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Students' Perceptions of Traditional and Digital Assessment Tools

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Dedications

I dedicate this thesis to my family, teachers, students, and friends. An immense feeling of gratefulness for my highly valued parents, Javier and Teodora, whose supporting and encouraging words made me a more sensible and practical person. Also, to my sister, Esmeralda, who has always been beside my side; she is exceptional. To the teachers and students that have helped me through all this experience, especially those who participated directly, I learned so much from you. Finally, I dedicate this work to my friends that have never left my side, and I will always appreciate what you have done for me.

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Abstract

This research mainly aims to identify the students' perception of traditional and digital assessment tools used in face-to-face classes after two years of online and hybrid system education caused by the COVID-19 pandemic. This research study focuses on students' perceptions of English as a Foreign Language using traditional and digital tools in formative, summative, and digital assessment schemes. The present study is a quantitative research approach, and the information was collected through a survey of 38 students from a private high school in Puebla, Mexico. The research provided information about the tools and the assessment types used in their classes; the first type is traditional assessment in multiple-choice tests and portfolios. The second type is the digital assessment, represented with a digital version of the traditional tools (Google Classroom, Quizizz, and Kahoot!). The results of this study revealed interesting findings answering the two theses, which stated that students identify traditional tools obsolete and tedious. Also, students identify digital tools as their ideal form of evaluation. First, students identified traditional tools like tests as tedious and rejected them but considered portfolios remarkably useful. Second, students have a substantially favorable attitude toward using digital tests, but digital portfolios are perceived negatively. Therefore, it can be assumed that teachers must keep a constant estimation of the assessment tools implemented in the classroom. A qualitative method is recommended for further research, so the reason for these perceptions can be delineated, and possible solutions emphasized.

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CHAPTER I

1.1 Background

For teachers that attend face-to-face classes after the Coronavirus Disease of 2019 (COVID-19) pandemic quarantine, it is essential to identify the students' points of view about the assessment tools employed in the English subject. So, these opinions can be considered when selecting any evaluation tool to make the learning process more effective and significant. In addition, analyzing students' perspectives about the different traditional or digital tools used during the classes provides relevant information about how they perceive their learning and progress in any subject, as shown in the following background.

Asad et al. (2021) determined English as a Second Language (ESL) students' satisfaction with different assessment tools and their influence on their grades. The information was collected from 100 students selected randomly from ages 12 to 18, taking their major subjects in English from different schools in Larkana, Pakistan. The results showed that students felt that conventional assessment instruments were more substantial and affected their school development than the digital ones designed and implemented by different teachers. Despite this, students were more satisfied with conventional than digital assessments because they had to deal with the internet, time, and access issues with the latter. The authors recommend further research to evaluate conventional and digital assessments with different groups of participants because each type has its importance, impact, and significance.

Arumugham (2019) analyzed learners' impressions dealing with the use of portfolios as an innovative assessment tool in an ESL classroom. In this research, the participants were

15 secondary school learners that had never used a physical portfolio to keep their assignments and notes in English subjects from Kubang Pasu District, Malaysia. The results showed that students consider that using portfolios gives them more workload as they have to add documents and materials periodically to it. Also, some other students agree that a portfolio is a unique system to organize their documents of each school subject. With this attribute, they could easily compare other classmates' classwork to get feedback about their development through comparison. A suggestion from the author for further research includes analyzing students' experiences using portfolios in the early stages of education, like elementary school.

Jalani and Hashim (2020) examined rural pupils' perceptions regarding using a formative online test tool to develop sympathy for the English course. The information was collected from 30 pupils. Although, the results demonstrate that all pupils derived from the experimental group enjoyed when they had to answer the questions from the online assessment tool. The authors declared that using recourses like Quizizz in English lessons with students from rural areas will help to captivate their curiosity and involvement with modernized learning technologies compared to students that are not exposed to them. A proposition for further research is to investigate the use of formative online assessment tools with the language learning processes in general, focusing on the four skills listening, reading, writing, and speaking.

Khalil (2018) investigated ESL students' perceptions of using websites designed to write, edit and share documents to learn the language. The data collected were obtained from six EFL students of a grammar course at a Palestinian university. The results of the investigation showed that before taking the grammar course, most students had no experience using these kinds of applications to learn a language. However, after using them during the

course, most of the students declared in the interview that they were in favor of applying them in the future because of the advantages that these tools offer, like the instant feedback provided by the teacher and other students generating in this manner a more collaborative learning environment. The author suggests that further research consider a more significant number of participants per group and ESL students enrolled in university courses to be more focused on the learning process.

Ridho et al. (2019) identified English as a Foreign Language (EFL) students' perspective on incorporating the Google Classroom application into classes, and the information was obtained using online questionnaires and interviews. The study concerned 30 students from a university in Majalengka, West Java. The results showed that more than 60% of students considered that the activities sent through Google Classroom were finished earlier than the paper-based ones and that the lecturer's comments helped them improve their performance. Furthermore, over 30% of the students showed an improvement in the tests during the time this tool was implemented. This app helps learn English because it stimulates the active participation of EFL students through tasks and discussions.

Melo and Garcia (2021) analyzed young learners' opinions about using an app to learn vocabulary in English courses for EFL students at a university in Mexico. The participants were sixteen students with an A2+ level, aged 9 to 12, most of them studying in elementary school, and only two were in secondary school. The study results showed that students detected some advantages and disadvantages with the App use in classes. One significant advantage was that the vocabulary learned during the sessions was significantly enhanced according to students' opinions. The disadvantages were generally related to problems with the learners' internet connection. However, according to the authors, the participation and motivation for new challenges among students increased substantially during the sessions

Kahoot! was implemented. Further research suggests analyzing the results of using this app for warm-up and assessment sessions with similar groups of participants.

The previous studies concluded that students from different learning conditions usually show interest in the practice of online teaching Apps used in ESL and EFL classrooms. However, they consider traditional teaching tools valuable and practical. Some researchers have identified that students detected the implementation of digital recourses as fascinating and stimulating and also that these create a collaborative environment because of all the features they include (Jalani & Hashim, 2020; Khalil, 2018; Ridho et al., 2019; Melo & Garcia, 2021). Other researchers focused on the appliance of traditional evaluation tools. They found that students consider them optimal to organize class evidence to consult and compare, creating a more efficacious evaluation system and, consequently, a more consistent assessment. (Asad et al., 2021; Arumugham, 2019). Because of all mentioned, the main objective of this study is to analyze students' perceptions of these assessment tools (digital and traditional) in the context of education in our country.

1.2 Rationale

The first case of a patient with COVID-19 in Mexico was confirmed on February 27, 2020; many cases started appearing during the following weeks. On March 19, the first session of the Health General Council took place. Almost a month later from this first case, the Federal Mexican Government decided to close all schools and face-to-face educative activities on March 23. On March 30, the General Council declared a sanitary emergency, suspending all non-essential activities in the country and announcing a lockdown (Institute for Global Health Sciences, 2021). This extraordinary situation was affecting the people in the world, it provoked a social crisis, and those who had been indisposed with the ailment

were just a part of it. All the sectors of society were disturbed differently, and governments and educational institutions adopted a strategy of maintaining online classes during the pandemic lockdown.

In Mexico, the online classes system lasted more than one year. It was until August of 2021 that a hybrid version of it started to be implemented in the schools, with some students taking face-to-face lessons and others taking online lessons. The government planned to increase the number of students in the classrooms progressively. At the same time, COVID-19 and its variant vaccination campaigns covered a more significant part of the population in the country. It was not until April 2022 that the Secretaría de Educación Pública (SEP) declared that the conditions for students to return to school were optimal because the number of positive cases in the country was reducing. Schools activated face-to-face classes with 100% of students after more than two years of the pandemic.

During these two years of online classes and hybrid systems, the educational system tried to adapt to different technologies; although all the difficulties it faced to continue preparing the students for an extraordinary situation. At the beginning of March 2020, the programs and plans that the schools used were adaptations of the originals with the same objectives and teaching methods but used in the online version. For the following scholar cycles, schools developed a series of strategies to make a more specific educational program for online education, like developing study guides for students who could not attend online classes and self-assessment tests to measure their learning. In addition, many schools implemented courses for teachers to qualify them for using Information and Communication Technologies (ICTs) for teaching. Even some schools developed their digital platforms. All these strategies improved the online teaching-learning system, and some teachers and students adapted adequately to this new form of interaction. However, some negative aspects

also appeared during these two years of online and hybrid teaching. For example, some rural regions do not have access to an internet connection or have unstable connections, and students should be aware of their learning, and this did not work for many of them. Finally, after two arduous years of online and hybrid teaching systems, we can say that this new form of education worked efficiently for many students by including strategies that developed their self-aware learning skills. On the other hand, the pandemic only drew a considerable gap between these students and others that could not adapt to these systems or could not be a part of them because they belonged to the social sector that did not have the resources to take online classes. The effects that the COVID-19 pandemic left are severe, and we need to start working on solving them now because we will be feeling the effects of this situation during the following years.

My interest in this study derived from the experience of working as an EFL high school teacher during these two years of the COVID-19 pandemic situation in which the teaching and learning tools changed from traditional to digital. Teachers all over the world adapted to the use of digital tools to transmit, remodel, and evaluate class development. Furthermore, this represented a considerable challenge for us as teachers and students because using these technologies was strange, and we had not explored them entirely. Eventually, we started to manage these tools more appropriately and get accustomed to them. Now with the hybrid classes system, I have noticed that the students' reception to traditional evaluation tools may contrast remarkably with the digital ones implemented all along in the online classes period. Students have many things to say about how they perceive these evaluation tools, and this study is implicated in finding these opinions.

When searching for similar studies, I could only find one study in Mexico, and its main objective was to analyze Mexican students' evaluation of a digital tool to develop

vocabulary (Melo & Garcia, 2021). Many other studies I consulted came from Malaysia, Indonesia, and Pakistan, where researchers inquired about different students' opinions on these assessment tools. Most of all agreed that the students are interested in both types. They considered that the digital captures learning interests and the traditional built a consistent way of evaluation (Arumugham, 2019; Asad et al., 2021; Jalani and Hashim, 2020; Khalil, 2018; Ridho et al., 2019). In our learning context is imperative to establish a more defined line between the perception our students have about the variety of tools available so we can implement them precisely.

1.3 Objectives

General objective:

To identify high school second-grade students' perceptions about traditional and digital assessment tools used in English class after the pandemic lockdown online and hybrid system lessons.

Specific objective:

To determine high school second-grade students' perceptions about traditional assessment tools used in English class.

To examine high school second-grade students' perceptions about digital assessment tools used in the classroom in English class.

1.4 Research questions

What are the students' perceptions about using traditional assessment tools in English subjects after online and hybrid classes?

What are the students' perceptions about using digital assessment tools in face-to-face classes?

1.5 Hypothesis

1. After two years of using digital tools in online and hybrid classes, students consider traditional assessment tools monotonous and obsolete for their learning.

2. Students find digital assessment tools ideal for their learning because they are more exciting and appropriate for their English classes.

1.6 Significance of the study

This study is essential considering that there are insufficient investigations related to this topic in the EFL Mexican community. Moreover, pondering high school students' experiences with different assessment tools will complement the information necessary for developing more competent teaching evaluating procedures according to their level and preferences. Finally, knowing what tools benefit the students' evaluation after being exposed to just virtual recourses for a long time will help teachers define a competent decision when selecting any digital or traditional way of assessment.

1.7 Keywords

Perception is "a process by which individuals organize and interpret their sensory impressions to give meaning to their environment" (Kashyap, 2020).

The evaluation may be "the passing judgment on the degree of the worthwhileness of some teaching process or learning experience" (Boykin., 1958, p.529).

Traditional tools are " formal tests that check students' ability to recollect and reproduce the content studied during a course. The most widely used traditional assessment tools are multiple-choice tests, true/false tests, short answers, and essays" (Dikli, 2003).

Digital Tools is "the delivery of assessments, tests, surveys, and other measures via digital devices such as computers, tablets, and mobile phones. It typically leverages additional technology such as the Internet or Intranets" (Issayeva, 2021).

CHAPTER II

LITERATURE REVIEW

The following chapter presents literature and definitions related to the essential topics that integrate the theoretical framework of this study. The present study aims to identify the second-grade high school students' perceptions about using traditional and digital assessment tools in EFL classes after the confinement and hybrid teaching system caused by COVID-19. This chapter reviews the EFL concept and its circumstances in upper secondary education in Mexico, the principal types of traditional and digital assessment teachers use, and some possible benefits and detriments. The details of digital tools like Quizizz, Google Classroom, and Kahoot! will also be reviewed.

2.1 EFL in Mexico

EFL is assumed to be English as a Foreign Language, and its name refers to the teaching-learning processes in which the English language is learned outside the countries this language is spoken. In Mexico, English is considered a relevant part of the education programs because it is included from elementary school to higher education levels. These programs are related to the EFL concept as they make an effort to develop students' skills to communicate with native speakers of the language in academic, professional, and touristic contexts. Several factors, like interest, cognition, and emotions, are associated with learning a language. However, a decisive element in this learning process is the environment; EFL students in Mexico face many difficulties in practicing the language in social situations as the language is not spoken in all parts of the country. As Krashen (1985, cited in Si, 2019, p.34), "we call "second language acquisition" is a subconscious acquisition that is similar to the process of mother tongue acquisition." When people acquire their native tongue, exposure to it is significant because all the people around them influence their development by

speaking that language. A very different scenario is the EFL Mexican context, where the social environment in which the English language is produced is almost non-existing.

