

Construction of Formative Evaluation Method for College English

Nancao Ma*

Liaoning Institute of Science and Engineering, Jinzhou, China
465343066@qq.com

*Corresponding author

Abstract: Traditional educational evaluation methods have many drawbacks, such as long time, inaccurate data, process data omission or inability to collect, etc. The analysis results based on such incomplete data can only reveal some specific problems and lack comprehensiveness. Formative assessment is a kind of evaluation method focusing on students' learning process, which conforms to the characteristics of students' English learning, balances the value of English teaching and respects the development of students' thinking and emotion, so it has a good basis for application in college English teaching. Big data provides technical support for formative evaluation, and makes deep use of big data to establish a complete data chain for each student's development. The formative evaluation method of college English constructed in this paper conforms to the needs of college English education in the era of big data, confirms and reveals more valuable education laws, accurately records the development track of each student, and promotes more accurate educational evaluation practice.

Keywords: College English; Formative Evaluation; Terminal Evaluation; Evaluation Method; Implementation Process

1. Introduction

Educational evaluation is an activity of value judgment, which is a judgment of the degree to which the object satisfies the needs of the subject. Based on certain educational values or educational goals, educational evaluation uses feasible scientific means to make value judgments on educational activities, educational processes and educational results through systematic collection of information and analysis, so as to provide basis for improving educational quality and educational decision-making. Educational evaluation is related to the direction of educational reform and is the "vane" and "ballast stone" supporting the modernization of education and the construction of a modern power [1]. Formative evaluation is an evaluation of students' performance and achievements in their daily learning process, as well as their reflected emotions, attitudes and strategies. It is a developmental evaluation based on the continuous observation, recording and reflection of the whole process of students' learning, with the purpose of stimulating students' learning, helping students effectively regulate the learning process, enabling students to gain a sense of accomplishment, enhance self-confidence and cultivate the spirit of cooperation. Formative evaluation focuses on the development of learners' intelligence in the process of teaching interaction [2], and enables students to transform from passively receiving evaluation into the subject and active participant of evaluation.

As an important language subject, college English teaching aims to improve students' language application ability and practical ability, and make English a tool to serve students. College English teaching focuses on improving students' core competence. It is not only necessary to improve students' language quality, but more importantly, to cultivate their interest in English learning and improve their comprehensive application of knowledge. The application of formative assessment in college English teaching can not only bring into play the subjective initiative of students, but also improve the teaching efficiency and quality of teachers, so that teachers can play a more important role in the evaluation [3]. Under the background of formative assessment, college English teachers should confirm learning goals according to students' feedback, formulate a reasonable evaluation system, carry out teaching activities according to students' characteristics, and promote the improvement of students' comprehensive English ability and the development of English teaching through phased evaluation of students.

2. The Origin and Characteristics of Formative Evaluation

Formative assessment was proposed by Michael Scriven, a well-known American evaluator. He believed that assessment results are formed in the learning process, aiming to solve the problems in learning by supervising the learning process and using scientific and perfect teaching methods and strategies to ensure that teaching methods are suitable for students' learning. Benjamin S. Bloom, an educator, was the first to formally introduce "formative assessment" into educational work, pointing out that the important contents of formative assessment are curriculum content and teaching and learning, and teachers need to constantly improve teaching mode based on the feedback of assessment results [4]. After Benjamin S. Bloom, the concept of "formative assessment" began to spread widely in the field of education.

Formative evaluation is a planned and step-by-step evaluation process, which can give timely and effective feedback. Teachers adjust the teaching progress through the feedback results, and students adjust their learning methods. Formative evaluation has three characteristics [5]: First, it emphasizes that students are the assessment subjects. Taking students as the main body of assessment is the basic premise for the implementation of formative assessment. Teachers focus on students' learning situation to carry out English teaching, to meet students' learning needs as the teaching goal, to cultivate students' practical English ability as the teaching purpose, and then adjust the teaching content and teaching methods, promote students' independent communication and learning, and improve the teaching quality. Second, focus on the evaluation of the process. Formative assessment aims to improve teachers' sense of responsibility and students' self-learning ability through the assessment of English teaching and learning process. Third, emphasize the feedback and practicality of the evaluation results. The main body of formative assessment is students. The evaluation is carried out in several times. Teachers can adjust the teaching progress and teaching methods appropriately through the evaluation results, and students can understand the learning effect and improve their learning strategies. The purpose of evaluation is not to reward and punish, but to help teachers improve their teaching ability and students improve their learning efficiency.

