

# Formative Assessment Theory in Business English Classroom Teaching

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**Abstract:** With the advancement of globalization, the quality of business English teaching significantly impacts students' future workplace competitiveness. This study focuses on the theory of formative assessment in business English classroom teaching, aiming to explore how to comprehensively and dynamically evaluate students' learning processes through formative assessment to improve teaching quality. By systematically reviewing relevant research at home and abroad, this article constructs a theoretical framework for formative assessment in business English classroom teaching and elaborates in detail on the definition, characteristics, principles, and specific implementation methods of formative assessment. The research finds that formative assessment can provide real-time feedback on students' learning status, help teachers adjust teaching strategies, and stimulate students' self-learning and reflective abilities. In practical applications, various evaluation methods, such as observation, feedback, self-evaluation, and peer evaluation, complement each other, forming a relatively complete evaluation system. Additionally, the study points out that the current evaluation system needs to strengthen systematic construction, enrich the diversity of evaluation methods, and increase training efforts for teachers. With the continuous updating of educational concepts, formative evaluation of business English classroom teaching will play a greater role in improving teaching quality and promoting students' comprehensive development.

**Keywords:** Business English classroom teaching, Formative evaluation, Evaluation system, Self-directed learning, Reflective ability, Innovation in teaching methods.

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## I. INTRODUCTION

With the deepening of globalization, the importance of business English as a communication bridge is increasingly prominent. The quality of business English teaching directly affects students' future competitiveness in the workplace and their ability to engage in international communication. However, traditional evaluation methods in business English classrooms have mainly focused on summative assessment, relying heavily on final exam results to measure students' learning outcomes. This approach neglects the efforts, progress, and dynamic changes in students' learning processes, failing to accurately and comprehensively reflect their actual learning situations.

### A. Research Background and Significance

Business English, as a highly practical and application-oriented subject, aims not only to impart knowledge but also to cultivate students' practical communication and application abilities. Therefore, solely relying on summative assessment cannot comprehensively evaluate students' business English abilities, especially their application skills in real business scenarios. Formative assessment can more comprehensively reflect students' performance during the learning process, including learning attitudes, strategies, cooperation, and communication abilities, which are often overlooked by summative assessment.

Summative assessment, often based on a single exam score, can lead to a test-oriented mentality among students, ignoring the true learning process. In contrast, formative assessment can guide students to focus on the learning process, stimulate their interest and enthusiasm for learning, and cultivate their ability for autonomous learning. Therefore, conducting theoretical research on formative assessment in business English classroom teaching is crucial for improving teaching quality and developing students' comprehensive business English abilities.

Implementing formative assessment in business English teaching also helps teachers to adjust their teaching strategies in a timely manner to better meet students' learning needs. Teachers can gather information on students' classroom performance, homework completion, group cooperation, etc., to promptly identify learning difficulties and needs, providing targeted guidance and support. This evaluation method also helps establish more harmonious teacher-student relationships and enhances teaching effectiveness.

Formative assessment also helps to cultivate students' self-reflection and self-management abilities. By participating in the evaluation process, students can understand their strengths and weaknesses, clarify their learning goals, and develop reasonable learning plans. These abilities in self-evaluation and self-management have far-reaching implications for students' future learning and career development.

Conducting theoretical research on formative assessment in business English classroom teaching not only helps to comprehensively and accurately evaluate students' learning situations but also stimulates their interest and enthusiasm for learning, cultivates autonomous learning abilities, and enhances teaching effectiveness. This evaluation method also helps teachers to adjust their teaching strategies timely, meet students' learning needs, and cultivate self-reflection and self-management abilities. Therefore, this research has significant theoretical and practical implications.

## **B. Research Status at Home and Abroad**

In the field of business English classroom teaching, the research on formative assessment theory has shown a booming trend in recent years. Scholars at home and abroad have delved into this research field from different perspectives, achieving significant research results.

Foreign scholars have mainly focused on the construction of formative assessment theory and the design of evaluation systems. Through extensive empirical research, they have verified the effectiveness of formative assessment in business English teaching and constructed a series of scientific and reasonable evaluation systems. These systems not only emphasize students' learning processes but also fully consider students' individual differences and diverse needs, providing valuable guidance for business English teaching. For example, Pan (2020) found that classes implementing formative assessment significantly outperformed those using traditional evaluation methods in business English application abilities. This research outcome provides strong support for the reform of business English classroom teaching evaluation systems in our country.

