

Research on Quality Improvement Methods of English Classroom Evaluation from the Perspective of Validity Theory

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Abstract: The concept of validity has important implications for guaranteeing the quality of classroom evaluation. Based on the concept of validity, high-quality classroom evaluation should focus on learning and point to the improvement of learning. This paper analyses the relationship between validity theory and the quality of English classroom evaluation, and explores the methods to improve the quality of English classroom evaluation from the aspects of evaluation of content, evaluation of opportunity, evaluation of emotion and evaluation of object to provide some references for the relevant researchers.

1. Introduction

Validity is a core concept in educational measurement and even educational evaluation [1]. We can always see validity when we look through any book on "Educational Surveying". As for validity, we can always see the concepts of criterion validity, content validity, inferential validity and conceptual validity, but these concepts are some, not all, of the many validity concepts emerging in the development of validity theory. The curriculum validity emphasizes the curriculum validity of competency tests and distinguishes it from content validity, and leads to a concept closely related to curriculum validity. The curriculum validity can be divided into broad sense and narrow sense. The curriculum validity in broad sense includes not only the curriculum validity in narrow sense, but also the teaching validity. In a narrow sense, curriculum validity focuses on the consistency between the test objectives and the school curriculum objectives, and teaching validity must also consider whether the stated goals of the school are translated into the theme of classroom teaching. In other words, whether the school provides the students with the teaching of knowledge and skills tested by the test. Evaluation measurement in the field of education originated from psychometrics, but it is not a simple transplantation. In fact, the application of measurement theory in education has also produced a large number of mature technologies suitable for academic achievement measurement, one of which is the bi-directional breakdown table. Traditionally, bi-directional itemization is a sampling technique of test content, which is mainly used to determine the test content. The application of bi-directional itemized list can effectively ensure the appropriateness of the sampling of test contents, and it is widely used in test propositions. The framework of test design developed on the basis of bi-directional detailed list technology can help to determine the content of the test questions and grasp the cognitive requirements and weights of each knowledge point. Validity theory is widely used in the authoritative assessment of students' academic achievement, such as the American Educational Progress Assessment [2].

2. Validity Theory and English Classroom Evaluation

2.1 Course Validity and Evaluation Based on Standard.

Course validity, that is, the relevance between the examination content and the course and the representation of the course, that is, whether the scope of the examination content, the required cognitive type and the level of difficulty appropriately reflect the requirements of the course. Curriculum validity is not a new concept. Similar content validity has been emerging from time to

time in the development of validity theory. Classroom evaluation is an integral part of teaching, not an isolated link over teaching. Classroom evaluation should focus on students' performance in the learning process, with the aim of promoting students' learning. However, if the evaluation pays attention to those teachers who do not teach or learn, then evaluation cannot become a part of teaching, cannot provide information for the improvement of teaching, and cannot promote students' learning. In fact, in all educational evaluations, the achievements should be achieved through teaching, and the achievements are the results of curriculum implementation and teaching. Authenticity is the most basic feature of effective evaluation. Teachers should be realistic in evaluating students in class, and they should not praise learning blindly in order to activate the classroom atmosphere. Students should be affirmed and appreciated when they perform well, encouraged and inspired when they are confused, and corrected and reminded when they perform poorly. The evaluation should pay attention to the development of students' comprehensive language ability and the development and change of students' emotional attitude, values and learning strategies in the process of learning. The purpose of using English classroom evaluation language is to promote students' development, pay attention to students' innovative spirit and practical ability, pay attention to students' emotions, attitudes and values, and highlight the role of evaluation in promoting students' lifelong learning and overall development [3].

