Revista Contextos Nº52
ISSN 0717-7828 / e-ISNN 0719-1014
Primer Semestre 2023

Using board games as classroom-based assessment in TBLT in state-funded schools in Chile: An exploratory discussion[1]

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Abstract
Assessment and education have a close relation within a country's system, as it is shown in Chile by a dominating neoliberal policy (Gysling, 2015), which permeates the way education is perceived and realized, through control and manipulation (Fulcher, 2010). Because of this, *large-scale testing* has a clear advantage and influence, as opposed to classroom-based assessment (CBA). However, this *large-scale testing* view has ignored what is produced and done in a classroom, as the results of *large-scale testing* do not necessarily represent an EFL classroom (Turner, 2012). In this case, the need for research and development of CBA is required. Consequently, due to their nature, board games are proposed as an appropriate tool that can help teachers promote CBA, support task-based language teaching (TBLT), and provide valuable feedback, which is a key component in CBA.

Keywords: elt, classroom-based assessment, TBLT, board games

Juegos de Mesa como Evaluación Formativa en TBLT en Colegios Públicos Chilenos: Discusión Exploratoria

Resumen
La evaluación y educación tienen una relación cercana dentro de un país, como se demuestra en la política predominantemente neoliberal en Chile (Gysling, 2015). Esta visión afecta cómo se percibe y aplica la educación, que es a través del control y la manipulación (Fulcher, 2010). Las pruebas estandarizadas tienen una ventaja e influencia clara, contrario a la evaluación formativa basada en el aula (CBA). Sin embargo, esta visión de las pruebas estandarizadas ha ignorado lo que se genera en una sala de clases, ya que sus resultados no representan a la misma (Turner, 2012). Por ende, se necesita un enfoque investigativo enfocado en el desarrollo de la evaluación formativa basada en el aula. Considerando la naturaleza de los juegos de mesa, éstos se proponen como una herramienta adecuada que puede ayudar al desarrollo de la evaluación formativa basada en el aula (CBA), al aprendizaje en base a tareas (TBLT), y brinda retroalimentación valiosa (componente clave en CBA).

Palabras clave: enseñanza del Inglés, evaluación formativa, evaluación formativa basada en el aula, aprendizaje basado a tareas, juegos de mesa

[1] El artículo se origina por el trabajo para la obtención del grado de Magíster en la Enseñanza y aprendizaje del Inglés para hablantes de Otras Lenguas (TESOL) de la Universidad de Nottingham. Programa financiado por CONICYT (Número de proyecto: 77190068)
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Recibido: 15 de agosto de 2022
Aceptado: 31 de marzo de 2023

Introduction

Assessment and education are two concepts that are deeply intertwined within a country's system. For instance, Gysling (2015) argues that "Educational assessment in Chile has varied considerably over the last two centuries, from pre-modern practices at the beginning of the centralized nation-state system to the dominant presence of national testing which accompanies today's neoliberal state" (p. 11). Consequently, assessment can be interpreted as a tool to either maintain or challenge the status quo. Fulcher discusses this notion by stating, "Testing has been used to achieve goals of control and manipulation, and has been used to provide opportunities to those who would otherwise have none. Like all social constructs, it can be used for good or ill." (2010, p. 20). This view of assessment represents a large-scale factor, but as teachers, this responsibility also starts in our practice from the minute we step into a classroom: we assess the number of students to approach challenges methodologically, the furniture disposition to choose which activities to present, and the technological devices available to analyze the best way to present content, among others, which in turn will have an impact on our students. However, considering large-scale assessment and the aforementioned national testing do not necessarily affect classroom decisions, Turner (2012), to illustrate this, states that,

> To date a substantial amount of research has been carried out concerning the method of large-scale testing external to the classroom. This is important information that has contributed to the increasing quality of tests and has provided salient criteria by which to judge the validity of high-stakes decisions concerning language ability of individuals. What has been confusing during this period, however, is to what extent such studies are related to classroom activity. (p.66)

Based on the previous idea, many authors have discussed the differences between *large-scale testing* and classroom-based assessment (CBA) for effective classroom

learning. Consequently, the overall intention of this paper is to bring forth a theoretical discussion for CBA to be used in English as a Foreign Language classrooms in Chile with the current implementations of TBLT. Another goal this paper presents is the argument that board games are an appropriate tool for the promotion of CBA and TBLT, thus aiding both teacher and students in their learning process. To put it simply, the tasks proposed in TBLT have a strong correlation with the objectives proposed in several board games; moreover, this relation can be supported through the guided implementation of CBA instruments for the benefit of both teachers and students.

