



# The application of formative evaluation in middle school English teaching

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**Abstract**— *Formative evaluation has always been one of the hot topics of scholars' research. This paper mainly provides a brief overview of formative evaluation, principles of formative evaluation, different feedback strategies in formative evaluation, and interaction between students and teachers in formative evaluation.*

**Keywords**— *formative evaluation, self-evaluation, mutual evaluation*



## FOREWORD

According to the definition of formative evaluation in the English Curriculum Standards for Full-time Compulsory Education (2011 edition), teachers need to evaluate students' performance in the daily learning process, achievements, emotions, attitudes, strategies and other developments expressed.

### I. A SUMMARY OF THE FORMATIVE EVALUATION

Domestic scholars, such as Wang Qiang (2006:252), explained that formative evaluation is an evaluation with low anxiety and sustainability. It occurs in an open, friendly and relaxed environment. In addition to learning students' knowledge and skills, students' learning interest and attitude are also an important focus of formative evaluation. Other education experts in China also believe that formative evaluation means that in the process of teaching and learning activities, teachers and students judge students' learning status and the degree of achieving teaching objectives through the interaction between teachers and students and students. Xiao Lifang think: formative evaluation is to follow up the whole process of students learning, help students to effectively regulate their learning process, guide learning, let the students from passive evaluators into the subject of the evaluation and positive participants, teachers can through this way to record the progress of students, planned, step by step to

promote students' English ability, in order to achieve the expected teaching purpose.

Foreign scholars, such as Black & William (1998), define formative evaluation as "activities developed by all teachers and students and that can provide feedback to help improve teaching". Popham (2008:6) believes that it is not enough to only put forward feedback information, and the feedback information provided by formative evaluation should play a positive role in helping to improve students' academic performance and achieve the expected teaching effect. Sadler (1989) On the basis of Ramaprasad, the definition of feedback from the perspective of information difference. He pointed out that the so-called feedback is to use the information difference between the two parties to reduce the gap, otherwise it can not be called feedback. Beyond this, Black and Wiliam emphasized the importance of feedback in formative evaluation, arguing that any faculty evaluation that diagnoses students' learning difficulties and provides constructive feedback would have a significant impact on student learning.

Most researchers divide feedback into positive feedback and negative feedback, cognitive feedback and emotional feedback, etc. In the process of formative evaluation, feedback is dynamic and uninterrupted on this basis. In addition, the purpose of feedback is for the formative evaluation feedback is to maintain the students' learning motivation and participation, so that they do not feel lonely to give up the course, so this paper thinks that the teachers and students to keep the communication in the

feedback process, and interactive feedback important changes by the third party process, this record can be anonymous, so the feedback in the formative evaluation process reflects the student principle of subjectivity, continuity and improvement principle.

## II. PRINCIPLES OF FORMATIVE EVALUATION

### 1 Principle of subjectivity

Students are independent and the development of the individual, education teaching need to pay attention to students' subjectivity, so in the formative evaluation, not only to the students as evaluated, but also to the students self-evaluation space, in the process of self-evaluation, students need to plan the learning process, and learn to communicate with others, such as students can through consultation and classmates teacher make personal evaluation, combined with their own characteristics of diversification and various evaluation.

### 2 The principle of continuity

Formative evaluation is to follow up the whole process of students 'learning, in the process of continuous, teachers need to continue to pay attention to the students' learning status, sustainability refers to the students in different time and space learning state, comprehensive observation, so in English teaching, need to uninterrupted attention and improve students learning status of listening, speaking, reading and writing.

### 3 Improvement principle

In junior middle school English teaching, because students are still learning basic vocabulary and relatively simple discourse, so they need to make full use of the characteristics of students' learning, in the teaching process, they need to use audio-visual speaking, reading and other ways to help students to make certain progress on the basis of the original English learning.

## III. THE THEORETICAL BASIS OF FORMATIVE EVALUATION

### (1) Humanism study theory

Humanitarian learning theory emphasizes that in the learning process, in addition to students 'academic performance, but also pay attention to the cognitive development and emotional attitude of learners, protect students' self-esteem, and give students support in addition to book knowledge.

### (2) Constructivism theory

Constructivism theory attaches importance to people's subjective initiative and emphasizes the learning mode of meaning construction. This theory emphasizes creating a positive and relaxed learning environment for students, encourages students to communicate and discuss with each other, collects students' written and oral feedback, and cultivates students' ability of cooperation and independent learning in this way.

