

Constructing an Evaluation System for Blended Teaching in College English Based on Assessment for Learning

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Abstract: The Evaluation System for Blended Teaching in College English is a dynamic information feedback system, which provides continuous learning data and diagnostic information feedback to all college English teaching activities online and offline. The construction of the evaluation system should be based on the theory of Assessment for Learning and conform to the blended teaching process of college English. The logical framework of the evaluation system is built from three aspects: pre-class learning situation prediction, in-class iterative monitoring, and after-class improvement. On this basis, the evaluation index system is refined. The purpose of this study is to promote the self-regulation and perfection of blended college English teaching and realize the integration of teaching and evaluation.

1. Introduction

A scientific and perfect evaluation system can assess students' learning situation comprehensively and objectively, then better assist teaching. It can also make students understand their own shortcomings and adjust their learning strategies in time. In the process of blended teaching of College English, knowledge transfer is achieved by information technology before class, and the teaching goal is to promote the internalization of knowledge, guiding students for deep learning. The whole teaching process reflects the common inquiry and growth of teachers and students. Teachers should play the leading role of guiding, inspiring and monitoring the teaching process, and students should play their main role and attach importance to self-evaluation and reflection on learning. Therefore, to achieve a better vision of promoting learning, the blended teaching evaluation of college English needs to develop in a systematic, dynamic, diversified direction, provide comprehensive feedback to students' learning information, and dynamically integrate with all aspects of teaching.

2. Theoretical basis of evaluation system for blended teaching in College English

In recent years, educational assessment, including assessment of language teaching, has undergone a transformation from "Assessment as Learning" to "Assessment for Learning". The term "Assessment for Learning" was first proposed by Harry Black (1986), who defined it as "Any evaluation method that puts the improvement of students' learning in the first place". The International Conference on Assessment for Learning, held in 2009, gave a more widely accepted definition of Assessment for Learning: It is part of daily practice among students, teachers and peers, seeking, reflecting and responding to information derived from conversations, presentations and observations to promote ongoing learning. It can be seen that Assessment for Learning, with the ultimate goal of promoting learning, is a process in which teachers and students constantly search for and interpret various evidence collected during teaching and learning so as to determine the level of students, the goals they need to achieve, and how to achieve the best learning results. Therefore, Assessment for Learning (Hereafter referred to as AFL) has the following significant characteristics. First, consciously promote the evaluation purpose of learning. Second, promote learner-centered learning evaluation. Third, promote learning evaluation and advocate the unified process evaluation orientation of teaching evaluation.

3. Process of blended teaching in College English

The blended teaching in College English used to focus on imparting knowledge, but now it focuses on the development and formation of ability of English core literacy. Its corresponding evaluation system should be based on the blended teaching process of College English, namely "Pre-class guidance", "In-class research" and "After-class extension" The three-stage blended teaching process guides the student to integrate the original knowledge with the new knowledge.

3.1 Pre-class Guidance

Based on situation analysis, such as learning needs, learning content and characteristics of learners, the teacher pushes the data including audio, video, text to students via learning platforms in the campus, such as Smart Learning, FIF, U campus and ITEST, or learning platforms outside the campus, such as Wisdom Tree, MOOC, etc. Students do superficial learning through the above-mentioned input. Then, the teacher issues task sheets for students to learn independently, extend learning content, stimulate learning interest, and discuss project issues. Finally, students complete the evaluation pushed by the platforms and record the learning difficulties and learning experiences in the learning guidance stage, so that the teacher can give personalized guidance in the research stage of the class.

3.2 In-class Research

According to the common problems appeared in the pre-class guidance stage, the teacher answers questions and doubts by means of centralized teaching or organizing discussion, and gives targeted guidance. Secondly, the teacher introduces the in-class learning tasks, clarifying the key and difficult points and output tasks. Students conduct collaborative inquiry learning in groups accordingly, and the teacher provides appropriate instructions to improve their learning effect. Finally, students display the learning results, and carry out instant evaluation through self-evaluation, peer evaluation or joint evaluation between the teacher and students, so as to reflect on and summarize the learning content, and promote learning through evaluation.

3.3 After-school Extension

In this stage, students mainly improve the extension and application of language knowledge, skills and thinking through extension projects that reflect comprehensive language application ability, such as report writing, tweet writing, mind map drawing, video shooting, etc. Based on the data including online evaluation and learning behavior in addition to offline classroom performance, the teacher pushes personalized learning resources and learning paths to students, such as detailed self-study courseware, extended reading, and detailed interpretation of after-class translation exercises, so as to improve students' learning efficiency. At last, after the presentation and communication of the classroom results are completed, students will modify and improve and submit them to the public account of the course according to the suggestions of the teacher and peers for a wider range of communication and dissemination.

