

Development and implementation of formative evaluation in English teaching in higher vocational colleges under the background of deepening reform of vocational education

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Abstract: Based on the deepening reform of vocational education under the new situation, this paper discusses the development and implementation of formative evaluation in vocational English teaching. This paper summarizes the existing assessment models, analyzes their advantages and disadvantages, and points out the importance of formative evaluation in higher vocational English teaching. This paper expounds the concrete implementation steps of formative evaluation in higher vocational English teaching, analyzes the possible problems encountered in the implementation process, puts forward solutions, and probes into the practical application value of formative evaluation in practice. Finally, the paper summarizes the content of this thesis and emphasizes the importance of formative evaluation in higher vocational English teaching and its future development and implementation direction.

Key words: Vocational English teaching, formative evaluation, English proficiency, vocational colleges

1. Introduction

With the deepening of global economic integration, English, plays an increasingly prominent role in vocational education. Under the new situation, the main goal of deepening the reform of vocational education in China is to train practical English talents who directly serve the economy and society. In order to achieve this goal, English teaching in higher vocational colleges needs to actively explore new assessment models in order to measure students' learning outcomes and teachers' teaching effects more effectively. Among them, formative evaluation has gradually attracted people's attention.

2. Literature Review

In the traditional vocational English teaching assessment model, the final assessment occupies a dominant position. This assessment mode focuses on testing students' language knowledge and skills, but often ignores students' practical application ability and comprehensive quality. In recent years, more and more researchers have begun to pay attention to the application of formative assessment in vocational English teaching. For example, Li Hong (2021) pointed out that there are still many problems in formative assessment in teaching, and extra-curricular development needs to be improved to enhance the richness and practicability of the implementation of formative assessment through the development of various tasks. Xu Jiang (2021) stressed that teachers should focus on students' dominant position, lead students to independent, cooperative and inquiry learning, and effectively achieve the goals of English teaching in higher vocational colleges under the guidance of formative evaluation concepts.

However, most of the existing studies focus on the theoretical level, and the concrete implementation methods of formative assessment in vocational English teaching and its effect in practical application still need to be further discussed.

3. Development of formative evaluation

Formative evaluation refers to the evaluation in order to understand the students' learning situation and find the problems in teaching in time. formative evaluation often takes the form of informal examinations or unit tests. Tests must be developed taking into account all the important objectives of the unit teaching. Through formative evaluation, teachers can always know the progress of students in learning and get continuous feedback in the teaching process, which can provide references for teachers to adjust teaching plans and improve teaching methods at any time.

In order to better adapt to the needs of deepening the reform of vocational education in the new situation, Specific implementation steps are as follows:

3.1 Develop evaluation objectives

Clarify the purpose and expected results of the evaluation to guide the implementation of the entire evaluation process. Taking public English teaching in Wu Chang Vocational College as an example, the teaching goal should be combined with the short-term assessment goal, and the assessment goal should be combined with the specific English level of students in the class and certain professional needs.

3.2 Determine the assessment content

It covers many aspects of students' language knowledge, skills and application ability to fully reflect the actual level of students. Taking our school's public English as an example, the assessment content should be closely related to the phased teaching objectives, and at the same time, it should be combined with the launch of various phased English competitions. The assessment content can be tailored to the relevant competitions, so as to enhance students' participation in the competition and use of the competition to enhance their learning enthusiasm.

3.3 Develop evaluation criteria

Develop specific and actionable assessment indicators to enable scientific and objective assessment of student learning processes and

outcomes. Evaluation standards play a key role in teaching practice and the implementation of formative evaluation.

Good evaluation criteria can pay attention to the cultivation of students' comprehensive quality and application ability. Through the implementation of these standards, teachers can better understand the learning situation and needs of students, adjust teaching strategies and methods in time, and improve teaching quality and effect. At the same time, students can also clarify their learning goals and directions, find shortcomings and better achieve self-development.

3.4 Create an evaluation file

Establish assessment files for students to record their learning progress and assessment results, so that students can understand their learning status and adjust learning strategies in time.

Taking our school as an example, in practice, teachers can use classroom performance, homework, group discussion, self-evaluation, peer evaluation, independent learning and other ways to build public English learning files. At the same time, teachers can incorporate various examinations and students' awards in various competitions into the establishment of learning files, so as to conduct formative evaluation on students' English application ability and establish learning files. Make a scientific assessment.

3.4.1 Class performance

Observe students' participation in class, ability to answer questions and oral English expression level. Different degrees of bonus points are given through the students' specific presentation level in class and whether they are active in raising their hands to speak. In addition to scoring points, students with poor class participation will be deducted points, and other groups will score points during group presentations to carry out comprehensive evaluation.

3.4.2 after class tasks

English listening and speaking assignments are assigned regularly and students are required to complete them in English to test their language skills and application ability. For students, the completion of homework is a way to consolidate the knowledge learned in class, and can exercise the ability to transform knowledge; For teachers, assigning and correcting homework is also a continuation of their own teaching process, so that they can properly adjust the teaching progress and improve the teaching method.

Our school requires at least one homework every two weeks, so you can combine the teaching objectives and teaching content to carry out a variety of homework assignments. Our school will flexibly handle the assignment design according to the specific learning stage of students, such as: taking photos and matching English sentence description. For example, the textbook will talk about the relevant content of career planning, so students can be asked to look up English words related to the career, and ppt explanation, and tell Chinese stories combined with textbook teaching. At the same time, using the advantage of the network platform of "learning Pass" software, we can assign reading and reciting homework. This enables formative evaluation to be carried out in multiple directions.

