

Formative Assessment In Communicative Competencies Formative Evaluation In Communicative Competencies

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Abstract

In this article, the topic of formative evaluation is addressed in the context of communicative competencies. The main objective was to determine the effect that the Formative Evaluation program produces on the achievement of communicative competencies of second grade primary school students of a public educational institution in Tumbes 2023. For which, the population consisted of 77 students, choosing as a sample of only 29 of the total population, doing it intentionally. Likewise, this work, due to its characteristics, was experimental. In that same direction, the technique was the survey and to collect the information, the questionnaire was used as an instrument. The data collected were processed with SPSS, where a Mann Whitney U Test was obtained, p-value less than 0.05; 0.000 less than 0.05. In this sense, the result showed a highly significant influence on the achievement of communicative competencies of the students in the experimental group. For this reason, it was concluded that the application of the Formative Evaluation Program had a positive impact on the students who were part of the study sample.

Keywords: *Formative evaluation, communicative skills, students.*

Introduction

In the context of the time, the improvement of communication skills was highlighted as a central concern in several countries. Developing students' communication skills was an essential challenge to achieve effective communication and promote sustainable development. According to Yunus et al. (2019), communicative competencies were defined as the ability to express oneself efficiently, understanding and being understood by other¹s. That is why, Rohid & Rosmawati (2019) mentioned that a solid development of these competencies not only allows assertive communication, but also contributes significantly to improving social relationships and interactions, so, taking it to the educational field, we can say that the development of these competencies helps in a pertinent way to improve interactions between students inside and outside school.

When analysing studies at the international level, it was observed that, in Europe, 35.2% of teachers reported using formative assessments in the last year, as noted by the Organisation for Economic Co-operation and Development (2019). Despite this practice in Europe, globally, learning-oriented assessment still did not receive the attention it deserved, resulting in a narrow focus and inadequate assessment practices, according to Sugawara & Nikaido (2019). Teachers continued to use traditional assessment methods and expected students to respond from memory. Therefore, teachers needed a different view of the

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process, based on the individual characteristics and abilities of the student (Serra et al., 2018).

When analyzing studies at the national level, the need to develop students' communicative skills has been a cause for concern in Peru. The low self-esteem of most children, combined with a fear of teacher-centered assessments that define student knowledge, posed significant challenges. according to (Pantoja & Oseda, 2021). The management of formative assessment continues to be a poorly understood and poorly managed area in the Peruvian education system (García et al., 2021).

On the other hand, teachers use formative assessment to develop students' skills to improve critical thinking skills, classroom performance, and social performance. As he points out (Minedu, 2021). Formative assessment does not translate into practical application by teachers, maintaining a gap between the "shoulds" and the "shoulds". The aspects to be seen in traditional practice are still the basis of the pedagogical function; therefore, the evaluation method is not clear either conceptually or procedurally (Falcón et al., 2021).

In the constant search to improve the education and integral development of our students, we face significant challenges in the field of communication skills. In the educational reality of Tumbes, Peru, we have observed a gap in the implementation of formative assessment, a key tool that can make a difference in the development of essential communication skills.

In our classrooms, we are faced with the complexity of fostering not only the acquisition of knowledge, but also the ability to express oneself efficiently and understand others. The lack of a clear vision and inadequate assessment practices limit our impact on the development of communicative skills.

This testimony is not only an acknowledgment of the problem, but a call to action. We need to rethink and reform our assessment strategies, adopting formative approaches that focus on the particularities of each student. Improving communication skills is not only essential for the academic environment, but also has social and personal repercussions.

This study becomes a voice for those seeking a transformation in education, highlighting the urgency of addressing formative assessment and its impact on communicative competences. The economic, social, and scientific contribution of solving this problem is incalculable, and by advancing this research, we seek to provide not only practical solutions but also a lasting testament to the importance of formative assessment in holistic educational development.

Taking into account the aforementioned problematic reality, the general problem of the research is What effect does formative assessment have on the communicative competencies of students in an educational institution in Tumbes, 2023?

Thus, in view of the arguments raised, the objective of the article is to determine the effect between formative assessment on the communicative competencies of students at an educational institution in Tumbes, 2023. Based on this, the specific objectives were: to determine the effect of formative assessment on students' oral communication, to determine the effect of formative assessment on students' comprehension of texts, to determine the effect of formative assessment on students' writing of various types of texts.

I. Methodology

The methodological approach is quantitative, developing a series of processes, establishing hypotheses and scientific objectives, emphasizing the theoretical framework in relation to the variables used using statistical methods that allowed the proposed hypotheses to be

verified; at the same time, it makes use of information collection and analysis (Baena, 2017).

