



On Formative Evaluation System of College English Grading Teaching

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ABSTRACT

To meet the requirements of college English teaching under the new situation and enhance the ability of college students to learn the English independently, modern information technology means is used to have a try and an experiment. English grading teaching is taken as the starting point, due to construct a mixed formative evaluation system, and provide a reference for improving the effects of college English teaching.

1. Introduction

The Outline of the National Plan for Medium- and Long-term Education Reform and Development (2010-2020) (hereinafter referred to as the Outline) requires that education should “adapt to the requirements of the country’s economic development and social opening-up to the foreign world, and train a large number of international talented students with the international visions, the knowledge of international rules, and the ability to participate in international affairs and international competition”^[1]. As an international common language, English is a tool for our current students to conversate and communicate in their study, the life and the work in their future, and its importance does not need to be proved by the evidences.

The Guide to College English Teaching (hereinafter

referred to as *the Guide*) put forward that “College English teaching and high school English teaching should be linked and connected, and each university can determine the starting level independently according to the actual needs of the students, and the university can take the choice of teaching objectives by the own^[2].” However, our actual situation of English teaching is not optimistic, because there are very serious problems for example the students have consumed a large sum of time, however the outputs of the learning is not efficient. In the confront of this dilemma, many of our experts and scholars have done a lot of useful work to explore and experiment in many aspects. One of the effective methods is to carry out grading teaching and formative evaluation during the teaching procedure. According to the existing level of the students, the grading teaching is implemented, such as

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the classified guidance, teaching methods according to their aptitude, strive to use flexible curriculum and open learning space to meet the students' personalized learning needs. We hope that through grading teaching and the implementation of formative evaluation, the way is not only to improve students' academic performance, but also to stimulate students' interests in learning and cultivate students' ability of autonomous learning.

2. Concept of English Grading Teaching

College English Curriculum Teaching Requirements (Tri-al) (hereinafter referred to as *Requirements*) pointed out that "China has vast territories and regions, therefore colleges and universities vary greatly, college English teaching should implement the principle of the classification of the guidance and teach the students according to their aptitudes, to meet the actual needs of personalized teaching^[3]." This provides a policy basis for us to carry out English grading teaching. About the students in the grading teaching, we should fully reflect students' subjectivity, totally understand students' individual differences and learning levels, and try our best to make grading teaching reasonable and scientific.

According to *the Guide*, "College English teaching objectives are divided into three levels: foundation, improvement and development." In the three-level goal system, the foundational goal is to meet the basic needs of most non-English majors in English learning. The improvement goal is to meet the needs of the students with good English foundation and higher English demand.^[2] English grading teaching should be flexible, mobile, not "lifelong system", and it should be dynamic, be regular, be a quarter or a semester, and give students the opportunity to choose by themselves. Students can evaluate themselves according to their own actual learning level, which is combined with teacher's evaluation and classmates' evaluation. The English grading teaching can also allow students to have the rights to move and choose between the different levels.

The Outline also puts forward that our education should "adhere to people-oriented, follow the law of education, face the needs of society, optimize the structure and the layout, and improve the level of educational modernization."^[1] To give students more respect and provide students more autonomy, English grading teaching should be implemented, which based on the actual level of English students, to express fully each level of the teaching contents and the teaching objectives, so that students who are on a voluntary basis can accurate self-positioning.

Scientific and reasonable grading teaching is an important joint in the implementation of English grading

teaching, and it is the premise and foundation to do well in grading teaching. To make the grading teaching go smoothly, the freshmen must pass the grading test after entering the school, we should select the excellent students, and screen the students with poor foundation, so that the English level of each teaching class is close, which lays the foundation for the implementation of the grading teaching. The grading principle of graded teaching should adopt the principle of combining individual willing with unformal examination for grading and combining actual level with examination results. Here we should pay special attention to achieve unformal evaluation to get grading scientifically, and we need to have scientific grading test questions and grading standards. To enhance their autonomous learning ability and improve their comprehensive cultural quality to meet the needs. English grading teaching can meet the needs of students at different levels of foreign language proficiency in knowledge, set up a better platform for them to display their English talents, and give full play to their respective advantages, and successfully complete the learning of the basic stage of English, so that the teaching of the basic stage of English and the teaching of professional English can be combined organically, thus improving the students' ability to use the language in an all-round way.

