Romanian for Specific Purposes.
Innovative Review and Assessment Methods

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Abstract: *The teaching of Romanian as a foreign language follows current pedagogical trends, undergoing a paradigm shift from a teacher-centred to a learner/student-centred approach. In the present case, this shift is even more visible in specialised language courses, where mastery of the target language vocabulary is a direct indicator of learners' linguistic competence (Nyikos, Fan 2007). The pandemic context and the dynamics of the labour market have led to a shift away from the traditional role of the te'cher, who has also become a creator and provider of teaching materials, as well as a facilitator of their use when talking about digital teaching resources (Hall 2013). The present paper aims to discuss a number of innovative methods of review and assessment that could be used in the specialised languages course of the Preparatory Year of Romanian for Foreign Citizens.*

Keywords: *Romanian language, Romanian as a foreign language, specialized language, evaluation, assessment*

Introduction

Within the Technical University of Construction Bucharest (UTCB), the Preparatory Year of Romanian Language (APLR[1]) was established in 2018, being directly subordinated to the Faculty of Engineering in Foreign Languages, one of the seven faculties of this institution.

From the very beginning, through this study programme, we have aimed to give concrete expression to the fundamental values assumed by our institution in the University's Charter:

> (...) the training of specialists with superior training in the fields and specializations of the university structure, through the transmission to students of a coherent system of scientific, technical-engineering, economic and humanistic knowledge and the acquisition by them of practical skills, in accordance with the requirements and general and professional competences of current and future economic, social and

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[1] APLR: Anul Pregătitor de Limba Română (Preparatory Year for Romanian Language).

scientific life (Charter of the Technical University of Civil Engineering Bucharest).

The fact that the Technical University of Construction of Bucharest has faculties teaching in foreign languages and specialisations such as translation and interpreting attests to the fact that successive university managements have always taken into account the evolution of contemporary society. Therefore, it is easy to see that the need for communication between members of different linguistic communities at all levels is growing. The preparatory year of Romanian for foreign citizens is a vivid example that the mission of our university is to train specialists capable of integrating into the growing pace and demands of the national and international communication climate.

From 2018 to date, 4 generations of international students have graduated (11 groups). Two of these generations have also benefited from online courses, rather as a necessity imposed by the COVID-19 pandemic, which has challenged us from a professional point of view, determining us to rethink our teaching methods and materials.

In this paper we aim to present some of these challenges, focusing on the innovative methods of reviewing and assessing that we have applied during the specialised language course included in the curriculum of the study program: preparatory year of Romanian language for foreign students (APLR).

1. Specifics, aims and objectives of the course "Specialised languages"

From the outset, the APLR curriculum has been designed in such a way as to maintain the ideal proportion between the fundamental subjects, designed to form a theoretical basis, and the strictly specialised subjects, whose role is to ensure the training of students in the technical-scientific and bio-medical fields and to guide them in their choice of sub-specialisation (engineering sciences, mathematics, economics; biological, biomedical and socio-human sciences, etc.) which complement their training by developing the necessary skills for successfully integrating in our country.

The course "Specialised Languages" is part of the specialised subjects of the curriculum and is an optional course.

Students can choose the following specialisations:
- mathematics and natural sciences
- humanities and arts
- social sciences
- engineering sciences
- biological and biomedical sciences

The general objective of this course is the acquisition of professional communication skills in Romanian by the students, through familiarization with the peculiarities of the specialized language of the chosen field and through the integrated use of the specific contents of these professional fields. This course aims to establish and test oral and written communication skills, written and oral text comprehension and grammar skills applied to the professional field chosen by the student, while also contributing to the development of a specialised vocabulary.

What we aim to do every year in the specialized language courses is to develop our students' linguistic, socio-cultural, cognitive, communication, cultural mediation, and interpersonal skills necessary for integrating into the Romanian-speaking academic and socio-professional environment. Regardless of their own culture, we wish students to be able to integrate as harmoniously as possible into Romanian society and the academic environment of our country. Therefore, we have always looked for materials that are correlated with the main professional qualifications that our graduates are going to have, while always fostering:

- knowledge, understanding of basic concepts, theories and methods of the field and area of specialization and their appropriate use in professional communication;
- the use of basic knowledge to explain and interpret various types of concepts, situations, processes, projects, etc. associated with the chosen field;
- application of basic principles and methods to solve well-defined problems/situations typical of the field;
- the development of professional projects using established principles and methods in the field.
  At the end of the specialised languages course, students will be able to:
- correctly and properly use the communicative acts of basic lexical elements of a terminological set;
- correctly adapt to various professional communication situations specific to the studied field;
- carry out effectively and appropriately acts of oral communication specific to professional relations by means of the acquired vocabulary and learnt communication techniques;
- to correctly comprehend and write texts/documents specific to the professional field;

- be aware of the (inter)cultural aspects of their chosen professional field.

