

The Application of Formative Assessment in High School English Reading Teaching

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Abstracts

Teaching evaluation is a very important part of high school English teaching. Curriculum assessment has an important impact on students' learning effectiveness and achievement. The current research on English reading teaching dominated by summative assessment only focuses on the strategic research on how to promote the improvement of English reading ability in schools, which makes it difficult for students to form good reading habits. Compared with summative assessment, formative assessment can enable high school students to participate more fully in the classroom, and to a certain extent, effectively improve high school students' interest and mastery of English reading, so as to improve high school students' English reading ability. Using formative assessment in the English reading classroom can better help students learn English reading and achieve better classroom results.

Keywords— English Language Teaching; Formative Assessment; High School English Reading

I. INTRODUCTION

The English Curriculum Standard for General Senior Secondary Schools (2017 Edition) proposes that teaching evaluation based on the core literacy of the English discipline should be dominated by formative evaluation and supplemented by summative evaluation. It emphasizes that teachers should actively use formative evaluation in teaching practice, combine quantitative and qualitative evaluation, and pay attention to the plurality of the subject of evaluation. What's more, it also requires the diversification of the form of evaluation and the comprehensiveness of the content of the evaluation, and the multidimensionality of the evaluation objectives. The teaching evaluation that reflects literacy should aim at cultivating students' comprehensive ability, so that students can develop comprehensively and build up confidence. It can be seen that in daily English teaching, teachers should change the use of summative assessment, for example,

using grades as a criterion to measure students' learning mastery, and adopt formative assessment as much as possible to cultivate students' English learning ability. Paying more attention to students' learning process and giving full play to students' subjectivity in teaching can not be ignored. All of this will play an important role in stimulating the positive influence of evaluation on students.

II. THE CONCEPT OF FORMATIVE ASSESSMENT AND THE SIGNIFICANCE OF ITS IMPLEMENTATION

In the 20th century, a formative assessment emerged in the United Kingdom as a solution to the problems that large-scale testing could not solve. As a commonly used assessment system, formative assessment is an evaluation of the learning process of students, which is based on the learning process as opposed to summative assessment. Summative evaluation is aimed at scoring and judging

whether the standard is reached or not, focusing on the comparison between learners; formative evaluation pays more attention to the learning process, aiming at promoting students' learning and enhancing their self-regulated learning ability (Liu, 2021). B.S. Broom believes that formative evaluation is "a systematic evaluation carried out in the teaching process in order to obtain feedback information about teaching, improve teaching, and enable students to achieve mastery of what they have learned, i.e. an evaluation carried out in order to promote students' mastery of what they have not yet mastered". Domestic experts believe that formative evaluation is an evaluation of students' performance in the daily learning process, their achievements and the development of emotions, attitudes and strategies reflected in them, and it is a developmental evaluation based on continuous observation, recording and reflection on the whole process of students' learning. Formative assessment, as an integral part of the teaching and learning process, describes the overall picture of student progress, provides student feedback to consolidate learning, and helps teachers to understand student learning and to determine the next step in the teaching and learning program for students. This type of assessment can be done in various ways, focusing more on students' performance in class, such as whether they actively speak and participate in discussions, whether they can complete their homework outside class, and their attendance (Han, 2010). Black and Wiliam consider formative assessment to be "an assessment of the student's performance in the day-to-day process of learning, his or her achievements, and his or her reflections of emotions, attitudes, strategies, and other aspects of learning. Black and Wiliam believe that formative assessment refers to the evaluation of "students' performance, achievements, and the development of their emotions, attitudes, strategies and other aspects of their daily learning process"; its purpose is to "motivate students to learn, help them to effectively regulate their own learning process, enable students to obtain a sense of achievement, enhance self-confidence, and cultivate the spirit of cooperation". Formative assessment makes students "change from passive acceptance of assessment to become the subject and active participant of assessment". This means that formative assessment can clarify the problems that exist in students' current learning, and enable teachers

to adjust their teaching programs in time to achieve more ideal teaching results. In other words, the continuity of formative assessment enables teachers to understand the reading characteristics of students and assist them in identifying the weaknesses of students at this stage of learning, after which teachers can adjust their teaching plans to address these weaknesses so that students can adopt appropriate reading strategies.

