

On the Backwash Effect of College English Application Ability Test on Higher Vocational English Teaching

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ABSTRACT. As a foreign language subject, if there is not a natural and easy learning environment as good as Chinese, it is difficult to get the best teaching effect in China. The learning effect of students is closely related to the learning process. At present, the current situation of English Teaching in Higher Vocational Colleges in China is not satisfactory, and there are still many areas to be improved and optimized, which requires us to carefully examine and study. This paper specifically expounds the backwash effect of College English application ability test on English Teaching in higher vocational colleges. It is clear that the test is established with the approval of the Ministry of education of the people's Republic of China, and the members of College English application ability test focus on the design. We hope that this paper can provide a reasonable reference for the related work.

KEYWORDS: English application; Ability test; Higher vocational english teaching; Backwash

1. Introduction

Nowadays, the society needs more and more high-level English talents, but how can we cultivate more and more high-level English talents? From the perspective of education and practice, it is necessary to find a more appropriate teaching method according to the actual English ability of students. The relationship between language teaching and test is inseparable. Test can test the results of students' learning in the stage. It is an effective means to test students' learning situation and help teachers adjust the teaching mode. This means will also have a backwash effect on educational activities and improve the teaching effect.

2. The concept of College English application test and backwash

2.1 College English application test

PRETCO is the test of College English application ability. Students of higher vocational colleges can obtain the national level certificate issued by the College English application ability test committee if they take part in the test and get more than 60 scores. The examination was set up in 1998 by the Ministry of education of the people's Republic of China to test the English application level of students in higher vocational colleges. The examination was set up in accordance with the basic requirements and promoted the improvement of English teaching level in Higher Vocational Colleges in China. Since the pilot work in 1998, it was popularized and applied in the whole country in 2000. Up to now, the popularization of Higher Vocational Colleges in China has been completed. Through the establishment of English teaching standards in higher vocational colleges, it has played a role in promoting the English teaching level of all major Higher Vocational Colleges in China.

2.2 Backwash effect

Backwash effect is a complex phenomenon without a unified concept. The term refers to the positive or negative impact of testing on Teaching in the field of education. Foreign linguists think that backwash has a natural impetus to teachers and students' ability, which can make teachers' teaching and students' learning meet the requirements of testing. It is a crucial test for students in the future. The passing rate of testing can be used as the basis for evaluating teachers' teaching. The impact of this backwash effect has both positive and negative aspects. The term backwash effect is used in general education, language education and language testing to explain the relationship and influence among testing, teaching and learning.

3. The backwash effect of College English application ability test on Higher Vocational English Teaching

The backwash effect of College English application ability test on Higher Vocational English teaching is real, but it is difficult to complete the quantification clearly and intuitively, and the relevant research is more complex. According to the current research on the effect of relevant materials, the backwash effect can be basically divided into positive and negative situations for analysis.

3.1 Positive backwash

The positive and negative effects of College English proficiency test on English teaching can be studied from two aspects.

First of all, it is to provide teachers with teaching feedback and help them adjust their teaching plans in time. At present, many English teachers in Higher Vocational Colleges think that the College English application ability test provides a set of relatively considerable monitoring standards for students' learning quality and teachers' teaching methods. Through the results of the test, they can directly know whether the teaching situation in the stage is up to the standard and teachers can adjust the teaching plan according to the results, and stimulate teachers to reflect on the previous teaching methods, and actively find ways to improve the teaching level. For students, the results of the College English application ability test can reflect the learning effect of students in the stage. The test results and their own learning plans are combined to find a more suitable learning plan for their own English application ability improvement. Different vocational colleges have different levels of English teaching and different teaching focuses. Teachers can choose appropriate examination methods according to their own English teaching mode and learning content. Taking a higher vocational college as an example, the test method used in the final examination of English in the college is independent proposition, which results in that the form, content and difficulty of the examination in the college are not in accordance with the uniform standards, so it is difficult to judge whether the English teaching level of the college is up to the standard through the examination, and the teaching level is the guarantee for the higher vocational college to obtain the educational status, and also the business purpose of the college. Therefore, in order to evaluate the English teaching level of the college objectively, the administrators of the college require the English teachers in the college to design the examination content in strict accordance with the basic requirements of the College English application ability examination in our country, so that the English teaching level of the vocational college can be clearly judged.

