

The Construction of High School English Teachers' Assessment Literacy from the Perspective of English Key Competence

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Abstract: The English curriculum standard of senior high school emphasizes that teachers should start from cultivating students' key competence of English subject, and constantly examine their own teaching concepts and methods, so as to improve teaching purposefully. Accordingly, the evaluation of English courses should also reflect the development of students' English key competence. This kind of curriculum evaluation system puts forward higher requirements for English teachers' assessment literacy, so it is extremely important to strengthen the construction of high school English teachers' assessment literacy. Based on the requirement of the key competence of English subject to teacher evaluation, senior high school English teachers should have certain evaluation knowledge and skills.

Keywords: English key competence, High school English, Assessment literacy.

1. Introduction

The proposal of the key competence of English subject plays a unique role in implementing the fundamental task of cultivating students' international vision and cross-cultural communication ability. Therefore, the assessment literacy of high school English teachers is extremely important. At present, the relevant research is mainly about the analysis of the current situations and problems of teachers' assessment literacy and the exploration of improving teachers' assessment literacy. Wang Shaofei summarized the current situation of teachers' assessment literacy in China, and built a basic framework of teachers' assessment literacy on the basis of fully understanding the connotation of teachers' assessment literacy. [1] Nan Jiwen, based on the analysis of the current situation and problems of teachers' assessment literacy, provided useful strategies for improving teachers' assessment literacy. [2] However, under the background of a high emphasis on cultivating students' key competence, there are relatively few studies that focus on the specific requirements of teachers' assessment literacy. And improving teachers' assessment literacy plays a crucial role in developing students' key competence and improving teaching. Therefore, how to strengthen the construction of teachers' assessment literacy is a problem worth exploring.

2. Components of Key Competence

The English key competence reflects the teaching value of the subject, which involves the correct value, essential character and key ability that students gradually form through the study of the subject. The English key competence includes four aspects: language ability, cultural awareness, thinking quality and learning ability.[3]

Language ability includes not only the mastery of language knowledge and the ability to effectively communicate with these knowledge, but also the formation of language awareness and language sense, as well as the understanding and identification of language culture. These aspects together constitute the individual's comprehensive quality and ability in language communication. The improvement of language

ability plays an important role in developing students' international vision and ways of thinking.

Cultural awareness refers to an individual's understanding and identification of Chinese and foreign cultures, including cultural knowledge, cultural understanding, cross-cultural communication and cross-cultural thinking. This reflects the value orientation of the English key competence. Through cultivating and developing cultural awareness, it helps to enhance students' cultural identity and strengthen their cultural self-confidence. At the same time, it can help students better understand and adapt to different cultural environments, thus promoting cultural exchange and integration.

The thinking quality mainly refers to the characteristics and abilities shown by the individual in the process of thinking. These characteristics and abilities not only reflect the depth and breadth of thinking, but also cover the agility, flexibility, originality, criticality and other aspects of thinking. It embodies the mental characteristics of the English key competence, and helps students form good thinking habits and ways of thinking, so that students can make correct value judgments on things.

Learning ability mainly refers to the awareness and ability of students to actively use and adjust English learning strategies, broaden English learning channels, and strive to improve the efficiency of English learning. These abilities help them to maintain continuous learning and development in an ever-changing knowledge environment.

3. The Connotation and Importance of Teachers' Assessment Literacy

3.1. The connotation of teachers' assessment literacy

The concept of teachers' assessment literacy was first proposed by Stiggins (1991), who believed that teachers' assessment literacy refers to teachers' overall views on evaluation and the knowledge and skills needed in implementing evaluation. Stiggins believes that teachers' assessment literacy is the quality that teachers develop in teaching and evaluation activities. A teacher with assessment

literacy should know what to evaluate, why to evaluate, and how to evaluate best. [4] Wang Shaofei believes that evaluation is an important part of teachers' professional practice, and its assessment literacy is a quality that is internalized in teachers' daily evaluation behavior and does not need to be consciously monitored by teachers. [1] Therefore, teachers' assessment literacy involves the knowledge, skills and related concepts that teachers possess in the field of evaluation, especially in the classroom level evaluation activities.

3.2. The importance of teachers' assessment literacy

The assessment literacy of English teachers plays a vital role both in the cultivation and development of students and in the professional development of teachers themselves. In high school English class, correct and appropriate evaluation of language is conducive to improving students' class participation and learning efficiency. On the contrary, inappropriate classroom evaluation may discourage students and lead to their negative attitude, thus affecting the improvement of English classroom teaching. First of all, teachers' assessment literacy is an important part of teachers' professional development. Only when high school English teachers have the necessary knowledge and skills for evaluation can they make accurate and effective evaluation of students' learning. Secondly, evaluation in the teaching process is an important part of the curriculum. Teachers need to collect students' learning performance in the teaching process as feedback information to further reflect on their own teaching, so as to achieve the purpose of improving teaching. Finally, teachers' assessment literacy has an important influence on students' learning effect. Teachers' effective classroom evaluation can not only help students find the problems in the process of English learning, but also promote the interaction between teachers and students, and provide students a good English learning experience.

4. Current Situation and Problems of Senior English Teachers' Assessment Literacy

4.1. Teachers have a vague understanding of the evaluation concept

Teachers' vague understanding of evaluation concept is one of the important reasons for improper evaluation. The vast majority of teachers believe that evaluation is for the purpose of examination, so the content of evaluation generally only covers the content that may be involved in external examinations, and the types of questions are also limited to the types of questions that will be involved in external examinations. They believe that the purpose of evaluation is to improve the scores of external examinations. In addition, teachers pay too much attention to the scores or grades obtained by students through tests, and use these test results as a judgment of students' learning ability, thus directly ignoring the specific feedback that is helpful to students' learning. The English curriculum in the new era advocates the cultivation of students' key competence of English subject. However, most examinations attach great importance to students' English language ability, but neglect the cultivation of students' cultural consciousness, thinking quality and learning ability. This is not in line with the national English

curriculum standards for general high schools to cultivate high-quality talents with Chinese feelings, international vision, cross-cultural communication ability and social responsibility.