Learning a foreign language in Mexico represents many challenges to students because, in the classroom context, the lessons usually are more focused on developing the use of grammatical rules instead of the practice of the language to communicate. Hence fluency and language production are limited (Melo & García, 2021). In addition, this lack of social interaction with English speakers makes students feel hesitant about their capabilities and restricts their process evolution of learning.

With the incorporation of the information and communication technologies (ICTs) into education and the development of new ways for people to communicate, EFL students with an internet connection and devices like smartphones or computers can improve their English production by using them. However, in most cases, only students with economic resources pay for the services, or those belonging to private schools that incorporate programs to access a computer room and interact with native English language students from other countries can develop their learning process. Nevertheless, this only happens in a particular sector of students in our country.

To conclude, EFL students' difficulties are connected to the limited social environment of English speakers that the country offers them. New technologies can be implemented to establish new communication alternatives with other English speakers from different countries, but these are not accessible to all. Therefore, this study will focus on EFL students of a private high school in Mexico, where Spanish is the native language.

2.2 Situated Learning

According to the Secretaría de Educación Pública (SEP), the subject of English in the high school program belongs to the communication branch of education, whose main

objectives are based on the situated learning approach principles. Moreover, it aims to develop students' generic, professional and disciplinary competencies as their socio-emotional abilities to achieve the upper secondary level graduation profile. Therefore, the situations and activities that conform to this program suit most of the different contexts of each region in Mexico (SEP, 2018).

In the situated learning method, a series of designed and selected cases are presented to students so they can analyze the problematics and give a solution to them. The primary purpose is to put into practice the capabilities and competencies that students must develop in a similar simulated context, in which students maintain an authentic interaction between them (Díaz-Barriga, 2006). In this case, the concept of "learning" is closely related to the concept of "producing" situated learning demands students' participation in a practice community. This interaction allows the acquisition of knowledge, the process of facing and solving a situation in a particular context, and lets students build this knowledge (SEP, 2018).

With this approach, the program's objectives for the English subject that the participants of this study are: To make students argument objectively their ideas and to participate with fluent written and oral expressions in English through comparison of grammatical structures and students' future personal and social plans (SEP, 2018).

2.3 Assessment Overview

The concept of assessment is crucial in the teaching-learning process; selecting an adequate type of it is imperative to any stage of education since it can be applied for measuring students' development at the end of a course or during an activity in class. As Önalán and Gürsuy (2020) state, "depending on the instructional setting and lesson objectives, teachers should be aware of and knowledgeable about the various functions and

purposes that assessment can serve” (p.250). For instance, with a teacher's adequate preparation and effective use of assessment tools, the learning process can be significantly improved instead of exclusively implementing long-established limited assessment options.

The general concept of assessment correlates only with estimations of the learners' knowledge and skills at the end of a course. However, a deeper immersion in the definitions will expose other vital aspects. The idea of assessment not only refers to a simple testing process. As Barkley and Howell (2016, cited in Herrera and González, 2021, p.173) say in the following quote, "Assessment has been regarded as an evaluation process that transcends the discrete-point approach and targets other impacts and aspects of student's development.” The assessment also measures students' progress and accomplishments, offers feedback, and stimulates learning in ways that its definitions typically do not mention. Assessment's role is crucial because it motivates and defines the progress of the curriculum, resulting in an essential remodeling of it in the education process (Abduh, 2021; Crisp, 2014).

Cheng (2013) mentioned four aspects of assessment that are essential to language learning, these aspects are: events, tools, processes, and decisions, and are shown in table 1 below:

Table 1

Aspects of Assessment

Aspect	Definition
Assessment events	Support students when the events occur with enough frequency that the teacher knows whether the instruction is successful and which student or group of students may need additional support.
Assessment Tools	Support students learning when the tools give students clear ideas about what is important to learn and the criteria or

	expectations for good work, and when assessment matches with instruction.
Assessment Processes	Can support students, so they see teachers as allies to their education; feedback can help students focus and better understand requirements.
Assessment Decisions	Can support students when grades accurately reflect what students learn.

Source: Information taken from (Cheng 2013)

The assessment processes are the frequency of assessment events conducted and evaluated by teachers' analysis through assessment tools. As Cheng (2013) says, "The key is for teachers to contemplate the impact of these purposes on how assessment practices might be conducted differently concerning the assessment tools used and the assessment processes created" (p. 14).

Assessment tasks are divided, according to Crisp (2014), into four types: 1) Diagnostic assessment tasks which are considered the most common and traditional related more to finding the learning boundaries in students. 2) Formative assessment in which the tasks have the purpose of providing feedback to students in a course. 3) Summative assessment tasks which are used mainly in measuring the progress during certification processes. 4) Integrative assessment tasks which regulate the students' capabilities during their life learning. Of these four types, formative assessment implies a process of informal assessment during a course period, providing constant suggestions to students to improve their development, and summative assessment, which means a formal procedure of tests providing a value as a grade at the end a course.

This study mainly concentrates on using traditional and digital assessment tools for formative, summative, and e-assessment in EFL. Their characteristics fit the program the study participants follow, which will be explained in the following sections.

2.3.1 Formative Assessment

Assessment is a continuous process that defines the decisions teachers must follow during the course. These may vary according to the information associated with students' development, trace deficiencies and advantages, establish grades, and identify the foremost competent students' achievements. Formative assessment is substantially connected to this process as a resource of feedback to students, which is an immediate judge of their performance during activity and makes them more conscious about their learning (Cárdenas-Sánchez et al., 2020; Sadler, 1989).

Implementing feedback to foreign language students is a very effective form of making students work on their knowledge and language skills. However, teachers need to know when and how to implement it so students can take it as a way to improve and not as a way of criticism that can affect their development in the future. As Fischer and Gray cited in (Cheng, 2013), say "feedback is a powerful way to affect student achievement; it is consistently ranked among the strongest interventions at a teacher's disposal" (p.29). This process consists of setting the instruction's objectives to students from the beginning and with students focused on them. Next, teachers proportionate feedback to the student's performance, providing an opportunity for the students to improve, then the teacher must evaluate if the instruction process should be modified. This process of implementing feedback as a formative assessment re-course is considered informal because it is proportionated to students by the teacher in the way of comments instead of numerical grades. Students may ignore these comments if they do not follow an adequate implementation.

Using formative assessment in everyday instruction is a powerful tool because it enhances the collaborative work between students and teachers. Teachers administer feedback to students about their learning progress, then students identify their deficiencies

and correct them with teachers' guidance. This assessment goes beyond students' progress and is even more fruitful because students become aware of how they can generate their learning and improve this process (Galora & Salazar, 2017).

This type of assessment maintains a symbiotic relationship between teachers and students that refines this process in students by making them more aware and independent about their learning and in teachers by adapting the program and instruction course depending on the student's reply to make a more professional teaching experience.

Other authors point out that formative assessment has many other benefits in the classroom, like; promoting readjustments in students' behavior during the learning process as they are more immersed in the importance of their own and their classmate's mistakes. Also, these tools enhance competition between them, setting a more stable environment for future instructions during the course (Bloom, 1969; Butler, 1988; Galora & Salazar, 2017; Hughes, 2018).

2.3.2 Summative assessment

Summative assessment can be assumed as a series of strategies that measure students' improvement in their language learning process. These strategies can be tests that are divided into different parts of the stages that conform to the course, for example, quizzes, midterms, and final exams (Brown, 2004). This type of assessment is considered a formal process that provides a feasible result of what students can do in the language learning process and even determines if the students can continue studying to the higher level of the language. For this reason, it is one form of assessment remarkably applied in the EFL classroom by teachers.

According to Torres (2019), summative assessment comprises three main advantages: first, the previously arranged tests let students know how and when the evaluation will take

place, and this helps them prepare for the moment of the test. Moreover, this also works for teachers with plenty of time to solve future problematic situations or appropriately adapt these tests. Second, the quantitative quality of summative assessment is very convenient and practical for teachers, allowing them to assign students grades and report results efficiently. Third, summative assessment is a notably objective manner to measure to what extent students have accomplished the subject's goals, benefiting both teachers and students.

However, when summative assessment is used as a sole form of assessment in the classroom, the opportunities students have to improve are reduced because this process implies assigning a grade to students' development on tests. Hence, those who fail the course only can re-course the subject to approve it.

2.3.3 Digital assessment

The concept of assessment refers to the tools used to analyze how notable the students' progress in gaining knowledge is. However, its definition is usually associated only with the traditional idea of periodically measuring students' results in the education process. Moreover, this concept is also bonded to the more traditional assessment methods. However, during the 90s, digital assessment started to gain popularity because of the increasing use of personal computers in different fields of knowledge, like education. With cheaper technology production, the big computers became new teaching tools for government institutions, schools, and people who could buy one. These new digital tools carried a more modern way of learning to people. As a result, many names for this new type of learning started to appear, like CBT (Computer Based Training), CAI (Computer Assisted Instruction), CMI (Computer Managed Instruction), etc. However, the one that prevails through all this time is CAL (Computer Assisted Learning) (González, 2016). This new form of teaching-learning is

referred to as a computer-based process that evolved quickly, developing many tools for teaching and learning almost any topic in the field of knowledge. Eventually, with the internet, it was enhanced to connect with people from all over the world, allowing easier access to all these new digital teaching and evaluation tools. Furthermore, access to information through mobile phones will enable students to reinforce their knowledge and even go beyond it by consulting any online resource available.

In the last decade, the smartphone's preponderance has given people a more accessible interface to interact with these digital learning tools, so the integration of ICT into the learning field has been developing for more than 30 years. Over this time, educational institutions have tried to implement these digital tools to scholarly subjects, adapting them in many forms as the practicability and advantage these represent to the field are required by the globalized society in which we live. These tools provided many opportunities to enhance the learning experience in the English subject. Digital websites, materials, apps, and in general, any recourse found online the internet expands the teaching arsenal that teachers can implement to improve students' learning process. Digital materials and audio and video recording let teachers give lessons in many forms, with synchronous sessions or with the lessons recorded so the students can check them any moment they want.

Incorporating personal computers, laptops, tablets, and mobile phones with various digital learning resources into the educative sessions has developed and digital labeled type of education. In this digital learning process, the concept of digital assessment must be considered, as all the digital teaching tools used in it are complemented by a digital assessment tool. The digital assessment has the same qualities as the formative and summative types but with many advantages. For example, some web pages designed to implement digital tests, polls, or surveys are incredibly efficient, as the digital platforms that

keep a chronology of the assignments developed during a course (Singh et al., 2020). Moreover, they provide digital comments and feedback on the student's performance is very accessible by using e-mail or any other instant message app. Hence, the digital summative and formative assessments are singularly competent in most cases.

2.4 Traditional Assessment Tools

The word assessment englobes the evaluation tools used to measure student achievements; in an EFL classroom, these tools are required to develop students' capabilities to learn actively and autonomously. Furthermore, this means a very different perspective to the idea of only studying for not failing a test. They enhance the teaching-learning process quality. Traditional assessment tools are typically associated with this concept of only measuring the student's results with pencil and paper tests, which might not be able to motivate and precisely determine students' language development (Norova & Haydarali, 2021). The traditional assessment tools are considered very limited in the EFL classroom because they are designed to measure the knowledge of aspects of the theory of the subject's curricula. Furthermore, in some cases, they create a competitive classroom environment that can cause anxiety in students instead of inspiring them in their development.

Norova and Haydari (2021) mention a list of disadvantages of these tools "First, a traditional assessment tool is likely to be considered a standardized test with decontextualized tests items. Second, the focus is on the discrete answers. Third, it tends to be a summative test that is oriented towards the product. Finally, it evaluates non-interactive performance, so it fosters extrinsic motivation. Traditional assessment types are true-false, matching, and multiple-choice formats" (p.198). Indeed, these tools are used in the early stages of EFL with grammar topics and vocabulary but also work for reading comprehension tests at higher

levels of learning. Conversely, they are orthodox and restrictive because they only draw on how much information students retain from the curricula.

In the present study, the traditional assessment tools used by the participants during the semester are listed and reviewed in an abbreviated manner in table 2. These tools will be explained in more detail in the next part of this chapter.

Table 2

Traditional assessment tools

Traditional Assessment Tool	Definition and Use	Activities	Types of Assessment
Multiple-choice tests	This type of test is traditionally designed to identify students' ability of English skills and weaknesses.	<ul style="list-style-type: none"> • Quizzes • Surveys • Polls • Puzzles 	<ul style="list-style-type: none"> • Summative assessment • Formative assessment
Portfolios	A collection of student's work that demonstrates their progress and accomplishments on a subject.	<ul style="list-style-type: none"> • Writings • Activities • Glossaries • Poems • Songs' lyrics • Essays • Reports • Artwork 	<ul style="list-style-type: none"> • Formative assessment • Summative assessment

Source: Own elaboration (2022)

2.4.1 Multiple-Choice Tests

The multiple-choice tests are probably the most implemented tool in education. They imply selecting an answer that solves a question from a limited number of options that are part of a determined subject context, and students are expected to achieve a specific number of correct answers to pass the test. Multiple-choice tests are considered closed-ended

questions, and the most common types of them are: selecting an answer from options, filling in the blanks, matching the columns, identifying if a statement is true or false, etc. This test focuses more on students' reading comprehension and retaining memory than on their critical thinking and creativity (Asad et al., 2021).

