

“College English (Including Listening) A1” Course Evaluation Reform Practice - Taking the Design Class 11903 and the Music Class 11903 of Yangtze University as Examples

Fang Xu^{1*}

¹ School of Foreign Studies, Yangtze University, Jingzhou, China

Email Address

429502543@qq.com (Fang Xu)

*Correspondence: 429502543@qq.com

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Abstract:

The paper reports on how to conduct evaluation reform practice during “College English (including Listening) A1” teaching course, taking the design class 11903 and the music class 11903 of Yangtze University as examples, which is related to college English examination and evaluation reform. The paper analyzes the traditional evaluation form (mainly final-term examination) and its shortcomings and puts forward a synthetic evaluation model of combing the formative evaluation and summative evaluation (also final-term examination). The results of the implementation of this synthetic evaluation model have been reported in the paper. At last, the paper concludes significance of the practice of “College English (including Listening) A1”. In one word, diversified synthetic evaluation practice during the course pays close attention the whole learning process and growth from students’ perspective, and students’ course assessment results are based on all different tests and their performance during the whole learning course process plus their final exam scores.

Keywords:

College English Course, Synthetic Evaluation Model, Formative Evaluation, Summative Evaluation

1. Introduction

“College English (including Listening) A1” is an important part of general education in ordinary colleges and universities. It is both instrumental and humanistic. It is opened in the first semester and should be a compulsory examination course according to the syllabus. However, the traditional summative evaluation of “one-volume fixed score” because of its single and tedious examination, cannot fully reflect students’ comprehensive pragmatic competence and humanistic literacy (such as oral ability and cross-cultural communication ability, etc.), and is not conducive to

improving comprehensive humanistic literacy. It is not beneficial for cultivating humanistic spirit and thinking ability. As a result, some students usually do not work hard enough, only review what teachers have taught during the whole teaching process before exams, and put their study aside after exams. Under this kind of examination practice, students' course assessment results mainly reflect their scores they have got in their final examination paper. As a result, it is inevitable that some students who don't work hard only work hard to make concentrated reviews before exams and may forget what they should have commanded after exams. Therefore, the reform mentioned in this paper will conduct evaluation reform research and practice on the "College English (including Listening) A1" course, incorporate diversified evaluations in the process of learning, combining with the final exam into the course assessment, that is to say, the overall evaluation results of students is determined by formative evaluation during the learning process and summative evaluation conducted on them.

2. "College English (Including Listening) A1" Curriculum Evaluation Reform Background

i. A reasonable and scientific evaluation system as a means to ensure the quality of education has been widely recognized. It is urgent to reform college English teaching and improve the quality of teaching.

College English courses have practical significance and long-term impact on national strategic needs and the future development of college students. Learning English helps students establish a global perspective, cultivate international awareness, and improve humanistic literacy. At the same time, it provides a basis for knowledge innovation, potential development and overall development and tools to prepare for the challenges and opportunities in the era of globalization. It is urgent to explore an effective evaluation model to promote English learning and teaching, and vice versa.

ii. Yangtze University (2015) No. 99 "Implementation Measures of Yangtze University Curriculum Assessment Reform" (for trial implementation) pointed out that the purpose of the curriculum assessment reform of Yangtze University is to scientifically and rationally evaluate the learning effects of students through the curriculum assessment reform, comprehensively examine students' language application ability, and improve teaching quality. It can be seen that the course assessment reform of "College English (including Listening) A1" is a top-down and bottom-up teaching reform of Yangtze University with the purpose of improving teaching quality.

