

A study of college English writing based on dynamic assessment theory in the context of new liberal arts

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Abstract: This study is based on the dynamic assessment theory system of college English writing research, mainly using the qualitative analysis and quantitative analysis research methods. In the qualitative analysis, the author mainly analyzes the advantages and disadvantages of the traditional assessment model and the implementation steps of the dynamic assessment system. In the quantitative analysis, the author mainly analyzes the student's achievement. The result analysis shows that the students' performance has been improved after teaching, which preliminarily proves that the dynamic evaluation system adopted in this study is an effective evaluation method.

Key words: Dynamic assessment theory; College English; Writing

1. Introduction

As an important part of teaching, English writing is an important way for students to communicate in written form, which reflects students' comprehensive ability to use English knowledge. English writing not only reflects the process of students choosing the main idea, determining the content, conceiving the organization structure and using the vocabulary, grammar and sentence patterns comprehensively, but also reflects the students' understanding and application of the knowledge taught by the teacher. Based on the theory of dynamic assessment system, this thesis carries out a research on college English writing.

As the main part of classroom teaching, English writing is an important way for learners to communicate in written form, which reflects learners' comprehensive ability to use English knowledge. English writing not only reflects the process of learners to determine the main idea, judge the content, conceive the organization structure and use the words, grammar and sentence patterns to express themselves, but also reflects the comprehension and application of the content taught by the teacher. Based on the theory of dynamic assessment system, this paper carries out a study of college English writing, using a combination of qualitative research and quantitative research.

2. Traditional assessment methods

The theory system of writing evaluation in China is still not mature enough, and the traditional evaluation theory is mainly adopted at this stage. Although the traditional evaluation theory has high theoretical guidance, it is difficult to convert the theory into practical effect in the practical writing practice. At present, most of the English writing assessment methods adopted by Chinese colleges and universities are mainly static tests, which are simple in content, standard and mechanical, overemphasize the result and ignore the writing process, which is not conducive to promoting the cultivation of students' writing ability. There are some problems in this way: first, the evaluation standard is single, and the score is still mainly quantified. The evaluator classifies students' writing ability through score quantification, which can objectively and efficiently reflect students' final writing ability. However, this method adopts the mode of separation of teaching and testing, which can not reflect students' dynamic learning process and learning progress. Second, the assessment subject is simple, mainly teachers, teachers are in the dominant position in the writing assessment subject but ignore the students' main position, and there is a lack of communication between teachers and students. The teacher's assessment of students' writing is one-sided score quantification, and the subjective initiative of students in the writing process is ignored. Third, the evaluation effect is unitary, emphasizing the result over the process. The current evaluation methods pay more attention to the result oriented, light process oriented, pay attention to the final score, ignore the interactive feedback between teachers and students in teaching and learning.

To sum up, with the deepening of national education reform, on the one hand, more and more educators have realized the importance of writing assessment methods. On the other hand, assessment methods have not got rid of the shackles of traditional models in the implementation process. Therefore, this paper puts forward the theoretical model of dynamic assessment system to discuss college English writing under this model.

3. Dynamic assessment theory model

Dynamic assessment is a series of assessment systems that discover the development level of the potential ability of the tested through the assessment and interaction between the evaluator and the tested. Dynamic assessment theory is rooted in sociocultural theory, especially in Vygotsky's concept of recent development zone, which aims to explore the current level of students and the possible level of students' development. Dynamic assessment theory focuses on the cognition and emotion of learners. As more and more educators and psychologists have realized the importance of dynamic assessment, many scholars have done corresponding research on it. Although there are a large number of articles on dynamic assessment theory, there are few articles on the construction of dynamic assessment theory system. Most of the existing researches focus on the concept of dynamic assessment theory, or its application in reading and writing teaching. This paper attempts to apply the dynamic assessment theory to college students' English writing ability assessment, and build a dynamic writing assessment system.

Most studies on English writing show that teachers usually follow the traditional assessment model after students finish writing, that

is, evaluate students by fixed scoring criteria and seldom provide tips on how to gradually improve their writing ability. Good writers are able to apply different writing strategies before, during and after a writing assignment and they know how to revise the finished essay. Reasonable and appropriate teaching feedback in their writing process can help students improve their cognitive ability and have a significant improvement in their comprehensive English ability. Effective emotional participation can also improve the writing ability of the test subjects, reduce the anxiety of students and improve their writing confidence. Most scholars believe that the anxiety of foreign language learning is related to the level of writing. Therefore, students should be more willing to write emotionally and psychologically in writing, so as to improve their writing level.

4. Research design

The purpose of this study is to study how to write under the guidance of dynamic assessment theory in the pre-writing stage, the first draft stage, the mutual evaluation stage, the revision stage, the evaluation stage and the final draft stage, as well as the analysis of students' achievement before and after teaching.

4.1 Objects of study

The author selected 40 civil engineering students as the research objects. These students have more than 7 years of English learning experience. The author uses the dynamic assessment theory system in English writing teaching.

4.2 Research Process

Before teaching, the author asked students to write a CET-4 composition, and evaluated the students' compositions according to the traditional writing assessment mode (College English Test Band 4 scoring standard). The students' compositions were scored according to the standard of 15 points, and the average score of students was 6.3 points.

