

A Study on College English Reading Teaching Based on Udig

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Abstract: Based on the *Overall Plan for Deepening the Reform of Educational Evaluation in the New Era*, this study aims to explore the application of Udig(College Edition) in college English reading teaching. 41 non-English major sophomores from City Institute, Dalian University of Technology participated in the present study. Udig reading tests were used to investigate the changes in students' reading ability. Additionally, the quantitative data were supplemented by interviews to explore the specific changes in students' reading ability and its influencing factors. After a year of teaching practice, the Udig system effectively improved students' English reading ability, with the average scores of level 6-7 improved greatly. Meanwhile, although the exercises provided by Udig are highly targeted, students are expected to complete the exercises independently, which requires high autonomous learning ability. Therefore, some students still need to improve their learning initiative through the efforts of themselves and the teacher's. Besides, teachers need to update the concept of college English reading teaching, improve the teaching design and teaching methods.

1. Introduction

The *Overall Plan for Deepening the Reform of Educational Evaluation in the New Era* proposes to build a multi-evaluation and testing system, and advocates the "guiding, identification, diagnosis, regulation and improvement role" of tests[1]. In order to assure the normative role of the plan in college English teaching, *College English Teaching Guide (2020 edition)* was issued accordingly [2]. The Guide points out that the goal of college students' English ability test is to build a comprehensive testing system consists of formative testing and terminal testing through diversified testing methods. Thus, college students' English ability could be accurately evaluated. The system also gives full play to the positive guiding role of testing for teaching, provides diagnosis and feedback information for teaching, and promotes the overall improvement of college students' English ability

As one of the formative assessment methods, diagnostic language testing helps to identify students' learning weaknesses and learning difficulties, and suggests remedies according to the types of mistakes students make. Based on China English Proficiency Scale, Udig(College Edition) has two main functions. On one hand, it gives feedback and evaluates students' learning situations, helps students understand their strengths and weaknesses in English proficiency. On the other hand, it provides targeted feedback and suggestions for teachers.

English reading has always been the focus of college English teaching. How to guide students to break through the shallow level of language processing such as English vocabulary, grammar and syntax and reach the deep level of reading skills and strategies, so as to effectively improve college students' English reading ability has become a hot issue in college English teaching. Udig system can find students' weaknesses and deficiencies in reading, conduct targeted teaching, provide specific feedback and guidance for students' remedial learning, so as to promote the construction of the integrated model of teaching, learning and assessment of college English, thus further improve students' English reading ability.

2. Literature Review

Researchers at home and abroad have made rich achievements in the study of diagnostic

assessment, which includes ability diagnosis, diagnostic feedback and compensatory teaching and learning[3].

In terms of ability diagnosis, scholars have made a series of remarkable progress in the research and development of language ability diagnosis system. There are well-known systems include DIALANG based on the *Common European Framework of Reference for Languages*, DELTA(Diagnostic English Language Tracking Assessment) of the Hong Kong Polytechnic University, and the Udig diagnosis system developed by Foreign Language Teaching and Research Press. They all provide learners and teachers with feedback reports on students' language ability and offer teaching suggestions.

The researches of diagnostic feedback mainly focus on the validity verification of diagnosis report, and most of them are empirical studies. For example, Doe[4] conducted empirical exploration and validity investigation on the “understanding” and “use” of college students' diagnostic reports from the perspective of learners; Pan Mingwei, Sun Hang, Fan Tingting et al. [5-7] investigated the validity of writing and reading diagnostic feedback reports from the perspective of theoretical framework, experimental design, data collection and analysis, etc., and pointed out that feedback reports have more comprehensive cognitive attributes and ideal construct validity.

In terms of compensatory teaching and learning, Jang, He Lianzhen, Wu Zunmin et al. [8-10] agreed that diagnostic evaluation can be used in different stages of teaching and provide decision-making basis. Through classroom observation, Zhou Hong [11] analyzed the role of diagnostic assessment in high school teaching. The results showed that compensatory teaching could help teachers adjust the teaching plan according to the test results, create more targeted teaching activities, and help students achieve the learning goals. Therefore, it has great potential to promote learning.

From the literature reviewed above, it can be clearly seen that the system development and model selection of diagnostic assessment have become more mature, and the validity research results of diagnostic assessment report are also fruitful. However, the empirical research on the diagnostic assessment system used to guide the compensatory teaching and learning of college students are insufficient. Among them, the application research of college English teaching model based on language diagnostic assessment is in the initial and exploratory stage. Therefore, this paper takes diagnostic assessment as the starting point to explore the effectiveness of diagnostic assessment teaching mode in college English reading teaching. On the basis of fully evaluating the difficulties of the current college English reading teaching mode, this paper proposes the construction mode of diagnostic assessment teaching in college English reading, in order to provide experience for teaching design and teaching after-effect research[12].

3. The Application of Udig System in Teaching College English Reading

3.1 Diagnostic Tests and Feedback Reports

Udig is closely related to the teaching objectives, and provides diagnosis on students' listening, reading, writing, speaking, grammar, vocabulary and other abilities. It can reflect the effectiveness of teaching and learning, and help students identify their weaknesses and directions for improvement [13].