Multiple-choice tests can measure students' competence in a language and determine their level because they are designed and implemented standardized tools. However, their only use is not beneficial for the teaching environment. As Palacio et al. (2016, cited by Herrera & González, 2021, p.176), "traditional tests harm their program since the format usually followed in test (fill-in-the-blanks, multiple-choice, and matching) did not show a positive washback on student's learning. Likewise, the nature of these testing instruments does not allow teachers to assess students in a holistic way, which transcends the mere testing subject knowledge". In other words, in an EFL classroom, this type of testing should be accompanied by other forms of assessments to obtain other evidence of improvement like role-plays, essays, portfolios, etc. As Iseni (2011) and Jang (2014, cited by Herrera & González, 2021, p.171), "Assessment is considered the ongoing process that helps to improve teaching practice and student's language learning through the systemic collection and review of information that teachers interpret to attain educational purposes." Hence as a process of accumulating, analyzing, and implementing evidence of students' achievements to sharpen teaching-learning, testing must not be the only form of assessment in an EFL classroom.

2.4.2 Portfolios

A portfolio is a first-rate tool for students to gather their class evidence during a period, in an EFL class a student can easily collect items like rubrics, worksheets, guidelines, exams, articles, lists of vocabulary, etc., portfolios are very well received for both teachers

and learners because students can use their creativity and express themselves through the designing and their development in the tasks that this tool keeps, and teachers can observe on them student's achievements and a way to proportionate feedback over their failures. As Butler (2006, cited by Kriventsova, 2017, p.36) defines the concept of the portfolio as "a collection that is gathered together to show a person's learning journey over time and to demonstrate their abilities." This tool is ideal for demonstrating students' capabilities and strengths; they can delineate their evolution through the learning process, and teachers decide by analyzing the evidence if the teaching process is adequate.

Teachers can employ portfolios in different manners in an EFL class; for example, in the form of summative assessment at the culmination of a course, emphasizing the students' overall outcome. Alternatively, producing a formative assessment during every task over time would be considered more significant by proportionating valuable feedback to students' assignments. This election would vary depending on the teaching settings and the teachers' intentions, which constantly evaluate this tool's adequacy with students' progress. Students involved with this tool usually become more aware of their assessment and will select the most proficient pieces of work to include in their portfolio to show to their classmates and their teachers. These pieces demonstrate their learning through the subject (Cárdenas-Sánchez et al., 2020).

2.5 Digital Assessment Tools

The technological evolution and the incorporation of ICT in education have established the form of learning for many people worldwide during the last decades, and the development of new learning tools also conceived new assessment tools. Many innovative and useful tools for learning languages have emerged for smartphones and computers, from

digital dictionaries to grammar applications as platforms to practice the language in written or speaking form with people of other countries. Consequently, teachers in EFL classroom incorporates these tools for teaching and assessing their students in this way, promoting interest and novelty, in some situations, even adapting the technological tools to their curricula. Some studies have shown that incorporating these digital tools into a traditional assessment-based class motivates students, improving their learning and boosting the outcomes considerably.

In a study developed by Ghouali and Ruiz (2021), they found that students improved their grades by just replacing the traditional paper-based tests with technological tools. The platform's advantages to the classroom dynamics even made easier tasks that were difficult to implement. They conclude that these digital assessment tools are a pedagogical improvement to the teaching-learning process. In this study, a digital-assessment tool replaced the traditional paper-based testing process in an EFL group, the use of this platform showed substantial improvement in the writing skills of students, it allowed them to compare their work to the work of their classmates and give feedback to them. The platform's features refined the procedure of how feedback was given from teachers to students, in other words, this digital assessment tool modernized the class and activated their motivation.

In the particular situation of the present study, the groups of students that participated in the sample worked during the semester with different types of digital tools for different instructional purposes; many of these tools explicitly focused on their class assessment. Table 3 shows a short review of the leading apps and browsers with the description, use, and the series of activities developed with them in the sessions. A piece of more detailed information about these tools can be found in the next part of this chapter.

Table 3

Digital assessment tools

Digital Assessment Tool	Definition and Use	Activities	Types of Assessment
Google Classroom	A digital web to keep many types of files and to assign activities.	<ul style="list-style-type: none">• Portfolios• Worksheets• Text and readings• Spelling, vocabulary, and punctuation• Writing activities• Video and audio recordings	<ul style="list-style-type: none">• Digital assessment• Formative Assessment
Quizizz	A tool to enhance feedback on students' tests performance.	<ul style="list-style-type: none">• Quizzes• Surveys• Trivia	<ul style="list-style-type: none">• Digital assessment• Formative assessment
Kahoot!	A tool to apply tests with different formats of multiple-choice options.	<ul style="list-style-type: none">• Tests• Matching cards• True or false• Correct the mistake• Vocabulary quizzes• Polls• Fill in the blanks• Puzzles	<ul style="list-style-type: none">• Digital assessment• Summative assessment

Source: Own elaboration (2022)

2.5.1 Google Classroom

Google Classroom is a web service released by Google; with G-mail, Google Drive, and Calendar, it belongs to the G-Suite Pack. It can be downloaded for free to electronic

devices with the operating system requirements for the latest version available. It offers teachers and students a place to store many types of documents such as audio, video, pictures, digital articles, written assignments, etc. All of these documents are stored on Google Drive, and this feature creates an online version of a classroom where tasks are assigned to students and delivered by them digitally.

Some of the features that this web service offers are described by Ketut et al. (2019) and Sudarsana et al. (2019). The App gives a central place for communication between teachers and students, proportioning feedback, and homework delivery. It also is time-saving because of its organizational features and is very easy to use because it is simple. The Google Classroom is a virtual extension of the physical classroom. Incorporating this tool in the classroom facilitates how teachers can organize and implement new teaching strategies for students in face-to-face classes. However, it also makes it easier for those online teachers and students that want a customized virtual place that represents the classic image of a real classroom to accumulate the evidence of a course.

Online classes and Google Classroom work well together. Teachers can share materials such as videos, songs, PowerPoint Presentations, and even books to assign tasks to students during and after virtual sessions. Furthermore, these tasks can be printed or answered by students through different apps or file editors to be completed. One excellent feature is to specify the day and time these tasks must be delivered, which teachers can customize.

Singh et al. (2020) say in their study about the use of Google Classroom to teach English “Teachers can use technology to maximize students’ learning and facilitate distance learning environment practice for teaching and learning. One of the main aims of utilizing the technology is to enable the students to participate and engage actively in learning the

language and also as a way to inspire them to attain English language skills in an applied manner and practical way” (p.47).

Google Classroom became widespread in Mexico during the COVID-19 lockdown because it replaced the physical classroom while students took their classes online, which they adapted after some months. They learned to use it, log in and revise their subjects' classes on the web, share pictures of their activities, deliver their assignments, receive their grades and feedback from their teachers, and respond to them.

2.5.2 Quizizz

Quizizz is an Indian web learning platform where teachers and students can create virtual lessons, tasks, and gamified formative tests. The tests can be shared between users and be answered live during a session or as homework. The competition aspect between participants and their performance can be easily observed by the teacher, who gives immediate feedback on the area or topic in which students are having difficulties.

Among the studies that show the effectiveness of Quizizz integration into the English curriculum is the one performed by Siti and Bambang (2020). They found that students had a positive reception of using this tool at the moment of answering the tests because a meme appeared depending on whether the answer was correct or wrong. Furthermore, this generated more interested and motivated students in the sessions. Incorporating different images into the answers made the tests less boring and enhanced students' motivation to revise their mistakes and analyze them. About this, Siti and Bambang (2020) say, "the feedback in the Quizizz application eased the students to revise the answer to the questions that have been completed. In other words, it gives students another chance to correct their mistakes" (p.5315).

In a more familiar context, Dhamayanti (2021) states about the implementation of Quizizz in an EFL classroom "Quizizz is a fun e-learning medium to enhance the students' participation and motivation through game-based learning in the application" (p.72). Students' motivation and confidence are common problems, and this tool's features are attractive and interactive to students. As a result, they enjoy the tests developed through it and participate more in classes.

2.5.3 Kahoot!

Kahoot! is a digital platform commonly used for teaching. It is very accessible for both students and teachers through a web browser or its mobile App version. Its game-based style has engaged students with the topics of the subject by making customized quizzes with an ample variety of test options to be chosen and creating challenges for them. This tool allows EFL teachers to precisely assess students' comprehension of the material of a topic and develop mistakes correction by comparing their scores and answers (Ismail et al., 2019; Mahbub, 2020; Wang & Tahir, 2020). This tool can be applied in many different ways, such as introducing new vocabulary, promoting discussion between students by checking their errors, and as a complementary activity for a more detailed comprehension of a topic. Alternatively, it can also be implemented as a quick game to engage students in the subject with enjoyment and playfulness. Usually, students perceive Kahoot! as an entertaining activity in the classes that improve their language skills, and they identify by comparing their scores who are the students that are having trouble in the class and need help. More importantly, they are excited to help them with their mistakes (Melo & García, 2021).

In this regard, students showed a good perception of this tool insertion in their EFL sessions by participating in tests, comparing their results to each other, analyzing their results

and the feedback provided by the teacher, and going further to help their classmates with their mistakes.

2.6 Perceptions of Traditional and Digital Tools

Students perceive traditional tools as an unsatisfactory practice used in classes where teachers do not promote a collaborative teaching atmosphere because these tools are primarily based on the theory of the subject than on the student's actual capabilities. As the classes develop in an environment with these characteristics, the method does not show much contrast and fails to adjust students' needs. Furthermore, students are expected to feel pressure in classes that use traditional assessment tools, significantly if the teacher or subject promotes competition. The restrictive characteristics of this type of tools make students develop anxiety in some cases (Norova & Haydarali, 2021). In addition to this, researchers like in Ghouali and Ruiz (2021) have pointed out more limitations that analyzed traditional assessment tools' drawbacks and identified that these do not evaluate the learners' mastery of the topics, making it impossible to distinguish their areas of difficulty. Hence the mistakes produced by the students are not corrected. Consequently, students also perceive that these tools provide insufficient direct teacher feedback, which is an important limitation for their learning.

On the other hand, using digital tools for online learning during the COVID-19 pandemic had a good reception for EFL students, according to some studies, because the manipulation of the platforms was familiar to some of them. Some of these were popular among students, and platforms like Facebook, Telegram, Edmodo, and the like, are prevalent among young people and adults. Most students that used WhatsApp Group, Google Classroom, and YouTube during the COVID-19 breakdown found them friendly and helpful.

They use them as a learning resource after this situation because of this positive perception (Hendrawaty et al., 2021). In general, these tools were beneficial, and teachers are still incorporating them after the lockdown despite those uncertain factors that could cause some issues with the online learning process.

Some of the main problems and challenges perceived with digital tools are that devices need specific system details to work correctly with some apps or platforms. Also, internet issues can interrupt students' connection and affect their development. Teachers also face the challenge of adapting the planning, preparing the lessons, and learning about the operation of these. In addition to these problems, during the pandemic lockdown, students taking online sessions identified that the excessive workload given by teachers through digital tools frustrated the feedback contribution in many activities, deteriorating the learning process in a meaningful manner (Juárez-Díaz, & Perales, 2021).

CHAPTER III

3.0 Introduction

This chapter exposes the procedure used to collect the participants' data in this study. The participants' context and tools information are defined in the first part; the second part will provide the strategy used to gather the data. It comprises seven elements: research approach, context location, sampling, participants, data collection techniques, instruments and materials, ethics, procedure, and data analysis.

3.1 Research approach

The objective of this research is to identify high school second-grade students' perceptions of digital and traditional assessment tools used in English classes. To achieve this intention, a quantitative method was selected to obtain the necessary information to analyze. Determined by Hernández-Sampieri and Mendoza (2014), the quantitative method gives control over the research variables based on amounts and quantities perspectives. Furthermore, these variables maintain a closed relationship, fit an established category, and are distributed in statistical data to make a more manageable result.

3.2 Context location

This study was conducted at Instituto de Estudios Universitarios (IEU) high school in Puebla. It offers different modalities for studying the secondary higher education level like face-to-face, hybrid and online classes. The education program that the school follows is the one implemented by Bachillerato General Estatal (BGE 2018), which was dictated by SEP promoting the reinforcement of students' knowledge, capabilities, attitudes, and values, incorporating activities designed through the situated learning method to achieve the

expected learnings (SEP, 2018). This program includes the subject of English in each grade of the six that conforms it, concentrating on different content in every stage. The institution also offers optional workshops to learn another language, such as French, Italian, or German, but only the English Subject is mandatory for all students. When taking English classes, students are divided into three levels (Beginner, Intermediate, and Advanced) depending on the score they achieve in a diagnostic test they are asked to do at the beginning of each semester. The manner of proceeding was to expose students to the different assessment tools during their classes, both of them traditional and digital, in the same quantity. For example, alternating the digital tests apps and the standard paper-based test or the real portfolio with the digital one to immerse them into these tools.