Domestic scholars, drawing on foreign research outcomes and combining the actual situations of business English teaching in our country, have actively explored specific implementation strategies and the development of evaluation tools for formative assessment. They have conducted in-depth investigations into the current status and problems of business English teaching evaluation through questionnaires, interviews, classroom observations, and other research methods, proposing targeted improvement suggestions. These suggestions have not only theoretical value but also practical guiding significance. For instance, Fan (2014) designed a formative assessment-based oral proficiency evaluation system for business English, including multiple evaluation dimensions such as classroom performance, group cooperation, and self-reflection, effectively improving students' oral proficiency and learning enthusiasm.

Despite the numerous achievements of scholars at home and abroad in the research on formative assessment theory in business English classroom teaching, some problems and shortcomings remain. The lack of systematic evaluation systems and the diversity of evaluation methods are two urgent issues. Currently, some evaluation systems overly focus on one aspect of evaluation while neglecting others, leading to incomplete and subjective evaluation results. Additionally, some evaluation methods are too singular, lacking innovation and flexibility, making it difficult to meet the diverse needs of business English teaching.

Future research can further improve the systematic nature of evaluation systems by integrating various evaluation resources to ensure the comprehensiveness and objectivity of evaluation results. Additionally, exploring new evaluation methods and combining modern technological tools, such as big data and artificial intelligence, to develop more innovative and flexible evaluation tools will help meet the diverse needs of business English teaching. Strengthening exchanges and cooperation between domestic and international scholars to jointly promote in-depth research and development of formative assessment theory in business English classroom teaching is also an important direction for future research.

### C. Research Methods and Thesis Structure

In exploring the theory of formative assessment in business English classroom teaching, this paper comprehensively utilizes multiple research methods such as literature analysis and case studies. By systematically reviewing domestic and foreign research outcomes on business English classroom teaching and formative assessment theory, this study lays a solid theoretical foundation for constructing the theoretical framework. Additionally, combining case study methods, the practical application of formative assessment in specific teaching practices is deeply analyzed to reveal its role and impact in actual teaching.

The paper is structured logically and tightly. The introduction part explains the background and significance of the research, pointing out the shortcomings of traditional business English teaching evaluation methods and the importance of researching formative assessment theory. Subsequently, the theoretical foundation of business English classroom teaching is detailed, providing clear teaching guidelines for subsequent evaluation theory research. The core content is formed in the theoretical framework of formative assessment, which systematically analyzes the connotation, characteristics, and specific application strategies of formative assessment in business English teaching. Finally, the conclusion and outlook summarize the main findings, point out the limitations and shortcomings of the research, and forecast future research directions.

In terms of literature citation, this paper extensively references research outcomes from relevant fields at home and abroad. For example, Pan (2020) and other foreign scholars' research provides an international perspective and advanced experience in formative assessment theory. At the same time, research by domestic scholars such as Fan (2014) is closer to the actual situation of business English teaching in our country, providing useful references for theoretical construction and practical application. Additionally, the paper emphasizes citing the latest research outcomes to ensure the timeliness and foresight of the research. For instance, Wu (2021) deeply explores the latest applications of formative assessment in business English teaching, providing strong support for this research.

This paper aims to contribute to the in-depth research and practical application of formative assessment theory in business English classroom teaching by emphasizing the combination of theory and practice, pursuing rigor and clarity in structure, and striving for comprehensiveness and forefront in literature citation.

## II. THEORETICAL FOUNDATION OF BUSINESS ENGLISH CLASSROOM TEACHING

Business English teaching differs from general English teaching in its practicality, communicativeness, and professionalism. These characteristics pose unique requirements for the evaluation methods in business English teaching, making the application of formative assessment particularly important.

### A. Characteristics of Business English Teaching

The practicality of business English requires teaching to be closely linked to actual business scenarios, cultivating students' ability to apply language and solve real problems. This characteristic reflects in the evaluation method, requiring teachers not only to focus on students' knowledge level but also on their ability to use language in real business situations. Formative assessment, by continuously tracking and providing feedback on students' performance during the learning process, can better evaluate students' practical application abilities, meeting the practicality requirement of business English (Zhang, 2013; Wu, 2021).

