

A Review of Alternative Evaluation Studies*

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Abstract—Different from traditional standardized test, alternative evaluation is a new learner-centered educational evaluation form. It can improve learners' ability of self-management, self-reflection and self-learning. In order to promote the diversified development of Japanese teaching evaluation mode, this paper investigates the emergence and development of alternative evaluation and its research and application in Japanese teaching at home and abroad, and analyzes its characteristics and applicability.

Keywords—*alternative evaluation; foreign language teaching; process evaluation*

I. INTRODUCTION

The concept of "educational evaluation" was first put forward by American educator Taylor. It means the process of judging the value of educational activities, educational process and educational results according to certain educational values or educational goals by using feasible scientific means and systematic information collection, collation and analysis, so as to provide a basis for improving the quality of education and making educational decisions.

As a brand new educational evaluation model, alternative evaluation emerged in the United States in the 1990s. Its theoretical basis is some emerging educational and teaching theories, such as the theory of all-round development of human beings, the theory of multiple intelligences and the constructivism of learning. Alternative evaluation was originally proposed for compromising the shortcomings of traditional standardized tests, so it is also known as "operational evaluation", "authenticity evaluation", "performance evaluation" and so on.

II. THE BACKGROUND AND MEANING OF VICARIOUS EVALUATION

When the traditional evaluation method has developed to the standardized stage, although it has been very mature from the type of test questions to the test operation, it has gradually found the shortcomings of the traditional test and evaluation: first, the evaluation form is single, the evaluation content is limited, it is difficult to realize the comprehensive evaluation of learners' ability and quality; second, it pays too much attention to the results of learners' mastery of knowledge and skills, ignoring the evaluation of their

learning and growth process; third, the evaluation criteria are mostly unified answers, which to a large extent limit the exertions of learners' abilities and are difficult to meet the needs of learners' personality development; fourth, the evaluation is based on the individual learners, which is difficult to achieve the cultivation of cooperative ability and coordination ability, and may even lead to hostile emotions among learners.

It is because of the shortcomings listed above that people gradually realize that the traditional standardized test cannot comprehensively and systematically evaluate the learning effect of learners, and a new evaluation model is urgently needed. The alternative evaluation is generated and developed under this background. About the meaning of the alternative evaluation, there is no unified conclusion, this paper refers to Yu Lin in the book of classroom teaching evaluation, trying to define from the following aspects: first, the evaluation form is not based on unified standardized test questions in writing, but the learner's behavior through observation, records (or operations), such as live performances, on display, such as oral published to evaluate learners. Second, the source of evaluation information is not only limited to a single test scenario, but also includes a wide range of scenarios for learners outside the classroom, such as family and community. Third, the scope of evaluation information is not limited to the single response information of learners to standardized test questions, but more to the response information in a variety of intellectual activities, such as language, logic, action and other comprehensive aspects. Fourth, the evaluation content not only focuses on learners' learning results, but also pays more attention to their learning process. Fifth, the purpose of evaluation is not only to evaluate the learning effect of learners by grades or scores, but also to promote their future learning and development.

It can be seen that, compared with the static, temporal, local and resultant evaluation characteristics embodied by the traditional test, the alternative evaluation presents the dynamic, process, overall and developmental characteristics.

III. REVIEW OF RESEARCH PAPERS RELATED TO ALTERNATIVE EVALUATION

A. Self-evaluation

Self-evaluation, proposed by Nunan in 1988, is one of the most effective ways for learners to master learning methods and skills through critical self-understanding. Self-evaluation is not only a reflection of the self-consciousness of the

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evaluation subject, but also the behavior of the evaluation subject to judge and evaluate the individual's thoughts, desires, behaviors and personality characteristics. Nunan believes that people's evaluation of their own thoughts, motives, behaviors and personalities will directly affect their enthusiasm to learn and participate in social activities, as well as their interaction with others. Therefore, objective self-evaluation is one of the important ways for learners to carry out self-education and self-improvement.

B. Peer Assessment

Topping (1998) pointed out that mutual evaluation is the behavior of individual learners and peers to evaluate the works or achievements of learners in the same position according to certain standards. The advantage of this evaluation method is that it can promote the development of learners' higher-level thinking, promote the development of learner-centered learning activities, and encourage active, active and flexible learning. At the same time, it is beneficial to learners' deep methods, skills and interpersonal relationship.

C. Portfolio Assessment

Also known as "evaluation of learning files" or "evaluation of learners' growth record bag", it is a new qualitative education teaching evaluation tool that appeared with the western "education evaluation reform movement" in the 1990s. Portfolio refers to the archival information collected and summarized by a series of learning works under the guidance of teachers, including learners' efforts, progress and learning achievements. According to the purpose and function, it is divided into learning portfolio and evaluating portfolio. Learning portfolio refers to the use of portfolio to record and evaluate learners' learning process so as to play the role of formative evaluation. Evaluation portfolio refers to the use of portfolio to evaluate learners' learning results and realize the function of summative evaluation. In the actual teaching process, portfolio is often used for both formative evaluation and summative evaluation, also known as comprehensive portfolio or compound portfolio.

D. Journal Evaluation

Japanese scholars warehouse to Xiao mei (1992201) will be developed by way of diary named "Journal", and is a kind of learners themselves by writing learning diary to strengthen the awareness of self-learning activities. The evaluation method is that after the end of the teaching, learners should record the teaching feelings, learning gains, learning methods and problems found on the notes by themselves, and submit the teacher's comments for return. Learners' self-reflection through diaries is not only helpful to improve their learning, but also helpful to improve their self-learning awareness and interest. By referring to the self-reflection recorded by learners, teachers can timely and comprehensively master learners' learning status, and then provide effective guidance and help. At the same time, through learners' teaching feedback, teachers can improve teaching methods and improve teaching quality.