3.3 Sampling

In quantitative research, a sample can be defined as a representative portion of a subgroup of a population, in which specific information will be collected and represent this sector as a whole to generalize their results in a statistical manner (Hernández-Sampieri & Mendoza, 2014). Random sampling was used to analyze the participants in this study. The individuals of a population have the same probability of being selected because the participants have similar English backgrounds and levels. The selection process is simplified in this way, with randomization, Creswell (2009) says “With randomization, a representative sample from a population provides the ability to generalize to a population” (p.140). The population of the participant is 41. An online statistical tool was used to obtain the actual size sample of this, and the number of students that resulted in having a 95% accuracy was 38.

3.4 Participants

Two groups of second-grade students from IEU high school were considered to continue with this study. The students were exposed to digital learning and assessment tools during the pandemic lockdown. Also, to traditional tools before and after it. And to both while taking lessons in the hybrid system and face-to-face classes. These tools were implemented in English subjects and for the subjects of their academic plan for two years, so they have a deep understanding of these. Most were males (n=20) and fewer females (n=18). Their ages were between 17-18 years old. The data compilation was carried out in two sessions, the first on June 20 and the second on June 22. The instrument was printed on paper and given to students to be answered during the first ten minutes of the sessions, and most of the students took 3 to 5 minutes to complete it.

3.5 Data collection techniques, instruments, and materials

A survey was implemented to obtain information from the participants. However, surveys are considered a source to gather primary data with other methods like questionnaires, interviews, experiments, and the like. The information that these kinds of resources obtain is more objective because it has not been affected or changed, unlike the secondary data information sources that are less reliable. After all, they are generally influenced by other factors (Kabir, 2016).

As Creswell (2009) says, “Survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population” (p.137). The information obtained with this instrument answered the research questions by comparing the participants’ perceptions, then a general statement about the population is imputed. Kabir (2016) says, “Survey consists of a predetermined set of

questions that are given to a sample, that is, a representative of the larger population of interest, one can describe the attitudes of the populations from which the sample was drawn” (p.45). This method is typically implemented to find opinions and feelings in the social knowledge field by psychologists gathering large amounts of data to generate perspectives.

The survey for this study was adapted from two instruments, one used by Asad et al. (2021) in their research about students’ satisfaction about towards e-assessment for academic development. The second survey was taken from the one implemented in Melo and García (2021) about the perspectives of students of the use of Kahoot! as a learning tool. The survey contains 20 items, and every item is Likert-like based on a scale from “strongly disagree” to “strongly agree” Rensis Likert was an educator and psychologist that developed the Likert-scale questionnaire. This type of questing and some variations have been implemented in numerous studies because of their efficiency for 40 years.

Table 4 shows the twenty items that conform to the survey, every item is a statement related to measuring the participants’ opinion about the quality or concept of traditional and digital assessment tools, and the options to answer follows a scale that includes these options: strongly agree, agree, neutral, disagree, and strongly disagree. The complete survey with the options to answer and instructions can be observed in Appendix A.

Table 4

Survey items

Statement
1. Traditional assessment is ideal for your English language learning.
2. Digital assessment leaves a good impact on your English results.
3. Keeping your tasks and notes in a binder is useful for your English assessment.
4. Digital portfolios give you a chance to improve your English grades.
5. Traditional portfolios are quite easy to check and correct.
6. Using Google Classroom is easy for your English learning.

-
- 7. Traditional multiple-choice questions are easy and less time-consuming for English assessment.**
-
- 8. You feel comfortable in traditional discussions, debates, and quiz-based assessments.**
-
- 9. Jigsaw, matching the columns, and puzzles are hard to crack in English assessment.**
-
- 10. Digital and practical tests are ideal for you in English grades.**
-
- 11. You feel comfortable with one-word answer-type questions in digital tests.**
-
- 12. You like Kahoot! and Quizizz tests very much.**
-
- 13. Your English language grades get affected negatively due to traditional assessment.**
-
- 14. Check traditional portfolios and compare them with your classmates' work to impact well on your English grades.**
-
- 15. Doing a Traditional test is easier and better than a Digital one.**
-
- 16. Digital Tools are a distraction in the classroom.**
-
- 17. Traditional portfolios give more workload than digital portfolios.**
-
- 18. I would rather use digital portfolios to learn than their paper and pencil versions.**
-
- 19. I enjoy traditional tests and physical portfolios for assessment.**
-
- 20. I would like to use only these digital tools in this and other classes.**
-

Source: Adapted from Asad et al. (2021) and Melo and García (2021)

3.6 Ethical

In research, ethics refers to what is considered morally and legally correct regarding the researcher's procedure and behavior. Furthermore, every stage of the research process deals with different situations related to the ethical norms that are decisive for the research community, like the study's moral values, conduct, and legislation. Although researchers must examine the ethical problems that the environment can present, these issues may emerge depending on the study's development, generally set in particular cultural, political, and economic contexts (Bickman & Rog, 2009; Parveen & Showkat, 2017).

Researchers' ethical duties must ensure participants that the research is conducted fairly and decently; without these attributes, the participants may prefer not to participate in the study. Parveen and Showkat (2017) say, "the studies dealing with personal data are considered most sensitive in nature, research ethics are the common denominator for researchers' relationships with responders and colleagues" (p.3). Researchers have a

significant responsibility to society, other researchers, and participants, so the study has to demonstrate that it is following all the norms and ethical measures.

As a part of the research, the data given by the participants will be exposed to the public view, which induces them to request some considerations. Participants must have the option to choose if they want to participate and to decide when to stop in the research process. Therefore, participants' confidentiality is one of the essential priorities that researchers must consider. The personal information proportionated by these must not be divulged, and the data gathered must be preserved and secure.

To comprise these aspects and to assure students that their confidential information is protected, two informed consent letters were written, in which every consideration of this study was explained to the readers. The first letter was for students who were already over 18 years old. This letter was written in English, and had the option to sign it if the participant agreed. It can be found in Appendix B. The second letter was for the parents of the participants that were underage. It was written in Spanish and briefly explained the study and its objective. It can be observed in Appendix C.

3.7 Procedure

There were two versions of the survey, a printed survey to be applied to students during the session. And a digital version of it was made in Google Docs to be sent via Classroom if necessary for those students who could not attend the classes the day the instrument was applied. The survey was planned to be implemented on Monday, June 20th, 2022, at 11 a.m. during the English session of the participants of the first group and at 12 p.m. with the participant of the second group. For the participant who could not attend the

sessions the day the instrument was applied, the digital version was sent to them through Google Classroom on June 22nd, so they could also participate.

3.8 Data analysis

The Quantitative data analysis follows many stages and deals with different levels of complexity and depth in every single one of these to obtain the correct interpretation of the information gathered. Researchers use statistics to establish a relationship between these variants or to describe the participants and their characteristics. This statistic process makes it possible to describe the population from the data obtained, in a process defined as "Descriptive Statistics." As Masseroni et al. (2016) say, "descriptive statistics has the tools that permit to describe a collection of observations" (p.22). This process simplifies the data analysis and gives researchers a more delimited result. This study uses this descriptive analysis process to answer the two research questions designated to reach the main objective: to analyze EFL students' perceptions of different assessment tools. To answer the two hypotheses that say: After two years of using digital tools in online and hybrid classes, students consider traditional assessment tools monotonous and obsolete for their learning. And that they find digital assessment tools ideal for their learning because they are more exiting and appropriate for their English classes.

Descriptive statistics organizes and presents the data gathered concisely in which the analyzed variants show their behaviors in favor of a straightforward interpretation of them, the two variants that this study aims to investigate are the traditional and digital assessment tools. In this statistic process, the three properties that numbers have: identity, order, and additivity, must be considered because the analysis' reach is conditioned by how the

properties are reproduced. These properties are applied to the variables conducted to different levels of interpretation of the quantitative analysis.

The first stage is to explore these variants separately through univariate analysis, which looks at the values and the tendency these follow to establish a pattern, which is a distinctive manner to represent the variants. The nominal data stage is the most superficial level of quantitative data analysis because it only considers amounts as a way of classification. Moreover, it uses tools such as frequencies, percentages, modes, and the like to represent the values. On the other hand, the ordinal level is more complex because it observes the differences and establishes a relationship of hierarchy between them. Furthermore, it uses non-parametrical methods to represent the values. With this said, the cases will be distributed in categories of the variables and then accounted for absolute and percentual frequencies for their representations.

CHAPTER IV

4.0 Introduction

This chapter examines and interprets the results of the collected data and presents the main points of the discussion of this study. The following sections describe the results by assessment tool type, traditional and digital. Then, every item is explained with a description of the findings and a graphic representing the obtained parameters. The final part will condense these findings and results into the discussion.

4.1 Sociodemographic information

The students of two second-grade high school groups were considered to be the study participants. Their characteristics were similar because both groups were coursing the same English IV program and had been working with the same teacher that implemented the traditional and digital tools in the subject during the semester. Group A consisted of 18 students, of which 17 participated in the survey, and one could not join because he did not attend classes for health issues. The participants of this group were 11 females and six males, with almost all of them between 16-17 years old and only a girl over 18 years old. Group B consisted of 24 students who only participated in the survey 21. Three students couldn't cooperate because they did not attend the session in which the survey was implemented. Of these 21 participants, 14 were males and seven females, the majority with ages between 16-17, but one boy and a girl were already 18. Group A has an average general grade in the English IV subject of 9, according to their development in the previous semester. Group B obtained a lower one on their available middle grade of 8.5.

4.2 Perception of traditional assessment tools

This section presents the survey items that belong to the perceptions that students have over traditional assessment tools. These items were classified into different categories such as a) General perception of traditional assessment tools; figures 1 and 2, b) Traditional portfolios perception; figures 3, 4, 5, and 6, and c) Traditional tests perceptions; figures 7, 8, 9, and 10.

4.2.1 Traditional assessment tools are ideal for students

The number of students who agree and are neutral about using traditional assessment tools in the classroom is the same, with 37% in each parameter. However, only 5% of the students consider using these tools ideal for them, 8% disagree with using them, and the other 13% totally disagree with using traditional recourses. See figure 1.

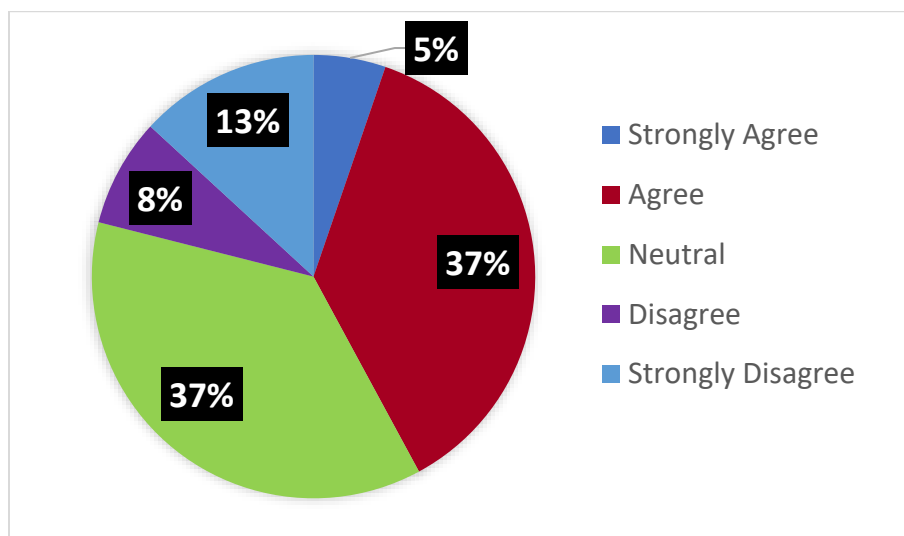


Figure 1: Traditional assessment tools are ideal in the EFL classroom

Source: Own elaboration (2022)

4.2.2 Traditional assessment tools affect grades

Participants that strongly agree with the statement about traditional assessment tools affecting their grades are the majority in this item with 34%, 32% of students are neutral about the effects these tools have on their rates, a 21% of the student agree with this statement, only 8% students disagree, and finally, 5% strongly disagree from the groups. See figure 2.

