

English Teaching Practice in Higher Vocational Colleges under the Concept of Formative Evaluation

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Abstract: Most of the higher vocational colleges in our country currently lack the pluralistic characteristics of teaching evaluation, usually based on the summary evaluation, which is mainly influenced by the differences in the students' learning foundation and the lack of advance of teachers' evaluation concepts. This has seriously restricted the effective promotion of English teaching in higher vocational colleges. Therefore, this paper makes a detailed analysis of the effective ways of higher vocational English teaching under the background of the concept of formative evaluation, so as to ensure that teachers attach great importance to the significance of formative evaluation at the ideological level, and lay a solid foundation for the continuous optimization and improvement of higher vocational English teaching mode.

1. Introduction

For formative evaluation, it mainly refers to a teaching evaluation method adopted in the specific teaching process in order to enable teachers to fully grasp the actual learning situation of students, timely find and effectively solve the problems existing in the teaching process. English teaching is a basic subject in the education system of higher vocational colleges. However, due to the uneven English foundation of students, the actual teaching effect can't reach a satisfactory level. Under the background of formative evaluation, the practice of English teaching in higher vocational colleges can enable English teachers to control the specific learning situation of students in real time. Through the detailed analysis of teaching feedback and diversified measures to adjust the teaching plan and teaching methods in time, it can not only further improve students' autonomous learning ability, cooperative exploration ability, English expression ability, English application ability, but also provide constructive suggestions for students. Under the active guidance of formative evaluation, teachers can change traditional teaching ideas and teaching methods and promote the effective improvement of English teaching level in higher vocational colleges.

2. Carry out Preliminary Evaluation in Combination with Students' Preview

English teachers in higher vocational colleges should take the specific connotation and important role of formative evaluation as the basis, and arrange highly targeted autonomous preview tasks for students in combination with students' actual English learning situation and teaching content. Teachers can also design micro class videos and electronic learning plans for students according to the teaching contents, and upload relevant contents to the class teaching platform in advance to provide assistance for students to effectively carry out preview. Teachers should follow up and check the students' preview in time and make a preliminary evaluation of the students' preview. This can not only enable students to clearly grasp the links that need to be improved and strengthened, but also enable teachers to reasonably adjust the teaching content in combination with the preliminary evaluation results, so as to create a good environment for the effective development of classroom teaching.

For example, in the process of learning *A Mistaken Identity*, teachers can set corresponding pre-class preview assignments for students in combination with the specific content of the article

and relevant knowledge points, and combine auxiliary preview materials containing relevant English vocabulary and sentence patterns. First of all, students are required to read the content of the article independently, clearly grasp the story and the central idea of the expression, and think about the question: what is the main purpose of this article? Then, before the beginning of classroom teaching, teachers should check the preview of students and make concise evaluation. This can not only make students familiar with the new vocabulary and phrases to be taught in this class in advance, but also effectively save teaching time, solve the problems of students' doubts in class, make students have a deeper understanding and memory of relevant knowledge content, so as to lay a good foundation for subsequent in-depth reading and understanding of the text content ^[1].

3. Carry out Guiding Evaluation According to Students' Actual Cognition of English Knowledge

In the process of organizing students to learn relevant knowledge, English teachers in higher vocational colleges should combine rich and colorful teaching methods such as micro class video and electronic courseware based on the theme and content of the article, so as to create a more vivid and interesting teaching situation for students. On this basis, through the detailed introduction of the background information of the text, students can fully grasp the creative background and specific purpose of the article. At the same time, teachers can set a time according to students' actual learning ability, require students to be familiar with and master new English vocabulary and phrases as much as possible within a specific time, carry out guiding evaluation according to students' actual mastery, and explain the connotation of English vocabulary and phrases in detail, so as to ensure the smooth development of preliminary English classroom teaching ^[2].

