

## **The Application of Formative Evaluation on the Teaching of "English viewing, listening & speaking" Course in University**

**Li Huiyan**

Foreign Language Department, Ganzhou Teachers College, Ganzhou 341000, Jiangxi, China

**Keywords:** formative evaluation; College English viewing, listening & speaking; effective suggestion

**Abstract:** English is an important part of university teaching that is a compulsory course that every major must learn. It occupies an important position in the university's entire education system. While the evaluation of English is a major part of university English teaching. At present, with the solid advancement of the new curriculum reform, the goal of college English teaching has become a three-dimensional goal. The past evaluation methods cannot fully adapt to the current college English evaluation. Thus, college English has introduced a formative evaluation. Based on reality, this paper first analyzes the problems existing in audio-visual evaluation, then expounds the general situation of formative evaluation, and puts forward some suggestions on how to make formative evaluation in college English viewing, listening & speaking.

### **1. Introduction**

College English is a public course that every college must set up and require every student to attend. College English teaching has always been closely watched. As an important component, evaluation has been widely considered by the academic community. The evaluation reflects the learning status of the students to a large extent, and allows teachers to make improvements based on specific conditions. And the scientific and reasonable evaluation will also greatly promote students' enthusiasm for learning. Therefore, university English visual, audio and listening teaching has always tried to explore more useful evaluation methods. In the context of the new curriculum reform, a formative evaluation was introduced into the evaluation system of college English. It has achieved some gratifying results in the process of practice. However, due to the lack of practical experience, further discussion is needed.

### **2. Introspection on the current evaluation system of College English viewing, listening & speaking**

#### **2.1 From the perspective of students**

First, judging from the evaluation content, the cultivation of comprehensive quality is ignored, and only knowledge accumulation is paid attention to. There has long been a major drawback in College English viewing, listening & speaking. It only evaluates students' basic knowledge, while neglects the ability to communicate, innovate and practice. This is obviously inconsistent with the concept of the new curriculum reform. The new curriculum reform requires that we train newcomers with good overall quality.

Second, from the evaluation method point of view, the percentage test is used as the only evaluation method. In addition to the use of written tests for quantitative evaluation, College English viewing, listening and Speaking should also be evaluated in a more multivariate way based on the diversity of evaluation content, rather than relying solely on written tests to eliminate students' richness and distinct personality. Quantitative evaluation method has made the loss of the core of "communicative communication" in College English viewing, listening and speaking.

Third, judging from the evaluation theme, teacher evaluation is the main factor and the self-evaluation of students is ignored. In the current evaluation of college English viewing, listening

and speaking, teachers are in the main position of evaluation, and students are passive. As a result, many students present an apathy, refusal, and fear to learn English viewing, listening and speaking.

## **2.2 From the perspective of teachers**

First, teachers mostly evaluate students for the fundamental purpose of improving teaching effectiveness. In this case, teachers only care about teaching students basic knowledge and some examination techniques, and pursue the passing rate of final exam and the CET-4 and CET-6 tests. They neglect the cultivation of students' innovative ability and practical ability. It also causes a distorted awareness of the students, which is inconsistent with the idea of quality education.

Second, the main function of evaluation is to classify and implement rewards and punishments. Appropriate grading and rewards and punishments can inspire teachers' enterprising spirit, but on the other hand, it is very easy to cause some teachers' rebellious psychology. Due to the estimators' absolute evaluation status, some participating teachers may have conflicts with estimators, and even bring this kind of emotions into classroom teaching and affect students' learning.

Third, individual evaluation is stressed and comprehensive evaluation is ignored. The school's evaluation of teachers focuses on one aspect of the teaching process, such as teaching attitude and teaching performance. This situation is that some teachers' teaching is not for the development of students at all, but more for the approval of school leaders. And the unique teaching style and style of teachers are neglected. Using unified standards may be unfair to some teachers.

