

Evaluation Analysis of College English Standard Language Ability Based on Environment Adaptive Model

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Abstract

Through analyzing the concept of environment adaptive English ability assessment, this paper summarized the content of college English standard language ability evaluation based on the environment adaptive model and pointed out the role of environment plays in, put forward environment adaptive English ability evaluation model combined with the current actual situation, stated the aspects of its model framework, content, operation, in order to play a reference role in assessment and analysis for college English standard language ability.

Keywords: environment adaptive model; English standard language ability evaluation; college English; meta-evaluation

1 Introduction

Teaching evaluation is to judge, measure, and evaluate the role of teaching, or the produced value. Its basic function is to regulate, stimulate and promote teaching, serve for management and provide the key information of aid decision making for managers [1,2]. Teaching evaluation as a kind of value judgment process will inevitably involve in environmental factors such as society, school and students, etc. With the development of modern education theory, multiple intelligence theory, constructivism learning theory and information technology, the theory about evaluation and empirical studies are constantly increasing, which are further integrated with course teaching and bring a variety of evaluation system, such as diversified evaluation system, expansibility evaluation system and network evaluation system, etc [3,4]. Environment adaptive evaluation take environmental factors as decisive factor of evaluation according to social development and the needs of learners, bring environmental adaptive evaluation into meta-evaluation compared with other evaluation models according to the rule of language learning to design evaluation process. In the process of evaluating, evaluation information is collected at any time to judge value, thus to promote the evaluation, and adjust the evaluation scheme according to the problems.

2 Evaluation Overview of Environment Adaptive English Ability

Environment adaptive English ability evaluation refers to decision-making and operations are influenced by environmental factors in the process of evaluating college English standard language ability, and environmental requirement

must be taken into consideration, the principle of authenticity evaluation should be followed. That is, the real language, real ability, real learning, sincere students and real evaluation should be reflected.

Basic goal of college English standard language ability is to meet the itself needs of college students' language application ability development, so as to achieve social development demand for talented person, meta-evaluation is to judge the degree of learner's ability on meeting the needs of society. Usually the evaluation process can be divided into four stages of the selection of evaluation criteria, evaluation planning, evaluation implementation and meta-evaluation, finally to achieve accurate and effective evaluation purpose. The evaluation process is shown in Figure 1:

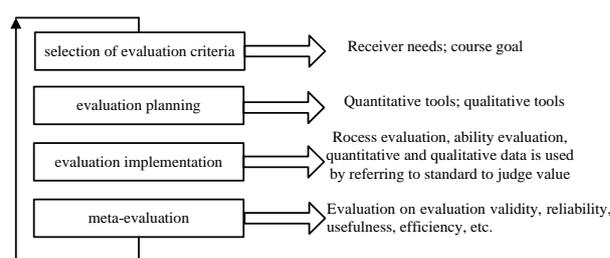


FIGURE 1 Evaluation process flow chart

3 Environment and Its Role in the College English Standard Language Ability Evaluation System

The definition of environment has different definitions in different research areas, this paper defines environment as evaluation behavior relevant to any evaluation behavior, valuator and any environment valuator related, mainly including three parts, namely, the social environment, tea-

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ching environment and learners environment. For further subdivision, evaluation of politics, economy, culture, history, geography environment, etc all belong to social environment; teaching environment includes evaluation of the school environment: school culture, school management and curriculum provision, etc; learners environment refers to family environment, social environment and other related situations as the students subject of evaluation value [4].

Due to China's special education background, examination evaluation plays dominant role in society's certification. curriculum design, curriculum implementation and theoretical basis will affect the curriculum evaluation, which shows that environment has restrictive function on evaluation, therefore, in the process of developing evaluation, environment this factor should be taken into account. The position of environment in the course as shown in Figure 2:

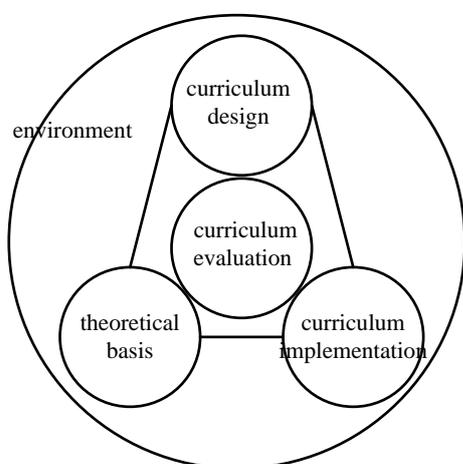


FIGURE 2 The position of environment in the course

4 Environment Adaptive Evaluation Model

4.1 COLLEGE ENGLISH STANDARD LANGUAGE ABILITY STRUCTURE CHART

Language skills and language behavior are first proposed binary cognitive model about language ability by American scholar Chomsky. In the 1990 s, Celce – Murcia, et al. [5] divided language ability into five components model, including discourse competence, operation competence, social cultural competence, and language competence and planning ability, which makes a more detailed description on communicative language ability. Europe proposed CEFR system about communicative language ability and foreign language teaching concept, comprehensively described the knowledge and skills, language activities, social context and category, cultural background and level standards that language learners must master for effective communication.

The description of language competence in our country in college English learning stage mainly reflects in the related outline/requirements, and successively tried several different versions, among which the College English Curriculum Requirements in essentially has a great improve-

ment and development, which comprehensively covers three aspects of language competence, social linguistic competence and pragmatic competence. This paper based on the above theory builds a framework for college English language application ability, the basic concept of language should be the purpose of communication, which has the ability of completing tasks in real work and life and mainly composed of communication competence and problem-solving competence, in which adopted communicative competence includes language competence and pragmatic competence, discourse competence, strategic competence and cultural competence [6, 7]. Language application ability should on the basis of the context, tasks and problems with the manifestation pattern of presentation ability and understanding ability, embodied in five kinds of forms of listening, speaking, reading, writing and translating. Its language application ability structure chart [4] as shown in Figure 3:

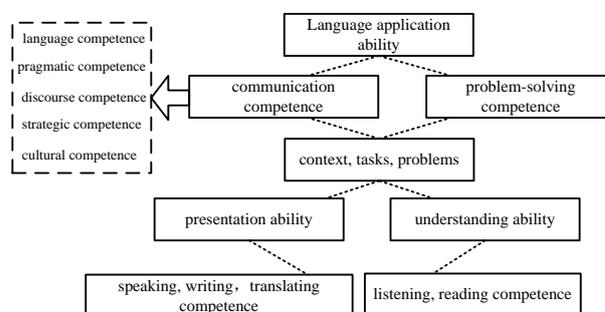


FIGURE 3 Language application ability structure chart

4.2 META-EVALUATION

“Meta-evaluation” is “Evaluation for evaluation”, which acts on specifying various kinds of evaluation activity, finding the existed problems and deviations in the evaluation, and improving the quality of evaluation [2]. The meta-evaluation with the object of specific evaluation activity mainly includes the following content and standard:

- 1) evaluate the evaluation scheme from the aspects of evaluation object, purpose, standard, evaluation index and weight distribution, evaluation methods, information collection and processing method;
- 2) evaluate the organization and implementation of evaluation including the reevaluation of review panel members and evaluation organization work;
- 3) evaluate the results of evaluation including the evaluation results acceptance, evaluation reliability and validity, etc [2,8].

Meta-evaluation is introduced to describe the evaluation of education product design, the education meta-evaluation is a kind of value judgment belongs to education evaluation research and practice category, evaluation objects are often formal large-scale education evaluation activities, which is the evaluation on the quality of education evaluation. In addition, it aims to judge quality of an education evaluation work and regulate and improve the education evaluation work [9]. One of the reasons on low current college English evaluation validity lies in the lack

of meta-evaluation mechanism in the evaluation system, in order to guarantee the effectiveness, technical integrity and efficiency of the evaluation, evaluation of English standard language ability should be improved by the introduction of meta-evaluation.

4. 3 ENVIRONMENT ADAPTIVE EVALUATION MODEL

Environment adaptive evaluation is to coordinate decision-making evaluation and operation influenced by environmental factor under the circumstance of environmental requirements, environment adaptive evaluation model is shown in Figure 4.

