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**Designing a language test collaboratively: Sixth graders perceptions of the
decision-making process**

Tesis para optar al grado de Magister en innovación de la enseñanza, aprendizaje
y evaluación del Inglés.

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To my parents, sisters and friends, for always being there.

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Abstract

This action research study explored sixth graders' perceptions regarding the decision-making process when designing a test collaboratively. Based on the Dialogic Pedagogy principle of Communicative Assessment, this study considered five intervention sessions. Three were carried out in a regular classroom modality, where participants familiarised with formative assessment, test creation and the validation of the final test. Two sessions were carried out in Interactive Groups, where students had to choose the items for the final test. Data was collected through a Likert scale and a focus group and analysed by descriptive statistics and thematic analyses respectively. The participants were 30 sixth graders, aged 11 to 12, from a vulnerable state-run elementary school in Penco, Biobio Region, Chile. Findings suggest that students value their participation in the collaborative construction of an assessment tool, expressing that they feel engaged and motivated. Additionally, the results reveal a positive perception among students toward collaborative work with peers and teachers in the design of assessment tasks. Regarding preferred assessment formats, the students mentioned activities like writing and oral tasks, and multiple-choice items. These findings provide insights about the importance of considering students' voices during the assessment process. From a pedagogical point of view, the co-construction of a test could potentially remove barriers that might affect students' abilities to demonstrate their learning. Furthermore, the action research contributed to the teacher-researcher aligning his teaching methodologies with the assessment process.

Keywords: Communicative assessment, Dialogic Pedagogy, EFL, Primary education, Students' Voices

Chapter 1: Introduction

1.1 Background information.

Based on the principles of Dialogic Pedagogy Linking Worlds (Riquelme & Ferrada 2014, Ferrada 2019), this action research considers one of its areas of research: the intersubjective construction of the evaluation, where all the participants who take part in the learning and teaching cycle can intervene in the decision-making process of designing an assessment tool collaboratively (Del Pino & Montanares., 2019) In this way, the traditional hierarchy of the classroom, where traditionally just the teacher is in charge of the assessment process is brake down.

Since 2018, because of decree 67/2018 (MINEDUC, 2018), Chilean educators are encouraged to update their assessment views and practices, promoting an understanding of evaluation based on the pedagogical context with focus on the learning progression and teacher reflection. One of the principles of this decree is focused on promoting the participation of the students in the decision-making process.

The teacher-researcher in charge of the 6th grade class that took part in this action research has been working with Dialogic Pedagogy Linking Worlds and Interactive Groups since 2022. However, he was still assessing students without considering their voices in the decision-making process of co-constructing an assessment tool. Therefore, this action research was an opportunity for the teacher-researcher to transform the traditional classroom into a polyphonic one, where all the voices could be heard and considered aligning the teaching strategies with the assessment process.

This action research study took place in Penco, in the Bio Bío Region, in an elementary state-run school during the first semester of 2023.

1.2 Problem identification.

Considering the contemporary language teaching perspectives, the role of students has been recognised as central to the learning process (MINEDUC, 2013). In addition, considering the new Chilean policies regarding formative assessment since 2018, students could take part in designing an assessment tool. Therefore, teachers should provide more room for students to participate in the decision-making process regarding their own learning. As a result, the main protagonists of the teaching and learning cycle are the students.

However, according to Ministry of Education (hereafter MINEDUC) (2013), designing and planning lessons, preparing resources, and deciding what and how to assess students are part of the teacher's responsibilities.

In the context where this action research took place, students were not asked what or how they would like to learn. Consequently, in regard to the assessment process, the teacher-researcher was the only responsible for designing tools and selecting the criteria to assess the students' learning progress based on the curriculum and the syllabus suggested by the MINEDUC.

Del Pino and Montanares. (2019) highlighted that when the evaluation process is based on the coverage of the contents and the prescriptive curriculum, with a homogenous evaluation process, the inequity and the social gap might increase.

Therefore, to shift this situation and start considering students' voices in the decision-making process of the co-construction of an assessment tool, it is necessary to consider Dialogic Pedagogy Linking Worlds. Particularly, one of its axes, called Communicative Assessment, considers the voices of the participants in the teaching and learning process, such as students, learning collaborators and teachers. Thus, the research question to be further addressed is:

What are sixth graders' perceptions regarding the decision-making process of creating a language test collaboratively?

1.3 General Objective.

To explore students' perceptions regarding the decision-making process of creating a language test collaboratively.

1.4 Specific Objectives.

- a) Identify students' perceptions about creating a language test collaboratively.
- b) Analyse the preferred Items chosen by students when designing a test collaboratively.

Chapter 2: Theoretical Framework

2.1 Dialogic Pedagogy Linking Worlds.

The Dialogic Pedagogy, Linking Worlds, was born in 2005 as an experience of situated transformation in the Chilean public-school context. It was based on community and territorial work, initially focused on Concepción, Biobío region, and later extended to different regions of Chile (Ferrada, 2021).

According to Riquelme & Ferrada (2014), this pedagogy is defined as dialogic due to the communicative rationality that operates as the central axis of all its pedagogical work. The name of linking worlds relates to the articulation of the decisions and actions that take part in the teaching and learning process from the encounter between parties that are not traditionally considered in the teaching process, such as mothers, grandmothers, parents, and other agents of the community in which the school is located. Thus, different worlds are linked to achieve the transformative process, extending it to society beyond the classroom and the school itself. As pointed out by Ferrada (2008):

"Linking worlds is a pedagogy that aims at the social and educational transformation of the reality of the Chilean public school by articulating the school with different social actors who voluntarily get involved directly in the community and make decisions at the curricular level and classroom pedagogical processes." (p. 47).

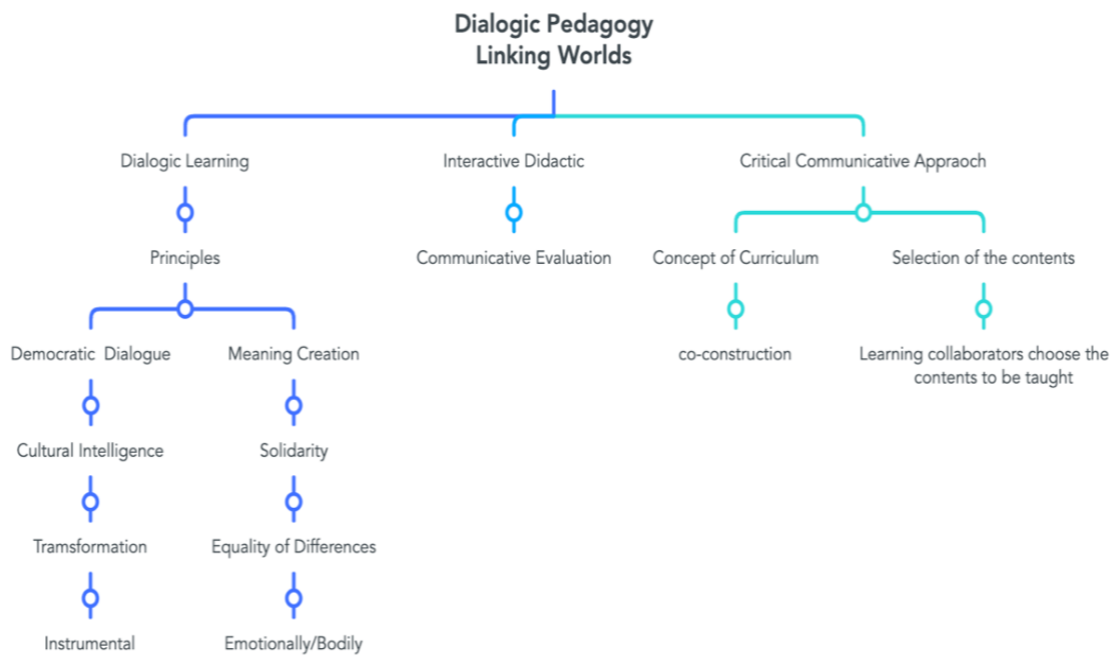
According to Ferrada & Flecha (2008) and Riquelme & Ferrada (2014), the articulation of Dialogic Pedagogy Linking Worlds is based on a transformative praxis of the curriculum, learning, didactics, and evaluation. In this way, the learning process is organised in relation to eight principles, which must be incorporated into the curriculum knowledge organisation and the classroom pedagogical process:

- a) Democratic dialogue means that all the participants have the same right and opportunities to communicate.
- b) Cultural intelligence: the capacity to interact and communicate with others to exchange information and culture.
- c) Transformation: the traditional classroom is transformed into a public classroom directed by all the participants of the teaching-learning process.
- d) Instrumental dimension: following the plan of studies according to the level and age of the students.
- e) Meaning-creation: potentiate students' learning to foster interaction driven by themselves.
- f) Solidarity: the idea that all the members are responsible for each other's learning and are ready to help and support themselves.

- g) Equality in the differences: all differences are respected to teach equality in the opportunity to learn.
- h) Emotionality/corporality: The need to establish an emotional and physical relationship with the participants as biological beings.

Figure 1:

Diagram with all the elements and principles that are part of the Dialogic Pedagogy Linking Worlds.



Note1: Translated from Riquelme and Ferrada 2014, p 48.

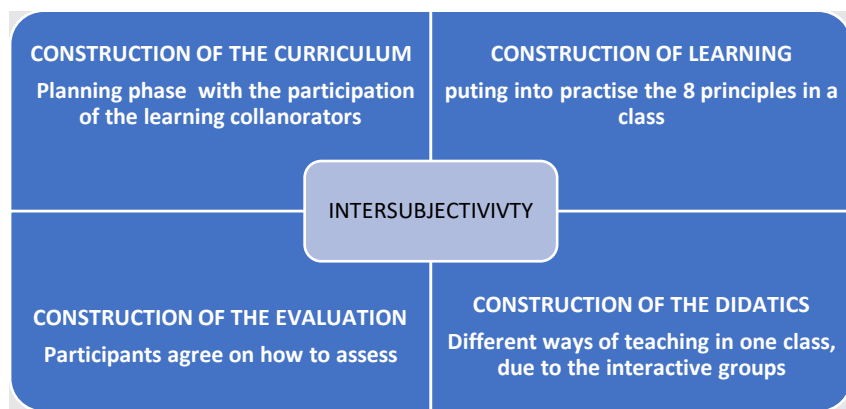
An essential aspect to consider within the Dialogic Pedagogy Linking Worlds (hereafter DPLW) is the critical communicative conception of the curriculum, which, referring to Ferrada (2001), conceives the curriculum as a construction that arises from the individuals who make up the historically and socially contextualised educational community. In this conception, the selection of educational knowledge is based on the criteria emanating from the community that decides the curriculum. Consequently, the selection of the classroom educational content and its interaction with the content of the community is all participants' responsibility in the collective process, which is called *intersubjective construction*. In other words, intersubjective construction is the agreement and decisions made by all the learning community participants to be carried out in the classroom.

2.1.2 Axes of Dialogic Pedagogy Linking Worlds.

Dialogic Pedagogy Linking Worlds has four axes according to Ferrada and Flecha (2008, as cited in Riquelme & Ferrada, 2014), namely a) construction of the curriculum, b) construction of learning, c) construction of the didactic and d) construction of the evaluation. These four axes are part of the intersubjectivity that happens in the classroom with all the members of the community, where all the decisions are made through the dialogue, considering all the voices. See figure 2 below.

Figure 2:

Shows the four axes of Dialogic Pedagogy Linking Worlds, besides stating that intersubjectivity is present in all axes.



Note: author's own creation.

a. **The intersubjective construction of the curriculum:** the learning collaborators, such as mothers, students, and university students, among others, work together based on the principle of interaction, defining theoretical and practical categories based on the subject. Furthermore, they work together in the planning phase to reach the main aim of the whole process, including cross-curriculum objectives and make agreements related to the design and development of the class.

b. **The intersubjective construction of Learning:** This point is reached by applying all the eight principles of Dialogic Pedagogy aforementioned.

c. **The intersubjective construction of the didactics** is related to the interaction patterns based on the Dialogic Pedagogy. There is an interaction of all collaborators present in the classroom in order to present different ways to teach and learn the same topic.

d. **The intersubjective construction of the evaluation:** All the collaborators present must agree with the instruments and criteria considered for the evaluation. These agreements are reached through a collective revision based on the formal assessment. This area is the focus of this AR, which aims to consider the students' opinions in the construction of a test collaboratively.

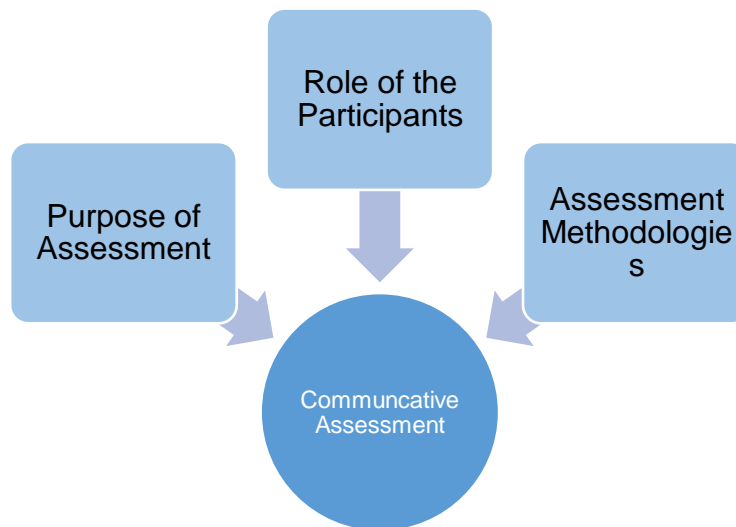
2.1.3 Communicative Assessment.

DPLW scholars began a line of research based on carrying out a democratic, reflective, and participatory assessment considering the voices of the protagonists (Del Pino, 2014; Del Pino & Montanares, 2019)

According to Del Pino et. al (2019), the concept of Communicative Assessment has been developed together with teachers, students, family members, and other collaborators, and it is defined as the intersubjective construction of the evaluation, where all the participants of the teaching and learning process participate in the construction and decisions made regarding the assessment process. The axes that enable its articulation in schools are the following:

Figure 3:

Three axes of the communicative assessment.



Note: author's own creation.

a. **Purpose of assessment:** When teachers incorporate students and other volunteers to participate in the assessment decision-making process, they become learning collaborators. They meet to discuss the problematic areas that interfere with the evaluation process and search for strategies to address these issues.

b. **Role of the participants:** When teachers invite their students and learning collaborators to participate in the assessment decision-making process, they breakdown the epistemic hierarchy of the teaching role, establishing horizontal relationships; this has shown that when teachers work with others, it is possible to attend to the diversity that exists in a classroom.

c. **Assessment methodologies:** Different strategies and ideas emerge when learning collaborators get involved in the assessment decision-making process. These could include: 1) participatory evaluation groups, which consist of organising the classroom setting with different assessment activities that must be worked by the students in groups, encouraging them to rotate through all the activities provided by the learning collaborators, 2) evaluative circles, where the organisation of the class is in a circle or semicircle enable students to look at each other and talk about their self-assessment, peer assessment and the evaluation of all protagonists: 3) communicative groups, where students are organised in groups inside or outside of the classroom, they get involved in games, dramatizations, or any other kind of kinaesthetic activity.