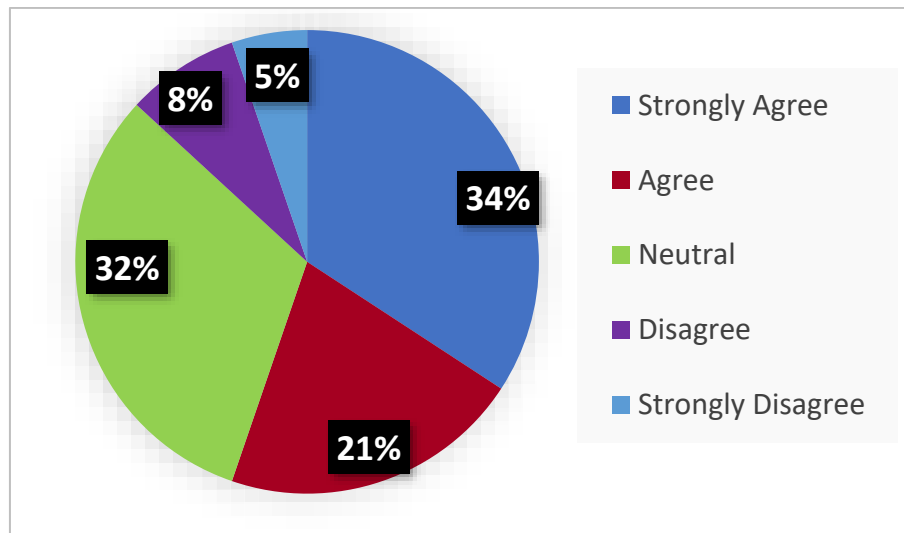


Figure 2: Traditional assessment tools affect your grades

Source: Own elaboration (2022)

4.2.3 Traditional portfolios are useful for students

Most of the students agree that traditional portfolios help them in their learning assessment, with 34%, 32% strongly agreeing with the statement, 29% of the students are neutral about the use of this tool, and only 5% disagree with the implementation of traditional portfolios. See figure 3.

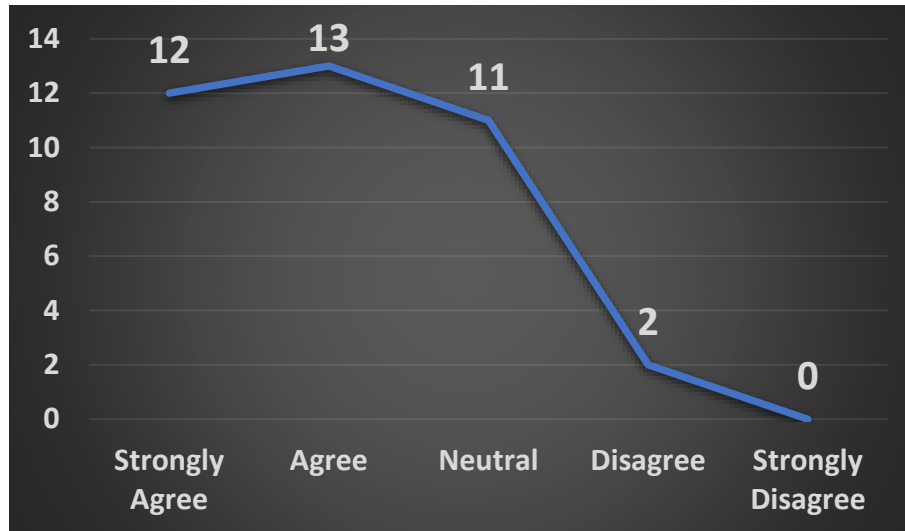


Figure 3: Traditional portfolios are helpful

Source: Own elaboration (2022)

4.2.4 Traditional portfolios are easy to use

A high percentage of the students strongly agree and agree with the idea that traditional portfolios are easy to manage, compare, and correct, with 37% in each parameter, the 21% of students feel neutral with the use of these tools, and only 5% of the students think that these tools are complicated to manage. See figure 4.

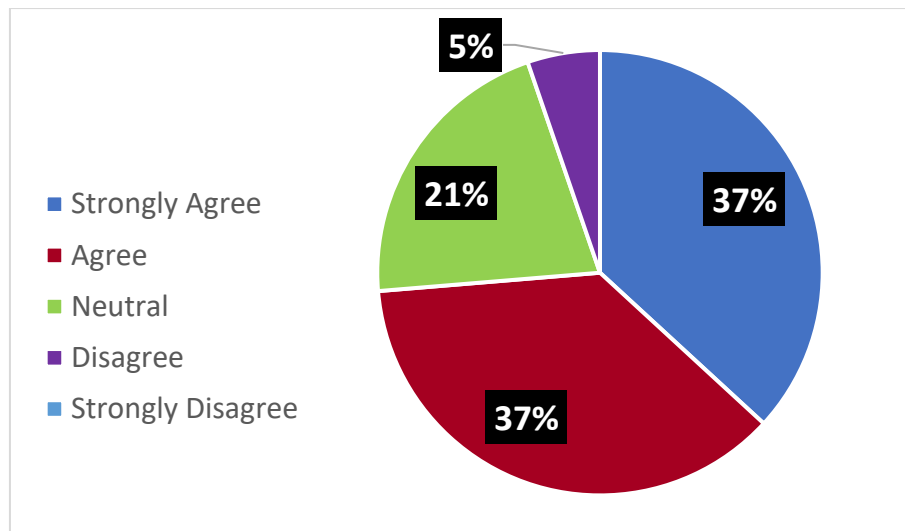


Figure 4: Traditional Portfolios are easy to use

Source: Own elaboration (2022)

4.2.5 Comparing traditional portfolios helps students

Most students are neutral about the traditional portfolios peer comparison helps them for their assessment with 40%, and other 34% agree with the idea, 21% strongly agree with this statement and think it helps, and only 5% disagree with this. See figure 5.

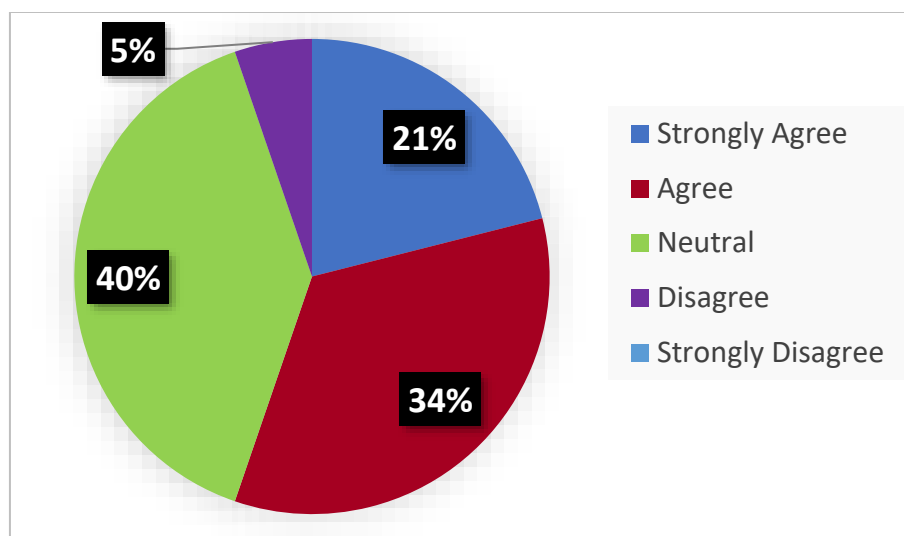


Figure 5: Traditional portfolios comparison helps

Source: Own elaboration (2022)

4.2.6 Traditional portfolios give more workload

Most students have a neutral opinion about whether the traditional portfolios represent more work for them than the digital versions, with the 50%, the 24% agreeing with the statement that portfolios give them more workload. Only 13% of the students find portfolios exhausting, 8% disagree with the idea, and only 5% strongly disagree. See figure 6.

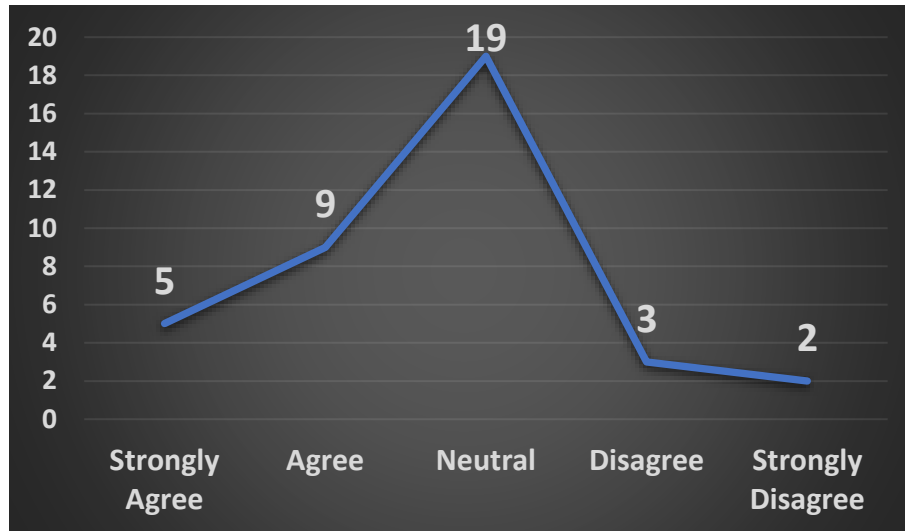


Figure 6: Traditional portfolios give more workload

Source: Own elaboration (2022)

4.2.7 Traditional tests are efficient and easy

Most of the students strongly disagree and perceive traditional multiple-choice tests as not very efficient and easy to answer with 32%, other 29% disagree with these tools, 18% strongly agree about this type of assessment, and 16% agree with them. See figure 7.

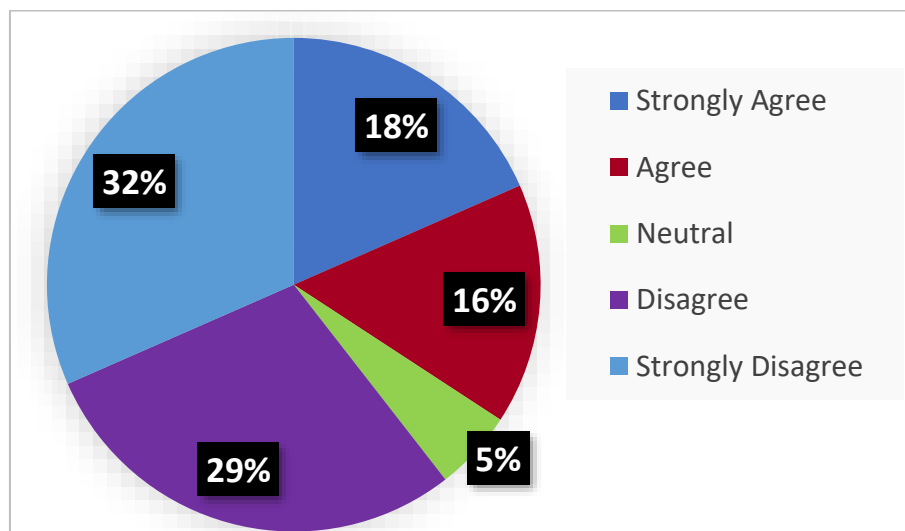


Figure 7: Traditional test are efficient and easy

Source: Own elaboration (2022)

4.2.8 Students feel comfortable with traditional tests

A higher percentage of students are neutral about feeling confident with traditional tests in the English class with 47%, 29% agree with the statement, only 3 % feel comfortable with this type of assessment, 16% disagree with this idea, and 5% do not feel confident enough with traditional tests. See figure 8.

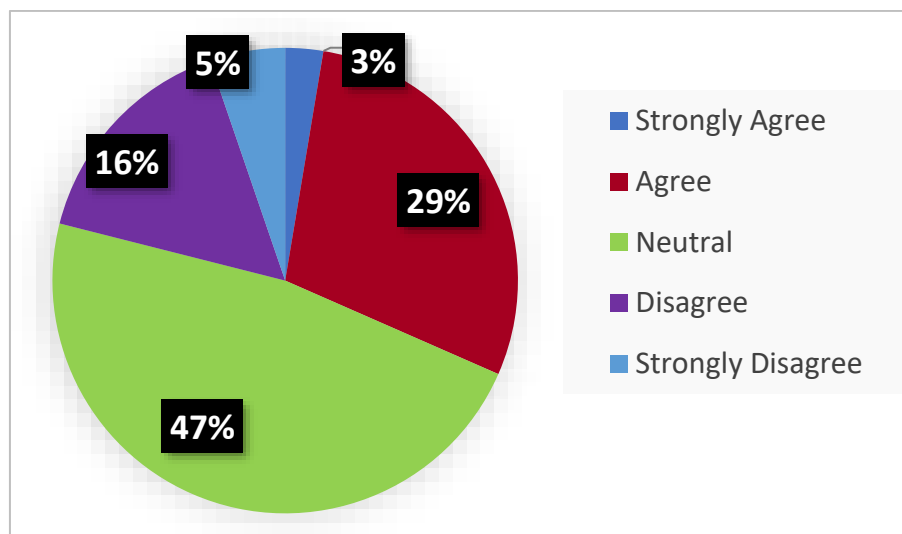


Figure 8: Students are confident with Traditional test

Source: Own elaboration (2022)

4.2.9 Students prefer traditional tests

The majority of students disagree with the idea of preferring traditional-based tests with 42%, 32% of students are neutral about which type of tests they prefer, 16% strongly disagree with this type of assessment, and the other two parameters agree and strongly agree, have similar results with a 5% each one. See figure 9.

