

Literature Review on English Reform in China's new college entrance examination

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ABSTRACT. *In recent years, with the deepening of the college entrance examination reform, the study of college entrance examination English reform has become the focus of the academic circle. This article attempts to know the reform of college entrance examination English institute's position and orientation, from four aspects: the historical development of the college entrance examination English reform, the "value orientation" behind the reform of college entrance examination English, college entrance examination English "two year test measures", the college entrance examination English reform's influence on the teaching and the reform of college entrance examination English evaluation, so as to provide a simple retrospective review for the further study.*

KEYWORDS: *College entrance examination english reform; Two exams a year; Value orientation*

1. Introduction

In 2010, the China's Medium and Long-term Education Reform and Development Compendium (2010-2020) put forward "explore the way of some subjects examined many times a year, explore ways to establish social test". In 2013, the Ministry of Education issued 'Opinions On deepening the comprehensive reform in the field of education in 2013' on reform of talent training mode, put forward 'to study and put forward the implementation measures for the college entrance examination English test several times a year'. In September 2014, promulgated by the State Council, 'implementation opinions of the State Council on deepening the reform of examination and enrollment system' clearly proposed that foreign language course exam has twice opportunities in a year. Thus, Reform of college entrance examination English got attaches great importance to the national consciousness, and paid more attention to the top-level design. Local governments also positively responded to national policy, clearly to follow the pace of the country, with English "two tests" a year. Although there were many differences around, such as Shandong province canceled listening, Jiangxi had written examination and the hearing test separated, Beijing reduced the English score. The aim of the reform is to guide the English subject to return to its instrumental nature from exam-oriented, promote quality-oriented education and improve the quality of education.

2. Historical Research on English Reform in College Entrance Examination

In 1977, the college entrance examination was resumed. In 1978, English was once again listed as a unified subject, but not included in the total score. It was not until six years later that a nationwide English test was introduced. Throughout the historical changes of college entrance examination English, the academic circle divides the development of college entrance examination English into three stages. Liu Cui, in *The Evolution of the Status of College Entrance Examination English Subject and Policy Guidance*, divided the change of status in the college entrance examination English into three stages: Stage one, 1949-1965, the foreign language subjects "being unworthy of the name or the title". Stage two, from 1978 to 1990, the status of foreign language subjects rose sharply. Stage three: from 1990 to now, the college entrance examination foreign language status is stable, the weight in each province is slightly different. Chen Yu also expressed a similar point of view, but with the resumption of college entrance examination as the node, divided the reform of English subjects in college entrance examination into three stages: initial establishment, steady development and adjustment & improvement. As for the change of the role of English subjects in the college entrance examination, Liu Qingsi stressed that the English reform must be based on promoting the all-round development of people and promoting quality-oriented education.

The historical change of English subjects in the college entrance examination reflects the policy orientation of the country and the demand of social development for talents. The historical study of college entrance

examination English reform provides a historical reference for the new round of English reform.

3. Research on the “Value Orientation” Behind the English Reform Measures of College Entrance Examination

As an important national education system in China, college entrance examination aims at promoting rational mobility of social strata and realizing social equity. Since the resumption of college entrance examination, China's college entrance examination system has undergone several reforms. The value orientation of college entrance examination reform in China directly reflects the society's demand for the value of education and determines the future development direction of college entrance examination system. As an important part of the new college entrance examination reform, the intrinsic value orientation of college entrance examination English reform is of great significance not only to students but also to the whole society.

Zou Tailong and Yu Houlin, in their article: On the four value orientations of the new college entrance examination English reform, believe that there are four value orientations behind the new college entrance examination English reform. First, we need to optimize evaluation methods and promote equity in education. Second, reduce the burden on students and promote quality education. Third, revitalize Chinese language learning and enhance cultural confidence. Fourth, to clarify the educational objectives and improve teaching efficiency. Gao Yan et al. also expressed similar views in “The impact of the new college entrance examination reform on English teaching in high schools and countermeasures”, believing that the reform of English teaching in the context of the new college entrance examination reform has two valuable appeals. First, optimize the evaluation methods to promote the all-round development of students. Second, “raising the status of Chinese and lowering the status of English” to enhance students' cultural confidence.

