UNIVERSIDADE DE CAXIAS DO SUL
ÁREA DO CONHECIMENTO DE HUMANIDADES
CURSO DE LETRAS - INGLÊS

EDUARDA COLOMBO

ENGLISH ASSESSMENT IN PUBLIC HIGH SCHOOL: POSSIBLE PATHS TO CHANGE THE REALITY AND EMPOWER LEARNING

CAXIAS DO SUL
2019

EDUARDA COLOMBO

ENGLISH ASSESSMENT IN PUBLIC HIGH SCHOOL: POSSIBLE PATHS TO CHANGE THE REALITY AND EMPOWER LEARNING

Trabalho de Conclusão de Curso apresentado como pré-requisito para obtenção do título de Licenciada em Letras-Inglês pela universidade de Caxias do Sul.

Orientadora: Profa. Dra. Sabrina Bonqueves Fadanelli

CAXIAS DO SUL

2019

ACKNOWLEDGEMENTS

I would like to thank God for His guidance and support during these four years of graduation, without Him, I could not have achieved my goals. Also, I thank all my family, but mainly my parents and my brother, the most important people for me in this life; without their support, I could not have finished the graduation and accomplished this dream.

I thank the friends I make during these years at UCS: Bruna, Igor, Jéssica, Marcos, Susana and Thalia. You are special people and I will always remember our moments during this amazing journey.

I also thank all the amazing professors that taught me with motivation, passion and knowledge. Professors Douglas, Elsa Mónica, Maria Valésia, Sabrina and Samira, I thank you for being amazing professors and for accepting to pursue this beautiful path of being English teachers and teach us how to be a great professional in this area. I am certain that you all will inspire my professional career.

I would like to thank, specially, professor Sabrina, the person who inspired this work through her practices in classroom, and the person who I am very thankful for being my adviser during this project.

I thank you all so much, for everything!

*Consagre ao Senhor tudo o que você faz,
e os seus planos serão bem-sucedidos.*

(PROVÉRBIOS, 16:3)

ABSTRACT

This paper aims to bring the main aspects of English language assessment in Brazilian Public High Schools, and also suggestions for its improvement. It will bring approaches about how assessment is seen and carried out, mainly in the discipline of English language. It is a fact that assessment is a huge part of the teaching and learning process, being a manner of analysis, related to students' progress. This paper will also expose how assessment is put into practice in Brazil, what characteristics we should find in a well-planned assessment, what the main forms of assessment are and how they can be improved. The methodology used to perform this work will be a bibliographical research in books and articles related to the theme. Many relevant authors such as Joan Kelly Hall, Lyle F. Bachman, Melissa Santos Fortes and Ana Maria Stahl Zilles, Pedro Demo and Penny Ur bring some perspectives of assessment, and they will be cited in the paper.

KEY WORDS: English teaching; High School; Brazil; assessment; importance of assessment.

RESUMO

Este trabalho almeja trazer os principais aspectos de avaliação de língua inglesa em escolas brasileiras de ensino médio, e também sugestões para o seu aprimoramento. Ele irá trazer abordagens sobre como a avaliação é vista e conduzida, principalmente na disciplina de língua inglesa. É fato que a avaliação é uma grande parte do processo de ensino e aprendizagem, sendo uma forma de análise, relacionada ao progresso dos estudantes. Este trabalho também irá expor como a avaliação é colocada em prática no Brasil, quais características deveriam ser encontradas em uma avaliação bem planejada, quais são as principais formas de avaliação e como elas podem ser melhoradas. A metodologia utilizada para realizar este trabalho será uma pesquisa bibliográfica em livros e artigos relacionados ao tema. Muitos autores relevantes como Joan Kelly Hall, Lyle F. Bachman, Melissa Santos Fortes e Ana Maria Stahl Zilles, Pedro Demo e Penny Ur trazem algumas perspectivas de avaliação, e eles serão citados no trabalho.

PALAVRAS-CHAVE: Ensinar Inglês; Ensino Médio; Brasil; avaliação; importância da avaliação.

TABLE OF CONTENTS

1 INTRODUCTION

Teaching in Brazil is seen by teachers and students as something difficult to be accomplished, since there are innumerable factors that obstruct its development. Among them, it is possible to mention the lack of teachers, the short time available to teach and the lack of necessary materials and resources to work with a classroom of students and to teach, in fact, something meaningful. Another important factor is the lack of respect towards the education field in Brazil, considering that the professionals of this area are not valued as they should be. Possibly, this is the reason why licenseship courses in Brazil had the lowest increase among other areas in ten years (2007-2017) - only 49,7%, whereas the technology area increased 141% and the bachelor's courses 65,6%.[1]

Inside public schools, the scenario of English classes is even worse. Besides the lack of teachers properly graduated in English, the short time available to teach and the lack of indispensable materials and resources, there is another problem: the lack of awareness of how important it is to learn English. One may think that the EFL class is the relaxation time, where they will not learn anything apart from translation. It is cultural in Brazil to think about it in this way, but it is crucial to consider other realities and possibilities.

The section of assessment in Brazil brings about a lot of discussion, since the country has an important exam called Exame Nacional do Ensino Médio (ENEM) and also has a lot of entrance exams; they are the main methods to be in College or in the University. Being the biggest exams in the country, some schools try to "simulate" these types of assessment in order to, perhaps, help students to have a better performance later, when taking the official exams. These assessment methods attract many candidates who are looking for a way to change their lives, and they are important regarding this purpose.

When analyzing English assessment in Brazilian Public Schools, it is probable that one will face several obstacles. It always refers to tests, mostly decontextualized in relation to the reality experienced by the students, not covering the content that was actually taught. Moreover, the tests are composed of few diversification of activities.

---

[1] **Information available at** http://portal.mec.gov.br/docman/setembro-2018-pdf/97041-apresentac-a-o-censo-superior-u-ltimo/file. Accessed on: May 5th, 2019.

Some attempts to diversify the assessment are, in fact, assignments that have a lower value than the tests and the student's participation during the classes.

Another huge issue regarding English as a Foreign Language (EFL) assessment is that students have fear of doing it. They are always worried about grades and apprehensive about how difficult the assessment will be. It is necessary to change this scenario, as according to Gardner (1994, p. 4, our translation) "Only when we expand and reshape our conception of what counts as a human intellect we will be able to devise more appropriate means to evaluate it and more effective means of educating it."[2]

In order to transform this reality, it is necessary to keep in mind that above all, assessment is a way of teaching and a way of putting the knowledge acquired in practice; to do this, it is possible to implement new practices of teaching and learning as well as new practices of assessment. According to the Lei de Diretrizes e Bases da Educação Nacional (LDB), "**Art. 13.** Teachers will be addressed to: [...] **III** - take care of students' learning;" (BRASIL, 1996, our translation)[3] and a way of taking care about the students' learning process is to think of new forms to apply assessment, also contributing on people's citizenship, touching the students who are in the classroom nowadays, in order that they may be able to change the future.

The problem that will be discussed in this paper is about how EFL teachers could enable students to improve English through assessment in Public High Schools, empowering the learning process.

The main objective of this paper is to analyze how English as a Foreign Language writing/reading assessment in Brazilian Public High Schools can collaborate on students' learning process in addition to their personal formation, as well as the specific objectives are: a) to describe the scenario of EFL assessment in Brazilian Public Schools, analyze the role of assessment in this context; b) discuss the relevance of assessment as a way to empower students' learning; and c) suggest new paths for assessment in EFL High School classrooms.

---

[2] **From the original:** "Apenas quando expandirmos e reformularmos nossa concepção do que conta como intelecto humano seremos capazes de projetar meios mais adequados para avaliá-lo e meios mais eficazes para educá-lo." (GARDNER, 1994, p. 4).

[3] **From the original:** "**Art. 13.** Os docentes incumbir-se-ão de: [...] **III** - zelar pela aprendizagem dos alunos;" (BRASIL, 1996).

