

The Application of Formative Evaluation to Junior High School English Teaching

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Abstract: With the implementation of the new curriculum reform of junior high school English teaching, the application of formative evaluation in the process of junior high school English teaching plays an irreplaceable and important role in improving students' enthusiasm and confidence in English learning. This thesis mainly analyzes the application of formative evaluation to English teaching in junior high schools. This thesis introduces the formative evaluation and analyzes the necessity of applying formative evaluation, analyzes the main points in the process of applying formative evaluation in the English teaching in junior high school, and then puts forward specific measures. At the same time, this thesis talks about the significance of applying formative evaluation.

Keywords: Formative evaluation; Junior English; Application

1. Introduction

At present, the content of teaching evaluation and the form of evaluation in China is relatively single, emphasizing test-taking evaluation but neglecting non-test-taking evaluation, emphasizing teacher's evaluation but neglecting students' self-evaluation and cooperative evaluation, emphasizing the examination of language knowledge but neglecting the examination of learners' emotion, cultural awareness and comprehensive quality. Traditional teaching concepts and evaluation methods have not adapted to the new educational situation, and even become an obstacle to quality education. Therefore, it is urgent to reform the traditional teaching evaluation system, and the application of formative evaluation in English class teaching should not be neglected.

Formative evaluation is an evaluation of students' performance, achievements and development of emotions, attitudes and strategies in the daily learning process^[1]. Formative evaluation is relative to traditional summative evaluation. Formative evaluation is a developmental evaluation based on continuous observation, recording and reflection on the whole learning process^[2].

Depending for the purpose of use, its purpose is to motivate students, help them regulate their own learning process, give them a sense of accomplishment, enhance their self-confidence and develop their cooperative spirit^[3]. The teacher's responsibilities are to determine the task, collect information, discuss with students, permeate the teacher's guiding role in the discussion, and evaluate with students^[4]. The main purpose of formative evaluation is to identify problems and directions for improvement in the operation of the activity, and to modify or adjust the activity plan in time in order to obtain more desirable results.

And we need to observe the following principles when using formative evaluation. The first principle is scientific principle. The second principle is the orientation principle. The third principle is the diversity principle. The fourth principle is the feasibility principle^[5].

2. The Application of Formative Evaluation in Junior High School English Teaching

Formative evaluation is a kind of sustainability evaluation that focuses on students' learning process and aims at tapping students' learning potential and developing their learning ability. Focusing on the role of formative evaluation on students' development is an important evaluation principle. It not only examines students' achievement of the graded objectives of knowledge and skills according to the curriculum standards, but also their actual learning ability, learning habits, learning attitudes, learning strategies, cultural awareness, cooperative learning spirit and awareness of participation in activities inside and outside the class as important elements in the overall evaluation of students.

2.1 Subjects

Formative evaluation has many different subjects and reflects different situations through many perspectives, including teachers'

evaluation, students' evaluation, and parents' evaluation^[6].

Teachers' evaluation can take several forms. (1) Evaluation of the whole class. (2) Evaluation of some students. (3) Evaluation of student groups. (4) Evaluation of individual students. Students' participation in formative evaluation as the subject of evaluation is a key issue in evaluation reform ^[7].

Students' participation in formative evaluation as evaluation subjects is one of the key topics of evaluation reform. Student evaluation can take several forms. (1) Student's self-evaluation. Self-evaluation is a subjective form of evaluation whose existence has certain positive implications and plays a key role in students' development. (2) Two-person evaluation. Two-person evaluation is a common form of self-evaluation. (3) Group evaluation. Cooperative evaluation within a group is a difficult area of formative evaluation in the class. Students are not very good at collaborative evaluation in the class. (4) Group cooperative evaluation. Whole-class participation in cooperative evaluation is more difficult because of the increased number of participants but such evaluation is more meaningful for the development of students' cooperative skills.

And then, many schools are now using parents' evaluations.

