



Overcoming proposes for the difficulties observed in lexicon and written comprehension test.

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INTRODUCTION

The term evaluation derives from the word value, from the Latin *vālêre* ^[1] and refers to having value to be valid. Accordingly, an evaluation process is designed to determine *the value* of a particular individual.

The evaluation practices of the educational systems consist, principally, of the contents of areas and disciplines. Learning is, undoubtedly, to dominate contents and also to use this knowledge in the field of the academic skills. However, learning / evaluation is not limited to the cognitive dimension. It integrates, inextricably, the knowledge, skills, attitudes and behaviors, and still they are an object of a curricular evaluation of the non-disciplinary curricular areas. Therefore, it is possible to say that the term "evaluation process" is defined as a set of tools capable of quantifying the evaluation.

The curricular theory developed in the last years, in the light of the constructivist approaches, had made clear the importance of the evaluation as an intrinsic component of the study program process. It is not possible to separate the process of education of the process of evaluation. The disconnection between the study programs of evaluation has been a problem that contributes to the incoherence between the theory and the evaluation practice used in some institutions.

There is an advocate of the use of a variety of methods and appropriate instruments of evaluation of the diversity and the nature of learning to be promoted and that allows to estimate the global evolution of the students.

There exists an urgent need to use at the beginning of any learning, to determine the presence or absence of skills and / or prerequisites, the identification of the causes of the repeated learning difficulties, the knowledge of the pupils, using the pre-tested instruments, normalization of the standardized of performance questions, observation files, and others, as for example.

The fact that there are serious problems in the student evaluation in schools, in general, it is not a surprise. They carries this relatively complex problem, therefore, they deserve the qualification of the teachers so that they could change, gradually, the existing evaluation and the low result, predominant in the majority of the teachers, for another type of evaluation.

1 • The evaluation.

In the daily practice of the evaluation it is present the need of planning, review and extension. The evaluation is to stimulate the crucial awareness of the evolutionary processes that appeared in the educational system agents (managers, coordinators, teachers, students ...) of the goals and strategies for the work.

To evaluate is the act of measuring the quality of the results obtained in relation to the proposed objectives, taking into account the context of the conditions in which the work had been developed, to understand and to observe closely the conditions in which are the students and their interact learning.

The evaluation is the knowledge construction process, which is the result of the pedagogic work in the classroom and the evaluation instruments.

"The evaluation within the learning activity is a necessity, both for the teacher and for the pupil. The evaluation allows teachers to acquire the knowledge elements that make them able of placing, in the most correct and effective possible way, the stimulus action that guides the students. Then, it allows the students to verify in what aspects they must improve during the learning process. The evaluation, in essence, serves as information for improving not only the final product, but of the process of formation. If the evaluation fails, it will not be possible to have an orientation of the relation between the objectives and the obtained results. Therefore, there is the frustration, the feeling of insecurity, the lack of the needed management. " [2]

The development of valuation tools demands of the teacher a commitment with the pedagogic project and professional competence. Therefore, it is necessary that they clearly know how they will performed the work in class; the aims that each activity have, and to be aware of the content structure which will be evaluated, this all clearly made in an accurate way, at the level of understanding of the students.

The evaluation should reveal the evolution of the individuals in a wide context, which goes beyond the strict quantitative measurements of the acquisition of knowledge. It must be convergent with the governing principles, in the rumor of education, with the aim of developing the students' autonomy, to contribute to their full social, moral and intellectual integration.

The teacher needs clear aims and to know what the students already know and to prepare what they must learn - everything depending on their needs (initial evaluation). Then, immediately, the other stage consists of selecting the contents and activities adapted to that very class (regulatory evaluation). Frequently, they must make a pause to analyze what has been done to measure the students performance (final evaluation). In the end, the whole process has to be restated, in order to change the weak points and to improve the education and the learning (integrated evaluation). [3]

2 • Types of evaluations.

In any process of teaching and learning, the evaluation is a fundamental component, since through it, it is determined the achievement or not of the educational pre-planned objectives.

There are many definitions for evaluation as well as the various dimensions of the concept. As regards of the function, the evaluation can be divided into: diagnostic, formative and summative.

