

Methodological Discrepancies in the Teaching/Assessment
Process of EFL at the High School Level in the Dominican
Public System

By
Dr. Pedro Tavárez DaCosta

Professor for the School of Foreign Languages at
Universidad Autónoma de Santo Domingo

Santo Domingo, D.R.
2016

Abstract

Discrepancies between the processes of Teaching and Assessment of English of the Middle Level. Dr. Pedro Tavárez DaCosta: 2016. Freelance Researcher, for the Regional Office of Education 11-02 in Puerto Plata, Dominican Republic Teacher's Evaluation / Evaluation Criteria / Summative and Formative Evaluation / Program for Evaluation Improvement in Language Teaching.

This research work consisted in the implementation of a plan in which, by way of treatment, it was possible to improve the levels of assessment competences of the foreign language, of the non-qualified teachers of English of the middle level, Districts 11-01 and 11-02 of the Regional of Education of Puerto Plata, Dominican Republic The purpose of this process was to solve the discrepancies detected between the teaching processes and evaluation of the same.

In order to carry out this project, the group of these new teachers was submitted to a pre-test or diagnostic test, in order to determine their previous capacities. They were then given an induction course to assess English according to the parameters of the so-called communicative language approach, which lasted 10 weeks and was developed in 120 hours.

At the end of the process they were given a second test or post-test, which resulted in an increase of 81.25%, as an expression of the improvements obtained in the evaluation competencies of the participants. It is hoped that these achievements will contribute to the formulation of similar programs in other educational and regional districts of the country, given the national nature of the tested problem.

Index of Contents

	Page
Chapter 1: Introduction.....	1
Introduction.....	1
Backgrounds and Importance.....	2
Statement of the Problem.....	3
Nature of the Problem.....	4
Purpose of the Study.....	7
Terminal Objectives.....	8
Purpose of the Research.....	9
Process Objectives.....	13
Research Questions.....	10
Terminology Definitions.....	11
Chapter 2: Literature Review.....	13
A Brief Evolutive Synopsis on the Concept of Evaluation	13
Elements of Bibliographical Review.....	14
Relationship with New Liguistic Approaches.....	15
Psychological Effects of Evaluation on Students.....	23
Relation of the Theme with theories on Educational Leadership.....	31
The Importance of a Meaningful Learning.....	36
Chapter 3: Methodology.....	38
Research Design.....	38
Participants.....	34
Procedures.....	35
Teaching and Summative Committees.....	36
Instruments.....	37
Expected Results.....	38
Specific Limitations.....	44
Chronogram of Activities.....	45
Chapter 4: Results.....	47
Introduction.....	47
Results Corresponding to each Research Questions ...	45
Post-Test Results.....	49
Chapter 5: Discussion.....	55
Introduction.....	55
Interpretation of the Results in Relation to the Research Questions.....	55

Relation of the findings with the Literature.....	58
Implications of the de los Findings.....	66
Limitation of the Study.....	64
Recommendations for Future Research and for Practical reasons	71

References.....	
-----------------	--

Apéndix

<u>A</u> Training Course Program.....	
<u>B</u> Cálculus and Analysis of Pearson Correlation Coeficient.....	
<u>C</u> Formularios de Evaluación Para Profesores de Inglés en Servicio.....	
<u>D</u> Chronogram of Activities.....	
<u>E</u> Media, Varianza y Desviación Estándar.....	
<u>F</u> Población por Distritos, Escuelas y Género.....	

Tables

1	Pre-Test Grades.....
2	Use of the Evaluation/OralSkill.....
3	Skills to better.....
4	Results of the Post-Test.....

Chapter 1: Introduction

Introduction

Within the curricular proposal for the teaching of foreign languages in the middle level of education, both public and private, contemplated within the great guidelines of the so-called *Extended School Day Centers*, as a result of the implementation of the 4% from the Gross Domestic Product started by the central government in the year 2014.

The insertion was arranged Of the English and French languages, starting with the fifth grade of the basic level, this resulted in the authorities taking a series of palliative or emergency remedies, such as the accelerated training of in-service teachers of another fields rather than English or French, to deal with this situation.

Hence the assumption was made that this specific event had an impact on the levels of competence in the conduct of teaching tasks, but above all in the design and application of the instruments for the evaluation of foreign languages; Which unfortunately generated large discrepancies between the processes of language teaching and the evaluation processes of the languages, ie a whole lag. As shown by the results of the assessment and monitoring processes carried out by those

responsible for those areas and specifically the English language And which are detailed below.

That was the reason that motivated me to conduct the present research. This was done not purely speculative, but in search of real solutions to an educational problem.

Backgrounds and Importance

The province Puerto Plata is the largest tourist enclave of the North Region of the country; As well as the natural port of the same. The city of San Felipe de Puerto Plata is its main municipality.

“The province has, according to the census carried out in 2002, the amount of 288,612 inhabitants in the whole region. The place where the current city is located was discovered on the second voyage of Admiral Christopher Columbus. The city was designed by the brothers Cristóbal and Bartolomé Colon in 1496 and founded in the year 1502 by Fray Nicolás de Ovando”. (Camarena 2000, page 22)

It also includes seven municipalities and four municipal districts. In the educational field, Puerto Plata is the headquarters of Regional Education 011, located on the third floor of the public office building, located at the intersection of Separation and Antera Mota streets, comprising the following School Districts: a) 11 -01 of Sosúa, b) 11-02 of Puerto Plata, c) 11-03 of Imbert, d) 11-04 of Luperón, e) 11-05 of Altamira, f) 11-06 of El Mamey and

Los Hidalgos, And g) 11-07 of La Isabela.

Higher education has been locally represented by the extensions of the universities Pontificia Universidad Católica Madre y Maestra -PUCM-(now closed), by the Technological University of Santiago (UTESA), Universidad O & M and the modern and majestic Regional University Center in Puerto Plata of Universidad Autonoma de Santo Domingo (UASD), which is the State College.

Statement of the Problem

The inadequate management of the evaluation process in general and poor planning and application of their instruments by teachers of English as a foreign language (EFL) at the intermediate level, as observed in supervision visits and accompaniment to the teacher Carried out by the deputy supervisors of the Regional of Puerto Plata, denoted the following: That this negatively affects the quality of the teaching and learning process of that language, according to an internal document (unpublished) of the Department of English of this Regional.

In this respect, Rath and Lyman (2003) warn that the danger of teacher incompetence in its different forms is many. Some lack knowledge of the subject, while others fail to build

either a healthy relationship with their students or engage in high quality active teaching.

Nature of the Problem

There are four essential components to implementing classroom assessment, these can be summarized in purpose, measures, evaluation and use of the language. When visits were made by the assistant supervisors, during the accompaniment, supervision, supervision and follow-up processes of these teachers, in previous academic years, and as a result of the deficiencies observed in these new teachers, as pointed out and discussed, as a critical point Or defficiency in their work performance, was demonstrated in Districts 11-01 and 11-02, that of 23 teachers, only four are qualified, This resulted in a percentage of 18% of teachers in the English area of the middle level who were estimated to have observed an adequate management of the evaluation process and the correct application of their instruments. The remaining group of unqualified teachers is 19, which represents 82% of the total number of teachers in those two, of the seven districts in this Region of Puerto Plata. The task was to increase it to 60% for the next academic year or years.

One of the main causes of the problem here is that the recruitment needs of teachers for foreign languages (English and French), which increased as a result of the implementation of the so-called Ten-Year Education Plan, made

it possible for non-graduates in the area to enter and appoint as new teachers. In other cases, it also made it possible to qualify as teachers of English to teachers from other areas who taught in the fifth grade, in line with the lack of methodological training in the field of foreign language teaching.

It is true that a number of these teachers showed the talent and ability to communicate their knowledge of the language, not all were pedagogically qualified to conduct themselves adequately in the evaluation process of their students and, consequently, to manage the Instruments in a way that corresponds to clearly defined pedagogical and methodological criteria. In this respect, Noguera (2001) states the following:

The initial pedagogical training should be integrated in the formative period and include two dimensions: a theoretical one (through the selection of several courses); And another practice (through the tutelage of the teaching practice of the teacher in training guided from the perspective of an integrated model). (P.4)

As part of the accumulated experience, it is known that both student and teacher evaluation are part of an ongoing process involving formative and summative aspects of the same. The formative evaluation involves a daily follow-up of the teacher's class plan, administration of his class, preparation of tests or

academic tests and interaction with students, parents, colleagues and administrators.

While summative evaluation includes everything that the formative evaluation includes, but it gives an overall view of the teacher's performance, indicating whether or not the teacher has experienced professional growth in a single academic year.

Like student assessment, teacher assessment involves measurable and non-measurable evaluation tools. In fact, for Ruiz (1999), evaluation implies aspects that go beyond simple measurement, when it is defined as "a process of structured and reflexive analysis, which allows us to understand the nature of the object of study and to make value judgments about The same, providing information to help improve and adjust educational action "(p.18).

The measurable means of evaluation are those designed in the form of written reports and are supervised by district or regional supervisors in their accompanying activities to the teacher, and school principals and other school officials assigned to observe performance Teacher both in class and through their results. Larsen (2005) explains that this is why class observations must be preceded and followed by meetings whose objectives are diagnosis and prescription, to bring change. In addition, teachers are often evaluated based not only on these observations but also on student assessment and performance, as well as Self-assessments and written tests, each of these techniques having its limitations.

In that sense, Allwright (1988) warned against the categories of analysis, which have failed to provide a sufficiently illustrative explanation of the date. Breen, cited by Gascoigne and Veleba (2000), stated that many aspects of language teaching situations can be denied simply

because they do not fit into the objective or quantitative techniques applied in research.

Tanner (2001) argues that the natural connection between teaching and assessment is such that students are compelled to acquire new skills and knowledge. In addition, as McMillan (2001) states, post-instructional assessment ensures that student progress is documented and this information is used to improve the quality of teaching and learning. As a conclusion to the foregoing, Jacob and Legren (2006) clearly demonstrated that when the directors evaluate their teachers in their centers the best and the worst come to the fore. In fact, many principals find it difficult to provide an accurate assessment to those in the middle, especially if they are language teachers.

Purpose of the Research

To determine the capacities or deficiencies of teachers and their levels of evaluation skills in the teaching of English as a foreign language at the average level of public education; In Districts 11-01 of the municipality of Sosua and District 11-02 of the Municipality of San Felipe de Puerto Plata of La Regional 011 of Education. In that sense, an intervention project was applied to provide an induction to the theory and practice of evaluation, to that group of

teachers in service who, as previously stated, observed a low level of evaluative competence and a great discrepancy between the teaching methodology and the evaluation methodology.

These teachers were introduced into the basic principles of evaluation from the point of view of the communicative approach, according to the policies and parameters established in the Ten Year Plan of Education. This was done through the completion of a 10-week course, which was implemented as an intervention (Appendix A), and was duly induced to the evaluation process in the teaching of English as a foreign language.

Terminal Objectives

At the end of the course that was introduced by teachers who were not EFL professionals per se, in districts 11-01 and 11-02, the objective was to develop conceptual (epistemological), procedural (methodological) and attitudinal competences (Commitment of the group), that facilitate within the sustainable development of the school environment the following capacities:

1. Identify, size and qualify the special communicative needs of the student that need a greater focus both in teaching and in their measurement and evaluation.