## **3. The summary of formative evaluation**

### **3.1 The connotation of formative evaluation**

According to the differences in evaluation purposes, Scriven divided education evaluation into summative evaluation and formative evaluation. The formative evaluation refers to the teacher's systematic evaluation of students' knowledge in order to understand students' learning in the teaching process. It is a procedural evaluation to understand students' learning behavior. Formative evaluation is a continuous process. The main contents of the evaluation include learning ability, learning strategies, emotional attitudes and values, and cooperation spirit. There are many ways to obtain the results of formative evaluation. From a large perspective, it can be divided into two types: Formal and informal. The official way is conducting the related tests, observing student operations, checklists, etc. The informal approach is also a very important approach. For example, we can observe students' emotions, language, and behavioral feedback as they study. The subject of formative evaluation can also be very rich. From a large perspective, it is divided into self-evaluation and others' evaluation.

### **3.2 The purpose of formative evaluation**

There will always be a purpose for a evaluation, and it is not evaluated just for evaluation. What are the main purposes of formative evaluation? First, it is to determine the students' current level of knowledge. It is generally practiced through the form of "placement test" to determine the teaching content. Second, it is to test students' learning effects. By understanding the student's learning situation in a timely manner, they can make adjustments to their own learning and find out what is missing, which promotes student to introspect and make progress, correct learning attitude, adjust learning methods, and ultimately achieve the goal of improving their academic performance. Moreover, it is to test the teaching effectiveness of teachers. Through formative evaluation, teachers can determine whether their teaching methods, teaching contents, and teaching strategies are appropriate. And can teaching goals be achieved on time? How are students adopting knowledge? Then analyze specific issues, improve inappropriateness, and promote better teaching results.

## **4. The design of the formative evaluation of College English viewing, listening and speaking teaching**

### **4.1 Evaluation preparation**

First, we must make clear the necessity of the evaluation and make clear the goals to be reached. Secondly, it is necessary to determine the object, scope and way of evaluation. The object of evaluation is the College English viewing, listening and speaking textbook. The scope of the evaluation is the teaching of teachers and the study of students. Evaluation methods are self evaluation and others evaluation. The personnel involved in the evaluation may include teachers, students, parents, school administrators, etc. What's more, it is necessary to determine the organizer of the evaluation activity. The persons who will determine the evaluation questions can be tentatively scheduled for teachers, students and school administrators. Finally, we must make proper arrangements for the evaluation time.

### **4.2 Tools for the implementation of evaluation**

There are dozens of tools to implement evaluations. We cannot adopt them one by one. We should make a specific analysis according to the specific situation and choose the most appropriate way. The most commonly used evaluation tools at present include the following: The first is teachers' observation. It could be formal and informal; The second is the filling of electronic files. The content can be very rich, it can be pictures, words, but also voice, video and so on; Thirdly, it can be evaluated through the network teaching materials, and it can rely on the network version of the audiovisual materials. Finally, it can be evaluated with the help of the Internet. For example, teachers can chat with students in QQ to check students' learning. Students can also check their own learning through online forums, information inquiries, etc. Teachers can also publish relevant information on their web pages for students to browse and learn.

### **4.3 The steps to implement the evaluation**

First, the evaluation goal needs to be determined. Second, determine the content of the evaluation. Finally, the evaluation plan should be made.

In recent years, China has been vigorously advancing new curriculum reforms. In this context, formative evaluation is adopted in the evaluation of College English teaching, and the single mode of quantitative evaluation based on written examination in the past is abandoned, so that students' enthusiasm and initiative in learning English have been improved. Although some problems have also emerged in the implementation process, under the efforts of the students and teachers, the formative evaluation will be in harmony with the needs of college English viewing, listening and speaking teaching and learning in the future, and will fundamentally promote the progress of the new curriculum reform.