The diagnostic Evaluation is the one that is performed before initiating a stage of learning, (a course, a unit, a topic), with the aim to check the level of preparation that the students have to realize the expected tasks they are capable to performe. ^[4]

The questionnaire for the diagnostic evaluation takes place in the beginning of the training activity, it has no intention of qualification and its objective is to determine the formation of the students in relation with the subject, taking into account the expectations, interests and level of knowledge.

Both the formative and constant Evaluation is performed during the development of the classes and has the aim of obtaining a constant and permanent "feedback", which would allow an accurate diagnosis of the students evolutionary process, the identification of the learning difficulties that appeared, and the implementation of suitable corrective measures.

"The formative evaluation is the one that takes place during the development of the teaching – learning process, so it constitutes a frequent or systematic evaluation, which purpose is to locate the deficiencies to correct them. The formative evaluation neither tries "to "qualify" the student, nor pay its attention on the results but it focuses towards the processes, and tries to reveal the weaknesses, the mistakes and the deficiencies, so that the students could correct, clarify and solve the problems that obstruct their advance. " ^[5]

For Carlos Manuel Cañedo Iglesias and Matritza Cáceres Mesa (2008) the summative assessment is:

"This type of evaluation focuses to the general or fundamental objectives of a course, that is to say, those that imply the major degree of complexity or of integration. It does not refer only to the knowledge that a student must have achieve, but also to what they are able to do with this knowledge, or to the skills that they must have or to the tasks that they must be able to do".

In general it is made at the end of the period and allows evaluating the learning results, according to the profile of the expected output. This evaluation is carried out, preferably, in a written form, without prejudice of the utilization, accumulatively or alternative, of other instruments, such as reports, studies, tests, observations and critical evaluations and the average of the results obtained in both instruments of evaluation.

3 • Proposals for overcoming the difficulties observed in reading and lexical test comprehension

There are several resources available to add to the evaluation process. Ideally, this process should be composed of more than one tool.

Some proposals are suggested for the post-evaluation process as a way of overcoming the difficulties founded in reading and vocabulary tests comprehension.

3.1 After the evaluation

After the application of the monthly test, the teacher distributes the test again, and asks that each student answers, for every proposed problem, if:

- they had answered and they are convinced they have learned;
- they had answered and they are not convinced they had learned;
- they had answered, but they believe that at some point they were wrong by becoming confused with the answer;
- they had answered, but they believe that they were wrong because they did not learn;
- they did not do it without knowing the reason.

After tabulating the answers, the general difficulties of the class are detected, besides the confidence level of each one in relation with the contents. If the majority presented weaknesses, the teacher teaches everything different. If some have not learned at all, the teacher prepares exercises to be done at home or in the classroom.

In this activity, if desired, it is possible to do the tasks of tabulation interdisciplinary with mathematics. That is to say that the students learn to use graphics of various types so they tabulate the answers of the class to which they belong. The use of the tools must be adapted for the context in which the teacher is. For example, classes with many students prevent the evaluation for observation or vigilance, while the practical subjects make these instruments possible for evaluation.

Therefore, there are few teachers that take into account the fact that the evaluation of a new moment of learning is important as they do not valued the production and the knowledge of the students. It is also possible to wonder how much knowledge could be evaluated, besides the tests.

The practice of the education has, lately, suffered a series of transformations, deriving of a new way of understanding the learner. Being now as a whole, an indivisible unit, the teachers began to worry not only about the intellectual progress of the student, but also about other aspects of their growth, knowledge, physics, emotional and social.

The school that seeks to give information and teach skills of reading, writing and doing math had to give place to that one that aimed at promoting the integral development of their students.

Such change in the philosophy of the education emphasizes the educational possibilities of a well organized and directed program of activities of evaluation. Like this, the activities with games managed to became part of the school, turning out to be an integral component of their planning.

3.2 Games to solve written and vocabulary difficulties after the evaluation

When recreational activities are applied in the classroom, after the process of evaluation, as a measure to find the causes of the difficulties of writing and vocabulary in the tests, it is necessary to be aware that there is no possibility of providing recipes, since the proposed activity is determined by multiple social factors, which change according to the group.

It is when the teacher has to do the needed modifications in what he tries to teach. So the concordance of the theory / practice will be entirely a responsibility of the teacher. At the moment of proposing a game he will have to study the possibilities of its use in the classroom and he must also adopt a criterion to analyze the educational value of the activities he wants to use.