1. Literature Review

1.1. Eras of testing and where Classroom-based Assessment fits

Spolsky (1977) contributed to the assessment field with a seminal paper, which discussed 3 main eras of testing: "traditional examination", "psychometrically driven testing of structural linguistic items", and "integrative testing" along with "sociolinguistic aspects" (as cited in Spolsky, 2017, p.378). These eras dealt with the trends of language acquisition and psychology at the time, or as Shohamy, Or, and May (2017) point out, "Language testing and assessment are always historically situated and conditioned, embedded in knowledge, beliefs, and ideologies about their goals and best practices" (p. ix); however, nearly 40 years later, Spolsky rectified his view of assessment by saying that he sees "it as a developed part of a long history of examinations, starting with the Imperial Chinese system and moving from the selection among an elite to an effort to control mass education systems" (Spolsky, 2017, p.375). In this new continuum, Spolsky identifies assessment as a tool used by hierarchical entities to select and categorize people for their needs (ibid.). However, this aspect of assessment only fits the *large-scale* testing sphere, assuming that whatever result is yielded, it is applicable to the classroom. As mentioned in the introduction, Carolyn Turner (2012) discusses this view by stating that, "What has been confusing during this period, however, is to what extent such studies are related to classroom activity" (p.66).

In other words, there is a perceived disconnection between *large-scale testing* and what is experienced inside a classroom, or as Spolsky (2017) suggests, "the power of established systems continues" (Spolsky, 2017, p.375). Namely, a relatively new concept such as classroom-based assessment does not particularly fit with the traditional notion of *large-scale testing*. According to Turner (2012), CBA "slowly started to gain momentum" with the "increased attention towards constructivist/socio-cultural theories of learning" (p. 66). In this vein, a key aspect of constructivism is that "it emphasizes that learners are actively involved in their own process of learning" (Richards and Rodgers, 2014, p.27). On the other hand, a *socio-cultural theory of learning* can be identified as a process that "takes place in a particular social setting (e.g. a classroom), in which there is interaction between people (teachers and students), objects (texts, books, images), and culturally organized activities and events (instructional acts and sequences)." (Richards and Rodgers, 2014, p.27-28). Simply put, CBA fits within a socio-cultural historical framework, as it promotes a strong interaction between participants, elevates the importance of the local context, and it considers active participation from the learners in their own learning process.

1.2. Defining Classroom-based Assessment

Since CBA is relatively recent, approaching a definition might seem problematic, as sometimes the literature uses terms interchangeably, such as formative assessment, teacher assessment, and assessment *for* learning (AFL). With the intention of giving a thorough-as-possible account, this paper shall examine all the previous concepts under the umbrella term "Classroom-based assessment" (CBA).

Considering a great part of assessment history has been given to the development of *large-scale testing,* test results receive equal importance. CBA, on the other hand, seeks to reactivate the agency of both teachers and students in the classroom. Turner analyzes this shift from *large-scale testing* to CBA, by saying that, "The field of language testing/assessment is evolving and is beginning to see the importance and uniqueness

of the classroom learning context and the teacher factor in interpreting the true role of assessment in classroom settings [...]" (2012, p.65). For example, formative assessment done by teachers inform them about key information, which "can also be helpful to individual students, in that it can identify areas of strength and weakness and perhaps suggest alternative learning activities." (Bachman, 1995, p.60). In other words, the process which students go through is essential, as opposed to the grade that they may receive in a formal evaluation. Moss and Brookhart (2009) put it simply by saying that "It is assessment for learning rather than assessment of learning" (p.6). Consequently, the evidence every class yields is vital for the development of both the class and students, as this informs individuals on how to proceed in the future. In the same vein, the Assessment Reform Group (2002) define assessment *for* learning as "the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there" (p.2). Nevertheless, assessing their practice in the class is something teachers have always done, but supporting theory is scarce and recent (Turner, 2012). Moreover, the literature suggests that successful formative assessment relies on one characteristic that must be present in the classroom: proper feedback. Fisher and Frey (2011), for instance, discuss this notion by analyzing a class in which the teacher did not assess the context and participants in a formative fashion,

> Even though high-quality instruction, innovative technology, motivation, high expectations, and passion are important in the teaching and learning process, they are not sufficient to ensure that learning occurs. What was missing from this scenario—and from the entire class experience—was a formative assessment system. The teacher needed to establish learning goals, check for understanding, provide feedback, and then align future instruction with the students' performance. She needed an instructional framework that allowed her to feed-forward, not just provide feedback. (pp.1 - 2)

Considering the previous ideas, the notion of feedback may appear to be simple, but as Hattie and Timperley discuss, "Feedback has no effect in a vacuum; to be powerful in its effect, there must be a learning context to which feedback is addressed" (2007, p.82). Simply put, feedback is only useful when it is considered within a

particular learning context, just as CBA places context (and its participants) at the core of its objectives.

1.3. Feedback and CBA

The connection between feedback and CBA is relatively simple; however, if feedback is not properly applied, then the success of classroom-based assessment is in jeopardy. About it, Fisher and Frey (2011) state that "This is what formative assessment is all about—taking action based on student performance" (p.2). Namely, an informed teacher is of little use if they do not share their findings with their students, with the purpose of improving their own performance; also, the same applies to students themselves and their peers if they simply archive information and not use it to their advantage.

