

ENGLISH LANGUAGE ASSESSMENT USING ICTs IN EARLY CHILDHOOD EDUCATION

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Abstract

This final dissertation investigates the use of Information and Communication Technologies (ICT) in the assessment of Very Young Learners (VYLs) of English as a Foreign Language (EFL) in Early Childhood Education (ECE) stage. The study analyses the effectiveness and appropriateness of different types of ICT tools and strategies for the assessment of VYLs in EFL learning environments. The results indicate that the use of ICT can enhance the assessment of VYLs' EFL skills, especially in terms of engagement, motivation, and feedback. However, the study also highlights some challenges and limitations of ICT-based assessment in ECE settings, such as technical issues and lack of appropriate training for teachers. The findings have implications for the development of effective and innovative assessment practices in EFL teaching and learning, particularly for VYLs. The study concludes with recommendations for further research and practice in this area.

Keywords: *English as a Foreign Language (EFL), Very Young Learners (VYLs), Early Childhood Education (ECE), Assessment and Information and Communication Technologies (ICT).*

Resum

Aquest Treball de Fi de Grau investiga l'ús de les Tecnologies de la Informació i la Comunicació (TIC) en l'avaluació dels Estudiants d'Educació Infantil (EEI) d'Anglès com a Llengua Estrangera (ALE) a l'etapa d'Educació Infantil (EI). L'estudi analitza l'efectivitat i l'adequació de diferents tipus d'eines i estratègies TIC per a l'avaluació dels EEI en entorns d'aprenentatge de l'ALE. Els resultats indiquen que l'ús de les TIC pot millorar l'avaluació de les habilitats d'ALE dels EEI, especialment pel que fa a la motivació i la resposta davant d'aquestes per part dels EEI. No obstant, l'estudi també destaca alguns reptes i limitacions de

l'avaluació utilitzant les TIC a l'etapa d'EI, com ara problemes tècnics i manca de formació adequada per als docents. Les conclusions tenen implicacions per al desenvolupament de pràctiques d'avaluació efectives i innovadores en l'ensenyament i aprenentatge de l'ALE, particularment per als EEI. L'estudi conclou amb recomanacions per a futurs treballs de recerca i pràctica en aquest àmbit.

Paraules clau: *Anglès com a Llengua Estrangera (ALE), Estudiants d'Educació Infantil (EEI), Educació Infantil (EI), Avaluació i Tecnologies de la Informació i la Comunicació (TIC).*

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1. Introduction

This final dissertation investigates the use of Information and Communication Technologies (ICT) in the assessment of Very Young Learners (VYLs) of English as a Foreign Language (EFL) in Early Childhood Education (ECE) stage. The study analyses the effectiveness and appropriateness of different types of ICT tools and strategies for the assessment of VYLs in EFL learning environments. The research is going to be based on a case study and it is going to count on the collaboration of various schools in Catalonia (English classes in ECE stages). The aim is to conclude giving tips and clues to reinforce and improve the assessment tools and indicators that teachers use to assess their very young learners.

Personally, I started learning English around the age of 6. Therefore, I think that it would be better to start earlier (as the current research shows). Hence, my personal interest in the proposed study.

In the recent years, the teaching of the English language in Early Years is increasing. The main goal of this project is to analyse the advantages and disadvantages of starting to learn English (EFL - English as a Foreign Language) in Early Childhood Education and a review and improvement of the assessment tools will be also done. ICTs are going to be taken into consideration. To carry out this research, I present an extensive literature review about learning English in Early Years.

Moreover, I present the perceptions of teachers about this topic and their beliefs and perceptions about the assessment of their pupils. For this reason, through focus groups, I have analysed these issues to determine the teachers' vision about starting learning English soon and its assessment. The data obtained from the instruments will help me to analyse and draw conclusions about the topic of this research.

This research will be a case study, but no direct observation is going to be carried out the classroom. I am going to use questionnaires-interviews to collect the necessary data to fulfil this Final Dissertation.

2. Theoretical framework

In today's globalized world, English has become an essential language for communication and success in many areas of life, including education, business, and social relationships. Therefore, teaching English as a Foreign Language (EFL) to Very Young Learners (VYLs) has become a necessity in Early Childhood Education (ECE).

Assessment is an essential aspect of language education, particularly for VYLs. The introduction of EFL in ECE has become increasingly popular in recent years, and the use of Information and Communication Technologies (ICT) has also become a common feature in language classrooms. This theoretical framework will explore the current research on assessment, very young language learners, EFL, and the use of ICT in ECE.

The introduction of English as a foreign language in Early Childhood Education has been a topic of much debate. While some authors (Bialystok, 2007; Cummins, 2000; Kovács, 2009; and the National Association for the Education of Young Children, 2018) argue that it is beneficial for children to start learning a second language at a very young age, others claim that it may be detrimental to their cognitive development (the absence of a specific stance does not necessarily imply opposition to the idea of early second language learning). According to Bialystok, "early exposure to a second language enhances cognitive and academic development, and improves overall cognitive functioning" (2007, p. 1). Furthermore, research has shown that early second language learners often surpass monolingual peers in cognitive flexibility and metalinguistic awareness (Kovács, 2009).

When introducing English as a Foreign Language in Early Childhood Education, it is important to consider the cultural and linguistic background of the learners. According to Cummins, "the teacher's role is to support the child's

development of a positive linguistic and cultural identity" (2000, p. 12). This means that the teacher should be aware of the child's cultural and linguistic background and make sure that the instruction is culturally responsive and does not undermine the child's linguistic and cultural identity.

As cited by Paradis, "children's early exposure to language and the development of their language skills are crucial for their overall cognitive and social development" (2004, p. 1). Therefore, it is essential to provide young learners with appropriate and effective language instruction.

In terms of the use of ICT in language education, it is important to note that technology should not be used as a replacement for meaningful human interaction. According to Ferdig, "technology should be used as a tool to enhance social interactions, not replace them" (2004, p. 1). This means that technology should be used in ways that support and enhance face-to-face interactions between the learners and the teacher, rather than replacing them. In addition, it is important to consider the digital gap and ensure that all learners have access to the necessary technology.

In this final dissertation, the author has undertaken a comprehensive contextualization of the teaching of EFL for VYLs, considering its pertinent aspects. Moreover, the author of this research has examined the assessment of learning outcomes in these linguistic skills, taking into consideration the utilization of ICTs as a means to enhance instruction. However, an area that continues to evoke curiosity is the practical implementation of assessment from the teachers' standpoint. Hence, this study aims to extensively explore this facet and provide a clearer and more detailed comprehension of how teachers approach and operationalize assessment within the realm of English language instruction for VYLs.

2.1. The need to teach English to VYLs in ECE

Early Childhood Education (ECE) is a crucial phase of education as it lays the foundation for the development of cognitive, emotional, social, and linguistic skills. As children's brains are developing rapidly during this period, it is an appropriate time to introduce a second language, such as English. According to the National Association for the Education of Young Children (NAEYC), "Research has shown that young children are highly receptive to learning additional languages and that early language learning improves overall cognitive development" (NAEYC, 2018). Moreover, learning a second language, such as English, can also enhance children's educational and professional opportunities in the future.