4. Framework of evaluation system for blended teaching in College English based on AFL

Based on the basic process of blended teaching in college English, the evaluation of blended teaching is designed from three aspects: Pre-class, In-class and After-class according to the different learning contents and learning stages. It aims to monitor and evaluate students' learning process and learning results. The ultimate goal of evaluation is to promote learning by assessment. The evaluation system can improve teaching and learning through accurate analysis, interpretation and timely feedback. The logical framework of blended teaching evaluation in College English is shown in Figure 1:

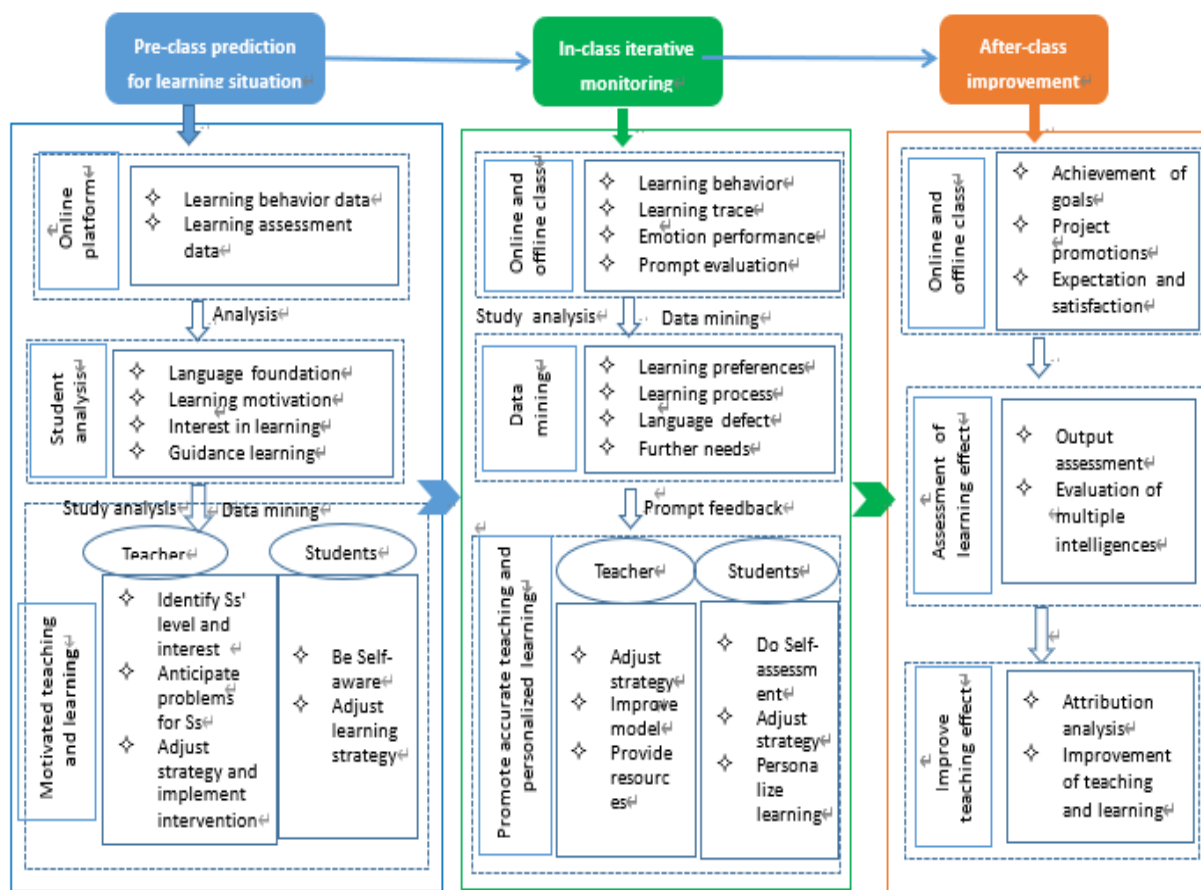


Figure 1: Framework of evaluation system for blended teaching based on AFL

4.1 Pre-class prediction for learning situation

The teacher uses in-campus smart learning platform of foreign language or off-campus online learning system to collect students' learning process data (login times, video viewing times, duration, post, reply number, etc.), so as to understand students' learning attitude, learning preference, knowledge base, and thinking ability. Meanwhile, combining with the evaluation data of the pre-class guidance, the current learning situation and future learning situation of learners are painted through data analysis. Based on the portrait, the teacher can accurately identify students' language knowledge, language ability, learning interest and autonomous learning ability, predict the possible risks and problems in students' future learning, so as to timely adjust teaching strategies, implement interventions and achieve accurate teaching. Through the portrait, students can objectively examine their current learning situation, so that they can better plan learning time and adjust learning strategies to improve learning ability and effect.