Assessment of the quality of classroom teaching is a very important part of classroom teaching in our schools. Effective organization and implementation of classroom teaching assessment plays a very important role in promoting the continuous improvement of the quality of classroom teaching process. Teaching assessment in general can be roughly divided into the following two categories, i.e., process formative teaching assessment and process summative teaching assessment. Summative assessment is mainly a general reference to the completion of all the courses are used after the examination and other means to give the final assessment of all learners, it is based on the final conclusions of the assessment and evaluation. It is a test of its learning effect; formative assessment is mainly in the whole process of classroom teaching to make timely and effective teaching reflection, helping teachers at all levels of the school to actively adjust the teaching methods and strategies. In this process, it will improve the interest of all students in learning, and improve the learning of all students, which can promote independent learning of all students enhance the quality of teachers' teaching. The so-called formative assessment, in simple terms, means that teachers, according to the specific requirements of the classroom teaching objectives, adopt various forms of assessment techniques and means to assess the knowledge and ability level of students in all aspects of the assessment, including tracking the whole process of teaching, feedback and analysis of teaching materials. Formative assessment is concerned with the practical performance of a student in the whole classroom educational activities, it is based on a student in the whole classroom educational activities in the process of continuous observation, recording, reflection and other activities to make assessment. Formative evaluation can identify all the existing difficulties and problems in the process of activities, and modify or adjust the activity program in time, pointing out the improvement goals and

directions of teachers and students, in order to obtain a more ideal classroom teaching effect. The full use of formative assessment in teaching is conducive to the exploration and discovery of each student's strengths and potential to improve each student's self-knowledge, besides improving student learning, it also provide feedback for the teacher's curriculum design and teaching adjustment in each classroom. Teachers apply formative assessment in high school English reading teaching, through students' self-assessment, student-student assessment and teachers' assessment, so that students can accurately understand their own strengths and weaknesses in English reading learning, and improve their English reading ability in a timely manner. Definition of formative assessment in the book *Promoting Learning: Formative Assessment in Second Language Teaching*: Formative assessment is an assessment-oriented classroom activity paradigm, which is centered on the evaluator's judgmental ability. It requires the evaluator to adopt, adjust, and design a variety of appropriate tasks to systematically collect students' information, and to evaluate, analyze, and interpret the information with the appropriate assessment tools, and then feedback it to the evaluator for adjusting the teaching and learning process to promote students' English reading skills. It is then fed back to the evaluator for adjusting the teaching and learning process and promoting the development of students' language ability.

III. CHARACTERISTICS OF THE FORMATIVE ASSESSMENT SYSTEM

3.1 Student-oriented

The essence of formative assessment lies in the fact that it is student-oriented, with students being the main body of learning, and focuses on the students' main position in the learning process. The whole evaluation system requires the creation of a relaxed learning environment for students, encourages students to carry out active exploration, emphasizes students' self-evaluation and group evaluation, improves the traditional teaching mode dominated by the teacher, and allows students to change from passive recipients to active explorers of knowledge, which effectively enhances students' learning initiative. Therefore, it can be said that , the establishment of formative teaching evaluation is a prerequisite for promoting the overall

development of students, and only by putting students in the main position in the assessment process can we pay full attention to the learning needs of students. By constantly summarizing the problems, the quality of students' English learning will be improved.

3.2 Focus on process

In some classroom assessment practices, assessment is often separated from teaching. When the assessment system is separated from the teaching context, how can assessment for teaching be realized? Classroom evaluation as a kind of evaluation implemented at the level of teachers' daily teaching, in addition to external evaluation, most of the cases use internal evaluation that is closely related to teaching. The most important feature of formative teaching assessment is that it focuses more on the learning process rather than outcome. Summative evaluation is usually through the final exam or quiz to assess the students' knowledge mastery, the test results as a judgment standard of the students' ability, while formative evaluation focuses on the teaching process to constantly find out the situation, summarize the problems, and timely adjust the teaching plan, learning methods, which greatly improve the evaluation process. Therefore, it is necessary to give full play to the function of evaluation, implement formative evaluation in the classroom, contact the real learning situation of students, and better realize the function of teaching and learning.

