famous bands and musicians you are interested in. You can actually get to touch things worn on stage at major rock and pop events, and there are plenty of other concert souvenirs.
- F Finale**
Imagine being in the crowd for amazing performances from the past. Enjoy 3D life-size videos from the stars of yesterday and today. You can experience the excitement of a massive rock stadium, and the sounds, movement and rhythms that created some of the most exciting music ever known.
- G Rave-on!**
How about learning new skills on the guitar, drums and keyboard by video? Follow the touch-screen instructions to find lessons on each instrument, or search for a song to practise playing along to. Try our Professional Selection, with video clips of band members who will explain the techniques that make their recordings so individual.
- H Show-in-a-day!**
Be a star singer or dancer for the day in a one-time-only special performance! Experts in international music and dance styles will train you, and costumes provided for the performance help create a really special, individual show. Get your friends and family to come and see you perform, as no videoring or photography is allowed.

Part 3

Questions 11 – 20

Look at the sentences below about two wildlife filmmakers.
Read the text on the opposite page to decide if each sentence is correct or incorrect.
If it is correct, mark **A** on your answer sheet.
If it is not correct, mark **B** on your answer sheet.

- 11 Richard and Sonia's most recent film compared lions' behaviour in different parts of Africa.
- 12 It was Richard and Sonia's idea to set up a special project to research the lions in Africa.
- 13 Meeting each other as students was the start of Sonia developing a new interest.
- 14 Sonia's parents encouraged her to discover the natural environment around her childhood home.
- 15 They agree that an uncomfortable working environment is the worst part of their job.
- 16 They have different ideas about what is the most enjoyable part of their job.
- 17 They found people with fewer opportunities to use technology have a better understanding of geography.
- 18 Richard advises students of wildlife to keep up to date with the most recent filmmaking techniques.
- 19 Sonia suggests that some modern technology can make the type of work they do harder.
- 20 The couple believe that people must act quickly to prevent wildlife from disappearing.

Wildlife Filmmakers

Richard and Sonia Muller make documentaries about wildlife, particularly dangerous animals, like the big cats found in Africa. Film-making for them is a way to bring the message of the importance of understanding wildlife to international audiences, with their last film, *Staying Alive*, exploring relationships between lions and other wildlife in one African region. When Richard and Sonia were invited to help with a special project run by a wildlife organisation that was providing information about the falling numbers of big cats, especially lions, they immediately agreed to take part.

Richard grew up near a wildlife park and as a child was keen on filming what he saw. The couple were introduced at university in Cape Town, and quickly realised how much they had in common. They were both curious about the natural world and Sonia soon discovered a similar talent for filmmaking. As a child in South Africa Sonia often ran off alone to explore the wild areas surrounding her home, despite her parents' fears.

When asked what they found hardest about their work, Sonia and Richard have the same answer - leaving an area and finishing a project. Sonia adds that the hours required can be hard, and things like the heat, dust, and bugs make it very tiring. The excitement of her work comes from not knowing what will happen, perhaps even discovering something new for science, while Richard takes most interest in spending time with individual animals, getting to know their character.

The pair visit schools around the world, and notice that students with access to lots of information don't always have as much understanding about geography as students in countries where access is limited. "Students without the internet constantly available actually look at maps, they want to find out where they are and often end up with a better idea of place," Richard says. A major part of their work is explaining to students the importance of a fuller understanding of various environments by studying the climate, animals and culture of a specific location.

If you'd like a similar career, Richard suggests studying various different areas of biology, rather than learning about the latest film-making technology, as an understanding of the natural world will last forever. The couple also give general advice for those wanting to help protect the environment. Sonia explains that it's important to allow yourself to concentrate. "Turning off personal electronic items gets you closer to the natural world," she says. "You can watch nature, instead of listening for your mobile phone." Most importantly they agree that if urgent action isn't taken, more animals might be lost. However, the fact that more teenagers are getting involved offers some hope for the future.

Part 4

Questions 21–25

Read the text and questions below.

For each question, mark the letter next to the correct answer A, B, C or D on your answer sheet.

My Job at a Summer Camp, by Charlie Rose

Every year I work at a summer camp for kids and I really enjoy seeing the children do things they never thought they could do. Nearly all the kids know how to swim and play table-tennis before they come, but things like rock climbing are new experiences for most. Some of them are very nervous, but after a bit of encouragement, they agree to try and they all get to the top in the end, which makes them feel great.

The kids stay several weeks and some do miss home. You might expect it to be the really young ones who feel like that the most but it's actually the ten- to thirteen-year-olds. We don't let them use their mobile phones all the time. First we tell them they can phone home after lunch. Then when they ask again, usually after dinner, we say it's a bit too late to phone and suggest doing it the next day. Most children are fine in a couple of days and at the end of their stay, it's amazing how many come and thanks us because they have had a great time.

It's not just the children who get lonely. We get parents who are on the phone the whole time, asking how their child is getting on, which is quite unnecessary. Often their son or daughter will be busy, playing games or doing something else, so we have to tell parents to ring back another time.

Some kids arrive dressed in smart, designer, new clothes and they sometimes argue when we tell them to change into something they won't mind getting dirty, but before long they realise what we mean.

- 21 What is the writer trying to do in this text?
- A describe how children make friends at a summer camp
 - B suggest how parents should choose a summer camp for children
 - C explain what it is like for children at a summer camp
 - D advise children how to behave at a summer camp
- 22 What does the writer say about rock climbing at the camp?
- A Some children already know how to do it.
 - B Some children prefer to swim or play table-tennis.
 - C Some children refuse to take part.
 - D Some children find it more enjoyable than they expected to.

23 What surprises the writer about the children who stay at the camp?

- A The youngest ones find it hard to be away from home.
- B They complain if they cannot phone their parents.
- C They miss meal times with their parents.
- D They seem grateful for their experience here.

24 What does the writer think about some parents?

- A They should visit their children instead of phoning them.
- B They don't need to keep on phoning the camp.
- C They shouldn't allow their children to bring phones to camp.
- D They need to be reminded to phone their children.

25 Which postcard might a child at the camp send home?

A

I was annoyed when they suggested I put on old jeans, but I guess they were right.	<input type="checkbox"/>
--	--------------------------

B

It's so unfair that everyone else can use their mobile phone, but they won't let me use mine.	<input type="checkbox"/>
---	--------------------------

C

I've made some good friends but we're all bored because there isn't much to do here.	<input type="checkbox"/>
--	--------------------------

D

I was really frightened every time we went rock climbing, so they let me do something else instead.	<input type="checkbox"/>
---	--------------------------

Part 5

Questions 26 – 35

Read the text below and choose the correct word for each space.
For each question, mark the correct letter A, B, C or D on your answer sheet.

Example:

0 A hope B decide C want D expect

Answer:

0	A	B	C	D
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

San Francisco

Whatever you (0) for from a visit to San Francisco in the USA, you won't be disappointed. The hills are just as steep as you imagined they would be, and the Golden Gate Bridge is just as spectacular. It's no (26) then that the city is among the world's (27) tourist destinations. (28) many people live there, San Francisco (29) more like a small town than a city of more than 4 million people. Its (30) on the water, its parks, and its hills all (31) that you can never see further than a few blocks.