Del Pino et al. (2019) state that these methodologies allow teachers, learning collaborators and students to develop ongoing formative assessment tasks in whole or small groups working collaboratively in constructing different instruments, items, or tasks.

Del Pino (2015), based on his study titled “The systematisation of the experience in communicative assessment (2011-2014)”, concluded that Communicative Assessment operates from the intersubjectivity as a criterion of pedagogical construction that facilitates interdisciplinary tasks by different people (students, teachers and learning collaborators) who come to agreements and make decisions together.

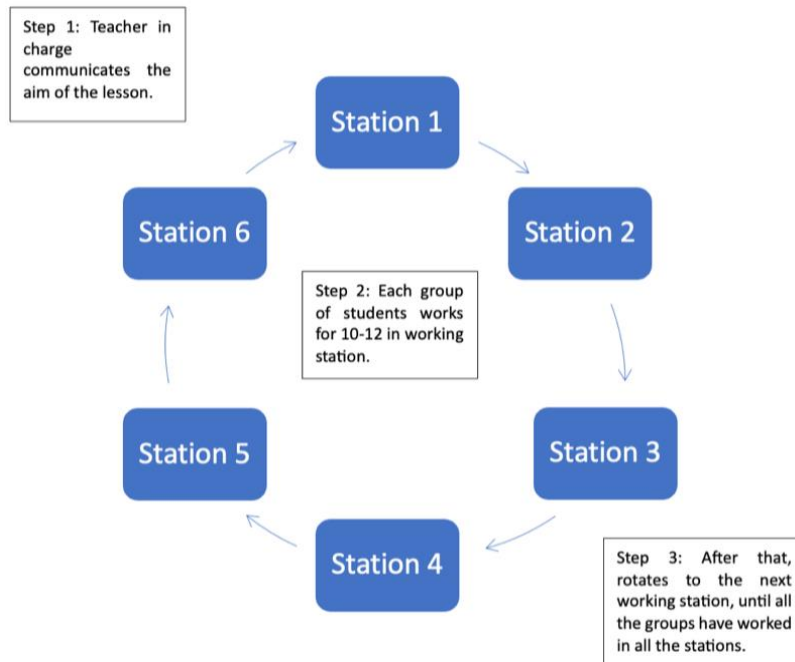
2.1.4 Interactive Groups.

According to Ferrada & Flecha (2008), and Riquelme and Ferrada (2014), Interactive Groups is a strategy within the third axis of the DPLW, namely the Construction of Didactics. This approach follows the postulates of Lev Vygotsky (2003 as cited in Riquelme and Ferrada, 2014), who understands learning as an intersubjective process enriched by the people's socio-cultural environment. Interactive groups are materialised when a group of learning collaborators (mothers, teachers, classmates from the same class or superior levels, university students, etc.), enters the classroom to diversify the students' learning possibilities. This involves considering a variety of contents and different learning styles, perceptions, and representations in the classroom. These groups consider students active participation in the implementation of multiple interactive didactic strategies. Interactive groups have prevailed in the implementation of DPLW in the EFL classroom where the current action research study took place. Particularly following the structure described by Riquelme and Ferrada (2014)

“The whole class is distributed in groups of 5 or 6 students; each group is guided by a learning collaborator who carries out a learning activity. Each learning collaborator in his/her learning station carries out a different learning activity that contributes to the class's main aim. These activities should ideally last a maximum of twenty minutes, and once they have been completed, there should be a rotation so that learners can go through each learning station.” (p.49)

Figure 4:

Sequence of the way students could rotate in a class with interactive groups.



Note: author's own creation.

2.2. Assessment.

Considering assessment activities as a systematic process within the teaching and learning process, several concepts are sometimes misused as synonyms. It is important to establish the differences between these concepts to have a better understanding of the assessment process in language learning.

According to Ioannou-Georgio & Pavlou (2003, p 4), “the terms evaluation, assessment, and testing are often confused and used interchangeably. They do not mean the same; testing is just one part of assessment. Assessment and evaluation are more general, more global processes”. Regarding the assessment process, Celce-Murcia et al. (2014) mention that the term assessment refers to the use of methods and instruments to collect information to inform decision-making about learning. Similarly, according to Brown et al. (2010, p.3), assessment is “an ongoing process that encompasses a wide range of methodological techniques” and a wider domain than just testing. Complementing this idea Areiza (2013 as cited in Torres 2019, p. 6) states, “such ongoing support given to the students is what makes formative assessment one of the most effective tools to be used in language teaching.” In the same line, Black and Wiliam, (1998 as cited by Cheng 2017, p. 1) defined assessment as “all the activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged” offering the opportunity to include more participatory practices, for instance; self, peer and co-assessment (Dochy et al. 1999 as cited Pereira et al. 2016). Additionally, Pinter (2017, p. 141) states, “in terms of purpose, assessment is carried out because teacher, school authorities and parents require evidence of learning, but it is also the right of children to know how they are doing”, and how they could improve especially if learners receive timely and appropriate feedback. Thus, assessment plays an essential role in language teaching and learning (Cheng et al., 2017).

A critical element related to assessment was pointed out by Ioannou-Georgio & Pavlou (2003), who mentioned that assessment as an integral part of the teaching process should reflect and complement the methodologies used in class. In the same line, Herrera & Macias (2015) state that teachers should establish a solid connection between the language teaching approaches used and the assessment practices. Following the same idea, Cheng and Fox (2017) introduced the concept of “alignment” to refer to the consistency between the standard curriculum, test and classroom instruction. These authors examined the importance of integrating the learning goals and the classroom activities with the assessment tasks as an important element of the teaching process.

According to Torres (2019), when assessment takes place during the whole teaching process, it is possible to align the content and methodology with the students’ needs. In this regard teachers could expand the number of sources for collecting data to determine the degree of achievement of the learning goals.

2.2.1 Assessment for Learning and as Learning.

Assessment for learning (AfL) has been defined by Cowie and Bell (1999, as cited in Buyukkarci & Sahinkarakas, 2021) as a dynamic and bidirectional process between the teacher and students to improve learning in which supportive teachers and/or classmates helps students to move from what they already know to what they are able to do next. Furthermore, Buyukkarci & Sahinkarakas (2021) describe assessment as learning (AsL) a self-reflective process that intends to promote students' achievement. AfL happens during the learning process, and its main purpose is to allow teachers to check for understanding and to be reactive during the teaching process. In addition, Zhou (2023) stated that when the purpose of assessment is formative, the teacher's main concern should be to collect valuable information about teaching and students' learning in order to make informed decisions about what to do next to improve learning and teaching.

Black and Wiliam (1998, as cited in Marshall, 2022) coined AfL to emphasise the student's role in the process, where there is an active dialogue between teacher and students or between students. According to Marshall (2022, p142), "What is essential is that any dialogue should evoke thoughtful reflection in which all students can be encouraged to take part for only then can the formative process start to work". Moreover, this entails a questioning process that promotes dialogue. Alexander (2001 as cited in Marshall, 2022), a leading exponent of dialogic teaching, combined the idea of dialogic teaching with formative assessment in the term *Dialogic Assessment*, a crucial element of a good assessment for learning, as it empowers students to develop their critical thinking and learn from others.

Another term part of the formative assessment is Assessment as Learning (hereafter AsL). According to Cheng et al., (2017), AsL involves students monitoring and reflecting on their progress to inform their future learning goals and helps them to take responsibility for their past and future learning, in addition, helps to create reflective students who self-regulate their learning process and make decisions based on the feedback given, deciding the next step in their learning process. According to Cheng et al., (2017), AsL also helps students build metacognition abilities as it involves understanding the expected standards, setting and monitoring their goals, and developing strategies for working on their achievement.

Considering the concepts previously discussed, AfL and AsL are present in Communicative Assessment. The following table shows a summary of both concepts considering; purpose, when they are used, teacher and students' roles, focus and feedback.

Table 1:

Summary of the main characteristics of AfL and AsL.

Aspect	Assessment for Learning	Assessment as learning
Aim	Enhancing learning during the process.	Developing lifelong learners able to regulate their own learning.
Purpose	To inform instruction and support student learning in real-time.	To encourage metacognition and self-regulation in the learning process.
When	Ongoing, continuous assessment during the learning process.	Reflection and self-assessment during and after the learning experiences.
Student's role	Actively engaged in the learning process, using feedback for improvement.	Actively involved in self-assessment, setting goals, and reflecting on their learning.
Teacher's role	Facilitator, guide and support students.	Guide students in self-assessment and reflection, fostering independence.

2.4 Assessment for Learning in Chilean Education: Decree 67.

The Chilean Ministry of Education, through Decree 67/2018 and the guidelines for its execution, promotes the use of formative assessment as a crucial part of the teaching process, allowing teachers to collect valuable information on how students are progressing in their learning, which is a piece of indispensable information to provide meaningful feedback. Consequently, all students can achieve the learning objectives defined in the National Curriculum.

Decree 67/2018 seeks to promote a vision of assessment, in pedagogical contexts, as an intrinsic aspect of the teaching process, which main purpose is to promote and support student learning. From this perspective, assessment plays a crucial role in monitoring and accompanying student learning and teacher reflection for making relevant and timely decisions regarding teaching. This Decree outlines twelve principles to enhance evaluation practices in accordance with the development of student learning. Correspondingly, the ninth principle states the following:

“efforts should be made to ensure that students actively participate in the evaluation process. This is promoted, on one hand, by creating instances where students can be more directly involved in the assessment, for example, by choosing the topics they are interested in for an assessment activity or suggesting how a product will be presented to others.” (Author’s translation from the original *Orientaciones para la implementación del decreto 67/2018*, p. 8.)

Thus, decree 67/2018 encourages teachers and students to work collaboratively on the assessment process, making decisions together. This principle also allows the articulation with the Communicative Assessment from DPLW. Particularly, in the axe “role of the participant”, which main purpose is to consider the voices of the participants in the teaching and learning process, namely the teacher, students, and learning collaborators (Del Pino et.al, 2019)

Authors such as Del Pino et al. (2019), Parr and Hawe (2020) and Skerritt, Brown and O’Hara (2021) explain that taking into consideration students' voices could have many benefits in teaching and learning practices as students and teachers experience the classroom differently. According to Parr and Hawe (2020) students’ voices enhance learning conditions through students’ increased engagement and teachers’ new perspectives. Regarding formative assessment, considering students in the decision-making process enhances learning conditions as students' engagement increases (Del Pino et al., 2019). In this regard, Keddie (2015 as cited in Skerrit et al., 2021, p. 957) argues that “the idea of schools as democratic communities where student voices, teachers and other school staff collaborate with each other is to improve the quality of schooling”. Furthermore, Skerrit et al. (2021) concluded that considering students’ voices can provide further information from the students’ lens for teachers to reflect on and take new actions regarding the teaching or assessment process, moving from a teacher-centre class to a student-centre class.

2.5 Student’s Perceptions on Assessment.

Students’ perceptions of classroom assessment have received great attention in the educational assessment research to determine their relationship to student motivation and learning (Alkharusi, 2015). According to Cheng et al. (2015), perceptions can influence students’ attitudes, beliefs, and behaviour toward assessment, as well as their engagement and learning outcomes. Similarly, Pereira and Niklasson. (2016) determined that the way students perceived the nature of the assessment task influenced the assessment process and their learning; sometimes, experiencing negative feelings towards assessment, such as stress and anxiety, might reduce students' academic performance. These scholars argued that students’ perceptions and feelings about assessment, whether positive or negative, can be related to different assessment methods.

In this regard, Sambell et al. (1997 as cited by Pereira et al., 2016) argued that students perceive alternative methods of assessment, such as projects, portfolios, and simulations, as positive in the way that they are consistent and based on effort. Additionally, these procedures foster critical thinking, among other high-order skills. Furthermore, Pereira et al. (2016) concluded from their research that students' perceptions of assessment could affect students' involvement in the learning process. Students feel more confident when they are assessed through methods in which they participate actively in the tasks when they do not have the pressure of memorisation or limit time to do the tasks; thus, they feel less confident when they are assessed through a test. Another important aspect that these scholars found that affects students' performance is when the assessment is only decided by the teacher and not discussed with students. They argue that the negotiation of the assessment is an important aspect as it motivates the students, and they feel responsible and part of the process.

From DeLuca et al. (2017) point of view, most studies done regarding students' perceptions concerning formative assessment considered multiple purposes and practices for assessment or have focused on specific AfL approaches, such as peer and self-assessment processes. The same author states that another aspect researched regarding AfL is feedback, which students value differently based on the type of feedback provided.

Another critical aspect related to assessment is the assessment environment and how students perceive it. Buldur and Dogan (2014) conducted research aiming to present a scale revealing the students' perception about the classroom assessment environment in a Science and Technology class. These scholars found that assessment activities implemented during the instruction process create a classroom assessment environment that also affects students' performance and has a strong effect on their motivational beliefs, achievement-goal orientations, and students' learning styles.

In the Chilean context, a study done by Diaz, Acuña, Ravanal and Riffo (2021) aimed to analyse students' and parents' perceptions toward the assessment of EFL using the Perceived Classroom Assessment Environment Scale, the Perceptions of Assessment Tasks Inventory and the Test Anxiety Inventory. Regarding the student's perceptions, they found a high correlation between the Perceptions of Assessment Task Inventory and Congruence and Authenticity, indicating that when the assessment tasks are related to the goals and objectives of the program, they tend to be relevant for the learner. The findings of this study also suggest that students perceive that when they are not consulted about the forms of assessment, there is no diversity when it comes to learning opportunities, and the assessment tasks may not be completely related to what students feel they learn in the classroom. With regards to the assessment environment, the findings of this study suggest the existence of a link between the type of classroom assessment environment, either learning-oriented or performance-oriented, the students' perception of assessment tasks and the levels of anxiety experienced by them.

Unfortunately, the literature is scarce regarding research focused on the students' perception regarding the construction of a language test collaboratively.

2.5.1 Student's Preferred Items on Assessment.

A crucial aspect to consider are their preferred assessment items and the rationale behind their choices, especially when co-constructing assessment tools and incorporating student voices.

