

摘要

在当前席卷全球的教育改革浪潮中,培养具有核心竞争力的人才得到世界各国教育界的高度重视。外语能力作为学生学业成就评价的基本组成部分,成为世界各国共同关注的核心议题之一。如何通过教育评价促进外语能力发展成为当前亟待研究的时代课题。鉴于此,本研究以界定语言能力与评价的内涵为起点,以学生外语能力评价为主线,依据国内外现有外语能力描述框架与评价机制,借助文献分析、问卷调查、访谈的方法进行研究。研究者试图为我国英语人才培养以及相对应的评价体系建设,国家层面英语能力评价的政策制定,保障机制的完善提供资政建议。

本论文是在我国基础教育“全面深化课程改革落实立德树人根本任务”的背景下,有关英语能力评价的探索性研究。研究整合语言能力、教育评价、外语教育政策、教育质量监测的主要视角,梳理中外语言能力评价的相关研究,拓宽语言能力的研究对象,探寻我国中小学英语能力评价的有效途径。基于前人的研究,在当前英语高考制度改革,核心素养等国家层面重大教育决策提出之时,针对英语教育中能力评价这一重点与难点问题进行的一种对接性研究。本研究认为,我国当下英语教育不仅应注重提升学生的听、说、读、写的语言技能,同时对其语言应用能力、跨文化交际能力、解决问题的能力、批判性思维能力、创新能力、学习能力等核心素养(Key Competency)给予更多关注与评价。在研究目标上,本研究不拘泥于英语能力评价的理论研究,还进行了实证调查,探索我国中小学英语能力评价政策在教学中的应用,从而使英语能力评价研究的成果更具实践意义。

本研究试图从理论和实践两个层面进行挖掘,旨在对当前英语教育政策具有一定的理论价值和实践指导意义。拟回答以下三个研究问题:第一,中小学英语能力评价政策如何?第二,中小学英语能力评价现状如何?第三,如何构建基于核心素养的中小学英语能力评价体系?在实证研究阶段,笔者综合运用学生问卷、教师问卷、教师访谈和专家访谈的质性和量化混合研究法,收集、整理、分析调查数据,力求呈现出我国中小学英语能力评价现状。参考国内中小学英语能力评价政策的相关文件以及国外知名教育评价项目实施办法,借鉴国内外研究的理论与实践,根据本研究的概念和分析框架:为什么评、评什么、怎么评、如何监管,基于我国核心素养构建中小学英语能力评价体系框架,针对我国当前中小学英语能力评价中存在的问题,从中小学英语能力评价五大维度(评价目标、评价内容、评价方法、评价主体、评价功能)进行论述并且给出

评价建议。

本研究认为我国英语能力评价制定者应加强与一线英语教学部门特别是学校管理层和教师的沟通,传达其评价政策指令,并使之尽量清晰;国家、地方、学校需要通力合作,从宏观、中观、微观三个层面共同为提升我国学生英语能力而努力;要为农村尤其是英语教学条件较差的地区提供教育资源支持,保证教育公平;学校需要尽量为教师提供在职培训的机会,促进教师评价素养的提升;加强中、东、西部教师之间的沟通和教学交流,相互观摩学习,教师本人要主动增强反思和学习意识;农村支教政策还需要进一步从教育政策上进行完善,保证评价的一致性与衔接性;教育决策部门应加强教育目标及评价目标的研究,使其更加具体,易于实践操作;关注多元智能,挖掘学生的多元智力,相信每一位学生都具备学习潜质;重视评价提供证据的作用,多元方式收集学生英语能力的的数据,此举不仅有利于教学实践还有利于上级教育部门随时关注教育的发展变化;教育主管部门搭建平台,及时帮助解决一线教师在教学中遇到的问题;小学英语由于在开设时间、课程设置、教学方法、评价方式方面存在地域甚至学校的差异,在评价内容上应结合本校师生的实际情况,选择富有个性、针对性的方法,激发学生学习兴趣;在小学阶段尤其是低年级尽量做到只评不考。

关键词: 教育评价; 语言能力; 教育政策; 核心素养; 中国EFL学习者

Abstract

In the current wave of education reforms sweeping through the world, strategies for cultivating students' competence and improving the core competitiveness of students in the international community are highly valued by those in the world's professional education circles. With irreplaceable status and role, foreign language competence as the basic component of learner achievement assessment and the core form of realization has become a common concern for educators around the globe. As such, it is one of the key educational issues of modern times. It is vital to integrate the role of assessment and promote foreign language competence to address the urgent need to study the propositions of our era. This study takes the definition of language competence, assessment, education policy as the starting point and elevates the assessment of students' foreign language competence as the mainline focus. Based on the existing foreign language competence framework and assessment mechanisms, both at home and abroad, this paper examines the composition by means of literature analysis, questionnaires, and interviews. Through the analysis of foreign language personnel training and the corresponding assessment system, as well as the national level of language assessment of the security mechanism and operational system, the goal of this research project is to provide substantive and practical advice to professional educators, school administrators, and policy makers.