One of the most (32) trips is a drive across the Golden Gate Bridge. This is a journey (33) should be saved for a sunny day so that you can (34) the fantastic view, and Golden Gate Park has wonderful gardens, (35) addition to being great for a picnic.

- 26 A guess B excuse C question D surprise
- 27 A complete B top C proper D full
- 28 A Although B Besides C Unless D Despite
- 29 A shows B fits C seems D makes
- 30 A location B point C landscape D scene
- 31 A allow B mean C let D intend
- 32 A amazed B popular C interested D positive
- 33 A who B where C which D what
- 34 A admire B approve C accept D attract
- 35 A in B as C on D by



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Part 2 – pictures:

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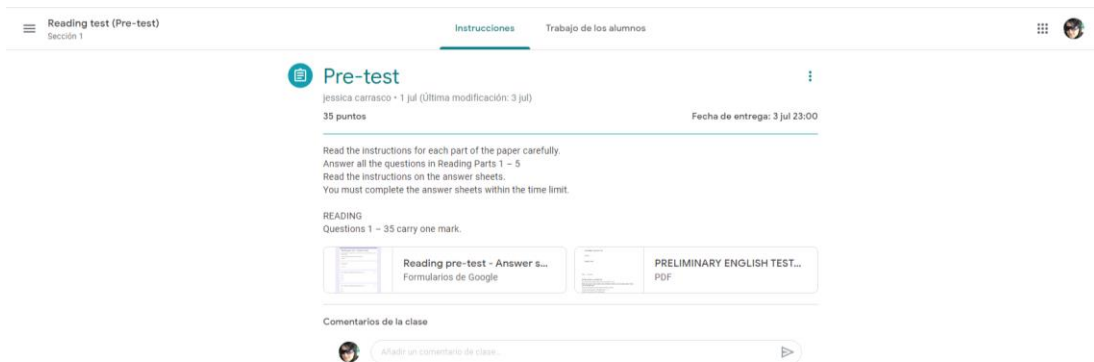
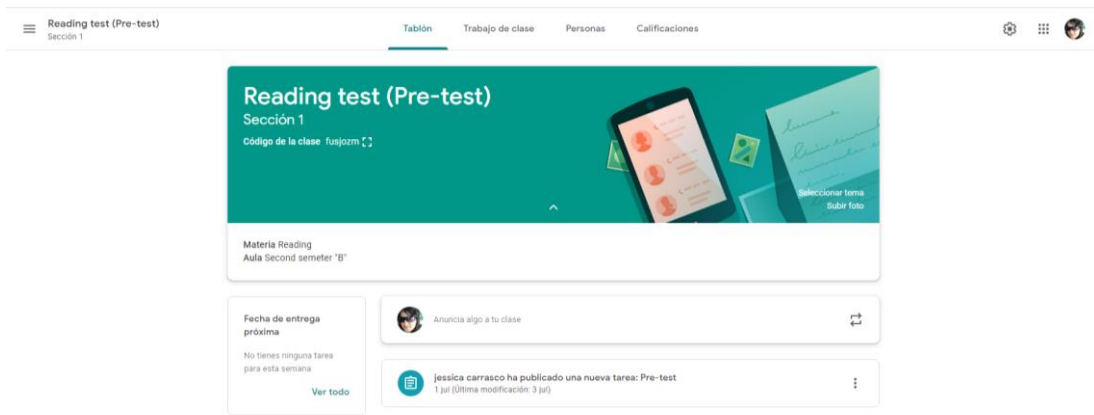
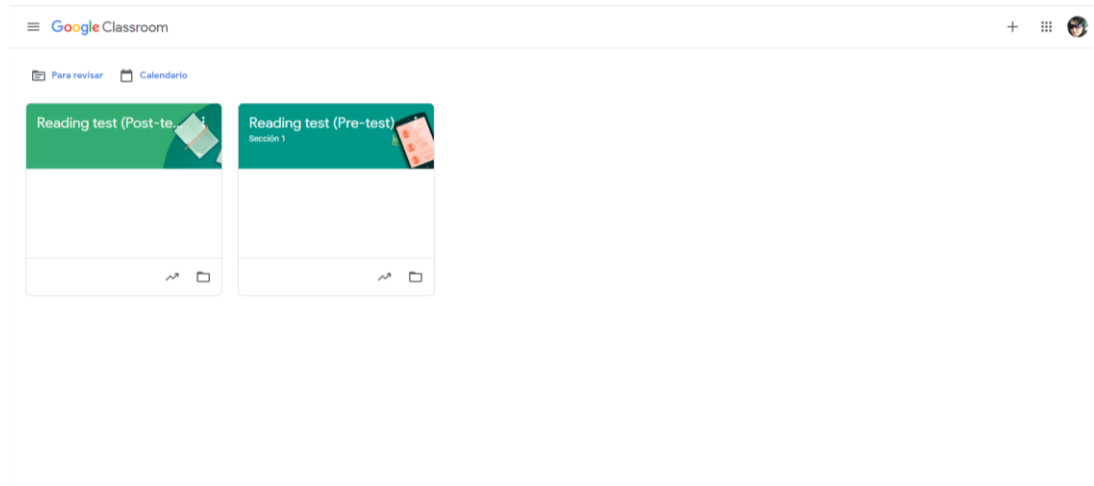
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Annex 4. Photograph (Pre-test application)



Annex 5. Photograph (Post-test application)