Sölpük (2020, p.133) identifies the most common question types encountered in education, namely "written, multiple-choice, open-ended, gap-filling, matching, classification, true-false, and short answer questions." Regarding the preferred items, (Kilic, 2016; Ilhan Beyeztas et al.,2015; as cited in Sölpük, 2020), found a strong gender-preference correlation. Male students preferred multiple-choice items for their simplicity, clarity, interest, and ease of test preparation. Conversely, female students preferred open-ended questions and essays.

An experimental study carried out by Buyukkarci & Sahinkarakas (2021), focused on gathering information about the relationship between hands-on formative assessment practices and students' assessment preferences. These researchers found that in both experimental and control groups, students still preferred traditional types of assessment, such as multiple-choice, as this test item is highly used during school years, and it is used in several important national exams. Therefore, students were familiar with this kind of item and found it easier to recall the correct answer from the given choices. Regarding the experimental group, students indicated they began to prefer self- and peer-assessment because they had an active role in their assessment procedure.

Another aspect to bear in mind is the level of anxiety that assessment might cause students. In their study, Watering et al. (2008) concluded that students prefer assessment formats that reduce stress and anxiety. Consequently, students increase their success chance. These scholars reported that students had more positive attitudes towards multiple-choice items in comparison with free-response items because they thought that multiple-choice tests were easier to prepare for.

Considering children's perspectives on how they would prefer a test to be, Goto, Peng and Lee (2021) carried out a study with young learners aiming to understand their perceptions of assessment from the perspective of Language Assessment Literacy. Its findings showed that students offered constructive suggestions for their teachers, such as a) English assessment being more learning-oriented, b) meaning-focused, c) cognitively challenging and fun, and e) appropriate for children. Moreover, the results highlight that all the students in this study responded positively to the notion that students should be consulted by teachers in developing tests despite their lack of experience in creating assessment tasks. One student emphasised that students have insights into topics and activities that would be more interesting for them, and involving children in the selection of topics would help teachers choose more suitable assessment topics.

2.5.2 Students' Preferences in online assessment

As it was, previously mentioned, assessment has been an essential part of the teaching and learning cycle. According to Roberson et al. (2019), through the use of technology, teachers could create engaging formative assessment to enhance student learning.

Regarding this, Ortega and Vásquez (2021 as cited in España-Delgado, 2023) explored the integration of ICTs and game-based learning platforms in the EFL classroom; they concluded that digital tools increase students' participation and engagement, besides enable teachers to analyse students' learning achievements and provide timely feedback.

According to Roberson et al. (2019), using formative assessment with personalised feedback is commonly regarded as a way to increase student performance. Roberson et al. (2019) explored the effectiveness and efficiency of selecting and using technology as a formative assessment in an online class with university students. They concluded that the most significant benefit of using digital tools or formative assessment for students was the immediacy of scores and feedback. Students instantaneously received elaborative feedback that described what they got wrong, why it was wrong and how it could be improved. In addition, students had the opportunity to practice as many times as needed.

Another study carried out by Remmi and Hashim (2021), aimed to explore the use of online formative assessment tool to assess young learners' language performance in ESL. They conclude that most of the teachers who participated in their study perceived online formative assessment as useful; besides, they could be a great tool to enhance the quality of teaching and learning.

Considering the students' voices regarding the implementation of digital tools in the English class, España-Delgado (2023) conducted a study aimed to determine students' perceptions about the implementation of Kahoot, Quizizz and Quizalize and establish to what extent each digital tool influence learners' motivation toward the English language learning process. He concluded that students perceived Kahoot, Quizizz and Quizalize as useful, entertaining and engaging resources, being Quizizz the favourite due to its different features. Regarding the influence of digital tools on the learners' motivation students feel highly motivated by the integration of digital tools.

Chapter 3 Method

3.1 Type of Research.

According to Burns (2010 p. 13), action research “is related to the idea of reflective practice and the teacher as a researcher”. The same author mentions that action research “involves taking a self-reflective, critical, and systematic approach to exploring the teaching context”, as a consequence of that the teacher becomes an investigator of his or her own teaching context. Similarly, Kemmins and McTaggar (2013, as cited by Ferrada, 2019), argue that action research has a spiral way of working, which begins with planning, then proceeds to action and later to observation and repeats the process as many times as necessary.

Therefore, the present investigation was an action research study where the teacher researcher critically explored his teaching context. He implemented an action plan which considered his students’ voices when creating a language test aiming at aligning and being consistent with the teaching strategies used in the classroom.

3.2 Participants.

This action research was conducted in an elementary state-run school with 90% of School Vulnerability Index, (SINAE, 2023), located in Penco, Bio-Bio Region. Its sample was a 6th grade, 30 students (14 girls and 16 boys), aged between 11 and 12 years old. Within this group, there were 7 students with special educational needs.

This group of students had three pedagogical hours of English a week, one on Mondays (45 min) and two on Thursdays (90 min). They have been studying English as part of their school curriculum for six years. During EFL lessons, they show high motivation towards the language and the lessons; out of the classroom, some of them enjoy playing video games online, while others enjoy listening and singing in English.

This was a convenience-purposive sample. According to Hernández-Sampieri (2018; Taherdoost 2016; and Monje, 2011), convenience sampling is often readily and easily available. In addition, Maxwell (1996, as cited by Tahersdoost, 2016) defined purposive sampling as a strategy in which particular people are selected deliberately to provide important information that cannot be obtained by other means or groups. In the current study, the sample chosen had the two main characteristics: the teacher-researcher worked with them every week, and they were willing to participate in the AR. Additionally, these students have been working with Dialogic Pedagogy and Interactive Groups since 2022; therefore, they already know how this approach and strategy worked.

3.3 Research Question and Objectives.

3.3.1 Research Question:

What are sixth graders' perceptions regarding the decision-making process when designing a language test collaboratively?

3.3.2 General Objective.

To explore sixth graders' views of the decision-making process when designing a language test collaboratively.

3.3.3 Specific Objectives.

SO1: Identify students' perceptions about creating a language test collaboratively.

SO2: Analyse the preferred items chosen by students when creating a test collaboratively.

3.4 Research Problem.

Designing and planning lessons, preparing resources, and deciding what and how to assess students are part of the teacher's responsibilities (MINEDUC,2021). However, based on contemporary teaching perspectives, students are the main protagonists of the learning-teaching process (MINEDUC, 2013). Besides, the approaches in assessment, such as assessment for learning, give students a great responsibility in their learning process. In addition, the Ministry of Education established recently Decree 67/2018, which promotes the use of the formative assessment, and explicitly define as one of its principles that teachers should consider students' voices in the assessment process. This reassures the idea that the main protagonists of the learning-teaching process are the students.

In the learning and teaching setting where the current action research took place, the teacher-researcher was the only one responsible for designing assessment instruments and selecting the criteria to assess the students' learning progress based on the coverage of the National Curriculum. In addition, the assessment events were not aligned with the teaching strategies and tasks implemented in the EFL lessons, where students worked in interactive groups, their opinions were considered, and the activities were diversified so that all students had opportunities to participate, learn and succeed.

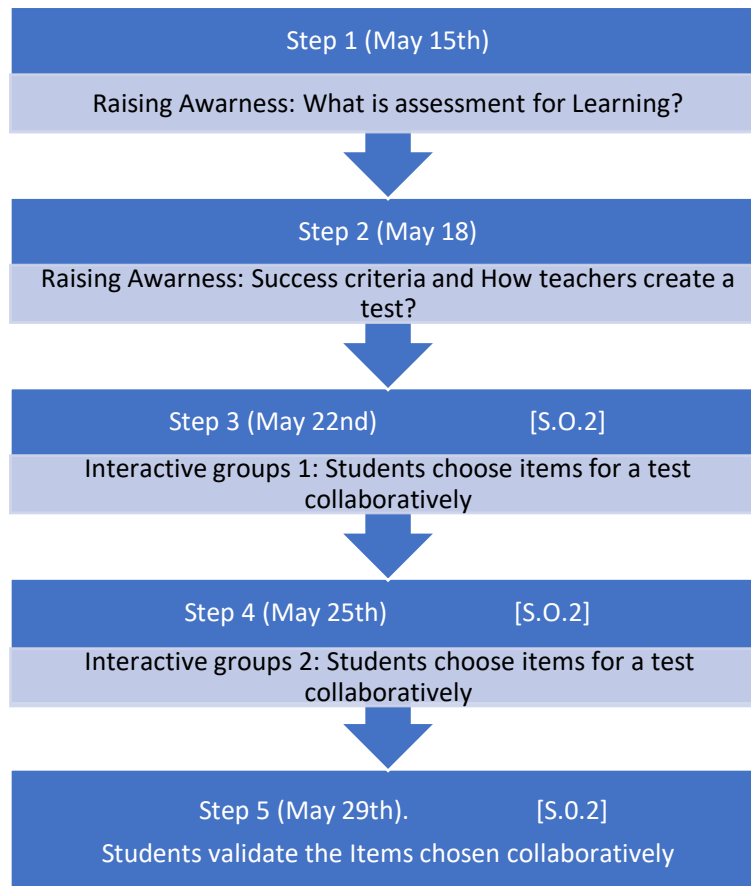
Del Pino et al. (2019) highlighted that when the evaluation process is based on the coverage of the contents and the prescriptive curriculum, with a homogenous evaluation process, the inequity and the social gap increase. Therefore, in order to change this situation and consider the students' voices in the evaluation process, aligning the teaching methodology with the assessment process, Dialogic Pedagogy Linking Worlds, particularly Communicative Assessment, was implemented (Del Pino et al., 2019).

3.5 Stages of the Action Research.

Five intervention sessions were conducted in May 2023 during the EFL lesson time. Three of these interventions were carried out in a regular modality classroom, and the other two with interactive groups with the support of learning collaborators, see Figure 5 below and Appendix 1.

Figure 5:

Summary of stages of the AR and the sequence of its implementation.



The first two sessions were focused on familiarising students with the concept of formative assessment, success criteria and the process of test creation.

Sessions three and four were implemented through interactive groups, where students had the opportunity to select items for a language test through collective dialogues where they gave their opinions and reached an agreement by selecting one item out of the three alternatives presented. (see Appendix 2)

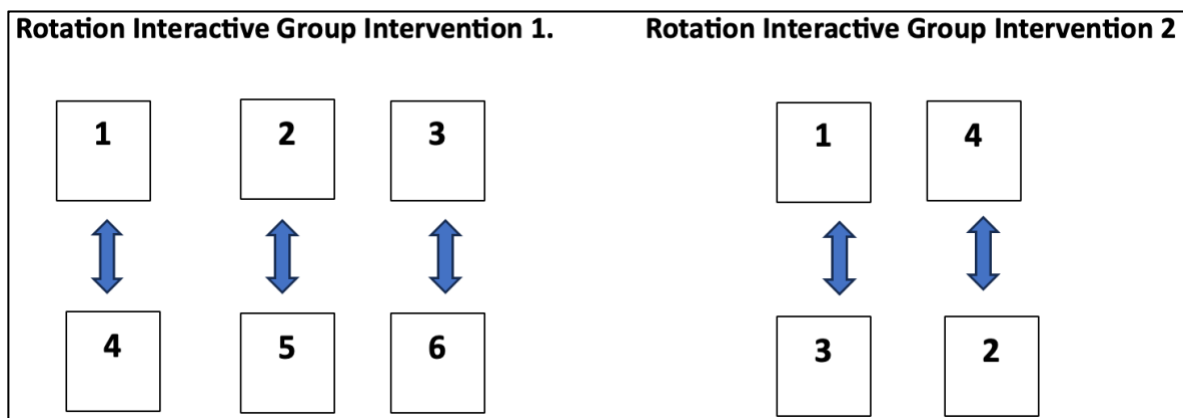
During the fifth session, the teacher-researcher presented the final version of the language test created collaboratively, which included all the items selected by the students during sessions 3 and 4; therefore, students could validate the test and give their final opinion. (see appendix 3)

The items were designed by the teacher-researcher and learning collaborators based on the activities carried out during the implementation of the thematic unit 1, What's on TV, and the aims of the unit.

During the third session (group intervention 1), there were six learning stations, and in the fourth session (group intervention 2), there were four learning stations. In both sessions, students rotate twice. See figure 6.

Figure 6:

Shows the manner students rotated during the implementation of interactive groups.



Note: author's own creation

3.6 Data collection techniques.

To be able to address the aims of this action research, two instruments were used to collect data: a Likert scale and a focus group. First, the Likert scale was applied to 30 students, and then, to deepen into the students' responses, the focus group was applied to a sample of twelve students, in which six students actively participated.

3.6.1 Likert Scale: (See appendix 4)

According to Burns (2010), this is the most common method of collecting data, and it involves asking people to give the degree to which they agree with something, usually by circling or ticking the responses. In addition, Hernández Sampieri (2018, p. 278) mentions that Likert scales consist of a set of items presented as statements to measure the participants' degree of agreement or reaction in three, five or seven categories ranked from the highest to lowest or vice versa. Besides, the same author states that Likert scales are quite useful for measuring perceptions of any kind.

In this Action Research, the Likert scale had five-point (totally agree, agree, neither agree nor disagree, disagree and totally disagree), to address both specific objectives, and the statements were grouped according to the dimensions guiding this research, namely a) the process of creating a test collaboratively, b) being considered in the process of creating a test collaboratively, and c) preferred items.

The Likert scale contained nine questions; one question addressed dimension 1; five questions addressed dimension 2; and three questions addressed dimension 3. You can see an example in Table 2.

Table 2:

Shows the three dimensions along with their definitions and examples of questions related to them.

Dimension	Definition	Question
Dimension 1 Process of creating a language test collaboratively	Ideas or beliefs that students have of the process of creating a language test collaboratively through interactive groups.	Me gustó construir un instrumento evaluativo en con mis compañeros y compañeras
Dimension 2 Being considered in the process of creating a test collaboratively	Ideas or beliefs that students have when their ideas are taken into consideration	Pienso que es importante que el profesor considere mi opinión respecto a cómo quiero ser evaluado.
Dimension 3 Preferred Items and assessment tools.	Items, activities or exercises that student preferred in a language test.	Prefiero ítems donde tengo que reconocer vocabulario en forma escrita

3.6.2 Focus Group: (See appendix 5)

According to Hernández-Sampieri (2018), some authors consider focus group as a kind of group interview, which consists of small or medium-sized group meetings in which participants talk in depth about one or more topics in a relaxed and informal atmosphere under the guidance of an expert or researcher. For this action research, the focus group was constructed to assess both specific objectives. The questions were grouped according to the three dimensions that guided this study: a) the process of creating a test collaboratively, b) being considered in the process of creating a test collaboratively, and c) preferred items, which were selected at *priori* to reach the aims of this research. It consisted of seven questions. Dimension 1 had three questions, dimension 2 had two questions and dimension 3 had two questions. See table 3. below.

The reason for including the same dimensions in both instruments was with the intention of having a high level of consistency in the information gathered considering that during the focus group students might explore deeper into their responses and potentially bring new dimensions.

