

Study on the Formative Assessment in College English Teaching under “Flipped Classroom”

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Abstract: The paper is to study the “flipped classroom” teaching mode, and understand the concept of the “flipped classroom” and analyze its characteristics. It analyzes the teaching assessment mode of college English in private colleges in China, especially discussing the importance of the formative assessment system in college English teaching. And. It tries to discuss the construction of the formative assessment of college English teaching based on the flipped classroom.

1. Introduction

College English is a compulsory course for every college and university. College English is a basic language course. It covers the cultivation of all-round language competence involving listening, speaking, reading, writing and translation. As a general course, it is also a comprehensive course to improve students' cultural literacy, through which we can learn about western history and culture. In order to improve the learning effect and interest of this course, a variety of teaching reforms and explorations have been in progress. In the various new teaching mode reforms, the "flip classroom" has attracted the active attention of all kinds of curriculum teaching at home and abroad. With the development and popularization of the network, the "flip classroom" has been gradually rising and developing in the field of teaching in China in recent years. In addition to the reform of classroom teaching mode, the teaching evaluation system has also received great attention. At present, many colleges and universities still use the way of one final examination to determine the students' learning situation. This single evaluation method can not comprehensively measure the actual learning situation and learning level. In the process of learning, monitoring students' learning situation, multi-angle, multi-level and omni-directional evaluation of learning tasks are important issues that universities should face. As a basic language course of College English, in addition to regular class hours, it is more important to expand and consolidate after class. Therefore, the quality control of students' learning process is particularly important. The establishment of formative evaluation system can stimulate students' subjective initiative more than traditional summative evaluation.

2. The Flipping Classroom Model.

"Flipping Classroom" is a relatively new way of learning. Unlike traditional knowledge teaching, knowledge transfer is carried out by students after class and knowledge internalization is realized in class.[1] Enfield (2013) acquired a specific understanding after choosing two classes at California State University to try to reverse classroom teaching: Before class, teachers provide students with teaching resources including paper learning materials and multimedia materials. Students learn independently by means of information technology. In class, students use pre-class knowledge to analyze doubts, difficulties and key points and to solve some challenging problems, exchange dialogue between teachers and students, and collaborative learning among students, so as to cultivate students' thinking ability and better use of knowledge. Marcey & Brint (2013) reveals another difference between the flipped classroom model and the traditional teaching model, that is, knowledge transfer is realized through information technology, and knowledge internalization is

accomplished through teacher-student interaction.

According to the viewpoints of many scholars, the characteristics of the flipped classroom teaching mode are mainly embodied in four aspects. Firstly, the short and concise micro-lesson teaching videos should be used to enhance students' autonomous learning. Teaching videos used in flipped classes are often referred to as "micro-lesson". The micro-lesson is only a few minutes long, and the longer one is only ten minutes. Micro-lesson video is made for a specific problem or basic knowledge points in teaching, which has strong pertinence and direct content and is easy to found. The time length of video is basically the same as the time category of students' attention, which accords with the characteristics of students' physical and mental development and can improve the learning efficiency. Videos watched repeatedly through the network can be used repeatedly and paused and replayed in difficult places, so that students can repeatedly understand the learning difficulties, which is conducive to autonomous learning. Secondly, the teaching information of micro-lesson video used in flip classroom is clear. Concise and clear learning content and knowledge points are convenient for self-learning, so as to establish self-learning consciousness and train students' learning thinking and ability. Thirdly, the flipped classroom can help students reconstruct the learning process. Usually, the two stages of learning process, "information transmission" and "absorption internalization", constitute the whole process of learning, in which "information transmission" is realized by the interaction between teachers and students and between students. The stage of "information transmission" is mainly about students' memorization before class. Teachers can provide videos of teaching knowledge points such as micro-lessons, and also provide fixed online time for teaching and tutoring. "Absorption internalization" as the second stage refers to the independent completion by students after class. This stage is mainly completed through the interaction between teachers and students and between students in the classroom. Teachers understand students' learning difficulties through this link, give relevant guidance and assistance in the classroom, and give complementary explanations of knowledge to help students solve learning difficulties. At the same time, students' communication will promote students' understanding of knowledge and promote the process of internalization of learning content. Finally, after completing the autonomous learning of micro-lesson, the students' overall learning situation can be easily and quickly understood by reviewing and testing. Each micro-lesson video is an explanation of relevant knowledge points. Students can use the final practice of micro-lesson to test whether they understand or not. If students have any questions, they can discuss with their classmates. At the same time, teachers can collect students' problems through the network platform, and comprehensively explain typical problems in classroom teaching, so that students can understand the meaning.