The communicative nature of business English emphasizes cultivating students' cross-cultural communication abilities, enabling them to use English accurately and fluently in international business exchanges. Therefore, the evaluation in business English teaching must focus on assessing students' communication abilities. Formative assessment, through

diversified evaluation methods such as simulating real business scenarios and role-playing, can comprehensively and objectively evaluate students' communication abilities, helping to improve their cross-cultural communication levels (Zhang, 2013; Pan, 2020).

The professionalism of business English requires teaching to cover relevant knowledge in the business field, enabling students to master professional vocabulary, terms, and expressions related to business activities. This characteristic requires the evaluation in business English teaching to focus on assessing students' grasp of professional knowledge. Formative assessment, through regular tests and group discussions, can timely understand students' mastery of professional knowledge and provide targeted guidance for existing problems, thereby improving students' professional literacy (Tang, 2009; Fan, 2014).

The characteristics of business English teaching determine that its evaluation methods must emphasize the application of formative assessment. Formative assessment, by continuously tracking and providing feedback on students' performance during the learning process, can comprehensively and objectively evaluate students' practical application abilities, communication abilities, and mastery of professional knowledge, helping to improve the quality of business English teaching and cultivate business English talents with international vision and competitiveness.

## **B. Principles and Methods of Classroom Teaching**

In business English classroom teaching, adhering to core teaching principles such as student-centeredness, task orientation, and practice-based is essential. These principles not only reflect educational philosophies but also are key to improving teaching quality and achieving comprehensive student development.

In business English classroom teaching, the principle of student-centeredness requires educators to place students at the center of teaching activities, fully considering their needs, interests, and abilities, thereby formulating targeted teaching plans and strategies. This principle emphasizes students' initiative and autonomy in the learning process, with teachers acting as guides and supporters, helping students to discover and solve problems and achieve self-growth (Li, 2016).

Task-oriented teaching principles mean that teaching activities should revolve around a series of specific tasks. These tasks should have clear objectives and stimulate students' exploratory and inquisitive spirits. In business English teaching, tasks can include business scenario simulations and business negotiation exercises, aiming to help students apply learned knowledge in real situations, enhancing their practical abilities and problem-solving skills (Li, 2016).

The practice-based teaching principle emphasizes the actual application of knowledge and the practice of skills. Business English is highly practical, so classroom teaching should be closely linked to business practice, providing rich practical opportunities for students to learn and grow through practice. This not only deepens students' understanding of knowledge but also cultivates their innovation consciousness and teamwork spirit (Wang, 2012).

In implementing these teaching principles, teachers should flexibly use various teaching methods, such as situational teaching and cooperative learning, to stimulate students' interest and enthusiasm for learning. Situational teaching creates real business scenarios, allowing students to learn and use business English in a simulated environment, thereby improving their language communication abilities and cross-cultural awareness. Cooperative learning encourages students to cooperate through group discussions and role-playing to complete learning tasks, which not only enhances their team cooperation abilities but also cultivates their sense of responsibility and collective honor (Yin, 2014).

Teachers should also focus on observing and recording students' learning processes. By observing students' classroom performance, homework completion, and feedback after class, teachers can more comprehensively understand students' learning status and needs, providing strong support for formative assessment. This evaluation method not only focuses on students' learning results but also emphasizes their efforts and progress during the learning process, thereby comprehensively evaluating students' learning effects and providing targeted guidance for their further development.

Business English classroom teaching should adhere to the principles of student-centeredness, task orientation, and practice-based, using various teaching methods flexibly to stimulate students' interest and enthusiasm for learning. At the same time, teachers should observe and record students' learning processes to provide strong support for formative assessment. These practices will help to improve the quality and effectiveness of business English teaching, laying a solid foundation for students' comprehensive development.

### **C. Student-Centered Teaching Concept**

In business English classroom teaching, the student-centered teaching concept emphasizes the subjectivity and individual differences of students. This concept holds that students are the center of the learning process, and teachers' teaching activities should be designed around students' needs, interests, and abilities. The student-centered teaching concept not only focuses on students' knowledge level improvement but also emphasizes their initiative and creativity in the learning process.

The key to implementing the student-centered teaching concept lies in fully respecting each student's individual differences and learning needs. Due to differences in students' backgrounds, interests, and abilities, teachers should avoid a "one-size-fits-all" teaching approach and instead make personalized teaching arrangements based on each student's actual situation. For example, teachers can provide more tutoring and support for students with weaker foundations while offering higher-level challenges and opportunities for students with stronger learning abilities (Fan, 2014).