3. Current trends in teaching Romanian for specific purposes
3.1. Teaching approaches and methods

Diversification of teaching methods is a permanent concern of the Department of Foreign Languages and Communication whose members we are. One of the effective opportunities for practising other forms of learning is the Foreign Languages Week, initiated since 1995 by the then Department of Modern Languages. This event has the declared aim of stimulating students' interest in the knowledge of foreign languages studied at the faculties of the Technical University of Construction in Bucharest, implicitly towards Romanian as a foreign language. In the framework of this event, over the years the international students of UTCB have actively participated in various activities such as: Interculturality and cultural stereotypes; Language, culture, and civilization in the era of globalization; Incursion on the world meridians etc. Thus, the subject "Romanian as a foreign language" has always been present for four semesters in the curricula of the engineering faculties of our University, and the teaching of specialized languages, at least in the field of engineering at APLR has been made on a very solid basis.

The teachers involved in this programme have been always interested in modelling, through research, a thinking and behaviour oriented towards finding innovative solutions to the problems faced by our students. Furthermore, we aim to ensure a synergy between the theoretical and practical dimensions, by training future students able to study in Romanian and to respond to practical challenges through scientifically based decisions and actions. Thus, in our teaching activities we have always taken into account the innovative trends of student-centred learning, which in recent decades has become an effective and appreciated method of working with students, with unquestionable results.

From a more general perspective, teaching Romanian as a foreign language has always followed international trends, evolving with the development of technology. Today, the main didactic approach, whether in pre-university or university education, is learner-centred learning. It focuses on the learner/student and its needs, rather than the subject itself, while at the same time diversifying the role of the teacher beyond the simple delivery of information and content.

The Common European Framework of Reference for Languages (CEFR) puts the action perspective at the forefront, an approach which effectively contributes to the development of interactive activities between students, rather than focusing on the text. The learner/student and the

language user become social actors who have to perform certain tasks in a specific context within a field of activity.

As the teaching of specialised languages is often integrated into language teaching in general, this perspective has influenced not only existing conceptions of language teaching/learning, but also of specialised languages. In fact, the teaching of specialised languages is perhaps more learner-centred than other courses because it helps learners to access the language they need for their academic or occupational goals.

Enrica Piccardo (2013) believes that the approach to language teaching is based on three concepts: communication, cognition and socialisation. Thus, a new side of language teaching emerges, the social one, which implies that the act of teaching-learning takes place through action.

Particularly when talking about the teaching of specialised languages, the literature (Hyland 2003; Johns 2002b; Swales 2000) seems to identify three overlapping directions.

The socio-discursive direction examines the discourse of specific communities, focusing on both written and oral texts (Hyland 2003). Discourse is viewed through the prism of the domain (ideational content), meaning (interpersonal context), and mode (textuality). This approach is within the reach of teachers because of the advantages of new technologies (video cameras, computers), so that access to real-world environments is facilitated virtually. New technologies also help to generate new teaching materials for those occupational situations (e.g. doctor/nurse/patient, lawyer/client, salesperson/buyer, etc.). For example, in Thailand, Muangsamai (2003), asked students taking a specialised language course in medicine to build a web page for a medical topic using online resources of their choice. Faced in this way with an 'ocean of information', students became avid but critical consumers of medical language and, thanks to the internet, were able to access the real world of discourse that printed materials might otherwise only to some extent reflect.

The second direction is the socio-cultural one, which involves immersing the learner in the target situation. This can be achieved by simulations of these contexts (Johns, 1995), by inviting an expert when neither the teacher nor the student has expertise in the field (Hussin 2002) or even by the physical presence of students in environments as close as possible to their future field of work (courtroom, hospital, theatre, in a corporation, etc.) (Feak & Reinhart, 2002). New technologies provide teachers with the means to overcome spatial and temporal barriers by allowing them to audio or video record their students at work during and after class for ongoing assessment and follow-up needs (e.g. Eggly (2002),

reported on medical residents periodically videotaping their interactions with real patients in an outpatient clinic).