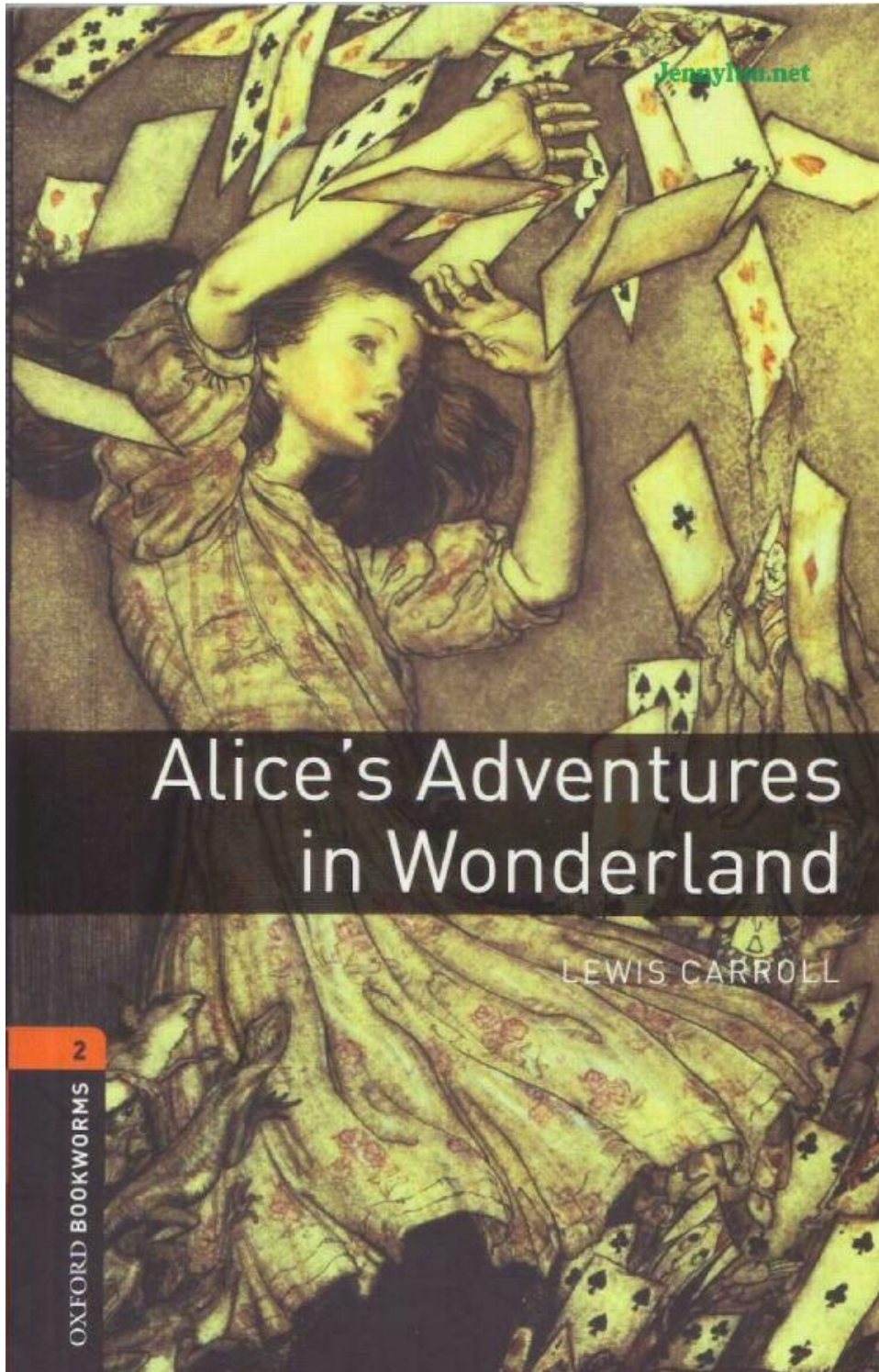
The image displays three sequential screenshots of a Google Classroom interface for a 'Reading test (Post-test)' assignment.

Top Screenshot: Shows the main classroom view with two assignment cards. The left card is titled 'Reading test (Post-test)' and the right card is titled 'Reading test (Pre-test) Sección 1'. Both cards have a green header and a white body. Navigation icons for 'Para revisar' and 'Calendario' are visible at the top.

Middle Screenshot: Shows the 'Reading test (Post-test)' assignment page. The header includes the title, class code 'w1fzqj', and a green background with book icons. Below the header, it lists 'Materia Reading' and 'Aula Second semester B'. A 'Fecha de entrega próxima' section indicates no tasks are due. A notification from 'jessica carrasco' about a new task 'Preliminary English Test' is visible.

Bottom Screenshot: Shows the 'Preliminary English Test' assignment details. It includes the title, creator 'jessica carrasco', score '35 puntos', and due date '15 ago 23:59'. Instructions are provided: 'Read the instructions for each part of the paper carefully. Answer all the questions in Reading Parts 1 - 5. Read the instructions on the answer sheets. You must complete the answer sheets within the time limit.' The 'READING' section specifies 'Questions 1 - 35 carry one mark.' Two document thumbnails are shown: 'Reading Post-test - Answer ... Formularios de Google' and 'PRELIMINARY ENGLISH TES... PDF'. A 'Comentarios de la clase' section at the bottom has a text input field and a submit button.

Students' material



ACTIVITIES

Before Reading

- 1 Read the back cover and the story introduction on the first page. Who does Alice meet in Wonderland? Tick the right boxes for the answers.

Alice meets . . .

- a policeman a rabbit a hare her sister
 a chicken a horse a cat a queen
 a caterpillar a king a dog a hatter

- 2 What does Alice do in the story? Tick the right boxes.

Alice . . .

- goes to a tea-party wears gloves
 plays tennis talks to a cat
 smokes a pipe plays croquet
 falls down a rabbit-hole cuts off someone's head

- 3 Who will say these words in the story? Can you guess?

- 1 'Oh, where *did* I drop my gloves?'
- 2 'I told you that butter wasn't good for watches!'
- 3 'You can visit either of them. They're both mad.'
- 4 'Off with his head!'
- 5 'How strange everything is today!'

ACTIVITIES

While Reading

Read Chapter 1, and put these sentences in the right order.

- 1 Alice found a small key and unlocked a very small door.
- 2 Alice fell down a rabbit-hole.
- 3 Alice drank something from a bottle and got very small.
- 4 Alice ate a small cake, which said, 'EAT ME'.
- 5 Alice saw a White Rabbit and ran after him.
- 6 Alice tried to climb up a table leg to get the key again.

Before you read Chapter 2, can you guess what will happen? Choose one ending for this sentence.

When Alice has finished eating the cake, she will . . .

- a) be ill. b) get smaller. c) get bigger. d) wake up.

Read Chapter 2. Here are some untrue sentences about it. Change them into true sentences.

- 1 Alice was soon as small as a mouse.
- 2 The Duchess dropped her gloves and fan.
- 3 The fan made Alice get bigger.
- 4 Alice fell into the sea.
- 5 While she was swimming, Alice met a cat.
- 6 Alice suddenly found herself outside in a garden.

Read Chapter 3. Choose the best question-word for these questions, and then answer them.

What / Why

- 1 ... did the Caterpillar tell Alice to do?
- 2 ... couldn't Alice explain herself?
- 3 ... did the Caterpillar call Alice back?
- 4 ... did Alice have to eat if she wanted to get bigger?
- 5 ... did the bird call Alice?
- 6 ... didn't Alice answer the question about stealing eggs?

Read Chapters 4 and 5. Choose the best words to complete this summary of the chapters.

When Alice went into the Duchess's *kitchen / bedroom*, there was a cat which was *screaming / grinning*, and a baby who was *screaming / grinning*. The Duchess *gave / took* the baby *from / to* Alice, but the baby *was / turned into* a pig. After that Alice *had / spoke* a conversation with the Cheshire Cat and they talked *to / about* mad people.

At the tea-party the March Hare said, 'Have some *coffee / tea*,' but there wasn't *some / any*. Later, he said to Alice, 'You must *mean / say* what you *mean / say*.' The Hatter had a watch which *showed / didn't show* the time because it was *always / never* six o'clock there. The tea-party *always / never* finished, and they just went on *moving / moved* round the table. Alice thought it was a very *clever / stupid* tea-party and went away.

Before you read Chapter 6 (*The Queen's game of croquet*), can you guess what happens?

Tick one box each time.

