

Research and Practice on the Reform of "College English" Course Based on Student Comprehensive Literacy

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Abstract:

This paper firstly discusses the urgency of the reform of college English course assessment and evaluation system under the new background, analyzes the existing problems and disadvantages of the existing college English course assessment evaluation system just as the lack of incentives, etc., and emphasizes the course assessment necessity of reform. Secondly, it discusses the principles and goals of the reform of college English course assessment methods and summarizes the content and process of college English course assessment system reform in detail. That is through expanding the dimensions of formative assessment, increase quality development operation project and the proportion of process assessment to promote the cultivation of comprehensive literacy of the subject. Finally, it summarizes the implementation effect of reform and conclusion: the construction and application of college English "5 + 1" assessment system has changed the phenomenon of "heavy knowledge, light capacity and literacy", which has a guide role in talent cultivation. The reform has reached the expected results of college English reform and provided experience in the assessment method of other courses. It has a certain promotion value.

Keywords: *College English, Reform of assessment methods, The cultivation of integrated literacy.*

I. BACKGROUND

The College English Teaching Guide (2020 version) promulgated by the Ministry of Education adapts to the current trend of foreign language education, and has made fundamental adjustments to traditional teaching [1]. It refers to the evaluation and test part: "The school's college English teaching management department should put forward the practical English ability requirements, develop scientific, systematic, personalized college English courses evaluation system and college students English ability test system. It is necessary to give full play to the evaluation and testing of multi-function, excitation, diagnosis, improvement, identification, consultation, decision making, etc. of college English teaching, and better promote the construction of college English courses and the improvement of college students' English ability.

At the same time, it also clearly stated that "the analysis of college English course should not only consider the commonality of the course, and also take into account different regions, different types of

schools and different student groups. Based on school type, regional characteristics and student needs, development of diversified evaluation tools is developed and the classification of layered classification is carried out."

It can be seen that the establishment of a scientific and reasonable courses, playing a positive anti-input of assessment. It is the basis of improving teaching quality, and is also an important part of the teaching reform.

II. INTRODUCTION

The assessment and evaluation is an important mean to test the quality of teaching and enhance the quality of college English teaching quality and the ability of college students.

The existing evaluation concept of the current college English teaching evaluation system is too narrow, the evaluation subject is too single, the evaluation content is heavy, the evaluation function lacks incentives, the evaluation results lack feedback, the evaluation method is too single. There are two shortcomings of the drawbacks:

2.1 The Cultivation of Integrated Literacy

Most of the assessments focus on the basic knowledge and basic skills of students, which is not conducive to the cultivation of students' comprehensive literacy [2].

2.2 The Visualization of Student Learning Process

It is difficult to reflect the student learning process in the assessment. It has been inspired and induces students' learning behavior to find the most suitable teaching methods and teaching strategies [3].

III. THE PRINCIPLES AND GOALS OF THE REFORM OF THE ASSESSMENT METHOD OF THE "COLLEGE ENGLISH" COURSE

3.1 The Principles of Reform of Assessment Method of College English Course

According to the training objectives of our school and the status quo and existing problems of the course assessment method, the principles for the reform of the "College English" course assessment method are put forward. Based on the guiding ideology of "diversification-emphasis on process-testing ability-cultivation of literacy", multiple forms of assessment are adopted. A diversified "5+1" assessment system based on procedural evaluation has been constructed. The system organically combines formative evaluation and summative evaluation, and changes the focus of evaluation from the current knowledge transfer to the direction of quality ability training and innovation ability improvement. It improves the proportion of process assessment and ability assessment in the total assessment results, strengthens the management of students' learning process, emphasizes the main role of students in evaluation, and pays

attention to the development of students' individuality and innovation ability [4].

3.2 The goal of reforming the assessment method of college English courses

The goal of the reform of the assessment method of college English courses is: to run the assessment through the whole process of course teaching, and to conduct a comprehensive, objective, scientific and accurate evaluation of "teaching" and "learning". At the same time, teachers should give full play to the role of the assessment in diagnosing, motivating and guiding, to improve the effect of classroom teaching, to promote students to learn effectively, and to improve the quality of teaching.

IV. IMPLEMENTATION PLAN OF COLLEGE ENGLISH COURSE ASSESSMENT REFORM

Before the implementation of the curriculum assessment reform, the backbone teachers and professors of the English Teaching and Research Office discussed the assessment reform plan. In order to make the assessment follow the requirements of diversification and objectification, combined with the actual situation of our school, the specific reform plan was finally determined. At the same time, the teachers of the course group revised the teaching syllabus, teaching calendar and teaching plan accordingly, and established a test question bank and other teaching supporting materials. During the implementation stage of the reform, the teaching and research section regularly conducts teaching seminars and regularly summarizes the problems in the process of reform implementation [5].

