

Analysis of Assessment Transformation mediated by ICTs and its effects on English Language Teaching during the Covid-19 Pandemic in a specific bilingual school context

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We have no known conflict of interest to disclose.

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Abstract

The present study showed the emerging assessment changes derived from the COVID-19 pandemic in the context of a bilingual learning environment of a private school focused on six teachers' conceptions taken from semi structured interviews and observation rubrics in a qualitative case study. These assessment practices are presented as advantageous to generate strategies to carry out learning and teaching processes mediated by technology and using web apps, digital tools and learning management systems to transform assessment and to re-signify teachers' practices and how many of those practices remain in the current reality of language classes. Besides, the increasing use of ICTs during the pandemic time and after, has supported assessment processes by providing useful instruments to implement new alternatives and to adapt to current students' necessities in terms of feedback and also monitoring.

Key Words: assessment, ICTs, feedback, language learning environment

Introduction

As every educational context in the world, Colombian schools had to cope with the challenge of moving from a face-to-face educational model to the exploration of new virtual tools and online alternatives due to the COVID-19 pandemic and the lockdown. It was vital to ponder new ways of approaching the teaching and learning process but also to effectively transform evaluation practices to make the learning process sustainable.

In this path, it was necessary to rethink teaching-learning practices and transform them to orientate, modify and adapt learners' access to information, fostering not only related academic achievements but also making learning effective in a distant learning context. As it is stated, the latter implies considering technological and methodological aspects (Çiftçi & Savaş, 2018). It represents an important demand in terms of students' and schools' needs. In that sense, it is crucial to consider the insights of Assessment and how it has transformed pedagogical practices. Essentially, assessment is “a broad and evolving conceptualization of a process that teachers and students use in collecting, evaluating, and using evidence of student learning for a variety of purposes” (McMillan, 2013, p. 4).

The implementation of new ways and technological tools to assess having in mind the pandemic time triggered aspects such as the consideration of students' access to technology, monitoring, pertinence, and even digital literacy concerning the assessment practices. It made evident the necessity of accounting that path and how it represented a possible progression, changes or difficulties that could occur during this process. Being a phenomenon to observe and examine in schools, assessment constitutes as a tool to reconsider what can be done in the classes and the necessity of a flexible-changing model to make it possible to adapt to particular circumstances.

In relation to the above, this study aims to analyze the emerging changes of assessment practices due to educational challenges faced during the COVID-19 pandemic as a phenomenon of change in the English teaching-learning processes and to review its effects on a particular learning environment. It includes as a purpose to document and compare an assessment analysis with language teachers who belong to a private school on the south side part of Bogotá considering the possible changes and the opportunities for improvement that arose as a result of the application of the old and new assessment practices that are glimpsed. As a result, it is necessary to direct this study to the following research question: What are the emerging changes regarding assessment transformation generated by COVID-19 pandemic in a specific bilingual school context?

Literature review

Due to the Covid-19 epidemic event, many changes affected human beings' welfare. Those changes also reached the educational field around the world moving from a face-to-face class's model to online learning and various models appeared as a response to the rising necessities. They also brought the consideration of all the factors that intervene in the teaching and learning process to adopt new ways of assessment, the mediation of ICTs, the learning environment, and English Language Teaching.

Learning Environments

A proper Learning Environment [LE] fosters the necessary conditions for motivation and teaching-learning processes to occur. Moreover, developing participation and engagement environments is key for students to have the opportunity to give their ideas and participate collaboratively. New learning methods offer a student-centered [LE] that integrates diverse pedagogical methods and strategies to practice and reflect on the learning process; and take in a formal and informal learning situation (Gambo & Shakir, 2021). In [LE] the learner is required to engage in a series of interrogative processes with regard to texts, people and objects in the environment and come up with solutions to problems (Scott, 2017). Undoubtedly, stakeholders take their part, students acquire an autonomous role enriching their academic scenario and regarding teachers, they have a crucial role in guiding the learning process.

Learning involves the interaction of learners and experts by considering the classroom environment as part of the context. It shows in a general way some conditions and characteristics about it. Especially with 21st-century learning, students are required to

be more active in learning than teachers, (Rashid, 2014). Along with, classroom environments should include engagement, empowerment, inclusion, beyond physical location. It means, they should not only include physical characteristics but also promote interaction between different components, as it fosters a synergy that leads students and teachers to work in a coordinated way reaching goals and objectives.

As Araque & Rodriguez (2019) name:

“La educación adquiere nuevas perspectivas a través de la implementación de medios y mediaciones que posibilitan nuevas vías de acceso a la información, al conocimiento y que van a transformar los escenarios educativos desde los diferentes campos de formación.” [Education acquire new perspectives through the implementation of means and mediations that enable new access of accessing information, knowledge and that will change the educational scenarios from the different formative fields] (p. 61)

On this point, Assessment practices in the specific context are worthy to analyze since assessment methods there included knowledge access and varied ways of pondering understanding and connection with knowledge.