The student-centered teaching concept also emphasizes comprehensive attention to students' learning processes. This includes not only students' classroom performance but also their extracurricular learning, homework completion, and participation in practical activities. By comprehensively understanding students' learning situations, teachers can better adjust teaching strategies to meet different students' needs (Tang, 2009).

In business English classroom teaching, formative assessment is an important manifestation of the student-centered teaching concept. Through formative assessment, teachers can promptly understand students' learning situations and adjust teaching content and methods based on students' feedback. This evaluation method not only helps to stimulate students' interest and motivation for learning but also helps students discover their strengths and weaknesses, thereby formulating more effective learning plans.

Teachers can use various methods to obtain formative assessment information, such as observing students' classroom performance, collecting students' homework and test scores, and regularly communicating with students. This information helps teachers to judge students' learning progress and mastery of knowledge, providing targeted guidance and suggestions.

The student-centered teaching concept also encourages teachers to adopt diverse teaching methods and approaches to stimulate students' interest and enthusiasm for learning. In business English classroom teaching, teachers can use situational teaching, role-playing, group discussions, and other interactive teaching methods to create a relaxed and enjoyable learning environment. This helps students to learn business English knowledge and improve their practical application abilities (Fan, 2014).

The student-centered teaching concept in business English classroom teaching has significant importance. It emphasizes students' subjectivity and individual differences, focusing on their comprehensive development and actual needs. By implementing the student-centered teaching concept, teachers can better meet students' learning needs, improve teaching quality and effectiveness, and lay a solid foundation for students' future development.

In practical teaching, the application of the student-centered teaching concept also faces some challenges, such as balancing teachers' leading roles with students' subjectivity and designing effective formative assessment mechanisms. These challenges also provide opportunities for teachers to continuously learn and improve, prompting them to explore more suitable teaching methods and evaluation approaches for students. Only by doing so can the goals of business English classroom teaching be truly achieved, cultivating business English talents with international vision and cross-cultural communication abilities.

### **III. THEORETICAL FRAMEWORK OF FORMATIVE ASSESSMENT**

In business English classroom teaching, the definition of formative assessment highlights its important role in the teaching process. This evaluation method not only focuses on students' learning outcomes but also emphasizes their learning processes, providing teachers with an effective way to understand students' learning situations, identify problems, and solve them. Through formative assessment, teachers can promptly adjust teaching strategies to better meet students' learning needs and improve teaching effectiveness.

### A. Definition and Characteristics of Formative Assessment

The characteristics of formative assessment are mainly reflected in the following aspects: First, it has immediacy. This means that evaluation activities are conducted in real-time during the teaching process, quickly reflecting students' learning situations and providing timely teaching feedback for teachers. Second, formative assessment has feedback. The results of the assessment are not only an objective reflection of students' learning situations but also a communication bridge between teachers and students. Through feedback on assessment results, students can understand their learning progress and existing problems, thereby adjusting learning methods and improving learning efficiency. Finally, formative assessment has a developmental nature. It focuses on students' comprehensive development, not only emphasizing knowledge accumulation but also highlighting ability improvement and quality cultivation. This evaluation method helps to stimulate students' interest and enthusiasm for learning, promoting their sustainable development (Yin, 2014).

Implementing formative assessment in business English classroom teaching is crucial for improving teaching quality. Through formative assessment, teachers can more comprehensively understand students' learning situations, including learning attitudes, methods, and effects. Teachers can also adjust teaching strategies based on assessment results to better adapt to students' learning needs. Additionally, formative assessment helps to cultivate students' autonomous learning and self-development abilities. By participating in the evaluation process, students can understand their learning situations, learn how to reflect on and summarize their learning experiences, and continuously improve their learning abilities (Wu, 2021).

Formative assessment in business English classroom teaching holds significant importance and plays an irreplaceable role. It helps teachers comprehensively understand students' learning situations, adjust teaching strategies, and improve teaching effectiveness. It also cultivates students' autonomous learning and self-development abilities, promoting their comprehensive development. Therefore, formative assessment methods should be widely promoted and applied in business English classroom teaching.

### B. Principles of Formative Assessment

The implementation of formative assessment in business English classroom teaching is crucial as it provides real-time feedback on students' learning situations and helps teachers adjust teaching strategies to enhance teaching quality. To ensure the effectiveness of formative assessment, several core principles must be adhered to.