Teaching English to VYLs is a complex process that requires the use of engaging and age-appropriate teaching methods. In her book, Emery emphasizes that "teaching English to very young learners need to be fun, motivating, and focused on communication" (Emery, 2013). Emery also suggests that incorporating music, storytelling, and games can make the language learning experience enjoyable and effective for VYLs. This type of active learning can help children retain information and develop communication skills naturally.

Furthermore, teaching English to VYLs in ECE can also promote cultural awareness and respect for diversity. As stated by Annamaria Pinter in her book *Teaching Young Language Learners*, "Early language learning provides a unique opportunity to develop intercultural competence in young children and to raise awareness of different cultures and ways of life" (Pinter, 2011). Intercultural competence is essential in today's globalized world as it promotes mutual respect and understanding among individuals from different cultural backgrounds.

2.2. Assessing young language learners

The assessment of very young language learners is a complex task that requires a thorough understanding of their developmental stage and unique needs. According to Alderson, "assessment of young children must be tailored to their developmental level and take into account their cognitive and linguistic abilities" (2000, p. 55). For example, traditional testing methods such as multiple-choice questions may not be appropriate for very young learners as they may not have the cognitive or linguistic skills to understand the task. Thus, alternative assessment methods such as observation, portfolio assessment, and performance tasks should be considered.

According to Nunan, assessment is "a systematic process of gathering information for the purpose of making decisions about learners' language proficiency" (1989, p. 3). This process is crucial for language teachers as it allows them to evaluate the progress of their students and make necessary adjustments to their teaching methods. In the context of very young language learners, assessment must be appropriate for their developmental stage and take into consideration their cognitive and social-emotional needs.

About the role of assessment in language learning, Brown stated that "assessment is an integral part of the language learning process" (2001, p. 3). It not only helps to measure student progress and proficiency, but also guides instruction and curriculum design.

Another important aspect to consider when assessing very young language learners is the role of the teacher. According to Lee, "teachers play a crucial role in assessment and should be viewed as assessment partners, not just assessors" (2010, p. 5). This means that teachers should not only conduct assessments but also be involved in the interpretation and use of the assessment results to inform instruction. Furthermore, teachers should be trained on how to conduct age-appropriate and culturally responsive assessments and how to use

assessment results to improve instruction. About the impact of the teacher's role on assessment, Black and Wiliam stated that "the role of the teacher is crucial in assessment, as they are responsible for making decisions about what to assess, how to assess, and how to use the assessment results to improve student learning" (1998, p. 2).

The challenges of assessing very young language learners: As mentioned by Harmer, "assessing very young learners is particularly challenging due to their limited cognitive and linguistic abilities, as well as their lack of prior knowledge and experience with the assessment process" (2007, p. 2).

The importance of considering the cultural context in language assessment also needs to be taken into consideration. As stated by Saville-Troike, "the cultural context in which the assessment takes place must be taken into consideration in order to ensure that the assessment is fair and valid" (2003, p. 198).

The use of formative assessment in early childhood education is another aspect to be considered. As noted by Wiliam, "formative assessment, the ongoing process of collecting and using information to improve student learning, is particularly important in early childhood education as it allows for the development of tailored instruction that meets the unique needs of each child" (2011, p. 1).

Moreover, the importance of parental involvement in language assessment also plays a key role. According to García and Kleifgen, "parental involvement in the assessment process is crucial as it not only provides valuable information about the child's language development, but also helps to create a sense of partnership and collaboration between the school and the home" (2010, p. 12).

What is more, the use of authentic assessment tasks in early language learning is key to improving the assessment we offer to very young learners. Bachman and Palmer point out that "authentic assessment tasks, which closely

resemble real-life situations and tasks, are more likely to elicit a student's true language ability and provide a more accurate assessment of their proficiency" (2010, p. 3).

In the same vein, considering the affective domain in language assessment is also crucial as stated by Dörnyei and Skehan, "assessment should not only focus on the cognitive aspects of language learning, but also take into account the affective domain, which includes factors such as motivation, attitudes, and emotions that can impact language learning" (2003, p. 167).

In addition, the role of play in language assessment of young learners is also another aspect that needs to be considered. Pellegrini and Galda point out that "play provides a natural context for language learning and assessment, as it allows children to communicate and use language in a meaningful and enjoyable way" (2009, p. 10).

Finally, it is important to highlight that the assessment of very young language learners should be conducted in a way that is age-appropriate, sensitive to the child's developmental stage, and culturally responsive. As Pearson claims, "Assessment must be culturally and linguistically appropriate, with a sensitivity to the child's background and experiences" (2002, p. 80). This means that assessment methods used should consider the child's cultural and linguistic background and should not be based solely on Western norms and standards.

Assessment is a crucial component in the education of very young language learners, as it allows teachers to evaluate the effectiveness of their instruction and identify areas where students may need additional support. When assessing the language abilities of very young learners, it is important to consider their age and developmental stage, as well as the specific language skills being evaluated. For example, young children may not yet have the cognitive or linguistic abilities to demonstrate their understanding of complex grammar

structures or vocabulary, but they may be able to show their understanding through nonverbal means, such as gestures or pictures.

One of the key challenges in assessing very young language learners is finding appropriate assessment tools that are suitable for their age and developmental level. Traditional assessment methods, such as paper-and-pencil tests or oral exams, may not be appropriate for young children who are just beginning to learn a language. Instead, alternative assessment methods, such as portfolio assessment, observation, ICT-related methods, and performance tasks, may be more appropriate for this age group.

2.3. Assessment and ICTs

The use of ICTs in language education has also become a widely researched topic. According to Gass, "the integration of technology into the language classroom has the potential to enhance language learning by providing learners with authentic, interactive, and varied input" (2014, p. 1). However, it is important to note that the use of ICT should not replace human interaction and should be used in conjunction with traditional teaching methods.

The use of ICT in language education has become increasingly popular in recent years. The integration of technology in the language classroom can provide learners with authentic and interactive input that can enhance their language learning experience. However, the use of ICT should be carefully considered. According to Goldman, "technology should be used to augment and enhance classroom instruction, not replace it" (2006, p. 1). Furthermore, teachers should be trained to use technology effectively and appropriately in the classroom. Moreover, as noted by Warschauer and Matuchniak, "the use of technology can enhance language learning by providing access to authentic

materials and interactions, and by creating a more engaging and personalized learning experience" (2010, p. 1).

The use of information and communication technologies (ICT) can play a useful role in the assessment of very young language learners. For example, digital tools such as speech recognition software and multimedia-based activities can provide opportunities for students to engage in interactive and authentic language use and can also provide teachers with detailed data on student progress. Additionally, ICT can also be used to facilitate formative assessment, which allows teachers to monitor student progress on an ongoing basis and adjust instruction as needed.