2. Communicate their professional production using the most updated means and tools at your fingertips facilitating the flow of information from the thematic axes.

3. To develop and develop in their students the linguistic versatility necessary, according to each level, for international communication as a source of understanding, tolerance towards other cultures and world peace.

4. To emphasize the importance of the English language as a vehicle for new information technologies.

Objetives of the Process

These were measured by the achievement of procedural indicators, such as the following:

1. A criterion of validity and reliability was applied in the design and administration of the tests in line with the so-called communicative approach.

2. Demonstrated the ability to evaluate the student in the different skills that enable him to communicate effectively, ie not only the normative aspect of the language, but also in speaking, listening, comprehending reading and writing.

3. They were given the tools and technological resources appropriate for the transformation and innovation in their area of performance.

4. It was tried that they could express ideas with clarity

In any communicative situation of the English language, personal and professional life, and especially in the classroom environment.

5. They were facilitated to interpret messages appropriately as a linguistic model for their students

Research Questions

The questions that guided this action research were:

1. Are there specific demographic characteristics that distinguish teachers who correctly evaluate from those who do not?

2. How can the level of evaluation competences of English teachers at the regional level in Puerto Plata be improved?

3. What methodological implications in the teaching process does the assessment adequately in this specific area?

4. How can one determine the discrepancies between the teaching methodology and the methodology to be assessed in the English area?

5. What effects does it have on teacher leadership in the classroom, the lack of evaluation skills of its students?

6. What elements could be considered for the elaboration of a plan that will reduce the discrepancies between the teaching and assessment processes of the language?

Terminology Definitions

The Manual of Positions and Functions of the Ministry of Education (1994), provides the following glossary:

1. Regional advisor foreign languages. It depends on the Academic Section of Education, it does not have personnel under its command, it coordinates internally with the advisers of Spanish, mathematics, natural sciences, social sciences, initial education and physical education; Is coordinated externally with the embassies of foreign language countries related to the languages taught in the education system.

2. School center. It is also said school. It is the operative-organizational unit of the system.

3. Regional education directorate. It is the highest organizational body in the province, it depends on the Directorate-General for School Supervision and it depends on the academic sections of education, special administrative and operational services, information technology and telematics. Spanish, mathematics, natural sciences, social sciences, foreign languages, adult education, initial education, physical education, national tests, community participation, school maintenance, school nutrition, culture, school cooperatives, social services.

Also social work, secretarial services, records and certifications, human resources, treasury, statistics and educational research and project formulation, educational districts and educational centers.

4. Educational district. It is the highest organizational entity in a district, it depends on the regional education directorate, it depends on all the deputy supervisors in its jurisdiction, the directors of educational centers and the personnel working in the educational district under its responsibility.

Adjunct supervisor of foreign languages. It depends on the district director and is coordinated by the regional advisor in your area.

5. Teacher of English as a foreign language (EFL). It is the one taught to speakers of other language (s) in a country whose native language is not English.

6. Communicative approach. According to Luzon and Soria (1999), this approach subordinates the study of the formal aspects of languages to the use of these for communicative purposes. The emphasis, therefore, lies on the processes involved in the use of language, that is, On the study of meanings, their expression, comprehension and negotiation during interactions (p.66).

Chapter 2: Literature Review

When the present bibliographic review was approached, it was made taking as a parameter, the historical evolution or approximation of the evaluation, in function of the contributions that important authors have made in this respect. This fact is fundamentally important in the case of evaluation, since it is one of the many scientific disciplines that have undergone transformations in their history.

Brief Evolutionary Synopsis of the Evaluation Concept

Cabrera and Salvador, cited by Escudero (2003), cite three great epochs, taking as central reference the figure of Tyler in the second quarter of the twentieth century. At the time of Tyler is denominated of birth, the previous ones of antecedents or antecedents and to the later one of development.

According to Guba et al., Cited by Escudero (2003), different generations stand out. We would now be in the fourth, which according to them relies on the constructivist approach, and the needs of the Stakeholders (claimants and involved in the evaluation), as a basis for determining the information that is needed. The first generation is of measurement, which reaches the first third of this century, the second is from

the description and the third is from the judgment or valuation.

Elements of Bibliographic Review

Among the specific elements of the bibliographic review were the following:

1. Characteristics of the evaluation of the foreign language.
2. Relationship with new linguistic approaches.
3. The most relevant definitions of the term evaluation.
4. The psychological effects that the evaluation produces in the student body.
5. Relationship of the theme with theories of educational organizational leadership.
6. The importance of meaningful learning.

Characteristics of the Evaluation of a Foreign Language

The theme of language evaluation was addressed within the specific context of the so-called communicative approach, whose goals, according to Larsen-Freeman (2000),

"the goal of each language is to make each student communicatively competent and also to be able to use The language in a more expanded social context "(p.131). In addition, it defines, implies and has a series of certain purposes, such as contemplating the four skills to develop a) listening, b) speaking, c) reading comprehension, and d)

writing. Which according to Littlewood, quoted by Larsen-Freeman, "is where the teacher must act as a co-communicator, engaging in communicative activity with students" (p 131).

Under this approach, efforts were described in terms of Rivers's (1988) family dichotomy, skill-getting versus skill-using, and cultural learning in Both as long as the culture includes the following:

Aspects of everyday life within a society, which are present but not necessarily ostensibly expressed, culture comprises those aspects and artifacts of society that represent what we might call achievements, for example literary or artistic endeavors. (Van-Patten & James, 2003, p.212)

This is so that the student acquires the true linguistic proficiency defined by Bachman (1990) in terms of component skills. This suggests that "we should try to measure these component skills and report scores for these skills separately" (p. 329).

Relationship with New linguistic Approaches.

Krashen and Terrel (2000) very well defined the learning-acquisition hypothesis when they say the following:

The learning-acquisition hypothesis claims that adults have two different ways of developing competencies in a second language. The first is, via the acquisition of the language,

that is, when using it for real communication. Acquiring language is the natural way of developing linguistic ability, and it is a sub-conscious process; Children for example, are not necessarily aware that they are acquiring the language, they are only aware that they are communicating. The second way to develop competence in a second language is learning. Learning the language is 'knowing about' the language, or the 'formal knowledge' of the language. (P.26)

Another important theory that Krashen and Terrel (2000) developed, refers to the Input Language hypothesis when they say the following:

The Linguistic Input hypothesis claims that the comprehension of listening (comprehension) and reading (reading) are of first importance in the language program, and that the ability to speak or write with fluency in a second language, will come by itself, over time. Fluency in speaking, thus, not directly taught, rather, emerges after the acquirer has built competencies through the comprehensive input. (Page 32)

The analysis of all these theories on the teaching of foreign languages leads to questioning about the priority objectives to be set in the teaching-learning process of a foreign language. To that end, Rivers (1981) offers seven kinds of objectives, which are as follows:

1. To develop the student's intellectual capacities, through the study of another language.

2. Increase personal culture through the study of the great literature and philosophy of which the new language is the key.

3. To increase the student's understanding of how the language works, and to bring them through the study of another language, to a new awareness of the functioning of their own language.

4. Teach the student to read in another language with comprehension so that he can keep abreast of modern writing, research and information.

5. To give the student the opportunity to express himself within another linguistic, kinesic and cultural

6. Bring the student to a greater understanding of the people through national barriers, by providing a comprehensive internalization around the ways of life and ways of thinking of the people who speak the language he is studying.

7. Provide students with the skills that will enable them to communicate orally, and to some extent, in writing, in a personal or professional context, with speakers of another language and with people of other nationalities who have also learned that language . (P.8)

The most relevant definitions of the term evaluation.

It was also necessary to examine some considerations about the initiation into the properly evaluative activities of teachers from non-teaching areas. In this sense, Escudero (2003) says what "since ancient times have been created and using instructional procedures in which teachers used implicit referents, without an explicit theory of evaluation,

to value and, above all, to differentiate and select students
"(P.3).

Dubois and Coffman, quoted by Escudero (2003), refer to the procedures used in Imperial China more than three thousand years ago to select senior officials. One of the most accurate definitions of the term evaluation is offered by Ruiz (1999), who states the following:

The evaluation consists of nothing else than in the value and systematic reflection on the development and the result of the actions undertaken by its own nature, constitutes an unavoidable moment of the educational activity. In one way or another, it has always been present in the process of developing educational systems. (P.15)

On the other hand, Florez (2000) argues that educational evaluation, although sometimes can use empirical-analytical techniques and procedures and statistics. It is a dimension of teaching that puts it as an object of analysis, it is its cognitive goal dimension, allowing it to ponder its respect for the pedagogical principles that inspired it, and, at the same time, to consider its effectiveness as a self-regulated process that must ensure a certain quality of Learning and training in specific pupils. Having seen two of the more comprehensive meanings or definitions of evaluation, it became necessary to review the new approaches that metacognition provides in this regard Barrero(2001), says:

The primary objective of a meta-cognitive design is for the student to tailor his or her own program. This claim, considered utopian by some, is not so much if the student is offered a powerful motivational module, the necessary guidance, the right materials and the most favorable context. (P.2)

Barrero (2001) also expands his conceptions regarding

this, when he says that:

The meta-cognitive approach of the evaluation significantly increases the ecological validity because it can value and feedback continuously the teaching method applied in function of the educational context, taking into account the axiological scheme of the students and allowing self-registration of the level of the achievements even in objective not initially foreseen. (P.2)

An important aspect of the evaluative problem is undoubtedly the multiplicity that the educational community offers in today's society. In this regard, the following is stated, as stated by Fernández (2002): The increasing segmentation characterizes the evaluation practice; With the pretext of refining the evaluation, new areas have been incorporated, resulting in each new incorporation, self-justifying by erecting its prevailing segment, loyalty dependencies in the whole of the evaluation market. (Page 61)

It was not possible to continue to elucidate the fundamental aspects of the subject of student evaluation, without having addressed the central aspect of this work, as was the evaluation of language. In this regard, Madsen (1983) asserts that language evaluation today reflects the current interest in teaching genuine communication, but also reflects earlier concerns about scientifically-made tests.

The evaluation during the last century was basically intuitive or subjective and dependent on the personal impression of teachers. After the intuitive stage, the

evaluation entered a scientific stage, a time that emphasized objective assessment by language specialists. Now we are in a communicative stage, a time, when we emphasize the evaluation of the use of language, rather than the form of language (Madsen, 1983).

Madsen (1983) also emphasizes that tests today are mainly

focused on evaluating real communication in the second

language. In this communicative age of evaluation, it is felt

that the best exams are those that combine several sub-

skills, as is done when ideas are exchanged orally or in

writing. In particular, according to Madsen, "communicative

tests need to measure more than isolated language skills:

they should indicate how well a person can function in his

second language" (p.7).