The principle of comprehensiveness is the cornerstone of formative assessment. In business English learning, students need to master not only grammar and vocabulary knowledge but also skills in listening, speaking, reading, and writing, business communication strategies, and cross-cultural communication abilities. Therefore, the evaluation content must comprehensively cover these aspects to ensure a thorough understanding of students' learning situations. For example, activities such as role-playing and business negotiation simulations can be used to evaluate students' oral expression and communication abilities, while writing tasks can assess their written expression abilities and application of business knowledge (Zhang, 2013).

The principle of objectivity ensures the fairness and accuracy of the assessment. In formative assessment, teachers should avoid subjective judgments and instead provide feedback based on clear and specific evaluation criteria. This requires teachers to establish clear evaluation indicators when designing evaluation tools and use quantitative methods to conduct evaluations to minimize the influence of subjective factors. Additionally, teachers should maintain neutrality during the evaluation process and not let personal preferences or biases affect the objectivity of the evaluation results (Wu, 2021).

The principle of development emphasizes focusing on students' future development. Business English learning is a continuous process, with students facing different challenges and problems at different stages. Formative assessment should not only focus on students' current learning levels but also predict their future development trends, providing corresponding guidance and support. Therefore, teachers need to regularly track students' learning progress and promptly adjust teaching strategies to help students overcome difficulties and achieve continuous development (Yin, 2014).

The principle of subjectivity reminds us that students are the main subjects of evaluation, not passive recipients. In formative assessment, teachers should fully respect students' individual differences and learning needs, encouraging them to participate in the evaluation process, express their views and feelings. Through self-evaluation and peer evaluation,

students can enhance their autonomous learning awareness and critical thinking abilities, and the evaluation results can be more closely aligned with their actual situations (Fan, 2014).

Formative assessment in business English classroom teaching should adhere to the principles of comprehensiveness, objectivity, development, and subjectivity. These principles not only provide guidance for the implementation of the assessment but also ensure the accuracy and effectiveness of the evaluation results. By adhering to these principles, teachers can better understand students' learning situations, adjust teaching strategies, and enhance students' business English abilities.

### C. Methods of Formative Assessment

In business English classroom teaching, formative assessment methods are diverse, each with its unique value and applicability. The following introduces several commonly used formative assessment methods in detail.

Observation is a direct and effective method. Teachers can meticulously observe students' classroom participation, reaction speed, and communication abilities to comprehensively evaluate their learning status. For instance, in business English negotiation courses, teachers can observe how students use business English for communication and negotiation to assess their language application abilities and negotiation skills. This method can reflect students' learning situations in real-time, helping teachers promptly adjust teaching strategies (Wu, 2021).

Feedback is another crucial aspect of formative assessment. Teachers can provide regular learning feedback to let students understand their strengths and weaknesses in the learning process, guiding them to make self-adjustments and improvements. Feedback can take various forms, including oral feedback, written feedback, and electronic feedback, with the key being ensuring its timeliness, accuracy, and constructiveness. For example, in business English writing courses, teachers can correct students' compositions and provide specific feedback to help them improve their writing skills (Zhang, 2013).

Self-evaluation and peer evaluation are more democratic and interactive assessment methods. They encourage students to participate in the evaluation process, enhancing their autonomous learning and teamwork abilities. In self-evaluation, students can reflect and summarize their learning achievements, clarifying their strengths and weaknesses. In peer evaluation, students can gain inspiration and learning points from their peers' performances, promoting mutual improvement. For example, in business English presentation courses, students can conduct self-evaluations of their presentations and invite peers to provide feedback, comprehensively improving their presentation skills (Fan, 2014).

These methods, each with unique characteristics in practice, require teachers to have keen observation skills, accurate judgment, and flexible adaptability. Additionally, teachers should maintain fairness, objectivity, and respect in the evaluation process to stimulate students' interest and enthusiasm for learning. By reasonably using these formative assessment methods, teachers can better understand students' learning situations, providing strong support for improving the quality of business English teaching.

Formative assessment is not static but needs to be flexibly adjusted according to changes in teaching content and students' needs. Therefore, teachers should continuously explore and innovate assessment methods in actual teaching to adapt to the diversity and complexity of business English teaching. Teachers should also emphasize communication and cooperation with other teachers, jointly researching and discussing effective strategies for implementing formative assessment to contribute to the continuous improvement and development of business English teaching.