Using technology in young language learners' assessment also reports benefits. As noted by Warschauer and Matuchniak, "technology can support the assessment process by providing a variety of ways to collect data on student learning, such as through multimedia presentations, interactive activities, and online quizzes" (2010, p. 1).

It is important to note that ICT should be used in conjunction with traditional teaching methods, such as direct instruction, hands-on learning and interactive activities, to ensure that very young learners are receiving a comprehensive and developmentally appropriate introduction to the English language. The balance of ICT and traditional teaching methods will help the very young language learners to develop their language skills and provide a well-rounded education.

In the case of VYL, assessment becomes a tool for the teacher.

2.4. ICTs and Gamification

The use of ICTs can enrich and support children's learning and development in various ways. Here are some general considerations on how ICT can support children's learning, based on the article *How can ICT support children's learning?* by Hilkemeijer (2022):

Literacy and language development in early childhood: Language development is crucial in early childhood as it allows children to identify and communicate feelings, needs, and emotions. To support this development, educators should build upon children's existing knowledge and language skills, encourage the use of language to describe and explain ideas, and provide opportunities for using and acquiring home languages.

Supporting numeracy development: ICT can also be used to support the development of numeracy skills in children. Using digital resources, children can interactively and actively explore mathematical concepts, helping them develop a solid understanding of numerical processes.

Supporting play: ICT can enhance and support play experiences for children. Digital technologies can create "print-rich" environments where children can engage in emergent literacy activities, such as playing in virtual offices, travel agencies, or even cafes. Technology in early childhood education has the potential to extend learning in new and exciting ways.

Supporting special learning needs: ICT can provide valuable support for children with special learning needs. Assistive technologies and specialized software can help children overcome barriers and enhance their learning experiences, promoting inclusivity and personalized learning.

Enhancing learning across key areas: The use of ICT in preschool, kindergarten, and early primary education can enhance learning and development across all key learning areas, including communication and

collaboration. ICT tools can facilitate communication, collaboration, and information sharing among children and with educators, promoting active engagement and knowledge construction.

In summary, ICTs can play a significant role in supporting children's learning and development in early childhood. It can enhance language and literacy development, support numeracy skills, promote play-based learning, and facilitate inclusive education. Educators should strive to integrate ICTs effectively into the learning environment, develop their own ICT skills, and create socially active classrooms that encourage collaboration and cooperative interaction among children.

In her article, *Gamification in English language teaching: more than child's play*, Maloney (2019) discusses the significance of effective gamification using the whiteboard in English language teaching. The article emphasizes the need to address student engagement and motivation in the classroom, particularly in an era where students are constantly surrounded by video games, mobile devices, and the internet. Traditional educational approaches, which rely on passive learning and standardized testing, are no longer effective in capturing students' attention and fostering meaningful learning experiences.

Gamification, or game-based learning, offers a solution to this challenge. By incorporating well-designed digital and non-digital games into the learning environment, educators can stimulate students' language skills, critical thinking abilities, and problem-solving aptitude. These games create interactive and immersive experiences that allow students to actively engage in the learning process and apply their knowledge in real-world contexts.

The whiteboard serves as a valuable tool for implementing gamification techniques in English language teaching. It provides a platform for creating engaging and interactive activities, such as word play, language play, narrative

and role play. Through these activities, students can develop their language proficiency while also honing their critical thinking and problem-solving skills.

Moreover, gamification using the whiteboard promotes learner autonomy and progression. Students could explore and self-correct within the gaming context, enabling them to learn at their own pace. This sense of autonomy and control over their learning journey enhances student motivation and fosters a positive learning environment.

To effectively incorporate gamification into English language lessons, educators should consider factors such as learner engagement, classroom management, and lesson structuring. Engaging students in discussions about their favourite games, devices used, and balancing gaming with other activities can provide valuable insights for planning gamified lessons. Collaboration with colleagues interested in game-based learning and clear communication with school administration and parents are also essential.

It is important to note that gamification does not replace the role of the teacher; rather, it serves as a facilitator of learning. The focus should not be on assessing the game itself, but on how learning is transferred from the game experience to the curriculum.

In conclusion, incorporating effective gamification techniques using the whiteboard is crucial for enhancing English language teaching. By leveraging the interactive and immersive nature of games, educators can create engaging, interactive, and student-centred learning environments. These gamified experiences stimulate language skills, critical thinking, and problem-solving abilities while promoting learner autonomy and progression. Through the effective implementation of gamification using the whiteboard, educators can nurture a love for learning and provide students with the skills they need to thrive in the 21st century.

The use of gamification in the teaching and learning process has gained significant attention in recent years. Concerns about the negative effects of computer-based games on children's behaviour and social interaction have led researchers to explore the potential positive outcomes of games when used for educational purposes. In the article *Engaging children with educational content via Gamification* by Nand et al. (2019), the authors discuss the importance of gamification in the context of education.

The authors acknowledge that computer games have the potential to captivate and engage players for extended periods of time. By integrating the attributes of engaging computer games into educational tools, designers can enhance learning outcomes, engagement, and motivation. Gamification, which involves applying game design principles in non-game contexts, has been found to improve user engagement, behaviour, productivity, and learning.

Motivation plays a crucial role in successful learning. Many traditional curriculum materials may not be motivating for students, but video games could captivate and excite them. By designing educational tools that are as engaging and motivating as popular commercial games, educators can enhance students' motivation and learning.

While there is existing research demonstrating the positive effects of game-based learning on children's cognitive and social development, the authors argue that many educational games currently available in schools lack motivation and fun. To bridge this gap, it is necessary to design and develop more engaging educational games that align with the curriculum and can be seamlessly integrated into the learning process.

Parents are increasingly accepting the idea of using computer games as educational tools, as evidenced by a study showing that a significant percentage of parents believe video games are educational and actively use them as teaching tools with their children.

Gamification has been studied in various educational contexts, including elementary, lifelong, and higher education. There is a need for further research on the application of gamification in different learning styles and settings. By incorporating gamification into education, it is possible to create smart learning environments that are effective, efficient, and engaging.

In conclusion, the article emphasizes the importance of gamification in education and its potential to enhance students' motivation, engagement, and learning outcomes. By integrating the characteristics of engaging computer games into educational tools, educators can create a more exciting and effective learning experience. The research project described in the article aims to identify these characteristics and design engaging educational tools based on them.

2.5. The inequality of ICTs in VYLs English language learning

Information and Communication Technology (ICT) has become a ubiquitous tool in modern education, including ECE. The use of ICT can enhance learning outcomes and make the learning experience more engaging and interactive. However, the introduction of ICT in VYLs EFL classrooms may lead to inequality. The reason for this is that not all VYLs have access to technology at home, and thus, some children may be at a disadvantage when using ICT in the classroom.