4.2.1 Experiment teaching

According to the writing level of college students and their own professional characteristics, the author constructs the assessment system of students' English writing ability. The system consists of the following six steps: pre-writing stage, preliminary draft stage, mutual evaluation stage, self-revision stage, teacher evaluation stage and final draft stage.

Pre-writing stage: First, teachers give students enough time to collect materials related to the topic of composition after class. Then, teachers carry out interactive exercises with students in class, such as brainstorming activities, to stimulate students' new ideas and ideas and enrich students' writing materials. Students can consult the teacher for writing questions at any time, and can also discuss with their classmates. The teacher answers questions and clarifies doubts for the students, cultivates the feelings between teachers and students, and lays the groundwork for the following steps.

First draft stage: Students write a composition according to the collected information. The composition takes 30 minutes. When writing the composition, students should complete it independently, can not consult the information, can not ask the teacher or classmates, only based on their own understanding to write a 120 word English composition in line with the topic, complete structure and clear expression.

Mutual evaluation stage: In order to improve the efficiency and accuracy of mutual evaluation, teachers should first develop a series of mutual evaluation systems for students before students' mutual evaluation. First, the teacher should explain the practical and easy to operate scoring criteria to the students. Secondly, teachers should provide incentives to encourage students to participate in mutual evaluation. For example, students can be graded according to their record and seriousness of mutual evaluation, and this score can be used as part of their regular grade.

In the mutual assessment stage, the teacher first asks the students to evaluate each other in pairs, and asks the students to evaluate the students' compositions with appreciation. Write the good points of the composition first, summarize the good parts of the composition's vocabulary, grammar and sentence structure, and then mark the mistakes in the composition and the improved language expression. Finally, the group assessment, praise the excellent composition and evaluation of serious students or groups.

The purpose of peer review is to allow students to evaluate the strengths and weaknesses of their peers' essays and to compare them with their own. This is conducive to play the main role of students, and can effectively stimulate students' learning motivation. Effective mutual evaluation can better find the problems in students' writing and improve students' learning ability and academic performance.

Self-revision stage: Students self-revise the paper based on the results of the mutual evaluation. This round of revision mainly focuses on the revision of vocabulary, sentence pattern, grammar, tense and case. In the process of self-revision, if you don't understand the question, you can ask your partner to discuss, after revision, the grammar mistakes put forward by the partner can be corrected, the use of vocabulary is more advanced, and the sentence pattern is more rich.

Teacher evaluation stage: In this stage, the most important way is that teachers must communicate with students face to face. The main purpose of setting teachers to revise is that their revising power is very limited, and teachers can supplement the key knowledge points that students cannot touch, so as to find the problems that they cannot find. When teachers modify one to one, they can find out each student's own situation, teach students according to their aptitude, and make targeted guidance according to various situations of students. In the revision of textbooks, teachers should strive to create a relaxed and pleasant revision environment, try not to criticize students' mistakes, guide students to correct their mistakes in writing, explain to students the available advanced vocabulary and diversified sentence patterns, reduce students' anxiety and improve students' learning enthusiasm, self-confidence and satisfaction.

Final draft writing stage: The final draft writing is based on the opinions and suggestions of the mutual evaluation stage, the self-revision stage and the teacher evaluation stage, as well as the students' own thinking. In view of the weak links in this composition, students

actively and actively write down their experiences and perceptions, and make a good summary, so that it will become the writing experience in the future, step by step, and steadily improve the writing level. The teacher can also lead the students to summarize, so that the teacher can timely understand the students' writing situation, but also allow the teacher according to the actual situation of the students to formulate practical teaching goals, teach students in accordance with their aptitude, improve the students' writing ability and level.

4.2.2 Analysis of students' writing performance after teaching

After the teaching, students were asked to complete another CET-4 composition. After the teacher corrected the composition, the average score of the students was 7.2 points, and the student's score was improved by 0.9 points. Therefore, it can be preliminarily concluded that the dynamic assessment system can improve the student's score and is a relatively reasonable and effective assessment system.

5. Summary

This study is based on the theory of dynamic assessment in college English writing. It mainly qualitatively analyzes the advantages and disadvantages of the traditional assessment model, the implementation steps of the theoretical model of dynamic assessment system, and quantitatively analyzes students' achievements. According to the results of the students, it is preliminarily concluded that the dynamic assessment system can improve the students' writing level, and is a reasonable and effective assessment system.

The author also found some problems in the process of teaching experiment. In the pre-writing stage and the first draft stage, the students were enthusiastic and actively participated in the experiment to write compositions. However, in the mutual assessment stage, some students passively participate in the mutual assessment because they are not confident in their own compositions or do not want to let their peers evaluate their compositions, which may lead to the lack of objective results. At this time, the teacher should actively guide and encourage the students to take the initiative to participate in the mutual evaluation, and praise the students who seriously evaluate each other, so as to improve the students' interest in mutual evaluation, self-confidence and satisfaction. In the stage of teacher evaluation, it should be noted that the teacher can not criticize the students after finding the weakness of students' writing. Timely guidance should be created to create a relaxed and pleasant evaluation atmosphere, reduce students' anxiety, so that students can recognize their shortcomings emotionally and psychologically and work hard to correct them. In the future, according to the problems found by the author in the experiment, we can promote our strengths and avoid our weaknesses, and provide scientific, effective and systematic theoretical guidance for the improvement of students' writing level.

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