3. Preliminary Theoretical Work and Design Work for "College English (Including Listening) A1" Curriculum Evaluation Model

This stage mainly adopts the literature review method.

i. What is the nature of college English courses, training objectives, and the purpose of curriculum assessment reform need to be resolved. Only by solving this problem can we be clear about what to teach and what to test, and how to teach and how to test, and finally achieve the desired goal, and the language learning conditions and needs of the art and sports students in the teaching class have been deeply understood from both horizontal and vertical perspectives. A diagnostic evaluation was made before the design and implementation of the curriculum assessment reform plan.

ii. In view of the results of the previous theoretical research work, the practice optimizes the content and method of the design curriculum assessment, makes sure that the teaching of college English fully respects the value attribute of language, continues to consolidate the basic skills of students' language, and cultivates students' comprehensive language and cultural ability.

The designed evaluation model: the final scores (100%) = 30% (scores from the final exam + 70% (scores from assessments in the process of learning).

The evaluation of students' process evaluation results should be as scientific as possible. The assessment not only pays attention to the entire teaching process, but also pays attention to the students' learning attitude, learning emotion, learning strategy and subject ability growth, and pays attention to the academic achievements and learning performance at all stages. Every special or comprehensive assessment test is required to stimulate teaching, mobilize students' potential and interest in learning, and the process assessment performance evaluation should reflect the students' comprehensive academic ability as much as possible.

The process assessment consists of five parts: attendance, daily homework and performance, English translation assessment, phased comprehensive assessment test, and English oral reading assessment. Their corresponding scores are relatively 30 points, 10 points, 10 points, 10 points, and 10 points. The assessment and examination time is evenly distributed to ensure the continuity of assessment and the diversification and comprehensiveness of assessment methods, and formative evaluation of students.

Homework includes after-school composition, listening assignments, sentence-making, and English-Chinese translation. The scores of sentence making and translation between English and Chinese are included in the scores on a 100-point scale, accounting for 5% of the total evaluation. The usual performance includes the enthusiasm for classroom participation, such as classroom English word dictation, assessment and correction of errors. After-class listening homework and composition are not included in the usual grades, but are used as reference factors for classroom performance. All kinds of assignments are arranged alternately to ensure one practice every week.

4. Practice of “College English (Including Listening) A1” Course Assessment Tests

4.1. The First Comprehensive Test

The assessment closely focuses on all the content of the first unit. The question types include 10 points for word selection, 10 points for English sentence translation, 10 points for Chinese sentence translation, 20 points for Chinese translation of English paragraphs, and 50 points for composition questions. The open-book assessment form is adopted. The test time is October 8, 2019 (the first major class on Tuesday morning).

Most students are familiar with the text and exercises after class. They can apply what they have learned when they are opened, and can write with basic words. The vast majority of students have scores of over 85. There have also been students like Zhang Qiwei, Zhou Yu, Yao Wenjie, and Wang Shizhen who can use new words to express their thoughts. The results of the two classes are compared as follows:

Table 1. *The Comparison between Design 11903 and Music11903 in the First Comprehensive Test.*

	Design 11903		Music11903	
Average score	89.87		88.026	
Highest score	96		95.5	
Lowest score	80		78	
	The number of students	percentage	The number of students	Percentage
90-100	23	58.97%	14	35.90%
80-89	16	41.03%	24	61.54%
70-79			1	2.56%
60-69				
60<				

It also reflects the problem. A very small number of students have a poor learning attitude, and some answer papers have the same answers.

4.2. Translation Test

The test consists of ten relatively independent and complete English paragraphs. The first nine paragraphs are all derived from the standard answers to the Chinese-English translation parts of the College English Test Band 4. The content involves China's transportation, rivers, historical sites and social progress, etc. The last one is an excellent sample essay for CET-4. Ten points for each paragraph, a hundred-point system. The content of the assessment requires students to complete within 7-8 weeks of the first semester of the 2019 school year. Students are required to be able to correctly understand the Chinese and English background and connotations involved in the text, and cannot mistranslate. The answer papers show that students can complete the work with the help of the Internet, textbooks and dictionaries. Some students can understand the original text more correctly and the translations are smooth, such as Wu Junting, Bi Jia, Yao Wenjie and Wang Shizhen. It cannot be ruled out that students learn from each other. However, because a small number of students have a weak foundation and have not invested enough work, the possibility of copying other people's work cannot be ruled out. Some reference data are as follows:

Table 2. *The Comparison between Design 11903 and Music11903 in the Translation Test.*

	Design 11903		Music11903	
Average score	93.9		91.49	
Highest score	98		96	
Lowest score	76		81	
	The number of students	percentage	The number of students	Percentage
90-100	36	92.31%	30	76.92%
80-89	2	513%	9	23.08%
70-79	1	256%		
60-69				
60<				

4.3. Mid-term Comprehensive Test

The test paper involves the content of the first three units, and is designed to help students test and further consolidate the language knowledge they have learned and

materials familiar with related topics. The test paper has a percentile system. According to feedback on the rolling situation, there is a big difference in the results of the design class 11903 and the music class 11903. The average score of the design class is 8 points higher than that of the music class.

The result shows that some students are more familiar with the text and exercises after class, can spell words and make sentences correctly, understand English correctly and complete the translation test questions correctly. The main problems reflected in sentence-making are a. Non-predicate verb usage (Li Zixuan, Zhang Haihua, Shi Zheng, Xie Jing, etc.); b. Confusion of reflexive pronouns and possessive pronouns (Liu Xinyu, Liao Tianfeng, etc.); c. Subject-predicate agreement (Liu Xinyu, Liao Tianfeng, etc.) Xie Jing, Hu Yuxuan, Lu Yingxue, Ke Yue, etc.); 4. Interference with Chinese thinking (Wang Zhengjie, Li Jiatai, Yu Zhe, etc.). Most students have scores of 70 or more on the face. There are also students whose scores are only about 40, such as Li Yuan and Yu Zhe. There are some rolled noodles.

Typical sick sentences are listed as follows:

- a. This matter is make a difference to me.
- b. The teacher lift her students up.
- c. Our country is engage with other countries.
- d. I have something stick to my leg.
- e. Beat yourself up is not the way to solve the problem.
- f. I stick to play basketball every day.
- g. You don't need beat yourself up.
- h. Friends can fix yourself mistake in time.
- i. He discovered and fix himself mistakes.
- j. He feels beat up.
- k. He will superior to me.

Various data prompts guiding students to pay attention to the internalization and digestion of knowledge, strengthen memory and training in teaching. It is necessary to further strengthen classroom and examination room management.

4.4. English Recitation Test

According to the applied linguist Krashen's language input theory, the most important thing in language acquisition is to provide learners with understandable language input. Reading aloud or recitation is an extremely effective means to strengthen language input, deepen students' understanding of the language knowledge and memory effect. In order to highlight the important role of reading aloud, and at the same time cultivate a sense of language and encourage students to develop good language learning habits, a special English reading assessment link is set up.

Assessment method: one-to-one interview assessment for teachers and students, and the reading content is randomly designated by the teacher.

Assessment time and test site arrangement: use spare time for assessment. The scores are based on how well students have done in commanding the English

pronunciation, language fluency, liaison, word stress, sentence stress, proper intonation and recitation effect.

The recitation assessment shows that most students pay more attention to the assessment tasks and devote time to repeated practice. Those students who were carefully prepared to correctly segment and recite sentences were given full affirmation in the performance evaluation. There are still very few students who lack basic phonetic knowledge. The results of the two classes are compared as follows:

Table 3. *The Comparison between Design 11903 and Music 11903 in English Recitation Test.*

	Design 11903		Music 11903	
Average score	87.85		87.846	
Highest score	98		97	
Lowest score	65		75	
	The number of students	percentage	The number of students	Percentage
90-100	29	72.50%	17	43.59%
80-89	5	12.50%	18	46.15%
70-79	3	7.50%	4	10.26%
60-69	2	5.00%		
60<				

