

The Construction and Application of Formative Evaluation System in English Reading Teaching

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Abstract: with the Development of English Reading Teaching, Formative Assessment System Plays an Important Role. in View of the Traditional Teaching Mode in Colleges and Universities, the Summative Evaluation System is Often Used, So Most of the College English Reading Teaching Still Has No Deep Excavation of the Formative Evaluation System, and Has Not Played Its Due Role. the Importance of Formative Assessment System in College English Reading Teaching is Self-Evident in the Future. Therefore, Colleges and Universities Should Fully Recognize Its Importance and Carry out Corresponding Exploration. This Paper Takes the Reading Teaching of an English Major as an Example, Analyzes the Problems Encountered in the Use of the Formative Assessment System in Colleges and Universities, and Then Puts Forward Solutions in Order to Promote the Development of Reading Teaching in Colleges and Universities.

1. Introduction

1.1 Literature Review

With the Reform of English Teaching in Colleges and Universities, the Concept of Formative Assessment System Has Been Applied to English Reading Teaching. According to Yang Hong and Zhou Hong, with the Change of Learning Concept in Colleges and Universities, a New Teaching Mode of Reading for English Majors Should Be Constructed. through the Rational Use of Formative Evaluation System, Teachers Can Promote Students' Reading Learning (Yang and Zhou, 2013). Zhu Min Believes That in the Teaching of Reading for English Majors in Colleges and Universities, the Formative Evaluation System Can Truly Reflect the Reading Situation of Students and Play a Positive Role in Students' English Reading Learning (Zhu, 2013). Huang Xiaodan Believes That Multiple Evaluation is a Key Factor in the Formative Evaluation System. Teachers Need to Evaluate Students, and Students Can Also Evaluate Other Students (Huang, 2017). Li Qing Believes That the Formative Evaluation System Can Effectively Promote the Development of Students' English Reading Ability, Improve Students' English Reading Ability and Analysis Ability (Li, 2016). Wang Ting Believes That the Summative Evaluation System is Not Complete for Students, and the Formative Evaluation System is an Effective Means to Continuously Motivate Students and Promote Students' Learning, Which Can Effectively Improve Students' English Reading Ability (Wang, 2017).

1.2 Purpose of Research

At present, most college English reading teaching still adopts the traditional assessment mode, focusing only on the memory of students, ignoring the feelings of students in the learning process (Yang, 2009). This kind of teaching method leads to poor enthusiasm of students and low teaching efficiency. Therefore, the formative assessment system has been attached importance to by some colleges and universities, so that it can be introduced into the reading teaching of English majors, hoping to improve the efficiency of reading teaching of English majors. Since the formative evaluation system pays more attention to the learning process of students, so that students can continuously evaluate themselves in the learning process, find their own shortcomings, and constantly make up for their own weaknesses, it can effectively improve the teaching quality of

teachers (Deng and Luo, 2010). However, there are still many problems in the formative evaluation system. In order to solve these problems and improve the efficiency of English reading teaching, it is necessary to explore the feasible scheme of formative evaluation system.

2. The Role of Formative Assessment System in the Teaching of Reading Course for English Majors

Formative evaluation system and summative evaluation system are two parts of student evaluation system. At present, the evaluation method of College English Teaching for students is the summative evaluation system and the final examination as scheduled (Yan, 2013). In the new curriculum reform of colleges and universities, it is considered that the current evaluation system is not comprehensive enough for students' English learning evaluation, and excessive emphasis on test results leads to adverse effects on students' English learning. The summative evaluation system leads to students' lack of analytical ability in the process of learning English, and only focus on memory ability. Therefore, in the process of teaching, we should form a suitable evaluation system for students and cultivate their comprehensive ability.

The concept of formative evaluation system comes from the American philosopher Scriven. It is a comprehensive evaluation of students by various methods according to the teaching requirements. Through the formative evaluation system, teachers can evaluate students in an all-round way, so that they can carry out targeted teaching and help students improve. The formative evaluation system has the following three advantages. First, highlight the subjectivity of students. The formative evaluation system can promote the all-round development of students. Therefore, it is necessary to highlight the main position of students. Because in teaching and evaluation, students always keep the subject status. In the process of evaluation, we need to consider the students' opinions as the evaluation reference elements. Second, focus on process. Formative assessment system is a process oriented assessment method. Therefore, in English reading class, teachers need to understand students' learning progress and problems in various ways, solve problems of different students, and help students improve learning efficiency. In addition to the examination results, teachers also need to evaluate students' learning attitude, establish learning objectives for students, and promote students' all-round development. Third, practicality. The formative evaluation system encourages students to participate in practical activities. Teachers determine the teaching plan according to students' short board through time activities. Teachers can promote students' interest in English reading through practical activities, so as to improve students' reading ability.