- | | | |
|---|--------------------------|--------------------------|
| 1 Alice wins the game of croquet. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The Queen wants to cut lots of heads off. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Alice meets some more strange animals. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 When the game finishes, Alice wakes up. | <input type="checkbox"/> | <input type="checkbox"/> |

Read Chapters 6 and 7. Match these halves of sentences.

- 1 The croquet game was very strange . . .
- 2 The Queen of Hearts got very angry . . .
- 3 Then Alice saw her friend the Cheshire Cat, . . .
- 4 The King didn't like the Cat's head . . .
- 5 But the executioner couldn't cut off a head . . .
- 6 After the croquet there was a jury trial to find out . . .
- 7 While the Hatter was giving his evidence, . . .
- 8 At the end Alice began to argue with the Queen, . . .
- 9 but only its head appeared, not its body.
- 10 and then she woke up.
- 11 because everybody had to use flamingoes for mallets.
- 12 who stole the tarts made by the Queen of Hearts.
- 13 and wanted to cut it off.
- 14 Alice was getting bigger and taller.
- 15 and sent nearly everybody to prison.
- 16 if there wasn't a body to cut it off from.

ACTIVITIES

After Reading

- 1 Here is Alice, telling her sister about her dream. But it is difficult to remember dreams, and Alice gets a lot of things wrong. Can you find her mistakes and correct them?

ALICE: Well, first I saw a brown rabbit, who took a clock out of his bag, and then I fell down a mouse-hole.

SISTER: Oh dear! Were you afraid?

ALICE: Oh no. I fell very quickly, you see. And when I ate or drank things, I got fatter or thinner. I talked to a caterpillar who was sitting under a mushroom, and I also talked to a Duchess. Oh yes, and there was a baby that turned into a fish. Then I played croquet - but for balls we had flamingoes, and the mallets were hedgehogs.

SISTER: There were a lot of animals in your dream.

ALICE: Yes, there were. There was also a Cheshire Cat who cried, and I had lunch with a March Hare and a Hatter—

SISTER: A hatter?

ALICE: Yes, you know, a man who buys hats. He was one of the jurymen who gave evidence at the trial—

SISTER: What trial was that?

ALICE: Oh, somebody ate some tarts. But the evidence was all nonsense, and the King of Hearts wanted to cut people's heads off all the time.

SISTER: Cut their heads off? That's terrible!

ALICE: They didn't really cut people's heads off, you know. They were just a box of cards - made of wood.

- 2 Later, Alice wrote a song about her dream. Fill in the gaps with seven of these words. For each gap, there are two possible words. Which are they, and why is one of them better? (Think about the *sound* of the word.)

around, away, building, change, Clubs, Hearts, here, him, house, me, mean, show, there, turn

One day I had a curious dream,
But now I ask, 'What did it ___?'
I saw a cat up in a tree,
Who spoke as well as you or ____.
In a pool of tears I met a mouse,
And then a Hatter outside a ____,
Having tea with a mad March Hare.
Perhaps they're both still sitting ____.
And then there was a plate of tarts,
Made by the angry Queen of ____.
Her croquet game was hard to play;
The hoops and balls just walked ____.
The jury trial was also strange,
But then the cards began to ____
into leaves
and I woke up.

3 Here is an illustration for the story by a famous artist, John Tenniel. Find the best place in the story to put the picture, and answer these questions.

The picture goes on page ____.

- 1 Who are the characters in this picture?
- 2 What are two of them doing?
- 3 Where is Alice at this moment?

Now write a caption for the illustration.



Caption: _____

4 Can you find the 19 words hidden in this word search? Words go from left to right, or from top to bottom.

R	R	A	B	B	I	T	H	P	L	A	T	E	P
P	M	O	U	S	E	C	E	M	H	A	R	E	L
M	B	C	A	K	E	A	D	B	X	C	B	G	A
A	U	B	A	L	L	T	G	F	O	C	R	H	Y
L	T	A	Q	T	D	R	E	A	M	U	E	O	E
L	T	L	I	A	P	W	H	E	D	P	A	O	R
E	E	Y	Z	R	I	E	O	H	F	T	D	P	E
T	R	T	S	T	G	F	G	T	E	A	P	O	T
O	J	E	C	A	T	E	R	P	I	L	L	A	R

Now put the words from the word search into groups under these three headings. There is one word which does not belong to any of the groups. What is it?

5 Write a short passage about *your* dreams. Use some of these notes to help you.

- my dreams / full of / exciting adventures / frightening things / strange things / don't understand them
- sometimes / always / never / dream about / family / friends / strangers / animals
- sometimes in a dream / can / can't / fly / move
- always / never / dream about / same / different things
- wake up in the night / remember / next day / forget



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2



Robinson Crusoe

DANIEL DEFOE

ACTIVITIES

Before Reading

1 Read the story introduction on the first page, and the back cover. What do you know now about this story? Tick one box for each sentence.

- | | YES | NO |
|--|--------------------------|--------------------------|
| 1 Robinson Crusoe has a boring life. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 He is in a ship sailing from South America when there is a terrible storm. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 All his friends die in the shipwreck. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 When he arrives on the island, he meets some other people. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 One day he finds a footprint in the sand. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 He leaves the island after fifteen years. | <input type="checkbox"/> | <input type="checkbox"/> |

2 What is going to happen in this story? Can you guess? Tick one box for each sentence.

- | | YES | NO |
|---|--------------------------|--------------------------|
| 1 Crusoe learns to grow corn and make bread. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 He builds himself a boat and sails away. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 He is often very hungry on the island. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The man who left the footprint is an enemy. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 The footprint was made by someone who was also shipwrecked on the island. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Finding the footprint changes Crusoe's life. | <input type="checkbox"/> | <input type="checkbox"/> |

ACTIVITIES

While Reading

Read Chapters 1 to 3. Choose the best question-word for these questions, and then answer them. Use the map on page 4 to help you.

What / Where

- 1 ... happened to Crusoe when he sailed to London?
- 2 ... did he go when he left London?
- 3 ... was the ship when the pirate ship came after it?
- 4 ... did the Turkish pirate captain take Crusoe?
- 5 ... was the sudden and terrible change in Crusoe's life?
- 6 ... did Crusoe and Xury go when they escaped?
- 7 ... did the African people give Crusoe and Xury?
- 8 ... was the Portuguese captain going?
- 9 ... did Crusoe's friends want to go to get rich?
- 10 ... happened to the ship in the storm?
- 11 ... did the sea carry Crusoe?
- 12 ... did Crusoe sleep that first night?

Before you read Chapter 4 (*A new life on an island*), can you guess what Crusoe finds on the island?

- | | |
|----------------------|------------------|
| 1 A box of gold | 4 Food and water |
| 2 An empty old house | 5 Pirates |
| 3 Wild animals | 6 A cave |

Read Chapters 4 and 5. How did Crusoe live on the island? Make sentences from this table.

He made	fire	to make a table.
	a tent	from a big tree.
He used	clothes	to make bread.
	the sun lights	to make strong pots.
	a canoe	from animals' skins.
	wood	to dry fruit and meat.
	fields	from the ship's sails.
	corn	to keep wild goats in.
		to build fences.
		from animals' fat.