The methodology used to develop this paper is a bibliographic research, being references for its development some authors in the area of education and assessment such as Bachman (1990), Brown (2001), Demo (2004), Hoffmann (2003) and others. According to Gil (2002, p.45, our translation) "The main advantage of bibliographic research is that it allows the researcher to cover a range of phenomena [...]".

Also, it is important to guide a research through consistent concepts and authors. Citing the features of science, "the next most important characteristic is its set of procedures which show not only how findings have been arrived at, but are sufficiently clear for fellow-scientists to repeat them [...]". (COHEN; MANION; MORRISON, 2007, p. 15).

Talking about English in Public High Schools, I think that the role of the teacher is to open doors through assessment, since the English Language is part of the most important exams in Brazil and it is also important for the future of students; if they want to study abroad, for example, they have to do an English test and it is necessary to talk about it in the classroom, stimulating students to give the deserved importance to the English Language.

I have decided to research and to write about this topic based on previous practices in the classroom, where I had some bad experiences as a student and now, as an English teacher, I have already discovered some new practices when doing, applying and correcting assessment. This is an area of education where I identify myself, because I think that assessment plays an important role in the process of acquiring knowledge as well as in the process of helping our students to build their own future.

Assessment is, by far, one of the most important elements of the educational process. Even though it is seen in some occasions as the instrument that will determine the students' failures and hits, it must be thought in a bigger way.

Some authors bring interesting and relevant perspectives about this theme. The brazilian author Jussara Hoffmann (2009), for example, writes on her book "Avaliação mediadora: uma prática em construção da pré-escola à universidade" that when talking about assessment, the teacher is the facilitator and there should be exchange of information between teacher and students. She talks that it is important to allow the students to explore some challenges for them to discover the world and that it is important to respect the students' stages of growth.

Another interesting paper about this theme is an article produced by Ana Patricia Muñoz, Marcela Palacio and Liliana Escobar (2011) and entitled "Teachers' Beliefs About Assessment in an EFL Context in Colombia", which brings the perspective of some teachers from a language center in a private university from Colombia. By applying a new assessment system, the aim of the paper is to analyze the teachers' perspectives about assessment and their relationship with this new system. In the previous model, there were not criteria to assess, it was arbitrary; now, talking about the new system and following some criteria, they concluded that it is possible to consider assessment for professional development, self discovery and also as a means for academic improvement.

The BNCC (Base Nacional Comum Curricular) - produced by MEC (Ministério da Educação)[4] - is a new document that guides teaching in Brazilian schools and brings interesting perspectives. It says that it is important to plan and apply assessment that correspond to the educational context and conditions, and the results of this process should be a guidance to improve the educational process.

That being said, this study aims to provide information mainly regarding the part of EFL assessment process in Brazilian education, which is viewed as something indispensable to teach and to learn, while in order to measure a student's progress it is necessary to create a means, and this means is the assessment.

In this analysis, the differences between test, evaluation and assessment will be presented, as well as some suggestions to improve assessment. The text is divided in two sections where some points about this area will be discussed.

The first is about English as a foreign language assessment in Brazilian Public Schools, which will talk about how assessment is developed in this context - the purpose of assessment, for what it should be used. Also, there will be fundamental concepts and assessment. It is about validity, reliability and practicality, principles to be followed when planning, applying and correcting assessment. The importance of assessment and feedback in this field will be presented, talking about important perspectives of this essential practice. The second section brings some types of assessment, analysis of what some authors say about each cited assessment and also suggestions to improve these practices in High School. All of these sections and

---

[4] **Infromation available at**
<http://basenacionalcomum.mec.gov.br/images/historico/BNCC_EnsinoMedio_embaixa_site_110518.pdf>. Accessed on: Nov 03rd, 2019.

analysis will be important to clarify why assessment is an important and meaningful tool to boost students' awareness about the language and the world.

2 THEORETICAL FOUNDATIONS

It is important to emphasize the differences among test, evaluation and assessment. According to Meneguetti (2017, p.52), the test is "[...] a one event-type of assessment with a set day and time to happen. It is usually based on product [...]". Evaluation has the purpose of gathering information about the educational process "It can provide information to teachers, the school administration staff, students and parents. [...] as well as learners' assessment in relation to lessons given and curriculum [...]". Assessment is a more general term, which includes all the forms used to collect information about the educational process and progress. "It is continuous and ongoing, providing information about learners and their relation to the learning process' strengths and weaknesses.

2.1 ENGLISH AS A FOREIGN LANGUAGE ASSESSMENT IN BRAZILIAN PUBLIC SCHOOLS

English as a Foreign Language assessment process is a necessary part of the daily life in Brazilian Public Schools. However, the more natural it seems to be, the more difficult it is.

Regarding assessment in Public High Schools, it is conceivable that one will find decontextualized materials, assessment that does not approach the real classroom scenario and even possible assessment out of context, such as demanded contents that had not been studied yet. The assessment is viewed as something that does not take part in the learning process, it is just something to quantify knowledge. This is what Melissa Santos Fortes and Ana Maria Stahl Zilles (2009, p. 223, our translation) bring to us: "What we see in most classrooms, especially of foreign languages, are assessments that measure knowledge and skills apart in the target language, always in a restricted and decontextualized form".[5]

---

[5] **From the original:** "O que vemos na maioria das salas de aula, sobretudo de língua estrangeira, são avaliações que medem em separado os conhecimentos e as habilidades na língua-alvo, sempre de forma restrita e descontextualizada." (FORTES; ZILLES, 2009, p. 223).

Actually, the test is the most used instrument to assess in EFL class. However, the problem concerning this type of assessment is that a simple test of knowledge applied on a certain date and a certain time will not solve the problems, neither to measure the level of student's learning. It is necessary more than a test to actually teach something meaningful to the students. Pedro Demo (2004, p.7, our translation) says:

> The "official" evaluation is the "test" such as the "official" teaching is the "lesson". Both are pallid or misrepresented caricatures of the most authentic learning. The test few evaluates, if we set off from the fact that to learn, being an "autopoietic" activity (formative, from inside to outside), is not only manifested, much less, above all, in a memorized domain of contents [...].[6]

The tests are applied by the teachers to find results concerning the subjects and the learning process. This type of assessment focuses only on the final grade, because the intention is to measure, in quantity, the progress of the students and this should not be the reality, since the tests are part from the process of learning something, but in a positive way. Furthermore, the students are afraid of doing tests, because of the considerable grade that is given to them by this category of assessment. Hélio José Luciano and Dirce Aparecida Foletto de Moraes (2012, p. 273-274, our translation) say that:

> Among the attributed characteristics related to tests, that were categorized according to the students' reports, we noticed that the students established to the test the following meanings: test is something that refers to **classification**, **memorization**, as something that **is useful for nothing** and finally it refers to **fear**.[7]

The author Jussara Hoffman says something about the interntion of giving tests: "My studies on the problem point out that the intention of conducting tests by teachers is finding results. That is, they apply tests to "verify if the student has learned",

---

[6] **From the original:** "Avaliação "oficial" é a "prova" assim como o ensino "oficial" é a "aula". Ambas são caricaturas pálidas ou deturpantes da aprendizagem mais autêntica. A prova muito pouco avalia, se partirmos de que aprender, sendo atividade "autopoiética" (formativa, de dentro para fora), não se manifesta apenas, muito menos, sobretudo, em domínio memorizado de conteúdos (...)". (DEMO, 2004, p. 7).

[7] **From the original:** "Entre as características atribuídas à prova que foram categorizadas de acordo com os relatos dos alunos, percebemos que os estudantes estabeleceram para a prova os seguintes sentidos: a prova é aquela que remete à **classificação**, à **memorização**, como aquilo que **não serve para nada** e finalmente ao **medo**." (LUCIANO; MORAES, 2012, p. 273-274).