## **5. The enlightenment of formative evaluation applied to the teaching of college "English viewing, listening and speaking"**

### **5.1 Establishing a diversified evaluation system**

At present, with the implementation of the new curriculum reform, new teaching ideas have been introduced into college English teaching. Under the guidance of the new concept, we should emphasize the diversity of teaching, respect the differences of students' personality, and promote the all-round development of the students. Therefore, in the evaluation of middle school teaching, the evaluation criteria should be more open and diverse. By establishing scientific evaluation criteria, students can be inspired to think from more angles, conduct independent deep-seated discoveries and inquiries, and innovative awareness and innovation capabilities are developed. Students differ in personality, cognitive level, and cognitive style. Therefore, we cannot use the same criteria to measure them and we should allow students to have different opinions. To this end, we can divide the evaluation indicators into different levels, specifically including the evaluation indicators, evaluation criteria, and evaluation levels of first-level and second-level.

## 5.2 Multi -subject participation strategy

In the evaluation of teaching, the objectivity of evaluation can be enhanced through the participation of multiple evaluation subjects. The traditional teaching evaluation often takes teachers as subjects, which often leads to the defects of evaluation. This hit students' enthusiasm for learning to a certain extent. Under the formative evaluation, the main body of teaching evaluation should be enriched, and students, teachers, and leaders should be involved in the evaluation activities and make it a two-way or even multiple-way activities. The teaching evaluation is transformed from something more external to intrinsic, from passive waiting evaluation to active evaluation, and from formal evaluation to real evaluation. Only through such transformation can we minimize the contradiction between the estimators and the persons who are evaluated, which promotes the formation of a democratic and equal appraisal relationship, and enables the teaching appraisal to truly play its role, that is, to instruct teachers in teaching, to promote student development and thus improve the teaching effect.

## 5.3 Dialectical evaluation strategy

We often hear teachers evaluate students in college English classes: "Nice", "good", "very good" and so on. On the surface, such assessments are positive, but the students are at a loss about what is right and what is good. How can such evaluation play a role in student development? This question is worth thinking deeply. Due to the differences in the analysis summary, cognitive level and expression ability, students will have various mistakes in answering teachers' questions. Therefore, when evaluating students' answers, teachers should make accurate, comprehensive and substantive evaluations based on students' answers. They should not generally evaluate "yes" or "no", "good" or "bad".

## 5.4 Paying attention to the strategy of students' characteristic development

Studies related to sociology and psychology show that each student has his or her unique congenital quality and living environment, and his or her interests and hobbies are very different from each other. Therefore, in order to make every student get development, we must pay attention to the individual difference of students in the process of evaluation, and implement the strategy of "Individualized evaluation". Timely praising students who listen carefully, actively ask questions, daring to question, and take notes in the classroom. At the same time, students who perform less well should also be given appropriate encouragement. When setting up courses, the school could build a variety of learning platforms that allow students to choose their favorite specialty courses, such as inquiry classes, practical classes, research projects, science and technology club activities, etc. The difference in content setting can satisfy the needs of the appraiser's differential development and promote their characteristics development.

## References

- [1] Wang Jiqu. A study on the construction of a formative evaluation system -- an example of the application of the student's growth record in the teaching of English viewing, listening and speaking courses[J/OL]. Journal of Henan Radio & TV University,2016,29(01):101-103. (2016-03-10).
- [2] Zhao Chao, Song Erchun, Zhou Xiaochun. The application of formative evaluation in College English viewing, listening and speaking courses[J]. Journal of Nanchang College of Education,2013,28(03):170-171.
- [3] Li Huajun. A study on the application strategy of formative evaluation in College English viewing, listening and speaking courses[J]. Science & Technology Information,2011, (04):160.
- [4] Liu Lili, Liao Fu. A preliminary study on the formative evaluation of College Teaching -- Taking the course of "English viewing, listening and speaking" as an example[J]. university education science,2010, (06):36-39.

[5] Chen Zhiyun. The design of formative evaluation model in College English viewing, listening and speaking teaching[J]. Journal of Xiangtan Normal University (Social Science Edition),2009,31(01):207-208.