The accuracy and precision with which the instruments of

evaluation and measurement are to be designed are addressed

by Ediger (2003), when he expresses that there are immediate

problems when using tests in a strident way to evaluate

teachers and students. The following questions are of vital

importance, according to Ediger:

Are these test items valid? Do they measure what they are supposed to measure? This raises the question: What are the supposed students to know and to be able to do as a result of their attendance at school? (Page 3)

On the other hand, Tzagari (2007) in his considerations on an

approach of importance of the evaluation, since it impacts

directly to the involved actors in the process and the

process in itself, generating in turn, a series of hypotheses exposes that:

In the literature of educational measurement, the term "washback" is variably known as the "test impact" (Baker, 1991), consequential validity "(Messick 1989, 1996)," systematic validity "(Fredericksen & Collins 1998) , "Instruction driven by measurement" (Popham, 1987) or curricular alignment "(Madaus, 1998, Smith, 1991a).

Several labels are linked to the concept of exam influence in the field of language assessment and teaching. (Page 3)

The same author also observes, when he strengthens his assertions, consequently:

The terms washback and backwash are used interchangeably in the field ... To clarify the distinction between the terms backwash and washback, Alderson says "there is not" (2004: Xi). However, washback is the preferred term in British applied linguistics (Cheng & Curtis, 2004: 5). In its simple definition of "backwash" or "washback", it refers to the influence of testing or evaluation on teaching and learning (eg Hughes, 1989, Alderson & Wall, 1993; Bailey, 1996; Saville, Curtis, 2004). However, numerous explanations of the term "washback" can be found through research and literature published in the area of language evaluation, with several meanings, revealing differences.
(Page 3).

Broadening its considerations in this respect, she emphasizes

Tsagari (2007), regarding the impact of this theory that Language evaluators consider washback as an impact dimension. The latter is used to describe effects on a wider educational context, eg Wall (1997), who discusses in detail the relationship between impact and washback is often used to refer to the effects of teaching and learning tests, while Impact refers to any of the effects that the tests may have on individuals, policies, individuals, policies or practices within the classroom, school, educational system or society as a whole. (P.4)

Tsagari (2007), regarding the impact of this theory that Language evaluators consider washback as an impact dimension. The latter is used to describe effects on a wider educational context, eg Wall (1997), who discusses in detail the relationship between impact and washback is often used to refer to the effects of teaching and learning tests, while Impact refers to any of the effects that the tests may have on individuals, policies, individuals, policies or practices within the classroom, school, educational system or society as a whole. (P.4)

Finally, Tsagari (2007), again citing the latter authors, states that they postulated fifteen possible washback hypotheses in relation to various behaviors, attitudes, consequences of tests, and the different effects on different people:

1. A test will influence teaching
2. A test will influence learning
3. A test will influence what teachers teach
4. A test will influence how teachers learn.
5. A test will influence what learners learn.
6. A test will influence how learners learn.
7. A test will influence the pace and sequence of teaching.
8. A test will influence the pace and sequence of the Learning.
9. A test will influence the degree and depth of the Teaching.
10. A test will influence the degree and depth of learning

11. A test will influence attitudes towards content, method, etc. of teaching / learning.
12. Tests that have important consequences will have washback.
13. Tests that do not have important consequences will not have washback.
14. The tests will have washback in all apprentices and teachers.
15. The tests will have washback effects for some teachers and some apprentices. (P.8)

The Psychological Effects of Evaluation on the Students

Nor is overlooked a fundamental aspect to be taken into account by teachers of any subject and at any level, when it comes to the application of evaluation instruments, such as the degree of tension and anxiety that these measuring instruments generate in the students. In this regard, Goonan (2003) says that

The anxiety provoked by the tests is more than the normal concern about the tests; Is a specific anxiety disorder that involves an excessive amount of worry and fear about a negative evaluation, during or in anticipation of the performance of evaluative situations. Diagnostically, test anxiety matches the criteria for classification as a specific form of social phobia, as defined by the DSM-IV of the American Psychiatric Association. (P.4)

Finally, it was necessary to review the problem that appears in any educational establishment, when contracting for needs or other obvious reasons, professionals from other non-teaching areas; In this example cited at the higher level and the institutional prerogatives that in that regard are raised as a remedy at the international level. Perales (2002) states

that "initiation into university [or pre-university] education implies professional development which aims, through a program, to enable teachers to acquire the appropriate skills and attitudes to develop quality teaching" (p. 4).

Relationship of the Thematic with Educational Leadership Theories

When addressing the issue in question, one cannot but reflect on the application of the principles of organizational leadership, depending on it. It is pertinent to examine the definition of the word itself, in two coordinates. The semantic type, that is, its etymology and the operational type, that is, how this definition fit into meaning and meaning in the concrete professional environment, day to day as teachers and managers of educational institutions, in which It is exerted In which leadership and leadership roles are exercised.

In this sense, it was agreed with Stodgill (2001) that there are as many definitions of managerial leadership as people who have tried to define the concept, which includes the so-called managerial leadership as the process of directing the work activities in the members of a According to the author, this necessarily entails according to the author, the following:

1. That leadership involves other people.
2. That leadership means an unequal distribution of power.
3. That leadership involves abilities to use different forms of power to influence.
4. That leadership is ultimately a matter of values.

The first term was quite understandable, because if there were no one to direct or command, the qualities of the leader or manager would be practically nonexistent; That is to say, he is leader or manager because the other members of the group accept at will the orders or directives emanated from him or her. The second term does not necessarily imply that the other members of the team, lack of power, but is the leader, according to Stodgill (2001), which concentrates in their hands and enforces more power. Whether to reward, correct, legitimize, reference or experience.

The third term or aspect is very consonant with the functions of a leader, that of influencing the activities and behaviors of followers as long as and in so far as it is capable of provoking behavioral changes or demanding sacrifices.

Finally, after these reflections on leadership, made from the premises indicated by the author, the following:

1. That leadership involves other people.
2. That leadership means an unequal distribution of power.
3. That leadership involves abilities to use different forms of power to influence.
4. That leadership is ultimately a matter of values.

The first term was quite understandable, because if there were no one to direct or command, the qualities of the leader or manager would be practically nonexistent; That is to say, he is leader or manager because the other members of the group accept at will the orders or directives emanated from

him or her. The second term does not necessarily imply that the other members of the team, lack of power, but is the leader, according to Stodgill (2001), which concentrates in their hands and enforces more power. Whether to reward, correct, legitimize, reference or experience.

The third term or aspect is very consonant with the functions of a leader that of influencing the activities and behaviors of followers as long as and in so far as it is capable of provoking behavioral changes or demanding sacrifices.

Finally, after these reflections on leadership, made from the premises indicated by Stodgill, we were also troubled, the questions about what would be the ideal profiles of leadership.

In this respect, it should be understood that different approaches, from the point of view of psychology and social sciences, and attempts to define personal characteristics, and innate traits of leaders, have not provided a single definition of leadership, and in that tenor; There are two opposing points of view: The leader who is born Vs. the leader who is made. These two points of view, however, with Stodgill (2001), confront the difficulty that, as far as the sciences of human behavior are concerned, the measurement of personality has not yet become so accurate as to achieve Isolate the leader's or leader's traits in individual terms

such as height, intelligence, self-assurance, or other physical, spiritual, and intellectual attributes that suppose great leaders exceed.

In the specific field of school leadership, Sternberg (2002) states that "if the intelligence of a leader is significantly higher than that of the people he or she leads, the leader may not connect with those people and therefore become Ineffective "(p.108). Intelligence, as conceived here, is not only intelligence in its narrow and conventional sense, some kind of scientific factor according to Jensen and Spearman, cited by Sternberg; Or as IQ (Weschler, 1939) which is the approach that corresponds to the literature of the past, which has focused on academic intelligence in relation to leadership.

But some recent theorists have emphasized other aspects of intelligence, such as Caruso's Emotional Intelligence, Mayer and Salovey (2002) and Goleman, quoted by Sternberg (2002), or Smith (2008), who cites the theory of Gardner's Multiple Intelligence which formulated a list of seven intelligences: "his listing was provisional. The first two have typically been valued at school; The next three are associated with the arts; And the two endings are what Howard Gardner called personal intelligences " (p.2).

Here the emphasis is on practical intelligence, which has a rather different focus than emotional difference. Practical intelligence is part of successful intelligence and a backbone of leadership. Accordingly, intelligence must be evaluated in terms of successful intelligence theory.

Successful intelligence is the ability to succeed in life, given the very conception of success, within the sociocultural environment. Two aspects of these theories are particularly relevant a) academic intelligence, and b) practical intelligence (Neisser, 1979). However, it has been possible to establish that there is a modest correlation between the coalescence of memory and the analytical skills of the leader with the effectiveness of leadership since

Stodgill (2001), this correlation is affected by the leader's stress and other factors (Fiedler & Link, 2002).

On the other hand, Mai (2004) describes certain strategies in terms of the roles of critical leaders: namely, the roles of critical and provocative, and And learning advocate and coach of innovation. Elmore (2005) argues that school leaders shape their conceptions of reliability from three sources:

1. Individual values and beliefs about what can or should be done, or individual responsibility.
2. The collective norms and values that define the organization in which individuals work, or collective expectations.
3. The formal mechanisms by which teachers account for what they do.

Schools vary in how they blend these concepts. For example, in atomized schools, individual beliefs and values dominate, collective expectations are weak, and formal reliability mechanisms are ineffective. In these schools, reliability is defined so that individual teachers believe what students should do; Not by the work of the media or by the supervision of school leaders.

Lashway (1996) summarizes the ethical leadership in the following terms:

Ethical responsibilities of school leaders, no longer in local terms, but in terms of the educational reality of any country, and starting from the premise that schools are, or should be, above all, institutions where morality resides, Less is what the community expects of it. (Page 3)

At the specific level of our institutional environment, in carrying out the functions of foreign language adviser (English) of Regional 011 in Puerto Plata, one holds a position, which is rather a leadership position, since one does not have personnel under direct command, but according to the organizational structure, the teaching activities are oriented in seven Educational Districts and coordinate, in this sense, the activities of seven And according to the post of the Ministry of State of Education-MINERD- (2014), it is intended to advise, plan, execute, supervise and evaluate the activities of foreign languages in its jurisdiction. Also the following tasks:

1. Elaborate the annual plan of activities of the regional instance in the area of Foreign Languages.
2. Elaborate work schedule and give a copy to the coordinator of the educational academic section.
3. Coordinate courses and workshops, talks, conferences and events with the corresponding embassies for the benefit of teachers.
4. To recommend the coordination of international agreements for the acquisition of scholarships with La Casa de Francia

and the Dominican-American Institute for the educators.

5. Advise the Assistant Supervisors in foreign languages.
6. Conduct follow-up visits to the performance of assistant supervisors and area teachers.
7. Submit weekly reports to the section coordinator.
8. Make diagnoses of priorities to be addressed in the area of foreign languages.
9. Support and collaborate with National Tests.
10. Curricular Transformation, Training Programs and others.
11. Educate educators about salary incentives.
12. Instruct educators about legal provisions such as: departmental orders, circulars, ordinances, regulations and others.
13. Evaluate, monitor and follow up teacher-students in the use of texts and workbooks in the area of foreign language.
14. Carry out other related and complementary tasks to the position. (Page 78)

We conclude these points by noting that even though you are not a leader in the broad sense of the term, this position implies a strong leadership component emanating from a set of conditions of leader-expert in linguistic, methodological and cultural versatility terms, Who must be well above the average level of their advisers, be these supervisors or teachers at the regional level, because it is necessary to develop a true provincial leadership among the area teachers, without being a boss, to be a leader.