Table 3:

Shows the three dimensions along with their definitions, and examples of questions related to them.

Dimension	Definition	Question
Dimension 1 Process of creating a language test collaboratively	Ideas or beliefs that students have of the process of creating a language test collaboratively through interactive groups.	¿Qué piensas de poder participar en la selección /creación de ítems para una prueba? ¿Por qué?
Dimension 2 Being considered in the process of creating a test collaboratively	Ideas or beliefs that students have when their ideas are taken into consideration	¿Qué piensas de que el profesor considere tus opiniones o ideas para la construcción de una evaluación? ¿Por qué?
Dimension 3 Preferred Items and assessment tools.	Items, activities or exercises that students preferred in a language test.	¿Qué tipos de ítems prefieres trabajar en una evaluación? ¿Por qué razones prefieres los ítems mencionados?

3.6.3 Instrument Validation (See appendix 6)

Expert validation was considered for both data collection instruments, the Likert scale and the Focus group, before gathering data. In total, five experts validated the instruments: an ELT Professor currently teaching in an English Master Programme at Universidad de Concepción, an ELT Professor teaching at a University in Santiago with vast experience in Action Research, a Professor teaching at Universidad Católica de Temuco with a vast experience in Dialogic Pedagogy Linking Worlds and Communicative Evaluation, a Master's Students and a teacher with master's studies that work at the same school and teaches to the convenience sample of this AR. (see Appendix 6).

3.7 Data Analysis Technique:

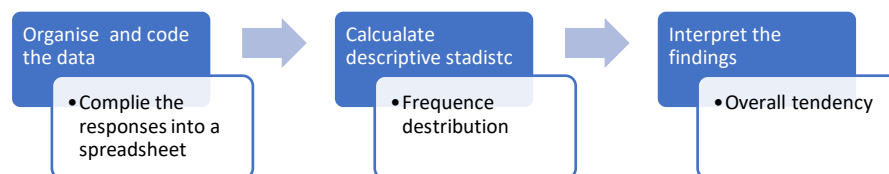
3.7.1 Descriptive Analysis.

The results of the Likert scales were analysed considering descriptive statistical analysis after being added and grouped into different dimensions. According to Dörnyei (2007, as cited by Burns, 2010) descriptive analysis provides a systematic and organised approach to summarising quantitative data. However, it cannot be used for generalising results. Thus, it is an excellent way of reporting on a particular group of learners.

The mean was calculated for each dimension to reduce the number of data and present the results more concisely.

Figure 7:

Shows the stages of the descriptive analysis.



Note: author's own creation

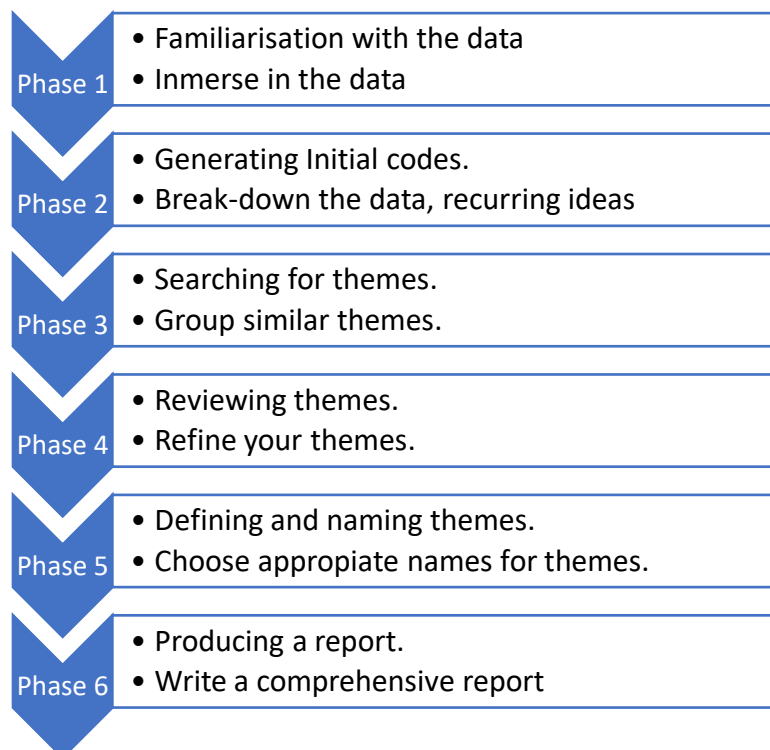
3.7.2 Thematic Analysis.

The Focus Groups data was analysed considering thematic analysis method after being transcribed.

Braun and Clarke (2012, p. 57) defined Thematic Analysis as “a method for systematically identifying, organising, and offering insight into patterns of meaning (themes) across a dataset.” According to the same authors (2012), thematic analysis allows the researcher to see and make sense of collective or shared meaning and experiences across the dataset. The same authors mentioned that this method “is a way of identifying what is common to the way a topic is talked or written about and making sense of those commonalities” (P.57), but the importance is related to the question or topic being explored. Thematic analysis, according to the scholars abovementioned, has 6 phases. See Figure 8.

Figure 8:

Shows the six phases of thematic analysis, which could be flexible, according to Braun and Clarke.



Note: author's own creation.

Chapter 4: Findings

This chapter will be organised considering each specific objective. The results from the Likert scale were analysed using descriptive analysis, and the focus group results were analysed thematically.

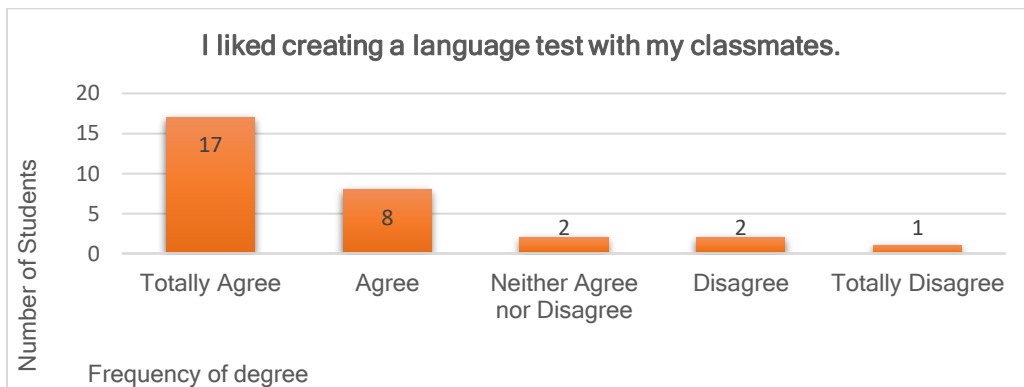
4.1 Specific Objective 1: Identify students' perceptions about creating a language test collaboratively.

4.1.1 Dimension 1: Process of creating a test collaboratively.

To identify the student's perceptions about creating a language test collaboratively, data from two sources was considered: Likert scale and focus group. The Likert scale results were analysed through descriptive analysis. The following chart shows the results for dimension 1: the process of creating a language test collaboratively.

Figure 9:

Frequency of students' answers for dimension 1. Process of creating a test collaboratively



Concerning the extent to which students enjoy creating a test with their classmates, 25 students (83.3%) liked the experience. In contrast, 2 students (6.6%), expressed neutrality, while 3 (10%) students disagreed with the statement.

In order to understand better students' perceptions regarding dimension 1 through the focus group, we asked a sample of 12 students their perceptions about the process of creating a language test collaboratively. After analysing the data gathered thematically, two key themes emerged, that is to say: a) enjoyment and b) benefits from the co-construction of a test, and one subtheme emerged, namely, a) clear focus on the content to study and learning. In table 4, it is possible to interpret from students' excerpts that they enjoyed the process of co-constructing a language test, and students identified as a benefit of creating a test collaboratively to have a clear focus on the contents to study for the test. See Table 4.

Table 4:

Summary of the themes and subthemes that emerged regarding dimension 1, Process of creating a language test collaboratively.

Theme	Subtheme	Frequency	Excerpts
Enjoyment		3	<p>Gabriel: [fue] muy divertida.</p> <p>Agustín: Muy divertida, casi todos elegían [los ítems que] porque tenían más puntos, además [los que] ... eran más fáciles.</p> <p>Gabriel: además, trabajamos entre compañeros, fue más divertido.</p>
Benefits from the co-construction of a test	Clear focus on the content to study	3	<p>Gabriel: bien, así nos preparamos harto antes de la prueba</p> <p>Agustín y otros: [podimos preparamos mejor] y saber algunas respuestas igual antes de la prueba.</p> <p>Emily: para saber algunas respuestas y poder estudiarlas.</p>

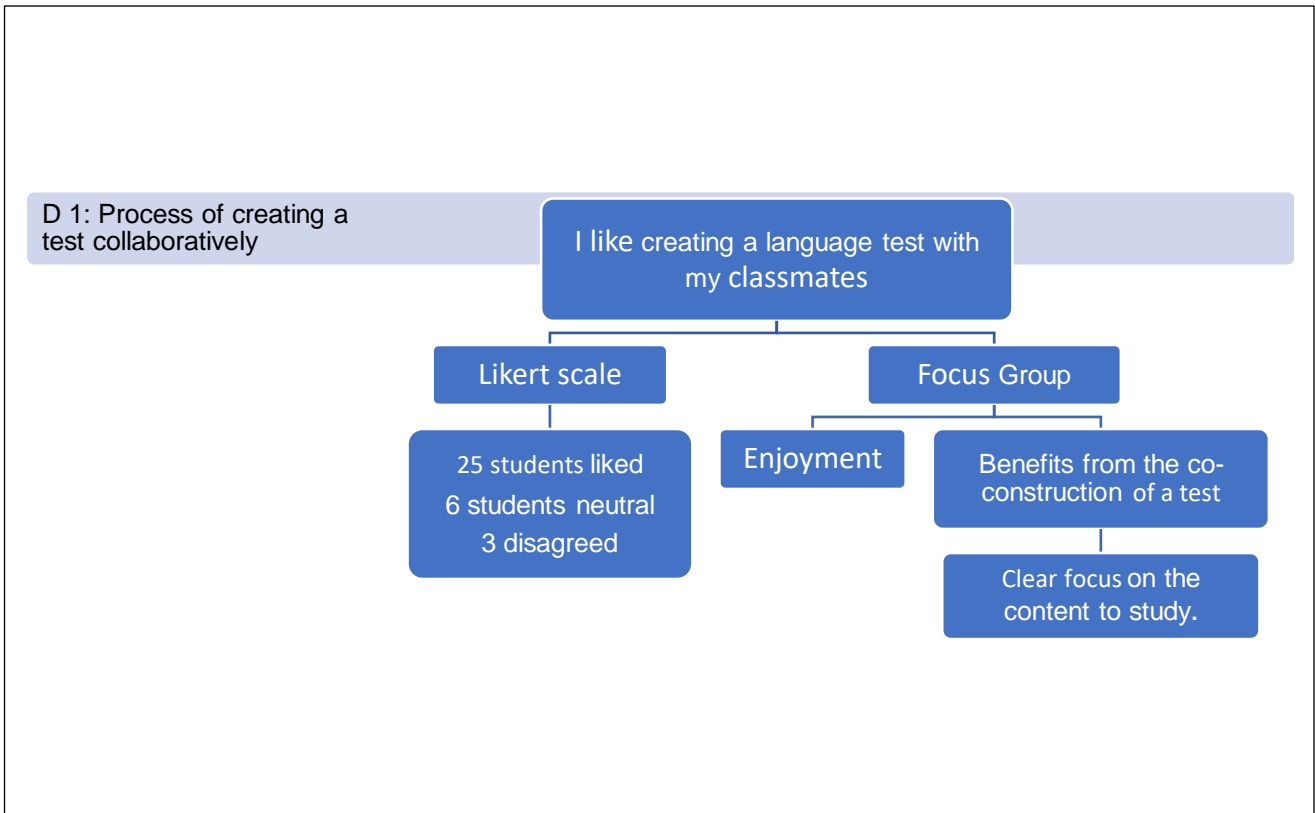
Considering the first theme, "enjoyment", in Table 4, and students' quotes, it could be inferred that students enjoyed the process of creating a test collaboratively because they had the opportunity to work with classmates and choose the items they wanted, arguing they chose the easiest one.

Regarding the second theme, "Benefit from the co-construction of test", and its subtheme, namely "clear focus on the content to study", considering students' quotes, we could infer that student considered this co-construction of a test, as an opportunity to have a better preparation for the test and to know some answers in advance.

Based on the findings from both instruments (Figure 10 below), it could be inferred that most of the students enjoyed the process of choosing items for a language test as they had the opportunity to collaborate with classmates, select the items they wanted, and set the test's difficulty level as a result of their chosen items. Additionally, students appreciated knowing the items in advance, which allowed them to focus on what to study and prepare better for the test.

Figure 10:

Summary of results on Dimension 1.

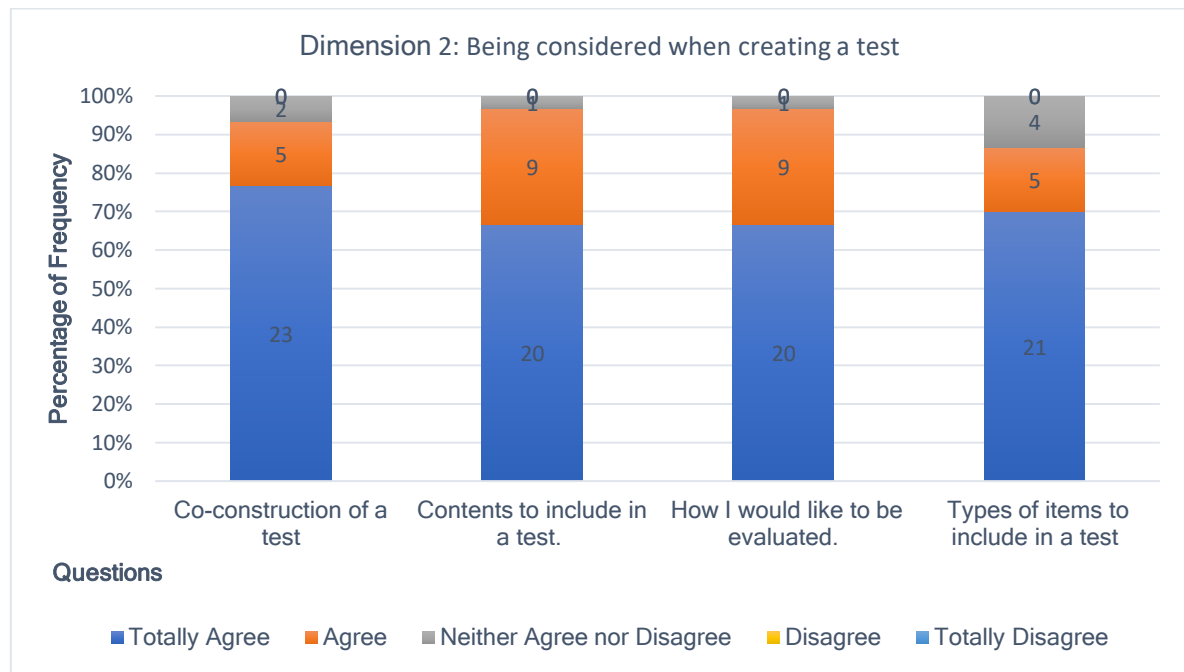


4.1.2 Dimension 2 Being considered when creating a language test collaboratively.

Figure 11 shows the result of the Likert scale in dimension 2: Being considered when creating a language test collaboratively.