Assessment

In this view, it is essential to reconsider assessment, the way it has been approached, and how the pandemic became one of the most challenging aspects to contemplate especially for teachers. A starting point is the definition of assessment [A] as the process of gathering information about students' learning and it has several types, methodologies, and approaches. (Meccawy et al., 2021). In this regard, online assessment

brings to the map of this study important considerations in terms of factors such as motivation, the synergy between students, teachers, and parents, cheating, and also the best methods and procedures to carry it out.

It also implies that there is a big path ahead where [A] includes crucial aspects of students' learning process. Besides the many advantages it brings, it helps students to understand their own learning strategies (Kitchen et al., 2019), and besides that, [A] comprises not only an agenda with a series of steps to get there but how to do it. The importance of [A] revision according to the dynamic of the context is key to trigger changes that account for adjustments in the practices. (Ghanbari & Nowroozi, 2021).

English Language Teaching (ELT)

Concerning English language teaching throughout the COVID-19 pandemic, several research studies have been conducted considering various aspects involving teachers, students, teaching new practices, technological tools, and online platforms (Andriivna et al., 2020; Sepulveda-Escobar & Morrison, 2020). This study pretends not only to look over the English language teaching situation that emerged by the contingency of the pandemic, but also to take this as a key lesson thinking ahead, as Andriivna et al. (2020) suggest, disasters may continue to occur, and new technologies for education together with new teaching practices will help us tackle with them in the future. In that sense, a high level of preparation or anticipation to react to the changes in the learning environments and adjust to different educational situations is fundamental in English language teaching nowadays.

On the other hand, from the teachers' perspectives, the lack of previous experiences in the subfield of virtual or online education is the top issue expressed in the study. The lack of preparation provided by the national head of education is commonly described in contexts like Colombia, and the possible lack of expertise from both the schoolteachers and the supervisors might have also directly contributed to making this experience of teaching English more challenging and sometimes frustrating (Sepulveda-Escobar & Morrison, 2020).

ICTs

The new challenges in Education and the emerging ICTs have converged and evolved to generate new forms of teaching and learning English. To face the COVID-19 hit in March 2020, many education institutions adapted and created new resources, web apps, online courses, and thousands of materials to teach English, many others improved the learning management system in response to the emergency. Because of that global situation, technology became the axis and means to mediate, and ICTs took a decisive part when talking about assessment and learning processes. It is undeniable that the integration of ICTs and learning English during the pandemic was convenient to face this difficult time. As it is mentioned in Fitri & Putro. 2021, ICT provides convenience for teachers to assess and monitor their students' progress in learning English during this pandemic. It was reflected in the sudden integration of different online tools that modified the assessment practices to respond to the necessities of the moment and that had also an impact in the teachers' way of addressing the technology and its implementation for monitoring the learning process.

When pondering the influence of ICTs in language learning, it brings up the undeniable promotion of creativity and an appropriation of information making it meaningful. This means that every student can use ICT in the sourcing of information, information processing, problem-solving, creation, communication, and learning (Brown, 2020). Moreover, the use of ICTs successfully combines the language skills and conceive them not in an isolated way but as a form to increase the communicative competence of learners and becomes beneficial for teachers when helping them to reach all students' comprehension in different ways (Dedja, 2015).

Method

For the development of this study, it is important to mention that it was focused on Assessment practices and how they were evidenced in a pre-pandemic period, during and after it in a bilingual learning environment considering language learning. In this regard, it becomes necessary to focus on a Qualitative approach that allows us to describe but also interpret particular events, perceptions of a specific group of participants (teachers) in the chosen context. Through the analysis of experiences, observations, and others, it arose a connection between the background and what it was possible to identify in it. In that sense, a qualitative approach was beneficial for this study since a phenomenon can be addressed and, in addition to understanding the meaning of individuals, involves emerging questions and procedures that enable an interpretation of data and its meaning. (Creswell, 2014).

Case Study

The type of this research study was based on a single case study where assessment was analyzed having in mind a specific phenomenon and population in a

bilingual school. In that respect, “Case studies are particularly suitable for capturing the dynamics of the environment in domains, including system development and implementation” (Shanks & Bekmamedova 2018). Particularly, it also comprised the data collection involving teachers through (a) semi-structured interviews and (b) field observations where the report and understanding of assessment practices and how they were carried out in different stages because of the COVID-19 pandemic triggering event, provided valuable insights to document the process, in terms of a dynamic of analysis, possible change, progression or transformation.

