

# Research on the Evaluation System of College English Teaching

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## Abstract

**Research on the evaluation of college English teaching is the internal need of college English teaching reform. The guidance of correct evaluation concept and the combination of characteristics of university English could ensure the mutual improvement of teachers and students. Research shows that effective formulation procedures and appropriate evaluation indicators are beneficial to establish a valid evaluation system.**

## Keywords

**College English; Teaching Evaluation; Evaluation Subject; Evaluation Approach; Evaluation Index.**

## 1. Introduction

Based on college English teaching rules, teaching principles and teaching objectives, college English teaching evaluation made a judgment on the realization degree of classroom-teaching objectives and effects. It is an essential way to improve the quality of college English teaching by means of implementing college English teaching evaluation scientifically and effectively. College English teaching reform is conducted through the reform of teachers' teaching methods and students learning styles to promote the improvement of students' comprehensive English application ability, especially their listening and speaking ability so as to meet the needs of Chinese economic development and international exchanges. There are two main ways of teaching. One is based on self-study and teachers' guidance; the other is based on multimedia teaching classroom. The first teaching method is complementary to the second one in term of content, methods and styles. The introduction of computer and multimedia has greatly changed the new way in the teachers' teaching and the students' learning methods. Compared with the traditional teaching methods, the new way changes a lot on behalf of the usage of computer and multimedia. It is reported practically that the former teaching evaluation system is becoming more and more inappropriate. Therefore, it is urgent to reconstruct the college English evaluation system, so as to improve teachers' teaching and students' learning.

## 2. Problems in the Traditional College English Teaching Evaluation System

Traditional college English teaching lay much emphasis on increasing vocabulary, reading ability and systematical learning. Teachers are the authority of knowledge in classroom-teaching, and classroom teaching is based on the teacher-centered teaching method. Due to the teacher-centered method, the teaching evaluation focuses on the evaluation of teachers' various teaching skills. The purpose of such evaluation is to assess basic skills of learning. In general, the traditional college English teaching evaluation primarily covers the following problems.

## 2.1. Emphasis on Expert and Peer Evaluation Instead of Teachers' Self-evaluation

The traditional classroom evaluation is often composed of experts and peers, in the form of in-class class and quantitative scoring. Teachers' classroom teaching is evaluated periodically or irregularly. The traditional evaluation system focuses on expert and peer evaluation, meanwhile ignores teachers' self evaluation. The main purpose of it is to distinguish inferiority and superiority of teachers. Generally speaking, the evaluation team consisted of experts and peers made a teaching evaluation randomly by means of quantitative score. After the in-class class, experts will summarize the advantages and disadvantages of the evaluated teachers according to the comprehensive opinions of the evaluation team, and then get a quantitative score. Active participation of teachers is ignored before and after the evaluation. To a certain extent, it can promote mutual progress among peers but it is eventually ineffective to improve teaching.

## 2.2. Neglect the Involvement of Teachers and Students

College English teaching has its feature and characteristics and requirements as well as the evaluation system. In the process of formulating the index system, experts usually draft the general regulation while ignoring the involvement of teachers and students. As a result, lacking of real classroom situation greatly affects the objectivity and operability of evaluation. In the formulation of indicators, with no consideration of different subjects, let alone the teaching situation, and all subjects adopt the same index system. In the process of usage, corresponding changes are rarely made according to the changes of classroom practice. The evaluation indicators are often mere formality, inappropriate, old and cannot adapt to the active classroom teaching changes. All subjects are evaluated with the same indicators no matter what the subjects are. The problem of this kind of evaluation method lies in: pay much attention on the teaching content, teaching ability and teaching style while lacking of learning pattern, learning experience and result. Thereby, teachers turn the classroom into a stage for their own show without the participation of students.

## 2.3. Single Evaluation Method

Quantitative analysis method such as expert and peer evaluation are frequently used in teaching evaluation. Meanwhile qualitative analysis method such as interview or observation are often ignored. Other external factors such as emotional factors, readiness and student status are seldom considered in the process of evaluation. In the process of implementing teaching evaluation, teaching evaluation should be regarded as a continuum. Practice prove that the file bag method is useful for recording the improvement of teaching and the development of teachers. (File bag method is a way used to document teacher's daily teaching activities from which we can figure out the progress of the teacher.) However, whether it is quantitative evaluation or qualitative evaluation or both, different people have different opinions about it which impede the improvement of teaching quality which is not beneficial to improving teaching quality. Therefore, we should strengthen the evaluation principle so as to improve teaching quality and development of students scientifically and reasonably.