The playing activity resource is considered essential for the behavioral maturation of the individual. It allows to exercise some driving forces that later will integrate into complete and finished sequences.

The study of the game had spread to several sciences and it is nowadays a widely examined topic not only for the psychology, but also for the physiology, the ethnography, the folklore and especially for the education. Nowadays the game is addressed in a completely different form and under absolutely new views, in the origin, in the form and in its detailed aspects. Formerly despised as a way of "spent time", at present the game has acquired a significant importance not only from the psychological but also from the pedagogic point of view.

3.2.1 The grammatical game

To play and to learn walk in the same way, it is possible across the ludic hour or play time, to observe pleasures, frustrations, desires, in short, it is possible to work with the error and articulate the production of the knowledge.

This type of game helps to fix some of the contents already learned and not assimilated in the written test and also certain grammatical rules, verbal times, sentences and semantics.

In order that the students go from the grammatical competition practice to the communicative competition they must be taught with more than simple repetitive grammatical topics or isolated words of the language.

→Game 1

The teacher asks his students to bring old and recent pictures to de classroom. All photos will stick in a poster. On one side the oldest and on the other side the most recent Trough these pictures the teacher will be able to show the use of the past tenses: the compound and the simple one.

With the old pictures and using the structures of the past, the students will write sentences telling what had happened in which the teacher explains the general doubts, without pointing out the oral and written mistakes of each student, in particular. The written skill is developed and it has the objective of describe and arrange the verbal tenses. This activity is set for the initial level.

→Game 2

This game has a greater semantic load and also idiomatic expressions, adjectives, verbs and nouns as professions, tastes and so forth. The suggested activity is of writing expression of the hearing comprehension. The students will have the opportunity to express the famous people's name practicing the already known vocabulary.

The teacher sticks on the forehead of each student the name of a famous people, without letting the pupil to see who this person is. Then, the other students must give clues to the one that is not looking. In this part of the game they use verbs and adjectives, then they start using the professions and tastes of each character.

This same activity can be changed on parts of the house, meals, places and so on.

→Game 3

This game will develop writing and hearing skills. The subject of the game can be chosen.

The lyrics of a song are written in two posters. Some words that are subject of study, such as reflexives, pronouns, comparatives, articles or other, are deleted.

Each student receives a balloon with one of the words deleted of the song lyric. The balloon is filled and the teacher plays the music. As soon as they listen to the missing word that they have, they sit down on the balloon, exploits it and, after reading the word completes in the lyrics.

3.3 The most frequent writing mistakes

The most frequent mistakes observed in written evaluations are of the use of verbs, either in the tenses and use. Some students do not know the correct forms of verbs and the existing relation between sentences.

For example, referring to the Portuguese and Spanish languages, the CUANDO conjunction with the idea of hypothetical future, it is not used to the subjunctive future, but, as in Portuguese, it will be used in the present subjunctive. "Cuando vengas a mi casa, te muestro todo" (When you come to my house, I show you everything).

Other mistakes are associated with misspelling words or in "portuñol" (not existing in Spanish). For example: " coca-cuela".

There is also the misuse of the rules of accentuation. There exist accents that can change the meaning of the word.

For example: **él** es bueno, **el** coche es mío. (He is good, the car is mine). One thing is to write, another is to put the accent. There are oral forms with spelling stress and others that do not. There are words in Portuguese that have accent that do not have in Spanish. (série - Port. / Serie - Spa.)

- Use of "*Hispanicize*." Portuguese structures. There are expressions in ordinary Portuguese that must be used with care, considering that they do not mean anything in Spanish.
- Using the **LO** rather than **EI** – **Lo** coche and no **EI** coche.

In these cases it is possible to use a tool to evaluate the difficulties of learning and of written vocabulary, which consists of a dictation of a text with a number of words (more than 100), with half of them with some type of linguistic difficulty and others without such difficulties. Through this instrument, diphthongs, digraphs, compound syllables, complex syllables, the correct use of sentences and the proper use of capital letters are evaluated.

CONCLUSION

The evaluation is considered as an important factor in the learning process. Nevertheless, the commonly used model for the learning evaluation is not more than a classificatory form of enunciating what each student should, really, have assimilated of the contents exposed by the teacher in a certain academic period with the intention of concluding a unit of the teaching program.

It is known that there is still much to think about the evaluation of the learning problems, as well as their relation and functioning as regards the democratization of the education.