Through the implementation of case study, it was possible the characterization of a dynamic regarding assessment practices and how teachers faced them having in mind the impact caused by the COVID-19 Pandemic and its different stages. For this purpose, case study enabled the use of theory regarding Assessment, ICT, English Language Teaching and Learning environment as a foundation of all the characteristics that could be evidenced in the participants’ context. In this sense, the second specific objective emerged as fundamental to establish the differences in the assessment practices carried out before, during and after the pandemic period. Fortunately, the school and language teachers were willing to support the research study by facilitating consents and agreements as well as their time, access, and expertise. When data collection was necessary, it was possible to put into practice the validity of the Semi-structured interview instrument by applying it to the participants and the data collection itself including some of them. This implementation cleared up vital aspects that unveiled features of adjustment and transience in the assessment practices, as well as

the importance of technological tools and how its use has evidenced some alterations in the dynamics of the classes. All of this, attached to the last specific objective by determining emerging assessment practices mediated by ICTs due to the pandemic changes. It was certain that through the examination of pre, while and post-assessment practices triggered by the Covid-19 pandemic as proposed in the first specific objective, it was possible to substantiate that there was a reality where there was feasible evidence about changes in practices and how those changes affected assessment process in the environment.

Participants' context

Considering the community where the project was developed, it becomes necessary to mention three different levels. At the macro level, it involved the academic staff of D. S. Bilingual School, a private urban institution placed in Bogota- Colombia in the southwest of the city. As part of the meso-level, schoolteachers who are in charge of English, Spanish or French classes for tenth and eleventh graders took part in it. At the micro-level this included the participation of six language teachers: teacher 1, English language teacher in high school for eleventh graders, teacher 2, English language teacher for tenth graders, teacher 3, English language teacher for eleventh graders, teacher 4 French language teacher for tenth and eleventh graders, teacher 5, English language teacher for eleventh graders and finally Teacher 6 who teaches Spanish language for tenth and eleventh graders. They were the direct participants and who told about the insights of assessment processes, how it has been carried out during the specific pre-while and post-pandemic time and who were observed. Talking about the inclusion criteria when deciding the population involved in the project, it was

decided to identify first who were the actors in charge of assessment processes in the bilingual learning environment and how the pandemic event affected it. Therefore, teachers happened to be the agents who can direct not only learning processes but be faithful educational witnesses who could evidence and verify any change or transformation.

Qualitative instruments of Data Collection

According to the development of the study, the data collection as part of the research method included two instruments: class observation and semi-structured interview. Semi-structured interviews acted as a support to focus key aspects of the study by exploring specific perspectives with a series of questions that can be flexible allowing the researcher to go deeper in the participants' views and experiences. (Williamson & Johanson, 2017). All of them aimed to determine possible assessment transformation in the specific learning environment.

The implementation of a second qualitative instrument as field observations in a second stage of this study, offered the possibility to evidence Assessment practices in the natural context of a classroom as well as a wider understanding of it, how teachers put in practice different assessment moments, what tools were and are used, among other aspects. Regarding Field Observations attached to this study since the position of a non-participant observer, it guided to the identification of specific moments in the Assessment process during the class sessions. As Creswell (2014) asserts, the use of prior questions leads inquirers to confront what they want to know as compared with what they in actual fact find inside the observation itself.

Analysis and Findings

Data Analysis

The study aimed to analyze assessment changes due to the Covid-19 pandemic and its effects on a specific language learning environment. In this analysis, *qualitative approach* was valuable in order to consider experiences, observations, and particular events connecting the background and what it was possible to identify in it. Through the implementation of case study, it was possible the characterization of a dynamic regarding the assessment practices and how teachers faced them having in mind the impact caused by the COVID-19 Pandemic and its different stages.

Data collection involved a period of two months between May and August where it was possible to collect information from semi-structured interviews and observation rubric. The analysis was carried out by three researchers who were in charge of different tasks in it. In the observation rubric process, the role was a non-participant one.

In this section, it is important to mention that *thematic analysis* was applied as support to the search for themes that can capture the narratives available in the account of data sets” (Dawadi, 2020).

The analysis process started with the transcription of the semi structured interviews from languages teachers. The very same six teachers were observed during completed classes. Observations were crucial to contrast what teachers expressed in interviews in comparison with the reality inside the classroom. For this purpose, observation rubrics were helpful to identify specific aspects in the teachers’ assessment implementation that accounted for current practices in face-to-face classes. As well, it was possible to evidence some coincidences in terms of the themes found in the interviews.

Transcriptions and field notes were carefully analyzed to find convergent points in the speech and annotations that could also be part of potential codes. Then, assessment and ICTs themes were pre-established, and Feedback appeared as emerging one carrying out a mixed inductive and deductive analysis.

All themes were analyzed to identify sub-themes immersed in big themes. Three themes were the foundation in the establishment of the differences in the assessment practices carried out before, during, and after the pandemic period. Eleven sub-themes, twelve codes and thirty scripts were found in a parameter of coincidence of minimum three teachers. With this in mind, an open coding was pivotal to conceive all the information and how to organize it in this analysis. As Lapan (2021) asserts, we stayed close to the data and remained open to exploring what we defined as going on in these data. With this in mind, the comparison and triangulation of data in different segments of data was a gradual step to begin the interpretation and analysis. Themes ICTs, assessment and feedback demonstrated that some teachers supported their pedagogical practices in the use of rising technological tools and web apps to enrich not only the assessment process but also the feedback one. Axial coding was also helpful to relate themes, subthemes to get to helpful supportive information and the relevant connection to the research.