### (3) Multiple intelligence theory

According to Gardner's "(1983)" theory, the theory of multiple intelligences emphasizes that students have different abilities in language, mathematics, music, sports and other aspects. Because everyone is good at different skills, teachers need to stimulate students' different interest points in the teaching process to cultivate students' motivation to learn English.

## IV. THE STRATEGY OF FORMATIVE EVALUATION IN THE APPLICATION OF ENGLISH TEACHING

First, use of self-evaluation and mutual evaluation for teaching evaluation. In the course of the self-assessment, Students are able to design and expect teaching objectives by themselves and teachers, Conduct self-evaluation after class on the completion of homework; in addition, In the process of mutual evaluation, Due to the similar learning level of students in the same grade, Students can negotiate more consistent standards through interactive consultation, In order to facilitate students to evaluate each other in an appropriate way; At the end of the semester, both teachers and students can evaluate each other, A third party is anonymous to collect teachers 'feedback to students and students' evaluation of teachers, And then comprehensively analyze the teaching situation, So that both teachers and students can obtain the dynamic teaching and learning process. For example, in the teaching design of the unit of high school English Virtual choir, the learning task can be divided into three categories: 1. Encourage students to share and discuss their favorite music in the oral task through self-evaluation and mutual evaluation scales. 2. Ask the students to try to design the concert in groups to show the completion of the concert planning. 3. Let the students share their feelings after reading the speech in the book, and analyze the writing method of the speech. Through these constant interactive activities, students' learning activities and tasks can be better promoted.

Second, adopt a multi-directional evaluation method for teaching evaluation. Due to the result of individual

differences of students, formative evaluation needs evaluation through the perspective of students, such as in Chinese Writing this unit, teach students about the knowledge of Chinese characters, can by students 'calligraphy homework, students of calligraphy, students of Chinese calligraphy ideas and Suggestions on how to spread in the world to collect evaluation, can obtain students' various learning content. When evaluating students from various aspects, teachers can design evaluation scales according to their actual needs, and make an objective summary of students based on the evaluation of various aspects.

Third, to conduct teaching evaluation through different channels.1. Prepare some teaching materials for students through the Internet before class, and then ask brief questions about the teaching materials within the first 5 minutes of class to understand the students' preparation degree before class, but do not make too much evaluation.2. In class, students are encouraged to summarize what they have learned through discussion, writing and reading, so as to give students timely feedback.3. Students are encouraged to learn through online resources after class, and teachers can also give students feedback through real-time online modification.

Fourth, provide students with highly targeted descriptive evaluation, for example, in class, the teacher asks: What do you think of game shows? Student answer: It make me happy. The teacher may modify the students' language form errors in the feedback, prompting the students to use the third person singular here, but will not guide the students to continue to express why they are interested in the game exhibition. For this situation, teachers can create situation, show students often play games in class, and let the students discuss their favorite game brings them what kind of feeling, the students through the discussion, teachers can observe the performance of students and in the process of group discussion, to each group to give them some targeted evaluation, so can understand the students 'interests and exercise the students' oral communication ability.

Fifth, students should be evaluated consistently and comprehensively. For example, Gibbs & Simpson believes that teachers can better monitor and understand their learning process and progress when they continuously provide students with feedback at different stages.

For example, teachers pay attention to the development of vocabulary, reading, writing, oral English, and pay attention to students' communication ability, acceptance ability and the ability of improvisation to develop students in detail through electronic archives.

Sixth, for the formative evaluation of English teaching, in addition to students' knowledge and skills, students should also comprehensively evaluate the awareness of interactive participation, cooperation and cultural awareness in English class by paying attention to the number of language cooperation and communication strategies.

## V. THE APPLICATION OF FORMATIVE EVALUATION IN ENGLISH TEACHING

In the preparation stage before reading, teachers can design relevant learning tasks and choose corresponding after-class evaluation methods to judge whether students 'pre-reading preparation is sufficient. In this stage, students need to stimulate students' interest in reading and active learning attitude through discussion, watching relevant videos and other activities. In the reading stage, it is necessary to design various types of reading activities to cultivate students' reading ability, such as getting the general idea of the article through the title, understanding the details of the article by judging the mistakes and filling in the blanks. After reading stage to consolidate the extension stage, teachers through the design of deep text activities, such as for eighth grade second volume Unit 9 Have you ever been to the museum this unit, let the students discuss in different museum, the capable students, can also let them in the data contrast different museum, while improving the students use English about the ability of what happened in their life.