3. Construction of Formative Evaluation System

Evaluation is an essential part of teaching. *The Requirements* put forward clearly that "teaching evaluation should be divided into two types, which are the formative evaluation and the summative evaluation."^[3] Summative evaluation of teaching and learning is generally based on the mid-term or semester examination results at the end of the term of the semester, however the number or the goal of the examining results shows the quality of the students' learning effects and the level of teaching effects. While the results cannot fully reflect the students' learning process, the learning attitude and the learning ability and other factors. As we know that the main body of evaluation is students, so we cannot ignore the subjective initiative of the students. Formative evaluation is to monitor and evaluate students' learning progress in the process of educational activities, that is, students' knowledge, skills and attitudes, to provide feedback to teachers and students, and to use the information collected in the evaluation to adjust the teaching method to meet students' needs and improve teaching quality^[4]. Brown(199: 217) pointed out that evaluation is the core of systematic curriculum design, which runs through all elements of the curriculum and makes

curriculum tasks and duties be a meaningful activity. The formative evaluation should be adopted in our teaching evaluation, and the process and developmental evaluation should be carried out on the teaching process.^[5]

Formative evaluation refers to the evaluation that is carried out during the operation of an activity to modify its own track for better effect. The main purpose is to make clear the existing problems and the direction of improvement in the operation of the activity, and to modify or adjust the activity plan in time, to obtain more ideal results. Formative evaluation is to record, inspect, evaluate and analyze students' daily learning activities, use systematic evaluation in the process of curriculum preparation, teaching and learning to improve any one of these three processes according to evaluation feedback. Formative evaluation emphasizes on the learning process and the timely improvement in the procedure. Compared with the summative evaluation, the formative evaluation can highlight students' main body status and is more conducive to students' individuality and overall development. At the same time, it can also help teachers effectively solve the problem of students' uneven progress and development. The content of evaluation is mainly to solve the problem of evaluation. The traditional summative evaluation mainly focuses on students' mastery of textbook knowledge.

The contents of formative evaluation are more diversified, such as students' ability to draw inferences from the knowledge they have learned, their study habits, their efforts, and their innovation ability. In formative evaluation, students, teachers, schools and some other institutions can be the subject of evaluation. This kind of diversified evaluation can not only accurately reflect the students' various qualities, so that students can have a more comprehensive understanding of themselves, but also provide favorable opportunities for students to learn from each other and learn from each other. In the process of mutual evaluation, students can expand or change their own cognitive structure, to achieve a good interaction. At the same time, it also gives teachers an opportunity to listen to students' ideas and reflect on their own teaching. These can make up for the lack of summative evaluation.

4. Formative Evaluation System of English Grading Teaching

"Formative assessment includes student self-assessment, student-to-student assessment, teacher-to-student assessment, and educational administration assessment of students," *the Requirements* said^[3]. What the teachers and the administrator need to do is to encourage and promote the students to learn effectively through the records of class-

room activities and extracurricular activities, online self-study records, learning records, and the records of interviews and discussions to observe, evaluate and supervise the learning process of students.

4.1 Combination of On-Line Teaching and Off-Line Teaching

China's Educational Modernization 2035 puts forward that "using modern technology to speed up the reform of talent training pattern and realize the organic combination of large-scale education and individualized training"^[6]. Media integration and development of promoting traditional teaching is one of the directions of the development of the teaching means.

4.1.1 Learning Reflection

Learning reflection is an effective tool for students to monitor themselves and summarize their achievements. Students can use the teaching platform to record their learning, thinking, feeling, doing and achieving at any time, and hand a written report into the teaching platform to form a learning log. According to their own records, analysis and summary, the students can check their work-pieces and find their defaults at the interval to detect timely problems, adjustment, adopt appropriate learning strategies. It also helps to develop students' critical thinking ability. Teachers should also read students' learning reflection regularly, understand students' learning situation and psychological changes in time, and guide students to study more pertinently and efficiently.

4.1.2 Internet Platform

The network platform should be made good use of, so that modern information technology and education and teaching methods and means can be deeply integrated, which can provide online open courses. students can learn the related content through the self-study, and teachers and students can answer questions and discuss online. Teachers can also use the network teaching platform to arrange homework, students must complete the relevant homework through previewing. Another advantage of the network platform is that teachers who teach the same courses can prepare lessons together, build and share the network resources jointly, realize the use of information technology to transform traditional teaching and improve teaching level^[7].