Findings and discussion

The analysis carried out was on the data gathered from both semi structured interviews completed by six participants and the observation off all of them. The first pre-established theme was ICTs due to the use of technology in order to transform assessment practices. (See Table 1.)



Table 1
Sample table data collection and coding

THEMES	SUB THEMES	SAMPLE EXCERPTS			INTERPRETATION AND DEFINITIONS
ICTs	Virtuality advantages	"On Pear Deck that you choose to have like, interactive sessions (using web apps)where you control, where you can add, and I think that, that type of content, that interactive content for a student is super helpful, meaningful and get the attention quicker than, than probably content that is printed or, or in a class, where you can just be speaking on." <i>Teacher 5.</i>	"Interactive lessons in Nearpod... I love it because I can monitor who is working, which student is not doing anything, which student goes faster and I can see the process so it was easier. I implemented that platform". <i>Teacher 3.</i>	"con los videos y con las nuevas herramientas, por ejemplo los Quizziz, todavía los pongo en clase, si, las lecciones interactivas, el hecho de ver un video y de que de el video ellos tome apuntes, las visitas virtuales a museos fueron sensacionales y que yo siento que para mí, fue mi plus en clase <i>Profesora 6.</i>	The evidence of the virtuality advantages can be seen through the use of Education Technology Tools as the ones teachers bring to their classes enabling a more interactive students' participation in the learning process. They gave them the possibility to use tactics to catch attention, control and monitor their students' engagement during classes.
	Use of LMS	<p style="text-align: center;">Observations Description</p> <p>Uses Google Classroom as part of the LMS to post the class resources as well as to post grades for the formative assessment activity (as defined in the IB curriculum) Teacher uses a slides presentation to guide students through the lesson, and some visual aids. <i>Teacher 1</i></p> <p>uses Google Classroom as part of the LMS to post the class resources as well as to post grades for the formative assessment activity. Teacher uses a google slides presentation to guide students through the lesson, and some visual aids. <i>Teacher 4</i></p> <p>Uses Google Classroom as the LMS to post writing examples, the presentation and some other visual aids, as well as to post grades for the formative assessment activity. Teacher uses a slide presentation to guide students through the lesson.. <i>Teacher 6</i></p> <p>During the class time, the teacher uses Google Classroom as part of the elements of the LMS to post the link of the interactive lesson and the class material. It was supported as well with the Pear Deck web app, and Youtube videos. <i>Teacher 5</i></p>			During the observation, and as teachers stated in the interviews, the adoption of Google WorkSpace as Learning Management System has empowered the use of different technological tools during the classes. It has derived in a natural way to use it and as a way to support some processes as well (attendance, participation, grading evidence, assisting and associating materials and resources).
	Digital literacy	"I think that my technological skills, which were not advanced enough, have adapted things from the pandemic and things to the process that we have had during these years, certainly those digital skills were potentialized". <i>Teacher 3</i>	"Si habian algunas herramientas, digamos que algunos sitios web que yo ya había identificado, pero no hay punto de comparación sobre la pandemia, realmente los estudiantes que no tenían un acercamiento a las nuevas tecnologías se volvieron muy cercanos a esta durante la pandemia". <i>Profesora 4</i>	"No obstante, durante el proceso del ejercicio mismo del inicio de la pandemia, hay que reconocer que hasta para usar el computador nos era complejo. No sabíamos cómo usar realmente una grabación, no sabíamos cómo establecer un ejercicio conversacional auténtico con los estudiantes a través de la cámara, no sabíamos cómo transmitir el interés por la lectura, pero aprendimos y mucho de habilidades digitales". <i>Profesora 6</i>	Teachers' testimonies during the interviews showed that it is evident their lack of training not only regarding the web apps use but technological devices connected to. Also, it was noticeable the lack of real comprehension and appropriation of technological skills.

Note: Table related to ICTs themes and subthemes with codes and excerpts taken from data collection

Teachers mentioned the use of Education Technology Tools as an interesting advantage in terms of the virtuality since it was possible for them to employ a variety of web apps and others to immerse students in a new way to conceive day to day classes. As it is mentioned in Fitri & Putro (2021), ICT provides convenience for teachers to assess and monitor their students' progress in learning English during this pandemic. ICTs act as a facilitator in terms of enabling a more interactive students' participation in the learning process. In the following example, teacher participant 3 mentioned that interactive tools mediated by the use of ICTs gave them the possibility to use tactics to catch attention, control and monitor their students' engagement during classes, "teacher interactive lessons

in Nearpod... I love it because I can monitor who is working, which student is not doing anything, which student goes faster, and I can see the process, so it was easier”. On the other hand, when pondering the influence of ICTs in language learning, it arrived the undeniable promotion of creativity and an appropriation of information making it meaningful. In the following example, teacher participant 5 mentioned, “interactive sessions (using web apps) where you control, where you can add, and I think that that type of content, that interactive content for a student is super helpful, meaningful and gets the attention quicker than, than probably content that is printed”.¹ This meant that every student can use ICT in the sourcing of information, information processing, problem-solving, creation, communication, and learning (Brown, 2020).