E. Dynamic Assessment

Dynamic assessment, also known as learning potential assessment, is derived from the Zone of proximal development proposed by the educational psychologist Vygotsky of the former Soviet Union. The theory holds that people's psychological function is the result of social learning and the internalization of cultural and social relations, and that social and cultural factors play a core role in the process of human cognitive development. Dynamic evaluation based on this theory focuses on the learning possibility of learners, and the most obvious feature is to achieve the purpose of promoting the growth of learners through the evaluation in the form of interaction between evaluators and the evaluated.

IV. AN OVERVIEW OF PRACTICAL RESEARCH

Although the practical objectives and specific implementation of the alternative evaluation methods are different, and their practical results are expounded from different perspectives, the analysis of the previous studies can still summarize the applicability of the evaluation methods. Self-evaluation can improve learners' pronunciation, conversation and writing ability. Yoshino (1997) studied 120 overseas students and confirmed that self-evaluation has a positive impact on pronunciation learning. Kogawa (1997) found through further research that learners with good pronunciation are those who have mastered the correct pronunciation evaluation standards, and make self-evaluation on their own pronunciation accordingly, and independently carry out pronunciation exercises at the same time. In addition, Nakamura (2012) holds that using the session self-evaluation sheet can stimulate learners to evaluate the change of attitude. Matsuura (2007) and Fukayama (2010) studied the self-evaluation of writing ability and the reverse effect of teaching instruction, and the results show that it has positive effect.

A. Mutual Evaluation Plays a Positive Role in Improving Learners' Awareness of Learning and Promoting Their Communication and Learning

Fujimori (2010) introduced the mutual evaluation mode in the teaching process of "textbook research". She organized the cooperation of Japanese students and international students to analyze and develop teaching materials, then evaluated each other. The results show that learners have improved greatly from learning awareness to personal ability.

Shikame (2014) conducted self-evaluation and mutual evaluation in the speech courses of middle and advanced learners. Learners first revise each other's speeches, and then evaluate the speakers' speeches on the spot, and the speakers make their own comments by watching their own videos. Through self-evaluation, learners further clarify the purpose and significance of the speech, and reflect on their own advantages and disadvantages. Through mutual evaluation, learners learn from each other and learn from each other.

B. Portfolio Evaluation Can Evaluate the Learning Process and Promote Learners' Self-learning and Management Ability

Yamane (2004) introduced portfolio evaluation in the course of "Japanese expression method" to guide learners to record their progress in Japanese learning and their understanding of Japanese through portfolio, and to review and reflect on the recorded content regularly. Shangen points out learners can grow and make progress through their own efforts, which is an advantage of portfolio evaluation. Kawamura (2005) introduced portfolio evaluation in writing class and found that reflection activities such as "learning reflection" and "learning record" have a positive impact on improving learners' learning enthusiasm and self-discipline. Limei Zhang (2015) introduced portfolio evaluation into the comprehensive Japanese course for senior Japanese majors, and conducted dynamic evaluation on extracurricular learning process, emphasizing that portfolio evaluation can promote learning motivation, help learners to define learning goals and paths, and cultivate learners' learning autonomy.

C. Dynamic Evaluation Can Stimulate Learners' Potential

Komura (2009) conducted a practical study on the indispensable "intervention method" and "intervention content" in dynamic evaluation, taking the oral Japanese test as the object. In the experiment, Komura adopted the form of "prior topic introduction — teacher intervention — conversation progress", introduced the topic of the conversation in English (interlanguage) in advance, and then let the two evaluators have a free conversation, and recorded in detail how the teacher promoted the in-depth development of the topic through instructional intervention. Komura pointed out that the instructional intervention is carried out through the impromptu interaction between the evaluator and the evaluated, through which the new learning possibilities of learners are stimulated. Fang Wang (2016) took "basic Japanese course" as the research object, developed evaluation standards and recorded the evaluation process by combining the three steps of formative evaluation (preparation, implementation and adjustment of evaluation) with interactive dynamic evaluation, and summarized the effect of evaluation on the backwash of teaching. Through experiments, it is proved that students have made remarkable progress in the aspects of achievement and self-experience.

V. CONCLUSION

The results of the above research are as follows: first, the application of alternative evaluation in Japanese teaching is not only feasible, but also can improve learners' ability in listening, speaking, reading and writing, as well as promote their self-management, autonomous learning ability. As a new evaluation tool, the alternative evaluation in foreign language teaching will show its advantages and be widely used. Second, although alternative evaluation is generated to make up for the deficiency of traditional test, it is neither a substitute for traditional test nor a complete substitute for test evaluation. Instead, it combines the advantages of the two in accordance with varied teaching objectives and needs, so as to truly improve the quality of Japanese language talent

training. Third, it is not hard to find that the results of alternative evaluation research so far are mainly concentrated in Japan, while its research in China is still in its infancy. Given that its application and research cover evaluation, self-evaluation and mutual evaluation, there is need to do more research of such evaluation in China, just as the formative assessment used in Japanese teaching.

Therefore, as the further research of the present study, questionnaire survey on the cognition and application of alternative evaluation will be conducted for Japanese professional teachers in China. And on that basis, it is necessary to select pilot courses to practice the applicability and effect of various alternative evaluation methods, and form a series of practice reports in order to provide some experience for the diversified development of Japanese teaching evaluation in China.

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