A third direction is socio-political, and this involves critically redefining traditional needs analysis as 'rights analysis' (seen as a framework for understanding and responding to power relations), moving beyond collaborative learning to collectivist action, and revisiting the text as not just situated in one context, but as a hybrid product of multiple contexts, i.e., as a site for negotiating personal and social identities, home identities and academic or professional values. (Benesch 2001a).

3.2. The role of the teacher

Reflecting on the role of the teacher, Mostafa Nazari (2020), citing a plethora of authors who have directed their research in this direction (Hall 2013, Dudley-Evans and St John 1998, Basturkmen 2014), highlights the differences between teachers of language for general purposes (LGP) and teachers of language for specific purposes (LSP).

The most important observation from his research is that the teacher of language for specific purposes can be called a 'practitioner' because he goes beyond his purely methodological responsibilities and also focuses on the creation and delivery of educational materials. He also focuses on adapting existing materials, often working with students who, in some cases, may have more content knowledge than the teacher.

Teaching specialised languages is an activity that demands accuracy: the teacher must stagger and classify language facts very rigorously, and each aspect has its place, and the way of teaching well established. The explanatory aspect must always be linked to the applied aspect, since the mastery of scientific language is based on knowledge, on the referentiality of terms and, of course, on their correct use in well-defined contexts. Vocabulary elements are subordinated to grammatical structures and are aimed at actively exploiting the combinatory possibilities of words and using them appropriately at the sentence and phrase level, establishing connections, relationships, and parallels. The teacher must meet the linguistic needs of the learners, plan and focus the material to be taught according to the needs, expectations, and motivations of the learners. He or she acts as a guide, leading the learners through the learning process, but also as a facilitator, as he or she has the role of inspiring and energising the learning activity.

From our point of view, the teaching/learning environment plays an essential role, which is why we always take into account the need to ensure a favourable climate, also by arranging and organising the classroom in such a way as to activate the desire to learn. One method we have used successfully is the poster method, through which we have fixed, reinforced, or evaluated

knowledge and at the same time stimulated students' creative potential and originality and involved them emotionally, freeing them from the stress of traditional forms of learning or evaluation. The resulting posters adorned the walls of the classrooms until the end of the Specialised Languages courses, giving participants both self-confidence and a reward for the joy of accomplished work.

The pros and cons given for choosing their future profession revealed that students are generally passionate about the fields in which they are going to work and therefore motivated to pursue their goals. To further motivate students to learn means confronting them with situations that concern them directly – in our case the terminologies related to future professions within their sphere of interest. So, from the outset, there is a good chance of good results, which will be achieved gradually, depending on the age of the learners, the level of the group, and the equal involvement of both parties: practitioner and student, and the inventiveness of the former. As a practitioner, he needs to know very well what methods and procedures to use, and when to apply one method or another depending on the purpose: conversation, demonstration, grammatical and stylistic analysis, etc. Students are asked to observe language facts, compare them, generalize, and conclude.

Another method used to stimulate students in language courses is the didactic game. Teaching Romanian as a foreign language can also be done from a playful perspective, learning through games being a pedagogical practice successfully applied at any age. Over the years, we have noticed that, although at first, they are sceptical about games if they overcome the barrier of preconception and are encouraged to put everything presented in class through the filter of their thinking, young people are able - and even like – to engage in the activities, which helps them concentrate more easily, work better in teams and retain more information. Game activities are used to boost teaching and learning and can be combined with other methods, depending on the age and type of lesson. In all cases, for the teaching game to be successful, the essential conditions for its success include thorough preparation, announcing the topic and arousing curiosity, setting out the rules that are predetermined and compulsory for all participants, explaining, demonstrating, and playing a test game, the actual game and recording the results, and, at the end, the activity is completed, the winners are judged and rewarded (learning as a process is thus given the attribute of being directed or semi-directed). Benefits for students include developing self-confidence, empathy, intuition, and the ability to make choices, stimulating creativity, cooperation, and teamwork, developing mindfulness, and managing stress and negative emotions more easily. There are benefits for the teacher too, including: focusing on dynamic and interactive activities, creating an island

of relaxation on perhaps stressful day, sedimenting theoretical knowledge and retaining it for a long time, improving classroom relationships and empathic collaboration, all of which are designed to make him or her a new, improved version of themselves in their relationship with students.