In another aspect of the analysis in this theme, teachers’ testimonies during the interviews showed that it is evident their lack of training not only regarding the web apps use but technological devices connected to as it was evidenced in this example from teacher participant 4:

Capacitar a los docentes es algo que hace parte fundamental de esos procesos de cambio, hay que capacitar a los docentes, hay que capacitar a todo el personal, tener la oportunidad de que los estudiantes vean que un docente puede innovar, puede crear, puede utilizar diferentes cosas, herramientas, para que ellos aprendan, eso genera motivación.²

As Diaz et al. (2021) mentions, this is in line with educational policies requiring educational processes to be updated through the introduction and appropriate use of

¹ Full script: https://drive.google.com/file/d/10-O31_ywzSqTVP1CyVDpET25t3NWK0FC/view?usp=sharing

² Full script: https://drive.google.com/file/d/1N03BG6KtP0qmcDH_00a6Tmbuarsq8eiB/view?usp=sharing

information and communications technology (ICT). In this regard, it was a recurring comment on the lack of real comprehension and appropriation of technological skills and how it affected the generation of changes inside the class dynamic permeated by the necessity of training and proper domain of skills connected.

As part of the analysis, the assessment theme arose inside five different subthemes. In the first one it was possible to find *difficulty when assessing writing skill*. It was a coincident point that assessing particularly during the pandemic period, was challenging especially when talking about that skill, that was greatly impacted by the use of external tools to translate or correct, affecting a conscious and honest text production process. Some difficulties in writing style also permeated the learning process by showing regression in spelling, in the use of parts of speech and preventing a real students' progress in the skill. As teacher participant 4 mentioned:

La producción escrita fue lo más difícil de evaluar y por el tema del plagio, por el tema del aprendizaje, bueno por el tema de muchas cosas, por el corrector de ortografía automático, bueno muchas cosas; era lo más difícil.³

In that fashion, a survey carried out by Polisca et al. (2022) mentions that two thirds of students who participated in the survey claimed that both plagiarism and academic malpractices had been raised as an issue since the onset of the pandemic, where students were aware of the problem, and teachers had to perform many actions in order to mitigate the issue, especially when assessing text production. It has been a challenge not only during

³ Full script: https://drive.google.com/file/d/1N03BG6KtP0qmcDH_00a6Tmbuarsq8eiB/view?usp=sharing

distance learning but also in nowadays education that has to deal with academic integrity in the assessment practices.

Regarding the second subtheme *traditional assessment*, teachers associated information about the pre-pandemic time to support the code referring to it as a traditional one, where the use of a textbook was a frequent practice, and the paper-based assessment was regular as well as the conventional written homework. According to teacher participant 3:

Before the pandemic I used to assess my classes with quizzes, simple things, little homework, sometimes peer evaluation, rubrics, workbook exercises, speaking parts. They were like very traditional ways before the pandemic. It is evident that there were not too many interactive experiences in the process which suggests that the result is more important than the progress.⁴

As Basri (2022) argues, this type of evaluation is simply a recall of the student's memorization.

⁴ Full script:

https://drive.google.com/file/d/1P_fGpamHH_G3mP447Q7RRU40t1oK6qmG/view?usp=sharing

