

# The Application of Self-evaluation in English Reading Teaching

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## Abstract

*Self-evaluation is an important part of formative evaluation. Students' self-evaluation can not only enable students to find the problems in their learning and timely understand the weak links in their learning, but also enable teachers to clearly grasp the true ideas of students and implement targeted teaching according to the feedback given by students.*

**Keywords—English Teaching, Reading, Self-evaluation.**

## I. INTRODUCTION

In English teaching, reading is always an important part of teaching. One of the aims of English teaching is to focus on developing reading ability, developing students' effective strategies for understanding and using English skills, and implementing the main approaches of communicative practice. In addition, classroom teaching should be student-centered, and students should be promoted to develop a comprehensive, healthy and personalized English curriculum evaluation system to cultivate and develop students' core abilities. In particular, it points out the importance of self-assessment and independent learning. Teachers should make students realize the significance of self-evaluation for the development of learning ability and learn the methods of self-evaluation.

### 1. The concept of self-evaluation

Self-evaluation refers to the evaluation and value judgment made by the evaluation subject on various aspects of themselves according to the evaluation objectives and evaluation criteria, and involves the adjustment, evaluation and regulation of the learners' self-learning process (Falchikov & Boud, 1989).

Self-evaluation can make learners take responsibility for their own learning, so that they can be more active, more effective and more lasting, and play a very important role in their learning activities. Through students' self-

knowledge and self-reflection, teachers can grasp students' true thoughts more clearly, and find weak teaching links from the feedback of students' self-evaluation to help them make teaching decisions.

## II. THE THEORETICAL BASIS OF SELF-EVALUATION

The theoretical basis of self-evaluation is meta-cognitive theory and constructivism theory (Wang Xuefeng, 2015).

### 2.1 Meta-cognitive theory

"Meta-cognition" was first proposed by American psychology professor Flavell in 1976. He pointed out that meta-cognition refers to the knowledge activities or cognitive activities that take a certain aspect of various cognitive activities as the research object or regulate it.

Since then, the relevant research on meta-cognition has set off a upsurge in the field of psychology and education, and the analysis and research on meta-cognition have been deepened day by day, forming some representative views. For example, there is a view that meta-cognition refers to the process of positive cognitive reflection explicitly related to an individual's cognitive activities. Another view points out that meta-cognitive activity is the understanding and control of the relevant knowledge in the cognitive domain of the individual.

In general, meta-cognitive theory enables learners to timely and effectively understand and master their own

thinking activities and learning process, and monitor their input, processing, storage and output of information, so as to realize the adjustment and monitoring of their learning process.

## 2.2 Constructionist theory

Constructivism theory regards learning as the process of building new knowledge and emphasizes learner-centered, opposing "spoon-feeding" and passive acceptance of knowledge by students. Moreover, it focuses on students' active exploration, cooperation and communication, and knowledge construction. Constructivism theory holds that knowledge learning is a process of learners' own active construction. If students can continuously accumulate their knowledge reserves through active construction, they can not only truly master knowledge and improve the knowledge system, but also cultivate their independent learning ability and improve their innovative thinking ability.

The constructivism theory should follow the following principles in teaching: (1) emphasize the student-centered, pay attention to the important role of students in knowledge construction, and regard teachers as the guides of learning activities. (2) Attach importance to the creation of teaching situations and the coordination and cooperation of students in the learning process. (3) Emphasize that the design of learning environment and the ultimate goal of learning is to complete meaning construction.

## III. PROBLEMS IN ENGLISH READING TEACHING

### 3.1 Chinese classroom teaching is mainly based on exam-oriented education.

Most teachers believe that the main purpose of teaching should be to obtain better results in the reading part of the exam, rather than focusing on improving the comprehensive reading ability of students, so teachers ignore the main position of students in learning.

### 3.2 Lack of interest in English class.

In the traditional English classroom, teachers usually adopt the teaching method of irrigation. When analyzing the text, the model of guiding students to understand the content, language, grammar and viewpoint of the text is often adopted, so that students can learn knowledge by understanding every sentence, grammar and structure of the text, which is not only inefficient, but also boring in class, and gradually lose their passion and motivation for English learning.

### 3.3 Lack of communication and interaction between teachers and students.

After teaching, both teachers and students fail to give feedback and evaluation to the reading class, which leads to certain deviations in students' reading ability and reading strategies.

## IV. The implementation of self-evaluation in reading teaching

### 4.1 Classroom reading teaching based on self-evaluation form

Self-evaluation form refers to the form in which learners evaluate the learning tasks they have completed according to the specific learning content. The KWHLAQ (Know-Want-How-Learning-Apply-Question) model can be adopted in the teaching mode of reading class, which aims to cultivate students' reading strategies in the process of reading, so as to facilitate students' self-assessment in learning. Students use the six questions in this model to self-assess and write in the evaluation form after the teacher teaches. KWHLAQ is an extension and variant of the KWL model (Barell, 2003), which is widely applicable to non-fiction texts. After the practice of localization, its teaching steps are summarized as follows: (徐国辉 · 2019)

- What I Know: Activate students' knowledge of the topic of the text through clues such as titles and pictures, and let students share known and pre-learned topic vocabulary with their peers.
- What I Want to Know: Stimulate students' curiosity and guide students to ask questions about the topic of the text.
- How Will I Find Out: Through topic sentences, comments, construction of discourse structure diagram, etc., students can conduct multiple readings to verify and predict, have in-depth conversations with the text, extract and construct structured topic information, and then share and optimize it with their partners.
- What I Learned: Share thematic information (summary, monitoring, inference) by means of overview, analysis, evaluation, etc., or ask questions independently in small groups. Each group chooses the best questions and then takes turns answering them in the form of gallery walks.
- How Will I Apply This Knowledge: Establish a relationship with life, and transfer the text theme information to a new context through multi-modal

methods such as multi-subject dialogue, commentary, imitation writing, continuous writing, creative writing, situational interview, creative performance and mutual evaluation.

- **Questions I Still Have:** Questions that need to be explored or remain unresolved are put forward for the text, which provides students with the opportunity to reflect on the learning effect and explore independently. Teachers can also reasonably select some links to carry out theme teaching according to text study and learning situation analysis.

#### **4.2 Portfolio assessment**

Portfolio evaluation is organized, purposeful and planned by teachers to ask students to collect relevant materials according to the teaching objectives and learning plans of a certain subject, which can prove the progress and growth of students in a certain period. Most of the materials needed for portfolio evaluation come from daily teaching activities and student assignments, and students will attach more importance to these activities and assignments. However, portfolio evaluation should be carried out under the guidance of teachers to avoid students' self-evaluation being too high or too low.

#### **4.3 Learning reflection journal**

Reflection journal can help students find their shortcomings and adjust them in time in the process of continuous learning. In the process of writing, students need to think about their learning effect, whether the learning strategy is scientific and reasonable, and whether they need to strengthen their reading and writing ability. Through reflection, students can not only grasp their own learning rules, but also get their own motivation and confidence to improve.

### **V. CONCLUSION**

The application of self-assessment in English reading teaching can change learners' reading styles and habits, and promote them to think positively and give feedback in the reading process. Moreover, evaluation in the teaching process should help students overcome difficulties, lack of familiarity, reflection and regulation, restore self-confidence and improve learning ability.

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