5. Analysis of the Final Exam of “University English (Including Listening) A1”

The final exam paper covers a wide range. The questions are derived from the first five units of the first volume of the teaching content of this semester “New Voyage College English”, the first four units of the first volume of the “21st Century College English” Audiovisual Course. The hundred-point test paper includes five types, a. 15 points for listening comprehension (including two news articles, one long dialogue, and two short essays, all of which are the content of listening textbooks); b. 15 points for vocabulary and grammar (selected from supplementary explanations) knowledge of vocabulary and grammar); c. Reading comprehension 40 points (one cloze is a four-level real test, and two carefully read articles are adapted from the text); d. 15 points for English-Chinese translation (sentence Chinese-English translation selected from the textbook lesson After the exercise, the paragraphs are translated from English to Chinese from the culture express after class); e. English composition What Makes A Good Student) 15 points (expanded based on the theme of the fourth unit, *What Makes A Good Teacher*).

The final exam is designed to motivate students to consolidate the language knowledge they have learned this semester, and to apply what they have learned, to guide students to develop consistently good study habits and styles of study, and to test the effectiveness of teaching and to check for deficiencies.

Compared with the previous comprehensive assessment test, the final exam focuses more on the test of students’ comprehensive pragmatic ability, which is, assessing students’ listening, reading, writing, and translation abilities.

The comparison of the overall evaluation score data of Design Class 11903 and Music Class 11903 is as follows:

Table 4. *The Comparison between Design 11903 and Music11903 in the Final Exam.*

	Design 11903		Music11903	
Average score	72.8		69.13	
Highest score	93		91	
Lowest score	39		35	
	The number of students	percentage	The number of students	Percentage
90-100	5	12.82%	1	2.56%
80-89	12	30.77%	9	23.08%
70-79	8	20.51%	8	20.51%
60-69	5	12.82%	14	35.90%
60<	9	23.08%	7	17.95%

According to the feedback of volume data, overall, the average scores of design class 11903 are slightly higher than those of music class 11903, and listening and writing scores are slightly lower than reading, translation and grammar scores. However, whether it is the total score or the individual scores, the individual differences are relatively large. For example, the highest scores for grammar scores are 15 points, the lowest scores are 2 points, the highest scores for writing are 14 points, the lowest score is 0, the highest total scores are 93 points, and the lowest scores are only 35 points. The data shows that students have a large difference in English foundation and learning progress value (designed 11903 class Wang Yuqing has a low entrance score, with a final score of 87 points), and some students' learning attitudes are not that serious.

Therefore, it is suggested that the university can adopt a hierarchical teaching strategy in English teaching for art and sports students so that what to teach and how to teach are closely related to students' English background, and that the school that students are enrolled in and teachers can make a joint effort to strengthen relationship and work together to promote English teaching.

6. Conclusions

Significance of the assessment practice of “*College English (including Listening) AI*”.

a. The practice can partially solve the incomprehensive problem of the traditional summative evaluation of “one-volume fixed score”.

b. The practice is conducive to improving the quality of teaching.

Continuous assessment can stimulate students' interest and motivation in English learning, guide students to pay attention to the learning process, be responsible for themselves, carry out useful English learning activities outside of class, develop good learning habits, and cultivate the ability to learn independently. The diversification of assessment content and forms is conducive to comprehensively improving students' comprehensive language and cultural abilities (consistent with the questionnaire data).

c. The practice can be conducive to improving the comprehensive quality of teachers.

As designers and participants of teaching reforms, teachers should consult a large amount of literature, design teacher work manuals and questionnaires suitable for curriculum assessment reform, correct a large number of test papers and homework (over 1,600), and analyze and summarize various types in time Assessment and

homework (above 10,000 words), and bind relevant materials into a book (6 books). At the same time that teachers pay (more than 1.5 times the normal workload), they also honed teachers in theory, teaching practice, and professional ability.

d. Diversified and continuous assessments can be conducive to enhancing the friendship between teachers and students and building a community of teachers and students.

e. The practice can provide examples for the improvement and promotion of school teaching reform policies.

Conflicts of Interest

There is no conflict of interest regarding the publication of this article.

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