## IV. CONCLUSION AND OUTLOOK

After an in-depth study of formative assessment theory in business English classroom teaching, this paper draws several important research conclusions. By systematically analyzing and discussing, we have constructed a relatively complete theoretical framework for formative assessment, which not only clarifies the core objectives of the evaluation but also details the principles that should be followed and the specific methods that can be adopted.

### A. Research Conclusions

Our research found that formative assessment plays a crucial role in business English classroom teaching. Its importance lies in providing teachers with a real-time, dynamic perspective to examine students' learning progress. Through this

evaluation method, teachers can promptly capture the difficulties and challenges students encounter in the learning process, thereby making targeted adjustments to teaching strategies to better meet students' learning needs. This not only helps to improve teaching quality but also ensures that every student can grow in a learning environment suited to them.

Moreover, formative assessment can stimulate students' interest in introspecting and summarizing their learning situations. By participating in the evaluation process, students can more clearly recognize their learning status and existing problems, thereby clarifying directions for improvement. This self-awareness process is crucial for cultivating students' autonomous learning abilities, helping them to take responsibility for their learning, and motivating them to continuously progress (Yin, 2014).

Formative assessment also helps to improve students' self-development abilities. In the evaluation process, students not only need to reflect on their learning achievements but also learn how to effectively receive and utilize feedback from others. This ability will be a valuable asset in their future careers, helping them better adapt to constantly changing work environments and achieve the maximization of personal value (Fan, 2014).

Formative assessment has shown irreplaceable value in business English classroom teaching. It not only provides teachers with a scientific and effective evaluation tool but also offers students a platform for self-improvement and development. We believe that as the theory of formative assessment continues to improve and practice deepens, it will play a more significant role in the field of education in the future.

## **B. Improvement Suggestions and Prospects**

In deeply exploring the theory of formative assessment in business English classroom teaching, we can see that although formative assessment has been widely applied in education, there are still many areas for improvement in its specific implementation. Therefore, combining the shortcomings of current research and the actual needs of business English teaching, this paper attempts to propose the following improvement suggestions.

We need to further strengthen the systematic construction of the formative assessment system. A complete evaluation system not only ensures the comprehensiveness of evaluation content, covering multiple dimensions such as knowledge, skills, and emotional attitudes but also ensures the normativity of the evaluation process, ensuring the objectivity and accuracy of evaluation results. To achieve this goal, we can draw on advanced evaluation concepts and practical experiences from home and abroad, combined with the characteristics of business English teaching, to construct a scientific, reasonable, and operable formative assessment system (Zhang, 2013).

Enriching the diversity of formative assessment methods is also an urgent issue. Although we have mastered some effective evaluation methods, such as observation, feedback, and self-evaluation, and peer evaluation, these methods are not omnipotent and need continuous exploration and innovation. Especially in the field of business English teaching, we need to find more methods that are closer to actual teaching scenarios and can truly reflect students' learning situations. For example, we can try to introduce project-based evaluation and situational simulation evaluation and other new evaluation methods to understand students' learning situations more comprehensively and deeply (Wu, 2021).

Moreover, strengthening teacher training and professional development support is crucial for improving the effectiveness of formative assessment implementation. Teachers are the main subjects of the evaluation work, and their evaluation concepts, methods, and skills directly affect the accuracy and effectiveness of the evaluation results. Therefore, we need to increase training efforts for teachers, enhancing their understanding and application abilities of formative assessment. By regularly holding training sessions and seminars, we can help teachers master advanced evaluation concepts and methods, improving their evaluation literacy and practical abilities (Yin, 2014).

Strengthening international exchanges and cooperation is also an important way to promote the development of formative assessment in business English classroom teaching. Abroad, rich experience, and achievements have been accumulated in formative assessment. Through strengthening exchanges and cooperation with international peers, we can introduce advanced evaluation concepts and practical experiences to promote the continuous development and innovation of formative assessment in domestic business English classroom teaching.

With the continuous updating of educational concepts and teaching methods, formative assessment in business English classroom teaching will embrace broader development opportunities. We believe that with the joint efforts of educators,



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formative assessment will play a more important role in improving teaching quality and promoting students' comprehensive development. In the future, we look forward to seeing more educators involved in the research and practice of formative assessment to jointly promote the continuous improvement and development of business English teaching evaluation systems.

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