3.3 Participation in practice

Formative teaching evaluation pays more attention to students' participation in teaching practice and encourages students to acquire knowledge and improve their abilities in actual teaching activities. According to the specific problems and needs shown by students in the process of practice, teaching plans and implementation programs that are more in line with practical needs are formulated(Bai, 2014). In the process of teaching practice, students can fully feel the charm of language learning, so that they can give full play to their own strengths. It helps them overcome their weaknesses and enhance their interest in learning. Their learning results will be improved accordingly.

3.4 Timely feedback

Since formative assessment is a diagnostic analysis of students' learning process, it can provide timely feedback of students' learning to teachers. Teachers can learn the needs

and conditions of students in the learning process through the feedback, and find out the weaknesses and deficiencies of students in knowledge and skills. When teachers learn about the conditions, they may update teaching contents and improve teaching methods so as to enhance the quality of teaching and improve teaching effects. This learning process facilitates teachers to formulate teaching plans according to the needs of students.

IV. ADVANTAGES OF APPLYING FORMATIVE ASSESSMENT SYSTEM IN HIGH SCHOOL ENGLISH READING TEACHING

4.1 Improve evaluation mechanisms to promote teaching and learning

Teaching is a joint process between teachers and students. In teaching, teachers not only need to deal with a variety of complex situations, but also need to give full consideration to the personal, psychological and social aspects of students to help them learn better. In order to realize the teaching objectives and improve the standard of teaching, teachers need to have a clear understanding of the teaching process and effective monitoring. Learning assessment, as one of the means of monitoring, is not only an important part of the curriculum, but also an important guarantee for realizing the teaching objectives. Properly designed evaluation methods can help students understand the focus of the course and their own learning progress, which in turn helps them master the knowledge and skills they have learned, and can give students a sense of achievement, which in turn stimulates their interest in learning. At the same time, good evaluation methods can also help teachers understand the effectiveness of their teaching, reflect on their teaching, and improve their teaching (Guo, 2003). A formative assessment system is essentially a combination of various assessment methods and forms integrated into the actual teaching of the curriculum. Through the evaluation of the unitized teaching content, the teacher find out the actual problems in the classroom teaching and learning, so as to put forward the improvement and suggestion of the actual implementation of the future stages from different perspectives. The use of formative assessment system in the reading and teaching of English majors lies in its ability to meet the different

learning requirements of schools and students of different majors. It can effectively help students to overcome the difficulties in English learning without changing the framework of subjective teaching. Obviously, it can bring positive teaching help to English reading teaching as much as possible. Therefore, the formative assessment system is to some extent considered to be a further and deeper improvement of the reading and teaching system of English majors in China at the present stage of the education evaluation and management mode, changing the traditional English reading teaching for all, so that teachers can effectively target the problems of individual students' English reading to develop a scientific and reasonable reading program.

4.2 Enhance students' self-monitoring and cultivate their self-cognitive ability

Self-monitoring refers to recording or evaluating one's own behavior. In the process of self-monitoring, students can identify problems and further think about "whether my learning is effective" and "whether I am using the right strategies or methods". In the process of formative assessment, students clearly understand their goals, compare their current level of learning with what they need to achieve, realizing the gap between themselves and their goals. They may tend to take action to narrow the gap. Improving students' self-cognitive ability is a priority that cannot be ignored in a reading program. In traditional classrooms, students are passive in their learning. This important problem can cause students' lack of self-cognitive ability, and most of the treatment of this problem relies on teaching practice and classroom correction, while the application of this formative assessment system can effectively solve the above problems. Formative assessment is not simply a scoring process, but an affirmation of students' performance and learning attitude in the learning process, which is not only conducive to the improvement of the top students, but also helps to mobilize the independent learning consciousness of students with learning difficulties, so that each student can take himself as a reference to witness his own progress and growth (Zhu, 2010). In order for teachers to make up for the shortcomings of students' passive participation in learning, they can consider utilizing assessment teaching, or creating a model for students' self-evaluation, and then giving students better corrections and

suggestions by understanding the causes of these problems. This enables students to cultivate and form a good habit in self-correction, and solves the detailed problems in professional reading learning, so it is very important to make this formative assessment system become a compass for students to go to the right learning goals and directions.