"measure knowledge", "see if he or she knows this content"." (HOFFMANN, 2003, p. 47, our translation).[8]

When it comes to learning a language, it is necessary to think about the world in movement, since the language is the way people communicate with each other, and through communication people live the world and its multiple cultures. According to David Crystal:

> [...] English is a global language, they would say. You hear it on television spoken by politicians from all over the world. Wherever you travel, you see English signs and advertisements. Whenever you enter a hotel or restaurant in a foreign city, they will understand English, and there will be an English menu. [...] But English **is** news. The language continues to make news daily in many countries. (CRYSTAL, 2003, p.2)

In this sense, it is possible to agree that a decontextualized test could not be a positive tool to assess anyone. A test may be helpful when its purpose is to guide the student through their doubts and boost their desire to learn more and more. "[...] assessment is the crucial link between teaching and learning." (HALL, 2002, p. 113).

Tests are not something that should not be applied, but they have to be planned with clear objectives and these objectives have to be accomplished.

2.2 THE PURPOSE OF ASSESSMENT

It is essential to know that to assess means to measure progress, not necessarily in numbers, but in characteristics. It is much more valid to notice the student by their characteristics than by their numerical results. When assessing skills in a language, it is valuable to pay attention to all the abilities that are developed by the students, not only certain characteristics, which almost always occurs, unfortunately.

> However, from what we know about the nature of language, it is clear that virtually every instance of authentic language use involves several abilities. (...) Furthermore, the very nature of language use is such that discourse consists of interrelated illocutionary acts expressed in a variety of related forms. (BACHMAN, 1990, p. 11).

---

[8] **From the original:** "Meus estudos sobre o problema apontam que a intenção da realização de testes pelos professores é constatação de resultados. Isto é, aplicam testes para "verificar se o aluno aprendeu", "medir conhecimento", "ver se ele sabe ou não este conteúdo"." (HOFFMANN, 2003, p. 47).

Teachers have to ensure that a student can take advantage of the best of the lessons and to make a lot of effort for the student to learn with them through classroom experiences. Pedro Demo (2004, p. 23, our translation) says that two hundred school days are different from two hundred days of learning:

> It's not about 200 days of class but of learning. The classroom, by itself, is far from guaranteeing any learning. Although there are very workable lessons, they are all about the instrumentation of learning, they can not replace the research effort and the student's own elaboration, they can not prevent the student from questioning, arguing, basing.[9]

It is possible to say that assessment is part of these two hundred school days and thus it is also a way of learning. It is a reality to learn as assessing and as being assessed through constructivist errors. Lightbown and Spada (1999, p. 72) say that "A number of studies show that many errors can be explained better in terms of learners' attempts to discover the structure of the language being learned [...]" Also it is possible to learn through assessment when talking about feedback and human practices of teaching and learning. "(...) the human subject is a project to be built; the object is also a project to be built. Subject and object do not have prior existence, a priori: they constitute each other, in interaction." (BECKER, 2009, p.1, our translation).[10]

That is, if mistakes are made, it is possible to give a chance to the students for them to repair these mistakes and consequently to contribute to the learning process, because assessment is a continuous part of life and therefore, it is necessary to be in constant movement with the students in this meaningful learning practice.

2.3 FUNDAMENTAL CONCEPTS AND ASSESSMENT: VALIDITY, RELIABILITY AND PRACTICALITY

There are some considerable fundamental concepts to produce favorable assessment, and they are: validity, reliability and practicality (FORTES; ZILLES, 2009). Validity refers to assess what is intended to be assessed at a certain moment, such as

---

[9] **From the original: "**Não se trata de 200 dias de aula, mas de aprendizagem. Aula, por si só, está longe de garantir qualquer aprendizagem. Embora existam aulas muito aproveitáveis, todas são da ordem da instrumentação da aprendizagem, não podem substituir o esforço de pesquisa e elaboração própria do aluno, não podem evitar que o aluno questione, argumente, fundamente." (DEMO, 2004, p. 23).

[10] **From the original:** "(...) o sujeito humano é um projeto a ser construído; o objeto é, também, um projeto a ser construído. Sujeito e objeto não têm existência prévia, a priori: eles se constituem mutuamente, na interação." (BECKER, 2009, p.1).

contents, criteria and objectives. According to Brown, 2001, there are three types of Validity that should be considered when assessing: the Content Validity, the Face Validity and the Construct Validity.

The Content Validity refers to defining the competences that are being assessed just by observing them.

> If you are trying to assess a person's ability to speak a second language in a conversational setting, a test that asks the learner to answer paper-and-pencil multiple-choice questions requiring grammatical judgments does not achieve content validity. (BROWN, 2001, p. 388).

The Face Validity assigns that an assessment should have the content that it is supposed to be assessing. If the learner is assured that what is being assessed is what it really should be, then the Face Validity is achieved. "Face validity is almost always perceived in terms of content: if the test samples the actual content of what the learner has achieved or expects to achieve, then face validity will be perceived." (BROWN, 2001, p. 388-389).

Construct Validity refers to the theoretical construction of an assessment. As an example, if a test finds a way of using the areas of knowledge - as the communicative competences - that have been described to be used. "A teacher needs to be satisfied that a particular test is an adequate definition of a construct." (BROWN, 2001, p. 389).

Reliability refers to assess equally. The students should be assured that they will be evaluated under the same conditions as time, number and value of questions and correction, for example. It is possible to understand the meaning of same conditions in reliability when Brown (2001, p. 387) says: "Sometimes a test yields unreliable results because of factors beyond the control of the test writer, such as illness, a "bad day", or no sleep the night before."

Practicality refers to the time and costs of developing, applying, doing and correcting assessment. According to Brown, (2001, p. 386) "A good test is **practical**. It is within the means of financial limitations, time constraints, ease of administration, and scoring and interpretation."

2.4 THE IMPORTANCE OF ASSESSMENT

Assessing is a huge and great part of the educational process. When doing it, one is allowing the students to notice their progress and stimulating them to do their better. According to Bachman and Palmer (1996, p. 8):

> Language tests can be a valuable tool for providing information that is relevant to several concerns in language teaching. they can provide evidence of the results of learning and instruction, and hence feedback on the effectiveness of the teaching program itself. [...] Finally, testing can also be used as a tool for clarifying instructional objectives and, in some cases, for evaluating the relevance of these objectives and the instructional materials and activities based on them to the language use needs of students following the program of instruction.

Having said this, it is possible to perceive that assessment is such an important means to achieve knowledge and to better understand the process of learning. To assess is to give importance to the students, it is to be concerned about the role of assessment in education.

Since assessment has a lot of importance in the construction of knowledge, it is possible to suggest some changes for its effectiveness in the classroom. First of all, it is essential to understand that when assessing, one is taking care about the learning process of our students, as Pedro Demo (2004, p. 7, our translation) says:

> In the place of the test, it is urgent to consider other procedures that, when assessing, are not restricted to the negative consequences that are also always present, but also imply the necessarily pedagogical context of assessment, that is, the objective of taking care of the students' learning.[11]

It is possible to assess knowledge every day, since learning occurs every day and in different ways. Each student is a unique human being and therefore, they learn and demonstrate knowledge in many different situations. What is possible to do to encompass all the students is to recognize their learning every moment, through attempts to use the foreign language inside the classroom in distinct situations, such as asking to do something and appreciating some favor, not only during explanations.

---

[11] **From the original:** No lugar da prova é urgente colocar outros procedimentos que, ao avaliar, não se restrinjam aos laivos negativos sempre também presentes, mas impliquem o contexto necessariamente pedagógico de avaliação, ou seja, o objetivo de cuidar da aprendizagem dos alunos. (DEMO, 2004, p.7).

It is also valuable to recognize questions that are raised, solved exercises and involvement in listening, reading, writing and speaking activities.

"Evaluation can be defined as the systematic gathering of information for the purpose of making decisions." (BACHMAN, 1990, p. 22). What Bachman brings to us is that evaluation is a large system for acquiring information, and it is useful to make decisions. These decisions should assume that students must be enabled to rebuild learning every day, mediating the educational process and giving feedback according to the acquired knowledge, which is something in a continuous process of construction.