The Importance of a Meaningful Learning

Rodríguez (2004) argues that it is a psychological theory because it deals with the very processes that the individual puts in play to learn. But from that perspective does not deal with issues pertaining to psychology itself either from a general point of view, or from the perspective of development, but emphasizes what happens in the classroom when students learn; In the nature of that learning; in The conditions that are required for this to occur: in their results and, consequently, in their evaluation Ausubel and Pozo, cited by Rodríguez, consider the theory of learning as follows:

A cognitive theory of restructuring; For him, it is a Psychological theory that is constructed from an organicist approach of the individual and that focuses on the learning generated in a school context. It is a constructivist theory, since it is the individual-organism itself that generates and constructs its learning. (Pp. 1-2)

Rodríguez (2004) extends the concept by establishing the following:

In order for meaningful learning to take place, two fundamental conditions must be met: (a) a potentially significant attitude of learner learning, that is, a predisposition to learn meaningfully; And b) presentation of potentially significant material. This requires, on the one hand, that the material has a logical meaning, that is, that it is potentially related to the cognitive structure of the

learner and, on the other hand, that there are suitable anchoring ideas or sub-advisors in the subject that allow the interaction with The new material that is presented. (Page 3)

Teaching experience in the area of foreign languages in our country has demonstrated that meaningful learning is verified when it is possible to sensitize the student regarding the connection of the foreign language with its intrinsic socio-cultural values. When it is possible for them to construct utilitarian experiences, in the best sense of the word, within the classroom, but that go beyond the classroom, in a way that empowers them to exercise a social, labor or cultural function in the use of language Foreign and that this experience is not divorced from its real environment, but rather the opposite, as an integrating element of both cultures. For this, the teacher should try to highlight the positive values that both languages; The native and the foreign are carriers, in a plane where equality prevails and there is no process of acculturation, that is, the foreign language linguistically or culturally diminish the native or own.

Chapter 3: Research Methodology

Research Design

The research was a correlational study, which examined the correlation between non-titration and levels of proficiency in English teaching. The study is quasi-experimental in which a single group participated with previous and subsequent measurements (Appendix B) of the independent variable, but no control group. The design scheme was: G O1 X O2; Where: X = Independent Variable (Non-titration of the group); O1 = Pre-test or previous measurement (before the course) of the dependent variable (evaluating competencies); O2 = Post-test or post-course measurement of the dependent variable.

Participants

Groups related to the problem. In this problem the following two groups associated with it were differentiated:

1. The group of teachers who came from the area of education, that is, graduates at the level of bachelor's degree in education with a concentration or mention in modern or foreign languages, who represent 18% of a total of 23 teachers of the average level, according to Those recorded in the statistical data of the mentioned school districts; These, by definition, have and have demonstrated mastery of both the foreign language as well as the methodologies of

teaching and evaluation of the same and it is the group that was not measured.

2. On the other hand, the group of non-professional teachers of teaching; Who lacked the methodological tools necessary and adequate for an optimal performance of their teaching work and to manage the evaluation process with an acceptable mastery of those competences; And that formed the majority, that is to say the remaining 82% and is the group of teachers with whom the research process was carried out.

The total number of teachers worked was 19. These were distributed in six of District 11-01 Sosúa, and 13 of District 11-02 of Puerto Plata, which constituted the universe of the sample.

Procedures

To determine the correlation between non-titration (the non-titled group) and levels of language proficiency, we used the correlation coefficient, which measured whether the correlation is positive or negative and in which direction the variables tend to move. In the same way, the correlation strength of the variables was also established, interpreting how much they were approaching or distancing their dispersion values. The information processing would be carried out with the Gandia BarbWin statistical software version 6.0 (Tesi

Gandia, 1996). However, it was considered more convenient to use two more updated statistical software such as Epi Info Version 3.5.1 (2008) and Epidat Version 3.1 (2006).

Downie & Heath (1973) in defining Pearson's correlation coefficient, explain the following:

It is the one that is most frequently used and whose symbol is r . And is also known as the moment-product correlation coefficient. It is, in short, a statistical index that measures the final relationship between two quantitative variables. Unlike covariance, the Pearson correlation is independent of the scale of measurement of the variables (p.100)

While the analysis of covariance according to

This same source is

A statistical technique that, using a multiple linear regression model, seeks to compare the results obtained in different groups of a quantitative variable but correcting the possible differences between the groups in other variables that could also affect the result. (P.235)

Training and Summative Committees.

In order to validate both criteria and products, the following committees were established:

1. The training committee, which was basically composed of the area's deputy supervisors, who were responsible for feedback on the process, reviewing the draft criteria and

assisting in the preparation of the product, thus ensuring the content and validity of the product.

2. The summative committee consisted of external persons, specifically teachers who collaborated in the area of foreign languages, and local university extensions, and was responsible for reviewing the criteria that were developed with the assistance of the training committee. This committee also compared the final product with the established criteria and provided suggestions on how the product could be improved.

Instruments

The instruments that were applied to the English teachers of the mentioned school districts of the Regional of Puerto Plata, consisted in the following:

1. A pre-test or diagnostic test (Appendix C), in order to determine the previous levels of evaluative knowledge of these teachers in the area of English as a foreign language, prepared by the training committee.
2. A post-test or second test (Appendix C) prepared by the same committee to check the possible effects and improvements achieved in the course or treatment (Appendix A) to which they were submitted and whose validation criteria would be the grades Averages obtained in both tests these teachers, as

well as the skills they demonstrated in the design and management of evaluation instruments during the course.

Expected Results

The fundamental purpose of planning, programming, execution and subsequent evaluation of the project outlined here was based on the expectation of significantly improving the levels of competencies of the evaluative process in teaching English as a foreign language at the secondary level in the Regional. As well as definitively solve the methodological discrepancies observed in that process in a large part of the teaching staff.

The fundamental purpose of planning, programming, execution and subsequent evaluation of the project outlined here was based on the expectation of significantly improving the levels of competencies of the evaluative process in teaching English as a foreign language at the secondary level in the Regional. As well as definitively solve the methodological discrepancies observed in that process in a large part of the teaching staff.

It is estimated that by increasing the number of teachers who significantly increase their evaluation skills from 18% to 60% or more, for the academic year 2015-16; And gradually

achieve 100% as a goal or final objective in these two districts chosen (11-01 and 11-02) and in the remaining five. It was proposed, therefore, to close a methodological gap of teachers that constitutes a total discrepancy in the methods used for teaching and evaluation, but also to raise the level and quality of teaching in a general sense, resulting in benefits For the school, the students and the educational process in a general sense, since an evaluation carried out effectively and in accordance with the proper and appropriate methodology of this area, will generate an educational product of unquestionable quality.

As to include student performance in the Cochran-Smith (2005) teacher assessment process, she describes it as a trap, since she believes that "teaching is not only transmitting bits of information that can be evaluated, and learning , It is not only to receive information on a subject "(p.411). Finally, Sawa (1995) states that "self-evaluation, another form of evaluation-based-on-performance, as well as a valuation system developed by supervisors and subordinates, includes more diverse points of view, System developed only by administrative superiority "(page 68). In addition, Sanders (2002) concluded that "no source of data, even a well

analyzed data of student achievement, must be used by itself in the evaluation of teachers" (p.2).

As to include student performance in the Cochran-Smith (2005) teacher assessment process, she describes it as a trap, since she believes that "teaching is not only transmitting bits of information that can be evaluated, and learning , It is not only to receive information on a subject "(p.411). Finally, Sawa (1995) states that "self-evaluation, another form of evaluation-based-on-performance, as well as a valuation system developed by supervisors and subordinates, includes more diverse points of view, System developed only by administrative superiority "(page 68). In addition, Sanders (2002) concluded that "no source of data, even a well analyzed data of student achievement, must be used by itself in the evaluation of teachers" (p.2).

General and Specific Limitations

Generalization of the product.

The nature of the present study and its product, although of local relevance, has national implications; Since its application, even in the area of the Regional 011 of the province of Puerto Plata, for the area of English as a foreign language in the middle level, is also valid for any other regional education in the country.

Specific Limitations. Specific limitations included the following:

1. The use of standardized tests was discarded, product of the non-professional level of the participants; In this respect the training committee developed the research tools in line with the non-professional nature of the group (Appendix C).

. Although the sample selected did not cover the universe or the totality of the seven school districts, it is still possible to extract from it generalizations of great utility for the regional scope that in fact are extrapolated to any other of the regional education in the country.

3. Prejudices. There was a whole series of presumptions about the potential results of teacher evaluations, specifically, the application of the pre-test or diagnostic test (Appendix C), given the premise that these teachers are not professionals of language teaching , So the logical result of that previous evaluation was presumed to be easily predicted.

Chronogram of Activities

The schedule of activities carried out (Appendix D) shows the different activities carried out according to the proposed program of the course (Appendix A), which lasted for

120 academic hours, at the rate of four hours in three days Per week, with a total duration of 10 weeks, starting on September 22, 2015, starting with the administration of the Pre-test and ending on November 28, 2015, with the administration of The second measurement or Post-test. This schedule also included the activities of tabulation and checking of correlations of the statistical data collected in the instruments designed for such purposes.

Chapter 4: Results

Introduction

In this chapter, the quantitative and qualitative findings are presented in a comprehensive and detailed manner, i.e. the results or data provided by the research instruments applied according to the purpose of this study, which was to demonstrate the correlation between non-Teacher qualifications and their levels of assessment skills in the teaching of English as a foreign language at the average level of public education in districts 11-01 and 11-02 of the Puerto Plata region (Chapter 1). To this end, non-degree teachers who undertook a low level of evaluative performance undertook a course that, as an induction to the process of English language assessment, allowed them to develop the correct conceptual, procedural and attitudinal competences.

The questions that guided this research were specifically based on the following:

- . Detect the distinctive demographic characteristics of the population under study (Question 1).
2. Elaboration of strategies to improve the level of evaluation competences (Question 2).
3. An in-depth analysis of the methodological implications of the teaching process, which includes how to correctly

evaluate in this area, according to the communicative approach of the language (Question 3).

4. Determination of discrepancies between teaching methodology and assessment methodology (Question 4).

5. The effects it has on teacher leadership in the classroom, lack of evaluative skills (Question 5).

6. The elements that could be contemplated for the elaboration of a plan that makes possible to diminish the discrepancies between the processes of teaching and evaluation of the language (Question 6).

The project was carried out through the accomplishment of the tasks contemplated in the schedule of activities (Appendix D) proposed in the third chapter that for that purpose was elaborated and that was fulfilled to the full. The nature of the pre-test or diagnostic test (Appendix C) comprised both aspects of measurement of previous levels of ability, as well as a series of questions whose purpose was to diagnose practices and uses in the classroom. The second test only measured the assimilation and internalization of the knowledge imparted during the course and of the competitive levels developed in the English language evaluation.

Results Corresponding to Each Research Question

The first question was whether there are specific demographic characteristics that distinguish teachers who correctly evaluate those who do not. Since the beginning of this study (Chapter 1), it was established that only 18% of teachers had a professional status, the remaining 82% represented the non-qualified population in the two Districts where the study was conducted.

