The Construction of College English Blended Learning Assessment Model under the Guidance of CSE

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Abstract: *The blended teaching mode has gradually gained its popularity among teachers and students in the "Internet+" era. The new teaching mode leads to the significant changes in many aspects of teaching, including teaching objectives, teaching design, teaching methods, teaching activities, learning assessment, etc. The reform of learning assessment is the key to ensuring the high teaching quality in the blended teaching mode. This study discusses the principles and technical support of constructing a learning assessment model in the blended teaching mode under the guidance of China's Standards of English Language Ability (CSE), manages to construct an AAPP blended learning assessment model in the college English teaching, and examines its implementation and effect. The study concludes that the learning assessment model can make the student-centered, process-oriented and multiple assessment possible and integrate several items of learning ability, attitude, process and outcomes to make objective and comprehensive assessment. Its implementation has proven that the blended learning assessment model can promote students' learning enthusiasm, improve their learning ability, and make them to learn autonomously and efficiently. However, there still exist some problems. The learning assessment model needs to be further developed and optimized in the future teaching research and practices.*

Keywords: *College English, Blended Learning Assessment Model, CSE*

1. Introduction

With the development of information and communication technology and the rise of Internet platforms, the world has entered the "Internet+" era, and people's access to information and knowledge has also undergone tremendous changes. "MOOCs", "SPOCs", and "micro-lectures" have emerged as new forms of teaching in line with the development of the times and have gradually gained popularity. In recent years, teachers have combined many emerging teaching forms with traditional classroom teaching forms to form a new teaching mode, which is called blended teaching mode or O2O (Online to Offline) teaching mode. This teaching mode expands the learning space of the courses. It transfers a part of traditional classroom learning, including the acquisition and memorization of basic knowledge, to online learning, and more learning activities such as discussion, presentation and assessment that can promote the internalization and application of knowledge are included in offline learning. At present, there are generally limited class hours and insufficient practical application in college English teaching, and the blended teaching mode can integrate the advantages of online teaching with those of classroom teaching, and solve the problem to a certain extent. Therefore, the blended teaching mode has gradually been promoted and adopted by more and more teachers in their daily teaching.

The reform of teaching mode leads to a series of changes in the teaching and learning process. From the traditional teaching mode to the blended teaching mode, significant changes have taken place in teaching objectives, teaching design, teaching methods, teaching activities, etc., which inevitably promotes the change in learning assessment. In the traditional teaching mode, learning assessment focuses on summative assessment, pays more attention to the assessment of English reading and writing abilities, and mainly depends on teachers to conduct assessment. This learning assessment model evidently can hardly meet the high-quality teaching requirements in the "Internet+" era. To realize the connotative development of higher education, quality is the core and assessment is the key[1]. As a critical means of testing the teaching effect and reflecting on teaching, learning assessment is an important part of the construction and implementation of the blended teaching mode, and plays a crucial role in the construction of the "Internet+" teaching ecology. To construct a scientific assessment model should be one of the key points of the teaching mode reform and is of great and far-reaching significance to the

improvement of education quality. In October 2010, China issued a guideline for a deeper reform of its assessment systems, placing education assessment reform as the first step in building a high-quality education system. However, it lacks relevant theoretical support to construct an assessment model corresponding to its teaching mode. Finally, China's Standards of English Language Ability (hereinafter referred to as CSE) was released in 2018. Having fully considered the national conditions in China and the new needs of the development of the times, the authors of CSE apply advanced language proficiency theory and psychometric theory and adopt scientific research methods in writing these standards[2]. CSE is a practical reference and facilitator for English learning and teaching[3], especially for English learning assessment.

2. Literature Review

There is a wealth of research on assessment in the academic community at home and abroad, in which many related concepts are found, such as "education assessment", "teaching assessment", "assessment of learning outcomes", "assessment of learning process", etc. These concepts seem rather similar, but different. "Learning assessment" is a concept separated from "teaching assessment" and is a value judgment on the process and outcomes of learning. The purpose of learning assessment is to improve, not to prove[4]. For students, scientific and reasonable assessment of learning can motivate them to learn, help them to identify problems and gaps, promote their development, and make it possible for them to achieve the desired learning outcomes. For teachers, learning assessment can help them keep track of students' learning, adjust teaching content, and improve teaching methods in a timely manner, thereby improving the teaching effect.