Hattie and Timperley (2007) designed a "model of feedback to enhance learning" (p.87) consisting of 3 questions and 4 levels, which is presented below:

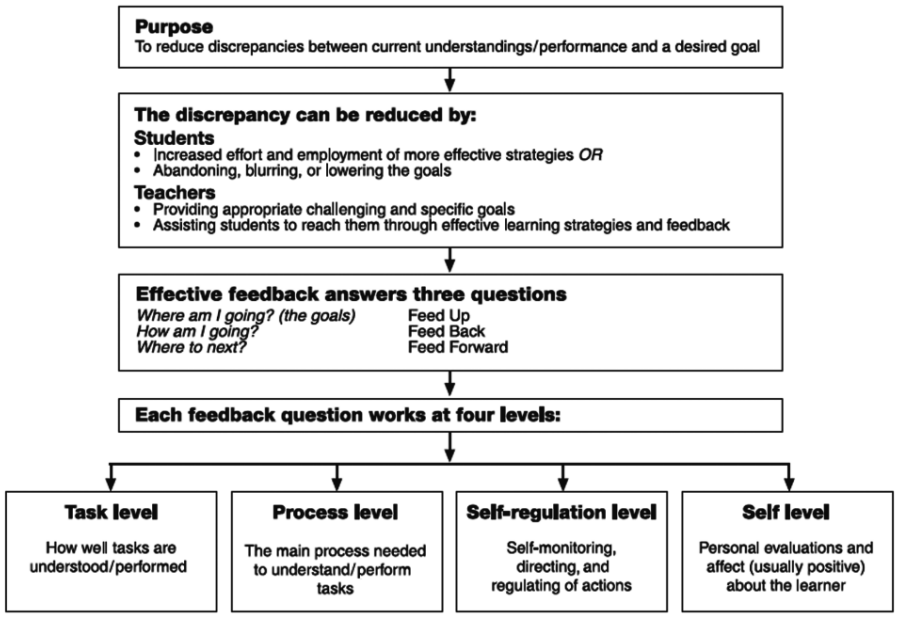


FIGURE 1. *A model of feedback to enhance learning.*

(Hattie and Timperley, 2007, p.87)

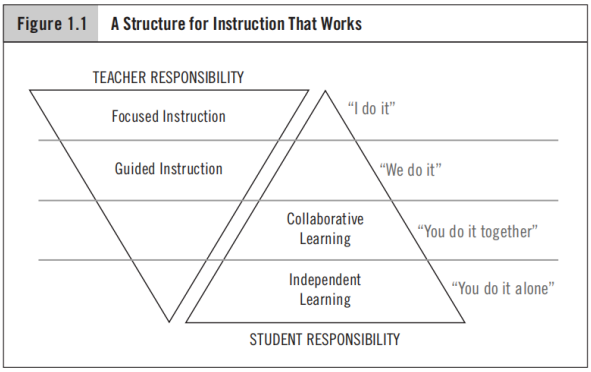
As the model shows, Hattie and Timperley present three questions that guide effective feedback: "Where am I going?"; "How am I going?"; and "Where to next?". Also defined as feed up, feed back (not to be confused with feedback), and feed forward, these questions intend to inform the agents (teachers and students) about their learning process. Fisher and Frey (2011) explain this by saying that, "When all 3 components of a formative assessment system are present, there is a give-and-take between teachers and students that facilitates learning. The absence of any component places learning at risk" (p.4). For example, if a teacher does not propose a specific objective to their class, students will have a difficult time trying to understand *what* they have to do, *how* they should do it, and *what* to do *after* they have attempted to achieve the objective. In context, imagine a teacher asks their students to *create a newspaper.* For some students, this might be simple enough because they are familiar with the task at hand and they will easily divide the work by, for example, picking editors, photographers, and journalists, among others. However, for those students who are not familiarized with the creation of a newspaper, the goal might be too challenging, thus creating discrepancies and jeopardizing the atmosphere for proper learning. Regarding this, Fisher and Frey (2011) point out that,

> When students do not understand the purpose of a lesson (feed-up), they are unlikely to demonstrate their best effort. Without a clear purpose, students are not motivated and do not see the relevance of the content they're expected to master. When students are not assessed or do not receive assessment results (feedback), they are unsure about their performance and assume that they are doing just fine. (p.4)

Namely, reducing discrepancies in the classroom is essential, but it is still unclear to what extent tasks (purposes) are relevant and in what stages of a class or learning process. To address this issue, Hattie and Timperley explain that these questions (and their answers) exist in a continuum, whose feedback can be further divided into levels: task level (FT), process level (FP), self-regulation level (FR), and self-level (FS). For the purposes of this paper, FS is not discussed, as it is "the least effective" (Hattie and

Timperley, 2007, p.90) and it is not strictly related to language acquisition. Simply put, FT deals with feedback based on understanding the task at hand, with the purpose of reducing discrepancies; in other words, making sure students understand, and correctly interpret what they have to do. Repeating the previous example, *creating a newspaper* might be considered a task. FP, on the other hand, "is more specific to the processes underlying tasks" (Hattie and Timperley, 2007, p.93). In the case of the newspaper elaboration, FP deals with the subtasks leading to the creation of the newspaper, such as writing an article, choosing photographs for written pieces, and conducting interviews, among others. Said subtasks could be divided into more subtasks under the same *process level.* Last, FR deals with how students manage their own skills and use them to their advantage. In other words, FR "implies autonomy, self-control, self-direction, and self-discipline" (ibid.). In the creation of a newspaper, FR would be manifested, for example, in students who seek help to achieve things they do not understand, or who investigate to learn how to approach an objective.

