Evaluation as a Training Tool and Motivation

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Abstract: The article substantiates the importance of assessment in a foreign language lesson, examines the features of the main types of control (diagnostic, training, final), as well as some of their varieties. The stages of evaluation are presented, including proper control, feedback and error correction measures. The article reveals the factors that prevent an objective assessment. The characteristic of effective feedback is given, its functions are listed. The error is considered as an inevitable component of the educational process, its positive significance for learning is analyzed.

Keywords: diagnostic, formative, summative evaluation, feedback, remediation, error.

Evaluation in the school context constitutes one of the important dimensions of learning, one of the determining factors of institutional learning. What is evaluating? Here are some answers given by colleagues teacher. Evaluating is "motivating", "training", "evolving", "empowering", "seeing progress", "a must-see", "validating evolution", "the opportunity of an exchange". To evaluate is to give an account of the level of the individuals (of the functioning a reading model, the effects of innovative practices ...). It is necessary for this have valid tools. Evaluation is far from being a simple notion to which simple rules could apply. To evaluate is to make a judgment of value and locate an evaluable object on a determined value scale. Thus in saying that we want to evaluate the understanding of the written word, we evoke an object whose nature and dimensions vary according to the theoretical context or the definitions invoked [3].

The object that will be evaluated must first be defined as well as its components. This evaluation will be carried out through tools that have been developed to take into account the previously defined elements. At the end of their collection, the data will be exploited and interpreted: "evaluation is nothing without analysis " specifies Vergnaud [5].

Evaluating profitably requires taking an interest in the data collected in comparing them to the "standard" that will have been set at the time of the construction of the test. The discrepancy between the student's performance and this "standard" will be interpreted. This will make it possible to understand the student's approach and, in return, to control his learning in an optimal way, by exploiting the "fruitful mistakes", by inferring their origin in order to regulate his learning.

J-P. Cuq specifies that "there are a whole range of types of evaluation, but it is by their functions and their temporal situations that we can distinguish them and classify them around three large prototypes". These three "great prototypes" correspond to three key moments of the teachinglearning process (beginning of learning, middle and end of learning) and to three fundamental functions (anticipation, regulation, and inventory). These three moments and these three functions correspond to three types of evaluation (diagnostic, formative and summative) which we discuss in detail in the second chapter of our work [2]

Diagnostic evaluation

This form of assessment can be used to determine the starting point for a given teaching, and on the other hand to determine and explain the causes of impaired learning. This evaluation makes it possible to determine the presence or the absence of skills considered necessary (prerequisites) to approach learning of a new teaching unit.

Évaluation formative

" Evaluation intervening, in principle, at the end of each learning task and having the object of informing student and teacher of the degree of mastery achieved and, possibly, to discover where and in what a student is experiencing difficulties learning, with a view to proposing or making him discover strategies that allow him to progress. " (G. de Landsheere) It is also an evaluation which allows the learner to evaluate for himself what he knows, what he does not know and, in this sense, it is a path to self-evaluation.

Summative evaluation

Its recipient is primarily the school institution and society. The objective main is a certification objective. It makes it possible to provide a balance sheet that situates the learner in relation to an established standard or criteria; to take graduation decisions, moving to a higher class by example; to locate the learners in relation to each other, within a or from several groups. It is most often translated into a note.

Let us mention other types of assessment that exist and to which the teacher can appeal during the teaching-learning process.

Évaluation normative

It makes it possible to locate an individual in relation to a norm, constituted by the performance of a reference group. It therefore translates the results of a learning in terms of comparison with the results of other students in the class and thus makes it possible to locate each student in relation to the average of his group; it is this average that represents the norm of the group in question.

Criterion-based evaluation

In this case, a student's performance is evaluated in relation to the goal set. It indicates whether a student is competent. It locates the performance of a student compared to the target performance. In this evaluation perspective, the results are not presented in quantitative form, but the interest is mainly on the highlighting of acquired skills or abilities.

Formative evaluation

Evaluation which, based on the idea that only the student can really regulate his learning activity, and the consideration of the importance of representation goals to be achieved, aims: the appropriation by the students of the criteria evaluation of teachers; self-management of errors; control of processes anticipation and planning of the action.

The parasites of a faithful and objective evaluation are numerous. Series of variables can influence on a safe and objective assessment.

Favouritism: some learners send images back to teachers gratifying of themselves, which places them in the rank of "favorites" or "darlings " and allows them an assessment that complies with this status and are therefore overvalue. Other learners are often disadvantaged.

