

Probe into the Modes of Evaluation and Testing for EAP and ESP

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Abstract: In the era of the internationalization of higher education and globalization of economy, it is urgent for universities and colleges to offer EAP and ESP courses according to the *Guidance of College English Teaching*. This essay focuses on the modes of evaluation and testing of EAP and ESP, which is made up of formative and final evaluation and testing. This essay also talks about the self-evaluation and self-testing modes and multiple evaluation and testing modes.

1. Introduction

In the “*Guidance of College English Teaching*”, it puts forward the directions of college English teaching between 2014 and 2024, which focuses on the transformation of college English teaching from basic English teaching to EAP and ESP or EOP teaching. This is a new challenge and new projects for college English teachers, so we should do some research on this aspect as how to teach EAP and ESP courses and how to test students during their process of learning and final tests. This paper mainly talks about the mode of tests for EAP and ESP.

2. Evaluation and testing mode for EAP and ESP

Most college English teachers are quite familiar with the modes of basic English tests, besides the tests of process learning and final examination in each term, there are also national CET4 and CET6. Different from basic English tests, modes of tests for EAP and ESP were put forward by National Teaching Directional Commission of Foreign language Teaching of Educational Ministry in December, 2014. This is quite new to college English teachers. From my perspective, modes of tests for EAP and ESP should include the following modes based on the study of “*Guidance of College English Teaching*”.

Before we talk about evaluation and testing for EAP and ESP, we should first know what the definition of EAP and ESP is and its functions. EAP and ESP (English for academic purposes and English for special purposes) directs at the purposes to enhance students’ use of English for professional and academic exchanges, communication at work and academic conferences, and improvement of students’ academic and professional quality for their special purpose in their professional fields, which include academic English (general academic English, academic English and professional English course). ESP courses are special subjects, whose content combines with language teaching target, offering students knowledge to solve problems encountered in the process of learning their professional courses and train their professional English ability as the teaching focus. ESP courses highlight college English instrumental features. Each University and college should base on students' demand analysis to offer characteristic ESP courses for students to choose from. Altogether there are three levels of EAP and ESP course groups, namely, basic EAP and ESP course group, improving EAP and ESP course group and developing EAP and ESP course group.

When we have got to know the definition and functions of EAP and ESP. Let’s come to evaluation and testing of EAP and ESP. Evaluation and testing is to check the quality of teaching and promote EAP and ESP course construction, which can also develop suitable means for teaching [1]. As we know, evaluation and testing of college EAP and ESP courses relies mainly on each university and college in accordance with their characteristics, different districts, different

directions of teaching, etc. When we make evaluation and testing system of EAP and ESP courses, we should take the following evaluations and testing into account: Course design, teaching objectives, teaching methods and means, teaching content, evaluation and testing, teaching management, teacher development, etc.

College English teaching management department in each university and college should develop a scientific, systematic and individualized EAP and ESP course evaluation and testing system and college students' English ability evaluation and testing system according to the actual situation of their university and college, the students practical English ability request. Give full play to the evaluation and testing for college English teaching guidance, motivation, diagnosis, improvement, multiple functions such as appraisal, consultation, decision-making, to promote the construction of EAP and ESP courses and the improvement of college students' English ability [2].

3. Self-evaluation and self-testing modes of EAP and ESP courses by each university and college themselves

Self-evaluation and self-testing plays the most important role in the evaluation and testing system. The teaching management department in each university and college should draw up the evaluation standards for suitable and feasible evaluation index system and establish the evaluation database of normalized, and regularly updated data to facilitate self supervision to promote the self-improvement through the effective analysis and feedback information according to the directions and requirements of teaching goals [3].

To be concrete, each university and college should draw up detailed and operational testing plan for formative evaluation and testing of process learning, mid-term and final exams. As for some final evaluation and testing of some EAP and ESP courses, they can also draw up their characteristic and feasible evaluation and testing standards.

4. Multiple evaluation and testing modes for EAP and ESP courses

Evaluation and testing for EAP and ESP courses should also carry out other multiple evaluation and testing modes, which are the necessary supplement and extension of evaluation and testing by each university and college themselves. Multiple evaluation and testing should consider the commonness, and give attention to students groups in different areas, different types of universities and colleges at both aspects. We can develop multiple evaluation and testing modes and carry out the classification of EAP and ESP evaluation and testing modes according to the regional characteristics, the type of students' demand in different universities and colleges. National, provincial and municipal level evaluation is mainly for macro guidance, which can push forward excellent courses and excellent teams of teaching to set examples for others through teaching evaluation and testing. At the level of universities and colleges, Evaluation and testing can encourage teachers and students to carry out rich variety of teaching evaluation activities and promote the improvement of teaching and learning.

As for the function of multiple evaluation and testing modes, each evaluation and testing group plays different roles in the evaluation and testing. The evaluation of college English courses involves the expert institutions, teaching management departments, teachers, students and social employers. College English teaching expert institutions (such as the National Teaching Directional Commission of Foreign language Teaching of Educational Ministry) is responsible for the guiding of the formulation and revision of the evaluation standard, provide advice of evaluation and testing for the local universities and colleges, and can organize regular expert inspections to give guidance to EAP and ESP course teaching and testing. The teaching management department concerned is responsible for the formulation of evaluation criteria in their local areas and the implementation of evaluation. Teachers and students are the subjects of the evaluation of EAP and ESP courses. They should actively participate in the evaluation activities, including self-evaluation and reflection on the teaching process and learning process. The evaluation activity should also actively listen to the

feedback from social employers for the English ability of university graduates to guide the construction and development of the courses.

5. Different purposes of testing between EAP, ESP and general English and modes for the evaluation and testing of formative and final performance

As we know, the learning of EAP and ESP is on the basis of the motivation by the needs of major study or professional use, its testing content is made up of tasks for the analysis of target language in certain professional situations, in other words, tasks for the study and work are transformed into testing problems for examinees to complete. On the other hand, the content of general English is made up of language use problems to test the examinees' language levels such as the correctness of pronunciation and intonation, fluency in oral English and coherent usages of sentences and correct usages of English language [4].

5.1 Modes for the evaluation and testing for formative performance. Testing for formative performance can be arranged regularly in the course of learning ,two or three times each term ,which can be arranged at classes. The content of testing for EAP and ESP can be the topics of one or two units, some projects or some cases of study. Teachers can divide students into several groups, four or five students in each group. Each group is responsible for one project or case and each student has his or her task, for example, searching for information, secretary of their discussions, writing of reports, compiling of ppt and oral presentation. Teachers can evaluate their performance from each link and give each student their marks.

5.2 Modes of the evaluation and testing for final performance. Final evaluation and testing is usually arranged at the end of each term, its purpose is to test students' language abilities, skills of learning and academic accomplishment, which is to check whether students can engage in major study and professional work.

The content of final evaluation and testing is made up of reading comprehension of academic works, two or three academic articles, about 1500 words; listening comprehension of academic lectures, the testing can be filling of the blanks for the particular words or phrases used in the academic lectures or inducing of the academic lectures in one sentence etc. As for the writing and oral testing, we can arrange students to write one short academic essay (around 100 words) according to the topic of academic meeting or his own academic report. We can arrange some academic topics or students' own academic topics and give their oral academic presentation for 3 or 5 minutes. Teachers can give each student's score for final testing according to the score in different parts.

6 Conclusion

EAP and ESP courses are the important part of college English teaching, so the drafting of the standards for evaluation and testing of EAP and ESP is very urgent and necessary. I hope education managing department concerned and education experts will lay down feasible and effective criteria to promote the EAP and ESP teaching.

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