Table 1 shows the average rating

Collective evaluation obtained by the 19 participating teachers (non-graduates) in the pre-test, which was 51.2 / 100. The levels of grades, frequencies and percentages are and as you can see the highest percentage (31.6%) is rated at 46-50, based on 100 points. The average reached is 51,2105, with a minimum of 40,0000 and a 25% of 45,0000 (Appendix E). The variance is 56.0643, with a median of 50.0000, the remaining 75% of 67.0000 *The standard deviation is 7.4876, with a maximum of 67.0000 and a fashion.*

Table 1

Pre-test Grades

Grades	Frequency	%
Less than or equal to a 40	2	10.5
40 to 45	3	15.8
46 to 50	6	31.6
51 to 55	2	10.5
56 to 60	4	21.1
Higher than 60	2	10.5

The second question related to how to improve the level of evaluation skills of English teachers of the secondary level in the regional of Puerto Plata. 57% of the 19 participants favored improving their levels of competence by providing a short-term vocational training course, either a Certification or a Diploma; While 42% favored a program at the undergraduate level.

What methodological implications in the teaching process does the assessment adequately in this specific area? The methodological implications include the following: a) the variety of measurement instruments or tests, and b) the frequency in the use of communicative tests.

the type of measuring instruments / language evaluation, (Quiz, Test, Exam) reflected that 31.5% preferred to use the Quiz, 26.3% used the Test, while 42.10% Exam. Regarding the evaluation of the oral / communicative abilities of his students, where the frequency parameters presented were always, almost always and never, Results were obtained that are presented in Table 2.

Table 2

Use of oral / communicative skills assessment

Test	Always		Almost Always		Never	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Reading	12	63.2	7	36.8	0	0
Listening Comprehension	0	0	5	26.3	14	73.68
Pronunciation	1	5.2	5	26.3	13	68.42
Oral Communication	1	5.2	5	26.3	13	68.42

Note. *f* = frequency.

Table 2 illustrates how discrepancies between teaching and assessment methodologies in the English area can be determined. The methodological discrepancies were verified through the analysis of the frequencies in which teachers used communicative tests in the classroom.

In that sense and as could be seen in Table 2, 12 (63.2%) of the participating teachers stated that they always used the reading test and seven of them almost always used it; While 14 never used tests of comprehension and listening; And only five, revealed that they almost always used it.

The fifth research question questioned the effects it has on teacher leadership in the classroom, the lack of evaluation skills of its students. The response given by teachers to item 5 of the teacher evaluation form 1-A (Appendix A) revealed that 16 of the 19 teachers surveyed explicitly stated the problems that were generated in assessing their students, and How this affected them in relation to their leadership in the classroom.

Table 3 also illustrates in the last two skills to improve, presented to the respondents, specific questions regarding teacher leadership with their students in the classroom. This table illustrates the selected responses to two items: a) on educational leadership, 10 of 19 teachers considered it an option to improve with professional help; And b) on the development of skills to improve leadership with their students in the classroom, 15 of 19 teachers also considered it an option to improve with professional help.

Table 3

Skills to be improved

Skills	On My Own	with help	Not Needed
Pronunciation	2	16	1
Oral Skills	10	9	0
Writing	10	8	1
Grammar	6	12	1
Content Area Knowledge	3	16	0
Skills to integrate communicative activities	4	15	0
Theories for Foreign Language Learning	4	15	0
Theories for Foreign Language Evaluation	2	17	0
Educational Leadership	6	10	3
Dexterity to improve my leadership as a Teacher In the classroom	3	15	1

The sixth question in this research related to what elements could be envisaged for the elaboration of a plan that will make it possible to reduce the discrepancies between the processes of teaching and evaluation of the language. To the 19 participating teachers, a total of 10 items were presented

where they had to select the elements or areas of Priorities for the elaboration of a plan that will make it possible to reduce discrepancies.

Indicated according to their personal criteria.

Post-Tests Results

During the delivery of the course that was offered to the 19 participating teachers, the evaluation was made through exhibitions, research, formative and summative evaluations, among others, but mainly through the administration of a post-test. It was found that seven (36.8%) obtained one of 86 to 90 points, based on 100 and eight of them for 42.1% obtained from 96 to 100 (Table 3).

Table 3

Post-test Grades

Grades	Frequency	Percentage
From 80 to 85	2	10.5
From 86 to 90	7	36.9
From 91 to 95	2	10.5
From 96 to 100	8	42.1

The average for these qualifications is 92.84 with a minimum of 82.0 and 25% of 90.0; The variance is 33.25, a median of 91.0, 75% of 98.0. The calculated standard deviation is 5.76, with a maximum of 100 and a fashion of 90.0 (Appendix E).

Chapter 5: Discussion

Introduction

The main objective of this study was to demonstrate the discrepancies between the teaching methodology of English as a foreign language and the methodology of its evaluation, among non-professors. Graduates of the average level of two educational districts of the regional education 011 of Puerto Plata. To this end, a teacher training course was designed for 19 teachers from Sosúa Districts 11-01 and 11-02 from Puerto Plata, as a sample of the total or universe of the seven Districts that make up that regional, and which would have as a parameter Of the tests before and after the course.

Interpretation of the Results in en Relation to the Research Questions

The first research question was whether there were demographic characteristics that distinguished teachers who correctly evaluated those who did not. In this respect, it was established from the beginning of the study (Chapter 1) and it was verified during the intervention that the professorial population entitled, that is to say 18%, had a better evaluative performance than the untitled one, that represents 82% .

The results of the group that participated in the

intervention, i.e. the non-professional or untitled population, clearly and meridiously illustrate that there is a negative correlation between non-titling and the levels of evaluation competencies of these teachers; Which are expressed in the following parameters

1. The previous levels of assessment skills measured in the Pre-test (Table 1) are an indicator of knowledge gaps in the participating population; Of the total of 19 teachers, only two reached a score greater than 60 points based on 100 and two reached a score less or equal to 40 points over 100. The mean was expressed in 51.2105, the variance was 56.0643 and The standard deviation of 7.4876.

2. Analysis of the variance levels of the individual scores obtained and compared by the 19 participants in both tests represented -0.15 in the Pearson correlation analysis (Appendix B). Incidentally, Downie & Heath (1973) state the following:

Where the value of the correlation index varies in the interval [-1, + 1]: If $r = 0$, there is no linear relationship. But this does not necessarily imply complete independence between the two variables, that is, that the variation of one can influence the value that the other can take. There may be nonlinear relationships between the two variables. These can be calculated with the correlation ratio.

If $r = 1$, there is a perfect positive correlation. The index indicates a total dependence between the two variables

denominated direct relation: when one of them increases, the other one also does it in identical proportion. If $0 < r < 1$, there is a positive correlation. If $r = -1$, there is a perfect negative correlation. The index indicates a total dependence between the two variables called inverse relation: when one of them increases, the other decreases in identical proportion. Si $-1 < r < 0$, there is a negative correlation (pp.100-101 1)

The second research question was how to improve the level of evaluative skills of English teachers at the secondary level of the Puerto Plata Regional. The survey showed that 57% favored improving their levels of competence by providing a short-term course; While the remaining 42% favored a program at the undergraduate level. The design, planning, programming, implementation and evaluation of the course (Appendix A) were carried out by teachers, whose areas of professional development or essential components were selected by them (Table 3) and whose objectives Focused on the following:

1. Apply in a practical and conscious way the different methodologies that help to produce the significant learning of English.

2. To value the contribution of different authors in the historical evolution of the methodology of teaching and evaluation of English.
3. Gradually reduce and eliminate the observed discrepancies between the teaching-learning processes and the evaluation of the language.
4. Develop an effective leadership of the teacher with his students, where the use of language as a vehicle of communication prevails.

The third question asked about the methodological implications of adequately assessing this specific area; These methodological implications consisted, as discussed earlier in Chapter 4, of the following:

1. Variety and versatility in the design of measuring instruments or tests and the evaluation process in a general sense. The survey reflected that 31.58% favored using the Quiz, 26.3% the Test, while 42.10% did the exam.

2. The frequency demonstrated by teachers in the use of test or measurement instruments of communicative type; Where the normative aspects of the foreign language taught were not measured, showed non-positive result. (table 2)

the pre-test (Appendix C) show that for both Listening-Comprehension Tests, Pronunciation Tests and Oral Communication Tests Communication Tests), 68.42%, 73.68% and 68.42%, respectively, revealed never to use them. The training carried out with these new teachers on the use of instruments of measurement of oral and communicative skills; The general and specific objectives of the mentioned course mentioned above, besides the development of the thematic units of the course, implied a series of practical workshops or workshops, where the teachers developed a series of skills that gave them the practical application for the evaluation of The different skills and sub-skills of the English language.

Question number four questioned how to determine the discrepancies between the methodology of teaching and the methodology to evaluate in the English area. In this sense only through the tasks of supervision, control, accompaniment to the teacher in the delivery of tests; And in particular the analysis and auditing of the measuring instruments used by the Teachers with their students in the classroom can determine both the conceptual and operational deficiencies that reflect these tests when they are designed or designed.

In this experience, the administration of the diagnostic test showed that there was a total discrepancy between the teaching method based on the so-called Communicative Approach of Language and a traditional methodology to evaluate it, focusing only on the normative aspects of the language, Such as grammar. The polling questions that appear in the pre-test (Appendix C) show that for both Listening-Comprehension Tests, Pronunciation Tests and oral communication tests (Table 2), a significant number of teachers revealed never to use them.

Teachers with their students in the classroom can determine both the conceptual and operational deficiencies that reflect these tests when they are designed or designed.

In this experience, the administration of the diagnostic test showed that there was a total discrepancy between the teaching method based on the so-called Communicative Approach of Language and a traditional methodology to evaluate it, focusing only on the normative aspects of the language, Such as grammar. The polling questions that appear in the pre-test (Appendix C) show that for both Listening-Comprehension Tests, Pronunciation Tests and oral communication tests (Table 2), a significant number of teachers revealed never to use them.

The fifth research question examined the effects on teacher leadership in the classroom of deficiencies in evaluative competencies. Already in this respect the levels of response to the fifth question of the teacher assessment form (Appendix B), are that 16 of the 19 respondents explained the types of problem that originate to evaluate their students, which was largely Discussed and weighed during the exhibits that were part of the course program offered to participants (Appendix A).

As a result, the teacher's leadership since he/she is not being able to offer the student an adequate measure of his / her communicative skills, but rather a limited approach to the evaluation of his / her abilities in the wide and versatile use of the language. This certainly translates into questioning its quality for both teaching and assessment; But as reflected in the answers to the above question, the administration of poorly designed and poorly corrected tests are sources that generate not only the decrease of teacher's leadership in the classroom but also tensions and conflicts. The fifth research question examined the effects on teacher leadership in the classroom of deficiencies in evaluative competencies. Already in this respect the levels of response to the fifth question of the teacher assessment form

(Appendix B), are that 16 of the 19 respondents explained the types of problem that originate to evaluate their students, which was largely Discussed and weighed during the exhibits that were part of the course program offered to participants (Appendix A).