Secondly, it is to provide guarantee for the quality of English Teaching in higher vocational colleges, and provide reference for the optimization of teachers' teaching effect. Teaching quality will have an impact on the teaching plan of English teachers and students' learning effect in higher vocational colleges, and it is also a direct reflection of the level of English teachers' professional ability. Therefore, the quality of teaching plays an important role in the development of English teaching quality in higher vocational colleges. At present, some English teachers in higher vocational colleges will directly explain the content of College English application ability test in English teaching activities, and think that this teaching method can effectively promote the improvement of students' English level, but the English teaching classroom time is limited, how to maximize the teaching effect in the limited course time is the main research topic of English teachers in higher vocational colleges. Taking a higher vocational college as an example, the English teachers of the college set the quantitative standard for the effect of seat education in the College English application ability test. In their daily teaching activities, the teachers of the college put more emphasis on helping students to play their advantages in the test, highlighting the role of the College English application ability test in teaching, and effectively improving the English education water of the college.

Taking a vocational college student as an example, the student will tabulate the scores after each English application ability test, observe the changes of the scores in the stage, summarize their own shortcomings and rectify them in time, and make a targeted learning plan through the test results.

3.2 Negative backwash

There are not only positive backwash effect, but also negative backwash effect on English teaching activities in higher vocational colleges. This summary divides the negative backwash effect into three levels for analysis.

First, it will have an impact on the traditional English teaching mode. English application ability test can have a positive impact on the teaching plan and related teaching activities of English teachers in higher vocational colleges, but it can not only help teachers improve the teaching efficiency, but also impact on the

traditional English teaching mode. This is because the traditional English teaching activities need to formulate specific teaching activities according to the content of the teaching materials, but after the application ability test is interspersed in the teaching activities, the teacher will inevitably adjust the subsequent teaching plan and content according to the test results. The traditional English teaching materials divide the English knowledge into chapters and chapters, and have roughly allocated the teaching contents in the stage, and arrange the teaching contents according to the principle of "from the simple to the deep". Moreover, the English teaching materials of higher vocational colleges are compiled according to the reasonable rules after the Ministry of education of the people's Republic of China coordinates the various learning contents and difficulties in order to improve the students' English comprehensive ability Academic nature. The interposition of English application examination will destroy the scientificity, easily turn the direction of all-round development of English education into examination, which is not conducive to give full play to the advantages of teaching materials in English teaching. In addition, frequent English application ability examination is also very unfavorable to the construction of students' English knowledge structure.

Second, it will have an impact on the development and innovation of English teaching methods. The most common teaching method for English teachers in Higher Vocational Colleges to prepare for the English application ability test is teaching exercise comment. Such a teaching mode obviously caters to the test, and the teaching method is single, so it is difficult to achieve a breakthrough. Compared with the traditional teaching mode, higher vocational English teachers choose more practice method when they teach English application ability test. Teachers think that this teaching method can not only help students improve their English knowledge, but also improve their test scores. However, based on the long-term development of students, the advantages of this teaching mode are not as good as the traditional teaching mode. The discussion method can guide students to master knowledge while at the same time cultivating students' ability of unity and cooperation; the discovery method can cultivate students' spirit of exploration and innovation in teaching activities, etc., but the ability that the traditional teaching method strives to cultivate is not obviously reflected in the English application ability test, and Ability is also difficult to show clearly through the examination. In the test of English application ability, achievement is the most important. The practice method can improve students' achievement in a short time, so the test will restrict the innovation and development of English education method to a large extent.

Third, it will increase the teaching pressure of English teachers. English teachers in higher vocational colleges have a sense of industry responsibility. Therefore, they will want to surpass other teachers in the English application ability test. Some higher vocational colleges allow teachers to provide targeted guidance for students in the English application ability test and link the test results with the teacher's performance. This practice is contrary to the original intention of the test. In addition, the practice of some higher vocational colleges will also cause greater pressure on teachers. Although China continues to promote education reform, teachers are still the primary executors of the current education work. Excessive work pressure will limit the development of teachers' education ability, which is not conducive to the improvement of the overall English teaching level of higher vocational colleges.