Thus, when an assessment is planned, it should be replanned, thinking in a way that if a student does not achieve the proposed goals, another chance to demonstrate their learning can be given to them. It is possible to say that an effective assessment brings progress and is an integral part of the teaching and learning process. It is necessary to understand the assessment as an entire process, as an essential part of learning.

Bachman and Palmer (1996, p.86) propose that:

> When we have a plan to do something that we value, and complete it, we feel rewarded. The more careful the plan (the more individual steps it contains) the more opportunities we create to feel rewarded. The less careful the plan, the fewer the rewards.

It is important and necessary to consider means of assessment that allow teachers to be proud of their work and that allows students to be proud of their progress, as well as their growth when studying a new language. In this sense, it is possible to be honored of being a teacher who guides the students during the learning process through a successful and beautiful path.

2.5 FEEDBACK IN ASSESSMENT

The idea of giving feedback in assessment has to be considered as important as the process of planning, applying and correcting assessment. When hearing about 'feedback', it is common to think about the idea of giving a second chance to the students in terms of rewriting sentences that might rise their score. This is a common practice in learning a foreign language, mainly in Public Schools, but it is necessary to rethink this practice.

The students prepare themselves to do the assessment, they wait for the return and if they make some mistake, they have to simply rewrite it, and sometimes the teacher has already given the 'correct answer', and they have just to write it again to rise the score, without any comment.

> Despite the huge amount of time invested in error feedback, many teachers feel that their efforts do not pay off. Students, on the other hand, are generally discouraged by teacher feedback, which is inundated with red ink, and they tend to focus mainly on scores. (LEE, 2014, p.203)

Feedback can not be something simply negative that has to be corrected by the students. An effective feedback has to encourage the students to visualize the best of their work, even if there is some mistake. Of course, we should not just deny the mistakes, but it is important to value the students' efforts and make them learn with these mistakes, not just pointing, but teach that students have to consider them as a tool for their growth in learning. Hyland and Hyland (2006, p.83) propose that:

> Feedback is widely seen as crucial for encouraging and consolidating learning, and this significance has also been recognised by those working in the field of second language (L2) writing. Its importance is acknowledged in process-based classrooms, where it forms a key element of the students' growing control over composing skills, and by genre-oriented teachers employing scaffolded learning techniques.

During the process of doing a test, for example, it is important to appease the classroom and say that students may have questions and they surely can ask if they are in doubt about something. Of course, the teacher will not give the answer, but he/she can and should surely explain, help and guide the students through the answer. In this way, the teacher can give feedback after correcting the test and use these questions as a guide to start it. Instead of just pointing mistakes, the teacher can talk to the students about their questions when doing the test, as a way to review some items and also discuss the test mistakes as a way to analyze, learn and grow with them.

When asking for an assignment, for example, first it is necessary to explain all the procedures with details and ask for doubts; the important is not only to give the task and then wait for its delivery, it is essential to be always monitoring the task procedures and be available for any questions that students might have during the process. It is not only about giving a task and then correct it only once, teachers have

to conduct their students during the whole task development. In this way, in the end, it will be possible to say that the entire process was mediated and assessed and the final product will represent the students growth through this path.

3 SUGGESTIONS FOR ASSESSMENT

This section will present an analysis of assessment, discussing the main methods used to develop it and how it is important for the students' success in learning through assessment. Three main methods of assessment will be presented here: tests, assignments and self-assessment, and it will be possible to verify how they can be developed, mainly to assess the students in better way, but also to help them to understand the language and their usage.

3.1 TESTS

As stated in the theoretical part, assessment in Brazil is always related to tests, mostly decontextualized in relation to the reality experienced by the students and not covering the content that was actually taught. The tests are composed of few diversification of activities, but they have their value. In this way, it is necessary to think more carefully about the tests.

"Testing is by far the most common basis for assessment. The criterion for success is a fixed level which the student is expected to reach ('pass'); and the result is usually expressed as a percentage" (UR, 2012, p.168).

Being the most common type of assessment, the test can not be denied. It is a useful tool to demonstrate students' progress and achievements, when it is planned to help them in accomplishing these benefits.

As it is possible to see in the images, (picture 1 and 2) there are some 'frequently used test items', and they are used in this way mostly because they are easier to analyze. According to Ur, (2012) true/false items and gapfills test essentially receptive knowledge, because in the first case, students might not be sure about the answer, but guess correctly and in this sense, they may not be able to produce the target item themselves. In the second case, it is extremely important to be sure that there is only one right answer.

PICTURE 1 – FREQUENTLY USED TEST ITEMS

Frequently used test items

1. **True/false.** This may either be in the form of a statement ('true' or 'false'), or as a question ('yes' or 'no').

> *Underline 'True' or 'False'.*
> a) London is the capital of France. True / False
>
> *Write 'Yes' or 'No'.*
> b) Is London the capital of France? _____

Source: Ur (2012).

PICTURE 2 – FREQUENTLY USED TEST ITEMS

3. **Gapfill.** The 'base form' of the word that is to fill the gap may or may not be provided; the placing of the gap may or may not be shown.

> *Complete the sentences.*
> a) They _____ (go) to Australia in 2007.
> Or
> b) The money was _____ from the bank. (steal)
> Or
> c) _____ you like action movies?
> Or
> d) I've seen that film. (never)

Source: Ur (2012).

(The full description of frequently used test items is in Attachment A – page 42).

Looking at the image (picture 3), it is possible to see an example of a test in which we have three different exercises. The description for the first activity is written in English, because it is a common expression, and it is important to emphasize it. The images also can help the students to better visualize and accomplish what is being requested.

PICTURE 3 – TEST 1

1) What time is it?
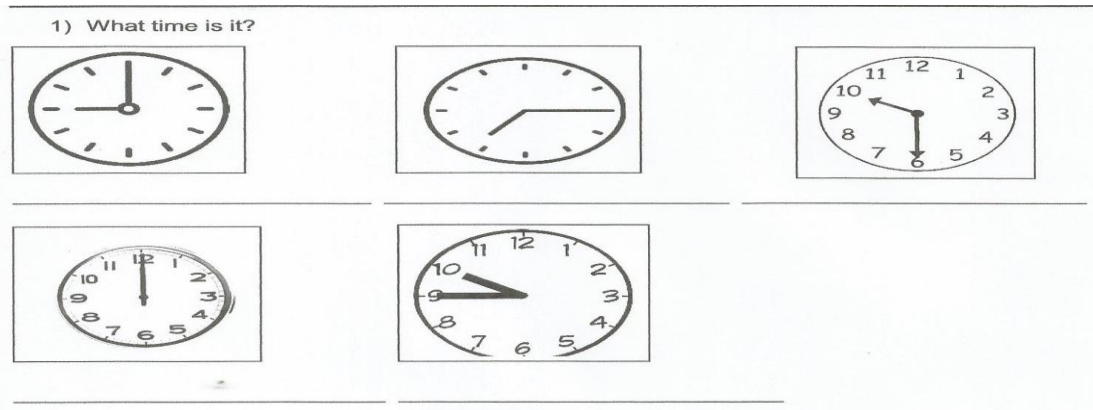
In the second activity, (picture 4) the students can practice their written ability as well as their knowledge about grammatical structures in English and in this case, the sentences are already written and they only have to replace the pronouns. It can be considered as an example for the next activity.

PICTURE 4 – TEST 1

2) Modifique as frases segundo o pronome:

a. I play football. (He) _____
b. She likes dogs. (We) _____
c. They kiss the baby. (She) _____
d. We watch TV at night. (She) _____
e. We don't eat salad. (He) _____
f. She doesn't listen to music. (They) _____
g. I don't go to the movies. (She) _____
h. Do you read books? (He) _____
i. Does she work every day? (You) _____
j. Do they cook? (She) _____

The next exercise (picture 5) is writing sentences about the daily routine using the contents that are being evaluated in this test is the last task. Although some people might find it difficult to analyze this kind of sentences, it is a valuable way to pay attention to the students' written process as well as their learning process, talking about the content that is being demanded.