Another way of analyzing feedback in CBA is internal regulation. Since teachers and students work to reduce discrepancies (Hattie and Timperley, 2007), one of the goals of feedback is to produce a significant change that would encourage students to continue learning or to modify what they have assumed. Fisher and Frey (2011, p.5) state that, "Although students may occasionally use external feedback in their internal regulations, it takes more than feedback to ensure that internal regulation occurs." By simply highlighting a mistake, or making use of mindless FR, teachers simply hand responsibility back to the learner, without guaranteeing internal modification or significant change. This may have a negative impact on students who are not independent enough to work on their own. To tackle this issue, Fisher and Frey (2013) have devised a gradual release of responsibility:



(Fisher and Frey, 2013, p.4)

With a gradual release of responsibility, teachers could focus on the most appropriate questions and levels. For example, giving feedback on task understanding can perfectly be done during focused instruction. Considering this, Hattie and Timperley explain that "immediate correction during task acquisition (FR) can result in faster rates of acquisition". (2007, p.98). This immediacy when applying feedback, however, might not be the best option when dealing with activities in which the gradual release of responsibility has advanced, or "immediate error correction during fluency building can detract from the learning of automaticity and the associated strategies of learning" (ibid.). It seems that applying feedback considering the 3 questions and the 4 levels is not enough. Timing is an essential characteristic as well. Parallel, or an alternative, to the 3 questions ("Where am I going?"; "How am I going?"; and "Where to next?"), Fisher and Frey promote that a gradual release of responsibility has to go hand in hand with "Establishing purpose", "teacher modelling", "guided instruction", and "productive group work" (2011). "Establishing purpose" clearly mirrors "Where am I going?" as it discusses an objective students could eventually reach. "Teacher modelling" and "guided instruction" are similar to "How am I going?" and "Where to next?", as they discuss procedural steps to achieve said objective. For instance, Fisher and Frey add that "in a formative system, teacher modelling serves to highlight the processes that students should use to complete tasks and assignments" (2011, p.7). The last item on the list, "productive group work" is not addressed by any of the 3 questions in particular,

as it applies to the whole concept of feedback, which may come from an agent, being this a teacher, a parent, or a classmate, among others (Hattie and Timperley, 2007). However, Fisher and Frey make a valuable distinction between teachers and classmates: "though students stand to learn a lot from and with their teachers, they are unlikely to consolidate that understanding unless they also work alongside peers in creating and producing something". This aspect will be further explored under this paper's discussion section, as it pertains to the use of board games as a tool for CBA within TBLT.

1.4. The Link between TBLT and Boardgames

In order to establish a link between board games, TBLT, and CBA, some concepts pertaining to TBLT need to be explained first: task-framework and task. Jane Willis points out that an EFL classroom needs "exposure to the target language, the provision of opportunities for learners to use the target language for real communication, and the provision of motivation for learners to engage in the learning process" (Willis, 1996, p. 19). With this definition, a clear connection with board games is established, as board games require rules to complete objectives. In this case, a board game would comply with Willis' idea of "provision of opportunities," as the objectives of a game would set the environment for interaction. Motivation, as Willis suggests, would come in the participation a game provides, and how each goal motivates each student to either win the game or just participate. Another key aspect Willis mentions is linguistic control: "Teachers need to find ways to relinquish much of the linguistic control and to motivate students to interact more freely and more often in the target language" (Willis, 1996, p.18). With board games, students would be interacting and leading the different instances in which communication is generated, thus taking "linguistic control" away from the teacher.

Another important connection between board games and TBLT is the concept of task. Within a task-framework, understanding "task" is essential. Ellis explains that it "should be defined narrowly in terms of real-world activities." (2017, p. 508). This,

however, might create discrepancies in what "real-world" might mean. In a game such as *Pandemic*, where players cooperate to save the world from diseases, a "real-world" activity might mean travelling the world and investigating. Ellis, however, discusses the concept of pedagogical task, which Nunan addresses,

> [...] a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. (Nunan, 2010, p.4)

In this sense, a task set by a board game objective deals with players cooperating, negotiating, debating, and arguing, among others, rather than the objectives of the make-believe world created by the game, which go beyond the scope of this paper. Also, examples of specific board games and their potential use is discussed later under section 4. Discussion.