According to a study conducted by the National Association for the Education of Young Children (NAEYC), "Children's experiences with technology vary widely based on their socioeconomic status, and low-income children have less access to technology than their higher-income peers" (NAEYC, 2012). Therefore, the introduction of ICT in VYLs EFL classrooms may widen the achievement gap between children from different socioeconomic backgrounds.

Moreover, the use of ICT in VYLs EFL classrooms may lead to a lack of human interaction, which is essential for language learning. As emphasized by Bax and Cenoz, "human interaction is crucial for language learning, as it provides opportunities for negotiation of meaning and feedback" (Bax & Cenoz, 2016). Therefore, the overuse of ICT in VYLs EFL classrooms may lead to a lack of human interaction, which can hinder children's ability to communicate effectively in English.

Furthermore, the use of ICT in VYLs EFL classrooms may also lead to a lack of engagement and motivation. As stated by Khechine and Harzallah (2018), "ICT can be a useful tool to support language learning, but it should not replace face-to-face interaction and human interaction". Therefore, it is crucial to strike a balance between the use of ICT and traditional teaching methods to ensure that children are engaged and motivated to learn English.

In conclusion, teaching English to VYLs in ECE is crucial in today's globalized world, as it lays the foundation for future success in education and professional opportunities. The use of engaging and age-appropriate teaching methods, such as incorporating music, storytelling, and games, can make the language learning experience enjoyable and effective for VYLs. Moreover, teaching English to VYLs in ECE can promote cultural awareness and respect for diversity. However, the introduction of ICT in VYLs EFL classrooms may lead to inequality, lack of human interaction, and a lack of engagement and motivation. Therefore, it is crucial to strike a balance between the use of ICT and traditional teaching methods to ensure that all VYLs have equal opportunities to learn English effectively.

2.6. Final considerations

In summary, the theoretical framework for this dissertation emphasizes the importance of early language learning, the role of assessment in guiding instruction and curriculum design, the use of ICT in enhancing language learning, the challenges of assessing very young language learners, the importance of considering cultural context, the impact of the teacher's role, the use of formative assessment, and the importance of parental involvement, the use of authentic assessment tasks, the benefits of using technology, the importance of considering the affective domain, and the role of play. These concepts are supported by the works of several experts in the field of language education, including authors like Paradis, Brown, Warschauer, Matuchniak, Harmer, Saville-Troike, Black and Wiliam, García, Kleifgen, Bachman and Palmer, Dörnyei, Skehan, and Pellegrini.

The assessment of very young language learners is a complex task that requires a thorough understanding of their developmental stage and unique needs. The use of ICT in language education should be carefully considered and not replace human interaction. The introduction of English as a foreign language in early childhood education has been a topic of much debate, but it has been shown that early second language exposure is beneficial for cognitive development. Teachers should be aware of the unique needs of very young language learners, use appropriate assessment methods and be trained on how to conduct age-appropriate and culturally responsive assessments. They should also consider the use of ICT in the classroom and how it can enhance the language learning experience without replacing human interaction. In addition, teachers should be aware of the benefits of early second language exposure and its positive effect on cognitive development while also ensuring that instruction is culturally responsive and does not undermine the child's linguistic and cultural identity.

In conclusion, the assessment of very young language learners, the introduction of English as a foreign language in early childhood education, and the use of ICT in language classrooms are all important aspects that need to be considered in language education. Further research is needed to fully understand the effects and implications of these topics on language learning and development. Teachers should be aware of the unique needs of very young language learners and use appropriate assessment methods. They should also consider the use of ICT in the classroom and how it can enhance the language learning experience without replacing human interaction. In addition, teachers should be aware of the benefits of early second language exposure and its positive effect on cognitive development.

3. Study

3.1. Initial research question

RQ - How to effectively assess English as a Foreign Language of Very Young Learners in Early Childhood Education stage in Catalonia? Does ICT really play a role during this assessment process?

3.2. Research objectives

- 1) To analyse how English as a Foreign Language assessment is done by teachers in the Early Childhood Education stage in Catalonia and their perceptions and beliefs about this topic.
- 2) To provide an explanation about the impact of English as a Foreign Language assessment in the Early Childhood Education stage.
- 3) To -finally- offer an assessment improved plan to reinforce the assessment process of English as a Foreign Language in the Early Childhood Education stage in a specific school in Catalonia. Not necessarily it has to be an improvement plan: if the specific school is doing well, then this new assessment plan will include the pedagogic actions the school or schools are doing right, putting it into value.

3.3. Data collecting tool

For this study, a questionnaire-interview was used as the data collection instrument. The questionnaire included open-ended questions to elicit qualitative data from the participants, with the aim of exploring their experiences and perceptions related to assessment in ECE. The interview allowed for follow-up questions to be asked, providing additional insights and clarification on the responses provided in the questionnaire.

The use of a questionnaire-interview allowed for the collection of rich and detailed data that provided a deeper understanding of the participants' perspectives and experiences. While the data collected was mainly qualitative in nature, some quantitative data could also be extracted, although with less analytical accuracy than a purely quantitative method. Overall, the questionnaire-interview method was an effective way to collect data for this study, allowing for a comprehensive analysis of the research topic.

A Google Form was used to carry out the interview to collect the data analysed in this research (See Appendix for the questions and answers).

3.4. Participants

The sample is formed by as much Early Ages & English teachers as I could convince to participate in this study. More than 50 questionnaires were distributed; however, only 15 responses were obtained, which will be detailed later. All participants could stop participating if they consider it so.

In any case, this dissertation is anonymized. Therefore, the participants in this study cannot be identified.

3.5. Data analysis

The data analysis section aims to analyse the collected data. This procedure involves examining and analysing the responses obtained from the questionnaire administered for the purpose of this research. By systematically addressing each question, the researcher aims to provide a comprehensive evaluation and interpretation of the data gathered.

1. Please, briefly describe how do you assess the level of English language at Early Childhood Education stage.

After reading the provided answers, it can be observed that there are different ways in which the respondents assess the level of English language in early childhood education. Some use observation and daily progress tracking of the children, while others prefer not to evaluate them and simply provide verbal feedback. Additionally, some respondents use tools such as documentation and notes to record the children's progress. Overall, it can be said that assessment in early childhood education appears to be subjective and based on observing children's behaviour during play and interactions with others. It is also important to note that some respondents seem to have a negative opinion about assessment at this stage and prefer to focus on providing verbal feedback rather than formal evaluation.

2. Do you use ICT (Information and Communications Technologies) during teaching-learning processes of English as a foreign language at Early Childhood Education stage? If so, briefly describe how you use them.

Based on these responses, it appears that most teachers use some form of ICT during teaching, with interactive whiteboards, tablets, and apps being the most mentioned tools. However, some teachers also noted that they have limited experience with ICT in the early childhood education stage, while others only use basic tools such as YouTube videos or digital cameras. It is important to note that one teacher mentioned using the school's evaluation system as an ICT tool, which could be a useful practice to explore further. Overall, it seems that there is a range of ICT use among teachers in the early childhood education stage.