## 3. College English Teaching Evaluation Concept

Evaluation concept is about the thought on what is a good evaluation, which plays a key role in the process of evaluation. In terms of teaching evaluation, we formulate different mode of teaching concept which lead to different styles of teaching evaluation so as to different teaching evaluation results. Thus, the first step for teaching evaluation research is to explore college English teaching evaluation concept.

### **3.1. Evaluation should Improve the Transformation of Teaching Style**

Traditional college English teaching regard knowledge as the center of teaching. Teachers as the owner of knowledge are the power of knowledge. Therefore, the key point of teaching styles lie on the basic knowledge of language with various English assessment as the basic orientation of teaching and taking CET 4/CET 6 as the basic reference of teaching materials. Under such a teaching requirement, the college English teaching evaluation takes whether the examination score as an important evaluation index, which can easily mislead to the transformation of teaching and ignore the improvement of students' comprehensive English comprehensive ability. College English Curriculum Teaching requirements (Trial) indicates that college English is an integrated teaching system which was consisted with English language knowledge and application skills, learning strategies, and cross-culture communication [1]. With foreign language teaching theory as the guidance, it uses various kinds of teaching modes and methods. In order to adapt to the new requirement of teaching, teachers will inevitably change their teaching methods. By this way, the traditional teaching mode will change from knowledge-centered to cross-cultural communication and learning strategies. The construction of teaching evaluation plays a vital role in promoting the change of teaching mode.

### **3.2. Evaluation should be Conducive to Promoting the Transformation of Students' Learning Style**

Teachers play a leading role in the process of teaching, while students' performance demonstrate the teachers' work. The teaching target of college English is to develop students' comprehensive English application ability, which depends on the transformation of students' learning style. Teaching evaluation should attach great importance to students' learning strategy adjustment, the improvement of learning methods and learning efficiency.

### **3.3. Qualitative Evaluation is Prior to Quantitative Evaluation in College English Teaching Evaluation**

The purpose of language learning is to apply the language. The ability to apply language is reflected in whether it can be appropriately expressed in a specific context. "Context plays an important part in language acquisition" [2]. It is beneficial for students to cultivate their language ability by means of dialogue, performance and reading.

Thus, it is impossible to assess students' pragmatic ability properly by quantity. Qualitative evaluation is prior to quantitative evaluation in college English teaching evaluation. To achieve comprehensive, objective and effective result, it is better to use various ways to evaluate. Just list a few as audio recording, photography, camera and network etc.

### **3.4. Evaluation should Promote the Mutual Development of Teachers and Students**

The main purpose of classroom-teaching is to promote students' development. Teachers are not a tool but a leading factor in the process of learning. Teachers' instrumentalism will inevitably lead to students' instrumental learning. The mutual development of teachers and students will construct a vivid, vibrant classroom. "Your action different from other persons are always regarded as target instead of method" [3].

## **4. Evaluation System of College English Teaching**

The purpose of college English teaching is to cultivate students' English comprehensive application ability, and teaching performance should be mainly reflected in students' learning effect. Therefore, we should change the traditional teacher-centered teaching evaluation system and reestablish the university English teaching evaluation index system. The scientific formulation process of the evaluation system is the basis to ensure that the evaluation has a

high reliability and validity. In the whole evaluation system, the evaluation subject, evaluation index and evaluation method are integrated together.

Therefore, in terms of evaluation subject, we should consider the correlation between evaluation subject and college English teaching, as well as the evaluation ability of subject, evaluation responsibility and other factors so as to choose the evaluation subject of college English classroom-teaching. Different evaluation index systems correspond to different evaluation methods. So, the study on evaluation methods is also necessary for college English classroom-teaching evaluation system.