3. Flaws in the Final Evaluation

Traditional teaching evaluation is a final evaluation, usually carried out after the end of teaching, which records the value of existing learning activities and is used to judge the learning effect. It ignores the learning process, learning attitude and learning behavior, only reveals some specific problems, lacks comprehensiveness, and cannot give full play to the function of evaluation in promoting learning [6]. There are many defects, mainly reflected in the following aspects:

3.1 Evaluation Content Defect

The final evaluation relies too much on subject knowledge, especially textbook knowledge, and ignores students' practical ability, innovative spirit and psychological quality, as well as emotions, attitudes and habits. The network information age has put forward new requirements for vocational education talents. It is far from enough to only master knowledge and skills, but also need to pay attention to the development of personality potential and the cultivation of innovative ability. The limitation of academic achievement as a single index to evaluate students has gradually become prominent.

3.2 Defect of Evaluation Criteria

The final evaluation puts too much emphasis on commonalities and general trends, ignoring individual differences and individual development. Each student's interest, intelligence level and potential ability are different, and the demand for talents in modern society is also showing a diversified trend. The final evaluation is based on "standardization", denying individual differences and eliminating the needs of social development diversity such as students' personality characteristics, interests and unique thinking.

3.3 Defect of Evaluation Method

The final evaluation is mainly based on examination, and relies too much on quantitative results, thinking that quantitative is the synonym of objective, scientific and rigorous. However, the

quantitative method shows the characteristics of rigidity, simplification and superficiality, lack of evaluation of learning process and personality development, and lack of guidance and supervision for students' daily English learning. Students' personality characteristics and efforts are buried in a group of abstract data, can not make a comprehensive and correct evaluation, can not promote the development of students.

3.4 Evaluation Process Defect

The final evaluation is based on the test and only asks the student to provide the answer, and does not care about the process of how to obtain the answer. Students' thinking and reasoning to obtain answers, the formation of hypotheses and how to apply evidence are all abandoned outside the evaluation horizon, so that more students choose to achieve the goal of passing the exam through surprise memory before the exam [7]. As a result, students only focus on the conclusion and ignore the process, and do not pay attention to scientific inquiry, which will not help to develop the habit of diligent and enterprising and rigorous and realistic scientific attitude, and limit the flexibility of problem solving.

4. Formative Evaluation is Structured in a Manner

In college English teaching, formative evaluation can be divided into self-evaluation, student mutual evaluation and teacher evaluation according to different evaluation subjects. Each evaluation method has different subjects and plays different functions, but the three evaluation methods are to promote teaching and implement the principle of integration of teaching evaluation.

4.1 Self-evaluation

Self-assessment means that students, under the guidance of teachers, in order to effectively stimulate their internal motivation for English learning, actively construct their own learning goals and directions, and master a set of self-assessment methods and skills according to their own language level and ability. Students evaluate their own learning according to specific evaluation criteria, reflect on the shortcomings in learning, constantly adjust learning strategies, and find suitable learning progress and methods. Finally, they will develop into independent, proactive and responsible learners, laying the foundation for lifelong learning and adding color to English teaching effect. Self-evaluation is beneficial to stimulate the self-esteem and self-confidence of the assessed, and improve the students' self-evaluation consciousness. When organizing students to conduct self-evaluation, teachers should give students self-evaluation standards, effectively guide students to conduct self-evaluation, and avoid subjective assumptions in the evaluation process. Self-evaluation is conducive to cultivating students' independent learning ability, fully mobilizing students' enthusiasm [8], identifying problems, adjusting learning strategies, and thus improving English learning results.

4.2 Teacher Evaluation

Teacher evaluation is regarded as the most authoritative evaluation method by students. Positive evaluation can enhance the trust and respect between teachers and students and promote the harmonious development of teacher-student relationship. When students feel the teacher's care and recognition, they can trust and respect the teacher more. In the evaluation process, teachers should use short, specific and targeted comments. The evaluation should include strengths and weaknesses, acknowledge the student's efforts, gently point out the student's shortcomings, and give detailed suggestions for improvement. In the process of students' self-evaluation and mutual evaluation, teachers should guide students' self-evaluation and mutual evaluation and provide targeted feedback. Feedback should take the form of encouragement and praise to give students a sense of achievement. In addition, teachers should evaluate their own teaching, reflect and summarize teaching problems through evaluation, adjust teaching plans and teaching methods in time, and effectively adapt to teaching needs. Teachers need to pay attention to students' achievements, give feedback on existing problems, and guide students to adopt more reasonable methods to cope with challenges in the learning process [9]. In a word, teacher evaluation can promote the development of students' comprehensive ability.