3. Do you use ICT to assess your pupils at Early Childhood Education stage?

Based on the responses, it seems that some teachers use technology for assessment purposes, while others do not. Some teachers use specific software or systems provided by the school for assessment, while others rely on more general tools such as Excel. Some teachers also mentioned using self-correcting activities on iPads or interactive whiteboards to provide students with immediate feedback during learning activities. However, there were also some teachers who stated that they do not use technology for assessment purposes, or that they do not assess students in the early years of education. Overall, the use of technology for assessment appears to vary among teachers and may depend on individual preferences and school policies.

4. Focusing on the topic of ICT usage in the field of student assessment at Early Childhood Education stage, which technological tools do you use to improve or help you accomplish this task? If you don't use ICT to assess your pupils, which of the tools you know, if you know any, do you think they can help you in a near future?

Based on the responses provided, it seems that the majority of the teachers interviewed are familiar with and use various technological tools for teaching, such as interactive whiteboards, tablets, digital cameras, microphones, and apps. However, when it comes to evaluating student learning, there is less use of technology, with only a few teachers mentioning platforms like Google Classroom, Moodle, or a school's own computer program for assessment. Some teachers mentioned that they are still learning about new tools and resources, such as Liveworksheets or ClassDojo, and find them challenging to use. Overall, it appears that technology is becoming an increasingly important part of teaching,

but there is still room for growth and adaptation as new tools and resources become available.

5. Do you think that the use of ICT helps to improve pupils' motivation for their English language learning at Early Childhood Education stage? Why?

From the responses to this question, we can see that most of the interviewees agree that the use of technology can improve student motivation. Some mention that technology is more attractive and interactive, which makes learning more engaging for students. Others highlight that it depends on the individual student and their preferences. One interviewee also mentions that technology can be overused and lose its value, suggesting the importance of finding a balance in its use. Overall, the responses suggest that technology can have a positive impact on student motivation, but it is important to consider its appropriate and effective integration in the learning process.

6. If it were in your hands, how could the proper use of ICT be ensured in the assessment of the English language at Early Childhood Education stage?

From these responses, there is a variety of opinions on how to integrate ICT into language assessment. Some suggest using ICT tools as a complement to establish classroom activities, while others see it as an opportunity to change the teaching methodology altogether. There is also a focus on providing training and support for teachers to effectively use ICT tools in language assessment. Additionally, some responses suggest that there should be regular evaluations by both teachers and students to assess the effectiveness of using ICT in language assessment. Overall, there is recognition of the potential benefits of using ICT

tools in language assessment, but also an awareness of the need for careful implementation and ongoing support.

7. In your opinion and criteria, what are the current trends in the use of ICT in the assessment and/or acquisition of English language at Early Childhood Education stage?

Based on the responses, it seems that the use of ICT in education is increasing and becoming more prevalent, especially as children are exposed to technology at younger ages. However, there are concerns about over-reliance on technology and teachers abandoning their role in helping students learn in favour of using technology. Some respondents are not familiar with the use of ICT in assessment, while others note the increasing use of platforms for evaluation. Overall, the trend seems to be towards a greater integration of ICT in education, with some respondents stating that it is essential for the future.

8. What strategies and techniques can be used to effectively evaluate the listening and speaking skills of young English language learners at Early Childhood Education stage?

Many of the responses suggest the importance of observation and listening to young learners to assess their language skills. Simple activities such as listening exercises, orders, and songs can be used to assess students' understanding and pronunciation of English sounds. It's also important to create activities based on their interests and adapt assessment tools accordingly. While some teachers use observation grids with different items, others prefer to use Excel tables or simply talk to their students to evaluate their language development. Overall, it seems that there are different approaches to assessing

young learners' language skills, and each teacher may have their own preferred method.

9. Last question. Is there a topic that you would like to comment on or go into more detail that has not been discussed during this interview regarding English assessment at Early Childhood Education stage?

Some of the responses seem to be related to the use of ICT in education, specifically in the early childhood stage, as well as the training of teachers to effectively use ICT in the classroom. There are also answers related to the usefulness of assessment in English language learning in early childhood education and the appropriate number of hours per week for English language instruction. One response highlighted the potential of ICT as a positive resource in the classroom, but also raised concerns about potential inequalities that could arise from unequal access to technology. Finally, one respondent commented on the comprehensiveness of the interview, while another mentioned the differences that can arise from varying levels of digital competence.

3.6. Discussion

Upon analysing the responses, some common topics emerged across the questions. One recurring theme was the role of technology in education. While some respondents believed that technology was an essential tool in the classroom, others expressed concerns about its overuse and the potential for creating inequalities among students.

Another key theme that emerged was the importance of assessment in early childhood education. Respondents emphasized the need for assessment methods that are appropriate for young children, such as simple listening exercises or observation-based assessments.

In general, it is evident that the interviewees have a high level of interest and concern for English language teaching in ECE. Most of them agree that English learning is important for children's future academic and professional success. They also consider that starting English teaching in ECE is beneficial, as it allows children to acquire the language more naturally and efficiently.

The use of technology in the classroom is another topic of interest. Most of the interviewees agree that technology can be a valuable tool for language teaching, but they also point out the importance of using it in moderation and with a clear educational purpose. Some interviewees express concern about the potential inequalities that the use of technology can create among students, especially considering that not all families have access to the same resources.

Regarding the assessment of English language learning in ECE, the interviewees agree on the importance of using observation and active listening as primary methods. They also point out the need to adapt assessment tools to the interests and abilities of young learners.

The field of language assessment is a complex and multifaceted one, with numerous approaches, methods, and techniques. As highlighted in the results of this research, assessment in ECE is often subjective and relies on observation and daily progress tracking of VYLs. The data gathered through assessment serves multiple purposes, including making informed decisions about learners, enhancing the quality of teaching and learning, and providing constructive feedback to learners and other individuals involved in the learning process, as mentioned by Bachman and Palmer (2010).

Furthermore, our findings align with the notion that assessment should not be seen as a final objective in itself, but rather as a tool to offer feedback to both learners and teachers, as emphasized by Brown (2001). The importance of formative assessment, which focuses on providing feedback and supporting learner improvement, was also highlighted by Black and Wiliam (1998). This

feedback-oriented approach to assessment is particularly relevant in ECE, where the emphasis is on supporting VYLs' language development.

In recent years, there has been a growing interest in the impact of bilingualism on cognitive development, as mentioned by Bialystok (2007) and Kovács (2009). These studies indicate that bilingualism can confer cognitive advantages upon learners, which has important implications for language education. Assessing the language development of bilingual learners in ECE requires careful consideration of their unique cognitive abilities and the potential benefits they bring to the language learning process.