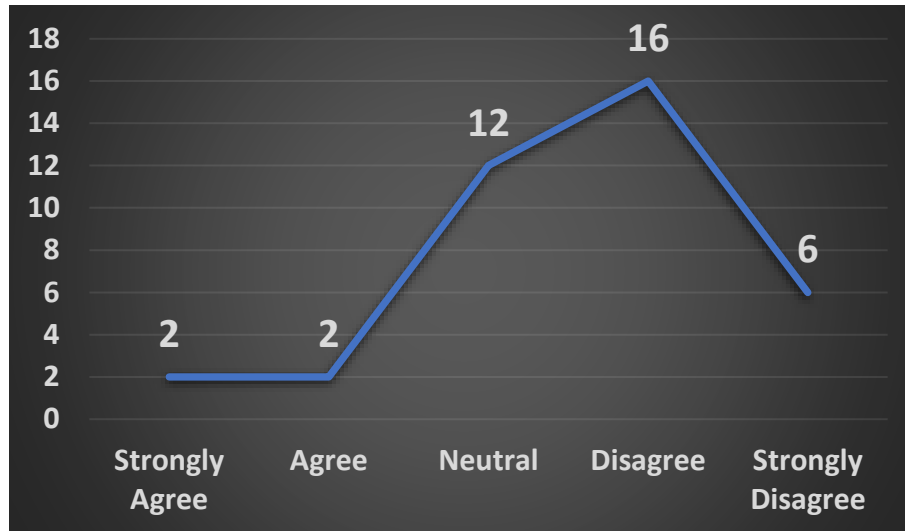


Figure 9: Students prefer traditional test

Source: Own elaboration (2022)

4.2.10 Students like using traditional portfolios and tests

A high percentage of students are neutral about how they feel about traditional assessment tools, with 40%, but 26% disagree with them, and 21% strongly dislike them, only 13% consider them good. See figure 10.

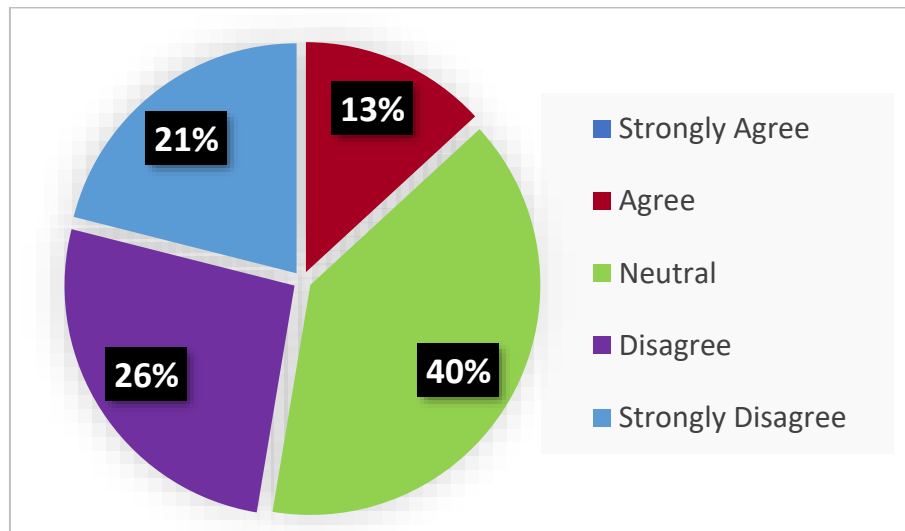


Figure 10: Students like traditional tools

Source: Own elaboration (2022)

4.3 Perception of digital assessment tools

This section presents the survey items that belong to the students' perceptions about digital assessment tools. These items were classified into the following categories: a) General perception about digital assessment tools; figures 11, 12, and 13, b) Digital portfolios perceptions; 14, 15, and 16, c) Digital tests perceptions; figures 17, 18, 19, and 20.

4.3.1 Digital assessment leaves a good impact

Most students agree that digital assessment tools positively impact their grades, with 40%, 31% of students are neutral about this idea, and the other 26% strongly agree that these tools benefit their grades. Only 3% of the students disagree with this statement. See figure 11.

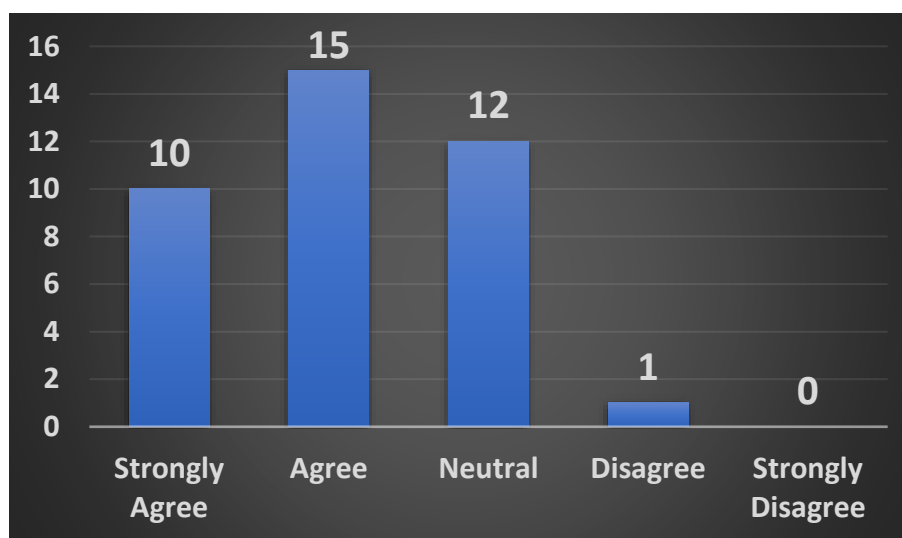


Figure 11: Digital assessment leaves a good impact

Source: Own elaboration (2022)

4.3.2 Digital assessment tools are a distraction

Most students disagree with the statement and do not consider that digital tools distract them in the classroom, with 39% and 29% strongly disagree with this, 24% of the students are neutral about this, and 8% consider them disturbing. See figure 12.

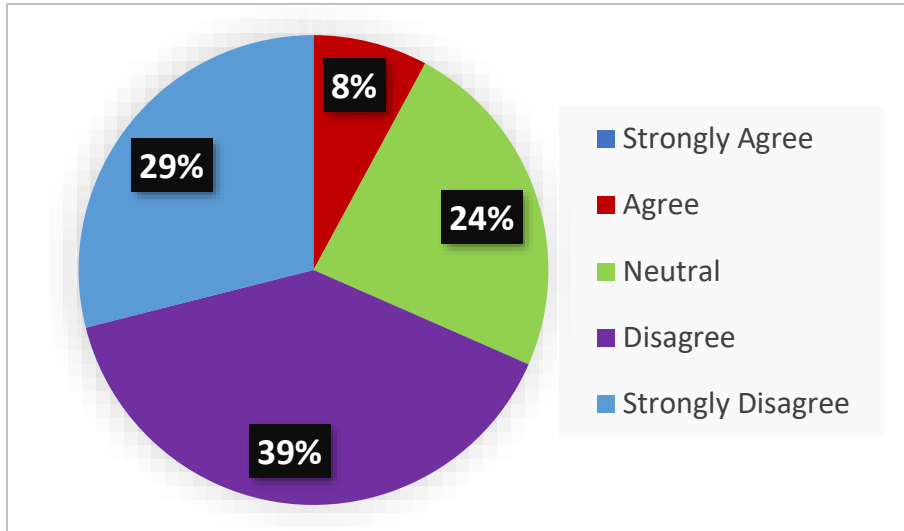


Figure 12: Digital tools are a distraction

Source: Own elaboration (2022)

4.3.3 Students prefer digital assessment tools

A high percentage of the students strongly agree and agree with the idea of preferring digital assessment tools over traditional ones, with 37% in each parameter, 21% of the students are neutral about using these tools, and only 5% would prefer traditional assessment tools instead of digital. See figure 13.

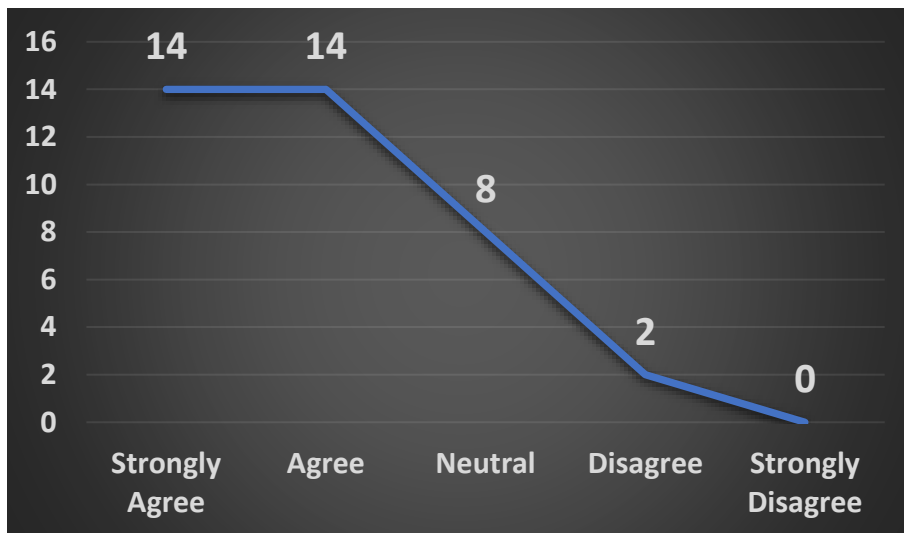


Figure 13: Students prefer digital assessment tools

Source: Own elaboration (2022)

4.3.4 Digital portfolios help students improve grades

Most students are neutral about the positive effects digital portfolios have on their grades, with a 47%, and the other 29% of students agree with this statement. In addition, 10% of students strongly agree that portfolios help them get superior grades, 11% disagree, and only 3% strongly disagree and prefer traditional portfolios. See figure 14.

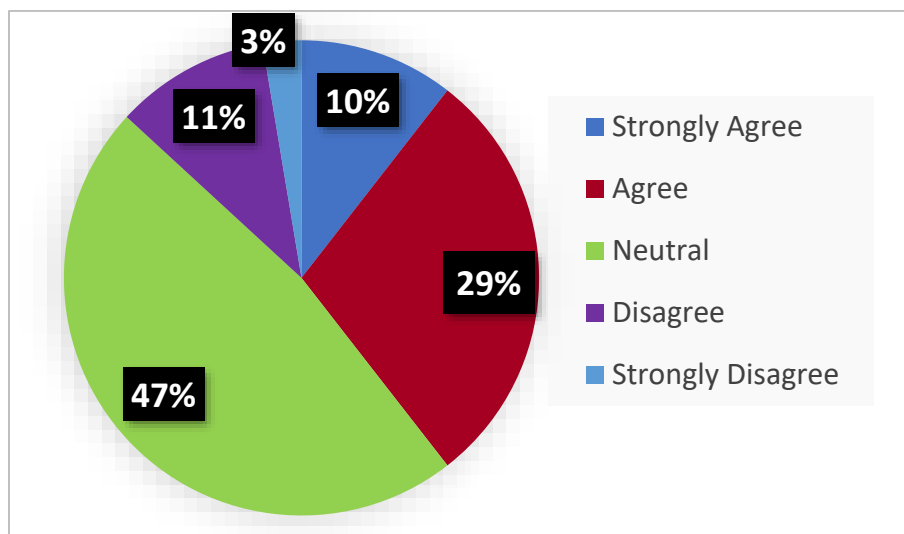


Figure 14: Digital portfolios help students improve grades

Source: Own elaboration (2022)

4.3.5 Using Google Classroom for classes is easy

A high percentage of students disagree and consider Google Classroom not so easy to use with 39%, the other 18% strongly disagree about the use of this app, and a fewer percentage of students, 16% strongly agree, and 16% are neutral and consider the app easy to manage in classes. Only 11% of students agree with this statement. See figure 15.

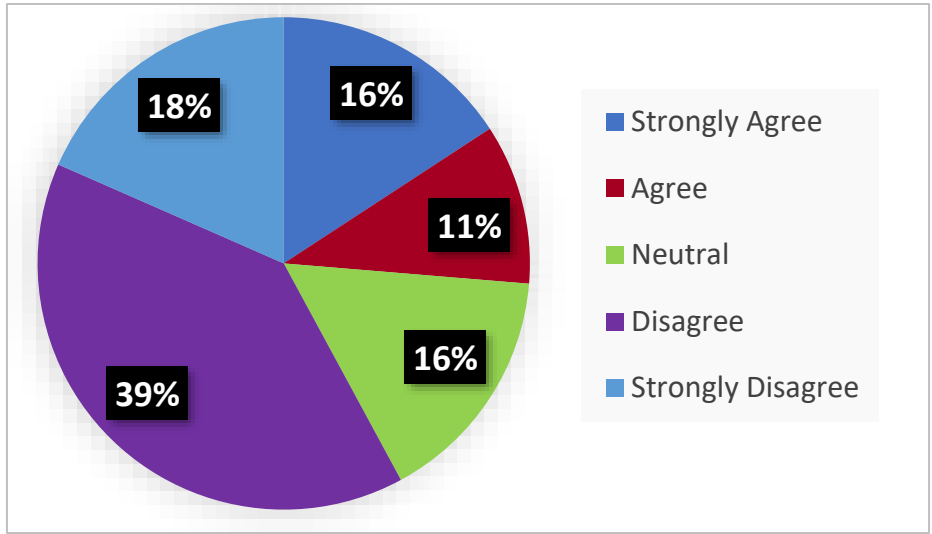


Figure 15: Google Classroom is easy to use

Source: Own elaboration (2022)

4.3.6 Digital portfolios are more practical than traditional

The majority of students strongly disagree that digital portfolios are more practical with 27%, 21% are neutral about this, and another 18% agree with the use of traditional portfolios, other 18% disagree and find digital portfolios more practical, and only 16% strongly agree with the traditional. See figure 16.

