

Research on the Application of Formative Evaluation in College English Teaching

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Abstract: Teaching evaluation is mainly based on the teaching objectives of the teaching process and the results of the judge, and adjust the teaching strategy based on the evaluation results, which is essentially the value of teaching activities to determine the teaching activities and achieve the goal of teaching judgments, it can be seen, teaching evaluation is the important part of the whole classroom teaching process, its main significance is to detect the students' learning situation and lack of evaluation of teaching strategies to achieve the desired effect of teaching, so as to improve the teaching effect. Compared with the traditional end evaluation, formative evaluation is more focused on the evaluation of student learning process to increase the ability of students' self-learning. The article mainly discusses the application of formative evaluation in college English teaching.

Introduction

Teaching evaluation is divided into two kinds, namely, the end of the evaluation and formative evaluation, including the end of the evaluation is the end of the course through the examination method to test the student's learning effect; formative evaluation is in the teaching process to evaluate the student's learning process, timely make teaching feedback, the teacher in the evaluation results can be adjusted in time to improve teaching strategies to improve the quality of teaching.

The Advantages of Formative Evaluation

Formative evaluation refers to the use of specific measurement procedures and methods of students learning process, learning methods and learning achievements to make evaluation, the formation of the evaluation process has a certain degree of continuity and continuity, which is not a student's performance As a standard, but the comprehensive performance of students in the learning process to give a comprehensive and objective evaluation, in the formation of evaluation, academic performance is no longer the only indicator, just a certain indicator. Therefore, compared to the traditional end of the evaluation, the advantages of formative evaluation are mainly reflected in the following aspects:

First, the diversity of the main evaluation body. The end of the evaluation is top-down one-way, mainly by the teacher evaluation of students; and the formation of evaluation is a two-way evaluation, the teacher not only the evaluation of students in the process of learning, students will always feedback to the teacher's teaching So that the main body of the formation of the evaluation, including students and teachers, this two-way positive interaction can make students more active and active participation in the learning process; and student evaluation can be timely feedback to the teacher teaching information, prompting teachers to adjust Teaching strategies, so as to improve the effectiveness of classroom teaching, to build a harmonious and harmonious relationship between teachers and students.

Second, the diversity of evaluation content. The end of the evaluation of the main test students to master the situation of textbooks, but for students 'learning ability, learning attitude, learning strategies, but the lack of necessary evaluation, formative evaluation of the content related to the students' knowledge, learning motivation, learning methods, Learning ability, classroom

participation, emotional factors, etc., not only focus on the students end of the results, which focuses on students in the daily study of the performance, it can be more real and objective reflection of the students at a certain stage of learning, Help teachers to keep abreast of students feedback, timely improvement of teaching methods.

Finally, the diversity of evaluation forms. College English courses not only examine students to master the degree of English knowledge, but also a comprehensive study of students' comprehensive English application ability. The traditional final exam is more than written examination and listening test cannot be comprehensive, objective and true study of the comprehensive ability of students. The formation of the evaluation, including student learning files, study reports, reading notes, daily operations, questionnaires, learning group activity records and so on. The real practice and the final exam, self-evaluation and evaluation of the organic combination of others, making the evaluation form more diversified, so that students learn the actual situation and the effect of true and effective reflection, and truly highlight the student's dominant position.

The Application Strategies of Formative Evaluation in College English Teaching

The Application Principle of the Formation Evaluation. In the college English classroom teaching application formative evaluation must follow the following principles:

First, reform and innovation on the basis of inheritance and development. Formative evaluation is not to replace the traditional evaluation model, but to absorb the concept of innovation based on the innovation to the three-dimensional three-dimension evaluation model of the student's learning process to make an objective evaluation, so it is based on the development of inheritance to carry out the reform and innovation. Second, step by step, there are beginning and end. Formative evaluation is a normal and not accidental behavior, which is not only concerned with the students of the stage objectives, but also attach importance to the long-term development goals of students, the ultimate goal of traditional endorsement evaluation is consistent, that is, to improve student autonomy Learning ability and English comprehensive application ability, so it must follow the beginning and end, step by step principle, and the end of the organic combination of evaluation, more objective test of student learning effect. Again, follow the principles of people-oriented, individualized. Formative evaluation emphasizes the individual differences of students, for different students to do specific problems specific analysis, in the evaluation process focused on the emotional pouring, to encourage the students to encourage students to take the initiative to learn to stimulate their enthusiasm to promote students' language skills a substantial increase. Finally, teachers and students promote each other, teaching and learning. The evaluation subject, the evaluation content and the evaluation form all show the advantages of diversification. In the evaluation process, not only the students should continue to improve their comprehensive ability and language skills, but also the teachers should constantly improve their teaching methods. In the subject knowledge, the psychological level of education should continue to progress in order to better stimulate students' learning initiative and enthusiasm, and truly teachers and students to promote each other, teaching and learning.

Study the Portfolio. Portfolio can enable students and teachers to form a more comprehensive understanding of a student's learning at a certain stage and understand the student's learning input, progress and learning outcomes. In the formative evaluation process, the evaluation of portfolio is an important method, which records students 'learning process, objectively and intuitively reflects the students' progress and existence in language knowledge, language skills, emotional attitudes and learning strategies. Students conduct self-reflection and self-assessment, monitor their self-learning behavior, and enhance self-awareness. English learning files include four parts, one is the student's personal English learning development assessment form, the second is the student self-learning assessment form, including online work, online examination, online discussion, etc .; three monthly comprehensive evaluation form, comprehensive evaluation, including self-evaluation, student evaluation and teacher evaluation; Finally, students should be included in the end of the self-examination and evaluation form. In addition to the traditional paperwork, paper, learning materials, but also can include electronic documents, PPT, tapes and other forms of other carriers,

can help students multi-dimensional, multi-level understanding of a period of their own knowledge , The mastery of language skills, their own academic performance to make a correct and objective evaluation.

The Combination of Student Self-Assessment and Mutual Evaluation. On the one hand, the students' self-evaluation in college English teaching can reflect on their own learning process, and make their subjective initiative fully play out; teachers and students to develop specific evaluation criteria to ensure that students self-evaluation behavior rules; students through self evaluation and timely reflection of the learning process problems, and timely improvement of relevant learning methods to improve the learning effect. Students can evaluate each other's English learning results. Students can evaluate each other as a reference, recognize their own lack of learning, improve in time, can also highlight their own advantages to enhance students' learning self-confidence; and students evaluate each other and can also enhance each other's between the communication and communication to make up for the lack of teacher evaluation, so the formation of the evaluation to encourage students to self-evaluation and mutual evaluation, its evaluation in the main position fully play out.

The Organic Combination of the End Evaluation and the Formation Evaluation. Although the formation evaluation has many advantages, but as a single evaluation system still need to combine with the traditional conclusion of the evaluation, in order to ensure the objectivity of student evaluation, comprehensive. It can be formative evaluation and final evaluation of the total score counted as the student's academic performance, and formative evaluation since the teaching process of real-time feedback, can help students understand their learning process, improve their learning autonomy, then it is the end of the total score must have a certain proportion, usually formative assessment can account for 30% of the total score, the final evaluation of 70%, if the final exam results are relatively poor, may be appropriate to increase the proportion of formative evaluation, its upgrade to 40% -50%, in order to reasonably control the excellent rate and failure rate. In short, the formation of evaluation and the end of the evaluation cannot simply "put together", should be demonstrated to complement each other, organic combination, so that it constitutes a scientific, reasonable and perfect, can play a good test, oriented evaluation system.

The Notes of the Formation Evaluation

In the practical application of the formative evaluation method, we need to pay attention to the following aspects: First, pay attention to the flexibility of the evaluation method. Students have different differences in the individual, the evaluation method should also fully respect the individual differences in the students, so flexible, to ensure that the evaluation results of the objectivity. Some students in the learning process are highly sensitive to English knowledge, have a strong ability to absorb and digest new knowledge, and some students have a poor foundation and relatively low acceptance ability. Teachers should fully combine the personality characteristics of students in the evaluation process. Attitude, etc., ensure the applicability of the evaluation method. Second, the evaluation process should pay attention to the feedback effect of evaluation. The feedback from both the students from the teacher, the teacher should always pay attention to whether the evaluation of the students to mobilize the enthusiasm of the study, whether it can enhance students' learning confidence and learning efficiency; also to assess whether the students in the process of learning problems, whether to find teaching lack of methods and so on. Finally, the evaluation process weakens the emotional factors. Formative evaluation reflects the strong openness, especially for the learning effect, the learning process of the evaluation of emotional attributes are more prominent, the students in the process of mutual evaluation may be due to the relationship between the immediate impact of the evaluation of the objectivity, the teacher's evaluation will be due to The impact of a student's likes and dislikes, so the formation of sexual evaluation should pay attention to weaken the impact of emotional factors, as far as possible fair, just and objective.

Conclusion

In conclusion, the formative evaluation is a new evaluation mode. Compared with the traditional

evaluation model, the formative evaluation can improve the interaction between the two sides, pay attention to the students' learning process. Of course, the formative evaluation should pay attention to the evaluation form flexible and diverse, pay attention to the feedback effect of evaluation, and weaken the evaluation of emotional factors, try to do the combination of subjective and objective, formative evaluation and the ultimate evaluation of the combination of objective, objective feedback teaching information to improve the quality of college English teaching.

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