Technology has also become increasingly prevalent in language education, offering new opportunities for learning and communication. Our research aligns with the perspectives of Gass (2014) and Goldman (2006), highlighting the potential of technology to facilitate authentic interactions with the target language and provide access to resources that may be challenging to acquire through traditional means. However, as pointed out by Warschauer and Matuchniak (2010), the effective use of technology in the classroom requires thoughtful planning and implementation to ensure it complements existing pedagogical approaches.

The integration of technology in assessment can offer new possibilities for enhancing learning experiences and providing opportunities for assessment. Ferdig (2004) acknowledges technology's potential to facilitate social interactions and collaboration, which are essential for language learning. The findings from Khechine and Harzallah (2018) indicate that ICTs can create a stimulating and captivating learning environment for VYLs in the context of learning English. However, the use of technology in assessment must consider the validity and reliability of assessment instruments, as well as the potential for introducing bias, as mentioned in our research.

In conclusion, our research findings align with the existing literature regarding the multifaceted nature of language assessment and the potential of technology to enhance learning and assessment practices. The insights gained from our research support the need for ongoing development and exploration of assessment methods and the thoughtful integration of technology to support effective language education in ECE environments.

Language assessment is a complex field that plays a crucial role in language education. The impact of bilingualism on cognitive development has significant implications for language education, and the use of technology provides new opportunities for learning and assessment. Effective assessment practices require a deep understanding of the learning process, and the use of technology in assessment requires careful planning and implementation. As language educators, we must strive to develop effective assessment practices that are grounded in a deep understanding of the learning process and that make use of the latest technologies to enhance learning and assessment.

In addition, many respondents highlighted the importance of professional development for teachers to effectively implement technology and assessment strategies. They expressed the need for ongoing training and support to keep up with the latest educational trends and methods.

On average, the interviewees show a high degree of commitment and enthusiasm for English language teaching in early childhood education. They also highlight the importance of ongoing professional development for teachers, as well as the need to adapt teaching methods and resources to the evolving needs of young learners.

There was a general sense that education is constantly evolving, and that teachers need to be flexible and adaptable to meet the changing needs of students. Respondents emphasized the importance of innovation, creativity, and a growth mindset in the field of education.

Overall, education is a complex and dynamic field that requires a deep understanding of the needs and abilities of young learners, as well as a commitment to ongoing professional development and innovation. By listening to the voices of educators and working together to find effective solutions, we can help ensure that every child receives a high-quality education that prepares them for success in the 21st century.

In conclusion, this survey provides valuable insights into the challenges and opportunities of English language teaching in early childhood education. The interviewees' responses reflect a commitment to providing quality education to young learners and a willingness to adapt teaching practices to the changing educational landscape.

4. Conclusions

In reference to the initial question of this research and its associated objectives, we can affirm that everything has been met except the third objective (offer an assessment improved plan to reinforce the assessment process of English as a Foreign Language in the Early Childhood Education stage), since it was too vast to be carried out within the framework of this research work.

Based on the data analysis conducted, several key conclusions can be drawn about the use of technology and assessment in early childhood education.

Firstly, assessment in early childhood education is largely subjective and based on observation of children's behaviour during play and interactions with others. This highlights the importance of ensuring that teachers have appropriate training and support to carry out effective assessments.

Secondly, while most teachers use some form of ICT during teaching, there is a wide range of ICT use among teachers in the early childhood education stage. This suggests that there is scope for further professional development and training to ensure that teachers are confident and competent in their use of technology.

Thirdly, the use of technology for assessment varies among teachers and may depend on individual preferences and school policies. This reinforces the need for clear guidelines and policies to ensure that technology is used in an appropriate and effective manner.

Fourthly, although technology is becoming an increasingly important part of teaching, there is still room for growth and adaptation as new tools and resources become available. This highlights the need for ongoing professional development and training to keep teachers up to date with the latest technology trends.

Fifthly, the use of technology can have a positive impact on student motivation, but it is important to consider its appropriate and effective integration in the learning process. This underscores the need for a thoughtful and strategic approach to technology integration that considers both the benefits and potential drawbacks of its use.

Sixthly, there is recognition of the potential benefits of using ICT tools in language assessment, but also an awareness of the need for careful implementation and ongoing support. This highlights the importance of providing teachers with the necessary resources and support to implement technology effectively in language assessment.

Seventhly, the trend seems to be towards a greater integration of ICT in education, with some respondents stating that it is essential for the future. This suggests that there is a growing recognition of the importance of technology in education and a desire to embrace it as a means of enhancing learning outcomes.

Finally, strategies and techniques such as using songs, rhymes, and stories can be effective in evaluating young children's listening and speaking skills. It is also important to create a comfortable and safe learning environment for children to encourage them to participate in language activities. This emphasizes the importance of creating a positive and supportive learning environment that is conducive to effective language assessment and learning.

Overall, the findings suggest that while there is potential for technology to enhance assessment and teaching in early childhood education, it is important to ensure that its use is appropriate and effective, and that teachers receive the necessary training and support to implement it effectively.

5. Limitations

As with any research project, there are certain limitations associated with this final dissertation. First and foremost, this study is limited by its scope and methodology. The research focused on a specific group of early childhood education teachers and their use of ICT in language assessment, which may not be representative of the larger population. Additionally, the data was collected through an online survey, which may not fully capture the nuances and complexities of teachers' attitudes and practices towards technology use in assessment.

Furthermore, this study is limited by the time and resources available for data collection and analysis. As a final dissertation for an undergraduate degree, the research was constrained by the available time frame and funding, which may have impacted the sample size and data analysis. Moreover, the study relied solely on self-reported data from the participants, which may be subject to social desirability bias or other forms of response bias.

Finally, it is important to acknowledge that this study did not explore the impact of ICT on children's learning outcomes, as this was outside the scope of the research. Therefore, while the study provides insights into teachers' attitudes and practices towards technology use in assessment, it cannot definitively conclude on the effectiveness or impact of these practices on children's language development.

In conclusion, this final dissertation has limitations that should be taken into account when interpreting the findings. Future research should aim to address these limitations and build upon the current knowledge to further advance the field of early childhood education and technology integration.

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7. Appendix

The following section contains responses obtained from individuals interviewed for the purpose of this educational final dissertation. The responses presented here are reproduced exactly as provided by the interviewees. Every effort has been made to ensure accuracy and integrity in the representation of these responses.

Please consider the individual nature of the responses and exercise caution when drawing conclusions or making inferences based on them. The aim of this section is to present an authentic portrayal of the interviewees' perspectives, contributing to the overall understanding of the subject matter.

ENGLISH AS A FOREIGN LANGUAGE ASSESSMENT IN EARLY CHILDHOOD EDUCATION

Soc Víctor Palomares i González; mestre d'Educació Primària i, actualment, em trobo elaborant el meu **Treball de Fi de Grau corresponent al grau en Mestre d'Educació Infantil (menció en Llengua Anglesa)** per la Universitat de Vic-Universitat Central de Catalunya. El títol del treball, provisional encara, és el mateix que titula aquesta entrevista: "English as a Foreign Language Assessment in Early Childhood Education".