The research sought to solve the problems found in a certain society, using practical knowledge and applying an instrument that allows obtaining objective results, is that the scientific research will be developed will be of an applied type. These scientific inquiries seek to find a solution or solutions to a current problem faced by individuals in a society (Murillo et al., 2008).

In addition, this scientific research was carried out under a quasi-experimental design, because there will be a free manipulation of the independent variable (formative assessment), in order to observe a reaction in the dependent variable (communicative skills), in the same way, as reported by Hernández et al (2014), the subjects who make up the control and experimental groups are already established in advance.

Variable 1: Formative assessment, which is defined as a process used to recognize and respond to student learning in order to reinforce that learning during the learning process itself" (Cowie & Bell, 1999).

Variable 2: communicative competencies, defined as skills that allow interaction with other agents, which are based on the understanding and construction of reality; in the same way, objectively or subjectively representing the world (Ministry of Education, 2017).

For the research, 78 students who were part of the study were considered and the sample was intentional non-probabilistic since the working groups are already constituted in advance. In this sense, inclusion and exclusion criteria were considered: Inclusion criteria: All students in the second grade of section "A", enrolled in the 2023 school year, were included. Exclusion Criteria: Students who, being enrolled in the 2023 school year, do not regularly attend their classes were excluded.

The survey was considered as a technique in the present research and the questionnaire as the instrument that allowed the collection of information to measure the dependent variable and the independent variable.

Regarding the validity of the instrument, it was carried out by five experts (Doctors in education) and through Aiken's V there is a validity of 0.98, demonstrating that the instrument is valid.

Continuing with the reliability of the instrument, it was considered to work a pilot test with 20 students and for this, the result was worked through Cronbach's Alpha Coefficient and the KR - 20 Coefficient with reliability yielded an index of 0.82 and according to the corresponding parameters, it is qualified as good reliability. Therefore, its 26 items have internal consistency and the instrument can be applied to other units of analysis.

In addition, the ethical principles emanating from the César Vallejo University were considered. In relation to integrity, honesty, objectivity and impartiality and truthfulness.

II. Results

Descriptive results

General objective: To determine the effect of formative assessment on the communicative competencies of students in an educational institution.

Table 3

100

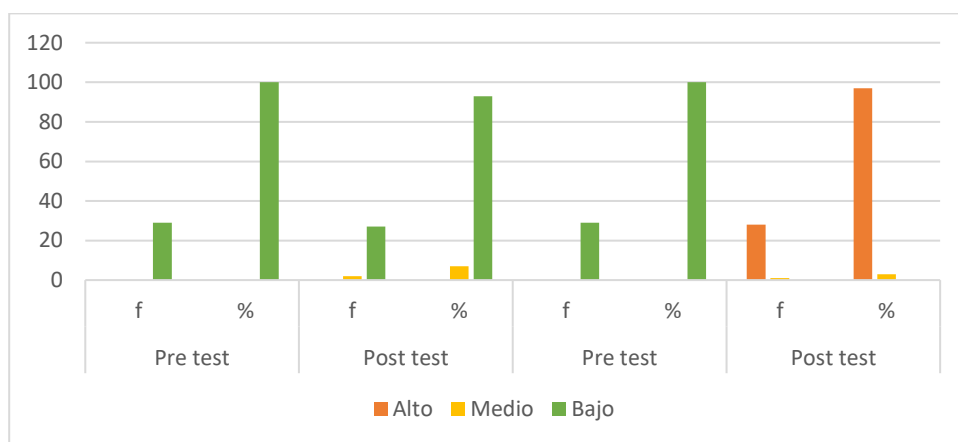
Variable: Competencias comunicativas

	Grupo Control				Grupo experimental			
	Pre test		Post test		Pre test		Post test	
	f	%	f	%	f	%	f	%
Alto	0	0	0	0	0	0	28	97
Medio	0	0	2	7	0	0	1	3
Bajo	29	100	27	93	Variable:	100	Control	Experimental
TOTAL	Pre-	Post	Pre-	Post	29	f	%	f

Note: Instrument applied to students in the second grade of primary education.

Figure 1

Levels of the communicative competencies variable



Interpretation: Table 3 and Figure 1 show that for the control group, 100% were at a low level in the pre-test, and 93% at the same level in the post-test. The experimental group, 100%, is at a low level in the pre-test; and 97% at a high level in the post-test; Thus, it is evident that the program had positive effects.