In another paper, “Dilemma and solution of value orientation of new college entrance examination English reform, Zou Tailong pointed out that the main measures of new college entrance examination English reform revealed four value orientations, and further analyzed the defects and loopholes hindering the realization of the four value orientations. To solve this dilemma, the author puts forward a solution, which improves the relevant rules and supporting measures, including the rational distribution of educational resources between urban and rural areas. Appropriately limit the time and frequency of multiple tests in one year; Strengthen the management and supervision of socialized examination and return to the essential requirements of language teaching.

Generally speaking, there are few researches on the value orientation of college entrance examination English reform, but it can be seen that the value orientation of college entrance examination English reform is to reduce the burden and increase the effect, enhance cultural confidence, promote quality-oriented education and promote the all-round development of people as the core goal.

4. Research on Socialized Tests and Multi-Year Tests in Deepening the Reform of College Entrance Examination English

In the “Decision of the CPC central committee on some major issues concerning comprehensively deepening reform”, it is clearly stated that “we will explore reducing the number of subjects in the national unified examination, regardless of arts and sciences ,and take more the socialization tests in one year like foreign languages”. Subsequently, the implementation of the national college entrance examination has been introduced. In 2016, Zhejiang and Shanghai implemented the two-yearly English test for the first time, while Beijing and Jiangsu reduced the weight of English subjects and implemented the two-yearly English test. There are relatively few researches on the measures of “two tests a year, social test” for college entrance examination in China. The main focus is on the problems faced by the implementation of “two tests a year, social test” and the challenges brought about by English teaching in middle schools.

In the “Feasibility and implementation strategy of college entrance examination English socialization test -- analysis from the perspective of SWOT”, Liu Jingjing elaborated that college entrance examination English socialization test not only has the advantages of promoting education fairness, scientific selection of talents, promoting the regression of teaching essence, but also has the weaknesses of facing teaching crisis, operation difficulty and so on. This paper further analyzes the reform strategy of English socialization examination, and points out that it needs to give play to the advantage of internal mechanism and the opportunity of external environment to promote the reform of examination system. In the “Analysis and consideration of the advantages and disadvantages of English socialization test”, Wang Qiang analyzes five reasons for the implementation of English socialization test. First, reduce the pressure of concentrated college entrance examination. Second, reduce the pressure on schools to rank. Third, change an examination to decide a lifetime. Fourth, grades are

recorded in a hierarchical manner. Fifthly, it is helpful to unify teaching objectives and test public trust. At the same time, concerned about the problems that may arise from socialized examinations, such as the reliability and validity of test results, which may aggravate the orientation of exam-oriented teaching in high school English courses, how to ensure the positive and negative effects of examinations on teaching, and put forward countermeasures based on the analysis of the advantages and disadvantages. Some scholars hold opposite views on the English socialization test. The author holds that there may be hidden risks such as “weakening the importance of English learning”, “aggravating the inequality of urban and rural education” and “aggravating the academic burden”.

As a measure to deepen the reform of college entrance examination, “two tests a year” has brought great challenges to English teaching. Qiao Hui, in his essay “A study on the progress of college entrance examination English reform”, discusses the challenges in deepening college entrance examination English reform, such as the increasing demand for examination papers and how to guide middle school teaching correctly. He thinks that we need to answer “what” and “how to take an examination in deepening the reform of college entrance examination English, and to deepen college entrance examination reform and construction from four concrete measures, including: to further optimize the structure of examination paper, to strengthen the construction of test proposition to cope with pressure, strengthen the guide of curriculum reform of middle school and English teaching research, deepen the reform by making full scale construction for reference. And Zhang Hao and others, in the “Reform of college entrance examination English a year two “attitude survey”, studied the people’s attitude to “a year two test “ of the college entrance examination English reform. The author made “college entrance examination English teachers and first-year undergraduate students “as the object of investigation, research and analysis found that most people in the two groups reacted to” two year exam reform positively, but their commitments to the policy may bring the negative impact are different in attention and understanding. In addition, teachers of different teaching ages, students of different levels of colleges and universities and interviewees from different provinces and regions have different views on “two exams a year”. Based on these findings, the author further puts forward some questions to be further explored in the future.