3. The Characteristics and Ways of Formative Evaluation

Compared with the traditional summative evaluation, formative evaluation is actually a process evaluation. It refers to the continuous evaluation in the whole process of carrying out the teaching plan, program and activity of specified content, so as to achieve better teaching effect. Its purpose is to enable teachers and students to timely feed back information, improve the teaching process and improve the quality of education. Formative evaluation is a developmental evaluation based on continuous observation, recording and reflection of students' learning process. Formative evaluation mainly assesses the learning process, supervises the students' learning quality, understands the learning situation and adjusts it in real time. Formative evaluation of English is a combination of constructivist theory, discovery teaching model and cooperative pedagogy theory, which highlights the subject status of students, focuses on students and allows students to study more problems.

Formative evaluation can better understand students according to their different personalized performance in the learning process, respect students' individual differences and personality characteristics, and give consideration to different learning individuals. Formative evaluation not only evaluates students' communication in English linguistics, their written assignments, oral questions and answers, speeches, recitations and other learning behaviors in and out of class, students' learning abilities, learning attitudes, participation and cooperative spirit, but also includes

students' self-evaluation, students' mutual evaluation and teachers' evaluation. The supervision and consideration of formative evaluation for learning process can help teachers to understand students' learning progress and learning effect, so that they can constantly adjust in the following teaching activities, so as to meet students' individualized needs and improve teaching quality. Simpson points out that the effectiveness of formative evaluation depends on the comprehensive degree of reflection of the evaluation results. To a great extent, formative evaluation enables teachers to adjust teaching methods and integrate teaching contents from the students' learning situation and difficulties reflected in the evaluation, so as to improve the teaching effect. In Wood's opinion, the formative evaluation strengthens the consistency between teaching activities and evaluation contents, thus improving the effect of evaluation. Compared with the summative evaluation for long-term use, formative evaluation is a more scientific way of evaluation and assessment.

The formative evaluation system is realized in college English teaching from multiple perspectives. Firstly, the construction of this system requires the active cooperation of schools, teachers, parents and students, so as to avoid the supremacy of scores and promote students to achieve their learning goals. While the subjects participating in the assessment are diversified, the multi-dimensional participation of evaluation subjects can be realized. Among them, students should participate in the evaluation, and students' evaluation is mainly self-evaluation and mutual evaluation. These ways can promote students to build up cooperation consciousness, cooperation spirit and team consciousness. Secondly, teacher evaluation is needed. Students' self-evaluation and mutual evaluation are connected by teachers. Teachers can demonstrate learning methods and evaluation methods to help students' self-evaluation, and can participate in students' mutual evaluation as a member. Finally, teachers and students cooperate to complete the evaluation. Through the establishment of student assessment files, teachers can synthesize the students' learning situation according to the records and the students' self-evaluation and mutual evaluation, thus giving a relatively fair evaluation result.

4. Construction of Formative Evaluation System of College English in Flipped Classroom

The emergence of flipped classroom breaks the single conventional learning form which can only be confined to classroom learning, and makes the traditional teacher-centered teaching mode change into a combination of after-class and in-class learning mode. Independent completion by learners ensures that students can have sufficient and flexible after-class learning time, and the focus of classroom teaching shifts from teachers' lecturing to students' mutual assistance and students' independent learning, so that mastery learning can be realized. In the process of flipped teaching, teachers should pay attention to what students need and provide positive feedback for different situations of students, so as to find out the problems in the process of learning, so as to correct students' learning behavior and enable them to reflect on the learning process and achieve learning goals. The feedback of flipped classroom is mainly in the form of formative assessment. Formative assessment is an evaluation-oriented teaching activity model, which requires teachers and students to adopt, design and adjust various appropriate tasks, collect students' information systematically, and use appropriate evaluation tools to evaluate, analyze and interpret the information and then feed back to the evaluators, so as to adjust teaching strategies and learning methods in the process of teaching and learning, and improve the comprehensive development of students' language ability. The latest "Guidelines for College English Teaching" encourages educators to implement various teaching modes, including flipped classroom. At the same time, it points out that the evaluation of curriculum learning needs to integrate various evaluation methods. Formative assessment is a process assessment to promote students' participation in learning and transform knowledge and skills.