Table 2
Sample table data collection and coding

THEMES	SUB THEMES	SAMPLE EXCERPTS			INTERPRETATION AND DEFINITIONS
Assessment	Traditional assessment practices	"ok, before the pandemic I used to assess my classes with quizzes, simple things, little homework, sometimes peer evaluation, rubrics, workbook exercises, speaking parts. They were like very traditional ways before the pandemic". Teacher 3	"lo que significaba la evaluación tradicional que era por competencias y por los logros e indicadores de logros y dentro del proceso previo a la pandemia yo ya venía haciendo ejercicios transicionales de dejar el tablero de lado y de colocar y enfocar a los estudiantes en una realidad material de la lengua". Profesora 6	"El proceso de Evaluación variaba mucho pero era muy de papel, muy físico, de manera muy conservadora, si un poco lo podemos llamar así, a pesar de qué se trataba de innovar, pues finalmente si lo miramos como estamos en ese momento si era demasiado tradicional" Profesora 4	Regarding the type of assessment before the pandemic event, teachers referred to it as a traditional one, where the use of a textbook was a frequent practice, the paper-based assessment was regular as well as the conventional written homework. According to them, there were not too many interactive experiences in the process.
		<p align="center">Observations Description</p> <p>The assessment strategy includes the development of a grammar worksheet that has some explanation and extended practices. This worksheet is taken from a textbook proposed for the level. Teacher 1</p> <p>The assessment strategy includes reading a text in groups and answering some questions based on the text. The reading is in a textbook that is proposed for the level. Students have to write some ideas taken from the reading but the teacher is just grading the reading comprehension. Teacher 2</p> <p>The assessment strategy includes the development of diagrams using small cardboard and colors (flujograma) that include geometrical figures as well (to exemplify the topic: literatura ilustrada). Teacher 6</p>			Considering the assessment strategies implemented by teachers during the classes, they were oriented towards the development of practical exercises, aimed to focus on reading or writing, among others. Paper-based is conducted to solve a series of questions based on the text or by doing mind maps.
	Post-pandemic assessment practices	"talking about the use of different strategies to assess in the current face to face classes, there is a policy within the school that is some that none of the students could carry on any technological devices inside the school, so, I remember that we were talking and that is something shocking that in an IB school, where we are promoting the open mentality: "citizen of the world" you cannot carry on and control the use of a technological device, so, we, that was a challenge". Teacher 5	"Nos exigimos en pandemia haciendo 10 mil arreglos de tu didáctica y de tus procesos de innovación curricular y evaluativa y ahorita, volver a lo anterior pues no tiene sentido para uno, perdí el tiempo, y que el colegio sea el que te diga que de alguna manera que lo perdiste, que vuelvas a la vieja evaluación pues eso choca mucho". Profesora 6	"We have, like a weakness as a result of the pandemic and now we are checking real time with our kids in the classroom, while they produce and of course they are finding difficulties especially with the vocabulary as they used to look at the word in their computers, now they go back to school, they need a dictionary. Teacher 1	The process of assessment experienced a distinctive change according to teachers' statements. They mentioned there was progress in terms of the variety of tools they used during the pandemic but later, when going back to face to face classes, the traditional assessment returned and unfortunately, the variety of implemented tools was left behind. It produced a sense of disappointment because they cannot make use of some technological tools such as a mobile phone for educational purposes because they were not allowed in the classroom.

Note: Table related to traditional assessment themes and subthemes with codes and excerpts taken from data collection

In the same way, a third subtheme *post pandemic assessment practices* resulted with regard the experience of a distinctive change according to teachers' statements. They mentioned there was progress in terms of the variety of tools they used during the pandemic but later, when going back to face-to-face classes, the former assessment returned and unfortunately, the variety of implemented tools was left behind. It produced a sense of disappointment because they could not make use of some technological tools such as mobile phones for educational purposes because those are not allowed in the classroom currently according to the school policies. Teacher participant 5 mentioned very clearly "that is something shocking that in an IB school, where we are promoting the open

mentality: “citizen of the world” you cannot carry on and control the use of a technological device”.⁵

Concerning the fourth subtheme *Digital assessment* framed on digital tools, over the course of interviews teachers agreed that those have played a relevant role in their classes during and after the pandemic time. Those were helpful in order to facilitate the monitoring and grading process and also as a more creative way to approach assessment inside the learning environment. Contrasting the use of digital assessment tools during and after the pandemic period, the observations showed that most teachers are now including some of those tools in most of their sessions for assessing. As Blundell (2021) asserts, the use of digital technologies is also rationalized relative to the enactment of pedagogy, in particular, facilitating student-centered pedagogies and associated assessment practices. Those are useful also for carrying out differentiation in class as they give the option of doing tasks in a digital way. In the observation of Teacher participant 5, it was considered that the assessment strategy included using a platform that is called Pear Deck in order to carry out an interactive lesson in pairs and using a laptop per 2 students. Every time the teacher explained a perfect tense specification, students answered or played different games related to the explanation that were directed by the teacher as well.

In respect of the last subtheme *monitoring* related to formative activities, when teachers mentioned their formative strategies during sessions, they highlighted how useful it was teaching through apps and web apps. According to them, it was advantageous during the pandemic, and it became part of their current tools for monitoring students’ progress. Those formative assessment tools also helped teachers to find means that meet their needs

⁵ Full script: https://drive.google.com/file/d/10-O31_ywzSqtVP1CyVDpET25t3NWK0FC/view?usp=sharing

according to students' level. Teachers expressed they used apps for many purposes including discussion, quizzing, polling, and student responses to interactive lessons and videos. Teacher 1 mentioned:

We use for example Kahoot, it was one of them. I used it to track vocabulary at the beginning of the lesson and the one that I actually used the most was Padlet. Like I said, I was teaching reading and writing so I found this tool to be pretty useful. This tool checks the writing, so I had students who write their essay according to the level that we were trying to reach.⁶