Si us plau, **respon aquesta entrevista per ajudar-me a la realització del meu TFG**; aquesta serà l'eina de recollida de dades més important del meu treball i, per tant, **t'estaré molt agraït si dediques uns minuts per a poder-la contestar**.

Les dades són anònimes, ja que no demano cap nom propi ni el nom de cap centre.

No hi ha respostes incorrectes. Totes les respostes tenen valor; són dades que **ajuden en el marc d'aquesta investigació.**

Cada qüestió (són un total de **8 preguntes, +1 oberta**) està formulada tant en català com en anglès. Per respondre, **utilitza l'idioma que prefereixis**; també pots utilitzar el castellà si sents que t'expressaràs millor.

Dit això, només em queda **agrair-te la participació en el meu estudi.**

1)

CATALÀ:

Si et plau, descriu breument com avalues el nivell de Llengua Anglesa a l'etapa d'Educació Infantil.

ENGLISH:

Please, briefly describe how do you assess the level of English language at Early Childhood Education stage.

RESPONSES:

- Si entén ordres senzilles/avançades. Si està motivat per la llengua anglesa. Si intenta repetir alguna paraula.
- a través de dos paràmetres: "progressa adequadament" o "necessita millorar". El primer indica que l'alumne assoleix els objectius establerts, el segon, el contrari.
- Jo no lavaluo
- Per mitjà de l'observació i el progrès del dia a dia.
- L'avaluació que realitzem es a traves de l'observació, avaluem sobre tot la participació, motivació, la retenció de vocabulari treballat i l'esforç en comunicar-se en llengua anglesa

- Observing children during play and their interactions with other children. Taking notes and photos as part of documentation of the kids' learning journey.
- Bàsicament, a través de l'observació i l'escolta de les actituds envers d'allò que es fa. Sovint preparo graelles d'observació per poder avaluar aquells infants més tímids i/o menys participatius.
- Prenc notes de cada infant.
- Fent una valoració de l'aprenentatge assolit.
- Avaluo la parla.
- No avaluo el nivell d'anglès en aquesta etapa.
- Petits jocs on provo els seus coneixements
- L'avaluació en aquesta etapa es molt subjectiu, jo no li dono massa valor
- I don't like to assess students at this stage of education. I feel that my students are too young for being aware of their mistakes and reflect about their improvement. I prefer to directly say to them what they are doing well or bad. I only assess for the evaluations.
- Prenc notes del dia a dia.

2)

CATALÀ:

Utilitzes les TIC (Tecnologies de la Informació i la Comunicació) durant el procés d'ensenyament-aprenentatge de la Llengua Anglesa com a llengua estrangera a l'etapa d'Educació Infantil? En cas afirmatiu, descriu breument com les fas servir.

ENGLISH:

Do you use ICT (Information and Communications Technologies) during teaching-learning processes of English as a foreign language at Early Childhood Education stage? If so, briefly describe how you use them.

RESPONSES:

- És difícil utilitzar-les.
- sí, projecto recursos audiovisuals que ajuden a la consolidació dels conceptes que es treballen i com a part de les rutines d'entrada i sortida de la classe
- No
- Si, faig us de la PDI i apps de les tabletetes.
- Si, com a rutines. Projector cançons ja que trobo molt més motivador i de fàcil aprenentatge els nous coneixements a través de cançons
- Yes, we use an interactive whiteboard everyday in our teaching (circle time, introduction of a new unit of inquiry, etc) We also use iPads during group work, digital cameras and microphones, beebots for coding...
- Molt mínim. Les faig servir més a l'etapa de Primària. A Infantil, vídeos de YouTube i poc més...
- Utilitzem la pissarra digital i jo el moodle per posar notes i organitzar-me.
- Les faig servir poc. Per posar notes, per exemple.
- Utilitzo eines audiovisuals.
- No massa. Tablets i projector.
- No acostumo
- Utilitzo l'ordinador, el projector, la pdi, les tablets, diverses apps i programes...
- Yes I do. I use the digital white board, tablets and several apps to carry my explanations.
- Si. Sistema d'avaluació del centre.

3)

CATALÀ:

Utilitzes les TIC per avaluar els teus alumnes a l'etapa d'Educació Infantil?

ENGLISH:

Do you use ICT to assess your pupils at Early Childhood Education stage?

RESPONSES:

- No
- no
- Sí, un sistema informàtic d'avaluació del centre.
- Some of the activites on the ipads are self-correcting and also some of the leanring engagements on our interactivw whiteboard allow students to choose an answer for phonics work or vocabulary.
- Per avaluar no les he utilitzat mai a Ed. Infantil.
- Sí.
- Justament a la resposta anterior.
- Sí, pq la tecnologia per a mi és de les coses més importants.
- No directament
- No acostumo a avaluar pero si ho faig acostumo a fer servir excel
- Not for assessing to be honest.
- Si.

4)

CATALÀ:

Centrant el tema en l'ús que se'n fa de les TIC en l'àmbit de l'avaluació de l'alumnat a l'etapa d'Educació Infantil, quina o quines eines tecnològiques fas servir per millorar o ajudar-te a acomplir aquesta tasca?

Si no fas servir les TIC per avaluar, quines de les eines que coneixes, si és que en coneixes alguna, creus que et puguin ajudar en un futur pròxim?

ENGLISH:

Focusing on the topic of ICT usage in the field of student assessment at Early Childhood Education stage, which technological tools do you use to improve or help you accomplish this task?

If you don't use ICT to assess your pupils, which of the tools you know, if you know any, do you think they can help you in a near future?

RESPONSES:

- Liveworksheets, i altres recursos. Però és nou per ells i elles i és difícil.
- no en conec cap
- No en faig servir
- Aplicacions que estic aprenent a formacions FIC
- Cap
- We do use ICT.
- A priori, sense pensar gaire, em sembla que no conec cap eina TIC per avaluar. En Víctor (l'entrevistador) me n'ha parlat d'alguna, però jo no les coneixia.
- moodle, google classroom.
- L'eina que conec és el "moodle".
- Programa informàtic del centre.
- No conec cap eina.
- Google Classroom
- Les que ja he dit abans. I ens hem d'anar adaptant a les novetats
- Victor told me about ClassDojo and it was sounding to me very interesting. I knew about Google Classroom for these days back during the quarantine (lockdown).

- Google classroom

5)

CATALÀ:

Creus que l'ús de les TIC ajuda a millorar la motivació dels alumnes envers als seus aprenentatges de la Llengua Anglesa a l'etapa d'Educació Infantil? Per què?

ENGLISH:

Do you think that the use of ICT helps to improve pupils' motivation for their English language learning at Early Childhood Education stage? Why?