Figure 11:

Likert scale results by item on the dimension 2: Being considered when creating a test collaboratively.



In relation if students liked being considered by the teacher in the construction of a test, 28 students (93.3%) agreed with the statement. Only two students (6.6 %) remained neutral.

Regarding being considered when selecting the contents to include in a test, Figure 11 shows that 29 (96.6 %) thought it was important to be part of the process of selecting the contents for a test, while just one student remained neutral.

Students most agreed on being considered on the way they would like to be evaluated. Figure 11 shows that 29 students (96.6 %) thought it was important that the teacher asked them how they would like to be evaluated, considering their opinions; just one student (3.3 %) neither agreed nor disagreed, and 26 students (86.6 %) thought it was important that the teacher asked them the type of items they would like to include in a test, four students (13.3 %) remained neutral.

Regarding their perceptions about the teacher considering their opinions or ideas in the construction of a language test, three key themes emerged, namely a) being heard, b) working collaboratively and c) decision-making process. Additionally, two subthemes, namely a) students' decisions and b) teacher's decisions.

From the students' answers, it can be said that they considered this a positive opportunity because their ideas and opinions were valued. In addition, they had the opportunity to work collaboratively in teams and discuss their ideas until they reached an agreement. See Table 5.

Table 5:

Summary of the theme and subthemes that emerged from the focus group related to dimension 2 Being considered when creating a language test collaboratively.

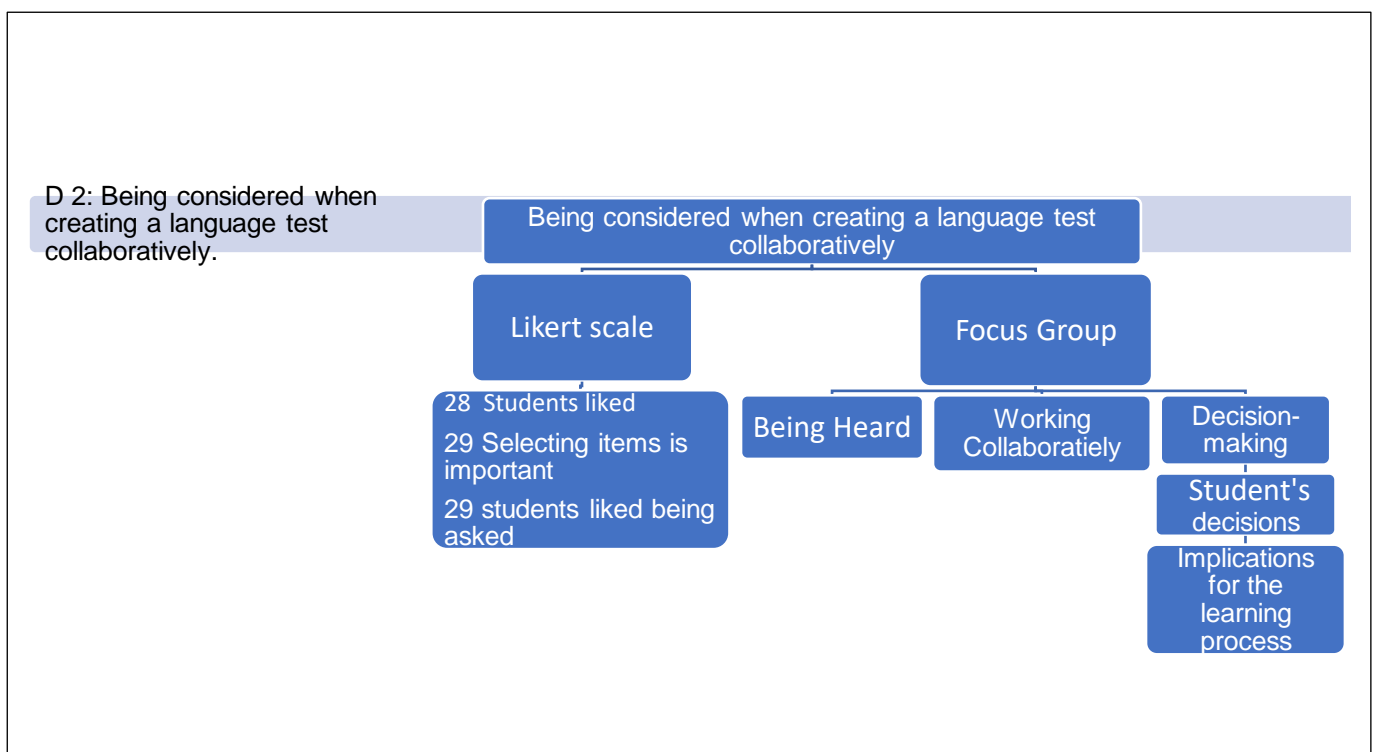
Theme	Subtheme	Frequency	Excerpts
Being Heard		3	<p>Emilia: porque sentimos que nuestras opiniones igual fueron incluidas en la prueba.</p> <p>Agustín: [bien] porque nosotros elegimos la prueba que queremos que nos evalúen.</p> <p>Rodrigo: estuvo bueno, porque si el profesor hace la prueba como él entiende que nosotros pudimos analizar la enseñanza y si uno no aprendió bien, se va a sacar mala nota y si uno opina sobre la prueba tendría la facilidad de ver que estudiar.</p>
Working Collaboratively		3	<p>Gabriel: trabajamos entre compañeros</p> <p>Javiera: porque si uno no estaba de acuerdo con otros compañeros, se podía llegar a algún acuerdo. [votando]</p> <p>Gabriel: porque algunas veces como que compañeros se quedan de lado con las ideas que tienen cuando uno no participa en grupos.</p>
Decision-making	Students' decisions	2	<p>Javiera: Podemos elegir el nivel de dificultad.</p> <p>Agustín: [bien] porque nosotros elegimos la prueba que queremos que nos evalúen.</p>
	Implications for the learning process.	2	<p>Richard: pero yo encuentro que algunos ítems, igual los debiera escoger [sólo] el profesor... porque todos dicen nos vamos a preparar, pero después vamos a sacar un 7.0, entonces es como estudiar las respuestas que ya vamos a saber.</p> <p>Gabriel: Yo igual, pero también abusar de eso es malo, porque es como saberse todas las respuestas y no aprender, solamente estudiar para sacar un 7.0 y nada más.</p>

Bearing in mind Table 5, it is possible to observe from students' excerpts that they value the opportunity of being heard and considered in the co-construction of a test. Besides, students mentioned that when they had different thoughts, they had to vote to choose the item they wanted to include in the final test. Regarding the decision-making process, students mentioned they had the opportunity to choose the test they wanted and its level of difficulty. Considering the implications for the learning process, two students mentioned that some items should be chosen just by the teacher, arguing that if students chose all the items, some classmates might study just the questions chosen without real learning.

Regarding the findings from both instruments about being considered when creating a language test collaboratively (Figure 12), it can be said that most of the students agreed on that the teacher should consider their ideas and opinions when creating a test. In addition, they enjoyed the process of creating the test collaboratively with other classmates, and they felt that they were heard because their voices were valued in the final test. Thus, in the light of the results for specific objective 1, it is clear that this group of students value the opportunity to be involved in the decision-making process regarding the selection of items and the level of difficulty for a language test. Students believe it is important for the teacher to consider their opinions and ideas about the types of items that should be included in a test. However, two participants stated that the teacher should select some items without considering students' opinions, pointing out that some classmates might study just the items chosen; therefore, they could memorise the answers without meaningful learning.

Figure 12:

Summary of dimension 2 results



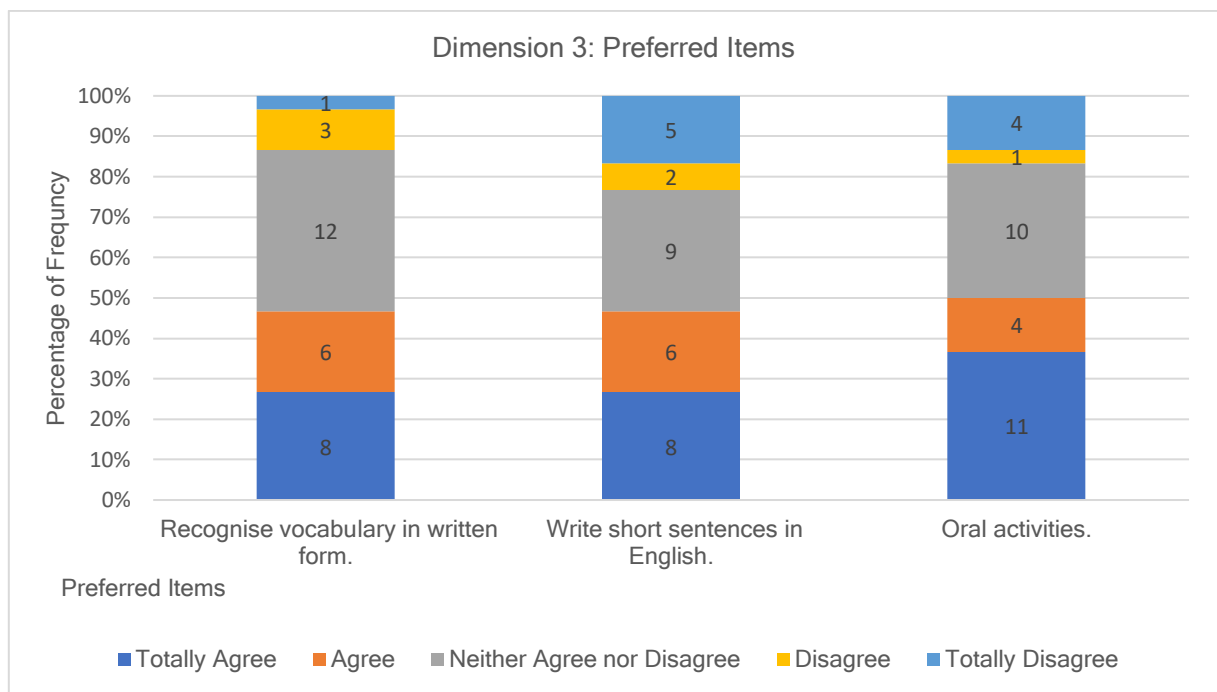
4.2 Specific Objective 2: Analyse the preferred Items chosen by students when designing a test collaboratively.

4.2.1 Dimension 3 Preferred Items.

Figure 13 shows the information gathered with the Likert scale related to dimension 3 Preferred items.

Figure 13:

Results of Likert scale by item on dimension 3 Preferred items.



With regard to students' preferences for vocabulary recognition, Figure 13 shows that 14 students (46.6%) prefer the items that require them to identify vocabulary in written form. While 12 students (40%) neither agreed nor disagreed, four students (13.3%) preferred other ways to demonstrate their vocabulary knowledge.

In terms of their preferences for tasks related to writing short sentences in English, Figure 13 shows that, 14 students (46.6%) prefer items in which they have to write short sentences, nine students (30%) remained neutral, while seven students (23.3%), preferred other kind of items or skills to answer.

Regarding answering orally, 15 students (50%) preferred these kinds of items where they can provide answers verbally, while 10 students neither agreed nor disagreed. In addition, five students (16.6 %) preferred other kinds of items that do not involve speaking.

These findings suggest that a group of students preferred items where they had to recognise vocabulary in written form, write short sentences and do oral activities. However, there was a high number of students who remain neutral concerning the items asked.

To understand better students' perceptions regarding their preferred items, from the focus group, three subthemes emerged, namely a) oral items, b) multiple choice and c) reading and written items.

From the students' answers, it can be inferred that they prefer different assessment activities, such as written and oral tasks and multiple-choice items, where they could select the right answer from different alternatives given. See table 6.

Table 6:

Summary of the themes and subthemes that emerged from the focus groups related to dimension 3: Preferred items.

Theme	Subtheme	Frequency	Excerpts
Preferred items in a language test	Oral Items	2	Estudiantes: Oral Rodrigo: a mí se me hace complicado leer y se me hace complicado escribir en inglés y lo que es oral siento que se me hace más fácil.
	Multiple choice	3	Estudiantes: alternativas Gabriel: si, alternativas, alternativas. Javiera: porque uno puede estar más tiempo pensando en la alternativa, en cambio en los audios u oral, uno solamente tiene como una o tres veces para hacerlo.
	Reading and Written items	2	Gabriel: también a mí me gusta escrito. Agustín: también escrito, porque en los audios a veces no se escucha muy bien.

Considering the students' answers, it could be inferred that their preferred items are a) multiple-choice, b) items in which they have to write, arguing that they have more time to think and c) items in which they can answer verbally. The least preferred items are listening to tasks, arguing that they do not have enough time to think and experience difficulties in hearing the speakers properly.

When students were asked how they would like to be evaluated, one theme emerged: a) Assessment format through digital tools, and two subthemes emerged, namely a) Digital tools and b) Problems with digital tools.

From the students' answers, we could infer that they would like to incorporate digital resources such as Kahoot and Wordwall. However, two students mentioned that this could bring some difficulties because only some of the students in the classroom have mobile phones. Another student mentioned the opportunity to take a test through Google Forms. See Table 7.

Table 7:

Summary of themes and subthemes that emerged from the focus group related to dimension 3: Preferred Items.

Theme	Subtheme	Frequency	Excerpts
Assessment format through Digital Tools.	Digital tools	3	Gabriel: Kahoot. Rodrigo: Wordwall. Emilia: como las evaluaciones que hacen en los computadores, como la pruebas DIA.
	Problems with digital tools	3	Emilie: pero hay un problema con Kahoot, es que no todos tienen celular. Javiera: aparte de que algunos se les pega y cuando ya saben la respuesta se les termina el tiempo. Emilie: el problema es internet.

These findings showed that students would like to incorporate digital tools in the assessment process, namely Kahoot, Wordwall and Google Forms. In addition, students mentioned possible difficulties that could arise with the use of technology, such as connectivity issues and not having mobile phones; students were able to come up with possible solutions to overcome the two problems mentioned.