4.3 Student Evaluation

Student mutual assessment is an important channel to cultivate students' cooperative consciousness and innovative ability, and it is also a process of group members' collision of ideas and mutual cooperative learning, which is an evaluation activity highly advocated in college English teaching. Group assessment is often used in English teaching, and group cooperative learning especially emphasizes intra-group and inter-group assessment to increase learners' knowledge mastery. Cooperation and communication with others in the process of cooperative learning is not only conducive to helping students establish a harmonious interpersonal relationship, but also conducive to cultivating students' spirit of exploration and innovation, so that the teaching process is truly built on the basis of students' independent learning and active exploration, improve students' awareness of evaluation subjects, and cultivate comprehensive qualities such as practical ability, communication ability and critical thinking. In the process of mutual evaluation, students can actively learn from their peers, reflect on themselves, and make up for their own shortcomings. Teachers should fully understand the significance of student mutual assessment, actively carry out peer peer assessment activities in college English teaching, do a good job of effective guidance and training, improve students' evaluation ability, and achieve the purpose of promoting learning and teaching [10].

5. Formative Assessment of College English in the Era of Big Data

In the digital era, the field of education is undergoing a profound change, and the reform of educational evaluation has also ushered in new opportunities and challenges [11]. The application of big data technology makes educational evaluation more accurate and diversified. This is not only the innovation of technical means, but also the leap of educational ideas and models. Big data provides technical support for formative evaluation. Deep use of big data to establish a complete data chain for each student's development, confirm and reveal more valuable education laws, accurately record the development track of each student, promote more accurate educational evaluation practice, and create a more efficient, true data, subject consciousness, multiple ways, and fair results of multiple evaluation ecology.

5.1 The Implementation Process of Formative Assessment of College English in the Era of Big Data

The formative evaluation of college English in the era of big data mainly includes five steps: First, determine the evaluation objectives. Both teachers and students play an important role. According to the teaching objectives of college English courses, the process evaluation objectives for teachers and students are determined respectively. Second, design evaluation content. The systematic analysis and overall evaluation of college English teaching process, including the evaluation of teaching links and teaching activities, focuses on leading students to independent learning and active development. Each link and activity of the teaching process were observed and evaluated to give full play to the role of each link. Third, change the evaluation method. The process evaluation emphasizes the diversification of evaluation subjects, and more comprehensive evaluation information can be obtained through different feedback channels, so that evaluation truly becomes an interactive activity in which multiple evaluation subjects actively participate. Fourth, collect evaluation data. Teaching evaluation in the era of big data is based on the behavioral data of students in all aspects and stages, which makes educational evaluation more scientific and effective. Use data acquisition tools to collect data extensively and attach importance to the accumulation of original data. Fifth, deal with the evaluation results. Promote teachers' teaching and students' learning through information feedback. Giving feedback to students can help students better understand their own learning situation and adjust their learning behavior in time. Feedback to teachers plays an important role in improving teaching, and can also be used for effectiveness analysis based on evaluation results.

5.2 The Implementation of Formative Assessment in College English in the Era of Big Data

The formative evaluation of college English in the big data era still faces many challenges in the implementation process, and the realization path needs to be clarified from the following aspects: First, change the thinking mode and cultivate the big data concept of process evaluation. Big data thinking is a new thinking concept, data is more important than process, data interpretation is information, the value of data and big data is expanding, information common sense is knowledge, so data interpretation and data analysis can produce value. Second, strengthen research and development investment to build a big data foundation for process evaluation. It is necessary to strengthen top-level design, overall

planning, reasonable guidance, and steady advancement in response to the new situation and new changes brought about by the development of big data, and break through key technologies. Third, highlight innovative means and straighten out the big data mechanism of process evaluation. Big data will be the world's next frontier for innovation, competition, and productivity gains. Innovate the holistic data integration mechanism, and realize the full openness and full sharing of data through the integrated big data platform. Fourth, improve the system design and optimize the big data environment for process evaluation [12]. The process evaluation based on big data is premised on perfect system guarantee. Promote the orderly entry of data resources into factor markets, while ensuring the security of data. Fifth, improve the quality of teachers and train big data talents for process evaluation. In the era of big data, English teachers must conform to the trend of The Times, constantly improve information literacy, transform data into information and then into action, and achieve the purpose of improving the quality of evaluation and promoting the growth of students.

6. Conclusions

The formative evaluation criteria are more diversified and three-dimensional. Through continuous observation of the whole process of students' learning activities, students' performance is recorded, and then a developmental evaluation is formed. Through formative evaluation, students are encouraged to develop good learning habits, establish a correct learning attitude, constantly regulate the learning process during the learning process, and cultivate their comprehensive ability. Formative evaluation can enhance students' learning self-confidence, cultivate students' cooperative spirit, make students gain a sense of achievement in learning activities, and guide students to pay more attention to teachers' evaluation of themselves. It can also allow students to change from the recipient of evaluation to the participant and the subject of evaluation, effectively make up for the shortcomings and defects of our traditional curriculum evaluation system, so that educational activities and evaluation means are truly student-oriented.

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