The content of this reform not only covers the examination content, examination mode and method of the course, but also readjusts the composition and proportion of grades, the basic elements and grading standards of each composition evaluation [6]. The assessment includes classroom performance, stage testing, quality development, online self-study, and homework. (see Table I) It aims to comprehensively improve students' English application ability in all aspects, improve students' self-learning ability, and better meet the needs of today's society for talents [7].

TABLE I Composition of the examination scores of college English courses

Assessment form		Score	Assessment criteria
Normal grade 40%	Class performance	30%	Students will be graded based on their individual performance in class and their participation in group activities.
	Homework Grades	20%	Grading is based on the completion of written and oral assignments submitted by students
	Phase testing	15%	Scoring is based on the average of the mid-term and final test scores.

	online self-learning	20%	Scores are based on the quality of students' online self-directed learning tasks.
	Quality Development	15%	Scoring is based on the quality of students' completion of quality development activities.
Final grade60%	Closed-book written exam	60%	Basic questions account for 60%, Comprehensive questions account for 30%, Improve questions by 10%.

It can be seen from the table that:

1. The reform has increased the proportion of formative assessment and changed the single assessment form.
2. The reform pays more attention to the comprehensive assessment of individual abilities, and the teaching content focuses on individual training in listening, speaking, reading, writing and translation.
3. The test frequency has been greatly increased, which has improved students' awareness of autonomous learning.
4. The grading criteria have been refined to make the scores for homework and class performance more evidence-based.

V. THE EFFECT OF REFORM

5.1 Students' enthusiasm and self-learning ability are improved

In the learning stage of college students in high school, English learning is mainly taught by teachers. Students are used to classroom indoctrination. In addition, the class hours of college English in our school have been reduced from 64 hours per semester to 40 hours. The self-learning ability of the course needs to be improved urgently. After the implementation of the reformed staged special tests, to a large extent, students are urged to conduct independent study after class.

In order to make students' autonomous learning more targeted, the course group has built special question banks for students, including "College Students' Autonomous Listening", "College Students' Intensive Reading and Refinement", etc. These learning materials require students to complete independently, and arrange a certain period of time in the classroom to explain key and difficult points. Since the first semester, with the full cooperation of all the teachers who participated in the reform, the students' autonomous learning atmosphere has been improved, and their autonomous learning ability and

interest in learning have been enhanced [8].

In addition, students' classroom performance and interaction rates have improved. Since the implementation of this reform, students have paid more attention to their usual classroom performance due to the increased proportion of their usual grades in the final grades [9]. These enhancements and improvements have played a role in promoting the teaching of college English, and at the same time, they have also played a role in promoting the construction of the school's style of study, avoiding the situation that students usually lack sufficient investment in the course and conduct revision surprises before the final exam [10].

In addition to adding phased tests, in order to more comprehensively assess students' attitudes towards learning and investment in the course, the form of homework has been added. From the quality of homework submitted by students, it can be seen that the overall learning attitude of students is more correct than in previous years.

5.2 The effect make teaching more targeted

Tests are an important measure of teaching. By adding staged tests, it can not only strengthen students' language application ability, but also enable teachers to adjust teaching methods according to the feedback of staged tests, making them more suitable for the specific conditions of students at all levels [11]. For example, some students have low scores in the reading test. Teachers can strengthen the weak links of students by increasing the explanation of reading skills in the classroom, increasing the amount of reading, and increasing after-school tutoring for individual students.

Through the implementation of the one-semester assessment reform, students' autonomous learning ability and academic performance have been improved compared with previous students. A sample survey was conducted with 30 students from Class 1 of 2020 and Class 1 of 2021 majoring in logistics, and the following comparison data was made. (see Table II)

TABLE II. Comparison table of various achievements (average score) before and after the reform

Class Project	Class 1 of 2020 Logistics (The average score)	Class 1 of 2021 Logistics (The average score)
Independent study	85.2	90.5
Phase testing	79.2	87.3
Class performance	80.2	89.5
Quality development	86.5	92.1
Homework	92.5	95.4

VI. CONCLUSION

College English is an important compulsory course for college students. Only by constantly improving teaching methods and innovating teaching modes to make it more in line with the needs of the society for talents, can college students truly benefit from this course.

The reform practice of college English curriculum assessment is proved that the new assessment system is not only evaluated by "teaching" and "learning", but also has a diagnosis of "teaching" and "learning". At the same time, the construction of new assessment systems has also been guided to talent training, and the enthusiasm of student learning has a motivation effect, achieving the expected results of college English reform.

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