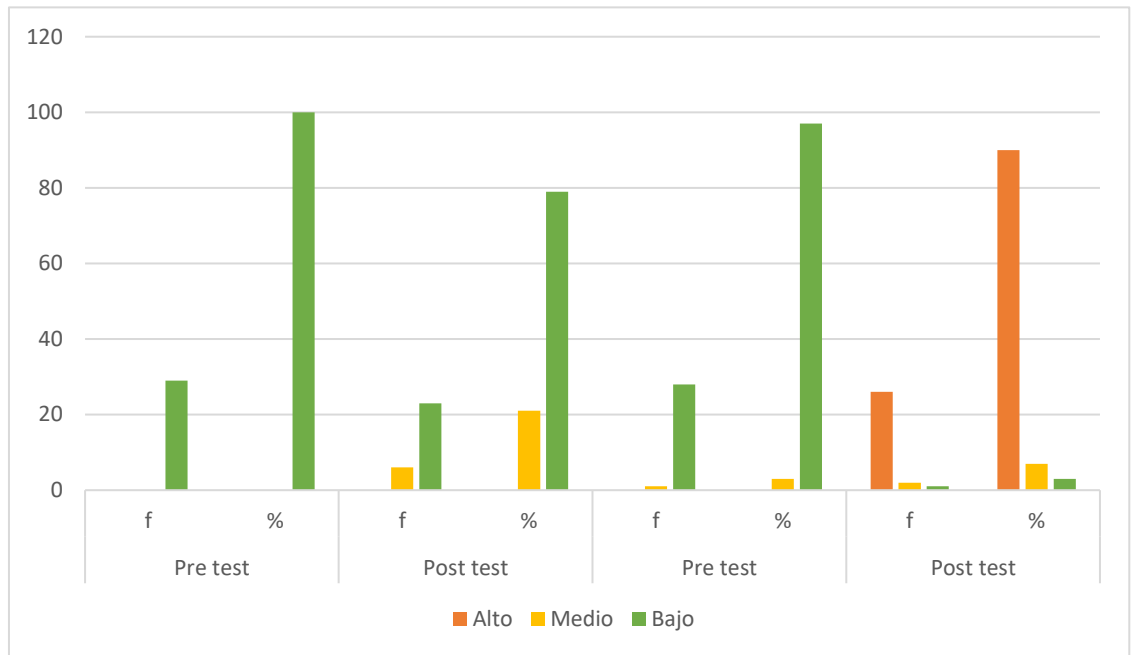
Table 4

100

		%		f	
	High	0	0	0	0
	0	0	28	97	2
7	0	0	1	3	
93	29	100	0	0	TOTAL 29 100 29
100	29	100	29	100	28 97 1 3
TOTAL	29	100	29	Dimension:	29 Control Experimental 100

Note: Instrument applied to students in the second grade of primary education

Figure 2 Levels of the Oral Communication Dimension



Interpretation: Table 4 and Figure 2 show that 100% of the control group was at a low level (pre-test) and 79% at the same level at the post-test. In the experimental group, 97% were at a low level (pre-test) and 90% were at a high level at the post-test; This suggests that the programme had a positive impact.