In the traditional teaching mode, teachers paid more attention to the students' final examination results and ignored the learning attitude, emotional experience and learning process. The relationship between learning and assessment in that mode is mainly manifested as "the assessment of learning"[5]. It can be found from the studies on learning assessment abroad that before the 1950s, people paid great attention to the research and development of standardized tests, while "classroom assessment" or "classroom-based formative teacher assessment" was almost ignored[6]. From the early 1950s to 1980s, Scriven, an American evaluator, and Bloom, a famous educator, made great contributions to the formation of the concept of "formative assessment". The publication of The Handbook of Formative and Summative Evaluation of Student Learning by Bloom and his colleagues marked the extensive development of formative assessment in the field of language testing and education assessment[7]. What should be mentioned is that in formative assessment, the relationship between learning and assessment is mainly transformed into "assessment for learning" and "assessment as learning"[5]. In contrast, in China, since Department of Higher Education, Ministry of Education promulgated College English Curriculum Requirements in 2003, significant changes have taken place in the learning assessment methods and a combination of formative assessment and summative assessment has emerged. Moreover, it is found that the research on formative assessment in China is mostly at the theoretical level, and the topics cover the enlightenment and influence of formative assessment on college English teaching, the exploration of multiple assessment models, review of research on the application of formative assessment, the formative assessment system in the online teaching, etc.

With the rapid development of information technology, the blended teaching model is becoming the "new normal" of future education. And the key to implementing the blended teaching model is the blended learning assessment, which comprehensively assesses the learning online and offline. The research on blended learning by scholars at home and abroad has mainly focused on learning theory, learning mode, teaching practice, etc., and not much has been explored in the field of learning assessment. A descriptive and systematic assessment system has not yet been formed, and there is little practical and rigorously designed empirical research and analysis, and a lack of consideration of students' multiple intelligences in the learning assessment research. And it is essential to include assessment of learning attitude and ability in the blended learning[8]. However, due to the lack of standards for English language ability, there are few studies on ability assessment in college English learning.

Since June 1, 2018, CSE has been implemented to makes up for the lack of standards for English language ability. CSE provides a series of descriptions of English language ability for English users in China. It is divided into three stages and nine levels, specifies the English language ability levels of English learners and users in China, and describes the characteristics of each level. Since the development of CSE, relevant research has shown an increasing trend year by year. If we search CNKI with the keyword "CSE", 212 papers can be found. At present, the research topics are relatively limited, including the introduction of the theoretical basis and formulation principles of CSE[2][9][10], the theoretical basis

and development process of the ability scales[11][12][13][14][15], the structure and content of CSE[16][17][18], and its validity[19][20]. And there is not much research on the application of CSE, and even less on its influence on English learning, teaching and assessment. Thus, more theoretical and empirical research should be carried out in the near future.

To sum up, with the prevalence of the blended teaching model, it is urgent to study how to promote the reform of learning assessment under the guidance of CSE in the foreign language teaching in the "Internet+" era. This reform will help to construct a learning assessment model that can reflect the actual effect of teaching and learning in the blended teaching mode in a more scientific and accurate way and emphasize the assessment of language ability and learning ability in addition to the assessment of learning outcomes. This study aims to discuss the construction principles and technical support of constructing a learning assessment model in the blended teaching mode under the guidance of CSE, try to construct a blended learning assessment model in college English teaching and learning and examine its implementation and effect.

3. The Construction of the Learning Assessment Model

3.1. Construction Principles

3.1.1. Take Course-related Factors into Consideration

The construction of the learning assessment model should first be based on the actual situation, and fully consider the differences in the characteristics of courses and students' learning needs. College English Curriculum Requirements (2020) points out that College English is a compulsory basic course for non-English majors during their undergraduate education[21]. The course aims to further improve students' comprehensive English language abilities such as listening, speaking, reading, writing and translation, acquire the ability to conduct international communication, and cultivate intercultural communication ability and the ability to understand and interpret Chinese culture[21]. College English, as a compulsory basic course, lasts for several semesters. All non-English majors with different English language abilities must take the course. Therefore, teachers should consider the cohesion of teaching content, the matching degree of difficulty and the progressiveness when designing teaching activities to assess learning. In addition, students need to acquire different kinds of abilities, including basic language ability, pragmatic ability, intercultural communication ability, etc. so that teachers should choose teaching content according to their learning needs, and assess various abilities with multiple assessment methods.