3. The Construction of Formative Evaluation System in English Reading Teaching

Taking a college as an example, this paper studies the construction method of formative assessment system in English reading teaching. The University adopts the combination of the summative evaluation system and the formative evaluation system, and the proportion of both is 50%. Among them, online learning, classroom, homework, self-assessment and mutual assessment are all part of the formative assessment system for English reading courses, accounting for 20%, 30%, 40% and 10%. Online learning is divided into online discussion and online time, accounting for 10% of the results. In classroom teaching evaluation, teacher-student interaction, student student interaction and attendance accounted for 10%, 15% and 5% respectively. In the evaluation of homework, reading, textbook practice and group work accounted for 20%, 10% and 10% of the total score respectively. In the system of self-assessment and mutual assessment, each party accounts for 5% of the total score. The teacher evaluates the students through the above evaluation system, and evaluates the students accordingly. In order to improve the accuracy of students' reading assessment, teachers can evaluate students by "reading combination" method.

At the beginning of each semester, the teacher will issue the student extracurricular reading record form, which requires the students to fill in according to the actual situation. In order to ensure the students' reading situation, teachers need to spot check the students' extracurricular reading table to ensure the students' extracurricular reading learning. However, the record of

extracurricular reading table takes up a lot of spare time for students, which will lead to students' conflict and affect the accuracy of the record table. At the same time, because each teacher teaches more students. Therefore, it takes a lot of time for teachers to insert their eyes into the student record form, which makes teachers unable to read each student's record form carefully, resulting in a huge difference between the plan and the actual application. In order to solve this problem, the senior management of the school has made the following three plans through discussion, hoping to strengthen the quality of students' extracurricular reading. First, simplify the content of the English reading record. After completing the reading task, students need to fill in several important contents in the record form, such as the general content of the reading article, the evaluation of the article, etc. Second, summarize the reading articles with short sentences. This method seems to be simple, but in fact, it requires a lot of students. Students need to have enough understanding of the core of the article before they can summarize the article with the shortest sentences. This method not only inspects whether students read or not, but also exercises students' language expression ability. Third, written reading inspection. The students will teach the completed books to the teachers. The teachers will randomly select one section of the article, and let the students determine the content of the chapters before and after the article according to the number of pages selected by the current teachers. Teachers should ask students to set their own reading goals for the semester at the beginning of school, and record the goals. At the end of the semester, the teacher will check the actual reading situation of each student, determine the completion situation of the students, and let the students evaluate themselves.

4. Optimization Strategies of Formative Assessment System in English Reading Teaching

Since the formative assessment system has been implemented in the teaching of reading for English Majors in Chinese universities, it has been widely concerned by people from all walks of life. Therefore, in view of the problems encountered by the formative assessment system in College English reading, the following optimization strategies are proposed.

4.1 Increase the Form and Accuracy of Evaluation

In order to increase the accuracy of evaluation, both teachers and students should participate in the evaluation process and conduct evaluation from multiple perspectives. First of all, in the evaluation process, teachers are crucial. Teachers need to evaluate students' learning projects and give corresponding scores. In addition, students can evaluate other students. When reading for English majors, students can be divided into groups, and each group member can evaluate in group and out group. Because students know each other better, the assessment results are more accurate. At the same time, this evaluation method can effectively improve the learning efficiency and interest of students. Finally, students need to carry out self-assessment, so that students can evaluate their own learning. Only by making students constantly evaluate themselves and reflect and summarize their own shortcomings can they make corresponding changes in their learning methods and improve their English reading ability.

4.2 Standardize the Evaluation Process

In view of the large amount of information contained in the formative assessment system, there are many assessment indicators. In College English class, there are many students. Therefore, a lot of time is often wasted in the integration of evaluation information. To solve this problem, teachers need to establish corresponding files for each student, so as to facilitate the integration of student evaluation results. Computer technology has brought convenience for teachers to integrate student assessment information. In the process of recording, teachers need to record the goals set by students at the beginning of each semester, the goals completed at the end of each semester, and the results of teachers' assessment and students' mutual assessment. Teachers can greatly reduce their own workload through the convenience of computers. The establishment of student evaluation files is not only to evaluate students' learning, but also to help students' self reflection and promote students' continuous progress.

4.3 Stimulate Students' Learning Motivation

In the formative assessment system, the importance of students cannot be ignored. Compared with the traditional teaching mode, the formative assessment system promotes the enthusiasm of students to participate in the reading practice of English majors. By establishing a good learning environment for students, students can actively learn, actively explore knowledge, and stimulate their enthusiasm for learning. Through the formative assessment system, students can understand their own learning situation from an objective point of view, so as to make up for their own shortcomings, change their attitude towards learning, and enhance their sense of responsibility. In the process of self-evaluation, students should stand in an objective angle and make a fair evaluation of themselves, which is conducive to students' self reflection and continuous progress.

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