V. IMPLEMENTATION STRATEGIES FOR FORMATIVE ASSESSMENT

5.1 Focus on diversification of evaluation subjects

Teachers in the process of English reading teaching need to allow students to fully participate in the evaluation process. self-evaluation, student-student mutual evaluation, the teacher's evaluation and the parents' evaluation can be included so as to achieve the diversification of the main body of evaluation.

5.1.1 Student subjects

Students are the main body of learning, and through self-assessment, they can provide intuitive classroom feedback from themselves and clarify their own efforts. With the transformation of evaluation paradigm, under the background of "evaluation for learning" and "evaluation as learning", the student-oriented evaluation has been paid more and more attention by researchers and teachers(Zhou, 2020). Students' self-assessment plays a very important role in reading teaching. It gives full play to students' subjective consciousness, which is not only conducive to the cultivation of students' serious and responsible attitude towards learning, but also promotes students' learning to think correctly(Luo, 2005). After students finish learning an English reading article, self-evaluation can make students understand their strengths and weaknesses. They can keep the part they are better at, and for their weaknesses, students can take advantage of the class time, use the Internet and other resources to supplement their knowledge and deepen their understanding of the reading article.

5.1.2 Classmate subjects

Classmates are an important part of students' campus life, they study and live together and know each other better. Evaluating from the perspective of their peers makes it easy to see each other's strengths and weaknesses. In the process of evaluation, teachers should educate students to uphold an objective evaluation attitude when evaluating each other among classmates, and not to affect the objectivity of

evaluation because of personal feelings. Mutual evaluation between students and pupils can be done by evaluating the classmates around them, reflecting on themselves against their behavior and learning from their strengths. As for the deficiencies of students in the process of learning English reading, they should also reflect on themselves to see if they have such behavior, and if they do, they should correct it and improve their reading ability.

5.1.3 Teacher subjects

Teachers are the organizers and participants of the classroom, and have a certain guidance in classroom evaluation. Teachers should respect students in the evaluation process, allow students to put forward different ideas about their own evaluation, and actively interact with students to listen to the students' true inner thoughts. Teachers' evaluation of students should be based on encouraging evaluation. Students' self-assessment and students' mutual evaluation have already pointed out most of the deficiencies; if there are deficiencies that students have not pointed out, teachers still have to put forward their requirements. However, teachers should use gentle words to give students suggestions for improvement, and help them to improve in a proper manner. Teachers' encouraging comments can bring great encouragement and motivation to students' English reading learning.

5.1.4 Parental subjects

Parents spend more time with their students and have a better understanding of their temperament and behavior. If students are evaluated only from their school life, it is to a certain extent one-dimensional. Teachers should listen to parents' evaluation of students by communicating and exchanging with them to get a more comprehensive understanding of students. Through students' self-assessment, students' mutual assessment, teachers' assessment and parents' assessment, students can be understood comprehensively. Based on this, teachers can integrate the evaluation opinions of each subject to make a reasonable classroom design and improve the efficiency of the English reading classroom.

5.2 Diversification of evaluation forms

Teachers should not only use verbal language to evaluate students' English reading in the process of leading high school students' English reading learning, but they should use diversified evaluation methods, such as

evaluating students' English reading mastery through facial expressions and body movements, and rewarding methods.

5.2.1 Language evaluation

Teachers should use encouraging words when evaluating students in the form of verbal language. High school students face the pressure of the college entrance examination and are easily frustrated emotionally, so try not to discourage students' learning motivation. If students are deficient in one aspect of the English reading learning process, teachers can use a kind and gentle way to make students feel that the teacher wants to help them improve their English reading ability instead of blaming them. Teachers' blaming words to students may make students feel guilty, bring pressure on them and cause them to be emotionally unstable. The teacher's use of leading methods to make students realize their own deficiencies in English reading can help students gradually solve their problems in English reading.