The sixth question sought to obtain the elements that could be contemplated for the elaboration of a plan that would make it possible to reduce the discrepancies between the two processes (teaching and evaluation). The answer obviously focuses on the areas of professional improvement (Table 2) and on the focus of the criteria of the so-called communicative approach, bases for the elaboration of the training program for these untitled teachers, carried out during 10 weeks and in the Which made them aware of the one-to-one correspondence that must exist between teaching methodologies and the evaluation of language.

It was particularly interesting to focus on these teachers to manage non-traditional measurement instruments, where the communicative aspects of the language are observed, through the learning and the exercise of a series of tests that measure oral skills. Among them are listening or listening, communicative skills, standard language pronunciation and comprehension reading, for purposes of class discussion.

Relation of the Findings with the Literature

This study showed the different authors in the review of the literature regarding the importance of full methodological knowledge of the process of teaching English as a foreign language in the middle level of the public system and the close relationship that must be kept with the processes and methodology of evaluation of that language, according to the so-called communicative approach. According to Johnson and Morrow, according to Larsen-Freeman (2000), activities that are truly communicative have three characteristics: a) an information gap; b) a choice or choice; and c) a feedback . These authors suggest that

An information gap exists when a person in an exchange knows something the other person does not know.

2. In communication, the speaker has the power to choose what he is going to say and how he is going to say it. If the exercise is tightly controlled, so that the students can say something in a single way, the speaker has no choice, and the exchange is therefore not communicative.

3. True communication serves a purpose. A speaker can thus assess whether that purpose has been achieved or not, based on the information he receives from the listener or listener. (Page 132)

An important aspect in this sense is the teacher's conception of the development of his students' communicative skills and how to evaluate them properly. According to Luzón and Soria (1999), the concept of communicative competence has been re-elaborated since

its first formulation with the contributions of various researchers to a complex network of subcompetencies.

Luzon and Soria also express that in one of the most widespread models, that of Canale and Swain (1980),

later used by Canale (1983), the following competences

are described:

The grammatical competence: it supposes the dominion of the linguistic code, that is of the grammar, of the phonological system and of the lexicon. Sociolinguistic competence: it has to do with the knowledge of the properties of the statements in relation to the social context and the communication situation in which they occur (information shared between the interlocutors, the communicative intentions of the interaction, etc.) .

Discursive competence: refers to the knowledge of the relationships between the different elements of a message and to master the rules of combination of these elements according to the different types of texts.

Strategic competence: refers to mastery of verbal and non-verbal communication strategies to control communication to reinforce communication effectiveness or to compensate for the insufficient mastery of other competencies. (Page 66)

The grammatical competence: it supposes the dominion of the linguistic code, that is of the grammar, of the phonological system and of the lexicon. Sociolinguistic competence: it has to do with the knowledge of the properties of the statements in relation to the social context and the communication situation in which they occur (information shared between the interlocutors, the communicative intentions of the interaction, etc.) .

Discursive competence: refers to the knowledge of the relationships between the different elements of a message and to master the rules of combination of these elements according to the different types of texts.

Strategic competence: refers to mastery of verbal and non-verbal communication strategies to control communication to reinforce communication effectiveness or to compensate for the insufficient mastery of other competencies. (Page 66)

Finally, quoting Krashen and Terrel (2000), on communicative approaches and methodologies, they explain that:

It is almost a paradox of what man seems to be perfectly equipped to do, when opportunity arises -acquire the ability to communicate in another language- seems so elusive for language classes and instructors in American education. One of the first reasons is that educators have been misled by innovations and shortcuts. (p 16)

These authors understand that:

To which we have referred, as the point of Traditional view, is from all available evidence, Still correct; To acquire the ability to communicate In another language, one must use that language in a Communicative situation. The communicative ability is Usually acquired quickly; the accuracy Grammatical, on the other hand, grows alone Slowly and after much experience in use of language.

The mistake that innovators have made is to assume That a conscious understanding of grammar is a Prerequisite for acquiring communicative competence. That such an understanding may be useful in some Situations for some students, it is not in doubt- Which is a prerequisite for all students, is Patently false.

Thus, any grammatical method whose purpose Whether developing communicative skills, will fail With most of the students. (P.16)

Krashen and Terrell (2000) conclude that:

These authors understand that:

To which we have referred, as the point of Traditional view, is from all available evidence, Still correct; To acquire the ability to communicate In another language, one must use that language in a Communicative situation. The communicative ability is Usually acquired quickly; the accuracy Grammatical, on the other hand, grows alone Slowly and after much experience in use of language.

The mistake that innovators have made is to assume That a conscious understanding of grammar is a Prerequisite for acquiring communicative competence. That such an understanding may be useful in some Situations for some students, it is not in doubt-

Which is a prerequisite for all students, is Patently false.

Thus, any grammatical method whose purpose Whether developing communicative skills, will fail With most of the students. (P.16)

Krashen and Terrell (2000) conclude that: Among the communicative approaches are Total Physical Asher, Suggestopedia (Sugestopedia) of Lozanov and Community Language Learning (Community) of Curran. While several of these methods Include the formal study of grammar, all are Based on the communication and if the reports in the Professional literature and the preliminary reports of The colleagues who are to be believed, all produce Results that are highly superior to those based on In grammar. (P.17).

With these correct definitions offered by the aforementioned Krashen and Terrell (2000) on the communicative approach, it reiterates what was exposed in previous chapters and also insists on the importance that the pedagogical practice, that is to say, the teaching itself should never be Divorced from the process of language evaluation; On the contrary, both methodological processes must be intimately linked to avoid the type of distortions verified in the present investigation.

Implications of the Findings

The findings of this research process allow us to offer a sample, albeit with its limitations, of the reality of teaching English as a foreign language at the middle level of the public education system, as far as teacher education is

concerned. It also reveals large methodological discrepancies between the process of teaching the foreign language and the methodology for the evaluation of the language, given that these discrepancies constitute a true distortion of the aims, goals and objectives that the new methodologies advise.

It became clear that the participating teachers were not in a position to design and administer tests that measured and evaluated the communicative progress of their students. Of the tests of oral abilities only the reading test, which is the most traditional of all, turned out to be the most used by these teachers (63.2%), then the other tests as the listening comprehension a high percentage did not use it Never (73%), pronunciation tests, were not known or used either (68 and 42%), and oral communication tests were not used by 68.42% of teachers surveyed.

This is a fact that certainly calls for reflection, because without the use of the battery of tests mentioned above, it could not be said that we are measuring much less evaluating this subject, according to educational policies and the new communicative approach to teaching And evaluation of the language. A methodological disparity was revealed. Statistical analyzes of both covariance yielding a -6.2 score and Pearson's correlation, which revealed a negative

correlation of -0.15 (Appendix B) evidence a negative correlation between non-professionalization of these teachers and the level of their Evaluation skills.

In conclusion, the above-mentioned teachers were supposedly teaching the language through the communicative approach, but they were evaluating it, applying traditional and outdated methods of evaluation, where it was imposed by ignorance of this last process, tests and exams that only reflected the normative aspect of The language, so that they were not able to measure and evaluate the true communicative performance of their students and their advances in oral and communication skills. Another aspect of great relevance is the answers to areas to be improved based on institutional-professional support, either by themselves or if they really did not need it.

From a total of 10 items, which included diverse aspects, not only pertinent to teaching and evaluation methodologies, but also to key aspects such as mastery of skills as speakers of the language, knowledge of more formal content areas, learning theories and Of leadership, among other options presented for the consideration of teachers surveyed (Table 2). It is a revealing element of how the large percentage decided to answer institutional-professional

support as a necessity and this fact was strengthened when 42.10% preferred a bachelor's degree program instead of an immediate option such as graduates or short courses. This reflects the concern of these teachers for true training, although the majority, or 57.89%, chose the latter type of training.

Limitations of the study

This research had a number of limitations, such as those that impose on the teacher to participate massively in training and training programs that are not formulated by the highest levels of the headquarters of education, ie the Secretary of State for Education, Through one of its departments or national addresses. Also the instruments of data collection and the possibility of a program of accompaniment to the teacher, after the celebration to the course.

The voluntary nature of the whole process of induction to the course, which lasted for 120 hours, as well as the limited availability of time for the teachers in service, was an important limitation, which affected the size of the sample and the number Of participants.

Although it is also a source of satisfaction for the fact that there was a 81.25% increase in the scores of the

posterior test, in reference to the pre-test administered at the beginning of the course of induction or treatment. This reflects that there was a significant advance in the levels of competence of these teachers in the area of language assessment in the intervention group; And therefore, this highly positive experience can be extrapolated to the other Educational Districts of this Region of Puerto Plata and to the other regional regions of the country.

This research had a number of limitations, such as those that impose on the teacher to participate massively in training and training programs that are not formulated by the highest levels of the headquarters of education, ie the Secretary of State for Education, Through one of its departments or national addresses. Also the instruments of data collection and the possibility of a program of accompaniment to the teacher, after the celebration to the course.

The voluntary nature of the whole process of induction to the course, which lasted for 120 hours, as well as the limited availability of time for the teachers in service, was an important limitation, which affected the size of the sample and the number Of participants.

Although it is also a source of satisfaction for the fact that there was a 81.25% increase in the scores of the

posterior test, in reference to the pre-test administered at the beginning of the course of induction or treatment. This reflects that there was a significant advance in the levels of competence of these teachers in the area of language assessment in the intervention group; And therefore, this highly positive experience can be extrapolated to the other Educational Districts of this Region of Puerto Plata and to the other regional regions of the country.

Recommendations for Future Research and for Practical Reasons

The results of this research process allow the National Bureau of Curriculum, which is the relevant body in the State Secretariat of Education, to provide statistical information and the most important information for the purpose of formulating training programs and training at the national level , Based on the results of this study, due to the similarity of situations in this sense occurring in all other educational districts of this region 011 of Puerto Plata and the other regional of the country. This can be done through the implementation of a strategic plan for the regionalization of these projects, which, with the exception of the capital city, are scarce for the rest of the country, thus giving them access to the teachers in this area without having to move Outside their community.

It is pertinent to conclude, noting the positive impact that this type of study had, not only for the group of 19 participating teachers, but also for the students under their orientation and the school or school where they provide their services, and their communities. Therefore it is reiterated the fundamental importance of promoting training programs and professionalism to teachers in service not only in the area of English as a foreign language, but in all areas coordinated by the National Curriculum Directorate, but in a regionalized way, In such a way that the teacher receives the vocational training in universities or centers of studies near its geographic region or community. This is a formal proposal that derives directly from this research experience, since the area of modern languages is one of the areas where less qualified teachers exert the teaching function, a product of the factors indicated.

Therefore it is reiterated the fundamental importance of promoting training programs and professionalism to teachers in service not only in the area of English as a foreign language, but in all areas coordinated by the National Curriculum Directorate, but in a regionalized way, In such a way that the teacher receives the vocational training in universities or centers of studies near its geographic region

or community. This is a formal proposal that derives directly from this research experience, since the area of modern languages is one of the areas where less qualified teachers exert the teaching function, a product of the factors indicated.