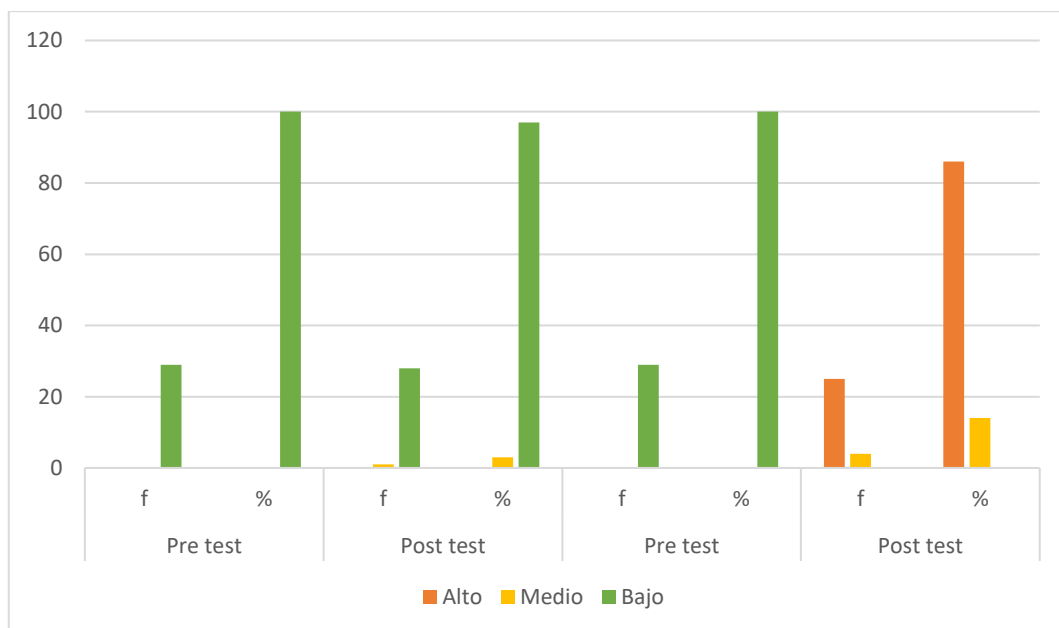
Table 5

100

	Post test				Pre-test			
	Pre test		f		%		f	
	f	%	f	%	High	0	0	0
0	0	0	26	90	Middle	0	0	6
21	1	3	2	7	Low	29	100	23
79	28	97	1	3	TOTAL	29	100	29
100	29	100	29	100	29	100	29	100

Note: Instrument applied to students in the second grade of primary education

Figure 3 Levels of the Text Comprehension Dimension



Interpretation: Table 5 and Figure 3 show that 100% of the control group was at a low level in the pre-test, and 97% at the same level in the post-test. The experimental group, 100%, is at a low level in the pre-test; and 86% at a high level in the post-test; Thus, it is evident that the program had positive effects

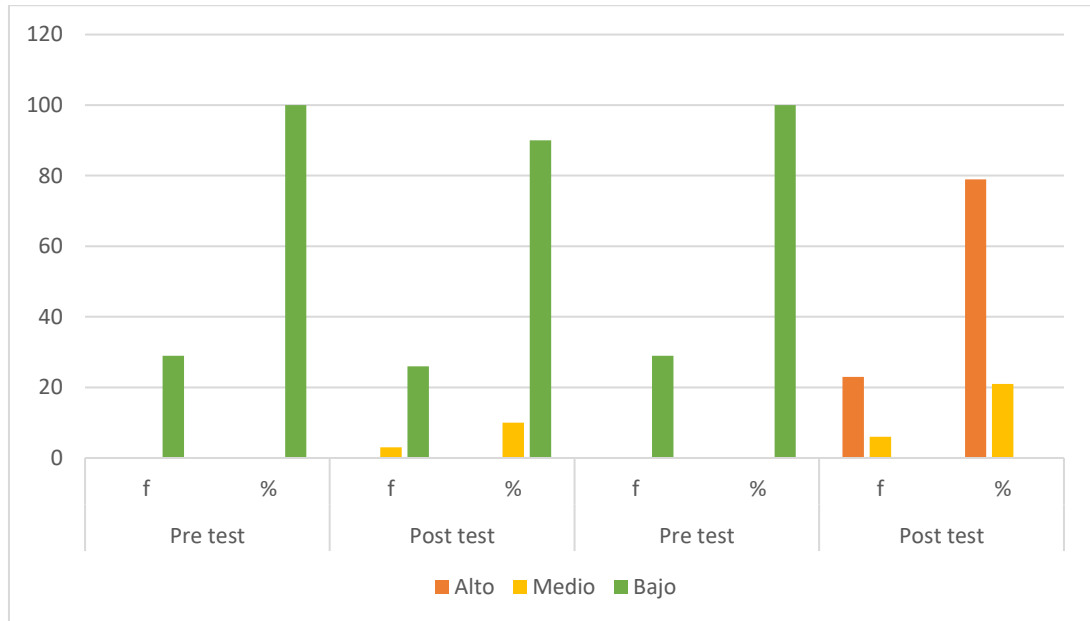
Table 6

100

	Grupo Control				Grupo experimental			
	Pre test		Control Group		Experimental group		Post test	
	Post test	Pre-test	Post test	%	f	%	f	%
f	%	f	%	High	0	0	0	0
0	0	25	86	Middle	0	0	1	3
0	0	4	14	Low	29	100	28	97
29	100	0	0	TOTAL	29	100	29	100

Note: Instrument applied to students in the second grade of primary education

Figure 4 Levels of the Text Production Dimension



Interpretation: Table 6 and Figure 4 show that for the control group, 100% were at a low level in the pre-test, and 90% at the same level in the post-test. The experimental group, 100%, is at a low level in the pre-test; and 79% at a high level in the post-test; Thus, it is evident that the program had positive effects

Inferential Results

Normality Test

H0 : The data follow a normal distribution.
 H1 : The data do not follow a normal distribution.

Decision Rule:

If $p < 0.05$ Ho is rejected
 If $p \geq 0.05$ is not rejected, $H \geq_{or}$

Table 7 Normality test of the communicative competencies variable.