Before you read Chapter 6 (*A footprint*), can you guess the answers to these questions?

- Where does Crusoe find the footprint?
 - in a field
 - on the shore
 - outside his house
- Who made the footprint?
 - a pirate
 - a wild man
 - a shipwrecked sailor

Read Chapters 6 and 7. Are these sentences true (T) or false (F)? Rewrite the false ones with the correct information.

- Crusoe was very afraid of the wild men at first.
- The wild men came to the island to kill and eat turtles.
- Crusoe helped Man Friday to escape from the wild men.

- Friday made Crusoe some clothes and a tent.
- Friday wanted to go home to Trinidad alone.
- Crusoe and Friday made a new canoe for their escape.

Before you read Chapter 8, can you guess how Crusoe and Friday escape from the island? Choose one of these ideas.

- They sail to Trinidad in the canoe.
- They sail back to England in an English ship.
- They fight some pirates and take their ship.

Read Chapters 8 and 9, and then put these sentences in the right order.

- The captain told Crusoe that the mutineers planned to leave him and his officers on the island to die.
- Back in England, Crusoe got married and had a family.
- Crusoe was very surprised when an English ship arrived.
- Because of this, the captain was very happy to take Crusoe and Friday home.
- So Crusoe sailed with him, and had more adventures.
- Eleven men from the ship came to the shore in a boat, but the captain and his two officers were prisoners.
- But later, his nephew planned to sail to the East Indies.
- So Crusoe and Friday helped the captain to fight the mutineers and get back his ship.

ACTIVITIES

After Reading

- 1 Use the words below to complete this page from Robinson Crusoe's diary. (Use each word once.)

catch, fat, fences, fishing, gun, happy, holes, home, raining, salted, shoot, skins, stronger, tree, wood

5TH AUGUST 1669: At last it has stopped ____! This morning I cut down a ____ because I need more _____. The goats have broken two ____ already, so I must make them _____. Later, I went out ____ in my canoe, but I didn't ____ anything. For dinner I ate the last of the ____ meat, so tomorrow I must go out with the ____ and try to ____ something. I need more ____ for my lights, and also some ____ to make a new coat - this one is full of _____. But I am well and ____ - this island is my ____ now.

- 2 Imagine that you have to spend a year alone on an island like Robinson Crusoe's. Explain why these things will, or will not, be useful on the island.

Example: Matches will be useful for lighting fires.

a knife chickens a sword salt pen and paper
a tent a bottle a gun money matches

ACTIVITIES: After Reading

- 3 Here is a new illustration for the story. Find the best place in the story to put the picture, and answer these questions.

The picture goes on page ____.

- 1 What is Robinson Crusoe doing?
- 2 Why has Man Friday put his head on the ground?
- 3 Why doesn't Man Friday speak to Crusoe?

Now write a caption for the illustration.



Caption: _____

4 Put these words into four groups, under these headings.

ANIMALS	PEOPLE	TRANSPORT	FOOD
---------	--------	-----------	------

boat, bread, canoe, captain, corn, eggs, fruit, goat, leopard, meat, pirate, prisoner, sailor, ship, slave, turtle

Now find these sixteen words in the word search below, and draw a line through them. The words go from left to right, and from top to bottom.

L	I	C	P	I	R	A	T	E	A
E	N	S	R	E	G	E	B	G	M
O	S	H	I	P	O	Y	R	G	S
P	F	C	S	L	A	V	E	S	A
A	R	B	O	A	T	O	A	U	I
R	U	N	N	T	R	Y	D	C	L
D	I	L	E	O	O	M	K	O	O
O	T	U	R	T	L	E	V	R	R
E	R	C	A	P	T	A	I	N	T
C	A	N	O	E	H	T	E	R	E

Now write down all the letters that don't have a line through them. Begin with the first line and go across each line to the end. You will have twenty-nine letters, which will make eight words, in two sentences.

- 1 Who said these two sentences?
- 2 Who was he talking to?
- 3 Where were they?

5 Here are Robinson Crusoe and the captain talking about the mutineers. Put their conversation in the right order, and write in the speakers' names. Crusoe speaks first (3).

- 1 _____ 'Leave them here. My island can be their prison.'
- 2 _____ 'That's true, you have. But how will they live?'
- 3 _____ 'What will you do with the mutineers, captain?'
- 4 _____ 'They won't escape easily, captain. Remember – I've been here for twenty-seven years.'
- 5 _____ 'I know that. But it's hard to kill so many men.'
- 6 _____ 'They can have my three houses, my cornfields, my goats, and all my tools. Their life will be easy.'
- 7 _____ 'I agree with you, my friend. But what can I do?'
- 8 _____ 'But they'll escape from it and go free!'
- 9 _____ 'Yes, it will. Ah, you're a kind man, Mr Crusoe.'
- 10 _____ 'I'll have to shoot them, Mr Crusoe. All mutineers must die, you know.'

6 There is a famous question about this story. Why was there only *one* footprint on the sand? Here are three possible answers. Which one do you like best, and why?

- 1 The man came to the shore in a boat, got out, put one foot on the sand, then got back into his boat again.
- 2 The man had only one leg.
- 3 There *were* other footprints on the sand, but the sea washed them away before Robinson Crusoe got there.

Annex 6. Survey Validation Document

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT'S GENERAL INFORMATION:

Full Name: Veronica Elizabeth Chicaiza Redin
Profession: English Professor
Workplace: Universidad Técnica de Ambato
Degrees
Undergraduate: LICENCIADA EN CIENCIAS DE LA EDUCACION ESPECIALIDAD INGLES Institution: UTA Year: 17-03-2003
Postgraduate: DOCTORA DENTRO DEL PROGRAMA DE FORMACION INICIAL Y PERMANENTE DE PROFESIONALES DE LA EDUCACION E INNOVACION EDUCATIVA Institution: COMPLUTENSE DE MADRID Year: 28-11-2013



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS



Av. Los Chasquis y Río Guayllabamba / Campus Huachi / Tel: (03)2410189 Ext. 120 / Ambato-Ecuador

SURVEY ADDRESSED TO STUDENTS IN THE SECOND SEMESTER, LEVEL B OF
 PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MAJOR AT
 UNIVERSIDAD TÉCNICA DE AMBATO, TUNGURAHUA – ECUADOR.

Topic: "Extensive reading and authentic assessment"

Objective: To analyze the relationship between extensive reading and authentic assessment.

Instructions: Please put a tick (✓) in the appropriate response for each item.

SD: Strongly disagree

D: Disagree

N: Neutral

A: Agree

SA: Strongly agree

ITEM	SD	D	N	A	SA
1. Do you like to read in English for pleasure?					
2. When you read a text in English are you able to understand the information from it without difficulty?					
3. Has your teacher used authentic assessment tasks in order to enhance the reading skill like story or retelling, projects, performance tasks, writing a report, discussion partners or groups?					
4. Has your teacher applied different real-world tasks that demonstrate meaningful application of essential knowledge and reading skills?					
5. When you read in English does your teacher promote various authentic performance measures to assess you?					
6. When you are being evaluated on reading proficiency does your teacher assess you through a rubric?					