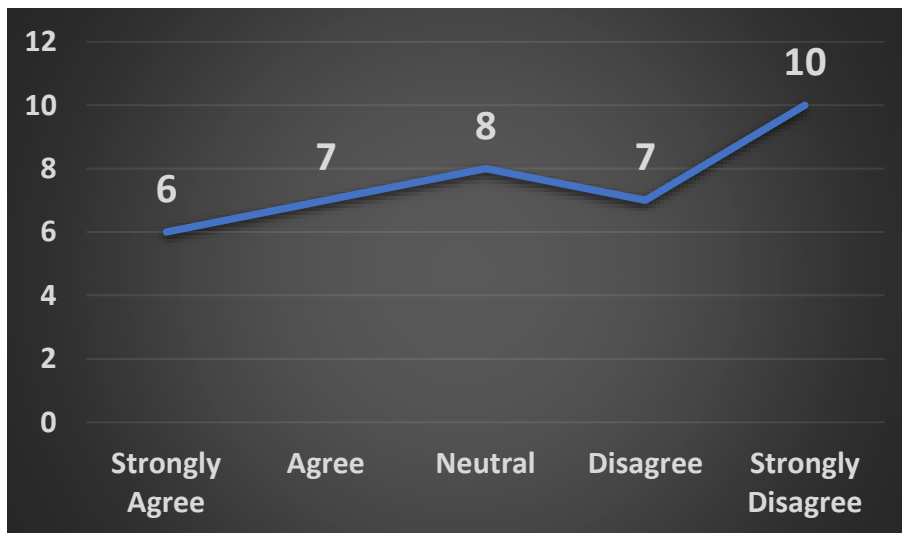


Figure 16: Digital portfolios are more practical

Source: Own elaboration (2022)

4.3.7 Digital tests are easy to answer

Most students agree that the format that digital test apps follow is easy to use, with 50%, 34% of students strongly agree with the ease of the app interface, 11% of students are neutral about this statement, and only 5% disagree. See figure 17.

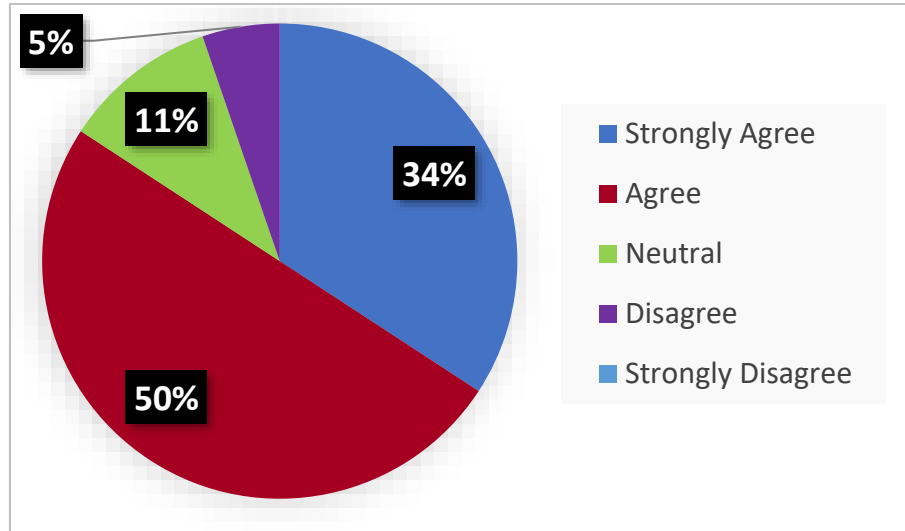


Figure 17: Digital tests are easy to answer

Source: Own elaboration (2022)

4.3.8 Digital tests are ideal for evaluation

More students agree that digital tests are the best option for their evaluation, with 37%, 29% of students are neutral about the type of tests implemented, other 26% strongly agree with the use of these, only 5% disagree, and 3% strongly disagree with this statement. See figure 18.

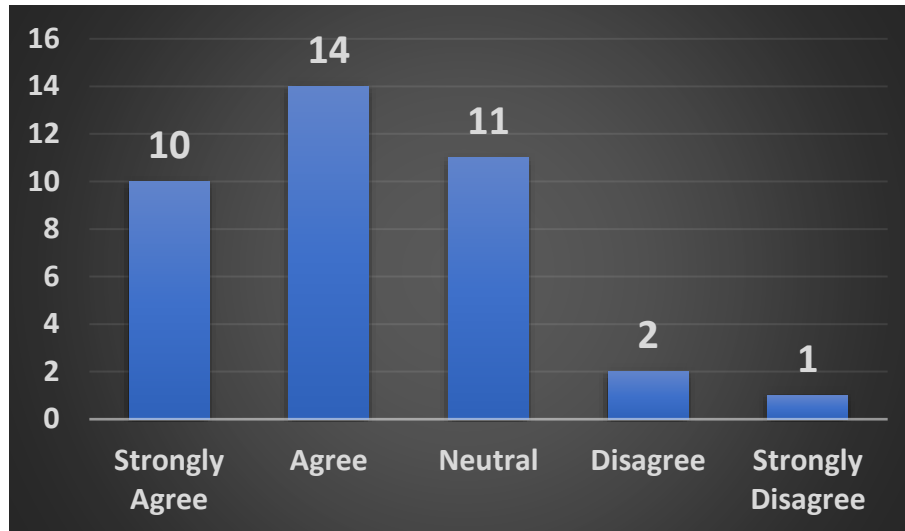


Figure 18: Digital tests are ideal for your evaluation

Source: Own elaboration (2022)

4.3.9 Students are comfortable with digital tests

A high percentage of students agree that making digital tests is very comfortable, with 47%, and 32% of the students are neutral about this type of evaluation. In addition, 13% disagree and consider it not so practical, the other 5% strongly agree with these tests, and only 3% strongly disagree and find them uncomfortable. See figure 19.

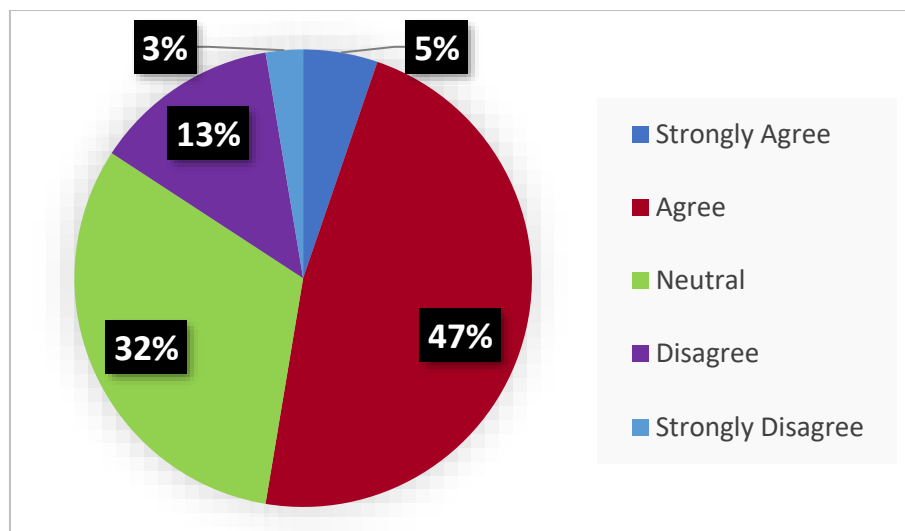


Figure 19: Students are comfortable with digital tests

Source: Own elaboration (2022)

4.3.10 Students enjoy digital tests

Most students agree that they enjoy digital tests, with 42%. Next to this parameter is the 37% of students that strongly agree the same, 18% of students are neutral about this type of test, and only 3% of the students disagree with the digital tests. See figure 20.

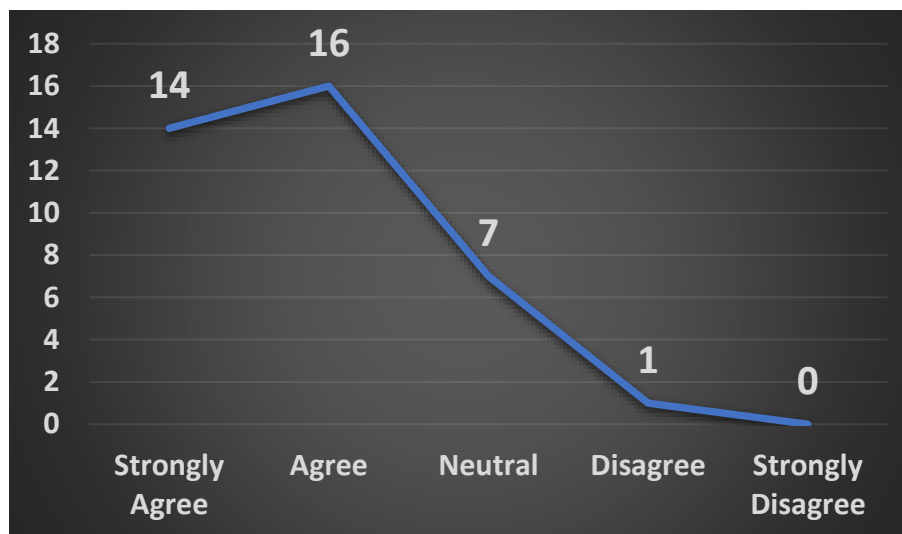


Figure 20: Students enjoy digital tests

Source: Own elaboration (2022)

4.4 Discussion

The following part is divided into six sections and analyses the main topics that conform to the discussion of the results collected in this study and will answer the research questions. The first three topics are: Traditional assessment tools discussion, Traditional portfolios discussion, and Traditional tests discussion, related to the first research question: What are the students' perceptions about using traditional evaluation tools in English subjects after online and hybrid classes? Furthermore, the other three topics are: Digital Assessment tools discussion, Digital portfolios discussion, and Digital tests discussion, and related to the second research question, that is: What are the students' perceptions about using digital evaluation tools in face-to-face classes?

4.4.1 Traditional assessment tools discussion

Based on the results about the influence that traditional assessment tools have over students' grades in this research, we can say that 55% of students strongly agree and agree that using these tools in English class affects their grades. Other 32% are neutral, and only 8% of the students do not consider these tools to affect their performance. This view is comparable to the one obtained in Asad et al. (2021). They found that conventional assessment tools made students more challenging and substantial for them, affecting their school development. From another perspective, 42% of the students strongly agree and agree that traditional assessment is ideal for them, and 37% of students are neutral about this.

On the other hand, 47% do not like this type of assessment. Also, 39% of the students are neutral about their attitude toward using these types of tools, and only 13% enjoy them. This is similar to the results from the study of Ghouali and Ruiz (2021) that showed the traditional assessment's drawbacks that students face. In addition to representing a more complex and challenging system, traditional assessment tools are still considered a convenient evaluation method for many students.

4.4.2 Traditional portfolios discussion

The results of this study reveal that 66% of the students strongly agree and agree that traditional portfolios are valuable tools for their assessment, 29% are neutral about this, and only 5% disagree with this. This is similar to the study of Cárdenas-Sánchez (2020), which found that selecting a correct piece of evidence to show when using portfolios involves students more with their learning. In the same way, 74% of students strongly agree and agree that traditional portfolios are easy to use, 21% are neutral about them, and only 5% perceive

them as problematic. Also, 55% of the students strongly agree and agree that comparing their traditional portfolios' work with other classmates helps them in their evaluation process, 39% are neutral about this, and only 5% disagree and consider that traditional portfolios did not help more than digital portfolios. These results are similar to the study of Arumugham (2019), which found that students agreed that traditional portfolios are a unique system to organize their class evidence. These tools' attributes allow them to quickly compare and proportionate feedback through this process. The results also point out that 50% of students are neutral about whether the traditional portfolios give much workload, and 37% strongly agree and agree. In comparison, 13% strongly disagree and disagree, conversely to the result in the study in Arumugham (2019), in which students agreed that the use of these tools represents a higher amount of work compared to other types of assessment tools because of the periodical addition of evidence to it.