		0.341		
29		100	29	100
	Control	0.131	29	0.025
Pretest	Experimental	0.121	29	0.141
Posttest	Control	0.122	28	0.341
	Experimental	0.141	28	0.035

Note: Information obtained from the database of communicative competence levels.

Table 6 reveals the results of Kolmogorov-Smirnov, where it can be observed that the significance of the CG in the pre-test and post-test is ($p < 0.05$); while in the EG, in the pre-test and post-test it is higher ($p \geq 0.05$); These results allow us to reject the null hypothesis by inferring that the data do not present a normal distribution, that is, a non-parametric test was applied, because it was a quasi-experimental study and the relevant test used was for paired samples.

General hypothesis testing.

H1: There is an effect between formative assessment on the communicative competencies of students at an educational institution in Tumbes, 2023

H0: There is an effect between formative assessment on the communicative competencies of students at an educational institution in Tumbes, 2023

Table 8

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Estadísticas de muestras emparejadas

Par 1	Media		N		Control Group		Experimental group	
	Pre-test	Post test	Pre-test	Post test	f	%	f	%
								,564
	%	f	%	f				%

f

		High					0	0	0
		0	0	23	79	21			
26	90	29	100	0	0	TOT	29	100	29
	V. Competencias comunicativas GC					AL			

Note: Information obtained from the database of the levels of communicative competences

Regarding the communicative skills, the means for the experimental group 32.66 and for the control group 13.55 are appreciated, evidencing that there is 19.103 as a difference in means, also obtaining a p-value = 0.000 < 0.05; this showed that there is a significant difference in means, with Ho being rejected and H1 being accepted.

Specific Hypothesis Testing 1

Formulation of statistical hypotheses

H1: There is an effect of formative assessment on students' oral communication

H0: There is an effect of formative assessment on students' oral communication

Table 9

,213

100

		100	29	100	Media de error estándar
Par 1	D. Comunicación oral GC	3,69	29	1,198	,223
	D. Comunicación oral GE	7,79	29	1,146	,213

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Prueba de muestras emparejadas

Diferencias emparejadas		t	gl	Sig. (bilateral)
Media	Gl			

			Group Stage	Statistical	28	0.341			
Par 1	D. Comunicación oral GC	-4,103	1,718	,319	-4,757	-3,450	-12,859	28	,000
	D. Comunicación ora GE								

Regarding the oral communication dimension, the means for the experimental group 7.79 and for the control group 3.69 are appreciated, evidencing that there is 4.103 as a difference in means, also obtaining a p-value = 0.000 < 0.05; this showed that there is a significant difference in means, with Ho being rejected and H1 being accepted.

Specific Hypothesis Testing 2

H1: There is an effect of formative assessment on students' comprehension of texts

H0: There is an effect of formative assessment on students' comprehension of texts

Table 10

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Paired Sample Statistics

		Stocking	N	Standard deviation	Standard Error Mean
Par 1	V. GE Communicative Competencies	32,66	29	3,039	,564
	V. GC Communicative Competencies	13,55	29	2,640	,490

Prueba de muestras emparejadas

		Diferencias emparejadas				Paired Differences	t	Gl	
		Media	Stocking	Standard deviation	Standard Error Mean				
				Inferior	Inferior				
Par 1	Par 1	V. GE Com	19,103	4,074	,756	17,554	20,653	25,253	28
		municative Competencies –							

Note: Information obtained from the reading comprehension database.

Regarding the text comprehension dimension, the means for the experimental group 10.52 and for the control group 4.24 are appreciated, evidencing that there is 6.276 as a difference in means, also obtaining a p-value = 0.000 < 0.05; this showed that there is a significant difference in means, with Ho being rejected and H1 being accepted.

Specific Hypothesis Testing 3

H1: There is an effect of formative assessment on students' production of various types of texts.

H0: There is an effect of formative assessment on students' production of various types of texts.

Table 11

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		Media	N	Desviación estándar	Media de error estándar
Par 1	D. Producción de textos GE	11,48	29	1,022	Paired Sample Statistics
	Stocking	N	Standard deviation	Standard Error Mean	Par 1

D. GC Oral Communication

		29					1,198	,223	Sig. (bilateral)
		7,79	29	1,146	,213 Follo w-up (bilate ral)	Super ior			
95% Diff eren ce Conf iden ce Inter val	D. Producción de textos GE D. Producción de textos GC	6,966	1,500	,278	6,395	7,536	25,014	Infe rior	Superior

Note: Information obtained from the database of the Written Expression dimension.