References

- Alderson, J. & Wall, D. (1993). Does washback Exist , *Applied Linguistics*, 14(2), 115-129.
- Allwright, D. (1988). *Observation in the language classroom* . London, England: Longman.
- Bachman, L. (1990). *Fundamental considerations in language Testing*: Oxford, England: Oxford University Press.
- Bailey, K. (1999). *Washback in language testing*. Report No. RM-99-04, TOEFL-MS-15. Princeton, NJ: Educational Testing Service. Retrieved on March 11, 2016 from <http://www.ets.org>
- Baker, E. (1991). *Alternative assesment and national policy*. Washington, DC.
- Barrero, N. (2001). El enfoque metacognitivo en la educación. *Revista Electrónica de Investigación y Evaluación Educativa*, 7(2), 2.
- Camarena, G. (2002). *Historia de la ciudad de Puerto Plata*. Santo Domingo, República Dominicana: Corripio.Author.
- Canale, M. & Swain, M.(1980). Theoretical bases of communicative approach to second languages teaching and testin . *Applied Linguistics*, 1(1), 1-47.
- Caruso, D. R., Mayer, J. D. & Salovey, P. (2002). Emotional intelligence and Emotional leadership. Riggio, R.G., Murphy, S.E. & Pirozzolo, F.J. (Eds.). *Multiple Intelligences and leadership*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Cheng, L. & Curtis, A. (2004). Washback or backwash: A review of the impact of testing on teaching and learning [Washback o backwash: L. Cheng, Y. Watanabe & A. Curtis (Eds.), *Washback in language testing: Research Contexts and Methods*(pp. 3-17). Mahaw, NJ: Lawrence Erlbaum Associates.
- Cochran-Smith, M. (2005). Teacher education and the outcome trap. *Journal of Teacher Education*, 56(5), 411.

- Downie, N. & Heath, R. (1973). *Basic statistical methods* (3rd. ed.). New York, NY: Harper & Row Publishers.
- Ediger, M. (2003). *Testing and predictions of pupil success*. ERIC No.ED475356). Retrieved on february 2, 2016 from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1a/f4/f0.pdf
- Elmore, R. (2005). Accountable leadership [Liderazgo confiable]. *The Educational Forum*, 69, 135.
- Epidat. (2006). *Epidat 3.1*. (Software estadístico). Barcelona, España: Author.
- Epi Info. (2008). *Versión 3.5.1*. (Software estadístico). Atlanta, GA: Author.
- Escudero, T. (2003). Desde los tests hasta la investigación evaluativa actual: Un siglo, el XX, de intenso desarrollo de la evaluación en educación. *Revista Electrónica de Investigación y Evaluación Educativa*, 9(1), 3-4.
- Fernández, J. (2002). *Evaluación de rendimiento, evaluación del aprendizaje*. Andalucía, España: Universidad Internacional de Andalucía.
- Fiedler, F. & Link, T. (2002). Leader intelligence, interpersonal stress, and task performance. R.J. Sternberg & R. K. Wagner *Mind in context: Interactionist perspective on human intelligence* (pp. 152-167). New York, NY: Cambridge University Press.
- Florez, R. (2000). *Evaluación pedagógica y cognición*. Distrito Federal, México: McGraw-Hill.
- Fredericksen, J. R. & Collins, A. (1989). A system approach to educational testing. *Educational Researcher*, 18(9), 27-32.
- Gascoigne, R. C. & Veleba, K. (2000). Language teacher observation and reflective diaries: An alternate perspective. *Education*, 121, 106-111.
- Goleman, D. (1998). What makes a good leader?. *Harvard Business Review* 76(6), 92-102.

- Goonan, B. (2003). *Overcoming test anxiety: Giving students the ability to show what they know*. ERIC No. ED 480053). Retrieved on November 3, 2016 de http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1b/57/c4.pdf
- Hamp-Lyons, L. (1997). Washback, impact and validity: Ethical concerns. *Language Testing*, 14(3), 295-303.
- Hughes, A. (1989). *Testing for Language teaching*. Cambridge, England: Cambridge University Press.
- Hymes, D. (1972). *On communicative competence*. Harmondsworth, England: Penguin
- Jacob, B. & Lefgren, L. (2006). *When principals rate teachers*. Retrieved on October 23, 2016 from <http://www.educationnext.org>.
- Jensen, A. (1998). *The G factor: The science of mental ability*. Westport, CT: Greenwood/Praeger.
- Khaniya, T. (1990). The washback effect of a textbook-based test. *Applied Linguistics*, 1(1), 48-58.
- Krashen, S. & Terrell, T. (2000). *The natural approach: Language acquisition in the Classroom*. Retrieved on February 5, 2016 from <http://www.longman-elt.com>.
- Larsen, M. A. (2005). A critical analysis of teacher evaluation policy trends. *Australian Journal of Education*, 49.
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. (2nd. ed.). Oxford, England: Oxford University Press.
- Lashway, L. (1996). Ethical leadership. (ERIC Digest 105). Oregon: Eric University of Oregon, Eugene (ED468638). Retrieved on February 8, 2016 from http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/1a/64/f8.pdf

- Luzón, J. & Soria, I. (1999). El enfoque comunicativo en la enseñanza de lenguas. Un desafío para los sistemas de enseñanza y aprendizaje abiertos y a distancia. *Revista Iberoamericana de Educación a Distancia*, 2(2), 94-96.
- Madaus, G. (1988). The influence of testing on the curriculum. In L.N. Tanner (Ed.), *Critical Issues in Curriculum: 87th Yearbook for the national Society for the Study of Education* (pp.83-121). Chicago, IL: University of Chicago Press.
- Madsen, H. (1983). *Techniques in testing*. Oxford, England: Oxford University Press.
- Mai, R. (2004). Leadership for school improvement: Cues from organizational learning and renewal efforts. *The Educational Forum*, 68, 212.
- Messick, S. (1989). Validity. In R.L. Linn (Ed.), *Educational measurement* (pp.13-103). New York, NY: ACE and Macmillan.
- McMillan, J. H. (2001). *Classroom assessment: Principles and practices for effective instruction*. Boston, MA: Allyn & Bacon.
- Morrow, K. (1986). The evaluation of tests of communicative performance. In M. Portal (Ed.), *Innovations in language testing: Proceedings of the IUS/NFER Conference* (pp.1-13). London, England: NFER/NELSON.
- Neisser, U. (1979). *The concept of intelligence. In human intelligence: Perspective on its theory and measurement*. Norwood, NJ: Ablex Publishing.
- Noguera, J. (2001). La formación pedagógica del profesorado universitario. *Revista Electrónica de Investigación y Evaluación Educativa*, 53, 2.
- Pearson, I. (1988). Tests as levers for change. In D. Chamberlain & R. J. Baumgardner (Eds.) *ESP in the classroom: Practice and evaluation* (pp.98-107). Londres: Modern English Publications.

- Perales, M. (2002). El curso de iniciación a la docencia universitaria de profesores noveles en la universidad de Valencia: Un sistema de evaluación. *Revista Electrónica de Evaluación Educativa*, 8(1), 4.
- Popham, W. (1987). The merits of measurement-driven Instruction. *Phi Delta Kappan*, 68, 679-682.
- Raths, J. & Lyman, F. (2003). Summative evaluation of student teacher: An enduring problem:. *Journal of Education*, 54(3).
- Rivers, W. (1981). *Teaching foreign-language skills* (2nd. ed.). Chicago, IL: The University of Chicago Press.
- Rivers, W. (1988). *Teaching French: A practical guide* (2nd. ed.). Lincolnwood, IL: National Textbook.
- Rodríguez, M. (2004). *La Teoría del aprendizaje significativo*. Santa Cruz de Tenerife, España: Centro de Educación a Distancia.
- Ruiz, J. (1999). *Cómo hacer una evaluación de centros Educativos* (2da. ed). Madrid, España: Narcea.
- Sanders, W. L. (2002). *Valued-added assesment from student achievement data: Opportunities and hurdles*. San José, CA: Create National Evaluation Institute.
- Saville, N. (2000). Investigating the impact of international language examinations . *Research Notes*, 2, 2-7.
- Sawa, R. (1995). *Teacher evaluation policies and practices: (SSTA Research Center Report No. 95-04)*. Retrieved on February 8, 2016 from <http://www.saskschoolboards.ca/research/instruction/95-04.htm>
- Ministerio de Estado de Educación-MINERD-. (2014). *Manual de puestos y funciones*. Santo Domingo, República Dominicana: Author.
- Smith, M. (1991). Meanings of tests preparation. *American Educational Research Journal*, 28, 521-542.
- Smith, M. (2008). *Howard Gardner and multiple intelligences* . Retrieved on November 2, 2016 from <http://www.infed.org/thinkers/gardner.htm>

- Spearman, C. (1927). *The abilities of man*. London, England: MacMillan.
- Sternberg, J. (summer, 2004). WICS: A model of educational leadership [WICS: *The Educational Forum*, 68, 108.
- Stodgill, R. (2001). Personal factors associated with leadership: A survey of the literature [Factores personales asociado con el liderazgo: Un survey de literatura]. *Journal of Psychology*, 25, 35-71.
- Tanner, D. (2001). *Assessing academic achievemen*. Boston, MA: Allyn & Bacon.
- Tesi Gandia. (1996). *Gandia BarbWin 6.0* (software estadístico). Gandia, España: Autor.
- Tsagari, D. (2007). *Review of washback in language testing: How has been done? What more needs doing?*. (ED497709). Lancaster University. Lancaster, UK.
- Van-Patten, B. & James, L. (2003). *Making communicative language teaching happen*. (2nd. ed). Boston, MA: McGraw-Hill.
- Wall, D. (1997). Impact and washback in language testing. In Clapman & D. Corson (Eds.). *Language Testing and assessment* (pp. 291-3029). Dordrecht, Holanda: Kluwer Academic.
- wechsler, D. (1939). *The measurement of adult intelligence*. Baltimore, MD: Williams & Wilkins.

Appendix A

Training Course Program

Training Course Program

Name: Induction to the EFL Evaluation Process.

Participants: Non-professional EFL Teachers at the Middle Level.

Duration: 10 Weeks.

Course Description

Theoretical-practical course on various forms of planning, develop and evaluate the teaching-learning process of English as a foreign language at the middle level of education in the public sector. In this paper we analyze the different methodologies and approaches for the management of effective communication in the language, according to the so - called communicative approach that constructivist practice advises, and which focuses on the development of communication skills and abilities; Listening, speaking, reading and writing. In addition to generating the various tendencies to provoke a meaningful learning of the language, the cultural component will be implicitly understood as a transversal axis of the course.

General objectives

1. Apply in a practical and conscious way the different methodologies that help to produce a meaningful learning of English.
2. To value the contribution of different authors who throughout the historical evolution of the methodology of the teaching of the language have provided methods and approaches of first order.
3. Gradually reduce and eliminate the observed discrepancies between the teaching-learning process of the language and the evaluation process.
4. Develop an effective leadership of the teacher with his students, through the teaching of quality teaching, where the use of the English language as a communication vehicle, according to the requirements of the level, and show a great evaluative capacity of Your students, to generate respect and recognition for your leadership in the classroom.

General objectives

5. Participate and contribute actively to improving the quality of language teaching in our Puerto Plata region, and our public education system.