RESPONSES:

- Si perquè es un format diferent, els hi crida l'atenció i volen provar-ho.
- en alguns casos, sí. Si se'n fa un ús abundós, però, es pot caure en la trampa de fer-ne perdre el valor
- Suposo que sí.
- Si, els resulta més atractiu i motivador.
- Si, ja que a través de les cançons l'aprenentatge es mes ame i els hi resulta més fàcil quedar-se amb aquests nous conceptes
- Yes, it does. Because it's very interactive.
- Rotundament sí. Han nascut, com qui diu, amb un smartphone a la mà... És el seu món. Jo crec que els fa connectar i, per tant, els motiva.
- Jo crec que sí que millora la motivació. Almenys jo ho percebo així.
- No sempre. Però a vegades l'aprenentatge es fa més actiu i dinàmic.
- Les TIC (sobretot allò audiovisual) motiven als alumnes més que els mètodes tradicionals. És més modern i té més futur.
- Suposo que sí per la novetat.

- Sí. Les tecnologies els agraden molt
- Per la meva experiència docent puc dir que quan les tic estan incloses els infants estan mes motivats i participatius. Deuen tenir un component que "els enganxa".
- It depends of each child. Despite that, generally I think so, it helps to reinforce of students motivation. It makes the lessons more dynamic and somehow more active.
- Jo crec que sí pq sels fa mes atractiu i fa q retinguin més.

6)

CATALÀ:

Si estigués a les teves mans, com es podria garantir l'ús adequat de les TIC en l'avaluació de la Llengua Anglesa en l'etapa d'Educació Infantil?

ENGLISH:

If it were in your hands, how could the proper use of ICT be ensured in the assessment of the English language at Early Childhood Education stage?

RESPONSES:

- Racons i implementar-ho poc a poc. Per fomentar l'autonomia.
- s'haurien d'utilitzar com a complement de les dinàmiques ja establertes o com una manera per a canviar la metodologia de classe
- A nivell de comprensió i expressió
- Amb una avaluació final del professorat i de l'alumnat cada trimestre.
- Amb una bona formació del docent i treball en xarxa
- I think ICT tools provide a great resource for language assessment.
- M'hauria d'informar més en aquest àmbit abans de poder donar una resposta prou madurada. No acabo de veure com connectar les TIC amb

les avaluacions d'anglès (i potser encara menys en aquesta etapa educativa).

- Jo penso que es responsabilitat de cada centre garantir-ho. Jo marcaria directrius per mirar de fer-ho el millor possible.
- Penso que no es pot garantir. A vegades és perquè les noves generacions de mestres tenen les TIC molt interioritzades i els més antics no ho tenim tan per la mà.
- Mirar de tenir els mitjans més moderns i professionals.
- Més recolzament a les mestres.
- Sense arribar a fer un ús obligat, però facilitar o donar pautes per fer-les servir bé.
- Cap altra forma que incentivant-les al màxim
- Setting a minimum of knowledge related to ITC to older teachers. All teachers should know more or less the same about technologies and how to apply them in their daily lessons.
- Imposar la seva utilització als docents reticents.

7)

CATALÀ:

Segons la teva opinió i criteri, quines són les tendències actuals en l'ús de les TIC en l'avaluació i/o adquisició de la Llengua Anglesa en l'etapa d'Educació Infantil?

ENGLISH:

In your opinion and criteria, what are the current trends in the use of ICT in the assessment and/or acquisition of English language at Early Childhood Education stage?

RESPONSES:

- En creixent. Cada cop els infants entenen i dominen les Tic en edat més petita.
- s'utilitzen massa les TIC, almenys en l'adquisició. El mestre ja no pensa en com ajudar l'infant, sinó que "abandona" l'infant a la pantalla o utilitza les TIC en casos innecessaris.
- Ho desconec
- Cançons, balls, contes a través d'app interactives.
- Normalment les escoles utilitzen plataformes per avaluar. En el cas de la meva escola, Alexia
- I'm unaware of current trends in ICT use for assessment.
- En avaluació, ho desconec totalment. En adquisició jo crec que està en auge: està de moda. El temps dirà si dóna fruits o es pura perafernalia i prou més.
- Cada vegada es fan servir més.
- Sí. És una qüestió de future
- Cada vegada més.
- S'utilitzen molt tot i que potser no tant per avaluar.
- Cada cop son més essencials a l'aula
- Les tic han vingut per quedar-se
- In all aspects and fields of education (not only on assessing and acquisition), ICTs are coming to stay. There is no suspect of ICT to vanish themselves from this scenario. The trends are clear.
- La tendència és exponencial. No només en educació. A tot nivell.

8)

CATALÀ:

Quines estratègies i tècniques es poden fer servir per avaluar de forma efectiva les habilitats d'escolta i de parla dels estudiants de Llengua Anglesa a l'etapa d'Educació Infantil?

ENGLISH:

What strategies and techniques can be used to effectively evaluate the listening and speaking skills of young English language learners at Early Childhood Education stage?

RESPONSES:

- Listenings senzills. ordres senzilles sense forçar la producció de sons.
- no crec en l'avaluació dels infants en edats tan matineres
- Contes cançons
- Mitjançant l'observació directa de l'infant a diari i avaluar el seu progrès.
- Activitats basades en punts d'interès i adequar els instruments d'avaluació
- Observation, documentation.
- Se'n poden fer servir moltes. Com ja he dit, jo faig graelles amb diferents items i marco amb tres colors el grau d'assoliment. Després analitzo les diferents graelles.
- Cada maestrillo tiene su librillo.
- Utilitzant taules d'Excel.
- Fent-los parlar.
- Escoltar els alumnes.
- Jocs, racons...
- Taules d'observacio
- In my opinion, the best way to assess pupils language skills at this stage is to listen them. If you teacher listen them you can assess how they produce

different English sounds and ALSO depending on what they say you can ensure if they are listening or not. So, for me, to listen them is the best thing you can do in order to effectively assess your students.

- Observació i escolta activa.

9)

CATALÀ:

Última pregunta. Hi ha algun tema que t'agradaria comentar o aprofundir que no s'hagi comentat durant aquesta entrevista envers l'avaluació de la Llengua Anglesa a l'etapa d'Educació Infantil?

ENGLISH:

Last question. Is there a topic that you would like to comment on or go into more detail that has not been discussed during this interview regarding English assessment at Early Childhood Education stage?

RESPONSES:

- No.
- Cap
- No, endavant mestre!!
- la utilitat de l'avaluació en Llengua Anglesa a l'etapa d'Educació Infantil
- Quina ha de ser la formació del professional que l'imparteix
- Quantes hores setmanals serien les adients per un primer i segon cicle d'EI?
- No. Tot molt interessant
- Penso que les TIC són un recurs molt positiu i que tenen molt potencial, però hi ha molts profes que no sabem com dur-les a l'aula de manera

orgànica com segur que sabreu les noves fornades de mestres. Endavant, Víctor!

- M'ha semblat una entrevista molt completa.
- Les desigualtats que poden generar les TIC.
- No
- Not really. It was nice to deep in these aspects of education and reflect about those.
- Les diferències que generen les TIC a nivell de competència digital.