College English Process Assessment on the Ability Training of Art Undergraduates

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Abstract

In higher education teaching practices, the traditional assessment method focuses solely on memorization and regurgitation of knowledge points, neglecting the practical development of students' abilities. This approach reveals several shortcomings that are not aligned with the demands of modern educational development. In particular, college English, which only evaluates students through final closed-book written examinations, often fails to comprehensively and accurately assess students' English application abilities. This approach also makes it challenging to enhance their practical language application skills and cross-cultural communication abilities. Therefore, making ability training the central focus of teaching and implementing process assessment reform has become one of the significant trends in current college English teaching reform. This aspect is also the primary subject of in-depth discussion in this research. Ability training-oriented process assessment has become a significant research focus in higher education, particularly for the teaching of college English courses.

Keywords

Process assessment, College English, Art undergraduate

1. Process assessment related concepts

In teaching, first of all, process assessment can help teachers understand students' learning progress, practical ability, and learning performance, and make timely adjustments to ensure the completion of teaching objectives. It can help teachers to assess students' performance more accurately, rather than just taking paper grades as the only indicator. Secondly, the process assessment can also provide timely and effective feedback, which can help students adjust their learning strategies in time. Finally, process assessment can also help teachers to adjust teaching strategies and teaching methods to better meet students' personalized learning needs. Su Meijuan pointed out that the process assessment is to evaluate students' understanding of knowledge content and academic progress in the teaching process, with the purpose of promoting learning and teaching and learning improvement. According to the Opinions of the Ministry of Education on Accelerating the Construction of High-level Undergraduate Education and Comprehensively Improving the Ability of Talent Training, Article 12 "Strengthening the management of learning process" clearly points out that "strengthen examination management, strict process assessment, and increase the proportion of process assessment results in the total score of the course". The opinion has pointed out the direction for the implementation of the curriculum assessment reform (Ji Li, 2021).
2. College English teaching and learning for art undergraduates

Art undergraduates generally have a weak foundation of cultural courses, lack of attention, and weak learning motivation, and English is regarded as a burden. On the one hand, English teaching materials are difficult, students learn difficulties and gradually lose confidence; on the other hand, the traditional English teaching mode and assessment mode are not conducive to improving the English level of art students. The traditional teaching mode is simple and boring, which makes the learning motivation of art students decrease and affects the learning effect. The traditional “paper” final examination mode also ignores the subjective initiative of art students, making students into the dilemma of learning for the examination. Therefore, it is imperative to establish an assessment system with both knowledge and ability assessment.

3. Process assessment practice of college English courses

3.1 Curriculum design ideas

College English is a non-English student a required general education course, the teaching goal is to cultivate students’ English ability, enhance students' intercultural communication consciousness and communication ability, in learning, life, social communication, and future work can effectively use English, meet the needs of the country, society, schools and personal development (Jing Wang, 2019).

3.2 Evaluation of the overall evaluation results

Before the implementation of the process assessment, the teachers will announce the specific contents, assessment methods, and assessment requirements of the assessment system to the students, so that the students can have a good idea. The assessment method is a combination of final assessment and process assessment, with final assessment (final examination) accounting for 40% and process assessment (normal results) accounting for 60%. The process assessment includes the following six items: attendance, word detection, correcting network writing, group presentation, audio-visual independent learning tasks, and classroom performance points. The score of each item is 10%, accounting for a total of 60%. Teachers use the usual score record form to indicate the score and total score, to facilitate the later traceability and assessment.

3.2.1 Attendance (10%)

Teachers will use the learning pass platform to sign in before each class to ensure the arrival rate. In addition, the school makes provisions for students' attendance: (1) without reason for more than one-third, cancel the final exam qualification; (2) without reason absent once, 2 points from the full score of 10; (3) late once, from 10, call or answer mobile phone, WeChat, play 1 point, urgent need to raise your hand to report to the teacher, approved, before out of the classroom, use mobile phone; (4) sick or something must leave to the teacher in writing, otherwise as absenteeism.

3.2.2 Word detection (10%)

Art students do not know words, do not understand textbooks and articles, in the final analysis, students' vocabulary is insufficient. The teacher uses the platform to assign the students two tasks: practice and test. In the practice mode, the teacher releases the key vocabulary learning corresponding to the textbook in advance. Students can first get familiar with the words, meanings, and example sentences of each word through the word card, and then gradually get familiar with and consolidate these words through a series of exercises. In class, the teacher tests the learning effect of the students 'words before class through the test task to strengthen the students' memory and use of the words. Through the platform, teachers can easily check the statistics of students' task completion on the teacher side, including the completion progress and score ranking, which also lays a foundation for classroom teaching. For students, the platform makes vocabulary learning more interesting due to its variety of practice questions, and the class test ranking can also well stimulate students' learning initiative.