PICTURE 5 – TEST 1

3) Descreva sua rotina escrevendo cinco frases. Utilize o Presente Simples e as Horas:

_____

_____

_____

_____

_____

Source: Author's creation (2018).

When looking at the image, (picture 6) it is necessary to recognize that this test is all written in English, what can be considered something difficult by the students, but they surely can manage it and at the same time, it is good for them to be exposed to the target language. We can observe that the first exercise is well planned, because there is only one correct option to complete each sentence, according to the context of the dialogue.

PICTURE 6 – TEST 2

1. Complete the text using the correct word:

- Good morning! Nice to meet you. _____ is your name?

- My name is Mathew, nice to meet you too.

- So, Mathew, _____ are you from?

- I am from New York City.

- And _____ old are you?

- I am 25.

- _____ is your birthday?

- My birthday is on November, 20th.

- Interesting, and _____ do you want this job?

- I really need to get a job because I am running out of money and I am the breadwinner in my house. I am also really interested in this job because my best friend works here, in your company.

- Really? And _____ is your best friend?

- It is John.

- Well, John is one of my favorite employees.

- You seem to have all the necessary qualifications, I will keep in contact.

- I appreciate it!

Source: Author's creation (2019).

The exercise number 2 (picture 7) may be criticized since according to Ur, (2012, p. 177) "There is always the worry that exposing students to a mistake in print might reinforce that mistake rather than correcting it." It might be a problem, but when planning this type of exercise, it is important to create a means that allows the students to notice the mistake and at the same time helps them to analyze the whole situation. In this case, the test has some sentences that are already correct. The students can look at these sentences and detect or remember what they have to do to accomplish the objective of the exercise. Moreover, they will also be learning more with the activities.

PICTURE 7 – TEST 2

2. Correct the sentences below, if necessary. If the sentence is right, just write CORRECT.

a. My father goed to the dentist yesteday. _____

b. I bought a house recently. _____

c. We didn't played videogame last night. _____

d. My brother haved a toothache last week. _____

e. Did Sara and John stayed in a hotel during their last trip?

_____

f. I didn't go to class yesterday. _____

g. Did they went to the Christmas Concert last December?

_____

h. My mom made a delicious cake on weekend. _____

i. She didn't listened to music yesterday, she was very busy.

_____

Source: Author's creation (2019).

Then the third task (picture 8) is about creating sentences and this is a great experience for the students. In this moment, they can demonstrate that they are capable to form sentences using what they learned, since they can not copy from anywhere, but they can modify something, using new vocabulary.

PICTURE 8 – TEST 2

3. On the back of this paper, CREATE 2 sentences using the Interrogative Pronouns and 3 sentences using the Simple Past. ATTENTION: Do not copy the sentences from your notebook or from this assessment.

Source: Author's creation (2019).

When analyzing these tests as a whole, it is possible to verify three fundamental concepts to be considered when thinking of tests. These concepts were presented in the theoretical part, and they are: validity, reliability and practicality.

Test one suggests validity since there are two contents being assessed: hours (time) and simple present, as well as in test two there are also two contents being assessed: interrogative pronouns and simple past, because these were the contents that students learned until that moment. They (the contents) can be clearly seen in the exercises, and the students were aware of what was going to be assessed, because the teacher had said it before.

Reliability is in test one and two since they were assessed under the same conditions, such as number of questions per test, the value of these questions, the time given and also in terms of correction.

Practicality can be observed in tests one and two, actually because they have the same number of questions, what is important when giving a score, and the exercises follow the same structure - the first is about observing something (the clocks or the dialogue) and then fill-in the gaps. The second exercise is about changing some structure (a pronoun or a verb) and rewrite some of the sentences. The third exercise is about creating sentences (written practice) considering the contents that were taught and learned. In this sense, both tests are practical in terms of producing and correcting. Of course, the written part is more complex, but since there are themes for writing (the contents) it becomes easier to be interpreted.

Therefore, tests have an important role in the educational field and it is relevant to understand that "it is essential to take a systematic view, considering tests as part of a larger societal or educational context." (BACHMAN; PALMER, 1996, p. 19)

3.2 ASSIGNMENTS

As stated in the theoretical part, some attempts to diversify the assessment are, in fact, assignments that have a lower value than the tests, but when talking about assignments, it is necessary to think that they might be part of the final result - in the process of learning -, so it is as important as a test.
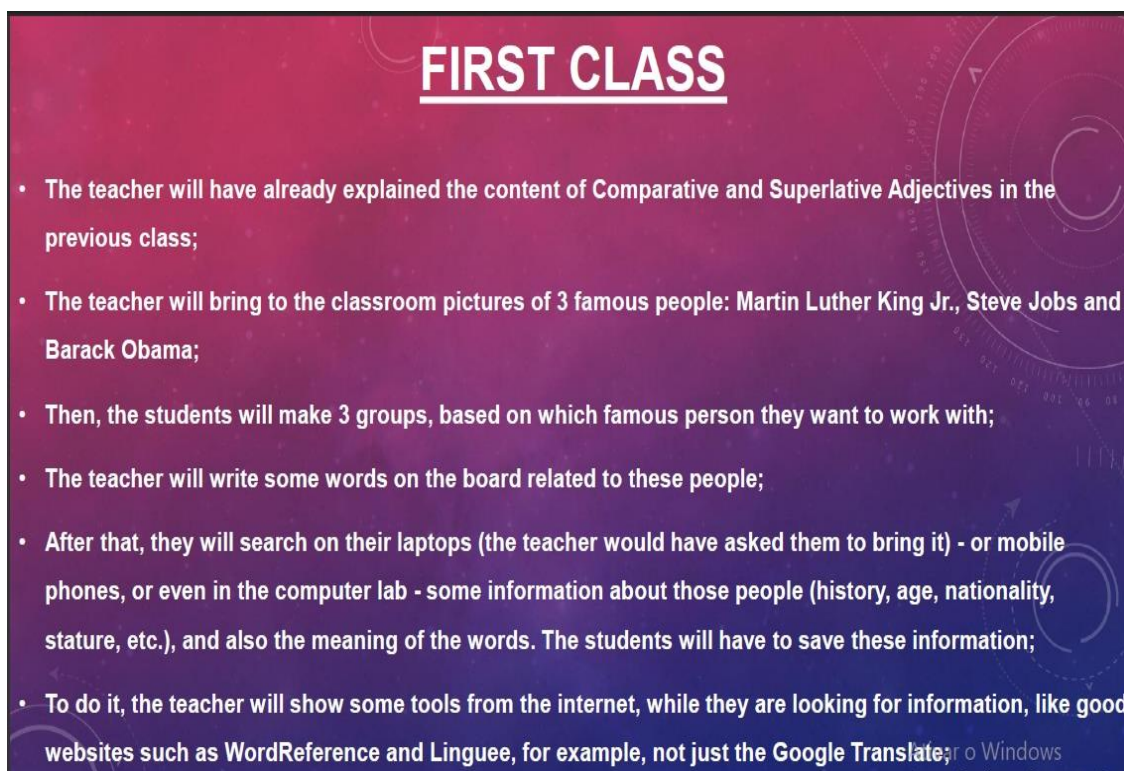
> (...) it is probably best to take into account ongoing work as well as tests: whether a student has made an effort and progressed, whether he or she has consistently submitted homework assignments, has assembled all the components of a portfolio satisfactorily and so on. (UR, 2012, p. 171)

According to Ur, (2012, p. 171) "The use of such components in a grade is fairer than assessing students only on the basis of a one-off test (...). It also helps student motivation."

It is possible to verify in the following lesson plan (pictures 9 to 14) that it may be considered a project, since it has huge tasks to be accomplished.

(The full description of this lesson plan can be seen in Attachment B- page 44).