For example, after the students have a clear understanding of the problems reflected in this article, the teacher should effectively integrate the textbook content with the students' actual life. First, ask the students question and guide the students to think positively: Have you ever experienced a misunderstood incident; do you know that someone has been mistaken for another person? In the process of students answering relevant questions, they can share their own experience or the experience of others. Then, teachers can guide students to imagine. What would they think if they found that they could not book hotels or air tickets on the way? At this time, students will fall into active discussion and thinking. Teachers should accurately grasp this opportunity and smoothly introduce the teaching content of the new curriculum, so that students can accurately answer relevant questions while they are familiar with the article content and vocabulary phrases again. Teachers should not only give positive affirmation to students' conclusions in answering open-ended questions, but also conduct guiding evaluation to improve students' confidence in learning English knowledge and encourage students to continue to study English hard. For example, the word identity means personality and ID, and its plural form is identities. Another root noun related to it is identification, which represents verification. After the class explanation, the teacher can guide the students to use the vocabulary and phrases learned in this class to create a sentence, and the teacher will make a guiding evaluation according to the sentences created by the students, so as to make a deep impression on the relevant knowledge content in the students' mind ^[3].

4. Evaluate the Actual Situation of Students Exploring the Content of the Text

The main purpose of English teaching is to ensure that students' English reading ability and thinking ability are effectively cultivated and further improved. Therefore, English teachers should not only guide students to read the text in depth, but also analyze the specific details of the text in the process of reading. In this process, first of all, teachers can not only put forward some detailed problems involved in the article for students, but also arrange homework related to the details of the article for students, and encourage students to complete relevant tasks through detailed reading, serious thinking and careful exploration. Then, teachers combine the students' actual exploration results, carry out encouraging evaluation, and summarize it in combination with relevant topics.

Through the final summary, not only the effect of English reading teaching can be improved, but also the goal of reading teaching can be realized smoothly^[4].

For example, for this article, teachers can ask students some detailed questions and ask students to list the answers one by one in the form of mind map after careful reading, which can not only make the answers more rigorous, but also effectively improve students' thinking ability. First, the teacher can ask the students to read paragraphs 2 to 5 of this article. Then, summarize the contents expressed in these paragraphs and complete the blank filling question "() while something to the conductor while () towards Mark Twain". When students give correct answers, teachers should give affirmation and praise. When students give wrong answers, teachers should also give encouragement, guide students to actively find the causes of wrong answers and fill in the correct answers in time. When the students summarize the contents of paragraphs 2 to 5 of the article, the teacher can give the students necessary reminders and ask the students to express in English, ensure that the students can accurately fill in the blanks with the words "A young porter" and "nodding" under the active guidance of the teacher^[5].

5. Use Expanded Questions to Develop Open Evaluation

In order to ensure the effective improvement of English teaching effect, the smooth completion of teaching tasks and the further improvement of students' language expression ability and thinking ability in higher vocational colleges, teachers can also design and expand questions in combination with students' actual situation and specific teaching contents, and guide students to give reasonable answers in combination with their own actual life experience. In this process, teachers should focus on open evaluation and supplement by encouraging evaluation to cultivate students' self-confidence in learning English^[6].

For example, after teaching, teachers can ask students questions. If you were mistaken for someone else, what would you like to do? Although the answers given by students are strange, teachers should uphold a fair and objective attitude and give students positive affirmation and encouragement^[7].

6. Conclusion

In the context of the new era, English teachers in higher vocational colleges should constantly reform the traditional teaching ideas, analyze the problems existing in the teaching process in detail, deeply explore the causes of relevant problems, and take corresponding and effective measures to properly solve specific problems, so as to build a teaching environment dominated by formative evaluation for students. On this basis, teachers should take the specific teaching content as the guide, create problem situations and assign inquiry tasks in combination with the actual learning situation of students, guide students to carry out cooperative learning and autonomous learning, guide and inspire students to improve their English self-confidence and English learning ability through benign competition, so as to provide continuous support for effectively improving the quality of English teaching in higher vocational colleges.

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