3.1.2. Take Ability Development as the Main Objective

As China moves toward the center of the world stage in the new era of socialism with Chinese characteristics, foreign language ability is a key ability for China to improve its global governance. CSE adopts the "can do" approach to construct the descriptors that directly report various English language abilities needed to complete a communicative task, including abilities in listening comprehension, reading comprehension, oral expression, written expression, interpreting, translation, pragmatics, language use strategies, etc. At the same time, CSE has constructed scales for pragmatic ability, which aims to guide learning assessment to strengthen the cultivation of students' practical language use ability as well as intercultural communication ability. In addition, it is necessary to have a series of learning abilities such as information processing ability, autonomous learning ability, innovation ability, and teamwork ability to adapt to the change of learning mode in the "Internet+" era. Therefore, the assessment of the language abilities and learning abilities should be included in the blended learning assessment model so that students can form a learning view that keeps pace with the times and achieve better personal development.

3.1.3. Attach Importance to Language Use

Traditional English teaching attached great importance to the teaching of grammar and language points, and students had a solid language foundation, but did not pay enough attention to language use, resulting in their inability to communicate effectively. College English Curriculum Requirements points out that students' comprehensive English application ability, especially listening and speaking ability, should be cultivated in college English teaching[22]. And College English Curriculum Requirements (2020) also clearly states that the teaching objective of college English is to cultivate students' English application ability[21]. In addition, based on the principle of application, CSE provides specific descriptions of communicative tasks that English learners and users of different ability levels can complete, highlighting the "use-oriented" assessment criteria. All these relevant requirements reflect that

college English teaching should take language use as the starting point, and college English learning assessment must also be carried out on the basis of this point.

3.1.4. Stick to the "Student-centered" Philosophy

Due to the limitations of teaching time, place and tasks, traditional teaching was mainly based on the lectures given by teachers in the classroom. The teacher was the center of the teaching process, and it was also the teacher who decided the learning content, learning methods and learning procedures. However, the blended teaching model breaks through these limitations. Students learn online and offline based on their own foundation and cognition, form their own learning style and learning experience, and get personalized development. The teacher becomes the guide of students' learning, and students are the center of the learning process. Constructivism theory emphasizes the active exploration, discovery and construction of knowledge by students. Therefore, the blended learning assessment model based on constructivism theory should be student-centered and guide students to actively participate in learning. In addition, the development of CSE is also based on the philosophy of "student-centered", which helps students to carry out self-assessment according to the assessment scales. They learn to discover their own strengths and weaknesses, set targeted learning goals, make their own learning plans, adopt proper learning methods and strategies, take responsibility for their learning, and develop autonomous learning ability. These are all in line with the "assessment as learning" philosophy. Therefore, it is necessary to establish a "student-centered" learning assessment system in blended teaching.

3.1.5. Adopt the "Process-oriented" Approach

The summative assessment is the main form of learning assessment in the traditional teaching mode. However, the summative assessment, such as the final examination, cannot accurately reflect the students' learning, and is not conducive to the development of students' persistent and in-depth study habits. Since part of the learning in blended teaching mode takes place on the teaching platform, learning assessment should cover the whole process of learning, that is, the learning before class, during class and after class. And during the entire learning process, detailed records of learning behaviors and learning outcomes will be kept on the teaching platform, reflecting the actual learning situation. These records can provide an important data basis for learning assessment. In addition, CSE covers all stages and levels of English learning, indicating the process of English learning. It provides continuous and unified assessment standards that can be used as a reference to the formulation of specific formative learning assessment standards.