3.2.3 Correct net writing (10%)

It is an online English writing correction platform, providing professional language and content correction services. The teacher arranges the composition by correcting the network platform and writes out the topic and the corresponding requirements, and assigns a total of 5 writing tasks in each semester. After the students submit the composition on the system, the system analyzes and scores the students' composition, and generates a detailed graphic report. The correction network can accurately identify and repair students' language, method, word, sentence patterns and expression problems through AI technology. It can also provide detailed modification suggestions and feedback to help students overcome writing barriers and improve their writing skills. At the same time, the correction website also supports the process
assessment, so that students can reflect and revise in the writing task, and improve their writing ability. In the English teaching of art undergraduates, the correcting network can also become an effective auxiliary teaching tool to help teachers to better achieve the teaching objectives and improve the learning effect of students' learning.

3.2.4 Group presentation (10%)
The teacher organizes the students to show the selected topics in small groups. In order to make the connection between English and art majors close, the author limited the topic of class display to clothing design, such as clothing collocation and style, clothing show appreciation, fashion design art, etc. After the presentation of each group, students will invite 2~3 groups to make on-site comments and ask questions. Teachers will also praise the outstanding groups in time to enhance the confidence of students to show up on stage. Through the practice of two semesters, the author can intuitively feel that the oral English expression ability of art students has been significantly improved, from the lack of confidence at the beginning of the semester to the calm and calm in the second semester. Through class group demonstration, students can exercise their English application ability, enhance their sense of teamwork, and change from passive learning to active learning. In the group class presentation, process assessment can evaluate students' performance in group cooperation, such as communication, leadership, group, team responsibilities, etc., to help teachers determine the role and contribution of each student in the team; encourage students to express their opinions harder, improve speech skills, and enhance students' expression and speech ability.

3.2.5 Audio-visual theory autonomous learning task (10%)
The teacher guides the students to complete the corresponding audio-visual exercises on the U campus platform. U campus platform is a comprehensive teaching management platform for the field of education, including teaching management, course resources, online learning, online examination, online homework, and other functions, which can fully meet the needs of teaching management and teaching interaction. At the same time, the platform provides effective support for hybrid teaching with its rich teaching resources and convenient teaching activity management. In English teaching for art undergraduates, teachers can evaluate students' learning status through online assignments and exams, interact with students regularly, provide timely feedback and guidance, and effectively improve students' learning motivation and confidence. At the same time, the U campus platform also supports diversified teaching resources and curriculum design, which can improve students' learning experience.

3.2.6 Class performance points (10%)
In order to better promote classroom interaction, the author adopts the "plus point system" in classroom teaching. Teachers can combine the students' every classroom learning situation with their performance evaluation, which can improve the enthusiasm of art students to participate in classroom teaching to a certain extent. The author first asked the class students to read the article quickly, and let the students find that the subject of the article is composed of four ideas proposed by the author about why the friendship ended. After that, the students are grouped in the textbook according to four different views and guide the students to carry out group cooperation. Add the points to group formation and randomly select team members to report, which can not only avoid opportunistic students when completing group tasks but also guide students to interact with students and improve their teamwork ability. After that, the teacher invites the students to share through the form of learning and adds extra points according to the students' performance. The author has achieved an obvious effect in implementing this method, improving students' learning enthusiasm, and is more willing to put forward their own opinions and ideas on the questions raised by teachers. Meanwhile, the teachers can test students by answering questions.

3.2.7 Final exam (40%)
The content of the theoretical knowledge examination conforms to the basic requirements of the syllabus, and the focus of the assessment covers the chapters taught. Through the examination, promote the students to review and consolidate the knowledge points and language points, improve learning, listening, reading, writing, translation ability, at the same time to test the students since the learning effect of the whole semester. For art students, reducing the proportion of final exams can reduce the psychological burden of students and reduce unnecessary rote memorization.