Table 3
Sample table data collection and coding

THEMES	SUB THEMES	SAMPLE EXCERPTS			INTERPRETATION AND DEFINITIONS
Assessment	Digital assessment	"También por ejemplo con los controles yo sigo utilizando aplicaciones como Flipgrid, Kahoot, Quizziz, ya que siempre generan un impacto positivo en el aprendizaje del estudiante, pues si eso es algo que no se puede dejar de lado, incluso Forms, sigue funcionando perfecto para cuando hay que hacer diagnóstico". <i>Profesor 4</i>	"Let me give you some examples. I used to use google forms to do diagnostic tests, I used to use Quizlet just for vocabulary and maybe I used to use the quizzes for formal testing as well. I have many apps depending on the skill". <i>Teacher 2</i>	"I started cooking up the classes with Kahoot , with Quizlet, like platforms at that time, like I said: it was an issue because the school wasn't prepared with the technological resources To you have an entire group connected to the Internet or computers for 30 students". <i>Teacher 5</i>	Over the course of interviews teachers agreed that digital assessment tools have played a relevant role in their classes during and after the pandemic time. It can be said that most of the time those tools have had a positive impact when evaluating, monitoring and grading; not only saving time but also creating a better learning environment.
		<p align="center">Observations Description</p> <p>The assessment strategy includes a speaking activity in which students must find some clothes images using magazines or laptops, in order to create a collage that describes their fashion style. This is an authentic assessment. Imagery is a support tool for the teacher to exemplify and provoke further discussion. <i>Teacher 4</i></p> <p>The assessment strategy includes using a platform that is called Pear Deck in order to carry out an interactive lesson in pairs and using a laptop per 2 students. Every time the teacher explained a perfect tense specification, students answered or played different games related to the explanation that were directed by the teacher as well. <i>Teacher 5</i></p> <p>The assessment strategy includes the development of a story digitally using Google slides to work on Writing skills. Students are placed in groups of 3. This could be considered an authentic assessment and after explaining the activity, the teacher gives each group of students a set of story cubes included in a device (Ipad) with the information they need in order to build a story using the learnt verbal tenses. <i>Teacher 3</i></p>			Contrasting the use of digital assessment tools during and after the pandemic period, the observations showed that most teachers are now including some of those tools in most of their sessions for assessing and also to carry out differentiation in class as they give the option of doing tasks in a digital way.
	Monitoring	"El cambio dentro de mi acto pedagógico me llevó a hacer una planeación al contrario, una planeación inversa, ya no pensaba yo en como quería evaluar a los niños, sino en ponerse en el lugar de ellos para saber como es el sentir del querer ser evaluado. En ese orden de ideas, ya el ejercicio pedagógico dejó de ser el, siento yo, tan mecánico". <i>Teacher 6</i>	"As a strategy, we use for example Kahoot, it was one of them. I used it to track vocabulary at the beginning of the lesson and the one that I actually used the most was Padlet. Like I said, I was teaching reading and writing so I found this tool to be pretty useful. This tool checks the writing so I had students write their essay according to the level that we were trying to reach". <i>Teacher 1</i>	"Pues muchas estrategias. La primera: evaluaciones diferentes, un Quizziz, control de vocabulario para asegurarnos que el estudiante si tenia, estaba adquiriendo el vocabulario, tuvimos esa gran oportunidad de empezar a leer diarios periodísticos de otros países, entonces tenemos Le Monde, otras aplicaciones, New York Times, también fuimos a indagar, entonces digamos que esa experiencia como tal, es netamente digital". <i>Teacher 4</i>	When teachers mentioned their formative strategies during sessions, they highlighted how useful it was teaching through apps and web apps. According to them it was advantageous during the pandemic and it became part of their current tools for monitoring students progress. Teachers expressed they used apps for many purposes including discussion, quizzing, polling, and student responses to interactive lessons and videos.

Note: Table related to digital and monitoring assessment themes and subthemes with codes and excerpts taken from data collection

In the matter of the emerging theme feedback, teachers found that aspect as a difficult one in terms of the verification of the legitimacy of answers and results to develop

⁶ Full script: <https://drive.google.com/file/d/1U9UoSvdBeb3WEMnS76Wd9t84N1HkdYiO/view?usp=sharing>

a proper feedback process. It represented a challenge to know what students were really doing on their own. They also mentioned the importance of traceability and follow-up in the feedback processes to identify real progress or difficulties.

It was evident in the observation that instantaneous feedback was provided by most of the teachers as a way to offer students immediate results about their performance. As observed in teacher 1 class, feedback was given immediately at the end of some exercises, that could be called instantaneous. Teacher corrected it by calling some students and asking about the results of the practice.

Conclusions

Concerning the research question, the development of the study showed the changes that occurred in the assessment processes provoked by the COVID-19 pandemic determining factor. It enabled teachers to implement different strategies in order to face a demanding situation known as the difficulty of assessing online. That need triggered a rethinking process in which assessment, monitoring and feedback undergo changes as the integration of more interactive and motivating activities, the use of technological tools to assess that facilitates teachers' practices, the flexibility in the information access, and the implementation of LMS, web app and others to support monitoring and feedback processes inside the language classes.