2. Context

Gysling, drawing from her research on a historical view of assessment in Chile, makes a compelling point when she explains Chile is no different from other countries in terms of assessment in education:

> There is growing interest and controversy surrounding assessment. The frequency and consequences of national standardized tests [...] used to evaluate student learning has grown as has criticism about the negative effect national testing has had on the practices adopted within schools (Equipo de Tarea para la Revisión del Sistema Nacional de Evaluación de Aprendizajes, 2015; Flórez, 2013). (2015, p.8)

The most ubiquitous large-scale test in Chile is Sistema de Medición de Calidad de la Educación [SIMCE], which tests general subjects. Currently, there are no active large-scale tests in Chile which account for the acquisition of EFL, and the closest sample is *SIMCE Inglés*, which is still being piloted. For instance, in 2017, the results of a pilot test indicated that 7 out of 10 students in year 11 did not meet the expected level for a year

8 student (Agencia de Calidad de la Educación [ACE], 2017). Moreover, this test has a strong impact on education, as it determines how much money schools could receive based on results. Gysling hints that such a system is "controlled by market principles" and that from this notion we can understand that "national assessments have taken on a strategic role in the functioning of decentralized and privatized educational systems, where the state positions itself as a purchaser of educational services," a characteristic "associated with neoliberal policies" (2015, p.9), the same policies which have debilitated public education (Barahona, 2015; 2016).

Considering the aforementioned, finding a place for CBA within a neoliberal system might be difficult, especially since large-scale tests have little influence on classroom practices (Turner, 2012) and SIMCE has "potential reliability issues" and shows no evidence of the test "being able to fulfil its purpose of improving the equity of the education system" (Flórez, 2015, p.41). Within this bleak, economic-driven notion of education, teachers have disadvantageous conditions to work with, such as having "(30+ students) in public schools. In reality, it is unsurprising to find classes of up to 45 students" (Barahona, 2016, p.21) and one of the lowest salaries in the OECD countries (OECD, 2019, p.307).

3. Discussion

One of the intentions of this paper is to see CBA as an important characteristic for enhancing learning, and not simply an alternative to *large-scale testing,* since "for a long time, classroom-based assessment (CBA, i.e., assessment internal to the classroom and managed by the teacher) was only viewed as an offshoot of traditional large-scale testing [...]" (Turner, 2012, p.65). In order to do this, CBA has to be understood as a contextualized form of formative assessment by considering that "assessment in education must, first and foremost, serve the purpose of supporting learning" (Black and Williams, 2006, p.9); on the other hand, this paper also intends to discuss board games as an adequate tool for the promotion of CBA due to their organic relation with

TBLT in setting tasks and motivating students to participate naturally. Consequently, this section is divided into 2 subsections: examples of board games and using board games.

3.1. Examples of board games

Even though this paper only discusses 3 boardgames (Rory's Story Cubes®, Pandemic, and Black Stories), there is a vast number of possibilities that cater to different students, levels, numbers, and contexts, among others. First, Rory's Story Cubes® is a game "in which players roll dice to find out what type of characters and locations should be the basis for the story" (Brandon, 2017, p.2). In simple words, after rolling a set of dice, players have to improvise a story with the images that appear on the dice (for examples, see Appendix 1). Spencer and Slocum, for example, used Rory's Story Cubes®, among other elements, to research into narrative intervention for improving narrative skills in preschoolers with favorable results (Spencer and Slocum, 2010, p.197). Even though the study does not focus on the use of the cubes themselves, it raises the possibility of this game being a valuable tool. This tells us that Rory's Story Cubes® have the potential to help students practice narrative skills, by using connectives, past tenses, and attention-getters. They organically create a purpose (Hattie and Timperley, 2007; Fisher and Frey, 2013) or task (Willis, 1996; Nunan, 2010) of narrating a story, which can be divided into different subtasks (using connectives, holding listeners' attention, appropriate use of past tenses, etc.). After students have narrated their stories, they can receive feedback (cf. FP in Hattie and Timperley, 2007) from either their teachers, peers, or themselves.

Second, Pandemic is a 4-player cooperative game where players have to work together to avoid a world crisis by finding the cure for 4 diseases (see Appendix 2 for an example). With limited movements and several threats, players have to design a course of action that will lead them to success. Research on this game is limited, but on the Human Factors area, Anania, Kleeber, Anglin and Kring (2016) studied the potential

it has for building team-work, a key, transferable aspect to classrooms. This last feature is related to "basic group work" and "productive group work", mentioned by Fisher and Frey (2013), in which they establish a "think-pair-share" arrangement when, for example, negotiating plans to save the world and completing the objective of the games, which then later moves onto "productive group work" when students realize their plans by actually playing the game and advancing in its development. Fisher and Frey (2013) respectively explain that, "Basic group work is valuable because it allows students to express their ideas, values, and beliefs, and it gives them an opportunity to apply listening and speaking skills as they engage with classmates" (p.8). This notion, in parallel to the gradual release of responsibility scheme (Fisher and Frey, 2011), can become productive, as "solving problems and identifying solutions are central thinking goals in productive group work. This means students must apply the soft skills related to timekeeping, goal setting, and making work plans for the group." (Fisher and Frey, 2013, p.78).