3.3 Additional points for the competition
In order to encourage students to participate in more competitions and promote the combination of theory and practice, teachers will give 5 points to students who participate in each English competition, and the maximum cumulative score is 15 points. In peacetime, this part is added as extra supplementary points, which is reflected in the usual score examination form. It is hoped that through the competition, it can stimulate students' enthusiasm for learning, improve their
comprehensive English quality, and encourage students to apply what they have learned and integrate knowledge and practice.

4. The effectiveness of the process assessment

4.1 Promote students' independent learning

Through practice, the process assessment of this course has achieved good results and realized student-centered teaching and assessment management. Students' learning attitude has been greatly improved, and their initiative and participation have been gradually improved. Actively participate in the questioning and discussion in the class, making the classroom atmosphere take on a new look. At the same time, through regular review of the process assessment, students can better understand their own learning process, and see the traces of their own efforts and progress, and the resulting sense of achievement will further enhance the motivation for independent learning (Donghui Li, 2017).

4.2 It helps teachers provide timely feedback to students

Feedback plays an important role in improving students' learning methods, improving students' academic literacy, and developing students' key abilities. In the process of English learning, art students always want to give up English learning because of their lack of motivation. Through the implementation of process assessment, teachers can better supervise students' learning process, give timely feedback to students, and improve students' English learning ability. For example, teachers can use the platform to analyze students' vocabulary mastery, and get the learning and information data feedback provided by the platform, and then demonstrate and explain the vocabulary with high error frequency in class. The effect of the process assessment is to enable teachers to better understand students' learning situation, and make timely adjustments and guidance to improve students' learning motivation and confidence. At the same time, the process assessment can promote the interaction between teachers and students, and improve the teaching effect and learning results.

4.3 Provide a comprehensive and true evaluation model

Gao Shan mentioned in "A Brief Discussion on the Application of Process Assessment in Higher Mathematics Curriculum" that process assessment can objectively and comprehensively evaluate students' learning effect, pay attention to the improvement of students' comprehensive quality, and give students full play and display space. Adding process assessment in the usual teaching can not only track the whole process of classroom teaching, so that students can pay more attention to the usual classroom performance rather than the last moment before the exam, but also can better achieve the expected teaching objectives. At the same time, the process assessment can also let students better understand their learning progress and shortcomings, and help them to realize their learning goals and development direction. This evaluation mode can better stimulate students' learning interest and potential, and can also improve the guidance effect of teachers to students.

5. Conclusion

Taking college English courses as an example, this paper conducts an in-depth study on the reform of process assessment and discusses how to integrate the orientation of ability training into the routine assessment. Undeniably, the process assessment plays a significant role in promoting the improvement of students' practical language useability. The assessment method encourages students to participate in classroom interaction, group discussion, and complete project research, which itself is an important part of ability training. Through the analysis of the empirical research results, it can be seen that the student's English listening, speaking, reading, and writing skills have been improved in the college English courses with the process assessment.

However, some problems have also been exposed in practice. Some teachers have deviations in the understanding and implementation of process assessment, ignoring the student-centered, overemphasis on results while ignoring the importance of ability improvement in the learning process. At the same time, some students are resistant to the process assessment, believing that this assessment method increases the learning pressure and affects their enthusiasm for English learning.

In view of these problems, teachers need to receive professional training in the process of assessment, and correct students' understanding of this assessment method. In view of the implementation of ability training-oriented process assessment in college English courses, this paper puts forward the following suggestions: First, develop evaluation criteria suitable for students at different learning stages to ensure the scientific and adaptive nature of the evaluation. Second, the
assessment methods of self-evaluation and peer evaluation incorporated into the learning process are designed to promote the improvement of students' critical thinking and independent learning abilities. Third, strengthen teacher training, cultivate teachers' ability to use process assessment, especially to realize the organic combination of technical means and teaching methods, and improve the interaction and guidance of teaching.

In college English courses, to implement ability training-oriented process assessment, develop evaluation criteria suitable for students at different learning stages, design self-evaluation and peer evaluation incorporated into the learning process, strengthen teacher training, and cultivate teachers' ability to use process assessment. Taking these measures will help to improve the students' comprehensive ability and self-directed learning ability, and to promote their all-round development.

The reform of process assessment not only brings new development opportunities for college English teaching but also provides a reference for the teaching practice of other subjects. This reform encourages teachers and students to focus on the learning process, not just the learning results, which is conducive to cultivating students' critical thinking, innovation ability, and lifelong learning ability. Although there are some challenges and limitations, continuous exploration and practice, process, and assessment will contribute to improve the quality of the quality of higher education, and provide an effective guarantee for the all-round development of students.

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