2.2 Effect Validity and Evaluation to Promote Learning.

The consequence validity of evaluation refers to the degree to which the evaluation achieves its expected results. Evaluate whether the consequences of implementation are the expected consequences. For example, whether the selective examination accurately and impartially selects the person who wants to be selected, whether the supervisory examination accurately reflects the learning situation of the monitored object, and whether the diagnostic examination accurately reflects the strengths and problems of the students in the specific learning field. The core issue of consequence validity is the extent to which evaluation results in expected or unexpected consequences. Evaluation is essentially a social process and product, which can have an important impact on human behavior. Because what is evaluated is usually considered to be more important than what is not evaluated, it leads to implications of the value of different areas of learning, and in fact defines them. For example, the examination based on basic factual knowledge clearly tells teachers, students and parents that such factual knowledge is more valuable than high-level skills or comprehensive qualities, at least in those examinations that affect students' future learning opportunities and life opportunities. The validity of English consequences is manifested in the single evaluation content. At present, teachers in English classes only evaluate students' language skills and knowledge, ignoring the evaluation of students' learning strategies, emotional attitudes and cultural awareness. Evaluation itself is teaching, evaluation itself is education, but many teachers do not have enough understanding of the role of evaluation. When using evaluation language, they are very stingy, ignoring students' brilliance, efforts and mistakes, which results in many missed opportunities to educate students and improve the quality of classroom teaching. English teachers' enthusiastic praise can not only inspire these two students, but also set an example for other students [4].

3. Quality Improvement Methods of English Classroom Evaluation Based on Validity Theory

3.1 Evaluation of Content.

Teachers' classroom evaluation terms should be accurate and targeted. As for the use of corrective classroom evaluation terms, it should be related to the teaching content. After all, English has its own particularity in expressing needs. As some grammatical errors are unavoidable in the interactive link, in the face of students' errors which contain more difficult problems, we should take into account the students' current English level. If we can learn it in future courses, we should take whether we can achieve the communicative purpose as the criterion. To clarify the purpose of classroom evaluation, we must first understand the nature of classroom evaluation. The main function of external evaluation is to provide judgeable information for some people who are not usually students. Different from

external evaluation, classroom evaluation is the evaluation of students' learning situation implemented by teachers in daily teaching practice. Teachers who plan and implement teaching are the compilers, implementers and users of evaluation results. Classroom evaluation occurs in daily teaching practice. First of all, it means that the evaluation aims at specific students, pays attention to specific content according to specific teaching and learning situation, so it has a kind of situation dependence, unlike external evaluation, which is independent of situation. It also means that classroom evaluation and teaching are inseparable. As an activity of collecting students' learning information, classroom evaluation is also connected. The following teaching and learning provide the basis for decision-making, even is itself a fragment of real learning, and is an integral part of the teaching process. It also means that classroom evaluation will affect the classroom and create a classroom character or environment. In short, the integration of evaluation and teaching makes evaluation a part of the environment itself and students' learning. Its validity is based on effect. The focus of classroom evaluation is to promote students' learning, and its validity is mainly about the consequences. Consequently, consequence validity should be at least the most important dimension of classroom evaluation validity, even if it is not the only validity that classroom evaluation needs to pay attention to.

3.2 Evaluation of Opportunity.

Teachers should seize the opportunity to use classroom evaluation language timely and appropriately. Especially when using knowledge-based evaluation terms, we should not only confirm knowledge points and point out errors in time, but also catch them. When there are some common grammatical errors in students' English expressions, try not to point them out immediately, but wait for the students to finish answering. Otherwise, students will be interrupted suddenly, and they will probably forget what they are going to say next, which will destroy the original relaxed and happy teaching atmosphere. If the teacher can immediately follow in the evaluation of the overall content of the students' expression, pointing out that this grammatical error is widespread and explained in detail, it will not only play a guiding role in the learning of all the students to the greatest extent, but also minimize the negative impact on the students who make mistakes. Teachers use evaluation to collect information about students' learning at the level of daily teaching, not to judge whether students are learning well or not, but to make decisions based on relevant information to help students achieve the desired learning results and to provide students with such information, which is expected that students can take actions to help improve their learning based on this information; teachers use this information themselves, that is, to make decisions based on relevant information to help students achieve the desired learning results. This information is based on curriculum and teaching adjustments that help students learn. Teachers may need criterion validity and content validity because they need accurate information about students' learning specific content. Teachers may need to interpret and infer based on the evaluation results, so inferential validity and conceptual validity may be needed. However, teachers should collect information about students' learning and make explanations and inferences. The effectiveness of this decision-making is evaluated by the cumulative learning effect of students over a long period of time.