Author: Carasco, J. (2020)

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

INSTRUMENT VALIDATION

Topic: EXTENSIVE READING AND AUTHENTIC ASSESSMENT

Objective: To collect information about the use of authentic assessment tasks and the reading development of students in the second semester, parallel B of PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS major at Universidad Técnica de Ambato, Tungurahua – Ecuador

Instructions: Select the option you consider relevant to each item.

R: Relevant

NR: Not Relevant

EXPERT'S NAME: Ph. Mg. Veronica Elizabeth Chicaiza Redin

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		
6	✓		✓		✓		✓		✓		

Source: Carrasco, J (2020).

Final Resolution:

Approved	✓	Disapproved	
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Source: Carrasco J, (2020).

UNIVERSIDAD TÉCNICA DE AMBATO
 FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
 CARRERA DE IDIOMAS

Questionnaire
VALIDATION CHART

Topic: EXTENSIVE READING AND AUTHENTIC ASSESSMENT

Instructions: Please put a tick (✓) in the appropriate column for each item.

SD: Strongly disagree

D: Disagree

N: Neutral

A: Agree

SA: Strongly agree

ITEM	SD	D	N	A	SA
1. Have you promoted extensive reading in the classroom?					
2. Have you used graded books inside classroom in order to improve student reading skills?					
3. Have you used authentic assessment tasks to assess students reading proficiency?					
4. Have you applied different real-world tasks that demonstrate meaningful application of essential knowledge and reading skills in classroom?					
5. When you evaluate the students' reading proficiency through authentic assessment tasks do you use a rubric?					

Author: Carrasco, J. (2020)

THANK YOU FOR YOUR VALUABLE COLLABORATION

**UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS**

INSTRUMENT VALIDATION

Topic: EXTENSIVE READING AND AUTHENTIC ASSESSMENT

Objective: To collect information about the use of authentic assessment tasks and the reading development from English teachers of PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS major at Universidad Técnica de Ambato, Tungurahua – Ecuador

Instructions: Select the option you consider relevant to each item.

R: Relevant

NR: Not Relevant

EXPERT'S NAME: Ph. Mg. Veronica Elizabeth Chicaiza Redin

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		

Source: Carrasco, J (2020).

Final Resolution:

Approved	✓	Disapproved	
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Source: Carrasco J, (2020).

THANKS FOR YOUR VALUABLE COLLABORATION

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT JUDGMENT EVIDENCE

I, Ph. Mg. Veronica Elizabeth Chicaiza Redin, with I.D. No.1715106322, certify that I conducted the expert judgment on this instrument designed by Jessica Lizbeth Carrasco Carrasco, with I.D. No. 180536457-5 for the Final Degree Project entitled "EXTENSIVE READING AND AUTHENTIC ASSESSMENT" since it is a fundamental requirement to qualify for the Bachelor's Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, June 9th, 2020.

Sincerely,



Ph. Mg. Veronica Elizabeth Chicaiza Redin

I.D.

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT'S GENERAL INFORMATION:

Full Name: Elsa Mayorie Chimbo Cáceres
Profession: English Professor
Workplace: Universidad Técnica de Ambato
Degrees
Undergraduate: Bachelors' degree on Human Sciences and Education-Majored in English
Institution: Universidad Técnica de Ambato
Year: 2003
Postgraduate: Master's in Bilingual Education
Institution: Universidad Internacional de la Rioja
Year: 2017



SURVEY ADDRESSED TO STUDENTS IN THE SECOND SEMESTER, LEVEL B OF
 PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MAJOR AT
 UNIVERSIDAD TÉCNICA DE AMBATO, TUNGURAHUA – ECUADOR.

Topic: “Extensive reading and authentic assessment”

Objective: To analyze the relationship between extensive reading and authentic assessment.

Instructions: Please put a tick (✓) in the appropriate response for each item.

SD: Strongly disagree

D: Disagree

N: Neutral

A: Agree

SA: Strongly agree

ITEM	SD	D	N	A	SA
1. Do you like to read in English for pleasure?					
2. When you read a text in English are you able to understand the information from it without difficulty?					
3. Has your teacher used authentic assessment tasks in order to enhance the reading skill like story or retelling, projects, performance tasks, writing a report, discussion partners or groups?					
4. Has your teacher applied different real-world tasks that demonstrate meaningful application of essential knowledge and reading skills?					
5. When you read in English does your teacher promote various authentic performance measures to assess you?					
6. When you are being evaluated on reading proficiency does your teacher assess you through a rubric?					

Author: Carrasco, J. (2020)

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

INSTRUMENT VALIDATION

Topic: EXTENSIVE READING AND AUTHENTIC ASSESSMENT

Objective: To collect information about the use of authentic assessment tasks and the reading development from English teachers of PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS major at Universidad Técnica de Ambato, Tungurahua – Ecuador

Instructions: Select the option you consider relevant to each item.

R: Relevant

NR: Not Relevant

EXPERT'S NAME: Dra. Elsa Mayorie Chimbo Cáceres.

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		

Source: Carrasco, J (2020).

Final Resolution:

Approved		Disapproved	
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Source: Carrasco J, (2020).

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

Questionnaire
VALIDATION CHART

Topic: EXTENSIVE READING AND AUTHENTIC ASSESSMENT

Instructions: Please put a tick (✓) in the appropriate column for each item.

SD: Strongly disagree

D: Disagree

N: Neutral

A: Agree

SA: Strongly agree

ITEM	SD	D	N	A	SA
1. Have you promoted extensive reading in the classroom?					
2. Have you used graded books inside classroom in order to improve student reading skills?					
3. Have you used authentic assessment tasks to assess students reading proficiency?					
4. Have you applied different real-world tasks that demonstrate meaningful application of essential knowledge and reading skills in classroom?					
5. When you evaluate the students' reading proficiency through authentic assessment tasks do you use a rubric?					

Author: Carrasco, J. (2020)

THANK YOU FOR YOUR VALUABLE COLLABORATION

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

INSTRUMENT VALIDATION

Topic: EXTENSIVE READING AND AUTHENTIC ASSESSMENT

Objective: To collect information about the use of authentic assessment tasks and the reading development from English teachers of PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS major at Universidad Técnica de Ambato, Tungurahua – Ecuador

Instructions: Select the option you consider relevant to each item.

R: Relevant

NR: Not Relevant

EXPERT'S NAME: Dra. Elsa Mayorie Chimbo Cáceres.

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		

Source: Carrasco, J (2020).

Final Resolution:

Approved	✓	Disapproved	
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Source: Carrasco J, (2020).

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT JUDGMENT EVIDENCE

I, Dra. Elsa Mayorie Chimbo Cáceres with, I.D. No. 1802696458, certify that I conducted the expert judgment on this instrument designed by Jessica Lizbeth Carrasco Carrasco, with I.D. No. 180536457-5 for the Final Degree Project entitled “EXTENSIVE READING AND AUTHENTIC ASSESSMENT” since it is a fundamental requirement to qualify for the Bachelor’s Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, June 9th, 2020.