3. The inspiration to students and teachers from the backwash effect of practical English test in Higher Vocational English Teaching

3.1 Inspiration to students

It is generally believed that the purpose of learning English is to deal with examinations, and the function of examinations is to obtain certificates and increase employment opportunities after entering the society in the future. This kind of learning concept is contrary to the quality-oriented education concept that our country is constantly promoting. In today's society, strong English application ability can bring more opportunities for higher vocational college students, which is not the value that can be obtained through a certificate. The meaning of English application ability test is to Therefore, students should make clear the role of English application ability test through the backwash effect, establish correct learning concept, and form good English learning habits.

First of all, students in higher vocational colleges should be responsible for subjects and examinations, respect teachers' teaching achievements and be responsible for themselves, correct their attitude towards English application examination, adhere to the learning concept of basic knowledge first, deeply understand English basic knowledge and combine their knowledge with English application practice practice, so as to achieve not only the ability in examination, but also the future English Language knowledge can also be used freely. The purpose of English application ability test is to be used as a testing and auxiliary tool to provide help for English Teaching in higher vocational colleges. Students should pay more attention to the test, but they can't take obtaining excellent test results as the purpose of English learning. It is clear that the purpose of learning English is to improve their

comprehensive ability rather than improve their test results. The correct way for students is to keep in mind their own learning purpose when learning English, take a positive view of the exam, keep up with the teaching pace of teachers, master the basic English knowledge, calmly face the exam and develop their personal ability.

Secondly, the students should have the ability to adjust the pressure when facing the English application ability test. The English subject in our country is seriously affected by the film and television education. Most of the students will feel nervous and anxious when facing the test. This kind of psychological change will do great harm to the students. Once the students get nervous, not only can they not play their due level in the test, but also their own body Mental development can also have an impact. Students should have a comprehensive understanding of their own psychological changes, find out the causes of psychological changes, and actively regulate themselves. When emotional pressure cannot be solved through self-regulation, they should also actively ask for help from teachers. On the one hand, the students'bad mood of examination comes from the lack of self-confidence and poor knowledge mastery. On the other hand, it also comes from the outside world. The performance of higher vocational students in the face of examination pressure is different. Some students turn the pressure into motivation, use the pressure to improve their English ability faster, while the other students can't adjust the pressure independently, so it's difficult to be influenced by the pressure in English The discipline has been further improved. The key to adjusting the pressure lies in the students themselves. The correct way is to adjust their mentality to meet the test, exercise themselves in daily study and life, develop the character of facing the difficulties, and play a more valuable role in the future growth.

3.2 Inspiration to teachers

The first is to arrange the teaching plan reasonably. In order to reduce the impact of the English application examination on the traditional teaching mode, teachers can actively improve their mastery of teaching materials. On the basis of comprehensively mastering the contents of teaching materials, teachers can choose appropriate teaching contents to arrange teaching activities according to the actual learning ability of the students in higher vocational colleges. At present, most of the English teachers in higher vocational colleges are using the teaching activities issued by the state Teachers can communicate with the school and compile school-based textbooks in addition to the traditional ones. The advantage of compiling this kind of teaching materials is that teachers in higher vocational colleges can compile the content suitable for students'learning at all stages through their understanding of students, and master the difficulty and ease of the content more clearly. This practice can not only reduce the impact of English application ability test on teaching mode, but also promote the formation of teachers'teaching style and characteristics.

The second is to optimize teaching methods. English teachers in higher vocational colleges need to use appropriate teaching methods to improve the quality of teaching activities and promote the realization of teaching objectives. In order to avoid the English application ability test leading to teachers'blindly using teaching methods and practice methods for teaching, teachers should combine diversified teaching methods with English application ability test through reasonable means At the same time of improving students'proficiency in English knowledge, we should find out the deficiencies in students'English learning in time, cooperate with various teaching methods flexibly, and achieve the purpose of improving students'learning effect to the greatest extent.

4. Conclusion

Higher vocational college education shoulders the task of training applied talents in technology, management, production, service and other fields. Higher Vocational English is a basic course in Higher Vocational College, and its teaching should emphasize pertinence, fundamentality and practicability. After the approval of the Ministry of education, English application ability test has become an important part of Higher Vocational College assessment, which is helpful for the future work and continuous learning of higher vocational students. Therefore, when English teaching activities are launched in higher vocational colleges, teachers should be based on the role of backwash and use diversified means to teach.

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