3.1.6. Take Multiplicity as the Main Characteristic

In the traditional teaching mode, the learning assessment mainly depended on the teacher so that it was impossible to make an objective assessment of students' learning process and outcomes. However, in the blended learning assessment, there are multiple assessment subjects, assessment items and assessment methods. Multiplicity is a prominent feature of learning evaluation. Different assessment subjects are introduced into the blended teaching model, including students and the teaching platform, which makes self-assessment and peer assessment by students and direct assessment by the platform possible. The combination of these assessment forms can conduct the assessment comprehensively and objectively, reflecting students' learning attitude, personality and cooperative spirit, as well as the learning outcomes. The blended teaching mode provides richer learning resources and sets more diverse teaching activities. Accordingly, more items should be assessed, not only the mastery of knowledge but also a variety of learning abilities and learning attitudes. In addition, diverse teaching activities leads to the multiplicity of assessment methods. Therefore, in addition to the traditional quantitative assessment method based on scores, qualitative methods such as online ratings, likes and comments can also be included.

3.2. Technical Support

Since the assessment process, methods, subjects, etc. were relatively simple and few items were assessed in the traditional learning assessment model, teachers only needed to make written records of the assessment results and calculate the scores recorded at the end of the semester. In the blended teaching model, however, process and diversified assessment are emphasized, resulting in more assessment results with richer sources. It will take too much energy and time if teachers record and calculate the results only by themselves. Therefore, the technical support for the assessment should be provided in the blended learning model. In addition to the curriculum management system, the online teaching platform on which the blended teaching model relies must have a powerful learning management system, including functions such as teaching activity development, process recording, result recording and calculation. All

of these functions can improve the feasibility and intelligentization of the blended learning assessment and make objective and efficient assessment possible.

3.3. Model Construction

Based on the above analysis, this paper attempts to construct an AAPP college English blended learning assessment model, as shown in Figure 1. It is student-centered and consists of four general items to be assessed: learning ability, learning attitude, learning process and learning product. The assessment of learning ability (Ability) refers to the assessment of the abilities reflected in the completion of a learning task, including autonomous learning ability, information processing ability, innovation ability, group work ability, etc. Leaning attitude (Attitude) assessment is the assessment of students' attitude towards learning, including initiative, motivation, enthusiasm, etc. Learning process (Process) assessment refers to the assessment of students' online and offline learning behaviors in the entire process of learning, including learning behaviors such as learning hours on the platform, attendance, class participation and performance, etc. Learning product (Product) assessment is the assessment of students' learning outcomes, including assignments, competitions, and examinations. In the process of assessment, assessment of all items is formative, except for the assessment of the learning product, which is summative.
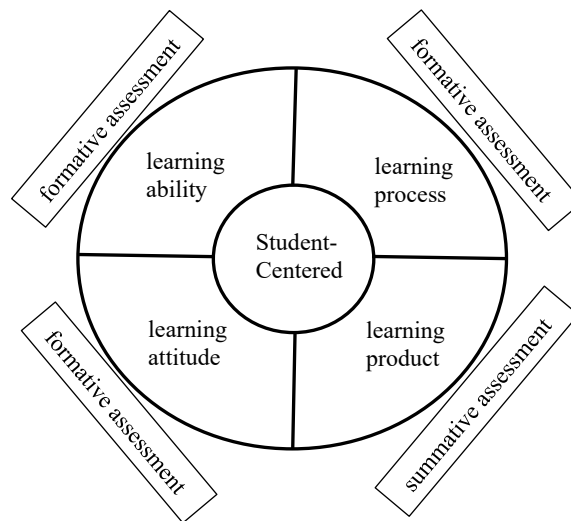

Figure 1: Learning assessment model

In order to make the learning assessment process evidence-based and clear, in addition to constructing the learning assessment model, this study formulates an assessment index system to guide the implementation of the learning assessment model. The learning assessment index system is shown in Table 1.

Table 1: Learning assessment index system

assessment time	assessment place	assessment activity	assessment subject	assessment method	assessment category	assessment item
before class	online	pre-class learning task, Q & A, interaction, etc.	teaching platform, teachers	qualitative, quantitative	formative	learning attitude, learning process
in class	online and offline	attendance, class participation, class presentation, in-class testing, etc.	teaching platform, teachers, students	qualitative, quantitative	formative	learning ability, learning process
after class	online and offline	assignment, competition, examination, etc.	teachers, students	qualitative, quantitative	formative, summative	learning ability, learning outcomes