Regarding the dimension of text production, the means for the experimental group 7.79 and for the control group 3.69 are appreciated, evidencing that there is 4.103 as a difference in means, also obtaining a p-value = 0.000 < 0.05; this showed that there is a significant difference in means, with Ho being rejected and H1 being accepted.

III. Discussion

The general objective of this study was to determine the effect of formative assessment on the communicative competencies of students at an educational institution in Tumbes, 2023. This research arose due to the urgent need to improve students' learning achievements, specifically communicative skills, given that they are transversal to all curricular areas, but are not being addressed in a pertinent way in the classroom, due to the little knowledge that teachers have regarding the approach and didactic processes of the area of Communication; but above all, the mastery of the evaluation processes with a formative approach that must be used in the development of daily pedagogical activities.

According to the analysis of the results of the dependent variable, collected before and after the implementation of the formative assessment program, through the instrument: Questionnaire. For the pre-test, both the CG and the EG reached low levels and for the post-test, the findings showed significant differences between groups. On the other hand, the comparison of the information was carried out with a quantitative treatment and the positivist model; Given that the variable under study and its dimensions were measured with intervals (high, medium and low), indicated in frequencies, median and medium. The results were collected using instruments described above, which have been validated by experts for quality control. It is important to note that the information was processed with the SPSS.

In relation to the **communicative competencies variable**, Table 3 shows the very different results between groups, observing that the CG, both in the pre and postst, is at a low level; on the other hand, the EG from 100% in the pretest goes to 97% at the high level of the posttest. Likewise, Table 8 shows the mean difference of 19,103 points in favor of the experimental group, and ,000 of bilateral significance, so the null hypothesis is rejected and the research hypothesis is accepted, which leads to assert that the application of the formative assessment program has produced important changes in the development of students' communicative skills.

The results agree with those of Casado and Casado (2017), establishing how formative assessment influences student learning in the area of Communication, with the difference that they evidenced that the degree of influence was 75%, while in the present research work it is 97% of influence, recommending that the use of formative assessment processes be permanent and relevant to improve student learning. In addition, teachers must commit to using these processes appropriately.

In addition, these results also coincide with those of Santiago (2022), who in his work sought to verify how teacher preparation affects the learning of his students. The results showed that assessment with a formative approach directly influences 85% of the improvement of students' learning.

The results are supported by the theory of authentic evaluation supported by Condemarín (2000), considering an evaluation paradigm with strategies and principles, as well as affirming that this model is a real didactic experience. This evaluative approach focuses on the student, considering their characteristics, their context, and complex and significant situations. Anijovich (2010) also argues that assessment is significant when formative assessment is introduced into the teaching-learning process, for which the student's actions and interaction with peers must be included. Likewise, Magallanes et al., in 2021, paraphrased Vygotsky, stating that language is a social product that is constructed by the population and its meanings are made and shared socially.

The theoretical contributions of Condemarín (2000) and Anijovich (2010) support the results, since, in the implementation of the formative assessment program, real pedagogical activities have been proposed to be worked on with students, promoting interactions, proposing challenging activities, strengthening collaborative work, etc., within the framework of the development of students' communicative skills. Similarly, the results of the work are supported by theories, such as de Ravela (2017) and Anijovich (2019), given that the program has been designed taking into account the formative assessment strategies proposed by these authors, for which methodological activities and actions have been proposed that have been included and worked on in the class sessions.

In relation to communicative skills, Kavrayici (2020) argues that the following aspects must be integrated: listening, reading, oral and written expression, in order to improve the interpersonal relationships of learners. This implies that schools are vital for students to be able to learn to speak, read and write in the broad sense of what each of these

skills means. For this reason, Denniston et al. (2017) state that communicative skills are nourished by the interactions that students have in the classroom, as is the case with the dialogue they have with their peers. Chasanah & Usodo (2020) propose that this competence is an ability to make correct use of language in different contexts or sociocultural activities that occur daily.

Regarding the **oral communication dimension**, Table 4 shows that the CG of 100% at a low level in the pretest, at the posttest it was maintained at 79% and only 21% reached a medium level; on the other hand, the EG in the pretest went from 97% low level to 90% high level, leaving 7% at medium level. In the same way, in the hypothesis test (Table 9) it is observed that the EG presents means in the order of 7.79 and the CG 3.69, with the difference in means of 4.103 in favor of the EG, presenting a p-value of $0.000 < 0.05$ of bilateral significance, which leads to accepting the research hypothesis and rejecting the null hypothesis. data revealing the existence of a significant mean difference; In this sense, this program has been of great benefit for the development of orality in the students who were part of the research.