2.2 Methods

The teacher can use a variety of evaluation methods. In English class teaching, the application of formative evaluation is not set in stone^[8]. Teachers can invoke a rich variety of evaluation methods in relation to the actual situation in the teaching and learning process, which can prevent students from feeling boring and single in learning English, and also help students to stimulate and maintain their interest in learning English. There are some methods for teachers. (1) Teachers can establish a student learning profile. Teachers collect formative evaluations of students each semester in a learning profile that serves as a record of student learning. This includes the evaluation of students' class behavior, the evaluation of students' homework, the evaluation of students' test score. (2) Teachers can stimulate students by motivational evaluation.

2.3 Practical Application

From the above, it is clear that formative evaluation has a large number of interactive links between teachers and students in the application process to strengthen the effective interaction between teachers and students. Thus, we can apply it in the following aspects. First, teachers and students set learning objectives together. The objectives need to be realistic and meet the new curriculum. Second, teachers need to keep observation of class activities and teaching contents and give timely feedback during the lessons. Third, heuristics are used to guide students to think about their own learning problems in class. Also have self-evaluation, peer evaluation and teacher evaluation in their own learning process. Fourth, create a profile of student learning. It helps students to understand their own situation and realize dynamic management. Here the author takes the teaching of the first book of the eighth grade on Unit 5 Do you want to watch a game show? As an example (PEP English in Grade 8, Volume 1). The case is used to analyze the different measures teachers should take at different stages to help students complete their learning. The class was a writing class where students were asked to write an article on the topic of movie review.

Table 1 Unit 5 Do you want to watch a game show?

	Phase 1	Interaction in teaching
Phase 1	The teacher gives the scope of the writing and divides the students into groups. The group has an in-group discussion and students complete the first draft.	<ol style="list-style-type: none"> 1.The teacher instructs students to complete a first draft based on “movie review”. 2.Explain the vocabulary in this class evaluation according to the topic, such as talk shows, soap operas, sports shows, science fiction, news and other words as well as the grammar “what do you think of...” and help students understand the scoring points. 3.The teacher randomly selects a student's first draft for evaluation and analyzes its advantages and disadvantages.
Phase 2	The teacher guide students in self-evaluation and peer evaluation based on formative evaluation theory.	<ol style="list-style-type: none"> 3. Students evaluate their own writing and summarize their advantages and disadvantages in terms of vocabulary, grammar and structure of the writing. Then they self-evaluate and record their writing according to their own. 3. According to the groups that have been divided, the members of

		<p>the group evaluate each other. The results are summarized after the evaluation.</p> <p>3. Students rework their English essays based on the content of the self-evaluation and group evaluation they receive.</p>
Phase 3	<p>The teacher completes the final evaluation and gives comments, and instructs students to complete the writing “movie review”.</p>	<p>4. Based on the movie review completed by the students, the teacher will critically review the students' writing according to the evaluation and analysis criteria and identify the advantages and disadvantages of the students' writing.</p> <p>4. The teacher records this evaluation and lists areas where students can improve based on the completion of this student essay.</p> <p>4. Students will complete this exercise by revising their writing according to the evaluation content given by the teacher.</p>
Phase 4	<p>The teacher guides students through the self-evaluation. And set an after-school homework: introduce your favorite movie to your own parents. Parents will be required to fill out an evaluation form when they are finished.</p>	<p>The teacher guides students through the creation of a profile for this class exercise, which includes the following: the first draft of the student's writing, the student's self-evaluation, the partner's evaluation, the final version of the writing, and the teacher's evaluation. Parents are required to oversee the completion of their student's reading homework outside of class and write a brief evaluation. The evaluation will be brought back to school by and placed in their profile.</p>

As you can see from the above examples, formative evaluation emphasizes attention to the individual, to the overall process and to the timely feedback given by each individual on the shortcomings in learning.

3. The Significance of Formative Evaluation in Junior High School English Teaching

In the process of implementing formative evaluation, it was found that formative evaluation plays an important role in the evaluation of English teaching in junior high school. Formative evaluation can motivate students, provide feedback on students' learning process and teachers' teaching process, and regulate students' learning process and teachers' teaching process.

4. Conclusion

This thesis finds the importance of formative evaluation in junior high school English teaching through the practical application of formative evaluation in junior high school English teaching. So, in the future, teachers should not only bring formative evaluation into the English class, but also use it accurately and appropriately in the English class.

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