4.4.3 Traditional tests discussion

The results of the study exposed that only 31% of students consider the format of traditional multiple-choice tests is easy to answer and efficient, this is related to what is mentioned in Asad et al. (2021) about the main focus of multiple-choice traditional tests that is to measure students' information retaining more than developing their critical thinking and other aspects with other types of evaluation, the implementation of the traditional tests is bonded to the idea of answering a paper to get an approbatory grade, and this affects the student's performance on them, also only 33% of students feel confident and comfortable with traditional tests, in fact 47% are neutral about this aspect, this is related to the disadvantages mentioned in Norova and Haydari (2021) and Herrera and González (2021), traditional tests are focused generally in the result because its summative assessment nature

does not become deeply involved in the student's learning and this partial assessment process prejudice the program and this seems to affect students' performance. On the other hand, 58% of students prefer digital tests over paper-based tests, and 32% are neutral about which type of tests are implemented. This is similar to the result of Melo and Garcia (2021). They found that students changed their attitude towards the testing process when digital test apps were implemented. They showed interest and engaged more with the evaluation process because these tests entertained them.

4.4.4 Digital assessment tools discussion

Based on the result of this study, 66% of students consider that using digital assessment tools affects their grades positively, getting a better result than using traditional assessment recourses, and 31% of the students are neutral. Also, 74% of the students agree that they prefer using digital assessment tools over traditional ones. Next, 21% of the students are neutral about this, and only 5% prefer using traditional. This is similar to the results of Dhamayanti (2021) and Abduh (2021). In addition, they found that some digital assessment tools enhance students' involvement with the subjects in the classroom because this type of tool has a "fun factor" that keeps students motivated and interested. In the following item about the students considering digital tools a distraction, 68% disagree with this and do not consider this type of tool to disturb the classwork when implemented, and 24% are neutral about the idea. This is similar to what Hendrawaty et al. (2021) mentioned in their study about how crucial digital tools are after the pandemic lockdown. These types of recourses were considered helpful and amiable during that period and still have a good reception now because of their benefits in the classroom and a considerable amount of potential.

4.4.5 Digital portfolios discussion

According to the results from this study, 47% of students are neutral about how digital portfolios help them improve their grades, and 40% agree that these tools provided them with enough feedback and have already improved their development through their use. This is similar to the results in Ridho et al. (2019), they found that just a few students perceived that the feedback provided through digital portfolios helped them to get better grades. Regarding how easy students consider the Google Classroom app in classes, the majority, 57%, perceive it as challenging to use, and 27% of the students consider it easy to use, 16% neutral. This is not similar to the results in Khalil (2018), Hussaini et al. (2020), and Singh et al. (2020). They found that most students agreed that digital platforms were more accessible to manage than traditional ones. They actively participated in the activities through them and recommended their use to other courses. In the case of which type of portfolios are more practical, 45% of the students think that traditional portfolios are easier to manage and organize rather than digital, and 21% are neutral about any of these. This is not similar to the results in Ridho et al. (2019), and Hussaini et al. (2020). They found that the activities assigned through digital platforms were delivered earlier than the activities of the traditional portfolios and with a higher participation rate.

4.4.6 Digital tests discussion

The results showed that 84% of the students find digital tests easy to answer and complete; despite the variety of types of items each app features, 11% of the students are neutral about this. This is similar to the findings in Ghouali and Ruiz (2021), which found that students improved their grades by replacing paper-based tests with technological tools,

and implementing the new tools provided a new environment in the classroom. Moreover, the tasks considered challenging to do were easier to implement with high-tech recourses. In the case that digital tests are ideal for their evaluation, 63% of the students agree, and 29% are neutral about them. Also, 52% of students feel very comfortable with having digital tests for evaluation in their classes, and 32% of the student are neutral about them. This is similar to the results in Jalani and Hashim (2020), they found that when the assessment tools were implemented with an app, the students showed more interest in the exams and the correction process. Furthermore, 79% of the students agree that they enjoy using digital tests in the sessions, and only 18% are neutral. This is similar to the results obtained in the study in Siti and Bangman (2020), which found an extraordinarily positive reception to digital tests by students, keeping a motivating and entertaining environment at the moment of applying an evaluation.

CHAPTER V

5.0 Introduction

This chapter will discuss the conclusions, their interpretations, the meaning of those findings, and a description of the implications, limitations, and suggestions for further research.

5.1 Conclusions

After analyzing the results, these main conclusions were reached. First, the hypothesis that "after two years of using digital tools in online and hybrid classes, students consider traditional assessment tools monotonous and obsolete for their learning" has been answered. The results illustrate that they reject tools like traditional tests even though these are not detected as complex. Furthermore, paper and pencil-based tests do not affect students' confidence, and development is the conventional format which implies a tedious evaluation process. But, the use of traditional assessment tools is perceived by most students as an essential factor that affects their grades, in a beneficial form with the implementation of traditional portfolios that have been recognized as useful in the process of organizing and comparing evidence. Therefore, there is not enough evidence to refuse the first hypothesis; then, it is partly accepted.

The second hypothesis that "students find digital assessment tools ideal for their learning because these are more exciting and appropriate for their English classes" has also been answered. Students' appraisal of digital tests resulted considerably positively, and students gave prominence to essential factors such as efficiency, comfortability, agreement, and enjoyment in comparison to the traditional versions of them. These features affected the classes and caught students' interest, so used in an adequate measure can result in a beneficial influence on their class development, academic progress, and outcomes. On the other hand,

the digital portfolios seem to have a significantly different reception, and students found them not very efficient and even challenging to manage. Therefore, the second hypothesis is partly accepted.

Thus, after carrying out this research, it can be said that implementing digital assessment tools after the period of online and hybrid classes has many benefits for teachers and students in the classroom. They are more practical and engaging than traditional in crucial aspects of the evaluation generating a satisfying reception from the students. However, some traditional assessment tools still have distinctly potential because of their physical nature students find them workable and convenient. To take advantage of these assessment tools, we need to consider aspects like the context and content of the subject, as well as the audience's opinion. We need to keep a balance between the two types of tools. Hence, the students maintain interest in them and can successfully achieve the program's objectives.

5.2 Implications

According to the findings of this study, incorporating different assessment tools in the classroom, whether traditional or digital, affect students' development and, eventually, their outcomes. However, the lengthened exposure to any of these tools or incorrect management and delivery can result in tedious apprehension from students in classes. Hence this assessment usage process must be continuously redesigned to motivate and define the curriculum progress in the most favorable manner (Abdhul, 2021; Barkley & González, 2016; Cheng, 2013; Crisp, 2014). For that reason, there are some recommendations for teachers who want to work with either type of assessment tools, digital or traditional.

Recommendations for the use of traditional assessment tools:

- To encourage students to take traditional tests as a prevailing form of evaluation in the classes by designing compact tests and including multiple-choice exercises with one-word answers, so the students find them less tedious.
- Using traditional portfolios reinforces the process of providing feedback to students with activities that compare their classwork to each other and correct their inaccuracies.
- To maintain a balance between traditional and digital assessment tools used in the classes, incorporate them and periodically evaluate the students' responses to them. The tool can be shifted to a more suitable one if the case demands it.

Recommendations for the use of digital assessment tools.

- To consider the possibilities that students have of using technological devices during the sessions, check if the mobile version they use is capable of manipulating the app and their internet connection before using any digital recourse.
- To employ digital tests periodically, not use them frequently because students can perceive them as distracting in the sessions and eventually miss the point of the evaluation.
- When using digital portfolios, the activities can be divided into sections that are worked in the classroom. Also, to diversify them, these can be shared or stored in the digital platform and must be checked by the teacher because when students do not have interaction and correct observation of them, the learning process is affected negatively (Juárez-Díaz & Perales, 2021). It is also essential to frequently exhort students to revise the portfolio's feedback provided so they can utilize these tools more appropriately.

5.3 Limitations

The present study had various limitations that may interfere with the findings. First, there are many EFL contexts in our country, the findings of this study were associated with only two groups of a private high school that conformed to the sample analyzed, and their findings only represent an important part of them. Hence, these findings cannot be generalized to every EFL context. Second, it must be considered that students come from different language learning backgrounds, despite taking the same English IV course and having similar learning language conditions, also have previous experiences and exposure to different teaching and assessment tools that may affect their perceptions. Finally, this study was quantitative in essence, and it concentrated on finding the students' perceptions of these two different types of assessment tools, so I find it imperative for following studies that are related to this topic to examine these aspects more deeply with a qualitative inquiry that can disclose the primary reasons behind their perceptions.

5.4 Suggestions for further research

Further research about the perceptions of using traditional and digital assessment tools should explore them at different levels, like in elementary, secondary, and higher education stages. Students and teachers can enrich the information on how these can improve the evaluation process in English language learning. Analyze the private and public sectors of education and the effects that traditional or digital assessment tools may have on the student's motivation in the EFL classroom. To identify what apps and platforms used in their courses are those that they consider more helpful to learn and get better results.

In addition, further studies can analyze the relationship between specific language skills with digital and traditional assessment tools and detect which skills work appropriately

with summative, formative, or digital assessment. So, all this information can be used to create plans of study designed specifically for future cases or situations the students may have to face.

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Appendix A Survey











Instrument

Hi, students, I would like to know your opinion about “the traditional and digital assessment tools used in the English subject during this semester” I will appreciate it if you can answer this survey. With your answers, I will reach the objective of my research which is to identify “EFL Student’s Perceptions about Traditional and Digital Assessment Tools”.

Your answers and identity will be anonymous.

Sex: _____ Age: _____

Instructions: Choose one of the five options that are best for you.

Statement					
1. Traditional assessment is ideal for your English language learning.	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
2. Digital assessment leaves a good impact on your English results.	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
3. Keeping your tasks and notes in a binder is useful for your English assessment.	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
4. Digital portfolios give you a chance to improve your English grades.	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
5. Traditional portfolios are quite easy to check and correct.	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
6. Using Google Classroom is easy for your English learning.	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
7. Traditional multiple-choice questions are easy and less time-consuming for English assessment.	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
8. You feel comfortable in traditional discussions, debates, and quiz-based assessments.	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
9. Jigsaw, matching the columns, and puzzles are hard to crack in English assessment.	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
10. Digital and practical tests are ideal for you in English grades.	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Statement					

11. You feel comfortable with one-word answer-type questions in digital tests.	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
12. You like Kahoot! and Quizizz tests very much.	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
13. Your English language grades get affected negatively due to traditional assessment.	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
14. Check traditional portfolios and compare them with your classmates' work impact well on your English grades.	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
15. Doing a Traditional test is easier and better than a Digital one.	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
16. Digital Tools are a distraction in the classroom.	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
17. Traditional portfolios give more workload than digital portfolios.	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
18. I would rather use digital portfolios to learn than their paper and pencil versions.	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
19. I enjoy traditional tests and physical portfolios for assessment.	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
20. I would like to use only these digital tools in this and other classes.	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree

Adapted from Asad et al. (2021) and Melo and García (2021)

I will keep your information confidential, all the data will keep stored in a file keeper in a box with a padlock in my personal desk, so I am the only person with the access code to open it, the Google Classroom and the Google Docs file are from my personal account and I am also the only person with the password. The results of this study will be used for scholar purposes. Thank you very much!

Appendix B Students' Informed Consent

RESEARCH INFORMED CONSENT

My name is Francisco Javier Picazo Cruz, I am graduated from The Facultad de Lenguas BUAP. I am working as an English teacher at IEU high-school, and I need your help by answering a survey in order to collect data for the study that is called "Students' perceptions about traditional and digital assessment tools", it will be an honor for me to have your experience as a part of this research. In this survey you will be asked about your opinion and beliefs about the use of traditional and digital assessment tools during the English classes, if you have any question about this survey feel free to ask.

Your participation will be completely voluntary and you can decide to stop participating whenever you want, there is not going to be any consequence if you decide not to participate, this is not a test, and is not going to be included in the evaluation of the subject. Your information will be anonymous, in the survey you only have to write information about your age and sex, and to select from the options that are shown. The information given will be analyzed for the purpose of my study and then will keep in a box in my desk, so I am the only person with access to it.

I, _____ the participant, state that all my answer will be focused only to provide data to carry this study. I voluntarily accept to participate in this project.

Signature: _____

Date: _____

Appendix C Parents' Informed Consent

Consentimiento informado para padres/madres/tutores/representante legal

“Percepciones de los Estudiantes sobre las Herramientas de Evaluación Tradicionales y Digitales”

La presente investigación es realizada por Francisco Javier Picazo Cruz, egresado de la Benemérita Universidad Autónoma de Puebla, que cuenta con el fin de realizar una encuesta. El objetivo que tiene esta investigación es el de identificar y analizar las percepciones de estudiantes de segundo semestre de bachillerato sobre las herramientas de evaluación tradicionales y digitales en la clase de inglés.

Estimados padres me dirijo a ustedes muy respetuosamente para informarles que requiero la participación de sus hijos en este estudio, para la cual tendrían que responder una encuesta. Esta tomará aproximadamente 10 minutos. La participación de sus hijos en este estudio es estrictamente voluntaria y podrá negarse al mismo sin perjuicio alguno. La información que se recogerá es confidencial y no se usara para ningún otro propósito fuera de los de esta investigación. Sus respuestas serán confidenciales usando un número de identificación solamente por lo tanto permanecerán anónimas.

De ante mano agradezco su atención y comprensión para contemplar la participación en este estudio, muchas gracias.

Yo _____ autorizo a mi hijo(a), _____ para que participe en la encuesta “Percepciones de los Estudiantes sobre las Herramientas de Evaluación Tradicionales y Digitales”.

Firma