These results coincide with those of Romo (2017), who in his study proposed the design of an instrument to assess oral communication. This research was of a quasi-experimental nature. The results showed that, in the posttest, the experimental group significantly exceeded the average of the control group, which was 46.63 and 53.60, respectively; He concluded by stating: The instrument that was developed to assess students' oral competence was a pertinent tool for the evaluation of standards of quality, skill and attitudes; and finds similarity with the present study as it is found that the EG also presents a difference in means in its favor.

In addition, there is agreement with the research of Pasek and Mejía (2017), since their results were the product of a variety of evaluative tasks with a formative approach linked to the daily work of the teacher, which are systematically linked, creating learning processes. The influence was 62% and at present it is in the order of 97%. This study concluded that assessment with a formative approach has a great significance in learning, so its use is relevant and leads to the development of oral communication.

Similarly, there is agreement with Hernández et al. (2021), who set out to test the effect of formative assessment on the achievement of student learning, with 79.2% of the results in the pretest showing efficacy and 95.6% in posttests, determining a 16.4% difference in efficacy, demonstrating that student performance improves through feedback processes carried out reflectively. In addition, it is argued that there is a notorious difference between formative assessment and learning, that is, a good application of the formative processes of assessment, which allow improving the performance of students and therefore their educational achievements.

In this framework of ideas, formative assessment for Penn et al. (2018), argue that it is an educational component that occurs frequently, characterized by presenting a series of pedagogical interactions between educational agents. In the same way, Hansen et al. (2017) typify it as the commitment and effort made by the professional in education, always seeking the substantial improvement of the learning of their students; To this end, the teacher must have a clear knowledge of how to handle this evaluation, and the aim is for students to build knowledge that can be used in the solution of multiple everyday situations. From the perspective of Buelin et al. (2019), they emphasize the significance of evaluation to the extent that it contributes to making decisions in the most opportune time, during the teaching and learning process, benefiting students, but also teachers, since from this type of evaluation, they see their errors and when they correct them, improve their performances.

The results presented are based on Cassany et al. (2003), when they argue that orality is presented in both listening and expressing. The first is to understand the message through a cognitive process of constructing meanings and interpreting discourses spoken orally. While the second is the ability to express oneself in an ideal way, whether it is giving a speech, an interview, dialoguing with peers, etc., making use of non-verbal and paraverbal resources. Other authors such as Young & West (2018) express that it is the action where the exchange of ideas or thoughts is evidenced. Maarof (2018), thanks to the communication that men carry out, allows them to express themselves and understand, apart from building ideas by reviewing readings and expressing themselves using their own language. The development of oral communication is one of the most outstanding aspects of communication, so it must be well worked, for this it is necessary that formative assessment is applied objectively.

In relation to the text comprehension dimension, in the descriptive results, Table 5 shows that 100% of the CG is at a low level of the pre-test; Likewise, 97% at the same level in the post-test. The EG of 100% low level in the pre-test, is located at high level with 86% at high level in the post-test. In the same way, a significant mean difference of 6.276 in favor of the GE is observed, and a $p\text{-value} = 0.000 < 0.05$ is obtained; H_0 is rejected and H_2 is accepted.

The study partially coincides with Anijovich (2017), its results showed that applying formative assessment influences 23%, taking as a reference the grades and abilities that students have prior to the test, since formative assessment must be used permanently in the classroom, improving student learning, in that direction, so it must be taken into account in the daily pedagogical work. Likewise, the findings differ from those of Acuña (2022), whose results inferred that 43.33% and 2% perceived that formative assessment is of high and low level, respectively. Likewise, 44.29% stated that the teacher's work is regular and 57% agreed with the way learning was developed in the classroom, but they found relative coincidence since they concluded by expressing that there is significance between the two variables, where the teacher uses formative evaluation processes to achieve learning, so that less importance should be given to summative evaluation in the daily pedagogical work.

This study is similar to the study by Prada et al. (2021), as the direct relationship between learning as a formative action and the achievement of competencies was verified. Their results indicate that the teachers' perspective is positive, with the conviction that it is possible to apply it, but more elements are required to achieve its effectiveness, with respect to the knowledge of theoretical bases that allow the use of varied teaching strategies. In addition, it is pertinent to point out that they state that 33% of teachers do not fully understand how to properly use assessment in their pedagogical work.

From the perspective of Aeilts et al. (2021), formative assessment has to do with the set of actions carried out by professionals in education and students, when they evaluate themselves. While Sukirman et al. (2017) state that formative assessment is given in the teaching-learning process itself, in some way it aims to reveal the limitations, as well as the progress of the students.