The reading skills feedback report is divided into four parts, namely, the overall performance of the class, the sub-performance of students at all levels, typical performance and teaching suggestions. The first part of the overall class performance includes the basic test information, students' distribution at all levels, the reading abilities of different levels and the diagnostic track. They can provide teachers an overall view of students' reading ability in the class. The second and third parts show the reading micro-skills, students' performances when facing different genres and question types [14]. Thus it is convenient for teachers to group students and provide individualized guidance according to their English levels. The fourth part is teaching suggestion, which provides teaching plans, teaching implementation and follow-up diagnosis arrangements to teachers.

3.2 Teaching Design Based on Diagnosis Report of Udig

3.2.1 Teaching Objectives

Through the study of this course, students should master the structure of discourse, description, narration, exposition and other types of articles. They are also expected to understand the logical relations of the text, able to compare different viewpoints and attitudes, make reasonable judgments and find out specific information quickly.

3.2.2 Teaching Implementation

During the one-year practical study, the researcher arranged three diagnostic tests. At the beginning of the semester, the teacher first introduced Udig system to students, arranged the first test (October 2022), guided students to understand the diagnostic feedback report, and made them understand their reading strengths and weaknesses. According to the detailed information in the feedback report, the teacher divided students into four groups, and assigned different learning tasks to each group.

The course adopted blended teaching mode which consists of three stages: before class, during class and after class. First of all, micro-class videos were used to guide and explain reading micro-skills before class. Secondly, reading exercises of the textbook were adopted to test students' reading skills. Finally, after-class reading exercises provided by Udig system are used to consolidate the classroom teaching results.

The second test was completed after the first semester (March 2023), the teacher adjusted the teaching design again based on the second diagnosis results, regrouped the students, adopted group cooperation, and implemented compensatory teaching. The third test was conducted at the end of the second semester (July 2023). Students were interviewed to reflect on the applicability of diagnostic assessment and the effect of compensatory teaching.

3.2.3 Teaching Effect

In the first test, the average score was 53 points for Level 4, 41 points for Level 5, 37 points for Level 6, and 50 points for level 7. Through careful analysis of the diagnostic feedback report, the teacher strengthened strategic learning, focused on analytical structure, and increased the practice of descriptive materials.

After a semester of compensatory teaching, the second diagnostic test was arranged. The average scores of level 5-6 improved, while the average score of level 7 remained unchanged and level 4 reduced by one point. According to the second diagnosis report, the teacher adjusted the teaching focus, strengthened the training of understanding the main idea and main points in teaching, and trained students to search for details.

After the second semester, the last diagnostic test was arranged. The test results show that the average scores of level 6-7 have improved, so do the scores of various micro-skills, and the improvement of level 6 students is the most significant. From the above data, it can be concluded that college English reading teaching based on the Udig system can effectively improve students' English reading ability.

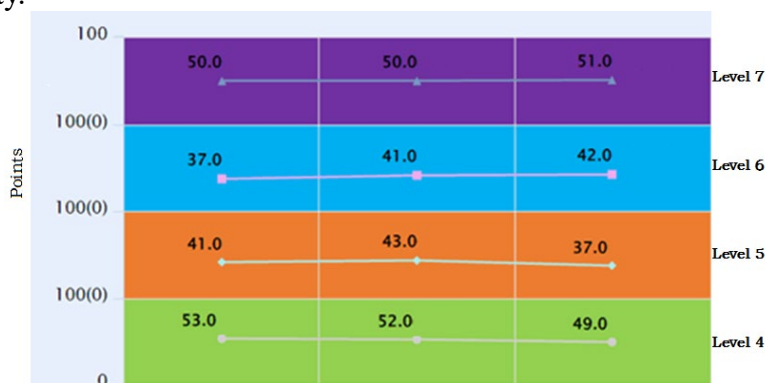


Figure 1 Average Score of Three Diagnostic Assessments

Based on the quantitative data results, the teacher interviewed eight volunteers from four levels respectively to explore the specific changes in students' reading ability and the influencing factors. Students believe that the diagnostic assessment report can reveal their English reading level. The exercises provided by Udig are highly targeted, and persistent practice can improve students' English reading ability. However, due to the lack of autonomous learning ability, some students did not insist on practicing, so the average scores of level 4 and 5 students were reduced. Therefore, teachers need to update the teaching concept of college English reading and strive to improve the teaching design and teaching methods in order to improve students' learning initiative.

4. Conclusion

After a year of teaching practice, the teacher updated the concept of college English reading teaching, improved the teaching design and teaching methods. Students got better understanding of their own English reading ability and improved their independent learning ability. The teacher also found some shortcomings during the teaching practice. First of all, although the exercises provided by Udig are highly targeted, students are required to complete the exercises independently, which requires high autonomous learning ability. Therefore, some students still need to improve their learning initiative through the efforts of themselves and the teacher's. Secondly, the exercises can only be seen by students, and the practice and learning data cannot be automatically fed back to the teacher, which is expected to be further upgraded. Finally, in order to lay the foundation for the later research, teachers need to update the teaching concept and strengthen the corresponding teaching design.

To sum up, in traditional college English reading teaching, teachers can only judge students' learning through test scores. And it's hard for students to testify their real reading ability. The powerful diagnostic and evaluation function of the Udig system helps students to identify the weak points of their reading skills, and the corresponding exercises can greatly enhance students' interest and confidence in English reading, thus the difficult situation of college English reading teaching can be changed.

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- 3) Integrated English quality course construction achievements of City Institute, Dalian University of Technology.

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