Fatigue: the correction conditions and the state of the evaluator influence heavily on a fair and equitable assessment. We are undoubtedly correcting more fairly in the morning sitting well at a work table than in the evening late after great efforts made during the day.

The contrast effect: an average copy suffers from being corrected right after an excellent production. If it had been corrected right after a very poor copy, it's a safe bet that she would have gotten a better grade.

The effect of the order: we are generally more severe at the end of a series of copies than at the beginning. The opposite can also happen.

The contamination effect: a good school record does not buy back a copy weak; however, it influences a good copy.

The stereotyping effect: the grades awarded during the first quarter are sometimes a reference for the teacher who, subsequently, finds it difficult to note differently.

Halo effect: Verbally, a friendly student with good verbalization and a positive personality is rated better in many situations than an introvert and a shy person. Similarly, a neatly written work, even if its content leaves much to be desired, makes a better impression than a good work poorly presented. The "shock" effect: it comes in two variants. The negative: the same a mistake often committed in copying greatly reduces the value of the production of the learner. The positive: a clever idea in a mediocre copy can ensure the average for the learner.

The "overflow" variable or the "water drop" effect: in a copy lacking interest, the tolerant and understanding teacher, is annoyed by the repetition unjustified spelling errors, bad punctuation and a writing almost indecipherable. Overwhelmed, his decision is harsh.

The evaluation is due to the fact that any learning action is not complete only if there is a feedback. It is a step with several objectives. It concerns first of all, the learner's journey, aims at the progression of learning. Insured person the transition to another stage of learning and allows the implementation of the correction, strengthening, enrichment activities, complementary activities. It also aims to rule on the achievements during the establishment of balance sheets of passage to higher levels.

To be effective, feedback should [1] :

➢ provide students with information that confirms them or not in the completion of the task;

➢ express a comparison between the current realization, the orientation of the task and the expected results;

➢ be as immediate as possible, understandable and directly usable for the student;

➢ be expressed in descriptive and positive language;

➢ be commented on so that students have the opportunity to discuss and to consult the teacher;

➢ offer a diagnosis and recommendations specific to what is observed;

➢ allow students to perceive tangible effects of their efforts.

It must be rewarding and encouraging, opening the door to acquisition progressive of a certain self-confidence; enlightening by an awareness obstacles and successes (by the teachers but also by the students); trainer by making it possible to overcome certain obstacles and progress in the construction of his own person; understood by everyone: everyone (without forgetting students and parents) having to be able to interpret what she tells us.

Here we find the concept of error correction and its importance in learning. In the new didactic vision, the error is considered as a sign of need. Demonstrating the value of the error is very simple [4]:

"We can only learn when we don't know.

When a student is not mistaken, it is because he knows.

If he knows, he doesn't really learn, so he's wasting his time!

And it's good when he makes a mistake that he will be able to change so, learn!

The error must therefore have a positive status in a learning.»

A few more quotes about the pedagogical attitude to error.

"If he is wrong, let him do it, do not correct his mistakes, wait in silence that he is in a state to see them and correct them himself. » (Rousseau, The Emile, 1762)

"Experience is the name that everyone gives to their mistakes. " (Oscar Wilde, 1892)

"To think is to go from mistake to mistake. " (Alain, 1976)

"When we have understood in this country that we learn by being wrong, we will rebuild the school differently. " (The World Education, 2010)

"Mistakes are great opportunities to become smarter. » (Henry Ford)

Error is also one of the fundamental components of the process learning and requires remedial action. The remediation is the final, and undoubtedly the most important, stage of the evaluation-diagnostic process- remediation. In didactics, remediation is a process that aims to implement place of activities that help learners to master concepts and improve at the continuation of a formative evaluation activity located at the end of an apprenticeship.

To remedy is to build, in the light of the identified shortcomings and of which we has identified the causes and sources, an intervention device that makes it possible to fill these shortcomings.

Evaluation is, thus, a complex process closely linked to intentions training. With the evolution of methodologies and pedagogy, the teacher's place has changed a lot. It is necessary to adapt the content of the course in according to the language needs of the learners. It is up to the teacher to create the link between his experience and the reality of the learner, to propose activities which motivate and allow learners to progress. The didactization of evaluation can help to establish a relationship between the way learners have been trained and the choice of the evaluation tool. The variation of learning activities constitutes an indisputable motivating factor. They stimulate curiosity learners and their desire to learn the language.

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