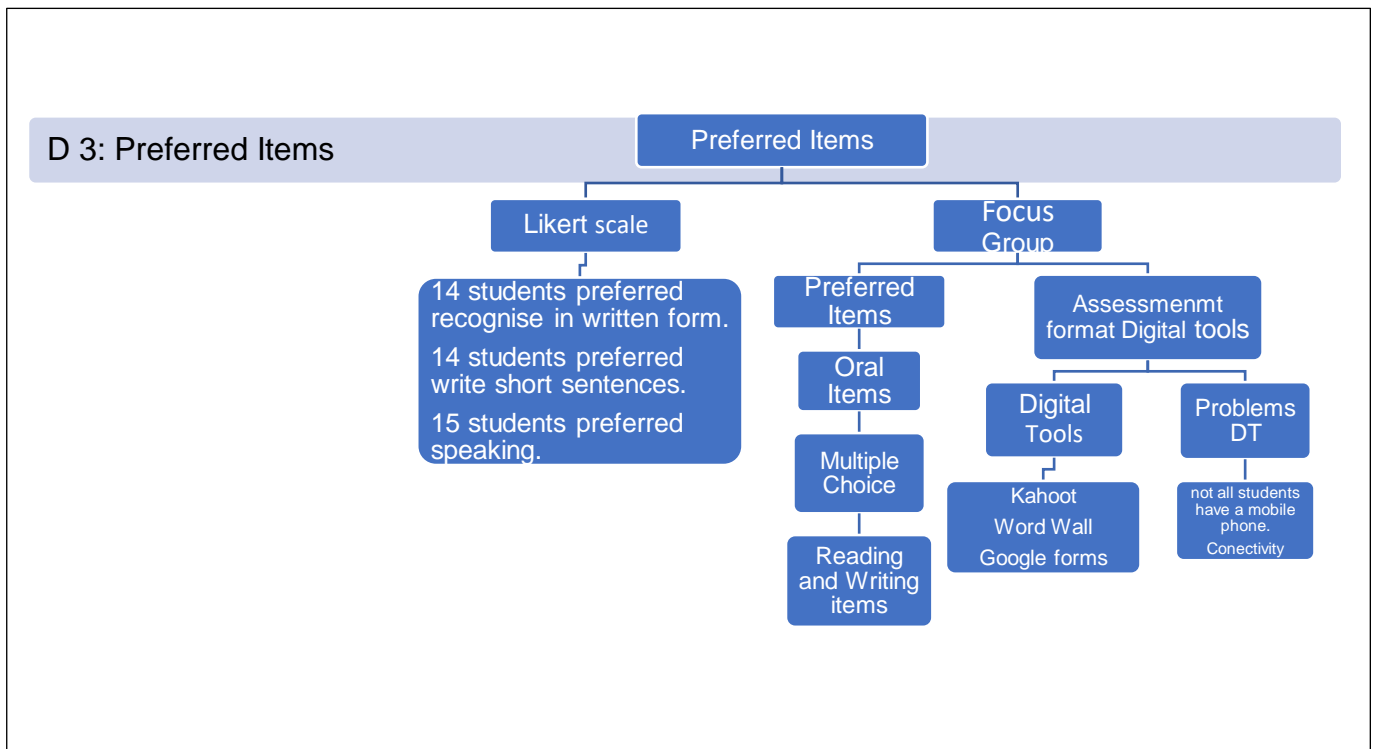
In regard to preferred items, considering both instruments, it could be noticed that students favoured three kinds of items. Firstly, they preferred oral activities because they reported having difficulties when reading and writing in English. Some others preferred items with multiple choice or alternatives because they had more time to think and choose the correct option from the given choices than in listening activities. Another group prefer tasks where they had to write words or short sentences in English.

When students were asked how they would like to be evaluated, some of the students mentioned the idea of incorporating digital tools with the use of mobile phones, but after considering the students' opinions, this would be unfair because not all the students have access to mobile phones, and they also have connectivity issues. Despite this, they were able to come up with a possible solution to these problems.

Considering these results, it could be inferred that this group of students prefer items in which they have to answer through multiple choice, written and oral tasks. In addition, they would like to incorporate some digital tools such as Google Forms, Kahoot and Wordwall. However, there is a considerable number of students who remain neutral according to the alternatives asked. A summary of the findings from both data sources is presented in Figure 14 below.

Figure 14:

Summary of Dimension 3 results.



Chapter 5: Discussion

In this chapter, I discuss the findings in the light of the literature reviewed and each specific objective. I also identify the limitations of the present study, and the implications for further studies are provided.

5.1 SO1: Identify students' perceptions about creating a language test collaboratively.

Considering specific objective 1, which involved Identifying students' perceptions after creating a language test collaboratively, it was found that this group of students enjoyed co-constructing a language test, declaring that they had the opportunity to work in groups, choose the items they wanted and set the test's difficulty level. Moreover, this group of students positively value the opportunity to be considered and heard by the teacher when selecting items for a test. These findings are consistent with the fourth axis of DPLW, namely, the intersubjective construction of the evaluation where the teacher and students must agree with the assessment instrument and criteria (Ferrada & Flecha, 2008; Riquelme & Ferrada, 2014). In addition, these findings are consistent with Del Pino's (2014; 2019) ideas about how the Communicative Assessment changes the role of the students, who make decisions and help with their ideas in its construction, suggesting solutions for possible problems that could arise during the assessment process. Therefore, the teacher does not act as a transmitter of the final evaluation but as a coordinator of the process, considering students' voices and breaking down the traditional hierarchy inside the traditional classroom.

Furthermore, the results are also consistent with the ninth principle of Decree 67/2018, which promotes an active participation of the students in the assessment process; consequently, this action research is also consistent with the assessment for learning practices.

Despite the fact that the general perception was positive towards the students' active role in the assessment process, two of the participants of this study believed that some questions should be selected by the teacher, arguing that some students would only memorise the items chosen for the test, without actually learning from it. These findings could suggest that these students are accustomed to a traditional assessment process, where the teacher is the only one responsible for deciding what and how to assess in a test, without giving students the opportunity to give their opinions regarding how they would like to be assessed and offer room for diversification. The aforementioned idea is partially similar to the findings of Goto et al. (2021), where they found a student with different thoughts who believed that teachers should be the ones who develop assessment tools because of their knowledge about the subject matter. Despite, this student also believe that students could provide teachers with useful information to make assessment tools more suitable for students.

The current study findings showed that participants perceived that this way of constructing a test could allow them to better prepare for the test, as they would know some questions beforehand, which helped them to study and lower their anxiety. These ideas are similar with Cheng et al., (2015) findings regarding how perceptions can influence student's attitudes, beliefs, and behaviours towards assessment. Furthermore, Pereira et al., (2016) concluded from their research that another essential aspect that affects students' performance is when the assessment task is only decided by the teacher and not discussed with students. They argue that negotiation of the assessment is an important aspect as it motivates the students, and they feel responsible and part of the process. Thus, it could be argued that this process of co-construction of a test reduced students' anxiety levels as students knew what the test would be like and what and how the content would be assessed, besides they were considered in the decision-making process.

One of the ideas behind Dialogic Pedagogy Linking worlds and its principles is to transform the role of the teacher inside of the classroom and to empower students, transforming the traditional classroom into a polyphonic one where all voices can be heard and taken into consideration (Bathkin, 1991 as citing in Riquelme & Ferrada, 2014). Thus, this action research findings show that it is feasible to transform a traditional classroom into a polyphonic one where all voices can be heard.

5.2 SO2: Analyse the preferred items chosen by students when designing a test collaboratively.

Considering the specific objective 2, it was found that the preferred items chosen by the students were three, namely: a) selective response items, multiple choice and true or false, as they have more time to think and discriminate the answers, b) write short sentences, and c) oral activities. The least preferred items were those that included a listening task, arguing that they had three opportunities to listen to the audio, and sometimes they had some difficulties when listening due to the quality of the speakers.

The findings mentioned above are partially similar to other studies related to preferred items, particularly because of the rationale given by the current study participants. For example, a study carried out by Ağçam and Pinar (2016) found that students preferred selected response items because they are less cognitively demanding than constructive responses. Furthermore, Buyukkarci & Sahinkarakas (2021) also found that students prefer multiple-choice items, arguing that this kind of item is highly used in school tests and national evaluations. Therefore, students are familiar with these kinds of items and find it easier to recall the correct answers from the given choices. Complementing this idea, Van de Watering et al. (2008) report that students have a positive attitude towards multiple-choice items because students think that multiple-choice tests are easier to prepare for, and this reduces the level of stress and anxiety because they are familiar with these kinds of items. These are contrasting with this action research, as students mentioned that multiple-choice offered more thinking time than other test items.

It is crucial to mention that in the present study, a group of students remained neutral regarding their preferred items. It can be inferred that this group of students did not like any of the alternatives provided.

When students were asked about how they would like to be evaluated, the idea of incorporating digital tools into the assessment process emerged, naming digital resources, such as Kahoot, Wordwall and Google Forms. Additionally, they mentioned three problems that could arise with the use of technology, namely a) not everyone had access to mobile phones, b) connectivity issues and c) not enough time to think and choose their answers. Despite these constraints, a student mentioned that they could work in teams, sharing their mobile phone and discussing the possible answers as a possible solution to the problems aforementioned.

When students were asked how they would like to be evaluated, students were able to mention different digital tools and foresee some difficulties that could arise for those students who do not have a mobile phone, but at the same time, they were able to propose possible solutions. These findings corroborate Del Pino's (2019) idea that when teachers work with others and open their classrooms, it is possible to attend to classroom diversity and find solutions to different problems.

Concerning the idea given by the students participating in this study to integrate digital tools such as Kahoot, Wordwall and Google Forms, it is crucial to acknowledge, based on the research found regarding to the topic, the benefits that these tools could bring to students and teachers as well. In this regard Roberson et al. (2019) reported that one of the most significant benefits of using digital tools for formative assessment was the immediacy of constructive feedback. In addition, a study done by Remmi and Hashim (2021) also concluded that teachers perceived online formative assessment helpful in providing instant feedback and enhancing participation.

Considering the students' views, a study carried out in Colombia by Ortega and Vazquez (2021) concluded that digital tools increased students' participation and engagement and enabled teachers to analyse students' learning achievement and provide feedback.

5.3 Limitations.

While this AR provided interesting insights regarding the process of considering the students' voices in the co-construction of a test, some limitations were identified, which could be considered for further research in the same field.

First, the selection of items for the co-construction of the test was through interactive groups. Therefore, after analysing the items, students had to vote for their preferred, which means that only some of the preferences considered because the items which obtained fewer votes were excluded from the final test. Additionally, some of the students were absent at the session where the items were selected. Consequently, only some voices were heard. In order to consider all the students' voices, it would have been helpful to carry out these activities when all the students were present and prepare more than one assessment tool to differentiate the evaluation according to the students' preferences and needs.

Second, due to time constraints different aspects of the co-construction of a test could not be considered, such as asking students what content they would like to include on a specific test considering their interest and motivation. In fact, they mentioned that they would have liked to be considered in this aspect, the type of assessment tool they would like to work on or offer to the students the opportunity to create their items for an assessment tool.

Third, since the Likert scale was anonymous, students who remained neutral in their responses could not be identified. Identifying these students would have allowed the teacher-researcher to apply a focus group with them and gain a deeper understanding of their preferred items.

Fourth, to take more advantage from the information that could be gathered from the focus group, it would have been advisable to hold two smaller groups in a quieter room, providing more flexibility beyond the questions previously planned.

5.4 Implications.

The implications of this action research for the teacher-researcher are based on considering students' voices in the co-construction of a test and on the alignment of the teaching-learning strategies and assessment strategies as part of the teaching and learning process under the DPLW teaching model.

The students participating in the current action research have been working with DPLW since 2022. However, the teacher-researcher was the only one responsible for selecting the contents and criteria for assessing them based on the learning objectives and activities worked during lessons, leaving students out of the decision-making process. Thanks to the implementation of this action research, as a teacher, I had the opportunity to align my teaching practices and assessment practices under the DPLW model. This has had a profound impact on my beliefs and teaching practices. I could confirm that students are able to be part of the co-construction of a test, which motivates the students and make feel them responsible and part of the assessment process. The following steps will be incorporate different assessment methodologies, namely a) participatory evaluation groups, b) evaluative circles and c) communicative groups, and provide more room for students to co-create different assessment tools. Particularly, it would be interesting to move forward with not only choosing items created by the teacher but also providing room for students to co-construct formative and summative assessment instruments in order to differentiate the assessment tools according to the students' needs, as a result, provide more opportunities to succeed in the learning process.

The theoretical implication of this Action Research for the community engaged with DPLW involves offering fresh perspectives on Communicative Assessment within the context of EFL in a vulnerable state-run school. Most of the studies on Communicative Assessment were conducted between 2014 and 2019 and focus on other subjects like Mathematics, Natural Sciences, Spanish and Mapuche communities. Therefore, this study contributes with updated insights into the field by addressing a different school subject and considering updated perspectives of the assessment process that teachers should apply according to the new national assessment policies, which are similar to the ones proposed by the Communicative Assessment.

Chapter 6: Conclusions

6.1 Summary of main findings.

The implementation of Dialogic Pedagogy Linking Worlds allows transforming a traditional classroom into a polyphonic one, where all voices can be heard and considered. In addition, the teacher becomes a coordinator of the learning and assessment experiences, breaking down the traditional hierarchy and providing students with the opportunity to be part of the decision-making process. Thus, students are able to contribute with their ideas, territory, and cultural knowledge, which provides meaningful insights that contribute to their learning process.

Concerning the first specific objective, the findings indicate that participants enjoyed the process of co-constructing a language test and deciding the items, revealing that the opportunity given to select their preferred items made them feel that their voices were heard and considered. Despite this, two students believe that the teacher should select at least some items. The process of creating a language test collaboratively also helped students reduce their level of anxiety, as they were part of the process of co-construction and had the opportunity to foresee the questions of the test so they could prepare better for it.

Regarding the second specific objective, the findings indicate that participants preferred items are a) selective items, b) writing short sentences and c) oral activities. The least preferred items were listening to tasks, arguing that they could listen three times, and sometimes it gets hard to understand due to the quality of the speakers. In addition, students mentioned that they would like to incorporate digital tools, such as Kahoot, Wordwall, and Google Forms, as a new assessment tool. Which, according to the literature reviewed, can offer different benefits, such as instant feedback and enhanced students' participation.

Considering the above findings and the question guiding the present Action Research, "What are sixth graders' perceptions regarding the decision-making process when designing a language test collaboratively?" I can conclude that students perceived the process of co-construction of a test as an enjoyable experience in which they felt their voices were heard, influencing their attitudes towards assessment as they could prepare better for the test.