In parallel with the need for diversification of classroom activities, feedback from four generations of APLR graduates has consistently highlighted the need for students to practice Romanian outside the classroom with a native speaker both written and oral. That is why the "Buddy System" project was initiated at the Faculty of Engineering of Foreign Languages, whereby APLR students are assisted by Romanian students throughout the academic year, starting with administrative, integration, and cultural accommodation issues and continuing with the practice of Romanian with a native speaker. In such a "Buddy System", the involvement of the group of students in instructive-recreational activities can easily produce a positive attitude towards the native speakers of the language, in which the students, the teacher, and eventual collaborators become partners and organizers of situations favourable to learning. These new situations enable the teacher to identify the behavioural and temperamental characteristics of the group, and to optimise his or her teaching strategy throughout the module. Stimulating the student, the allogenist, in a professionally oriented activity, coupled with combining all the speech units into sections of specified use, leads to the development of his/her creative skills in the chosen specialist field and to the conscious acceptance of key elements in semi-specialised communication. In this way, learning takes place consciously and sustainably, with the interlocutor being perceived as a communication partner in accordance with the linguistic competence of the allogenic learner.

In our opinion, authentic documents from the extra-curricular environment are also very useful: posters, brochures, leaflets, instructions for using products, press articles, etc., as well as exposing students to well-defined situational contexts, such as a visit to the National Technical Museum "Prof. eng. Dimitrie Leonida" in Bucharest or the "Mina Minovici" Museum. Extracurricular activities were a challenge, but also a necessity, for the whole APLR collective since the first generation of students (2018-2019), as they are meant to complement and boost the learning activity. In addition to the didactic activities, every year, even in pandemic conditions, we have tried to pay more attention to the informal education of the students, involving them extracurricularly in various activities, all designed to facilitate their linguistic, social, and cultural integration. We have carried out activities such as: *Polenta in Romania and in the world*, activities dedicated to the National Day of Romania, activities on the occasion of the European Year of Youth where our students participated together with students of the "Sf.

Sava" National College in Bucharest and Ph.D. students from the Faculty of Letters of the University of Bucharest, visits to museums or other institutions, such as the Palace of Parliament or the Village Museum, and to different thematic exhibitions.

4. Innovative methods of review and evaluation
At APLR, specialised language courses are provided in the second semester, at the end of the practical courses, and students have the possibility to choose the "package" of terminologies according to the professional field they are interested in: engineering sciences, mathematics, economics, biological, biomedical, and socio-human sciences. Of course, these are the big areas, but every year we have students with other specialisations: veterinary medicine, photography, cinema, visual arts, aerospace engineering, biotechnology, etc., which means that we are constantly looking for the best materials and adapting them to the needs of our students.

As this course aims to use and perfect all the skills acquired in the practical courses (comprehension, writing, speaking) in specialised contexts, the methods of revision and evaluation in the specialised languages course must be very diverse and aim to verify them in relation to the chosen field. Within the framework of the specialised languages course, assessment of students is carried out throughout the course and the criteria on which it is based have proved their effectiveness over time. Thus, the variants used by teachers of specialised languages include assessment throughout the module, assessment through tests and homework verification, individual study, and required reports or projects, as appropriate, and in accordance with the provisions of the respective subject. Reviews prior to the final colloquia also play an important role.

Assessment of learning outcomes is done in a planned way, with the forms and methods of examination clearly defined from the beginning. Students are informed in advance and in detail about the examination arrangements and are assessed by both the course holder and another teacher with relevant expertise. During the assessments, the teacher is neutral with regard to the knowledge acquired by the students during the period of study and is only interested in the fairness of the assessment. The results of the tests during the course are very necessary for him, because this way he gets a mirror of the quality of the students' reactions and can decide whether it is necessary to move on with the subject or to repeat some aspects of the course by other study methods than those previously used.

In this way, teaching and learning procedures or methods can be changed over time to achieve the best results for both students and teachers. In addition to analysing the way we test, we believe that the material to be

tested is very important, so from year to year we have been looking for attractive study materials that happily complement the existing course materials and have created varied exercises that cover all the areas taught before: phonology, spelling and of course – vocabulary, free expression skills, and formal automatisms, all of which are interlinked in achieving the ultimate goal – to speak a language as fluently and correctly as possible.