As shown in Figure 4, environment adaptive evaluation model consists of three stages of evaluation environment, decision and action. The evaluation environment is composed of social environment, teaching environment and learner's environment; decision part can be subdivided into four parts of why to make decisions, who is the subject of evaluation, evaluation content and how to evaluate. One by one corresponding to the evaluation function and goal, evaluation subject, evaluation content and evaluation tools; action is the concrete implementation step of evaluation, generally requires a couple of environment of evaluation standard selection and evaluation project and implementation.

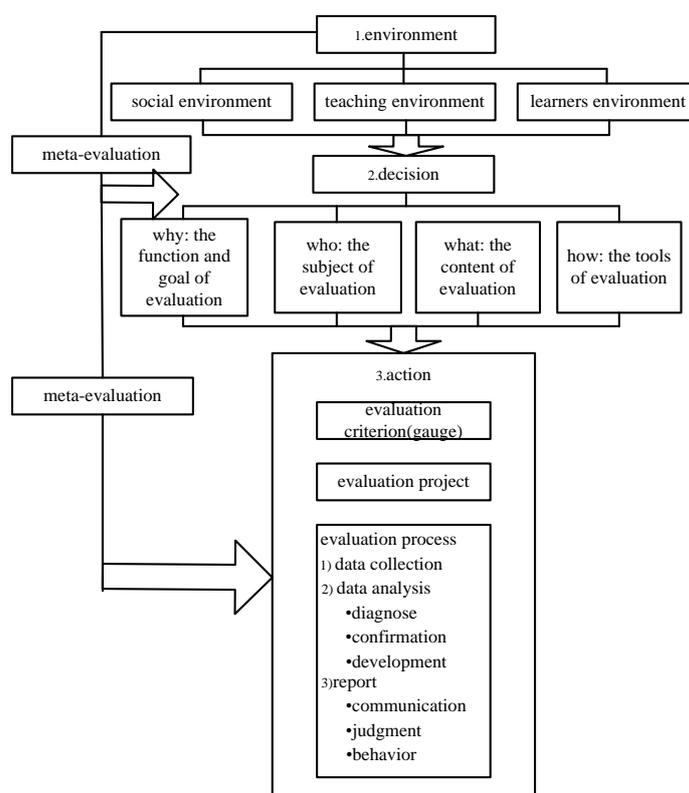


FIGURE 4 Environment adaptive evaluation model

Different goals determine different evaluation paradigm and operations; evaluation subject is students based on the college English standard language capability of the environment adaptive, the main form of expressions include students' self-evaluation and mutual evaluation. Evaluation content shall be made in the students' comprehensive quality, namely the evaluation content should also include the culture, strategy, and emotional attitude in addition to the comprehensive language application ability. Evaluation tools as shown in figure 1 can be divided into qualitative evaluation tools and quantitative evaluation tools, in which qualitative evaluation tools include classroom observation, learning journal, growing file cover, discussion, etc. , quantitative evaluation tools mainly refer to test and questionnaire, scale, etc. Action is the concrete implementation part of evaluation, the selection of evaluation criterion includes selection standard of content, perfor-

mance and lifelong learning. Content standards include listening, speaking, reading, writing and translating parts of professional knowledge, skills, and related culture and emotional attitude, strategy and metacognition constitute lifelong learning standards, and performance standard indicates how to evaluate the required content. The corresponding meta-evaluation should be done when we move on to the next stage, and point out the original assessor's problems and one-sided view existing in the work through the meta-evaluation.

5 Conclusion

Education evaluation is a value judgment in the field of education, to improve and optimize the education and teaching activities through the evaluation of teaching activities. Environment requires that, in the evaluation envi-

Environment adaptive evaluation model must be adopted on English learning evaluation, set up evaluation standard and process according to the requirements of value subject, introduce meta-evaluation in the process of evaluation model to promote the continuous improvement of education evaluation, at the same time to make designers, organizers and implementers in the process of specific education evaluation to have a clear understanding of the problems existing in the evaluation activity, and promote

the evaluation quality and effect by technical support [4, 9, 10].

Environment adaptive evaluation is suitable for the evaluation in all learning stages from primary school English learning to postgraduate English learning. At the same time it can also be applied to different disciplines, the evaluation of different areas; education, professional, social part can be tested and summarized using environment adaptive evaluation.

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