4.2 In-class iterative monitoring

The teacher uses in-campus smart learning platform of foreign language, off-campus online learning platform, Rain classroom, MOOC, U campus and other information technology auxiliary tools to collect the data including students' online and offline learning behaviors, learning trajectories, student-student interaction, teacher-student interaction, prompt assessment in class. By mining and analyzing these data, the teacher can accurately diagnose students' course learning progress, language knowledge defects, language ability development stage, thinking ability and so on. Meanwhile, the teacher can also evaluate whether the current teaching strategy, teaching content, teaching objectives are suitable, so as to adjust and improve the teaching. Finally, the teacher pushes appropriate personalized learning resources and learning paths to students, so that students can adjust their learning strategies in time and carry out personalized learning.

4.3 After-class improvement

In this stage, students mainly improve the extension and application of language knowledge, skills and thinking through extension projects that reflect comprehensive language application ability, such as report writing, tweet writing, mind map drawing, video shooting, etc. Based on the data including online evaluation and learning behavior in addition to offline classroom performance, the teacher pushes personalized learning resources and learning paths to students, such as detailed self-study courseware, extended reading, and detailed interpretation of after-class translation exercises, so as to improve students' learning efficiency. At last, after the presentation and communication of the classroom results are completed, students will modify and improve and submit them to the public account of the course according to the suggestions of the teacher and peers for a wider range of communication and dissemination.

5. Index of evaluation system for blended teaching in College English based on AFL

Based on blended teaching process of College English and logic framework of teaching evaluation, with deep learning theory as the instruction, the preliminary evaluation system (table 1,2,3) is built from the dimension of evaluation, evaluation indexes and observation points, aiming to promote students' language processing ability and understanding.

Table 1: Evaluation index and interpretation in the stage of Pre-class Guidance

Index	Instruction	Subject/Basis
Guided learning evaluation	Guided assessment of comprehensive ability of listening, speaking, reading, writing and translating.	Evaluation data of guidance learning on platforms
Engagement	Being able to make unit learning plans, watch and review videos regularly according to the teacher's teaching process, and annotate difficult knowledge.	Data of Learning behavior score on platforms; Teacher
Participation	Being able to raise questions in posts and replies in English, and offer new ideas and explanations.	Data of online discussion; Teacher
Learning ability	Being able to investigate the cultural background of the unit theme and preliminarily understand and compare different cultural differences.	Teacher; Students

Table 2: Evaluation index and interpretation in the stage of In-class Research

Index	Instruction	Subject/Basis
Language ability	Prompt detection of language knowledge points in rain classroom and evaluation of offline classroom language learning tasks.	Data of Rain Classroom; Teacher
Learning ability	Ability to explore and solve problems, language communication and expression skills, and improvement degree of display effect of language output works.	Data of We chat official account Teacher; Students
Character of thinking	The initiative of offline classroom interaction, the enthusiasm of group discussion and team collaboration, the contribution degree of online research and exploration activities, Online and offline mutual evaluation quality and repeated view to improve quality.	Group mutual evaluation; Teacher; Online data of platforms
Literacy	Making rational judgments in communication and interaction, recognize and respect excellent Chinese and foreign cultures, and demonstrate cultural confidence calmly on the English ballroom dance stage.	Comment; Students' mutual evaluation

Table 3: Evaluation index and interpretation in the stage of After-class extension

Index	Instruction	Subject/Basis
Ability enhancement	Completion of homework Online; Comprehensive assessment of language use ability.	Data of online platforms; Data of We chat official account; Teacher; Students
Reflection	Learning summary and reflection; Learning goals to achieve self-test.	Teacher; Students
Knowledge transfer	Ability to analyze and solve practical problems; Innovative thinking degree and innovative results of project tasks.	Teacher; Students
Cultural extension	Degree of completion of intercultural communication expansion projects and participation in cultural expansion activities in the second classroom.	Expert appraisal, Competition certificate

The evaluation system emphasizes the integration of evaluation into the process learning system from the perspective of learning, so as to give full play to the promoting effect of evaluation on each stage and link of learning. As one of the evaluation subjects, the teacher goes beyond the status of the evaluator and uses the evaluation feedback data to continuously improve the teaching strategy, while the students as the evaluation and learning center, after obtaining effective and timely feedback, can improve the weak language skills and improve the effectiveness of language learning.

6. Conclusion

This paper closely focuses on the characteristics and processes of blended teaching in College English, and constructs a learning-oriented evaluation system of blended teaching which integrates teaching, learning and evaluation. It is conducive to providing targeted evaluation content, evaluation means and evaluation methods for blended teaching in College English, and providing effective support for personalized teaching. Meanwhile, it also provides a reference index for college English teachers to evaluate the learning quality of blended teaching, and guides teachers to analyze the evaluation results, summarize experience, learn to reflect, and timely adjust the direction in the process of practice, so as to lay a solid foundation for achieving better effects of blended teaching. In addition, integrating the learning evaluation into teaching stages of College, mining the learners' data of learning process and learning results, analyzing the feedback information including students' language knowledge acquisition, promotion of language ability and thinking ability, which can effectively help students adjust learning strategies, and stimulate students' enthusiasm and initiative of learning English, cultivate students' innovative thinking and comprehensive application ability, so as to improve self-efficacy in learning.

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