4.2. Teachers lack evaluation knowledge

English curriculum evaluation in the new era pays attention to the diversification of evaluation subjects, the variety of evaluation forms, the comprehensiveness of evaluation content and the multi-dimension of evaluation objectives, and advocates the construction of an evaluation system based on formative assessment, supplemented by summative assessment, and a combination of quantitative and qualitative evaluation. [3] However, many high school English teachers in our country do not know the purpose of evaluation, nor do they know the reason for evaluation, and they cannot give reasonable suggestions according to the problems shown by students in the assessment process, so they cannot enhance the enthusiasm of students in learning English. If a teacher has sufficient evaluation knowledge, he will carry out English teaching more smoothly. The evaluation knowledge of senior high school English teachers is constructed on the basis of assessment literacy standards and guided by the concept of English key competence. The evaluation knowledge of senior high school English teachers should include evaluation objectives, evaluation content, evaluation methods and evaluation language. [3] English teachers must understand how various evaluation methods are used in English teaching, and then choose different evaluation methods according to the teaching objectives and teaching contents, and pay attention to the whole learning process of students.

4.3. Teachers' evaluation skills need to be improved

English curriculum evaluation in the new era also puts forward higher requirements for English teachers' propositional skills. Teachers' lack of evaluation skills leads to teachers' inability to properly use evaluation results to provide comprehensive feedback to students in time. English teachers should take the goals and concepts of English courses as their guidance and principles, select learning materials suitable for students' language level, reasonably set the focal and difficult points for examination, and use appropriate testing methods to comprehensively examine students' English key competence. And from the results of examination, teachers can not only use the results to promote the development of students' skills, but also adjust their own teaching and evaluation methods. In the era of rapid development of information technology, English teachers can carry out various teaching activities in combination with the Internet to enrich students' learning styles. At the same time, teachers can also use information technology to analyze the data of students' daily tests and integrate the collected data, so as to provide students with more accurate learning guidance.

5. The Construction of High School English Teachers' Assessment Literacy from The Perspective of Key Competence

5.1. Establish evaluation consciousness and form correct evaluation concept

First of all, teachers can achieve better evaluation results

only when they hold a positive attitude towards evaluation. Teacher's attitude toward evaluation refers to teachers' views on teaching evaluation, which specifically refers to whether teachers have the idea of using teaching evaluation to promote the development of students' key competence and the awareness of teaching evaluation throughout the whole teaching process. High school English teachers should pay attention to the role of teaching evaluation and implement the learner-centered education concept in the process of evaluation. At the same time, we should also pay attention to students' physical and mental development characteristics and mental level, and provide students with a good experience through positive evaluation.

5.2. Clarify the standards for foreign language assessment literacy

In order to improve the assessment literacy of foreign language teachers effectively, we must first establish a new quality standard for teachers' evaluation activities. For example, the results of evaluation should be used to help students identify their own shortcomings and to help teachers improve their teaching. In the field of foreign language evaluation, teachers must first clearly and accurately grasp the requirements of the curriculum standards, then determine the evaluation objectives according to the curriculum standards, and then select evaluation methods and design evaluation tasks according to the evaluation objectives. Finally, teachers can provide students with effective feedback information and improve their teaching according to the shortcomings of students' learning reflected from the evaluation results.

5.3. Strengthen the evaluation guidance of teachers and provide professional support

Teachers' teaching and evaluation will be affected by external evaluation, so strengthening the evaluation guidance for teachers can provide a good evaluation model for teachers. In addition, it is essential to provide professional support for improving teachers' assessment literacy. Teachers not only need to fully understand the concept or principles of evaluation, but also need to master the specific methods, techniques and strategies of evaluation. At the same time, providing teachers with evaluation training can also help build teachers' assessment literacy. However, it should be emphasized that teachers' training should not only be limited to the basic evaluation knowledge, but also should give teachers the necessary evaluation skills in the evaluation process.

5.4. Provide more practical opportunities and accumulate evaluation experience

There are various opportunities for teachers to develop their evaluation ability, but the most important and effective opportunities come from teachers' practice. If teachers lack practice and reflection on the experience from practice, then teachers' professional development is impossible. Therefore, teachers need to realize that evaluation is an integral part of teaching activities and professional practice, and actively

participate in the whole process of evaluation activities. We should also encourage teachers to actively participate in the whole process of evaluation activities, reflect on the evaluation process, and accumulate evaluation experience, so as to constantly improve assessment literacy in the process of evaluation practice.

6. Conclusion

Under the background of curriculum reform, teaching evaluation should also be reformed. Since English teaching emphasizes the development of students' English key competence, teachers should evaluate students' English learning from the perspective of the development of students' English key competence. At the same time, teachers should establish a correct attitude towards evaluation, and be familiar with the evaluation knowledge and skills, so as to continuously improve their assessment literacy. At the same time, the education department should strengthen the guidance of teachers in evaluation and provide more practical opportunities for teachers to accumulate experience. The improvement of high school English teachers' assessment literacy is not only conducive to promoting the teaching and learning of high school English, promoting the development of students' English key competence, but also provides opportunities and more possibilities for teachers' professional development.

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