The group of students in the Preparatory Year of Romanian is perhaps one of the most heterogeneous groups of students, as they have a different profile in all respects: age, culture, mother tongue, education, religion, etc. Thus, the teacher has to adapt both the materials and the teaching method to meet the needs of each student, regardless of his/her profile.

Research shows that in a heterogeneous (differentiated) class, formative assessments are crucial to have a clear and accurate understanding of each individual's level of comprehension (Dodge 4). Stiggins and Guskey (2007) also encourage focusing more on assessment for learning rather the assessment of learning, because it is more supportive of the skill formation process and is therefore considered part of learning. Formative assessment, unlike summative assessment, is free from the stress of grading and thus encourages students to participate and express themselves more confidently. Rather, it serves as a way of practising the knowledge acquired gradually by students.

Dodge (2009) warns that without having the time to reflect on and interact with the information received, there is a risk that students may not be able to retain much of the information delivered during class. This observation is particularly pertinent when talking about specialised language courses, where a large volume of information, of new terms, is provided to learners. The expectation of teachers is that learners will be able to master this vast vocabulary and use it correctly. Without practising and exemplifying it in relevant contexts, there is a risk that these concepts will be misunderstood or even unacquired.

Another advantage of formative assessment is that it does not take a lot of time, unlike summative assessment. Its diversity makes it within the reach of teachers, whether we are talking about summaries or individual or group assessments.

Thus, over the five years that we have been teaching specialised languages in APLR, we have experimented with various methods of review and assessment, which we will present below, along with methods whose effectiveness we would like to test and which we have divided into the following categories:

- review and assessment methods created using various online applications;

- review and assessment methods based on teamwork;
- review and assessment methods based on exposure to thematic contexts.

Review and assessment methods created using various online applications

Review and assessment activities created using online applications were mainly used during the pandemic period when courses were conducted online. However, they have been very well received by learners, which is why they continue to be used both during and outside class.

Activities mediated by apps such as **Kahoot!** Or **SurveryMonkey** are attractive to students because of their dynamic and interactive nature. For teachers, on the other hand, these applications are attractive because they allow a variety of exercises (multiple choice, true or false, free response, or correlation of terms) and because they can be accompanied by a visual representation through the insertion of images, which is very important when talking about technical or medical terms.

These applications support the formative type of assessment very well, because the result of the assessment is given immediately to both the teacher and the learner. Hence, the teacher can have an overview of both the level of understanding and assimilation of each learner and the level of the group.

Other applications used in the specialised languages course were **Coogle,** for making mind maps, and **Wordables** for making word clouds. We used the **Coogle** application, for example, at the end of the lesson on the bone system, as it allowed several people to edit a document at the same time so that each learner could contribute. The students were divided into five teams, each having to list as many terms as possible relating to a particular part of the skeletal system: head skeleton, torso skeleton, limb skeleton, spine, and ribs. In the second part of the activity we checked the accuracy of the terms together. The activity was useful both for the students and for the teacher, who was able to assess whether the students had understood the terms correctly, both semantically and graphically.

Another activity was mediated by the **Wordables** application, which was carried out after completing three units from the textbook used in the language course. Students were divided into teams of two and tasked with making a word cloud (at least 10 terms, different parts of speech) using terms encountered in the three units covered. After their completion, the resulting word clouds were divided among the teams who were given a new task, which was to perform an oral dialogue using the terms specified in the cloud.

This type of assessment allowed the students to review the concepts they had learnt and to practise them in both written and oral communication. Through this activity, the teacher was able to monitor and evaluate both the student's ability to work in a team and the correctness of the use and diversity of the vocabulary learnt.

Methods of review and assessment that value teamwork
Teamwork involves collaborative activities where learners have the opportunity to communicate with their peers while demonstrating and developing their understanding of concepts. These methods are particularly useful in specialised language courses, as they facilitate the creation of specialised contexts in which learners can practise what they have learned.

The poster method can be applied to any of the specialised languages studied. Starting from a given theme (of a social nature), students, divided into teams of 2-4 members (depending on the number of learners), are given the task of creating a poster containing a slogan, motto, key words, and relevant images. This method can be used at any stage of learning and trains creativity, critical thinking, and team spirit. For the teacher, this method is relevant as it can assess the students' ability to use the lexicon correctly and coherently in relation to the given context. At the same time, it helps him/her assess their ability to synthesise. The resulting posters were then used to decorate the classroom and can also be used as teaching material for future classes.