Combining the characteristics of flipped classroom and formative evaluation mode, the Department of Foreign Languages in Yinxing Hospitality Management College of CUIT, a private university, has carried out the teaching reform of "College English". The mode of flipped classroom and formative assessment can be roughly divided into four parts. Before the beginning of the course, the unit teaching objectives are determined. Each unit contains a total of 10 class hours of teaching

time for two and a half weeks. Before classroom learning, students need to have a full understanding and mastery of the unit's background information, words and phrases, text content and structure. The first part of the classroom teaching is to show the introduction of the unit related topics and the situation of oral practice for students. The teacher makes a comprehensive comment on the display. At the same time, in the explanatory part of curriculum content, teachers test students' learning results through multi-channel formative assessment, find learning problems and adjust teaching strategies and methods according to the situation found, and give individual guidance to students who have not completed the previous stage of learning and failed to meet the standards. After classroom teaching, formative assessment is conducted again to check the students' mastery of language content and the training of related skills, and then students enter the next unit of learning. The assessment of "College English" course enlarges the assessment of normal performance, which is a reflection of the formative evaluation system mode. The examination form of the course of "College English" in Yinxing Hospitality Management College of CUIT is as follows: the final evaluation results of the course are composed of 40% of the usual results and 60% of the final written test results. The usual results include the relevant task-based topics and the oral test at the end of the term, while the usual task-based links include: classroom attendance, oral presentation, length of online learning, interactive classroom answers and homework completion.

The whole learning link is closely linked to the task-based and cooperative part, which can greatly promote the training and cultivation of students' various interests and abilities. In the following classroom teaching, the students show the topic to the teachers and the whole class in groups, discuss with the students and teachers, and express their views, which is equivalent to a group discussion and a class discussion in turn. And the group representatives are assigned to grade the groups displayed as a reference factor for completing the quality assessment. After completing the student's topic demonstration, in the following classroom learning, the teacher carries out some oral or written tests for the first round of autonomous learning in the whole class to understand the students' learning situation, and carries out some key analysis in the course explanation, adjusts the teaching strategies, and pays attention to the students' difficulties. Among them, the testing methods are mainly question-and-answer and task report. For some questions raised by students, the teachers lead the students to focus on discussion. The students are also divided into groups and give each other scores, which are also registered as part of the assessment.

To sum up, the current formative evaluation of college English should include four aspects: teacher evaluation, students' mutual evaluation, students' self-evaluation and file assessment. In the process of evaluation, attention should be paid to examining students' language foundation, as well as their input in the learning process, such as learning ability, the recording of reading notes, the quality of homework completion, the quality of group project participation and presentation, etc. These are the comprehensive evaluation of students' performance and achievements in the process of schedule learning, accumulated learning experience, and learning problems found in the process of learning. In addition to paying attention to the content and form of evaluation in the process, the adoption of formative evaluation system should also pay attention to some principles. First of all, teachers should actively integrate with reality. According to the general situation of the students in our school, the teachers should understand the learning situation, style of study and specialty of the classes they teach, and comprehensively choose the content of the assessment in the formative process. Secondly, teachers should insist on a variety of ways to supervise and assess the students in the process, so as not to remain unchanged. Students of different majors have different learning styles, so the assessment of formative evaluation should be used in different ways. Thirdly, in the process of operation, it should be easy to use and avoid complication. In the process of supervision, a large part of it is students' mutual evaluation and self-evaluation. If it is too complex and inconvenient to use, students will have psychological difficulties and are unwilling to cooperate, so teachers should pay attention to this aspect. Teachers should try their best to make the assessment easy to understand and operate, so that the majority of teachers and students will be enjoyable to use it, and adhere to the use.

5. Conclusions

There are various forms of flipped classrooms, which change according to the characteristics of students of different majors and the inherent characteristics of the curriculum. As for the evaluation of the flipped link, it is an important part of the formative evaluation model, therefore, there is no fixed form of flipped classroom, nor a fixed formative assessment model. In the process of formulating formative assessment model, great attention should be paid to students' accomplishment and independent learning ability. Only by paying attention to these aspects, can a more reasonable formative evaluation model be formulated. Reasonable construction of a formative assessment model can help students to the greatest extent, pay attention to the changes of students' learning ability, and train students' independent learning ability after class. At the same time, it can promote the collaborative learning among students. The use of formative evaluation system under the guidance of "flipped classroom" can train students to control their study independently, increase students' interaction in learning and improve students' psychological quality. To a certain extent, it can improve some deficiencies in current college English learning and better meet students' learning needs. Therefore, by flipped classroom, college English teaching can optimize the teaching effect and improve the learning level by establishing a formative evaluation system, which has great feasibility.

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