4. The Implementation of the Learning Assessment Model

This study takes a unit teaching in "Integrated Course of English" as an example to implement the learning assessment model. "Integrated Course of English 4" is designed for sophomores of non-English majors. The textbook they use is *New Target College English Integrated Course 4* published by Shanghai Foreign Language Education Press. 85.71% of the students in the class that participated in the teaching practice have passed College English Test Band 4 (CET-4) and 40% of them have passed College English Test Band 6 (CET-6). The level of English language ability of the students is roughly at level 5 or 6 of the intermediate development stage described in CSE. And before carrying out teaching practice, teachers studied the descriptions of abilities at level 5 and 6, and took them as a reference while setting teaching objectives and designing teaching activities. An example of implementing the learning assessment model is presented in the teaching process of Unit 7, the topic of which is medical wonders. The implementation was carried out in three stages: preparation stage, implementation stage and feedback and reflection stage.

4.1. Preparation Stage

According to the characteristics of the course, students' learning needs and course objectives, the unit teaching objectives were set based on the "ability" principle so that the subsequent teaching activities could be designed according to the unit teaching objectives and learning assessment could be carried out. The teaching objectives were as follows.

I. Morality cultivation: Can take an objective, rational attitude towards cosmetic surgery and keep intellectual aesthetic values in life; can enhance confidence in treating various diseases with traditional Chinese medicine.

II. Language ability:

(1) Listening: Can understand medical wonders through passage listening.

(2) Speaking: Can make some insightful remarks on plastic surgery using relevant words and expressions.

(3) Reading: Can understand the plastic surgery boom in Asia using reading skills of understanding an analytical report.

(4) Writing: Can write an argument on the topic "which is more attractive to you: appearance or personality?" using cautious language and following the structure of an academic essay.

(5) Translating: Can translate a paragraph accurately about traditional Chinese medicine concerning the holistic view of "the unity of heaven and man".

(6) Cultural communication: Can understand the different aesthetic ideals between Asians and Westerners.

III. Learning ability:

(1) Critical thinking: Can analyze the advantages and disadvantages of medical development.

(2) Autonomous learning: Can carry out autonomous learning efficiently according to the learning plan made by yourself.

(3) Collaboration: Can work together with other learners to fulfill learning tasks.

4.2. Implementation Stage

According to the teaching plan, the teaching of this unit would last two weeks, with a total of 4 sessions. The entire learning assessment process was presented according to the three-stage mode of blended teaching, that is, before class, in class and after class. And in all, there were 4 learning assessment activities before class, 10 in class and 4 after class.

4.2.1. Before Class

Learning Assessment Activity (hereinafter referred to as LAA) 1: Learn words and expressions related to medical science and health online and learning attitude and process will be assessed according to the learning behaviors recorded on the platform.

LAA 2: Complete the paragraph listening exercise online about "Medical Wonders". The teacher will

check the answers and the grades will be recorded online.

LAA 3: Complete the listening and reading exercises of relevant vocabulary of the text online and learning attitude and process will be assessed according to the learning behaviors recorded on the platform.

LAA 4: Complete the learning of the language points of the text online, leave questions if any and learning attitude and process will be assessed according to the learning behaviors recorded on the platform.

4.2.2. In Class

LAA 1: Make up dialogues and complete the exercise by using words and expressions related to medical science and health. And class participation will be assessed by the teacher.

LAA 2: Have a discussion and express your understanding of "medical wonders", and class participation and presentations will be assessed by the teacher.

LAA 3: Give the definition of "plastic surgery" in groups after watching the video, and class participation will be assessed by the teacher.

LAA 4: Finish reading the article about the history of plastic surgery online, and the learning process will be assessed according to the learning behaviors recorded on the platform.

LAA 5: Complete the online vocabulary test, and the grades will be recorded on the platform.

LAA 6: Tell the main content of the text in groups after learning the reading skills of understanding an analytical report, and class presentations will be assessed by the teacher.

LAA 7: Complete the exercises based on the content of the text in groups. And peer assessment will be carried out among group members, and the assessment results will be recorded by the teacher.

LAA 8: Present the different aesthetic ideals of Asians and Westerners orally, and class presentations will be assessed by the teacher.

LAA 9: Comment on plastic surgery based on the understanding of the text, and class presentations will be assessed by the teacher.