Therefore, it is necessary to change the ingrained mechanisms and procedures and to contribute to a new approach and a new culture in the education and the offer of a professional training for the officials and agents of the educational system, so that the investment could be proportional and comprobable, with practical consequences in the achievement and quality of the educational system.

However, any form of evaluation, that is to say tests, team work, research, games, student participation in the routine activities of the class, when evaluated it must always be a new stage of discovery and the possibility of new learning, therefore a dynamic stage, not static action.

All educators should be fully aware that the grammar area alone is not enough to enable the student to communicate. In order that we achieve the aim of communication it is necessary that the students learn to use words and structures to express ideas, concerns and desires, so that, in the evaluation process, all the previously acquired knowledge could be put in practice.

To consider the written test without valuing the knowledge of the pupil is to have as aim that he answers correctly the formulation, but the fact that he answers erroneously is not enough to affirm that the student cannot resolve it.

The gaming activity at school, in search of new knowledge demands from the learner an active, inquisitive, reflective, unveiling, socialized action, creating relationships that are the psychogenetic essence in ludic education (psychological and genetic evolution through the game) in total opposition to the passivity, submission, alienation, impulsiveness conditioning of dominating pedagogy.

The games are part of the act of educating with intentional and conscious commitment and society change. Educating in this way is not just the act of teaching packed lessons to the pupil to consume passively. Educating is not an unconscious act. It is a planned act.

There are no absolute rules, neither dogma. And all the techniques, resources, and modern educational technology serve if they are incorporated in personal attitudes.

As a conclusion the educator is created while educating. If he questions himself in a hopefully and healthy way, he had the capacity of creating himself in behalf of the student.

To propose overcome activities, meaning reviews, questionnaires of results, games or others, is to look forward to transform the evaluation as a way of investigation, to use it as an instrument in favor of the learning, in order that the teacher could reorientate his practice and take care of the conceptual needs of his students, oversee the failures in order that he could lead the process of education in a constructive way.

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Notes

- [1] Disponible en: <http://www.gestiopolis.com/Canales4/qer/avaliacao.htm>. Acceso en 20 de abril de 2010.
- [2] A avaliação no seio da atividade de aprendizagem é uma necessidade, tanto para o professor como para o aluno. A avaliação permite ao professor adquirir os elementos de conhecimentos que o tornem capaz de situar, do modo mais correto e eficaz possível, a ação de estímulo, de guia ao aluno. A este último, então permite verificar em que aspectos ele deve melhorar durante seu processo de aprendizagem. A avaliação, em síntese, serve de informação para a melhoria não só do produto final, mas do processo de sua formação. Se a avaliação falhar, não será possível dispor de orientação sobre a relação entre o plano e os resultados obtidos. Daí resulta a frustração, a sensação de insegurança, a falta de direção precisa. TEIXEIRA. Gilberto: Disponible en: <http://www.serprofessoruniversitario.pro.br/ler.php?modulo=4&texto=92>. Acceso en 20 de abril de 2010.
- [3] Avaliar para crescer - No ambiente escolar, a avaliação só faz sentido quando serve para auxiliar o estudante a superar as dificuldades. GENTILI Paola. Disponible en: <http://revistaescola.abril.com.br/planejamento-e-avaliacao/avaliacao/avaliar-crescer-424587.shtml>. Acceso en 10 de marzo de 2010.
Traduzindo para a sala, o professor precisa de objetivos claros, saber o que as crianças já conhecem e preparar o que eles devem aprender tudo em função de suas necessidades (avaliação inicial). O segundo passo é selecionar conteúdos e atividades adequadas àquela turma (avaliação reguladora). Periodicamente, ele deve parar e analisar o que já foi feito, para medir o desempenho dos estudantes (avaliação final). Ao final, todo o processo tem de ser repensado, de forma a mudar os pontos deficientes e aperfeiçoar o ensino e a aprendizagem (avaliação integradora).
- [4] Disponible en: <http://www.eumed.net/libros/2008b/395/LAS%20FORMAS%20DE%20EVALUACION.htm>. Acceso en 12 de abril de 2010.
- [5] Disponible en: <http://www.eumed.net/libros/2008b/395/LAS%20FORMAS%20DE%20EVALUACION.htm> Acceso en 12 de abril de 2010.