In listening teaching, before listening to teach students certain listening skills, when listening to listen to the general idea or details, pay attention to the key words in the listening materials, such as asking about the time, place, people, you need to pay special attention to these places. In addition, in the process of listening and reading, we need to pay attention to the students' understanding ability. Pay attention to students' vocabulary input, understanding and speculation ability. Specifically, in terms of listening, students can do a lot of dictation and silent reading, and in terms of reading, students can understand and speculate on the author's intention of the article after mastering the basic information of the article.

In writing teaching, students are given relevant supports, such as in Unit10 I've had this bike for three years. Writing exercises, give students to relevant language support, in the first paragraph tell students to write their favorite things, in the second paragraph tell students to talk about their favorite things why is very special, in the third paragraph tell the students to let them write a story or memories, and to provide students with corresponding sentence patterns and vocabulary support.

In oral teaching, we can give students a topic to try to communicate in various ways. In this process, we need to pay attention to the enthusiasm of students to participate in oral communication, the integrity of oral content expression, the nature of cohesion and transition, pay attention to the coherence of students' sentences, the correctness of grammar and so on.

Whether it is reading class, listening class, or writing class, teachers need to give students a certain space to study independently, and give play to and use students' various aspects of intelligence for English learning. By learning from English teaching in higher education, can try in the process of English group learning, around the teacher to the topic, let the imaginative students in the process of group learning topic, put forward new ideas for emotional students, let them around these ideas, for active students, let them regularly to group discussion topic, in group activities finally let strong logic students to summarize. For group activities, teachers can try to use some observation scales for evaluation. For students personally, due to the students' personality characteristics, teachers need to consider various factors to evaluate, such as to design a skills include English activities, so for students who are good at listening, encourage them to record what they hear the content and oral repetition, for good at reading students encourage students to different text reading content and try to write their understanding of the text, for students who are good at writing encourage them to think deeply about a topic and oral output. In short, listening, speaking, reading and writing in English teaching is a continuous process, which requires teachers to use more teaching wit and various resources to cultivate students' comprehensive ability.

## VI. MUTUAL EVALUATION BETWEEN TEACHERS AND STUDENTS IN THE FORMATIVE EVALUATION

The interaction between people refers to a life mode in which people understand and run in with each other in the process of living together. Generally speaking, formative evaluation is a continuous, continuous, dynamic evaluation process, in the process of teaching evaluation usually refers to a particular standard to evaluate whether students achieve a teaching goal, in the process of different types of students to diversified feedback, the feedback can be written or can be oral. Because students in the same grade have different learning styles and different learning methods, so teachers should teach students in accordance with their aptitude. According to the principle, for the field rely on types of students, because they rely more on the evaluation of others, they prefer to communicate with others to solve the problem of learning, and for independent students, they like more

according to their own way of learning and thinking, so don't like to communicate with others to solve the problem of learning. Therefore, students of field dependence type can be encouraged to gradually reduce their dependence on others and allow them to think more independently, while students of field dependence type can be encouraged to communicate more with others at an appropriate time.

According to Long's interaction theory hypothesis, the interaction between teachers and students has a long-term impact on students' learning progress. Due to the differences in students' personalities, it is necessary to encourage students to give timely feedback on their learning problems in oral or written form in different ways. Such as students in grade nine book Teenagers should be allowed to choose their own clothes, their ideas may pay more attention to their independence, and parents and teachers often preconceptions, when students and parents, teachers have different ideas, can use online anonymous way for teachers and students to mutual evaluation, this can protect students' self-esteem also can let the teacher understand each student and class as a whole, in order to adjust the subsequent teaching activities. The way teachers get along with students can also be further improved in the formative evaluation feedback. Generally speaking, the relationship between teachers and students can be authoritative, equal, relaxed, antagonistic and so on. Generally speaking, the equal and loose relationship between teachers and students is popular, so the above mentioned students can through anonymous evaluation on the basis of teachers can also according to different types of evaluation for students different anonymous response, so teachers can protect students' self-esteem at the same time as far as possible let the students get suitable for their learning methods. For example, for students with grades in the upper and middle reaches, they can be allowed to complete the basic test questions, but also let them conduct in-depth analysis of other articles they are interested in basic papers and extracurricular reading materials, so that students in the middle and lower reaches can complete the basic learning tasks such as dictation and sentence patterns.

To sum up, in the process of formative evaluation, teachers, students and parents can test the results of students' English learning through mutual cooperation and a long period of formative evaluation feedback in a semester or in a unit of years.

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