

# Best Practices for Assessment and Feedback in English Language Education

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**Abstract:** Based on the background of quality education, English education explores the best practice path of assessment and feedback, gives full play to the effectiveness of the elements of the teaching process, assists students to objectively perceive the status of learning participation, assesses and analyzes the strengths and weaknesses, and guides the adjustment of the students' participation strategies, which helps the students to continuously improve their personal English disciplinary literacy, and adapts to the changes of the new standards of infiltration practice in the demands of human education. In this regard, the following section will analyze the best practice strategies of assessment and feedback in English education.

**Keywords:** English education; Formative assessment; Feedback; Practical strategies

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In the process of English education, quality education is inseparable from effective assessment and feedback. Reasonable and fair assessment and analysis can accurately measure students' participation in learning at different stages, which influences the implementation of the adjustment and optimization of the teaching design; while personalized feedback can help students understand their own growth and loss, and shoulders the important task of guiding students to improve their learning efficiency. Therefore, the exploration of the best practice path of assessment and feedback in English education is of great significance. However, due to the influence of single assessment angle and untimely feedback, the effectiveness of assessment and feedback in current education is unsatisfactory, and it is difficult to realize the comprehensive effectiveness of its educational practice. In this regard, based on the personal knowledge of the best practices of assessment and feedback in English education, this article will briefly describe the author's views and insights.

## 1. Enriching Assessment Entry Routes and Conducting Assessments from Multiple Perspectives

The combination of rich English education assessment paths can give full play to the effectiveness of the mixed use of outcome assessment and formative assessment, promote the implementation of assessment from multiple perspectives, examine students' mastery of knowledge in multiple dimensions, facilitate the follow-up of targeted feedback, and strengthen the comprehensiveness of the assessment. In this regard, teachers can first carry out formative assessment in the form of classroom questioning, random sampling, classroom quizzes, project activities, etc., to dynamically analyze the real situation of students' learning and participation, and through a large number of process elements, to assist in assessing the development of students' mastery of knowledge in English, so as to facilitate the teachers' timely discovery of students' learning and participation in the formative assessment of bad habits, knowledge loopholes, etc., and to effectively intervene and guide the students to grasp the correct knowledge. Teachers can use formative assessment to identify students' bad habits, knowledge gaps, etc., and provide effective intervention guidance to help students grasp the correct

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direction of learning.<sup>[1]</sup> At the same time, teachers also need to carry out some supplementary educational activities in response to the formative assessment, linking the formative assessment to check and fill the gaps, and improve the learning efficiency of the whole developmental learning process of the students. Then, teachers need to comprehensively examine the development of students' English literacy in listening, speaking, reading and writing by means of final exams and summative assessments for the English knowledge involved in the whole learning stage, comparatively analyze the status of English education in different classes, students and segments, and examine and analyze the performance of the students and teachers, so as to get the matching summative assessment, which will facilitate teachers to analyze the specific causes and support the subsequent development of the students' learning process according to the summative assessment. It is easy for teachers to analyze the specific causes and support the design and optimization of subsequent teaching adjustments based on the summative evaluation. In this way, teachers can use formative assessment, summative assessment, and other assessment methods in combination to significantly increase the richness of assessment practice and achieve the practical application of the best assessment path for empowering English education.

## **2. Innovative Technical Means of Assessment to Respect Differences in Student Development**

There is a certain degree of variability in the assessment needs of different students, and it is often necessary for teachers to choose appropriate paths to generate corresponding assessments based on the ability level of different students and the performance of formative assessment, to support the next stage of assessment feedback, to enhance the relevance and scientificity of feedback, and to lead students to realize the differentiated growth of their personal core literacy in English language subjects. In addition, with the widespread use of information technology in English education, it provides more convenient paths for the implementation of English education assessment, which helps teachers to create and use different assessment methods based on the differentiated assessment needs of students, in order to further enhance the flexibility of assessment. In this regard, teachers can continuously collect students' formative data such as learning hours, participation, practice and test scores through digital learning platforms, questionnaires and classroom quizzes, which can be used as reference information for differentiated formative assessment.<sup>[2]</sup> At the same time, teachers can also conduct secondary fine-tuned assessment analysis based on the simple reports provided by the digital assessment pathway, leading students to gain an in-depth understanding of the status of staged assessment and solving some process learning problems. In addition, teachers can assist the generation of formative assessment through dynamic assessment methods such as microclasses and short videos, so that students can watch the assessment reports repeatedly to deepen their understanding of the assessment reports provided by the teachers, and sense the growth of their personal literacy in English grammar, phonetics, intonation, and body language with the help of dynamic assessment methods, so that they can correctly deal with the formative assessment items provided by the teachers and differentiate and develop their personal English subject literacy. Teachers can also use the digital development of assessment technology to achieve the purpose of guiding students' differentiated growth.

