

The Use of Authentic Evaluation to Develop Communicative Competencies

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BIOGRAPHY:

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Born in Tlaxcala, he has been an English teacher since 2009, mainly in private schools. He has a major in education and another in medicine. He finished his master's degree in education at CAM Iguala in 2023 where he has been working for 6 years.

ABSTRACT

This action research explores the implementation of authentic assessment to enhance first-year students' communicative competencies in English at CAM Iguala. The study identifies challenges in traditional evaluation methods and proposes an alternative approach integrating real-life projects and self-assessment. The research follows a two-cycle intervention, incorporating reflective diaries, oral presentations, and interactive activities. Findings indicate improved student engagement, increased confidence in using English, and a shift towards more meaningful learning experiences. The study highlights the importance of diverse assessment tools in fostering comprehensive language skills beyond standardized testing.

KEYWORDS:

Authentic evaluation, action research, communicative competencies

SUMMARY:

In this talk, I will present the two cycles I did in my action research to obtain my master's degree in Competencies for Teaching Performance. The main point of my thesis was to prove that we can use examination guides from international certifications -In my case, I used the GESE (Graded Examinations in Spoken English) by Trinity College London. And use them to train students with fun, attainable, activities that will accustom them to the certification tests and I even think that soon, we could use projects instead of the traditional evaluations we have today to certify their level of English.

In the first cycle, the two activities that students did were: one, students wrote their personal information (name, telephone number, e-mail address) on a card to enter an English club,

hence, exercising writing, grammar, and vocabulary, then using the card they would have to introduce themselves in a video, thus exercising speaking. The second activity was a matching-the-pairs game I created using information questions with verb to be and the vocabulary of colors, weather, adjectives to describe people, commands, etc.; Students would play in pairs and record the session; after doing a match they would have to create a similar question to promote communication and real-life answers. In this case, students would exercise listening and speaking skills.

With those two activities I covered Grade 1 of the GESE exam, the study was carried out with 40 first-semester major students. I also used an authentic evaluation tool; a self-evaluation rubric in the first activity and a co-evaluation rubric in the second. Do you want to know the results? Find out at the talk.

In the second cycle, my students worked with a self-reflexive journal with four activities that allowed them to express themselves freely, and reflect on their learning mainly, and also the tasks they were doing, the teacher and the evaluation.

Finally, in the conclusion I will give some directions to create an innovative way to assess students.

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