5.2.2 Facial expression and body language evaluation

In the English reading classroom, if there are students interacting positively with the teacher, the teacher can use facial expressions plus body language to recognize the students' positive cooperation. For the students who actively interact with the teacher, the teacher can smile and make a thumbs-up gesture to the students to show affirmation and praise. Time in the classroom is limited, and this type of facial expression and body language can be used by the teacher to efficiently utilize classroom time, as well as to encourage students who are actively interacting with the teacher, and to increase students' motivation to participate in the classroom. Teachers can also use body language and facial expressions to recognize and praise students after they have answered a question. In the classroom, when students answer questions quickly and accurately, teachers can smile and visibly praise with a nodding motion. This kind of encouraging facial expression coupled with the body movement of nodding can make students feel respect and encouragement, which will drive students' motivation and enthusiasm for learning, make students fully participate in the learning of English reading, and improve students' English reading ability.

5.2.3 Evaluation of incentives

The use of rewards can increase students' motivation to learn English reading. The following are two kinds of

rewards that teachers can use in the evaluation: First, the rewards can be in the form of group points. For example, in the process of learning an English reading article, which group members have excellent performance and high points can get the red flag of "the best English reading group" of the class, and the group that gets the red flag can get corresponding rewards; second, the rewards can also be in the process of learning an English reading article with certain difficulty, which can give the reward to several students in the class who have excellent performance and high points. Rewarding can also be to praise several outstanding students in the class when they learn a certain difficult English reading article. Teachers can use a variety of new rewards, such as making red envelopes, putting original English books, exempting three English homework assignments, and obtaining an orange as rewards into the red envelopes, and letting the winning students go up to the stage to "open the red envelopes" one by one. Using this rewarding method of "opening the red packet" can not only encourage the outstanding students to get corresponding encouragement, but also arouse the learning interest and competition consciousness of other students in the class, so that they can fully prepare for the future English reading study and actively participate in the classroom interactions and presentations. Teachers can encourage students' English reading learning by actively communicating with them through diverse forms of assessment. Rewarding students through novel ways can increase students' motivation and interest in English reading learning, so that students are engaged in English reading learning because of love and enthusiasm rather than because of marks.

VI. CONCLUSION

Formative evaluation focuses on feedback in the teaching process, through students' self-assessment, mutual assessment and teacher evaluation, which is conducive to timely communication between teachers and students in the process of learning English reading. It can reflect the shortcomings directly in the course and help learners make timely improvements^[6]. The use of formative assessment in English reading teaching, to a certain extent, is conducive to teachers to deal with the relationship between teaching, learning and assessment, achieving the purpose of assessment for teaching and assessment for learning.

Formative assessment is conducive to cultivating students' good learning habits and promoting the efficiency of students' reading learning. Reading learning is a long-term continuous process, which is more suitable for the use of formative assessment than summative assessment, in order to achieve the purpose of immediate supervision and immediate adjustment. It is easier for students to form good learning habits and learning consciousness in the process of collecting and organizing learning materials for self-assessment and mutual assessment. On the other hand, formative assessment is conducive to increasing students' interest and enthusiasm in English reading learning. English reading study has a certain degree of dullness. If teachers only use tests or exams in the evaluation of students' reading ability, students will easily produce fatigue. Formative evaluation requires the conversion of the evaluation subject, students become active evaluators, so that they pay more attention to the learning process and have a more positive attitude. While increasing students' awareness and ability of self-evaluation and self-reflection, students' self-confidence might be enhanced accordingly. The experience of having more success and pleasure in learning will boost learning motivation. Therefore, teachers should adopt formative assessment as much as possible in the English reading classroom, and use flexible and timely assessment methods to give students timely feedback in order to cultivate high school students' good English reading ability. The study explores the application of formative assessment in high school English reading, and in order to achieve better classroom results. The use of multiple forms of assessment applied in the classroom at the same time is also a direction worth exploring.

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