Third, Black Stories (see Appendix 3) is a game in which one player draws a card containing a drawing, a sentence, and a sequence of events narrating a crime or accident. After looking at the image and reading the sentence, players have to discover exactly what happened by exclusively asking yes/no questions. The game ends when players are able to decipher the sequence of events narrating a crime or accident. This sort of game answers to 3 aspects mentioned in section 2. Literature Review: Teacher control, feedback on task (FT), and feedback on process (FP). By controlling the activity (holding the card and answering questions), the teacher models and gives an example on how to answer questions. When correcting whether the students understood the task (guessing what happened by asking questions), the teacher is giving feedback on task. Moreover, when students ask questions, the teacher can easily direct the feedback to the process (Are students asking the right questions? Are they repeating what was asked? And so forth).

3.2. Using board games as a CBA tool in a TBL classroom

It is important to mention that this paper intends to propose boardgames as a tool for CBA, rather than proposing board games as alternative assessment. In other words, proposing the use of board games as an assessment on their own could fall into any category if the objectives are presented accordingly. Turner, for instance, explains that "assumptions cannot be made by looking at the label of a method that it will be a procedure that is supportive of teaching and learning" (2012, p.74). Consequently, the idea presented here is to exemplify a resource teachers could use to boost Classroom-based Assessment and bring forth a needed discussion, since there is clearly a lack of evidence in the literature, as Davison and Leung (2009) explain, "When the principles and procedures underlying TBA are not clear, the basis for research and development is even muddier, hence the need for more public and mainstream discussion of the issues" (p.395). On the other hand, even though the literature regarding assessment in general terms is vast, there are no clear examples on how to apply it. Similarly, Turner adds, "Even though language teachers have been assessing for decades, the reality of how such activity unfolds in the classroom has not been well documented nor have the resources to teachers been that useful until more recently" (2012, p.66).

In the same vein, although this discussion is purely theoretical, it tries to propose a base for EFL teachers, such as myself, to try in the future. In other words, the benefits and strengths of CBA are now clear, as Black and Williams stated after reporting on several studies: "We report on about 30 such studies, all of which showed that innovations, which included strengthening the practice of formative assessment, produced significant and often substantial learning gains". (2006, p.11). In this way, board games could be a way to approach learning gains.

Nevertheless, playing a game without focusing on its pedagogical objectives, student's performance, peer performance, or without giving feedback, would be just playing a game, and not a tool for CBA. In that case, each game should be accompanied

by teacher, peer, and self-evaluation rubrics that both teachers and students could use to answer the 3 questions: "Where am I going? • Where am I now? • What strategy or strategies can help me get to where I need to go?" (Moss and Brookhart, 2009, p.8). The following subsections discuss how to approach each one of the games mentioned from a teacher, peer, and self perspective of feedback.

3.2.1. CBA Rubrics

The game Black Stories has very strong potential to support CBA through feedback, especially when it is seen from Fisher and Frey's gradual release of responsibility (2011) and Hattie and Timperley's (2007) feedback on task. To do this, a CBA rubric should accompany each instance of the game, so teachers can approach the 3 questions in their 4 levels. Rubric, according to Brookhart (2013) is defined as "a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria" (p.4). Unsurprisingly, the term performance comes into play once again. Having clear *what* students have to do and *how* (in other words, performance), we reduce possible discrepancies, so feedback is correctly applied and performance enhanced. In other words, an evaluation rubric fits this challenge perfectly. Brookhart (2013) states that a rubric for formative assessment should follow these characteristics:

Characteristics **The criteria are…**	**Explanation**
Appropriate	Each criterion represents an aspect of a standard, curricular goal or instructional goal or objective that students are intended to learn.
Definable	Each criterion has a clear, agreed-upon meaning that both students and teachers understand.
Observable	Each criterion describes a quality in the performance that can be perceived (seen or heard, usually) by someone other than the person performing.
Distinct from one another	Each criterion identifies a separate aspect of learning outcomes the performance is intended to assess.
Complete	All the criteria together describe the whole of the learning

	outcomes the performance is intended to assess.
Able to support descriptions along a continuum of quality	Each criterion can be described over a range of performance levels.

(Brookhart, 2013, p.25)

Therefore, Appendix 4 shows a rubric proposed to aid teachers to specifically address formative assessment using Black Stories. This rubric can help teachers realize where the weak points are in its implementation to adjust accordingly. For example, if there is a problem understanding the task at hand, the rubric can help teachers discern if the discrepancy was generated because of a low-quality explanation by the teacher, or lack of proficiency on the part of the students. The "participation" and "narrating" categories can help the teacher discover how students are doing and propose objectives based on their performance for the future.