PICTURE 9 – LESSON PLAN

FIRST CLASS

- The teacher will have already explained the content of Comparative and Superlative Adjectives in the previous class;

- The teacher will bring to the classroom pictures of 3 famous people: Martin Luther King Jr., Steve Jobs and Barack Obama;

- Then, the students will make 3 groups, based on which famous person they want to work with;

- The teacher will write some words on the board related to these people;

- After that, they will search on their laptops (the teacher would have asked them to bring it) - or mobile phones, or even in the computer lab - some information about those people (history, age, nationality, stature, etc.), and also the meaning of the words. The students will have to save these information;

- To do it, the teacher will show some tools from the internet, while they are looking for information, like good websites such as WordReference and Linguee, for example, not just the Google Translate;

Source: Author's creation (2018).

PICTURE 10 – LESSON PLAN

Source: Author's creation (2018).

PICTURE 11 – LESSON PLAN

Source: Author's creation (2018).

PICTURE 12 – LESSON PLAN

- Martin Luther King Jr. was younger than Steve Jobs when he died;
- He was shorter than Barack Obama;
- He was one of the most important leaders of the moviment against racial segregation in the United States Of America;

- Steve Jobs was older than Martin Luther King Jr. when he died;
- He was taller than Martin Luther King Jr.;
- Steve Jobs was one of the most creative inventors of the modern generation;

- Barack Obama is shorter than Steve Jobs;
- He is taller than Martin Luther King Jr.;
- Barack Obama was one of the most important presidents in the United States;

Source: Author's creation (2018).

PICTURE 13 – LESSON PLAN

THIRD CLASS

- In this class, the teacher will explain the content of Reported Speech;

- Then, the students will listen to 3 parts of speeches from the 3 famous people that they have already worked with in the previous classes;

- To do it, the teacher will ask the students to say some words that they think they could listen to, since they know the 3 famous people, and know why they were/are important people;

- Then, they will have to listen to these speeches (2 or 3 times) and pay attention, because they will have to write some keywords which represent the main ideas of them;

- Then they will try, in groups, to guess by context, what speech represents the ideas of each famous person. If they will have some difficulty, the teacher will help, giving tips, but she/he will not give the answer. Then, they will write some sentences that summarize the speeches, (each group will write about their famous person, as they have already worked in the previous class) using the Reported Speech, understanding that they are telling something that has already been said;

- They will use the content, the keywords and the vocabulary that they have looked for the meaning in the first class, and the teacher can help them, too;

- Then, they will hand the written papers to the teacher;

Source: Author's creation (2018).

PICTURE 14 – LESSON PLAN

FOURTH CLASS

- In this class, the teacher will return the papers for the groups and they will exchange information with the other groups, because everybody has listened to the 3 speeches and they made notes, so, each student might have different keywords that can help;

- Then, they will write again, if they got some new information;

- After doing it, the teacher will give to the students the written speech, so they can check it and notice if what they have written matches with the paper and they can, again, add something more, if they need;

- In the last moment, they will read their sentences to the class;

- The evaluation will be done in each class, for the participation, engagement in the tasks (research, poster, keywords, sentences, exchange and reading) and the final paper that will be handed to the teacher, with the sentences that they have written;

Source: Author's creation (2018).

It is a challenge, but also it is a very good way to work with the language, since it develops the four abilities (writing, reading, listening and speaking). This project is a resource to learn about the language, the history and the culture, it is an instrument to show how to use technology in education and it is totally feasible to be applied in High School.

Even if sometimes teachers are apprehensive about planning and applying a project like this, it is important not to underestimate the students. It is important to take care about what they would like to do as an assignment because in this way, they will have a better experience when learning the language. Also, it is essential to plan a variety of assessment tools, since in this way one can reach all the students and all the profiles that are present in a classroom.

3.3 SELF-ASSESSMENT

In the theoretical part, it was affirmed that it is necessary and important to recognize students' learning in every moment, through attempts to use the foreign language inside the classroom or questions that are raised and involvement in

listening, reading, writing and speaking activities, for example. This is part from self-assessment.

It is interesting and important to guide the students in the process of self-assessment. It may be a useful tool to provide a chance for the students, in the sense that they will assess themselves and the teacher will consider this process in the final result of the learning process.

"(...) for formative purposes, self-assessment can be very valuable, since it encourages students to reflect on and take responsibility for the evaluation of their own learning." (UR, 2012, p. 169-170).

It is interesting to provide the sentences and give options (as it is possible to see in picture 15). In this way, the students are able to read the sentence and reflect about it. It is also something meaningful when the 'final result' is expressed with a word or phrase, not just a number.

Being a huge part of the educational process, assessment can be considered an important and meaningful tool to analyze the students' progress, as well as a way of improving teachers' and students' skills, talking about languages and knowledge. For this purpose, it is necessary to be aware of some crucial characteristics that were mentioned on this analysis.

It is more meaningful for the students when a test is planned with settled objectives, when there are only questions related to them and also some specific contents. There is a purpose on planning assessment in a careful way, thinking of the educational goals and teachers/students accomplishments. Also, the assignments have to be planned to boost students knowledge about language and culture, and how this is connected to their lives. Feedback is something indispensable to keep the students progress and to recognize their achievements.

Thinking of assessment is the same as thinking of taking care of students learning process and progress, it has to be planned and executed visualizing the students' growth, in a way that they can better communicate and recognize their strengths and also what they can improve. In this sense, assessment can help to change the educational process and become something magnificent in the field of second language acquisition.

PICTURE 15 – SELF ASSESSMENT

SELF ASSESSMENT

I helped the teacher and my classmates during the classes	YES	NO	MORE OR LESS
I organized my material and my notebook	YES	NO	MORE OR LESS
I listened to the teacher when he/she was teaching me something meaningful	YES	NO	MORE OR LESS
I can talk/write/read/listen to... (describe here the content, procedures)	YES	NO	MORE OR LESS
I made an effort to accomplish all my objectives	YES	NO	MORE OR LESS
YOUR FINAL DECISION FOR THIS PERIOD	VERY GOOD	GOOD	I NEED TO IMPROVE

Source: Author's creation (2019).

4 CONCLUSION

In this paper, it is possible to identify the importance and the purpose of assessment as a huge component in the educational field. It was important to talk about EFL assessment in Brazilian Public High Schools, to understand and analyze how it works. It is possible to say that all the objectives were accomplished, since the paper describes the scenario of English as a Foreign Language writing/reading assessment in Brazilian Public Schools, it analyzes the role of assessment, discusses the relevance of assessment as a way to empower students' learning and finally suggests new paths for assessment in EFL High School classrooms.

The fundamental concepts in assessment brought the perspective of what is important to take into consideration in the field of assessment. It is essential for the students that the teacher knows how to conduct this process and also knows how to plan, apply and correct assessment ethically and for doing this, it is important to keep in mind some fundamental concepts: validity, reliability and practicality, that were discussed in this paper. As the title says, they are fundamental practices to better understand, plan, apply and correct assessment. Talking about feedback, this is not a current practice in classroom, but it was possible to define that it has a lot of importance to keep the students' progress and awareness about their path. The section of assessment suggestions brought three important types of practice that can be applied in a different way in High School classrooms, emphasizing the students' growth in language and assessment.

In Brazil, there are lots of exams and tests provided for the entrance in Universities, and this is a dream for many students. Provided that this dream can surely be accomplished through assessment, (for example ENEM - Exame Nacional do Ensino Médio) it is indispensable its enhancement since the beginning of regular school.

Also, it is important to think of each procedure in assessment, being that tests, assignments, feedback or other activities. Actually, everything in a classroom daily life should be assessed and valued in a delicate way, since each moment is unique and it is part from a beautiful relationship that is built for the whole life - the teacher/students relationship.

In this paper, it was possible to suggest some practices of assessment that might be examples of new ways of thinking about this field and also demonstrate that

it is possible to make a change in someone's life through assessment, since the objective of each of them is to create a means for language and cultural acquisition, as well as a means for personal growth.

Assessment have to include a lot of perspectives and procedures that can change people's educational life. If the students are motivated to see assessment as a way to guide them since they start their educational process, in the future they will be prepared for the best, because life is an eternal assessment process, and the school can surely be the great starting point for a beautiful and brilliant path.