#### **4.1. The Formulation of Evaluation System**

Teaching evaluation should be based on the development of teachers and students, while teachers are not only the principal part of teaching but also the main body of teaching evaluation. Teachers speak authoritatively in the evaluation. Evaluation on teachers should put teachers into the first place, adopt teachers' views and stimulate the power of teachers' further development. Students are the main part of learning activities and can easily distinguish what kind of teaching styles are suitable to them. The formulation of the teaching evaluation system will become more effective with the participation of students. The following procedures should be followed to formulate the whole teaching evaluation system: At first, teachers, experts and school researchers will discuss the standards put forward by the government, express their own opinions based on the school and their own teaching reality, and then outline the teaching standards of the whole curriculum. Second, aiming at all aspects of college English teaching reform, with the requirements of college English teaching reform, experts indicate teaching evaluation standard. Referring to their teaching practice, teachers put forward class teaching evaluation from the perspective of application. Meanwhile students also put forward the corresponding standard from the perspective of their learning experiences. Experts, teachers and students establish teaching evaluation standard together from three dimensions. Third, because the reform of college English teaching is a newly emerging thing, the standard is not achieved overnight. It must be perfected in the continuous exploration and improvement.

#### **4.2. Evaluation Indicators and Methods**

Evaluation index is one's point of view or dimension of measuring things. "When we want to measure the value of something, we should find those dimensions that represent its attributes and characteristics from the thing, and these dimensions are called evaluation indicators"[4]. College English classroom-teaching is a process of promoting the formation of students' comprehensive English ability through teacher-student interaction and students' independent learning under the guidance of teachers, therefore, the evaluation of classroom-teaching should be centered in the subjects of the classroom-teaching activities, namely should evaluate the activities of the teachers and students, and evaluate students' activities, mainly because of how the teachers' teaching level. The main viewpoint is the students' classroom behavior, according to the characteristics of the college English teaching, this article through the quantitative and qualitative these two ways to explore college English classroom-teaching evaluation.

##### **4.2.1. Quantitative Evaluation Method**

The quantitative evaluation method is to get the overall impression of a class through the evaluation of various indicators. The evaluation subjects include experts, teachers and students. Experts and teachers should pay attention to the evaluation of all the above items in the evaluation of teaching, students mainly from their own learning attitude, degree of participation, learning style and learning effect and other aspects of evaluation, that is, through their own experience in class and learning results[5].

#### 4.2.2. Qualitative Evaluation -- Performance Evaluation

College English courses are linked with language skills such as listening, speaking, reading, writing and translation, and their ultimate goal is to enable students to use the language knowledge they have learned to communicate effectively in real situations. In evaluation of classroom-teaching, therefore, the most important assessment or the real evaluation of teachers and students is performance, the behavior performance evaluation. "Performance evaluation" is not examined through standardized tests or merely by the written test, but to observe, record, and let the students to complete the works or tasks, group cooperation plans, experiment, performance, display, oral speech, check list etc. Not from a single exam setting, but from a wide range of backgrounds (from the classroom to family to social life) to collect information; The information collected is not a single response to the standard presented questions, but in a variety of intellectual activities such as speech, mathematical logic, visual space, body movement, music, interpersonal and self information[6]. Through the analysis of these real situation information, teachers and students themselves are more conducive to finding deficiencies, so as to improve teaching and learning efficiency.

#### 4.2.3. A Few Questions about Promoting the Realization of Teaching Evaluation Function

After the formulation of the indicator and method of teaching evaluation, Certain management mechanism is needed to promote the various functions of evaluation.

Firstly, in addition to the demonstration class, teaching evaluation should be integrated with the ordinary class and consider the evaluation as mechanism to improve learning. Evaluation is not used to classify inferiority and superiority but to document students' progress and growth. It is beneficial for schools to establish a routine teaching evaluation mechanism.

Secondly, in terms of evaluation, expert and peer evaluation should be combined with the self-evaluation of teachers and students as evaluation is to promote teaching.

Finally, because of the subject characteristics of college English teaching, other subject evaluations cannot be used to assess college English.

### 5. Conclusion

Under the guidance of the English teaching evaluation concept, college English teaching evaluation attach great importance on the joint participation of experts, teachers and students. On the level of evaluation indicators, multidimensional evaluation on teaching and learning are strongly emphasized on the basis of the English characteristics. On the level of evaluation methods, it emphasizes the combination of quantitative and qualitative analysis, mainly focusing on qualitative analysis. There are many problems in the reform of college English teaching, which are urgently to be explored. The establishment of teaching evaluation system also need to be perfected in the exploration.

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