Specific objectives

1. Determine, according to the criterion of the so-called communicative approach, the different ways of designing and managing the instruments of measurement and general assessment of the language.

2. Transfer the knowledge and skills acquired through this program in designing class plans, with the correct use of strategies to evaluate what has been taught.

3. Analyze interactive models that favor both teaching and assessment in line with the technological tools available to the teacher.

Thematic Units

Unit 1: Theoretical Basis for Understanding the Planning Process of Language Teaching and Learning

1. The different methods and approaches to learning this foreign language:

A. The Grammar-Translation Method.

B. The Direct Method.

C. The Audio-Lingual Method.

D. Communicative Language Learning.

and. The Communicative Approach.

2. Benefits of learning English. The four competences to learn a foreign language.

3. Meaningful Learning and its characteristics.

Unit II: Theoretical Bases for Understanding and Application of the English Language Assessment Process.

A. The importance of Testing (test or measurement).

B. How Testing helps students learn English; And teachers to teach the language.

C. The state of the art in the evaluation of a foreign language: The different stages of evolution, to this day.

D. Comparative classification of the different types of tests for the evaluation of this language.

and. Evaluation of sub-skills of the language.

- F. Development of a workshop or workshop for the design of tests or exams.
- G. The state of the art in the evaluation of a foreign language: The different stages of evolution, to this day.
- H. Comparative classification of the different types of tests for the evaluation of this language.
- I. Evaluation of sub-skills of the language.
- J. Development of a workshop or workshop for the design of tests or exams.

Methodology

The course will be taught in a theoretical-practical way trying to apply forms of work similar to those that students should be able to apply during development and at the end of this intervention. Although the modality is face-to-face, we will use the transmission and / or reception of support materials and specific tasks via the Internet, to get participants involved in the use of computer technology.

Evaluation

Participants will be given a pre-test or diagnostic test, prior to the beginning of the course, in order to determine their previous knowledge of English assessment. The minimum desirable score will be 70 points, but this is not a requirement to be admitted.

The Formative Assessment will include reading and discussion in groups of theoretical concepts, individual and group exercises and exercises, and workshops on test preparation.

The Summative Evaluation will be done through creative presentations, exhibitions, research work and a final or post-test, which aims to measure the degree of progress or level of assessment competence achieved during the intervention, compared to the initial grade.

References

Book chapters, articles from Forum magazine and others selected to support each of the contents, material that will be photocopied or downloaded from the websites so that each participant has their personal folder.

Hesselbein, H. et al. (2004). *El Líder del futuro*. The Drucker Foundation. Ediciones Deusto.

Hooper, A. & Potter, J. (2006). *Liderazgo inteligente*. Prtugal: Actual Editora Conjuntura Portugal.

Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* [principios y técnicas de la enseñanza de la lengua] (2a. ed.). Oxford, Inglaterra: Oxford University Press.

Madsen, H. (1983). *Techniques in testing* [Técnicas en evaluación o medición]. Oxford, Inglaterra: Oxford University Press.

Rivers, W. (1981). *Teaching foreign language skills* [Enseñando las destrezas en las lenguas extranjeras] (2a. ed.). Chicago, IL: The University of Chicago Press.

Rodríguez, L. (2004). *La Teoría del aprendizaje significativo*. Santa Cruz de Tenerife, España: Centro de Educación a Distancia.

Ruiz, J. (1999). *Cómo hacer una evaluación de centros educativos* (2a. ed.). Madrid, España: Narcea.

Appendix B

Calculation and Analysis of Pearson's Correlation Coefficient

Calculation and Analysis of Pearson's Correlation Coefficient

Formula for Pearson Correlation Coefficient

The calculation of the linear correlation coefficient is done by dividing the covariance by the product of the standard deviations of both variables: $r = \sigma_{XY} / \sigma_X \cdot \sigma_Y$

Being:

σ_{XY} the covariance of (X, Y)

σ_X and σ_Y the typical deviations from the marginal

distributions (Downie & Heath, 1970).

Formula for Covariance Analysis

In the joint study of two variables, what is primarily concerned is whether there is any kind of relationship between them. This is seen graphically with the scatter diagram. The covariance $S(X, Y)$ of two random variables X and Y is defined as:

$$S_{xy} = \frac{1}{N} \sum_{i=1}^n (x_i - \bar{x})(y_i - \bar{y})$$

If $S_{XY} = 0$ there is direct (positive) dependence, that is, large values of X correspond to large values of Y. If $S_{XY} = 0$ A variance 0 is interpreted as non-existence

Of a linear relationship between the studied variables.

If $S_{XY} < 0$ there are inverse or negative dependencies, that is, large values of X correspond to small values of y. The S_{XY} covariance matrix of two n-dimensional random variables expressed as column vectors

$X = (X_1, \dots, X_n)^t$ and $Y = (Y_1, \dots, Y_n)^t$ is defined as:

$$S_{XY} = E((X - E(X))(Y - E(Y)))$$

Where $E(\cdot)$ is the operator hope (Downie & Heath, 1970).

Expression of Covariance Analysis and Correlation Between Pre-test and Post-test Scores

Teachers	Pre-Test	Post-Test		
1	67	82		
2	52	87		
3	50	90		
4	50	88		
5	40	83		
6	62	90		
7	60	96		
8	50	91		
9	58	98		
10	45	100		
11	48	100		
12	40	98		
13	53	100		
14	42	95	Covariance	
15	47	90	-6.2	
16	56	90		
17	50	90		
18	45	95		
19	58	100	Pearson Correlation	
			-0.15	

In this appendix we observe the levels of variance of the individual scores compared, obtained in both tests, by the participants. The degree or level of covariance represented a -6.2; While the Pearson correlation threw -0.15.

Appendix C

Evaluation Test for In-service English Teachers

Form. 1-A- Pretest on Evaluation Criteria for in-service
English Teachers

Professional Degree: H.S. Graduate () Technical or A.D. (),
Bachelor's Degree (), Master's Degree () Ph.D. or Doctorate ()

Time in Service: _____ years.

Briefly Explain:

1. Formulate two ways in which you were innovative in the classroom?

2. How did you motivate your students for learning English (through communicative activities, role playing, songs, debates, expositions?) explain yourself.-

3. What methodology or approach did you modify to meet the needs of your EFL students? Describe that situation.-

4. Briefly explain what evaluation means for you?

5. Specify two types of problems that you faced on evaluating your EFL students?

a) _____

b) _____

6. Define the following evaluation/assessment tools:

a) Quiz:

b) Test:

c) Examen:

7. Which of the following tools are yo likely to use most frequently?

a) Quizzes. ___ ()

b) Tests (). ___ ()

c) Exams. ___ ()

8. How often do you use these types of methodology for assessing your students' oral skills?

a) Reading Tests

Always ___ () ___ Almost always ___ () ___ Never ___ ()

b) Listening Comprehension Tests

Always ___ () ___ Almost always ___ () ___ Never ___ ()

c) Pronunciation Tests

Always ___ () ___ Almost always ___ () ___ Never ___ ()

d) Oral Communication Tests)

Always ___ () ___ Almost always ___ () ___ Never ___ ()

9. Specify according to your best criteria, in which of the following areas of your profession you can improve on your own, with institutional-professional assistance or if you do not need to improve it.

Areas	On My Own	With help	Not Needed
Pronunciation	_____	_____	_____
Oral Skills	_____	_____	_____
Writing	_____	_____	_____
Grammar	_____	_____	_____
Knowledge of content areas	_____	_____	_____
Skills to integrate communicative activities	_____	_____	_____
Theories on EFL Learning	_____	_____	_____
Theories on EFL Evaluation	_____	_____	_____
Educational Leadership	_____	_____	_____
Skills to improve my Leadership as a teacher in the classroom with students	_____	_____	_____

10. What kind of professionalization program would you favor?
A) A short-term program: Certification or Diploma.
B) A program at the Bachelor level, justify.

_____ Date

Form. 1-B: Post-test on Evaluation Criteria for in-service English Teachers.

1. Briefly explain according to the best of your knowledge: What is the difference between measuring and evaluating?

2. Complete these statements with the following words:
Initial or Diagnostics-Formative-Summative

a) _____ With this type of evaluation is intended what still must be learned to master a unit or a course.

b) _____ Through this type of evaluation, determine the important elements that the student brings to the task of learning.

c) _____ This type of assessment contributes to achieving the objectives and the degree to which each of the students has achieved the same.

3. Explain the following characteristics of any evaluation.

a) Integral and comprehensiva.

b) Indirect.

c) Scientific.

d) Referential.

4. How can the testing help students learn English?

5. How can the testing help teachers teach English?

6. Complete with the following words, according to the historical development of testing in English as a Foreign Language (EFL): Intuitive or Subjective-Scientific Communicative

a) _____ A time where the objective evaluation of the language by specialists was emphasized.

b) _____ The evaluation of the language depended on the personal impression of the teacher.

c) _____ This type of evaluation emphasizes more the use of the language than the form.

7. Match these Columns:

- | A | B |
|------------------------------|--|
| 1. EFL Knowledge Test. | a) ___ It evaluates language use. |
| 2. EFL Performance Test. | b) ___ It evaluates language Knowledge. |
| 3. Proeficiency Test. | c) ___ It evaluates the separate components of English. |
| 4. EFL Sub-skills Test. | e) ___ It measures the total domain of the language. |
| 5. Communicative skills Test | f) ___ Compare each student with his classmate. |
| 6. Norm-referenced Test | g) ___ In this test each item examines something very specific. |
| 7. Reference-Criteria Test. | h) ___ Combine several sub-skills of the language, just as we do when we communicate |
| 8. Integrative Test. | |
| 9. Discrete-point Test. | |

Date

Apéndice D

Chronogram de Activities

Chronogram of Activities

Activity	Year 2016																
	September				October					November				Dicember			
	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4
Pre-test Administration																	
Training Course																	
Post-test Administration																	
Correction of the 2nd Tests , activities of tabulation and of Data comprobation from the statistics.																	

Note. Numbers 1, 2, 3, 4 indicate the weeks.

Appendix E

Mean, Variance and Standard Deviation

Mean, Variance and Standard Deviation

Table E1

Average and variance pre-test grades

Mean		Variance		Standard Deviation	
51.2105		56.0643		7.4876	
Minimum	25%	Median	75%	Máximo	Mode
40.0000	45.0000	50.0000	58.0000	67.0000	50.0000

Table E2

Mean, Variance and Standard Deviation

Mean and variance for post-test grades.

Mean		Variance		Standard Deviation	
92.8421		33.2515		5.7664	
Minimum	25%	Median	75%	Máximo	Mode
82.0000	90.0	91.0	98.0	100.0	90.0

Appendix F

Population by Districts, Schools and Gender

Population by School Districts, Schools and Gender

Schools	Teachers	
	Male	Female
School District 11-01 of Sosúa		
Sabaneta Yásica	2	
Liceo de Yásica	1	
Liceo Ernesto Rosario	1	
Liceo Gregorio Luperón		1
Liceo Monte Llano	1	
School District 11-02 of Puerto Plata		
Liceo G. Gilbert	3	2
Liceo José Dubeau	2	
Escuela Antera Mota	1	3
Escuela Bautista y Maestro		1
Escuela Mente Maestra	1	