3.3 Evaluation of Emotion.

Effective classroom evaluation must promote learning evaluation, not just learning evaluation. Effective classroom evaluation should effectively guide students to study. In terms of knowledge and skills, processes and methods, emotional attitudes and values, we can achieve the desired development, not just limited to the grasp of factual knowledge and other low-level cognitive skills. It is impossible for classroom evaluation not to promote learning, but to varying degrees. In fact, classroom evaluation can promote learning, but also hinder learning. In reality, many students lose confidence and motivation in learning because of their teachers' experience in daily evaluation practice, so that they eventually give up learning. Sometimes the practice of classroom evaluation may indeed lead to the increase of students' test scores, but this does not indicate the promotion of learning, because there is probably no real learning behind it, and the increase of scores may only be the result of students being more familiar with the type of questions or even cheating. Perhaps some

evaluations do promote learning. The mastery of factual knowledge or the regeneration of other people's opinions, but obviously this kind of learning is not what we expect in the new era background. As the main body of classroom evaluation, teachers should first be sincere. Only when the teacher's classroom evaluation language is consistent with the teacher's psychological tendency can the students be really moved and the teaching purpose be realized. Not from the heart of the evaluation, can only form a negative impact on students, harmful to teaching. The evaluation should focus on encouragement, protect students' self-esteem, and then achieve the goal of cultivating students' personality psychology. This is not to say that criticism should be avoided. The correct use should be reward and punishment. It is the best realm to incorporate good teacher evaluation language into teachers' personal teaching style. Teachers' mature teaching style is the motivation to attract students to be willing to learn subject knowledge and to participate in teaching activities.

3.4 Evaluation of Object.

English teachers should make effective use of the evaluation results and provide feedback to students so that they can make beneficial learning decisions based on the evaluation results. English teachers should try their best to make students feel the teacher's criticism through illocutionary force because of their expectations. The same is encouragement, but also because of the teacher's happy look and let students understand that teachers are proud of their progress. If a kind of classroom evaluation only encourages the learning of factual knowledge, but cannot guide and support the development of students' high-level cognitive skills, no matter how perfect it is at the technical level, it cannot be called effective classroom evaluation. Similarly, some teachers' classroom evaluation practice does promote students to achieve the desired learning in the short term, but in the long run, this promotion also pays a hidden price. For example, praise of the students themselves in class may make them more motivated, but it may lead to the association of success or failure with the inherent quality, thus affecting long-term learning. Teachers should pay attention to students' individual differences. The evaluation language should be positive evaluation of students' classroom performance from multiple perspectives and layers, so that all students feel the growth and improvement, and stimulate students' desire to participate. For example, for students with higher English proficiency, teachers should raise their standards accordingly and use encouraging evaluation terms carefully. Too much praise will not only not play a role of encouragement, but also make students form a psychological stereotype and develop a sense of pride and complacency. For students with low English proficiency, we should try our best to consider discipline, effort and seriousness from various perspectives. Grasp every point of their progress and affirm it in time to improve their enthusiasm and self-confidence.

4. Conclusion

Understanding the concept of college English classroom assessment has important theoretical and practical significance for college English teachers to establish a scientific and rational evaluation system of college English classroom and improve the quality of college English teaching. Only by flexibly evaluating students' linguistic competence according to different subjects, different evaluation purposes and different evaluation opportunities can the effectiveness of English classroom evaluation be improved.

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