Additionally, both Pandemic and Rory's Story Cubes® have the potential to be used in a peer-assessment and self-assessment context. Appendix 5 shows an assessment rubric for the game Pandemic, which can be used for peer and self-evaluation. At this point, it is important to clarify that completing the game objectives does not necessarily represent successful formative assessment evidence, as setting pedagogical tasks is far more important than finishing the game successfully. In the same vein, finishing the game successfully does not mean that *formative assessment* was done correctly. Appendix 5 depicts a rubric that considers CBA feedback based on Hattie and Timperley's (2007) process and self-regulation levels, within their feedback framework. Here, being self-aware about our own processes and knowledge is essential to be able to understand how to tackle goals, and where to go next once we are done with the tasks at hand. Black and Williams, for instance, state that "In these it was notable that students were given feedback on their current achievement against some expected level of achievement (the 'mastery' level), that such feedback was given rapidly and that students were given the opportunity to discuss with their peers how

to remedy any weaknesses" (2006, p.12). Needless to say, each game should have its own rubric which considers the objectives the game itself presents, and the objectives of the learning process.

3.3. Issues

Understandably, many issues arise when discussing the suitability of using board games as a tool for *formative assessment,* such as actual applicability in the Chilean context, reliability, and validity. One of the first hurdles we find when applying board games in the Chilean context is the number of students per classroom, and teacher working hours. One might argue that using a board game for 4 players in a room with 45 students is impossible, and rightly so. However, since CBA and TBLT, as learner-centered approaches to education, promote feedback, self-control, genuine interactions, and group-work among others, applying one game in a class and making other students wait is contradictory. However, this can be tackled easily by presenting students with several options they can choose and use. By doing this, not only are we relinquishing "linguistic control" (Willis, 1996), but also appealing to students' motivation given in the "components that are specific to learning situations" through "course-specific motivational components concerning the syllabus" (Dörnyei, 1994, p.277). A possible downside to this is the amount of work that it would require to generate rubrics for CBA for each game available, especially considering how overburdened and underpaid teachers are in the country. This might change in the future with the implementation of *English Teachers Networks*, a program implemented by the Ministry of Education, which encourages teachers from different schools to get together and propose projects for their schools. Nevertheless, the lack of literature due to the novelty of the project prevents us from studying their impact (Divsión Educación General, 2019)

In terms of reliability, Black and Williams express that summative and formative assessments (large-scale testing and Classroom-based assessment for our purposes)

are different: "The issues here are very different from the summative issues. Any evidence here is collected and interpreted for the purpose of guiding learning on the particular task involved and generalization across a range of tasks to form an overall judgement is irrelevant" (2006, p.129). Additionally, in the case of validity, Gordon Stobart declares that "for formative assessment to be valid it must lead to further learning. The validity argument is therefore about the consequences of assessment. The assumption is that formative assessment generates information that enables this further learning to take place" (2006, p.133). Clearly, summative and formative assessments seek different objectives, so judging one with the concepts of the other is unfair.

However, *classroom-based assessment*, even if it depends solely on the context in which it is applied, still needs parameters to be identified as successful or not. In this regard, Turner (2012) explains that "it has become apparent that before the concepts of reliability and validity can be adequately reconceptualized, however, more research is needed to fully understand the realities of assessment practice in the classroom" (p.68).

4. Conclusion

To sum up, assessment and education have a close relation within a country's system, as it is shown in Chile by a dominating neoliberal policy (Gysling, 2015), which permeates the way education is perceived and realized, through control and manipulation (Fulcher, 2010). Because of this, *large-scale testing* has a clear advantage and influence, as opposed to classroom-based assessment. However, and as it was mentioned, this large-scale testing view has ignored what is produced and done in a classroom, as the results of large-scale testing do not necessarily represent an EFL classroom (Turner, 2012). In this case, the need for research and development of CBA is required. Consequently, board games are an appropriate tool that can help teachers promote CBA, support TBLT, and provide valuable feedback, a key component in CBA.

Additionally, CBA was explored in this paper as an umbrella term for formative assessment, teacher-based assessment, school-based assessment, and assessment for learning, all of which seek answers to the questions: "Where am I going?; Where am I now?; What strategy or strategies can help me get to where I need to go?" (Moss and Brookhart, 2009, p.2). Within the eras of testing, CBA is rather recent, drawing from sociocultural and constructivist views. Namely, students are essential, and these are placed at the core of learning. Needless to say, *large-scale testing,* then, stands as contradictory to these learner-centered views where students building their own knowledge and interaction in a social setting is paramount.

Considering the aforementioned, in order to provide answers for said questions and to place students at the center of learning, feedback is presented as a vital aspect of CBA. These questions, and their answers, work in 4 levels, of which 3 are useful in the EFL classroom: task, process, and self-regulation (Hattie and Timperley, 2007). However, in order to navigate through these 3 questions and their 4 levels, teachers need to work with a gradual release of responsibility. First, the instruction is focused on the teacher, and gradually, students start to take control of the activities, tasks, and their learning, with the teacher as aid rather than an indispensable participant in the learning process.