In general, scholars all hold a positive attitude towards the measures of “socialized examination and two-yearly examination” in the reform of college entrance examination. It is believed that this mode can carry out quality education and promote people’s all-round development.

5. Research on the Influence of English Reform on Education and Teaching

As an important educational selection mechanism, college entrance examination is of great significance and importance. With the deepening of college entrance examination system, college entrance examination English reform is imperative. The particularity and function of the college entrance examination determine that the reform will inevitably have a diversified impact on schools, teachers, students and even the society. In view of this, English reform is bound to have a diversified impact on the curriculum structure, teaching mode and curriculum setting of English basic education. Exploring the influence of diversification is beneficial to the development of English teaching in high schools.

In “The impact of English college entrance examination reform on English education and teaching”, Cheng Xiaotang analyzed the macro and micro impacts brought by English college entrance examination, and suggested that English teachers should take actions from four aspects to deal with the problems brought by English college entrance examination reform. Its four aspects include: First of all, English teachers should be comprehensive, correctly grasp the concept of the new English curriculum, cultivate students’ ability to use English. Secondly, English teachers should constantly update their professional knowledge and improve their English teaching ability. Third, need to prepare for an examination scientifically and effectively, and study what should be examined. Fourth, English teachers should correctly understand and grasp the relationship between learning and teaching. Zhu Wuhan and Wangkai waiting from a micro perspective, exploring the influence on English teaching brought by special English reforms. An grass-roots level of analysis from the questionnaire survey to 1100 different social groups in Zhejiang province, found that weakening English teaching status of college entrance examination or lowering the scores cannot solve the existing main problems, education should focus on correcting English training wizard and the defect of classroom teaching. Improve the students’ learning strategies and emotional attitudes as a breakthrough, and build an English curriculum system which is conducive to China’s international status and external developing.

In the “Analysis on the backchannel effect of college entrance examination reform on English teaching in senior high school”, Chen Yu discussed the influence of the new college entrance examination English reform on English teaching in senior high school, and analyzed the influence based on PPP backchannel effect model. It points out that the positive reverse effect can promote the development of high school English teaching, while

the negative rebuttal effect can hinder the development of high school English teaching. Call on teachers to improve their own quality, change the original teaching philosophy and teaching methods. Students should learn to use English. The school should make a preparation from the teaching content, teachers, curriculum, teaching methods and other aspects, to reduce the negative backwash effect brought by the high school English teaching reform.

In a word, experts and scholars have studied the different influences of college entrance examination English reform on English teaching in senior high school from the perspective of system theory from micro and macro perspectives. We should treat the influences dialectically and respond positively.

It can be seen from the above review that the academic circle has made some achievements in the study of college entrance examination English reform. The research problems are discussed in detail from the theoretical elaboration to the practical analysis in the horizontal aspect, and in the vertical aspect, the specific problems and actual conditions existing in the reform from before to during to further deepen the reform are analyzed in detail, and corresponding countermeasures are put forward. Through analysis, the author summarizes the research status and characteristics of the new college entrance examination English reform as follows:

First, the research time is short, and the achievement is little; As the college entrance examination English reform plan has just been gradually implemented, the research time is short and the number of articles small. Many studies also focus on the reform of the content of the English college entrance examination itself.

Second, the research is mostly confined to the theoretical level. There are few empirical studies on English socialization and two exams a year. Although some scholars put forward targeted measures to solve problems in combination with the “general background”, in general, it is still far from the actual teaching and lacks real guiding significance.

The author thinks that the college entrance examination English reform is always developing, and with the deepening of the reform, the achievements and problems will also varies with time. Therefore, the research should be based on teaching practice, in-depth analysis to the system level, to explore practical and effective method to solve the problem, for the implementation of English college entrance examination reform, promoting quality-oriented education.

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