Student-led summaries are another way for the teacher to carry out formative assessments. At the end of each unit, a team of 2-4 students (depending on the number of learners) presents to the class the main elements to be retained (they describe and explain terms and relationships, point out learning methods and useful resources to help them retain more easily). This method can also be used for any of the specialised language types taught, as it helps to assess learners' ability to understand concepts, synthesise information and pass it on.

A widely used, but equally effective and much-appreciated method by learners is **role-play**. Although it is also used in practical courses as a method of review or assessment, it is perhaps best suited to specialised language courses, practising the vocabulary learnt in specialised contexts (e.g. patient-doctor, lawyer-client, psychologist-patient, teacher-student, engineer-architect, etc.). The learner is involved not only actionally but also emotionally in this fictional dialogue, and the teacher can assess how well the learner is able to select and use semantically and grammatically correct vocabulary learned in a given situation. The role-play breaks the monotony for both students and teachers, making the teaching process more dynamic.

Review and assessment methods based on exposure to real or fictional thematic contexts

Visits to museums or related institutions are an excellent way of review or evaluation. Although it requires some prior organisation (setting the date and time, scheduling the visit, buying tickets, etc.), such an activity succeeds in bringing the student face to face with the information previously studied outside the classroom. Students taking Romanian language courses in larger cities are more advantaged as they benefit from a more diverse and easily accessible museum network. We have visited, the main relevant sights in Bucharest:

- The Palace of Parliament, a visit that lent itself to both the social and humanistic fields (for the political and historical context, for the architectural details) and the technical field (for aspects concerning the building itself);
- The National Village Museum "Dimitrie Gusti", a visit that was suitable both for the social and humanistic fields (for the highlighting of the way of life of the ancestors, the cultural aspects, the architectural details) and for the technical aspects (for the elements of the construction itself – process, materials, etc.);
- "Grigore Antipa" National Museum of Natural History, a visit which was suitable both for the social and humanistic fields (way of life, customs) and the biomedical field (evolution of plants and animals);
- Dimitrie Leonida National Technical Museum, for the technical field. These visits, beyond the exposure to the specialised language through the guides' presentations, are useful for linking in real time and directly the concept with its visual representation. At the same time, these visits can become open lessons, where the teacher can ask the participants to describe or identify the objects presented or to ask questions at the end of the visit about the information previously provided.

Another way of review and evaluation is to visit **thematic exhibitions**, if possible. As part of the specialised languages course (biological and biomedical sciences route), students had access to an exhibition held at the Artera gallery in 2019. The exhibition *Wearing the Inside Out* symbolically explored the corporeality of relationships, the links between the human body and affective transference, starting from the graphic quality of thread integrated into textile designs or sculptures. The exhibition had free entrance and the visit turned into an open lesson where students were asked to choose an exhibit and describe it. After describing the work, students were asked to try to decipher and express the symbolic message

conveyed by the work. The activity aimed at reviewing the specialized language learned by the students during the course and familiarizing them with exhibition spaces and works of Romanian artists.

Organising **debates** based on a given theme or watching films relevant to their field of work are equally suitable ways of review and assessment, as they require the learner to use the information acquired to argue their position coherently on the given issue. For the teacher, this type of activity is relevant because it can assess the learner's ability to understand the message, rephrase it and argue their point.

Conclusions

Romanian language for specific purposes as a subject of study is very important for students enrolled in the preparatory year of Romanian language, as it helps them to integrate more easily into the university study programmes, they wish to pursue in Romania. Therefore, the efforts for this course must be equally supported by the teacher and the student, both in terms of teaching (including review and assessment) and learning methods. The teacher must be open to new methods and strategies in teaching and the learner must be receptive to them.

We have presented above a number of innovative review and assessment methods that we have experimented with during the five years of teaching this specialised language course in APLR. We have thus positioned ourselves in relation to formative assessment, the advantages of which are manifold: the possibility of individual or group assessment, dynamism, diversity, time-saving, elimination of the stress factor caused by time constraints, and the grading, as in the case of summative assessment.

We wish, as Thomas R. Gueskey (2007) proposes, to use assessment as a source of information for both students and teachers, carried out throughout the course, and not as a rigid verdict on the level of the student/group determined only by an exhaustive review before a single, final assessment.

Of course, these methods are not without their challenges, such as the limited time to prepare this variety of teaching materials needed for review and assessment, and the financial resource and infrastructure to support these activities. However, all of these can be overcome as long as there is commitment.

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