3.4.3 Group Discussion

Organize students to have group discussions, and observe students' communication ability, thinking activity and teamwork spirit. In our school's public English teaching, group work and text content analysis are included in the teaching. In the middle and later stages of teaching, students' English sentence learning ability is improved. Group assessment is carried out according to the teaching content requirements and phased goals, such as students' participation in the course teaching, such as article analysis, extracurricular reading sharing, understanding and sharing of topics. The understanding of vocabulary and sentences is carried out in the form of group discussion. It requires a clear division of labor in the group and a complete record of each member's discussion in the group as a support for formative evaluation.

3.4.4 Self-evaluation

Guide students to conduct self-evaluation and allow them to reflect and summarize their learning progress and outcomes. In the development of public English teaching, our school will carry out the formulation of English learning objectives in the early stage of teaching, and allow students to carry out self-evaluation and give marks in the middle of teaching, and at the same time revise their personal learning objectives.

3.4.5 Peer evaluation

Encourage students to evaluate each other, so as to improve students' mutual learning and supervision awareness. Through the above various evaluation methods, our school introduces the free team mode to carry out learning groups in teaching. Through group learning, teachers can have a more comprehensive understanding of students' learning status and development potential, so as to better guide students. At the same time, peer evaluation is included in the whole process of formative evaluation.

3.4.6 Independent learning

This standard is designed to measure students' performance in self-directed English learning. Students should actively study independently, use learning platforms or resources for self-testing or learning, and improve their language application ability and cultural understanding. At the same time, teachers who cooperate with the implementation of this standard need to prepare more learning materials and follow up after class using the learning platform.

4. Implementation of formative evaluation

During the implementation of formative evaluation, the following issues may be encountered:

4.1 Difficulties in the formulation of evaluation criteria

Because each student's abilities and needs are different, it is a challenge to develop assessment criteria that apply to all students.

4.2 Low acceptance of formative evaluation among the teachers and the students

Influenced by traditional educational concepts, some students and teachers are accustomed to the way of terminal assessment. They think formative evaluation is time-consuming and laborious. At the same time, because some aspects of formative evaluation are subjective, there may be some unfairness, so it will affect the acceptance of formative evaluation.

4.3 Difficulties in supervising the implementation process

formative evaluation involves many contents and ways, and it is difficult to supervise the whole implementation process.

In response to the above problems, Wu Chang Vocational College adopts the following solutions for public English teaching.

4.3.1 Developing flexible evaluation criteria

Under the premise of ensuring the fair and reasonable assessment standards, the assessment standards should be flexibly adjusted according to the needs and abilities of different students. In this way, the personalized assessment plan for each student can better stimulate the enthusiasm of students.

In public English teaching, our school insists on careful implementation. The implementation of formative evaluation requires teachers to implement it in a scientific, objective and wise manner based on the actual situation, adhere to the principle of effective evaluation, and avoid bringing any unfair evaluation system to students. In addition to conforming to the current teaching objectives, the evaluation standards respect the principles of effectiveness, objectivity, guidance and development, and adopt multi-directional evaluation to promote the development of students. To quantify the standards, strive to make the assessment standards clear and practical, and promote English teaching.

At the beginning of enrollment, our school organizes the data of students' English scores in the college entrance examination. According to the students' English level and the needs of the students' majors and CET-4 exams, we will work out the class specific assessment content standards together with the students, formulate the initial learning goals, and consider and combine the standards with the actual situation of the students' learning goals.

4.3.2 Strengthening publicity and education

Through training and lectures, students' awareness of formative evaluation should be improved so that they can understand the importance of formative evaluation for personal development. Meanwhile, teachers' educational concepts and operational skills should be improved so that they can have a deeper understanding of formative evaluation and cooperate with teachers' teaching activities.

Dylan Williams proposed that the level of education has a huge impact on the development of individuals and society, and the key to improving the level of education is teachers. Every teacher can make changes in the classroom to improve the quality of teaching, which is more effective than school reform and curriculum reform. Integrating formative evaluation into classroom teaching is an effective way to improve teaching quality. Therefore, in the whole process of promotion, students need to cooperate and take the initiative to complete, as well as students' cognition of relevant theories. Therefore, it is necessary to have a clear understanding of students' formative evaluation before formulating and implementing it.

4.3.3 Establishing a sound supervision mechanism

The implementation process of formative evaluation should be effectively monitored to ensure that the entire assessment process is fair, just and open while paying attention to the protection of students' privacy rights.

Therefore, in class operation, group mutual assessment and relevant data accumulation, as well as relevant knowledge follow-up before and after class, data statistics and students' learning progress statistics through relevant software such as Learning Pass to ensure fair and open data presentation.

To ensure the effective implementation of formative evaluation, higher vocational colleges need to provide a series of safeguards. First of all, it is necessary to improve the teaching management system, encourage teachers to adopt formative evaluation, and provide teachers with relevant training to improve their assessment ability and level. Secondly, it is necessary to establish a sound comprehensive quality evaluation system of students, including students' usual performance, homework, tests, etc., in order to better understand the comprehensive quality of students.

In short, formative evaluation is of great significance and necessity in English teaching in higher vocational colleges. By using formative evaluation, teachers can better understand students' learning conditions and needs, adjust teaching strategies in time, and improve teaching results. At the same time, students can also better understand themselves, find their own problems, and take effective measures to improve. Future research directions may include further exploring the application of formative evaluation in higher vocational English teaching, improving relevant safeguard measures, and strengthening teacher training and communication. Only through continuous research and practice can we give full play to the role of formative evaluation in English teaching in higher vocational colleges, cultivate more practical English talents, and make positive contributions to economic and social development.

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