Sincerely,



Dra. Elsa Mayorie Chimbo Cáceres
I.D. 1802696458

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT'S GENERAL INFORMATION:

Full Name: Cristina del Rocio Jordan Buenaño
Profession: English Professor
Workplace: Universidad Técnica de Ambato
Degrees
Undergraduate: Bachelors' degree on Human Sciences and Education- Majored in English. Institution: Universidad Técnica de Ambato Year: 2007
Postgraduate: Master's in Curriculum Design and Educational Evaluation. Institution: Universidad Técnica de Ambato Year: 2015



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS



Av. Los Chasquis y Río Guayllabamba / Campus Huachi / Tel: (03)2410189 Ext. 120 / Ambato-Ecuador

SURVEY ADDRESSED TO STUDENTS IN THE SECOND SEMESTER, LEVEL B OF
 PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MAJOR AT
 UNIVERSIDAD TÉCNICA DE AMBATO, TUNGURAHUA – ECUADOR.

Topic: “Extensive reading and authentic assessment”

Objective: To analyze the relationship between extensive reading and authentic assessment.

Instructions: Please put a tick (✓) in the appropriate response for each item.

SD: Strongly disagree

D: Disagree

N: Neutral

A: Agree

SA: Strongly agree

ITEM	SD	D	N	A	SA
1. Do you like to read in English for pleasure?					
2. When you read a text in English are you able to understand the information from it without difficulty?					
3. Has your teacher used authentic assessment tasks in order to enhance the reading skill like story or retelling, projects, performance tasks, writing a report, discussion partners or groups?					
4. Has your teacher applied different real-world tasks that demonstrate meaningful application of essential knowledge and reading skills?					
5. When you read in English does your teacher promote various authentic performance measures to assess you?					
6. When you are being evaluated on reading proficiency does your teacher assess you through a rubric?					

Author: Carrasco, J. (2020)

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

INSTRUMENT VALIDATION

Topic: EXTENSIVE READING AND AUTHENTIC ASSESSMENT

Objective: To collect information about the use of authentic assessment tasks and the reading development of students in the second semester, parallel B of PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS major at Universidad Técnica de Ambato, Tungurahua – Ecuador

Instructions: Select the option you consider relevant to each item.

R: Relevant

NR: Not Relevant

EXPERT'S NAME: Mg. Cristina del Rocio Jordan Buenaño

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		
6	✓		✓		✓		✓		✓		

Source: Carrasco, J (2020).

Final Resolution:

Approved	✓	Disapproved	
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Source: Carrasco J, (2020).

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

Questionnaire
VALIDATION CHART

Topic: EXTENSIVE READING AND AUTHENTIC ASSESSMENT

Instructions: Please put a tick (✓) in the appropriate column for each item.

SD: Strongly disagree

D: Disagree

N: Neutral

A: Agree

SA: Strongly agree

ITEM	SD	D	N	A	SA
1. Have you promoted extensive reading in the classroom?					
2. Have you used graded books inside classroom in order to improve student reading skills?					
3. Have you used authentic assessment tasks to assess students reading proficiency?					
4. Have you applied different real-world tasks that demonstrate meaningful application of essential knowledge and reading skills in classroom?					
5. When you evaluate the students' reading proficiency through authentic assessment tasks do you use a rubric?					

Author: Carrasco, J. (2020)

THANK YOU FOR YOUR VALUABLE COLLABORATION

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

INSTRUMENT VALIDATION

Topic: EXTENSIVE READING AND AUTHENTIC ASSESSMENT

Objective: To collect information about the use of authentic assessment tasks and the reading development from English teachers of PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS major at Universidad Técnica de Ambato, Tungurahua – Ecuador

Instructions: Select the option you consider relevant to each item.

R: Relevant

NR: Not Relevant

EXPERT'S NAME: Mg. Cristina del Rocio Jordan Buenaño

ITEM	Objective		Variable		Dimension		Indicator		Drafting		OBSERVATION
	R	NR	R	NR	R	NR	R	NR	R	NR	
1	✓		✓		✓		✓		✓		
2	✓		✓		✓		✓		✓		
3	✓		✓		✓		✓		✓		
4	✓		✓		✓		✓		✓		
5	✓		✓		✓		✓		✓		

Source: Carrasco, J (2020).

Final Resolution:

Approved	✓	Disapproved	
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Source: Carrasco J, (2020).

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS

EXPERT JUDGMENT EVIDENCE

I, Mg. Cristina del Rocio Jordan Buenaño, with I.D. No. 1804010500, certify that I conducted the expert judgment on this instrument designed by Jessica Lizbeth Carrasco Carrasco, with I.D. No. 180536457-5 for the Final Degree Project entitled “EXTENSIVE READING AND AUTHENTIC ASSESSMENT” since it is a fundamental requirement to qualify for the Bachelor’s Degree in Educational Sciences; Mention: English, at Universidad Técnica de Ambato.

Ecuador, June 9th, 2020.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Cristina del Rocio B', written over a horizontal line.

Mg. Cristina del Rocio Jordan Buenaño

I.D. 1804010500

Annex 7. Student’s survey / Teacher’s survey



**UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS**



Av. Los Chasquis y Río Guayllabamba / Campus Huachi / Tel: (03)2410189 Ext. 120 / Ambato

Ecuador

SURVEY ADDRESSED TO STUDENTS IN THE SECOND SEMESTER, PARALLEL B OF PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MAJOR AT UNIVERSIDAD TÉCNICA DE AMBATO, TUNGURAHUA – ECUADOR.

Topic: “Extensive reading and authentic assessment”

Objective: To analyze the relationship between extensive reading and authentic assessment.

Instructions: Please put a tick (✓) in the appropriate response for each item.

SD: Strongly disagree

D: Disagree

N: Neutral

A: Agree

SA: Strongly agree

ITEM	SD	D	N	A	SA
1. Do you like to read in English for pleasure?					
2. When your read a text in English are you able to understand the information from it without difficulty?					
3. Has your teacher used authentic assessment tasks in order to enhance the reading skill like story or retelling, projects, performance tasks, writing a report, discussion partners or groups?					
4. Has your teacher applied different real-world tasks that demonstrate meaningful application of essential knowledge and reading skills?					
5. When you read in English does your teacher promote various authentic performance measures to assess you?					
6. When you are being evaluated on reading proficiency does your teacher assess you through a rubric?					

Author: Carrasco, J. (2020)



THANKS FOR YOUR VALUABLE COLLABORATION
UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE IDIOMAS



Av. Los Chasquis y Río Guayllabamba / Campus Huachi / Tel: (03)2410189 Ext. 120 / Ambato-
Ecuador

SURVEY ADDRESSED TO TEACHERS OF PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MAJOR AT UNIVERSIDAD TÉCNICA DE AMBATO, TUNGURAHUA – ECUADOR.

Topic: “Extensive reading and authentic assessment”

Objective: To analyze the relationship between extensive reading and authentic assessment.