## **3. Optimizing the Assessment Feedback path to Assist in Perceived Learning**

The diversification of feedback paths can enrich the entry points for students to perceive the development of their own competence, enable students to have a comprehensive and holistic understanding of the status of their participation in English language learning, and avoid the influence of a single feedback path on the development of assessment from multiple perspectives. The assessment can be done by students,

teachers and learning groups through oral assessment, written assessment and other ways, which is also the entry point for the innovation and optimization of the current feedback path. In this regard, teachers first make it clear that assessment and feedback can be carried out in both written and oral ways, with the help of formal, comprehensive and reasonable written feedback to complete the summative assessment, formative assessment information feedback at key points, with the aim of helping students to consolidate and deepen the significant learning outcomes of the phase, laying the foundation for the next phase of learning participation. While oral feedback is mainly used in formative assessment of some simple, timely information feedback, in order to solve some simple process learning problems, and effectively avoid the cumulative existence of problems. At the same time, teachers also need to invite students to participate in the assessment and feedback work, through face-to-face mutual evaluation of group members, mutual correction among students and summarized feedback from teachers, to enhance the comprehensiveness of the feedback path, so that students can establish an objective understanding of their own participation in English language learning, language construction literacy, cultural awareness and other literacy growth, and try to understand themselves from different perspectives, so as to exercise and strengthen students' self-assessment and peer assessment skills. In addition, the content of multi-path feedback should be comprehensive, so that students can build up an objective understanding of their English learning participation, language construction literacy, cultural awareness and other literacy growth. In addition, the multi-path feedback content should be closely linked with the students' assessment reports to ensure that teachers' formative and summative assessments can be effectively fed back to help students' competence growth, so as to achieve the purpose of empowering students' English learning through diversified assessment and feedback paths.

#### **4. The Use of Personalized Assessment Feedback to Enhance the Learning Participation Gains**

The relevance and timeliness of written feedback, oral feedback and other pathways used in English education feedback is crucial, which directly determines the role and significance of the feedback and affects the results of the students' participation in the stage of learning. At the same time, the penetration practice of people-oriented, quality education and other ideological concepts of , further emphasizes the necessity and importance of student-centered refinement and personalized feedback. Therefore, teachers should shorten the time spent on formative assessment as much as possible, and give specific feedback to students within the time limit for students to complete formative and summative assessment programs, pointing out the problems and strengths of students' learning participation, corresponding to the interpretation of teachers' formative and summative assessment, and consolidating students' gains, which is mainly accomplished by written feedback.

<sup>[3]</sup>Secondly, teachers also need to flexibly use verbal feedback in daily formative assessment to provide students with flexible feedback on the characteristics and proficiency levels of their learning participation, so that students can form an objective perception of their own literacy development and adjust their personal English learning participation strategies. For example, for students with a weak foundation, teachers need to provide timely oral feedback after the completion of the basic program assessment to help students understand their basic knowledge and ability in the process of formative assessment, and to dynamically adjust and consolidate their mastery of the basics to improve their basic literacy as much as possible in preparation for the next stage of development and enhancement. As in the case of students with high English literacy level, the oral feedback given by teachers should be centered on life practice and innovative use, with the aim of guiding these students to improve their English practice and innovation through oral feedback exercises, and to further enhance their comprehensive literacy. Teachers can also use personalized oral and written feedback to guide students to gain differentiated improvement.

## 5. Conclusion

In summary, the exploration of the best practice path of assessment and feedback in English education can not only enhance the efficacy of assessment in educating people, leading students to differentiate and improve their disciplinary literacy, but also guide the deepening of the new curriculum reform in English education, and construct a perfect teaching assessment and feedback system to satisfy the demands of the new curriculum for its teaching development. In this regard, educators should meet the needs of students' development, set up detailed, reasonable and scientific assessment rules, follow up students' learning process developmentally, provide scientific feedback on students' learning status through a mixture of outcome and formative assessment, consolidate learning gains and solve problems, so as to accomplish the task of exploring the best practices of assessment and feedback in English education.

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