Along the same lines, Chaeruman et al. (2020) confirm that PE focuses on the continuous improvement of student learning; This requires that in order to implement a pertinent formative assessment, it must be clear what the evaluation criteria are, so that the student knows what and how he or she is going to be evaluated with respect to the competencies, that is, the criteria will allow the teacher to determine how much the student is learning in the different curricular areas, which is undoubtedly very relevant for teachers to evidence.

In this sense, Halpin & Konomos (2020) indicate that formative assessment enhances students' reflection and critical spirit regarding their own work, making them have a constant academic improvement. In the same way, Yunus et al. (2019) point out that competence is understood as the ability to communicate well, to understand and understand others. Therefore, those learners who adequately develop these competencies will have assertive communication.

Regarding reading comprehension, Cassany et al. (2003) state that reading is comprehension of a text. What matters about reading is that you understand what the printed spellings say, to mentally elaborate a new meaning from the letters. Next, we have Apsari (2018) who conceptualizes it as an understanding of the content of a text and other media in which it is necessary to decode the information in order to understand it. In addition, Altani et al. (2020) interpret it as a faculty of being able to understand and comprehend various readings that may be presented. This implies that during the development of reading it is necessary for PE to control or regulate their learning.

Regarding the dimension of text production, the descriptive results are presented in Table 6, showing that the CG shows a low level of 100% (pre-test) and 90% of the same level in the post-test. Unlike the GE, which in the pretest is at a 100% low level, after the application of the program, 79% move to the high level (post test). Table 11 shows the means for the EG 7.79 and CG 3.69, with a significant difference of 4.103; likewise, a $p\text{-value} = 0.000 < 0.05$ is obtained, which leads to the rejection of H_0 and acceptance of H_3 .

To provide theoretical support, Ravela et al. (2017) are considered, as they indicate that formative assessment is the connection between teaching and learning based on pedagogical interactions between the subjects of education. On the other hand, Cassany et al. (2003) mention that Hymes (1967) is the one who coined the concept of formative assessment and states that in order to use language we must resort to varied knowledge, know how to use the register that is needed on each occasion, that is, which topics are pertinent, among others. Therefore, communicative competence is the ability to use language in daily life, in that sense the purpose of the communicative approach is no longer grammar, but to get the student to communicate adequately in writing.

Regarding the production of texts, Cassany et al. (2003) state that every individual is capable of communicating in a pertinent way in writing, producing extensive texts on various topics. In this direction, Crossley (2020), who defines writing as a structure of regulated signs in a system. On the other hand, Dam et al. (2019) define it as an action where opinions or ideas are expressed in written form, with the aim of having an addressee. From what has been stated by the authors described, it can be deduced that writing is the most complex competence than orality and reading, since when a text is written, it must be done with cohesion and coherence, in addition to properly using all orthographic resources, for this, the writing process must go through a review and reflection within the framework of an evaluation with a formative approach. so that students become aware of their progress and opportunities for improvement that will lead them to develop their autonomy.

Conclusions

First: In relation to the general objective of the research, it was possible to determine the positive effect of formative assessment on communicative competencies, reliably pointing out that teacher training and preparation has a very high degree of influence with respect to the learning of their students, for this reason it is imperative that teachers are properly prepared and updated. consequently, H_0 is rejected and H_1 is accepted.

Second: Regarding specific objective 1, it was possible to determine the effect of formative assessment on oral communication, as an effect of the development of the formative assessment program with a $p\text{-value} = 0.000 < 0.05$, where the difference in means is significantly emphasized, with the Sig. $p\text{-value} = 0.000 < 0.05$, allowing H_0 to be rejected and H_1 to be accepted.

Third: In reference to specific objective 2, the formative assessment strategy had a positive impact on text comprehension, obtaining a $p\text{-value} = 0.000 < 0.05$, as is also reaffirmed by the significant mean difference in favor of the EG, after the execution of the formative assessment program, with its main focus of this strategy being the execution of formative feedback. that makes the student gain confidence, autonomy and the reflection of What did he understand? What strategies did you employ? And how did you come to that conclusion? This allows us to argue that the good use of formative assessment processes allows students to build their own learning, where inquiry is linked to the achievement of skills and the acquisition of knowledge.

Fourth: Also with regard to specific objective 3, it was determined that formative assessment had a favorable effect on the production of various types of texts. The pre- and post-test levels of the CG remained at the low level; On the other hand, the GE, from the 100% low level, then passed to the 79 high level, as well as the significant mean difference in the order of 4.103, a $p\text{-value} = 0.000$, which means that the H_0 is rejected and the H_1 is accepted.

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