6.2 Personal reflection.

The implications of this action research for the teacher-researcher as an educator are based on considering students' voices when co-constructing an assessment instrument. Thanks to this action research, I could align my teaching methodologies and assessment practices. Since 2022, I have been working with Dialogic Pedagogy, Linking Worlds and Interactive groups with the participants of the present study. Previously to the current Action Research, I was assessing my students using traditional methods, where I made the decisions about what and how to assess, without considering students' voices, as should be according to the DPLW and Interactive Groups teaching model, which is much more horizontal and considers the voices of students in different situations of the teaching and learning cycle. Throughout the implementation of this action research, I realised that what was described in the literature related to Dialogic Pedagogy Linking Worlds and one of its axes, the Communicative Assessment, offered valuable insights. However, the fact of actively engaging and considering my students' voices was by far the most powerful experience.

The implementation of this action research made me aware of the great potential that my students possess. I have always believed and had high expectations from them, but this action research taught me, on one hand, that my expectations should be even higher. On the other hand, it showed me importance of listening to my students' opinions and ideas about how they would like to be assessed or the kind of items they would like to include in a test. They are the protagonist of the learning process; thus, they should be considered in the decision-making process at the time of assessment. Therefore, they would feel more engaged with their learning process. Consequently, their level of anxiety, which affects their performance on tests, could be reduced, and they could be able to show a better performance.

Another aspect I learned during this action research is the importance of aligning the instructional and assessment goals, the methodology implemented in the classroom and assessment processes to support students' learning. As educators we know that the assessment objectives and strategies must be consistent with the learning objectives and teaching methodologies. Therefore, DPLW and incorporating one of the principles of decree 67/2018 allowed me to differentiate the teaching strategies and cater different learning needs through the Interactive Groups. I never thought before the opportunity to consider my students voices in the decision-making process of creating an assessment tool.

Taking into consideration this learning and professional development, now that I have some precise data and evidence from my students regarding how they would like to be assessed. Similarly, I am aware of the benefits of considering students' voices in the assessment process, such as lowering their anxiety levels and differentiating the assessment tool according to students' interest and needs. I will continue considering my students in the decision-making process of selecting items for a test and their opinions regarding how they would like to be assessed. In addition, I would like to offer them the opportunity to create an item for a test, which is a task that requires high-order skills and abilities from them. Furthermore, they have to master the content to be evaluated in order to be able to create a test item, and this will be an excellent opportunity to provide effective opportunity to provide effective feedback for them to be better prepared for a test.

6.3 Recommendation for further research.

For further studies related to Dialogic Pedagogy Linking Worlds and its axe communicative assessment, it would be advisable to incorporate video recording as a data collection instrument when students had to select items through interactive groups because, at that moment in this research, students shared their reasons behind choosing a specific item when they had voted. These recordings could provide valuable insights to understand students' decisions better.

In addition, it would be advisable to consider having a formative assessment tool to register students' answers or opinions because when students supported their decisions, they showed that they mastered the vocabulary and structures considered in the test. They mentioned that all the activities and vocabulary presented in the test items were the same that they did during lessons through interactive groups.

It would be interesting to explore students' perceptions in depth by including video recording as a data collection instrument; meanwhile, students are selecting and voting for their preferred items for a test.

Another area of further research could be the teacher reflective process. For instance, a reflective journal or teacher's notes could be included to take advantage of the reflective process that triggers action research on a teacher. This instrument could help to understand what happens with the teacher's beliefs and emotional load when trying to incorporate students' voices in the decision-making process of co-constructing a test.

Finally, it would be interesting to start a new cycle of this action research and study the washback effect of taking a co-constructed test or establishing the differences or similarities between formative assessment and communicative assessment.

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APPENDIXES

Appendix 1: Intervention Lesson Plan.

Intervention Lesson Plan







General Objective:

To explore students' perceptions regarding the decision-making process of designing a language test collaboratively

Specific Objectives:























































- a) Identify students' perceptions after creating a language test collaboratively.
- b) Analyse the preferred Items chosen by students when creating a test collaboratively.

Date	Objective	Activities and Procedures	Time	Materials	Assessment	R Objectives
Mon May 15 th 45 min	By the end of the intervention sts will be to define the concept of assessment 45 min	Teacher: Introduce to the students the concept of assessment for learning: With the aid of a ppt explain to the students why and how teachers assess in a very comprehensible way for them. Explain the concept of AfL. Beginning: Class routine / share the goal of the class. Development: brainstorming about what students know about the concept of AfL, why teachers give test to sts, How teachers select the criteria for a class or a test, and how teachers select activities or items for a test. Closure: T asks sts to define what is AfL, how teachers assess sts during a lesson, Exit ticket: T asks questions sts answer using T or F cards.	5m Class routine 5m to introduce the activity (brainstorming) 20 introduce the concepts of AfL and some activities. 10: Closure 5 Exit Ticket	PPT Video True or False Cards https://docs.google.com/presentation/d/1VtJv7UnRD5zQmK8dkGuRiy8VJbvx_OoO/edit?usp=share_link&oid=111929690261634782008&rtpof=true&sd=true	Assessment instance a) In order to assess students' comprehension of the concept of assessment an exit ticket will be used with true / false cards	SO1) Identify students' perceptions after creating a language test collaboratively.
Thur May 18 th 45 min	By the end of the intervention sts will be to get familiar with the concept of success criteria.	Introduce to the students the concept of success criteria. With the aids of a ppt explain to the students why and how teachers use success criteria and how they used them. Beginning: Class routine / share the goal of the class. Development: Brainstorming about How Mr P. choose the goals and SC for a class or test. Show the students the Programa de Estudio, OAs and Success Criteria, suggested by Mineduc, Teacher's book.: Closure: T asks sts mention why teachers use OAs and SC, and how SC helps them during lessons. Exits ticket: T plays who wants to be millionaire with sts to check what they have learnt during the intervention.	5m Class routine. 5m Entrance ticket 5m Introduce the topic. 15m to work on the topic. 5 Closing 5 Exit ticket.	PPT True or False Cards (success criteria) https://docs.google.com/presentation/d/1BdZ_ckZatczUAavY0TxEtMU_xhsMjAVd/edit?usp=share_link&oid=111929690261634782008&rtpof=true&sd=true	Assessment instance a) In order to recall previous knowledge an open the new topic an entrance ticket will be use. b) At the end of the intervention an exit ticket will be used to assess if students comprehend the concept of success criteria.	SO1) Identify students' perceptions after creating a language test collaboratively.

<p>Mon May 22nd</p> <p>45 min</p>	<p>By the end of the intervention sts will be able to choose collaboratively their preferred items for a language test</p>	<p>Introduce the activity with a short summary of the concepts assessment and success criteria with the aids of a ppt. Interactive groups: in group of 5 students guided by a preservice teacher will have the opportunity to choose one item from different alternatives created by the teacher-researcher for a test based on the vocabulary, activities and success criteria worked during previous lessons. Teacher: Introduce the activity and the goal of the class and give the instructions for the activity Students: work in stations for 10 min in group of 5 with a preservice teacher who will help/guide them in the discussion to choose an item for the evaluation, students have to support they decision giving reasons why they chose a specific item for the test. Students present to the class the chosen item explaining why they have chosen it. Students rotate to the next station, repeat what they did in LS1. Teacher gathers the items chosen by the students. Projects on the board the chosen items and select with the students the final item for the test.</p>	<p>5min Class routine 5 min to introduce the activity. 10 min station work 10 min station work 10 min discussion 5, Closure the lesson</p>	<p>Set of items for a test PPT</p> <p>Items:</p> <p>https://docs.google.com/document/d/148xsSVDhA255ZXjsRbUqbPw3EVPq2GVC/edit?usp=share_link&oid=111929690261634782008&rtpof=true&sd=true</p> <p>Rotation:</p> <table border="1" data-bbox="1270 592 1575 714"> <tr> <td>1</td> <td>3</td> <td>5</td> </tr> <tr> <td colspan="3" style="text-align: center;">  </td> </tr> <tr> <td>2</td> <td>4</td> <td>6</td> </tr> </table>	1	3	5				2	4	6	<p>Assessment Instance</p> <p>a) Entrance ticket with the concepts previously seen. b) Presentation of the item chosen</p>	<p>SO2) Analyse the preferred Items chosen by students when creating a test collaboratively.</p>
1	3	5													
															
2	4	6													
<p>Thur May 25th</p> <p>45 min</p>	<p>By the end of the intervention sts will be able to choose collaboratively their preferred items for a language test</p>	<p>Introduce the activity with a short summary of the concepts assessment and success criteria with the aids of a ppt. Interactive groups: in group of 5 students guided by a preservice teacher will have the opportunity to choose one item from different alternatives created by the teacher-researcher for a test based on the vocabulary, activities and success criteria worked during previous lessons. Teacher: Introduce the activity and the goal of the class and give the instructions for the activity Students: work in stations for 10 min in group of 5 with a preservice teacher who will help/guide them in the discussion to choose an item for the evaluation, students have to support they decision giving reasons why they chose a specific item for the test. Students present to the class the chosen item explaining why they have chosen it. Students rotate to the next station, repeat what they did in LS1. Teacher gathers the items chosen by the students. Projects on the board the chosen items and select with the students the final item for the test.</p>	<p>5min Class routine 5 min to introduce the activity. 10 min station work 10 min station work 10 min discussion 5, Closure the lesson</p>	<p>Set of items for a test PPT</p> <p>Rotation</p> <table border="1" data-bbox="1270 844 1575 966"> <tr> <td>1</td> <td>3</td> <td>5</td> </tr> <tr> <td colspan="3" style="text-align: center;">  </td> </tr> <tr> <td>2</td> <td>4</td> <td>6</td> </tr> </table> <p>Items:</p> <p>https://docs.google.com/document/d/148xsSVDhA255ZXjsRbUqbPw3EVPq2GVC/edit?usp=share_link&oid=111929690261634782008&rtpof=true&sd=true</p>	1	3	5				2	4	6	<p>Assessment Instance</p> <p>a) Presentation of the item chosen.</p>	<p>SO2) Analyse the preferred Items chosen by students when creating a test collaboratively.</p>
1	3	5													
															
2	4	6													

<p>Mon May 29th</p> <p>45 min</p>	<p>By the end of the intervention, students will be able to validate the assessment tasks proposed collaboratively .</p>	<p>Teacher presents to the class with the aid of a ppt the test constructed collaboratively through interactive groups. Teacher: Introduce the activity and the goal of the class and give the instructions for the activity in which all together are going to discuss and validate the final test. Students: guided by the teacher-researcher will discuss about the final version of the language test created collaboratively, students will have the opportunity to know the final version of the test and give their final opinions and suggestions. Teacher closes the lessons with the final comments given by the students.</p>	<p>5min Class routine 5min to introduce the activity. 20min validating the activity</p>	<p>The final version, will be provided and uploaded once have been created.</p>		<p>SO2) Analyse the preferred Items chosen by students when creating a test collaboratively.</p>
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Appendix 2: Test-Items Proposal.

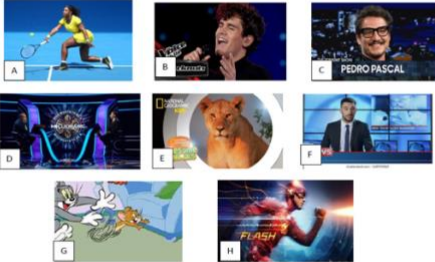
<p>Item 1. Form 1</p> <p>OA 14) expressing preferences What people are doing +Frequency</p> <p>1) Reconoce y escribe vocabulario</p> <p>1) Look at the picture and write what represents (1pto c/u total 9pts)</p> <table border="0"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </table> <p>In item I form 1 students have to write the vocabulary learnt during lessons.</p>				<input type="text"/>	<input type="text"/>	<input type="text"/>				<input type="text"/>	<input type="text"/>	<input type="text"/>				<input type="text"/>	<input type="text"/>	<input type="text"/>	<p>Item 1. Form 2</p> <p>1) Reconoce y escribe vocabulario</p> <p>1) Look at the picture and Match the written form , Use the words from the bank word (0,5pts c/u total 4,5pts)</p> <p>Upload pictures / watch tv / chat with friends / search internet / film / watch videos / send e-mails / sports programme / quiz show / the news /</p> <table border="0"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td><input type="text"/></td> <td><input type="text"/></td> <td><input type="text"/></td> </tr> </table> <p>In item I form 2 students have to write the vocabulary learnt during lessons, choosing the word from the word-box</p>				<input type="text"/>	<input type="text"/>	<input type="text"/>				<input type="text"/>	<input type="text"/>	<input type="text"/>				<input type="text"/>	<input type="text"/>	<input type="text"/>
																																					
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Item 1 Form 3

i) Reconoce, lee y escribe vocabulario

1) Write the name of the programme and match. (3 pts c/u, Total 9 pts)

music programme - sport programme - cartoons - chat show - quiz show - the news - film
- documentary



- | | |
|--|--|
| <p>5) He is singing. <input type="checkbox"/></p> <p>6) He is reporting news. <input type="checkbox"/></p> <p>7) He is speaking about his film. <input type="checkbox"/></p> <p>8) They are fighting. <input type="checkbox"/></p> | <p>1) He is asking questions. <input type="checkbox"/></p> <p>2) She is playing Tennis. <input type="checkbox"/></p> <p>3) He is running. <input type="checkbox"/></p> <p>4) I'm looking animals. <input type="checkbox"/></p> |
|--|--|

In item I form 3, students have to read the sentences (1-8), then match them with the picture (A-H) and write the TV programme.

Item 2 Form 1

i) Completa oraciones usando frequency adverbs.

2) Complete the sentence writing corresponding Frequency Adverb

- a) I _____ watch sports programs (100%)
 b) I _____ watch the news (0%)
 c) I _____ send emails to my teachers. (70%)
 d) I _____ search vocabulary into internet (50%)
 e) I _____ watch cartoons on TV (0%)

Item 2. Form 2

i) Completa oraciones usando frequency adverbs

2) Complete the sentence writing corresponding Frequency Adverb.

Always / Usually / Sometimes / Never

- f) I _____ watch sports programs (100%)
 g) I _____ watch the news (0%)
 h) I _____ send emails to my teachers. (70%)
 i) I _____ search vocabulary into internet (50%)
 j) I _____ watch cartoons on TV (0%)

In item II form 1, students have to complete the sentence with the right frequency adverb, according to the percentage given.

In item 2, form 2, students have to complete the sentence with the right frequency adverb, according to the percentage given and word box.

Item 2. Form 3

ii) Completa oraciones usando frequency adverbs

3) Circle the best alternative to complete the sentence, just one alternative is correct.

k) I _____ watch sports programs (100%)

- a) Sometimes
- b) Always
- c) Usually
- d) Never

l) I _____ watch the news (0 %)

- a) Sometimes
- b) Always
- c) Usually
- d) Never

m) I _____ send emails to my teachers. (70%)

- a) Sometimes
- b) Always
- c) Usually
- d) Never

n) I _____ search vocabulary into internet (50%)

- a) Sometimes
- b) Always
- c) Usually
- d) Never

o) I _____ watch cartoons on TV (0%)

- a) Sometimes
- b) Always
- c) Usually
- d) Never

In item II form 3, students have to read the sentence and choose the best alternative, then write the answer in the space provided, the subject is in colour blue and the line in red, using the same codes used during lessons.