4.1.3 Mobile Terminals

Using the convenience of mobile terminals such as mobile phones and taking the advantage of mobile terminals go-

ing and playing everywhere, students can make good use of fragmental time to learn, which can break the limit in the time and the space during English teaching, and stimulate students' initiative in learning. The mobile terminal can solve the problem that the introverted students are not willing to ask questions in class, so that the two-way communication and communication between teachers and students can be very good and timely, which can smooth the students' nervous mood and enhance their enthusiasm for learning.

4.2 Combination of In-Class and Out-of-Class

The current college English teaching is faced with the situation of reduced graduate credits and reduced school hours. In this way, we should not only make good use of the first class and make full use of the time in class, but also make good use of the second class, and try to make good use of the second class. It is also in line with the current requirements to "increase the burden" of college students, improve the difficulty, depth and breadth of their courses, and increase the challenge degree of schoolwork.

4.2.1 Classroom Performance

Classroom performance mainly refers to teachers in the classroom by observing the students' participation in learning activities and tasks of various manifestations. Teachers can use relevant assessment criteria to record and quantify students' classroom performance in a certain period. Teachers can speculate whether students have learned what should be learned and whether they have completed their homework by supervising their performance in class. It is also possible to speculate what kind of learning strategies that students use in the process of learning. This element is mainly used to find problems and lay the foundation for future analysis and problem solving. Although classroom performance is referred to the performance of students in the classroom, but it is related to students in extracurricular preview and other activities. If students have well prepared for the assignments after class, then their class performance will be excellent^[8].

4.2.2 Teaching Plan

Clear and specific teaching plans are important as a basis for the formative assessment. Every teacher, according to the actual situation of students and learning needs, should make a teaching plan that meets the actual needs of students. In the concrete implemental process, we can also discuss with other teachers according to the relevant situation, refer to the students' opinions and make some adjustments. Of course, students can also, according to their

own situation, make learning plan for themselves, submit to review by teachers, then put into practice, and adjust thinly in the implemental process. The object of teaching evaluation is students, but the subject of evaluation is not only students, but students can be introduced into the teaching procedure to evaluate, to increase their subjective initiative and reflect the main position of students.

4.2.3 Presentation of Results

According to the students' effect and English level, teachers can organize many kinds of programs in the form of English speech contest, English drama performance competition, English debate contest or English film dubbing contest, so that students can have the opportunity to practice the language at the same of learning the language. Through the language output, the aim is to promote the efficiency of the language input. This variety of work display activities can increase students' interests in English learning and strengthen students' abilities to use English. These activities can be arranged by teachers in class, who can put forward requirements, and then the students in extracurricular must complete the task in the autonomy or group cooperation way, which can break down the barriers between in-class teaching and out-of-class teaching.

Based on the evaluation methods and materials put forward by Carol Boston, and combined with the practice of college English grading teaching, this paper mainly discusses the aspects. Teaching assessment models that are applicable to all teachers, all students and all classes should not exist. Each teacher should actively explore in teaching practice, listen to the feedback of students, discuss with other teachers, and find a formative evaluation model that are suitable for themselves and the students.^[9] However, there are some basic elements existing in the construction of formative evaluation system, which also should be the basis of formative evaluation construction.

5. Conclusion

Formative evaluation can not only be used to monitor students' learning process and check their learning effect. It can also be used to promote students' learning interests and cultivate students' ability of autonomous learning and cooperative learning. To achieve the goal that *the Guide* put forward, that "fully mobilize the enthusiasm and initiative of the students to learn, encourage students to study hard, enhance the sense of integrity, develop a good style of learning^[2]."

As is known, formative evaluation effect is good and useful, but in practice some problems also are exposed. For example, when teachers evaluate students and stu-

dents go for mutual evaluating, the evaluation criteria are not unformal; even when teachers and students evaluate the same student, they are also affected by factors such as emotional likes and dislikes, so it is difficult to achieve absolute objective justice; when evaluating students or students for mutual evaluation, teachers tend to value students' inherent abilities or efforts, not based on students' achievements and levels achieved.

All in all, evaluation is an essential part of teaching. According to the actual situation of students, the teachers and the students should make full use of the grading teaching based on the principle of classified guidance and personalizing teaching according to their aptitude and then they can make good use of the formative evaluation system which can not only stimulate students' interest in learning, enhance their learning initiative, improve their learning efficiency, but also help teachers control the classroom, improve teaching methods and improve teaching quality.

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