After this study, it was possible to identify that some practices still have to be researched, such as ENEM (Exame Nacional do Ensino Médio) assessment. It would be interesting to show some examples of exercises related to English language and analyze its importance, studying and approaching this kind of assessment in High School. Also, something that still have to be developed is to apply the tests, assignments and the self-assessment that were proposed on this paper, considering a certain public, which would be Brazilian High School students and also a certain period of time, which would be a year, for example. Doing this, it will be possible to build a project with the results about students' and teachers' thoughts and achievements, improvements and analyze these results concerning the assessment practices.

5 REFERENCES

BACHMAN, Lyle F. **Fundamental considerations in language testing**. Oxford: Oxford University Press, 1990.

BACHMAN, Lyle F.; PALMER, Adrian S. **Language testing in practice**. Oxford: Oxford University Press, 1996.

BECKER, Fernando. **O que é construtivismo?** 2009. Available at: https://edisciplinas.usp.br/pluginfile.php/301477/mod_resource/content/0/Texto_07.pdf. Accessed on: May 30th, 2019.

BRASIL. **Base Nacional Comum Curricular**. Available at: http://basenacionalcomum.mec.gov.br/images/historico/BNCC_EnsinoMedio_embaixa_site_110518.pdf. Accessed on: Nov 3rd, 2019.

BRASIL. **Censo da educação superior 2017 divulgação dos principais resultados**. 2018. Available at: http://portal.mec.gov.br/docman/setembro-2018-pdf/97041-apresentac-a-o-censo-superior-u-ltimo/file. Accessed on: May 05th, 2019.

BRASIL. **Lei de Diretrizes e Bases da Educação Nacional**. Available at: https://www.jusbrasil.com.br/topicos/11694333/artigo-13-da-lei-n-9394-de-20-de-dezembro-de-1996. Accessed on: May 5th, 2019.

BROWN, H. Douglas. **Teaching by principles: an interactive approach to language pedagogy**. New York: Pearson Education, 2001.

COHEN, Louis; MANION, Lawrence; MORRISON, Keith. **Research methods in education**. Abingdon: Routledge, 2007.

CRYSTAL, David. **English as a global language**. Cambridge: Cambridge University Press, 2003. Available at: http://culturaldiplomacy.org/academy/pdf/research/books/nation_branding/English_As_A_Global_Language_-_David_Crystal.pdf. Accessed on: June 04th, 2019.

DEMO, Pedro. **Ser professor é cuidar que o aluno aprenda**. Porto Alegre: Mediação, 2004.

GARDNER, Howard. Estruturas da Mente: **A Teoria das Inteligências Múltiplas**. Porto Alegre: Artes Médicas Sul, 1994.

GIL, Antonio Carlos. **Como elaborar projetos de pesquisa**. São Paulo: Atlas, 2002.

HALL, Joan Kelly. **Methods for teaching foreign languages: creating a community of learners in the classroom**. Merrill Prentice Hall, 2002.

HOFFMANN, Jussara Maria Lerch. **Avaliação: mito e desafio: uma perspectiva construtivista**. Porto Alegre: Mediação, 2003.

HYLAND, Ken; HYLAND, Fiona. **Feedback on second language students' writing**. 2006. Available at: http://epi.sc.edu/ar/AS_4_files/Hyland%20and%20Hyland,%202006.pdf. Accessed on: Oct 20th, 2019.

LEE, Icy. **Revisiting Teacher Feedback in EFL Writing from Sociocultural Perspectives**. Chinese University of Hong Kong: Hong Kong, 2014.

LIGHTBOWN, Patsy M; SPADA, Nina. **How languages are learned**. Oxford: Oxford University Press, 1999.

LIMA, Diógenes Cândido de. **Ensino e aprendizagem de língua inglesa: conversas com especialistas**. São Paulo: Parábola Editorial, 2009.

LUCIANO, Hélio José; MORAES, Dirce Aparecida Foletto. **Prova escolar: da classificação ao medo**. 2012. Available at: http://www.uel.br/eventos/jornadadadidatica/pages/arquivos/PROVA%20ESCOLAR%20DA%20CLASSIFICACAO%20AO%20MEDO.pdf. Accessed on: Nov 08th, 2019.

MENEGUETTI, Beatriz. **Speaking assessment**. 2017. Available at: https://www.richmondshare.com.br/speaking-assessment/. Accessed on: June 10th, 2019.

MUÑOZ, Ana Patricia; PALACIO, Marcela; ESCOBAR, Liliana. **Teachers' Beliefs About Assessment in an EFL Context in Colombia**. Profile: Issues in Teachers' Professional Development. Issue 1, 2012.

UR, Penny. **A course in English language teaching**. Cambridge: Cambridge University Press, 2012.

ATTACHMENT A – TEST ITEMS

12 Assessment and testing

> ### Task
> Choose five test items from the list below, and comment on them based on the questions above. Then read on.

Frequently used test items

1. **True/false.** This may either be in the form of a statement ('true' or 'false'), or as a question ('yes' or 'no').

> *Underline 'True' or 'False'.*
> a) London is the capital of France. True / False
>
> *Write 'Yes' or 'No'.*
> b) Is London the capital of France? _____

2. **Multiple-choice.** There is one correct option out of (usually) four.

> *Circle the right answer.*
>
> A person who writes books is called
> a) an engineer.   b) an accountant.   c) an author.   d) a baker.

3. **Gapfill.** The 'base form' of the word that is to fill the gap may or may not be provided; the placing of the gap may or may not be shown.

> *Complete the sentences.*
>
> a) They _____ (go) to Australia in 2007.
> Or
> b) The money was _____ from the bank. (steal)
> Or
> c) _____ you like action movies?
> Or
> d) I've seen that film. (never)

4. **Matching.** Each item is to be matched with one other.

> *Match words that mean the same.*
> a)   large   small
> b)   unhappy   many
> c)   a lot   big
> d)   little   sad

5. **Dictation.** The tester dictates a passage or set of words; the student writes them down.
6. **Focused cloze.** The target lexical or grammatical items are omitted from a passage.

174   **A Course in English Language Teaching**

Source: Ur (2012)

> *Insert words in the past tense.*
>
> Beowulf 1.____was____ (be) a great warrior 1000 years ago. He 2. _____(win) many battles against monsters and dragons. Grendel _____ (be) a terrible monster from Denmark. He 3. _____ (have) big teeth and he was very strong. Grendel 4. _____(not sleep) and 5. _____(not eat). He 6. _____(drink) blood. …[1]

7. **Transformation**. This usually involves alterations such as changing the tense or voice (active/passive), or number (singular/plural).

> *Put into the past tense*:
> I go to school by bus.

8. **Rewrite**. A sentence is to be written that paraphrases the one provided.

> *Complete the second sentence so that it means the same as the first.*
>
> He came to the meeting in spite of his illness.
> Although …
>
> _____

Less frequently used test items

9. **Sentence completion**. The student may complete the sentence any way he or she likes provided the language is acceptable.

> *Complete the sentence.*
>
> She will come to the party if …

10. **Translation**. This may be either from the L1 into English, or from English into the L1.
11. **Mistake correction**

> *Correct the mistake.*
>
> *We talked to the man which is in charge of the project.

12. **Wordsearch**. The target items are hidden within a criss-cross of words within a grid, to be identified by the student.
13. **Unscramble sentences**. The sentences have words in jumbled order: the student has to write out the words in the correct order.

[1] Davis, F. and Rimmer, W. (2010) *Active Grammar 1* (p. 27). Cambridge: Cambridge University Press.

Source: Ur (2012).