In conclusion, board games have a powerful potential to work within CBA and TBLT, as they propose objectives that are similar to those of TBLT, and promote language use similar to the way TBLT stimulates language. In this sense, after placing students at the center, board games can help to provide feedback from the perspective of the teacher, other students, and themselves by analyzing how students use the language more consciously, helping them to understand what they know, how they approach different objectives, and how to set more objectives for their development. Nevertheless, it is understood that assessment has always been done by teachers, yet there is lack of evidence that practicing teachers could supply. To do this, implementing rubrics (Brookhart, 2013) can help us provide evidence about the impact of CBA. Nonetheless, the context might be controversial, as it seems using board games to

promote CBA in a room with 45 students might seem impossible. However, this can be tackled with the gradual release of responsibility, where the teacher could start with controlled games, and move on to free games, where students pick the games they want to play, provided they also work with the rubric. Additionally, when the release of responsibility promotes independent learning (Fisher and Frey, 2011), students could simultaneously engage in board games and regulate their participation. All in all, this paper intended to bring forth a discussion that could be the base for practical research in the future.

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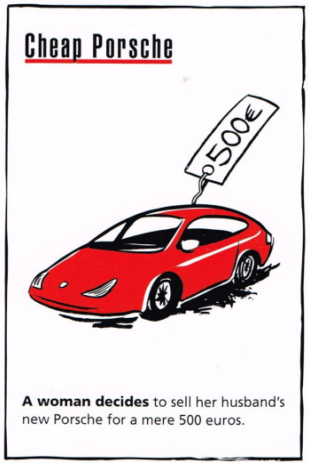
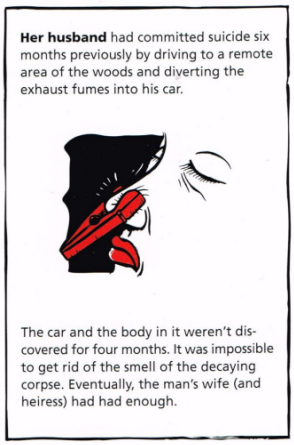
Appendix 1: Screenshots taken from https://www.storycubes.com/en/

Appendix 2: Screenshot taken from https://www.zmangames.com/en/products/pandemic/

Appendix 3: Screenshots taken from https://www.plays-in-business.com/





Appendix 4. Black Stories *Formative Assessment* Rubric

Task	Participation	Narrating
Students are able to understand the task at hand without the need for further clarification	Students' participation is appropriate (e.g. They ask questions in an orderly fashion, let others speak, build evidence based on previous questions)	Students are able to build the story and narrate it back without problems.
Students are able to understand most of the task with the need of further clarification	Students' participation is most of the time appropriate. (e.g. They ask questions, but interrupt other participants, they sometimes fail to pay attention).	Students are able to build the story and narrate it back with some problems (lack of connectives, incorrect past tenses, inappropriate vocabulary).
Students are able to understand the task with excessive help from the teacher of classmates.	Students' participation is more or less appropriate. (e.g. They ask questions, but do not pay attention to their classmates, often interrupt each other and ignore turn-taking).	Students are able to build the story and narrate it back with many problems (lack of connectives, incorrect past tenses, inappropriate vocabulary).
Students are not able to understand the task even with help from the teacher or classmates.	Students' participation is very scarce. They ignore the activity and do not pay attention to classmates, or even the teacher	Students are not able to build the story and narrate it back. They require excessive help from the teacher.

Appendix 5. Pandemic *Formative Assessment* Rubric

Task	Negotiating	Arguing	Cooperativeness	Language
Participant is able to understand the task at hand without the need for further clarification	Participant is able to correctly negotiate plans, express their point of view, and come to agreements with other participants.	Participant is able to present a point of view along with evidence in order to carry out a plan.	Participant cooperates with the group, establishing cooperation to achieve objectives together.	Participant is able to communicate their ideas freely without having problems of miscommunication.
Participant is able to understand most of the task with the need of further clarification	Participant is able to correctly negotiate plans, express their point of view, and come to agreements with other participants with some problems.	Participant is able to present a point of view with some problems along with evidence in order to carry out a plan.	Participant mostly cooperates with the group, establishing cooperation to achieve objectives together with some difficulty.	Participant is able to communicate their ideas freely with minor difficulties or communicative breakdowns.
Participant is able to understand the task with excessive help from the teacher of classmates.	Participant is not entirely able to correctly negotiate plans, express their point of view, and come to agreements with other participants	Participant is not able to present a point of view successfully. The evidence presented is not able to support the main argument.	Participant partially cooperates with the group, establishing cooperation to achieve objectives together with several complications.	Participant is able to communicate idea with severe difficulties, requiring some external support.

Participant is not able to understand the task even with help from the teacher or classmates.	Participant is not able to correctly negotiate plans, express their point of view, and come to agreements with other participants	Participant is not able to present a point of view successfully. Evidence is non-existent Arguments sound like commands.	Participant does not collaborate with the group, putting in jeopardy the development on the objectives.	Participant is not able to communicate ideas freely, and thus requiring much external support.