This study is an exploratory deliberation on the English competence in the background of basic education "comprehensively deepening curriculum reform and implementing the fundamental task of morality education". This paper aims to sort out the relevant research on the assessment of language competence conducted in China and in foreign countries. A chief goal is to broaden the pragmatic research objectives of linguistic competence, and to promote the development of English in our country based on previous working studies. In the context of cultivating key competencies, and within the scope of the current English college entrance examination system reform and other major national education decision-making of the time, the English assessment of this focus and difficult problems of a docking research are cutting-edge, urgent, and groundbreaking. This study suggests that the current English education objectives in China should not only focus on improving the students' listening skills, reading comprehension, writing and speaking skills, but also their language application dexterity, cross-cultural communication ability, problem solving skills, critical thinking, capacity for innovation, and learning aptitude; as well

as other key areas of competence (Key Competency) to give substantially more attention to these broader assessments. In order to construct a logical and reasonable assessment of English competence, this study does not rigidly adhere to the theoretical research, but rather lends pragmatic significance to the exploration concerning the application of theory based on the assessment of English as foreign language competence in teaching such that the results of English competence assessment research becomes and gains more practical importance, worthy of meaningful consideration.

This project attempts to address and answer the following three research questions: First, what is the current policy for English competence assessment in primary and secondary schools? Second, what is the status quo concerning the assessment of English competence in primary and secondary schools? Thirdly, how to construct the assessment system to appropriately measure English competence of primary and secondary school students based on the key competencies of English language discipline? In the empirical research stage, the author uses a qualitative and quantitative hybrid research method of student questionnaires, teacher questionnaires, teacher interviews, and expert interviews to collect and compile the data of the questionnaires and interviews to present the current situation of English competence assessment in primary and secondary schools in China. According to the research concept and analytical framework, why assessment and how to assess are relevant to the known and existing problems regarding the assessment of English competence of primary and secondary school student in our country, from the five dimensions of the assessment of English competence to provide appropriate feedback and suggestions to primary and secondary schools.

This study attempts to regulate the results of the combination of analysis with the results of the study of the domestic primary and secondary school English competence assessment policy and foreign well-known educational assessment project implementation methods, to put forward the policy recommendations for the assessment of English competence in primary and secondary schools throughout China:

- (1) To build a practical system for the establishment of an integrated teaching, learning and assessment;
- (2) To cultivate students' key competencies with a focus on the future;
- (3) To lend attention to multiple dynamic assessment methods;

(4) To strengthen the supervision and incentives of an expanded assessment to promote positive effective actions.

This study argues that our English competence assessors and policy makers should strengthen communication with the first-line English teaching schools, especially the school administrators and teachers, to convey their assessment policies and make them as clear as possible. The national education agency, provinces, districts, and schools need to work together, to provide education resources to support early English education in the rural areas and especially in areas of poor English teaching conditions, to ensure fairness and equal opportunity for all students. Schools need to attempt to provide teachers with on-the-job training opportunities, to provide students with the opportunity to improve their English language skills early, and on a continuing basis, to promote the improvement of teachers' assessment of quality; to strengthen the communication between teachers in areas such as teaching exchanges, mutual observation, and learning, et cetera.

Teachers should take the initiative to deepen their reflection and become learning aware. The support for rural education and policy should to be further agitated, shaken-up, and improved. Education decision-making departments and agencies should strengthen the educational framework and assessment objectives of the study, to make it clear, specific, and easy to put into practice, with a focus on multiple intelligence, to tap the diversity of students' wisdom. Every student has learning potential, and it is unacceptable practice to allow a student to be left behind due merely to regional or local circumstance. It is important to pay attention to assessment. It is not only beneficial to the teaching practice, but also to help solve the problems encountered by the first-line teachers in the classroom to elevate and support higher achievement in all areas and locales. The education departments should set up the practical platform in a timely manner to help solve the problems encountered by the teachers on the front-line. Because of the differences in the opening time, course setting, and teaching methods, there should be a difference between the local district and the school. In the assessment content, the teachers should choose a rich and individualized way to stimulate the students' interest in primary school. The assessment and appraisal is the better, more tangible, and pragmatic way than to simply test. This suggestion, to prefer perceptible, palpable assessment, above the use of oversimplified tests, is much more discernible and desirable. Such an approach and guiding philosophy is the inexorable essence and core determination of this research.

Key Words: educational assessment; language competence; education policy; key competencies ; Chinese EFL learners