Instructions: Please put a tick (✓) in the appropriate response for each item.

SD: Strongly disagree

D: Disagree

N: Neutral

A: Agree

SA: Strongly agree

ITEM	SD	D	N	A	SA
1. Have you promoted extensive reading in the classroom?					
2. Have you used graded books inside the classroom in order to improve student reading skills?					
3. Have you used authentic assessment tasks to assess students reading proficiency?					
4. Have you applied different real-world tasks that demonstrate meaningful application of essential knowledge and reading skills in the classroom?					
5. When you evaluate the students’ reading proficiency through authentic assessment tasks do you use a rubric?					

Author: Carrasco, J. (2020)

THANKS FOR YOUR VALUABLE COLLABORATION

Annex 8. Survey application (Photograph)

Student's survey

The screenshot shows a web-based survey application titled "Students survey". The interface includes a top navigation bar with "Preguntas" and "Respuestas" tabs, and a "Enviar" button. The survey content is displayed in a central white box with a purple border. It contains six questions, each with five radio button options: "Strongly disagree", "Disagree", "Neutral", "Agree", and "Strongly agree".

Students survey

Choose one option that best fits with you.

1. Do you like to read in English for pleasure?

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

2. When you read a text in English are you able to understand the information from it without difficulty?

- Strongly disagree.
- Disagree
- Neutral
- Agree
- Strongly agree

3. Has your teacher used authentic assessment tasks in order to enhance the reading skill like story or retelling, projects, performance tasks, writing a report, discussion partners, or groups?

- Strongly disagree.
- Disagree
- Neutral
- Agree
- Strongly agree

4. Has your teacher applied different real-world tasks that demonstrate meaningful application of essential knowledge and reading skills?

- Strongly disagree.
- Disagree
- Neutral
- Agree
- Strongly agree

5. When you read in English does your teacher promote various authentic performance measures to assess you?

- Strongly disagree.
- Disagree
- Neutral
- Agree
- Strongly agree

6. When you are being evaluated on reading proficiency does your teacher assess you through a rubric?

- Strongly disagree.
- Disagree
- Neutral
- Agree
- Strongly agree

Students survey

Preguntas Respuestas 30

30 respuestas

Se aceptan respuestas

Resumen **Pregunta** Individual

1. Do you like to read in English for pleasure?

< 1 de 6 >

1. Do you like to read in English for pleasure? [Mostrar opciones](#)

Agree
13 respuestas

Strongly agree
12 respuestas

Neutral
2 respuestas

Strongly disagree.
2 respuestas

Disagree
1 respuesta

Students survey

Preguntas Respuestas 30

2. When you read a text in English are you able to understand the information from it without difficulty?

[Mostrar opciones](#)

Neutral
13 respuestas

Agree
7 respuestas

Disagree
5 respuestas

Strongly agree
4 respuestas

Strongly disagree.
1 respuesta

Students survey

Preguntas Respuestas 30

3. Has your teacher used authentic assessment tasks in order to enhance the reading skill like story or retelling, projects, performance tasks, writing a report, discussion partners, or groups?

Mostrar opciones

Disagree
13 respuestas

Strongly disagree.
12 respuestas

Neutral
2 respuestas

Agree
2 respuestas

Pregunta sin responder
1 respuesta

Students survey

Preguntas Respuestas 30

4. Has your teacher applied different real-world tasks that demonstrate meaningful application of essential knowledge and reading skills?

Mostrar opciones

Strongly disagree.
16 respuestas

Disagree
5 respuestas

Neutral
5 respuestas

Agree
3 respuestas

Strongly agree
1 respuesta

Students survey

Preguntas Respuestas 30

5. When you read in English does your teacher promote various authentic performance measures to assess you?

Mostrar opciones

- Strongly disagree. 11 respuestas
- Disagree 10 respuestas
- Neutral 4 respuestas
- Agree 4 respuestas
- Pregunta sin responder 1 respuesta

Students survey

Preguntas Respuestas 30

6. When you are being evaluated on reading proficiency does your teacher assess you through a rubric?

Mostrar opciones

- Agree 10 respuestas
- Neutral 8 respuestas
- Disagree 5 respuestas
- Strongly disagree. 4 respuestas
- Strongly agree 3 respuestas

Teacher's survey

Teacher's survey

Preguntas Respuestas 15

Teacher's survey

Choose one option that best fits with you.

1. Have you promoted extensive reading in the classroom? *

Strongly disagree.

Disagree

Neutral

Agree

Strongly agree

2. Have you used graded books inside the classroom in order to improve student reading skills? *

Strongly disagree.

Disagree

Neutral

Agree

Strongly agree

3. Have you used authentic assessment tasks to assess students reading proficiency? *

Strongly disagree.

Disagree

Neutral

Agree

Strongly agree

4. Have you applied different real-world tasks that demonstrate meaningful application of essential knowledge and reading skills in the classroom? *

Strongly disagree.

Disagree

Neutral

Agree

Strongly agree

5. When you evaluate the students' reading proficiency through authentic assessment tasks do you use a rubric? *

Strongly disagree.

Disagree

Neutral

Agree

Strongly agree

Teacher's survey

Preguntas Respuestas 15

15 respuestas

Se aceptan respuestas

Resumen **Pregunta** Individual

1. Have you promoted extensive reading in the classroom?

< 1 de 5 >

1. Have you promoted extensive reading in the classroom?

Mostrar opciones

- Agree
5 respuestas
- Neutral
4 respuestas
- Strongly disagree.
2 respuestas
- Disagree
2 respuestas
- Strongly agree
2 respuestas

< >

Teacher's survey

Preguntas Respuestas 15

2. Have you used graded books inside the classroom in order to improve student reading skills?

Mostrar opciones

- Disagree
7 respuestas
- Neutral
5 respuestas
- Agree
2 respuestas
- Strongly disagree.
1 respuesta

< >

Teacher's survey

Preguntas Respuestas 10

3. Have you used authentic assessment tasks to assess students reading proficiency?
Mostrar opciones

Neutral
6 respuestas

Strongly disagree.
5 respuestas

Disagree
3 respuestas

Agree
1 respuesta

< >

Teacher's survey

Preguntas Respuestas 10

4. Have you applied different real-world reading skills in the classroom?
< 4 de 5 >

4. Have you applied different real-world tasks that demonstrate meaningful application of essential knowledge and reading skills in the classroom?
Mostrar opciones

Disagree
7 respuestas

Strongly disagree.
4 respuestas

Neutral
4 respuestas

< >

5. When you evaluate the students' reading proficiency through authentic assessment tasks do you use a rubric?
[Mostrar opciones](#)

Agree
6 respuestas

Strongly agree
5 respuestas

Disagree
2 respuestas

Neutral
2 respuestas

< >

Annex 9. Urkund analysis



Urkund Analysis Result

Analysed Document: Carrasco Jessica - Proyecto de investigación URKUND ANALISIS.docx (D97674681)
Submitted: 3/9/2021 1:13:00 AM
Submitted By: carrascojessica9@gmail.com
Significance: 6 %

Sources included in the report:

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