ATTACHMENT B – EXAMPLE OF ASSIGNMENT

This lesson plan may be applied to students who are in High School (mainly 3rd year);

The purpose is to use technology, listening/writing skills and assessment;

This lesson plan was elaborated to be applied in 3 or 4 classes;

FIRST CLASS:

The teacher will have already explained the content of Comparative and Superlative Adjectives in the previous class;

The teacher will bring to the classroom pictures of 3 famous people: Martin Luther King Jr., Steve Jobs and Barack Obama;

Then, the students will make 3 groups, based on which famous person they want to work with;

The teacher will write some words on the board related to these people;

After that, they will search on their laptops (the teacher would have asked them to bring it) - or mobile phones, or even in the computer lab - some information about those people (history, age, nationality, stature, etc.), and also the meaning of the words. The students will have to save these information;

To do it, the teacher will show some tools from the internet, while they are looking for information, like good websites such as WordReference and Linguee, for example, not just the Google Translate;

WORDS:
- Emancipation Declaration – Eua; beacon; crippled; manacles; creed; former.
- In a row; tool; embarrassment; death; trap; inner voice;
- EDUCATION; Cradle; PARENTS; COMUNITY; hopefulness.

SECOND CLASS:

In this class, the students will prepare a poster with a picture of the famous person and some phrases about them;

The phrases will be about the content Comparative and Superlative Adjectives. They will have to compare the 3 people, exchanging information in the groups;

To do this, the teacher will help the students, writing on the board what they will say (all the information that they have searched in the previous class);

Then, the 3 groups can look at the board and prepare the posters;

EXAMPLES:

- Martin Luther King Jr. was younger than Steve Jobs when he died;

- He was shorter than Barack Obama;

- He was one of the most important leaders of the moviment against racial segregation in the United States Of America;

- Steve Jobs was older than Martin Luther King Jr. when he died;

- He was taller than Martin Luther King Jr.;

- Steve Jobs was one of the most creative inventors of the modern generation;

- Barack Obama is shorter than Steve Jobs;

- He is taller than Martin Luther King Jr.;

- Barack Obama was one of the most important presidents in the United States;

THIRD CLASS:

In this class, the teacher will explain the content of Reported Speech;

Then, the students will listen to 3 parts of speeches from the 3 famous people that they have already worked with in the previous classes;

To do it, the teacher will ask the students to say some words that they think they could listen to, since they know the 3 famous people, and know why they were/are important people;

Then, they will have to listen to these speeches (2 or 3 times) and pay attention, because they will have to write some keywords which represent the main ideas of them;

Then they will try, in groups, to guess by context, what speech represents the ideas of each famous person. If they will have some difficulty, the teacher will help, giving tips, but she/he will not give the answer. Then, they will write some sentences that summarize the speeches, (each group will write about their famous person, as they have already worked in the previous class) using the Reported Speech, understanding that they are telling something that has already been said;

They will use the content, the keywords and the vocabulary that they have looked for the meaning in the first class, and the teacher can help them, too;

Then, they will hand the written papers to the teacher;

FOURTH CLASS:

In this class, the teacher will return the papers for the groups and they will exchange information with the other groups, because everybody has listened to the 3 speeches and they made notes, so, each student might have different keywords that can help;

Then, they will write again, if they got some new information;

After doing it, the teacher will give to the students the written speech, so they can check it and notice if what they have written matches with the paper and they can, again, add something more, if they need;

In the last moment, they will read their sentences to the class. The evaluation will be done in each class, for the participation, engagement in the tasks (research, poster, keywords, sentences, exchange and reading) and the final paper that will be handed to the teacher, with the sentences that they have written;

WRITTEN SPEECHES:

"Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of negro slaves who had been seared in the flames of withering injustice. (...) But one hundred years later, the negro still is not free. Onde hundred years later, the life of Negro is still sadly crippled by the manacles of segregation and the chains of dicrimination. (...) And so even though we face the difficulties of today and tomorrow, I still have a dream. (...) I have a dream that one day this nation will rise up and live out the true meaning of its creed: 'We hold these truths to be self-evident, that all men are created equal'. I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slaves owners will be able to sit down together at the table of brotherhood. (...) I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today!"

(I have a dream, Martin Luther King Jr., 1968)

"When I was 17, I read a quote that went something like: 'If you live each day as if it was your last, someday you'll most certainly be right'. It made an impression on me, and since then, fot the past 33 years, I have looked in the mirror every morning and asked myself: 'If today were the last day of my life, would I want to do what I am about to do today?' And whenever the answer has been 'No' for too many days in a row, I know I need to change something. Remembering that I'll be dead soon is the most important tool I've ever encountered to help me make the big choices in life. Because almost everything – all external expectations, all pride, all fear of embarrassment or failure – these thing just fall away in the face of death, leaving only what is truly important. (...) Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma – which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out of your inner voice. (...) Everything else is secondary."

(Stanford Commencement, Steve Jobs, 2005)

"All of us can agree that we need to offer every child in this country the best education the world has to offer from cradle through a career. (...) But all these innovate programs and expanded opportunities will not, in and of themselves, make a difference if each of us, as parents and as community leaders, fails to do our part by encouraging excellence in our children. (...) You can't just contract out parenting. For our kids to excel, we have to accept our responsability to help them learn. That means putting away the Xbox, putting our kids to bed at a reasonable hour. It means attending those parent-teacher conferences and reading to our children and helping them with their homework. And by the way, it means we need to be there for our neighbor's sons and daughters. We need to go back to the time, back to the day when we parents saw somebody, saw some kid fooling around and – it wasn't your child, but they'll up you anyway. Or at least they'll tell your parents – the parents will. You know. That's the meaning of community. That's how we can reclaim the strength and the determination and the hopefulness that helped us come so far; helped us make a way out of no way."

(Address at the NAACP Convention, Barack Obama, 2009)

POSSIBLE KEYWORDS/PHRASES:

Martin Luther King Jr.: Emancipation Proclamation, negro slaves, injustice, is not free, segregation, discrimination, I still have a dream, nation, color of their skin, character.

Steve Jobs: live each day, change something, tool, others' opinions, inner voice, everything else is secondary;

Barack Obama: child, education, parents, responsability, helping them with their homework, community, determination;

REPORTED SPEECH:

Martin Luther King Jr. said that the negro was still not free, after a hundred years from the Emancipation Declaration. He said that the negro was segregated and discriminated yet. But he still had a dream that one day people would not be judged by the color of their skin, but by their character.

Steve Jobs said that he read a quote about living each day as if it was the last one. Then, he said something about remembering that he would be dead soon was the most important tool he had ever encountered to help him to made the big choices in life. He said something about listen to our inner voice.

Barack Obama said that everybody could agree that they needed to offer the children in their country the best education. He said that we could not just contract out parenting, but we had to accept the responsability to help the children learn. He said that the meaning of community was to help each other.

ACCOMPLISHMENTS:

TECHNOLOGY: Development of a reflexive thought towards knowledge and technological uses, since they have to look for information that they will use to put in practice what they have learned, and they will be aware of new tools from the internet (WordReference and Linguee);

LISTENING: They will use their previous knowledge to guess from what people the speeches are, and they will be listening from the meaning to the language, because they will have some possible words which they think they would listen to and the words which they have looked for in the first class and they already know the meaning. The words will help because all of them are in the speeches. They will listen to the 3 speeches and, then, make notes about what they have heard. As a pre-listening, they will have to guess some words, and they already have the meaning of some other words. As a while-listening, they will have to make notes from what they have heard. As a post-listening, they will have to write the sentences and read them to the class.

WRITING: Sense of audience, because it is for High School students, who are able to write the sentences with reported speech, about people who they certainly know, and people whose speeches are very didactic and they will teach something new to the students. Focusing throughout the stages of the writing process, not only in the end, because they will write the first time, then they will hand the papers to the teacher. But in the next class, they can exchange information and look at the written speech to add new sentences and, then, the process will be completed.

ASSESSMENT: Methods used to get information about knowledge, ability, understanding, attitudes, motivation, information and interpretation. Different forms of assessment and progress. The students will be evaluated for what they will make in each class, as a process. They will be evaluated for the research, the poster, the words that they will try to guess, the notes that they will make, the conversation among the groups, the reading moment and the final paper with the sentences.

Source: Author's creation (2018).