Item 3 Form 1

iii) Expresa preferencias en forma escrita

4) Look at the images and write a sentence expressing preferences.

a)   but  

b)   But  

c)   but  

d)   but  

In item III form 1, students have to look at the sequence (pictures) and write a sentence.

Item 3 Form 3

iii) Lee oraciones breves e identifica

5) Look at the pictures and choose the best option that represent the sequence.



- a) I love listening to music, but I hate watching a sport programme.
- b) I love listening to music, but I hate watching a film.
- c) I love listening to music, but I have watching videos.



- a) I like watching videos, but I hate searching into internet.
- b) I like watching films, but I don't like sending emails.
- c) I like watching videos, but I don't like sending emails.



- a) I like watching music programmes, but I love watching films.
- b) I like watching films, but I don't like watching music programmes.
- c) I like watching films, but I love watching music programmes.

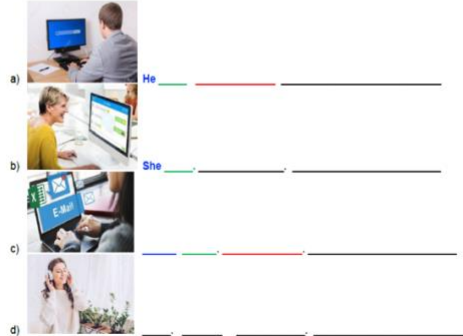


- a) I hate watching music programmes, but I love watching films.
- b) I hate watching music programmes, but I love watching sport programmes.
- c) I hate watching films, but I love watching music programmes.

Item 4 Form 1

iv) describe en forma escrita lo que las personas están haciendo

Look at the picture and write what HE/SHE IS DOING



In item III form 2 Students have to look at the sequence, read the alternatives given and choose the alternative that represents the sequence.

In item IV, form 1, students have to look at the picture and then write the sentence in the correct order. The sentences are differentiated with the same colour pattern used during lessons.


Item 4 Form 2


IV) Describe en forma escrita lo que las personas están haciendo

LOOK at the picture and **WRITE** the sentence in the correct order.

a)  searching / He / into internet / is

b)  chatting / is / with friends / She

c)  She / an email / sending / is

d)  is / to music / She / listening

In item IV, form 2, students have to look at the picture and then write the sentence in the correct order. The first two pictures are differentiated with the same colour pattern used during lessons.

Item 5 Form 1

v) Escucha información específica.

Listen to Mike talking about his winter holiday

1) Complete the sentences about Mike's holidays

quiz- family - music- Wednesday - raining

- a) I am in my winter holiday with my _____.
- b) We can't go out too much because it is _____ and even snowing outside!!
- c) On Mondays my mom and I watch a _____ show.
- d) On _____ *Film Today* shows different movies.
- e) On Saturdays we all watch a _____ show

Item 5 Form 2

Listen to Mike talking about his winter holidays.

1) Match with a line to complete the sentences.

- a) On Mondays
- b) On Fridays
- c) My brother and I
- d) I am
- e) My dad is

- watch horror films.
- writing this email to you.
- my brother, my dad and I watch a documentary.
- my mom and I watch a quiz show.
- Uploading photos

Item V form 1, students have to listen to and complete the text with the missing word, they have the word box.

Item V form 2, students have to listen to and match the information.

Appendix 3: Final Test.

The final version of the Test chosen and validated by the students.

i) Escucha y reconoce información específica.

1) Listen to Mike talking about his winter holiday and circle what you hear (1 point c/u, total 5 pts)

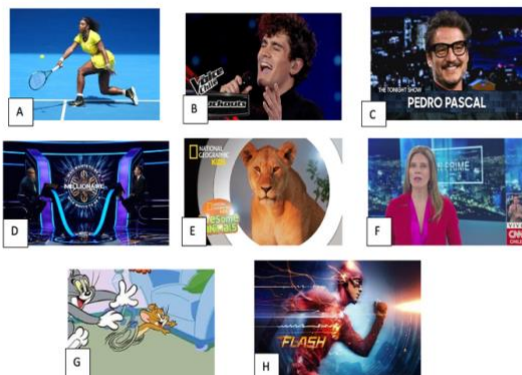
- a) I am on my winter holiday with my **friends / family**.
- b) We can't go out too much because it is **freezing / raining**, and it's even snowing outside!!
- c) On Mondays, my mom and I watch a **quiz/ music** show.
- d) On **Tuesday / Wednesday**, Film Today shows different movies.
- e) On Saturdays, we all watch a **music / quiz** show.

In item I, students have to listen to and circle the word that they hear.

ii) Reconoce, lee y escribe vocabulario

2) Write the name of the programme and match (2 points each, total 16 pts)

music programme - sport programme - cartoons - chat show - quiz show - the news - film
- documentary



- | | |
|--|---|
| 1) He is singing. <input type="checkbox"/> | 5) He is asking questions. <input type="checkbox"/> |
| 2) She is reporting news. <input type="checkbox"/> | 6) She is playing Tennis. <input type="checkbox"/> |
| 3) He is speaking about his film. <input type="checkbox"/> | 7) He is running. <input type="checkbox"/> |
| 4) They are fighting. <input type="checkbox"/> | 8) I'm looking animals. <input type="checkbox"/> |

In item II, students have to read the sentences (1-8), then match them with the picture (A-H) and write the TV programme.

iii) Lee, reconoce y selecciona la opción correcta

3) Circle the best alternative to complete the sentence. Just one alternative is correct. (1 point each, Total 6 points)

a) I _____ watch sports programmes (100%)

- a) Sometimes
- b) Always
- c) Usually
- d) Never

b) I _____ watch the news. (0%)

- a) Sometimes
- b) Always
- c) Usually
- d) Never

c) I _____ send emails to my teachers. (70%)

- a) Sometimes
- b) Always
- c) Usually
- d) Never

d) I _____ search vocabulary on the internet. (50%)

- a) Sometimes
- b) Always
- c) Usually
- d) Never

e) I _____ watch cartoons on TV. (0%)

- a) Sometimes
- b) Always
- c) Usually
- d) Never









f) I _____ listen to music on Spotify. (70%)

- e) Sometimes
- f) Always
- g) Usually
- h) Never

In item III, they have to read the sentence and choose the best alternative, then write the answer in the space provided, the subject is in colour blue and the line in red, using the same codes used during lessons.

iv) Lee un cuadro y responde información específica.

4) Read the chart and Circle (O) the best alternative true or false. (1pt o/u, Total 8 pts)





	 send emails	 cartoons	 quiz shows	 series
 Tom	✓	✗	✓	✗
 Lucy	✗	✓	✗	✓
 Fred	✗	✓	✓	✗
 Natalia	✓	✗	✗	✓

- a) True / False Tom likes sending emails to his friends.
- b) True / False Lucy likes watching cartoons.
- c) True / False Tom doesn't like watching quiz shows.
- d) True / False Fred likes sending emails and watching series.
- e) True / False Lucy likes watching quiz shows.
- f) True / False Natalia likes watching quiz shows.
- g) True / False Fred doesn't like watching cartoons.
- h) True / False Natalia doesn't like watching series.





In item IV, students have to look at the chart and read the sentences, then decide if it is true or false. The same colours were used during lessons.

v) Expresa preferencias en forma escrita

5.1) **Look at the images and write a sentence expressing preferences.** (4 pts c/u, Total 8 pts)

a)   but  




I _____

b)   But  

I _____

v) Lee oraciones breves e identifica

5.2) **Look at the pictures and choose the best option that represents the sequence.** (1 pt/c/u, Total 2 pts)

c)   but  

- a) I like watching music programmes, but I love watching films.
- b) I like watching films, but I don't like watching music programmes.
- c) I like watching films, but I love watching music programmes.

d)   but  

- a) I hate watching music programmes, but I love watching films.
- b) I hate watching music programmes, but I love watching sport programmes.
- c) I hate watching films, but I love watching music programmes.


In item V, students have to look at the pictures and write a sentence and in the second part, they have to look at the pictures and choose the best alternative.


IV) Describe en forma escrita lo que las personas están haciendo


6) **LOOK** at the picture and **WRITE** the sentence in the correct order. (1 pt/c/u, Total 6 pts)


a) 

b) 

c) 

d) 

e) 

f) 

In item VI students have to look at the picture and then write the sentence in the correct order. The first two sentences have the same colour pattern used during lessons. To add a level of complexity, the last three sentences were in black.

Appendix 4: Likert scale.

Dimension	Definition	Question
Process of creating a test collaboratively	Ideas or beliefs that students have of the process of creating a language test collaboratively through interactive groups.	a) Me gustó construir un instrumento evaluativo en con mis compañeros y compañeras, (SO1)
Being considered when creating a test collaboratively	Ideas or beliefs that students have when their ideas are taken into consideration	a) Me gustó que el profesor considerara mi opinión e ideas en la construcción de una prueba. b) Pienso que es importante que el profesor considere mi ideas cuando construye un instrumento evaluativo. (SO1) c) Pienso que es importante que el profesor considere mi opinión respecto a qué contenidos incluir en una evaluación durante la construcción de la prueba. (SO1) d) Pienso que es importante que el profesor considere mi opinión a cómo quiero ser evaluado. (SO2) e) Pienso que es importante que el profesor considere mi opinión respecto a que tipos de ítems incluir en una prueba.
Preferred Items and assessment tools	Items, activities or exercises that student preferred in a language test.	a) Prefiero ítems en donde tengo que reconocer vocabulario en forma escrita (SO2) b) Prefiero ítems en donde tengo que escribir oraciones breves. (SO2) c) Prefiero ítems donde tengo que responder en forma oral en inglés. (SO2)

Appendix 5: Focus Group.

Dimension	Definition	Questions
Process of creating a test collaboratively	Ideas or beliefs that students have of the process of creating a language test collaboratively through interactive groups.	a) ¿Qué piensas de haber participado en la selección /creación de ítems para una prueba? ¿Por qué? (SO1) b) ¿Qué piensas de haber construido una evaluación de modo colaborativo con tus compañeros/compañeras, colaboradores de aprendizaje y el profesor? (SO1) c) ¿Cómo describirías el proceso de construir una evaluación colectiva? (SO1)
Being Considered in the process of creating a test collaboratively	Ideas or beliefs that students have when their ideas are taken into consideration	a) ¿Qué piensas de que el profesor considere tus opiniones o ideas para la construcción de una evaluación? ¿Por qué? (SO1) b) ¿Cómo te sentiste participando en la selección de ítems para la creación de una prueba? ¿Por qué? (SO1)
Preferred Items and assessment tools	Items, activities or exercises that student preferred in a language test.	Para introducir esta dimensión: ¿Qué piensas de las evaluaciones en la asignatura de Inglés? ¿Cómo te gustaría ser evaluado en la asignatura de Inglés? ¿Por qué? (SO2) a) ¿Qué tipos de ítems prefieres trabajar en una evaluación? ¿Por qué razones prefieres los ítems mencionados? (SO2)

Appendix 6: Validation Instrument.

Sixth graders' perceptions regarding the decision-making process after creating language test collaboratively.

This action research study aims to explore the students' perceptions regarding the process of creating a language test collaboratively, considering the Dialogic Pedagogy and in interactive groups methodology.

The participants for this research are 34 students from a sixth grade, who study in a run-state school located in Penco. They have been working with dialogic pedagogy and interactive groups since 2022.

To collect data, the teacher-researcher has designed two instruments: a focus group and a Likert scale.

The Likert scale aims to explore students' perceptions towards the process of creating a language test collaboratively and the focus group which will be conducted after the Likert scale aims to explore in depth students' perceptions and opinions regarding the same process in order to have a better understanding.

The upcoming information shows the research question, general objective, and specific objectives for this action research.

Research Question

What are sixth graders' perceptions regarding the decision-making process after creating a language test collaboratively?

General Objective:

To explore students' perceptions regarding the decision-making process of designing a language test collaboratively

Specific Objectives:

- a) Identify students' perceptions after creating a language test collaboratively.
- b) Analyse the preferred Items chosen by students when creating a test collaboratively.

Focus Group.

Dimension	Question	Keep	Delete	Modify	Observations
Process of creating a test collaboratively.	¿Cómo describirías el proceso de construir una evaluación colaborativa? (SO1)				
Process of creating a test collaboratively	¿Qué piensas de poder participar en la selección /creación de ítems para una prueba? ¿Por qué? (SO1)				
Process of creating a test collaboratively.	¿Qué piensas de haber construido una evaluación de modo colaborativo con tus compañeros/compañeras, colaboradores de aprendizaje y el profesor? (SO1)				
Being considered in the process of creating a test collaboratively	¿Qué piensas de que el profesor considere tus opiniones o ideas para la construcción de una evaluación? ¿ Por qué? (SO1)				
Process of creating a test collaboratively	¿Cómo te sentiste participando en la selección de ítems para la creación de una prueba? ¿Por qué? (SO1)				
Preferred Items and assessment tools.	¿Qué tipos de ítems prefieres trabajar en una evaluación? ¿Por qué razones prefieres los ítems mencionados? (SO2)				
Preferred Items and assessment tools.	¿Cómo te gustaría ser evaluado en la asignatura de Inglés? ¿Por qué? (SO2)				

Likert Scale

Instrucciones: Lee cada criterio, luego haz un tick en la opción que mejor represente tu pensamiento.

Criterio	Totalmente de acuerdo	De Acuerdo	Ni de acuerdo ni desacuerdo	Desacuerdo	Totalmente desacuerdo
1) Me gustó que el profesor considerara mis ideas en la prueba (SO1)					
2) Pienso que es importante que el profesor considere mi ideas cuando elabora una prueba. (SO1)					
3) Me gustó construir un instrumento evaluativo con mis compañeros (SO1)					
4) Pienso que es importante que el profesor considere mi opinión respecto a qué contenidos incluir en una evaluación. (SO1)					
5) Pienso que es importante que el profesor considere mi opinión a cómo quiero ser evaluado. (SO2)					
6) Pienso que es importante que el profesor considere mi opinión respecto a los tipos de ítems a puede en una prueba. (SO2)					
7) Prefiero ítems en dónde tengo que reconocer vocabulario en forma escrita (SO2)					
8) Prefiero ítems donde tengo que escribir oraciones breves en inglés. (SO2)					
9) Prefiero ítems donde tengo que responder en forma oral. (SO2)					

¿Qué es lo que más te gustó de esta forma de trabajar? ¿Por qué?

General Comments:

