

## Research on Backwash Effect of College Entrance Examination in English Teaching in the Perspective of Cross-culture

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**Abstract:** Language teaching and language testing have always been an inseparable whole, and both are indispensable. The college entrance examination test has a positive backwash effect on English teaching, which embodies the students' language foundation, improves the enthusiasm for learning English, and provides a fair evaluation standard. It also has a negative and positive backwash effect, which deviates from the essence of teaching and educating people. It does not meet the requirements of quality education and is not conducive to the cultivation of intercultural communication competence. From the perspective of cross-cultural, this paper puts forward suggestions for using the backwash of the college entrance examination to carry out English teaching, for example, adding cross-cultural content to English test questions, improving the validity of the English test for college entrance examinations, and correctly understanding the English college entrance examination. The results of this research are used to help reform English teaching and improve the quality of teaching.

### 1. Introduction

The impact of testing on teaching and learning is called backwash function. We found that the higher the level of testing, the greater the impact of testing on teaching and even the distortion of the teaching process. That is to say, the teaching has an effect as a "baton", in order to obtain higher scores, the teaching and learning strategies have to be adjusted. According to the type of impact caused by the backwash effect, it can be divided into positive backwash effect and negative backwash effect. The English side test has positive and negative effects on teaching, prompting teachers to broaden the teaching content, improve teaching methods, improve students' enthusiasm and initiative in learning English, comprehensively examine the teaching effect of teachers and students' learning effects, and comprehensively promote English teaching. The negative backwash effect of English test on teaching has caused psychological pressure to students to a certain extent, resulting in students losing interest in English learning. For teachers, it limits the teacher's autonomy to teaching content and teaching methods to some extent. The choice will affect the development of English teaching to a certain extent.

Language teaching and language testing have always been an inseparable whole, and both are indispensable. Language testing is a deliberate evaluation tool to improve the quality of language teaching. It has a significant impact on the process of language teaching. The role of language testing in teaching does not only affect students, but also affects teachers and teaching. Teaching content, teaching methods, teaching progress, teaching theory and teaching evaluation have an impact. Therefore, both as a tester and an educator, we should face up to the backwash of English test and use positive effects to guide teaching. Based on the cross-cultural background, this paper will conduct an in-depth study on the backwashing effect of the college entrance examination test on high school English teaching, and promote the positive backwash effect of the college entrance examination in the future teaching practice, and avoid the negative backwash effect.

## 2. Necessity on English Cross-cultural Teaching

Language is an important carrier of culture, and culture is the content of language. The relationship between the two is much closed. Humans have created culture with language, which in turn promotes the development of human society and enriches the way language is expressed. Cultural differences are obstacles to intercultural communication. Overcoming communication barriers caused by cultural differences has become a common problem facing the world. Developing cross-cultural teaching in English is an effective way to solve this problem.

(1) The need to improve language comprehension. Language comprehension ability refers to the ability of individuals to comprehend semantics, language pulse and context through the activities of association, combination, analysis and generalization to evaluate, appreciate and use. Multicultural communication needs to improve language comprehension. Improving language comprehension is inseparable from culture, because language is a communication tool with rich cultural connotations. The main body of multicultural communication comes from different nationalities, has different cultural backgrounds, and has great cultural differences. To clear the barriers to communication, we must correctly understand foreign cultures, improve intercultural competence, and tolerate and respect each other's behaviors.

(2) Adapt to the needs of the international development of education. Education internationalization is the edge product of economic globalization. The basic goal is to promote mutual understanding, exchange and cooperation and coordinated development of education worldwide. The internationalization of education is a contemporary appeal to realize the modernization of education, and it is a rational choice to catch up with the level of advanced higher education in the world in the trend of modernization. It is necessary to infiltrate the concept of international education into educational practice, provide students with diverse opportunities for foreign study and further education, encourage students to learn independently and cross-cultural academic exchanges, and effectively use the language of English through cross-cultural teaching. In this way, students can play their part in the international arena.

(3) The need for the dissemination of Chinese excellent traditional culture. The long history of the Chinese nation for thousands of years contains a profound and profound traditional culture. China's excellent traditional culture is a culture that has been preserved through practice testing, time testing and preferential inheritance, and can be passed down for a long time. China's excellent traditional culture is the foundation and soul of the Chinese nation. It reflects the unique thinking mode and spiritual identity of the Chinese nation and plays an important role in promoting national progress and social development. English cross-cultural teaching, improve students' intercultural communication ability, make it assume the role of cultural exchange messengers, and promote the spread of China's excellent traditional culture.

(4) Adapt to the needs of the development of economic globalization. After China's accession to the World Trade Organization, the pace of economic globalization has accelerated, and international and cross-cultural cooperation has become an important part of economic activities. At the same time, cultural conflicts often affect international cooperation. How to effectively carry out international economic cooperation in the context of globalization has attracted more and more attention. Through intercultural teaching in English, cultivating future managers and technicians, with cross-cultural competence, including understanding of different cultures, and understanding of different modes of thinking, perceptions and behavior patterns, eliminating communication barriers and resolving cultural differences conflict.

(5) The need for students to improve their English learning ability. Learning language needs to rely on culture, culture as a carrier, language learning is inseparable from related cultural learning, and understanding of certain cultures can help improve language proficiency. For most Chinese students, English is a second language. If there is a lack of cultural penetration, language learning is easily confused with local culture and produces pragmatic errors. To carry out cross-cultural teaching in English, students consciously understand British and American culture, religious beliefs and codes of conduct in the process of English learning. Under the understanding of cultural

differences, they understand the learning rules and cultural connotations of English and improve their English learning ability.

### **3. Theoretical Basis on Backwash Effect**

A brief overview of the theoretical basis of the backwash effect is as follows:

(1) The backwash effect hypothesis. Alderson & Wall proposed 15 backwash effect hypotheses to explain the impact of testing on teachers and students, the teaching process, and the learning process. Later, Alderson & Hamp-Lyons made a new discovery, and thought that the backwash effect was also affected by other factors, including the teaching style and teaching philosophy. Based on the assumption of 15 backwash effect, it added a hypothesis: the test will be aimed different students and teachers produce different levels and types of backwash effect.

(2) Hughes's trichotomy. In Hughes's backwash effect trichotomy, the occurrence of the backwash effect includes "participants", "process" and "results", and proposes a "participant, process, result" backwash effect model for exploring the backwash the principle of operation. The test will first affect the participants' understanding and attitude towards the teaching task or learning task. These knowledge and attitude will in turn affect the behavior of the participants in the activity process, and will also affect the teaching effect and learning effect.

(3) Explicit and implicit backwash effect. Prodromou believes that explicit backwash effect refers to direct and obvious test-oriented teaching or test-taking; implicit backwash effect should refer to a deep and imperceptible impact on teaching. The latter is ubiquitous in teaching, so the textbooks are more and more like exam questions, and teaching is more and more like exams. In the ideal teaching process, teachers should treat students equally; the teaching materials have rich and diverse cultural connotations.

### **4. Positive Backwash Effect on College Entrance Examination in English Teaching**

The positive backwash effect has effectively promoted English teaching and learning, which is reflected in the following aspects:

(1) Consolidate the language foundation of the students. Basic knowledge is the foundation of the whole learning system. Without strong basic knowledge, there will be no continuous interest, and learning will be lost. Without a solid basic knowledge, it will be impossible to successfully construct appropriate learning and problem situations, and new knowledge cannot be generated and ability; without a solid foundation, it is impossible to construct a scientific and rational subject knowledge framework. Mastering language knowledge is the basis and premise of improving language ability. In order to improve the scores of college entrance examinations, many teachers pay attention to basic knowledge and improve their English scores.

(2) Improve the enthusiasm for learning English. The college entrance examination is an opportunity to choose a life path. If you miss this opportunity, you can only stand at a lower starting point and start a new life journey. The college entrance examination cannot be ignored, grasp the limited time before the exam, let yourself maintain the best state, and learn efficiently, so that no regrets will be left. For high school students, the boring English learning has become the active and conscious behavior of the students, mobilizing the enthusiasm for learning English, paying attention to the development process of language ability, and improving the basic quality of English language.

(3) Provides fair evaluation criteria. The reform and development of education faces a series of major problems. Among them, the hot issues of concern to the people are mainly to promote education equity and improve the quality of education. Through deepening the reform of the examination enrollment system, promoting education equity, improving the selection of talents, and striving to achieve fairness in the college entrance examination, open process and fair results, thus effectively safeguarding social equity. The current college entrance examination is a relatively fair progression system. As a relatively fair evaluation standard, scores provide a source of motivation for students' English learning and effectively promote English teaching and learning.

## **5. Negative Backwash Effect on College Entrance Examination in English Teaching**

Negative backwash effect has hindered English teaching and learning to a certain extent, which is reflected in the following aspects:

(1) Deviated from the essence of teaching and educating people. The essence of education is "teaching and educating people". Teaching means imparting knowledge and skills. Educating people means caring for students. Most schools simply strive for high scores and one-sided pursuit of higher education rates, deviating from the actual needs of student development and social development, and triggering the abnormal pursuit of "all the education is for students' scores", leading to student learning. Achievements are the most important benchmark for measuring students' excellence and success. English teaching does not play the role of educating people, and does not develop non-intellectual factors of students.

(2) Does not meet the requirements of quality education. Quality education is to use various forms of education and teaching activities to enable students to master the necessary basic knowledge and ability of science, to understand and grasp some scientific research and thinking methods, to cultivate students' scientific cognition level, thinking level and practice level, and to form science. The natural view, world view, values and aesthetics, and the creation of a good scientific quality, enable students to develop and upgrade. English education is an important part of basic education, and it also shoulders the responsibility of implementing quality education. In order to guide the teaching of the college entrance examination, quality education has been neglected.

(3) It is not conducive to the cultivation of intercultural communication skills. The traditional "indirectness" of the test-oriented education thinking and the source of cultural content make students lack understanding of the historical and cultural origins of English-speaking countries. Since cultural content does not appear directly in the exam questions, teachers spend a lot of time on vocabulary functions and collocations, imparting linguistic knowledge in isolation and ignoring the understanding of cultural connotations. Vocabulary is a tool that reflects the social and cultural life of human beings. Many vocabularies often carry specific cultural information. Many teachers can't agile the understanding of the equivalence between Chinese and English vocabulary, and can't reach the cultural goal of English teaching.

## **6. Proposals on Using the Backwash Function of College Entrance Examination to Develop English Teaching in the Perspective of Cross-culture**

The study of the role of backwash function is an extremely complicated process. It requires the joint efforts of all parties to explore effective measures to reduce negative backwash function and improve positive side effects. According to the analysis of the backwash effect of the college entrance examination test on English teaching, from the perspective of cross-cultural, it puts forward the suggestions of using the backwash of the college entrance examination to carry out English teaching, and promotes the reform of high school English teaching and college entrance examination English test.

(1) Cross-cultural content is added to English questions. The inclusion of cross-cultural communicative competence testing in language testing has always been the focus of attention in the field of English teaching and testing. The English test pays equal attention to the knowledge culture and the communicative culture, and encourages teachers to change the traditional teaching mode, pay more attention to cultural teaching, create effective teaching methods to improve students' cross-cultural sensitivity, and teach students the internalization ability of different cultural knowledge. For teachers, it is not only necessary to teach knowledge about cultural culture and communicative culture, but more importantly, to teach students to internalize this knowledge into the skills necessary for effective and appropriate intercultural communication.

(2) Improve the validity of the college entrance examination English test. The main purpose of language testing is to make accurate and fair measurements of the language skills of the subjects. Validity is the most critical criterion for testing and is the fundamental starting point for language testing. In accordance with the purpose of the test, the test results have achieved the intended test

objectives, and the test is effective and efficient. The college entrance examination English test is aimed at comprehensive utilization ability training, and the comprehensive ability to test students' English knowledge, the comprehensiveness of detecting language behavior and the actual communication ability will become the mainstream. The test results are compared with the results of the college entrance examination. If they are similar, the validity is higher.

(3) Correct understanding of the English college entrance examination. The college entrance examination is a large-scale selection test conducted by qualified high school graduates. The main task is to select high-quality students for various colleges and universities. The college entrance examination has obvious selection. If there is selection, there will be competition. The high examination questions must have sufficient discrimination and necessary difficulty. As the enrollment of higher education continues to expand, the college entrance examination is no longer the only opportunity to change the destiny, but an alternative to life. Therefore, the college entrance examination is not the center of high school English teaching. Learning English is not only for the entrance examination, but more importantly, the language is applied skillfully in daily life and future workplaces, conforming to the trend of globalization and the understanding of foreign culture. In the process of teaching, teachers strive to cultivate students' independent thinking and learning ability, explore students' interest points, and cultivate students' ability to use language comprehensively.

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