Relative to assessment mediated by technological tools, web apps, online LMS, and the use of ICTs, it can be said that the study accounted for the positive effect and helpfulness those tools have in the assessment practices during the pandemic and in the face-to-face classes allowing teachers to diversify and enrich their practices. In that sense, it was visible that teachers face an enormous challenge in terms of the access to

information students have. Since it is possible for students to find plenty of information online, the consideration of the teachers' role inside the learning process takes a different perspective. During the study it was evident that since students are perfectly able to find information, explore contents, and create using web apps and apps, teachers have the great challenge of leading those processes in a critical, innovative, and meaningful way by showing students what directions they have and how to learn by exploring and interacting with the world in the best possible way. It also involves a continuous teachers' rethinking process in terms not only of their pedagogical practices but their own learning and training which inherently supposes a personal reconfiguration to face and grow in a demanding world.

All the same, it is evident the constraints teachers face when integrating those technological tools and a paper-based assessment to deal with the current students' necessities but also with a current school policy that forbids students' use of mobile phones and library digital tools can only be used at restrictive specific hours. It can be said that most of the time those tools have had a positive impact when evaluating, monitoring, and grading; not only saving time but also creating a better learning environment.

It is necessary to mention that this analysis arouses a reflexive process regarding assessment practices linked to the mediation of technology inside the bilingual learning environment. It comes from the consideration of ICTs and how their implementation continues allowing a more integral way to conceive assessment and its progression.

Contributions

The present study contributes to a reflective process where languages teachers in the institution not only had the opportunity to describe their practices and validate changes in the assessment but going beyond, it constitutes the starting point where the institution can assume the results as a base material to identify improvement opportunities not only regarding teachers' assessment praxis, but how different stakeholders can take active part when setting up different strategies to approach the obstacles any educational process face.

In connection with the Master in Bilingual Learning Environments, this study brings together the perspective of the necessity of documenting current pedagogical changes in assessment regarding upper secondary education mediated by technological tools. It brings to the picture how important it is for institutions to work jointly to conceive bilingual education in close connection not only with a foreign language but with well thought bilingual environments where technology plays a decisive role in closing gaps and encouraging autonomous learners able to understand the shifting world.

With reference to the methodological design, it can be said that a qualitative case study was a proper method to approach the study object and the use of semi structured interviews and observations was key to contrast what teachers state and their current practices in the classroom. However, it is important to consider in further studies the importance and use of artifacts in assessment to fortify the language learning process and their effects in class practices in conjunction with the technological web apps and tools. It would be important to appraise the pedagogical adaptability for both teachers and students having in mind the components and circumstances of the particular learning environment.

Limitations

The role of school institutional policies when returning from pandemic times has directly permeated the assessment practices in the specific context. Due to a series of issues regarding students' behavior, teachers must forbid the use of technological devices in the class, which has triggered backwardness in the implementation of assessment and didactic strategies, and undoubtedly paper-based assessment has taken part of the process again.

When talking about data analysis, a limitation in terms of accuracy emerged by pondering teachers' answers. They sometimes referred to many different aspects leaving aside the questions' core, which hindered a more proper process and focus on the analysis of the information inside the different categories.

Regarding a wider perspective, a limitation of this study arises from the very conception of Colombia's bilingual policies. Those do not take into consideration the fact that the country is a plurilingual one where not only Spanish is the native language, and where English is conceived as a foreign one and its training takes place mostly inside the school environment. In this sense, students do not have outer exposure to it, hindering an integral learning process where the incorporation of pluricultural aspects of all languages in the country can take place.

Recommendations

In the revision of the permeating aspects of assessment in the specific learning environment in this study and as a recommendation, it is vital to inspect the current practices since aspects such as learning styles, autonomous learning, and even the types of assessment become crucial to adapt practices to different students realities in the bilingual

language learning process. The implementation of different assessment strategies using not only technology but other types inside the dynamic of classes could result helpful to mediate between asynchrony assessment, autonomous learning, and the classroom practices. As teacher 5 asserts: “it should be a balance between evaluation using a computer or any kind of electronic device and the paper-based assessment”. This, in order to avoid only one assessment strategy and open the possibility to explore a variety of tools that could be implemented.

Another recommendation that emerges according to the teachers’ reality has to do with ICTs training. As teacher 1 mentioned, currently many teachers only use some basic technological tools to integrate to their practices: “Siento que muchos de los docentes de esta eran sabemos que estamos en una era digital pero muchos de nosotros tampoco nos exigimos mucho más allá de aprender esas otras herramientas que hay para incorporarlas al aula”. In this view, training and digital literacy are considered as key points for the generation of changes inside the learning environments which undoubtedly leads teachers’ practices and dynamics to be pervaded by the necessity of training and proper domain of skills connected.

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Appendixes

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[INSTRUMENT.pdf](#)[APPENDIX C - CLASSROOM OBSERVATION INSTRUMENT.pdf](#)[APPENDIX D - DATA](#)

[COLLECTION EVIDENCES .pdf](#)