LAA 10: Think critically and discuss the advantages and disadvantages of medical development in groups and then give a presentation in class. And class presentations will be assessed by the teacher.

4.2.3. After Class

LAA 1: Complete the dubbing exercise on "plastic surgery" online and the learning outcomes will be assessed both by the teacher and other students.

LAA 2: Write the article on the topic "which is more attractive to you: appearance or personality?" and the learning outcomes will be assessed both by the teacher and other students.

LAA 3: Complete the paragraph translation about traditional Chinese medicine concerning the holistic view of "the unity of heaven and man", and the learning outcomes will be assessed by the teacher.

LAA 4: Fill in the self-assessment form in this unit and make an assessment of your learning.

All the assessment results were sorted and recorded at the end of the unit to form learning assessment reports. An example report is shown in the Figure 2.
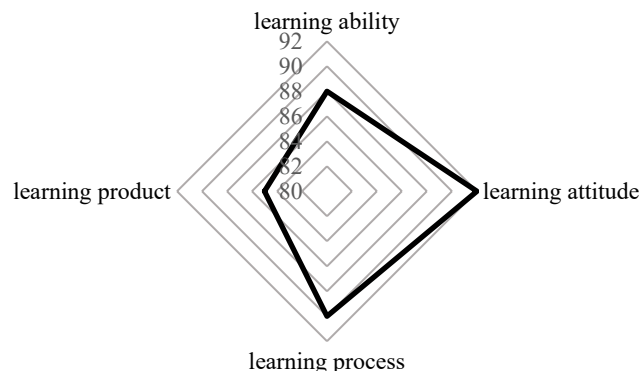

Figure 2: A learning assessment report

4.3. Feedback and Reflection Stage

In order to understand the effect of the implementation of the learning assessment model, a sample interview was conducted with 10 students. The following were excerpts from the interview.

Excerpt 1

This learning assessment model has promoted autonomous learning, improved motivation and enthusiasm, and made me realize that I am responsible for my own learning. I used to study very hard before the final examination in order to get a good grade, but now I don't study in that way. The learning assessment model directs me to study almost every day during the semester, which helps me develop good study habits and improve my ability to use English. However, I couldn't get used to the way of learning at the beginning, feeling a little bit anxious because there were more learning tasks.

Excerpt 2

This learning assessment model makes the assessment become standard and objective, helping me know about and reflect on my own learning, and adjust learning strategies so as to make learning more efficient.

Excerpt 3

This learning assessment model facilitates my participation in classroom activities and the interaction between my classmates and teachers, and I have learned to actively take part in group learning. I prefer this kind of learning atmosphere. However, some classmates were not very active in some group learning sessions. It was not fair because they got the same grades as the other group members.

The feedback from students shows that most students can adapt to the blended learning assessment model and hold a positive and supportive attitude. However, there are some areas that need to be improved, such as the participation in group learning. In addition, although this learning assessment model is more objective than the traditional one, it is necessary to further explore and study the reliability and validity of the peer assessment results, the fairness of the assessment of the learning attitude and ability, and proportion of each item in the assessment, etc. The anxiety of some students and the increasing workload of teachers due to the increase in assessment items are the problems to be looked into and solved.

5. Conclusions

The development of the times promotes the reform of teaching mode. The blended teaching mode will inevitably become a teaching norm in "Internet+" era, and the construction of the blended learning assessment model is the key to promoting the efficient development of the blended teaching model. The construction of the blended learning assessment model should consider not only the characteristics of the course, the students' learning needs, but also the characteristics of the blended teaching model and the technical support. The construction of college English blended learning assessment model needs to be guided by CSE to better achieve the goal of college English teaching. The learning assessment model based on the relevant education and teaching theories, principles and the teaching platform can make the student-centered, process-oriented and multiple assessment possible and integrate several items of learning ability, attitude, process and outcomes to make objective and comprehensive assessment. The teaching practice has proven that the blended learning assessment model can promote students' enthusiasm for learning, improve their learning efficiency and ability, and make them learn autonomously. However, the reliability and validity of peer assessment, the fairness of the assessment of learning attitude and ability, and proportion of each item in the assessment still need to be further studied. The learning assessment model needs to be developed and optimized in the future teaching research and practices.

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