

The Status and Cultivation of Basic English Teachers' Language Assessment Competence Based on Key Competence

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Abstract: In order to comply with the trend of reform and innovation in education evaluation, the Ministry of Education issued the *Ordinary High School English Curriculum Standards*, and proposed to establish an integrated ecosystem of "teaching assessment" to help basic English teachers implement the concept of "promoting learning through evaluation" in the classroom, which emphasizes the language assessment competence in the professional competence of teachers. The current situation of English teachers' language assessment competence is mainly reflected in three aspects: weak basic knowledge, lack of correct assessment cognition and unskilled operation skills. This article will start from the status quo of language assessment competence, explore effective ways to cultivate basic English teachers' language assessment competence.

Key words: key competence; language assessment competence; basic education English teachers

1. Introduction

From an international perspective, core competence originated in the West and was proposed by the Organization for Economic Cooperation and Development. "Core competence has formed a new round of education and curriculum reform with competence as the core internationally." From the perspective of the function of evaluation competence, foreign scholars Byan and Clegg believe that the lack of assessment competence is reflected in teachers' views and practices when evaluating their learners, which also shows that teachers' language assessment competence has a guiding function and can play a decisive role in educational practice and students' activities.

From a domestic point of view, basic education emphasizes the cultivation of students' core competence, and the core competence of English subject is an important part of it. Although there are various ways of training, they are mainly achieved through education and teaching at the basic education stage (Cheng Xiaotang 2017). However, in the English subject, because teachers lack professional and systematic assessment ability, the current education shows a bad teaching effect.

The Ministry of Education also attaches great importance to the development of teachers' professional ability, and issued a document in 2012, which clearly listed "assessment" as one of the six major professional abilities of teachers. Language assessment competence is also an important part of English teachers in basic education. The "New Curriculum Standard" especially focuses on the reform of assessment for the core competence of English subjects. English teachers in

basic education are an important part of teaching staff in China, and their importance is self-evident. Combined with the actual situation of basic education teachers' teaching in China, we should cultivate teachers' language assessment competence to meet the needs of the development of the new situation.

2. Status and Problems

With the increasing attention of language assessment, there are many classifications for the content of language assessment competence, which is analyzed from three aspects: how-to (assessment skills), what (assessment knowledge) and why (assessment principles) (Inbar-Lourie 2008), and Brindley (2001) proposed five aspects of language competence assessment: the social environment of assessment, the interpretation and description of language proficiency, the construction and assessment of language tests, the assessment of language courses, and being assessed for practice. Inbar-Lourie (2017) proposed a three-dimensional foreign language teacher assessment competence framework, namely LAL (Language Assessment competence), including assessment purpose (why to evaluate), assessment quality (what to evaluate), assessment method (how to evaluate). Combining various viewpoints, we divide language assessment competence into three dimensions: basic knowledge, cognitive concepts and operational skills. Wang Shaofei (2008) pointed out in the article that there are deviations in the current assessment concepts of Chinese teachers, and they are lack of assessment knowledge and have low assessment skills. Based on the above viewpoints, this paper analyzes the current situation of English teachers' teaching in basic education from these three aspects.

2.1 Poor basic knowledge

Stiggins put forward the concept of "assessment competence" in 1991. He believes that assessment competence is the quality that teachers develop or cultivate in their daily teaching and assessment activities. Wang Shaofei (2008) pointed out that language assessment competence had not become an important content of teacher education courses and one of the reasons was that the assessment competence had not become a necessary condition for teachers to enter the job. An assessment system should be combined with qualitative assessment (Ministry of Education 2018). Due to the lack of necessary assessment knowledge, teachers have little awareness of the purpose, content, and methods of assessment. Many experienced teachers also conduct assessment mainly based on their years of experience.

2.2 Lack of correct assessment cognitive concept

Among the three dimensions, the cognitive concept is the most important, because the assessment thought determines the content and method of teachers' assessment. Therefore, a development-oriented assessment view must be formed according to the cognitive process of students. First of all, teachers should not be the main body of assessment. The method of assessment should not only rely on the ultimate assessment. Secondly, teachers should carefully analyze the factors such as different ages, different learning styles, and learning motivations, so as to better cultivate students' abilities.

2.3 Not skilled in operation

2.3.1 Lack of practical training experience

China is a big country for examinations, and there are various types of examinations. However, in the research of testing, it was not until the 1990s that language testing began to be paid attention. Teachers are usually non-professional language test workers, and most of them have not received professional training in language assessment (Yang Huizhong 2015). Many English teachers are mechanical imitations in the propositional skills, failing to verify whether they are suitable for students' learning situation.

2.3.2 Insufficient understanding of assessment practice

Boyles defines language teacher assessment competence as "the understanding of testing and assessment principles and practices that language teachers should cultivate. Teachers with language assessment competence can not only find

suitable assessment methods for specific purposes, but also have the ability to analyze test data to improve teaching." Boyles (2005) has insufficient interpretation of the definition of assessment operational skills. The operational skills of synthesizing other people's viewpoints can be divided into classroom assessment function, propositional skills, function of analyzing the information obtained from the test, the skills of interpreting the test results, and the use of test results to promote teaching skills.

3. Cultivation Measures

3.1 Learn about language assessment

First of all, as a basic education English teacher, it is necessary to establish the concept of lifelong learning and autonomous learning, always adhere to a persistent attitude, always move forward in learning professional knowledge. And attitude determines everything. In this process, because teachers need to provide students with new knowledge, they must learn for life, so as to keep up with the pace of the times and constantly update their knowledge. English teachers must master and apply their own professional knowledge and professional skills, and can reflect their own ability in practical teaching. Secondly, in order to make professional knowledge more systematic, monographs on language testing suitable for China's local needs can be developed to standardize relevant terminology and promote development.

3.2 Enhanced support, training and hands-on opportunities

Training is required at all stages of teacher development. Language assessment competence is the most basic for teachers, so teachers must be provided with training opportunities in testing. It is necessary to improve the teaching content of training courses and solve problems in training methods. By focusing on the teaching of assessment theory and methods in the training content, the size of the training class can be reduced. Establish a cooperative relationship of mutual assessment among English teachers, and find effective methods by observing classroom behavior, combining students' learning situation and difficulties in teaching activities. English teachers are also learners in a sense.

4. Conclusion

By analyzing the current problems of language assessment competence in basic education, this paper explores a better training path from three aspects: basic knowledge, assessment concepts and operational skills. At the same time, the cultivation of students' core competence depends on the development of teachers' professional ability. Therefore, English teachers should pay attention to their own competence in all aspects, especially language assessment competence. To master the knowledge, cognitive concepts and practical skills of language assessment, teachers should creatively apply what they have learned in the classroom, so as to make adequate preparations for better cultivating students' core English competence.

Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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