

Research on College English Teaching Evaluation Methods

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Abstract: *In the higher education system, college English is one of the compulsory courses, and its teaching level will have a great direct impact on the level of students' practical application of English and the effectiveness of cultural literacy training. Teaching evaluation is one of the most important links and contents in the development of college English courses. Therefore, it is extremely necessary to explore the evaluation methods of college English classroom teaching, which can play a significant role in promoting the quality and level of college English teaching. This paper expounds the definition and purpose of teaching evaluation, then analyzes the principles and problems of college English classroom teaching evaluation, and finally explores the specific evaluation optimization strategies.*

Keywords: *University Stage; English Class; Teaching Evaluation Method*

1. Introduction

English is still a widely used language in the context of the development of multi-polarization in the world. In order to train talents who can adapt to the specific international vision of social development, higher education should take English as one of the important compulsory public courses in college teaching in a short time, and pay attention to the improvement of its teaching quality. In the process of college English teaching, classroom evaluation can comprehensively and effectively reflect the effectiveness of students' English learning and the effectiveness of teachers' teaching, so as to promote students' detection of knowledge gaps and make up for deficiencies, and at the same time let the improvement of teachers' teaching strategies have a better direction.

2. Definition and purpose of teaching evaluation

2.1 Definition

Teaching evaluation is to collect and analyze the changes of teaching participants in teaching activities based on teaching objectives, and to judge their values. The teaching evaluation at the university stage is an activity that the evaluation subject judges and identifies the value of teaching activities. It belongs to the category of educational activities, but also has the relevant characteristics of social activities.[1] At this stage, the importance of teaching evaluation has been widely recognized. It can detect, feedback, adjust and motivate teaching activities and effectively promote the good development of teaching activities.

2.2 Purpose

Carrying out scientific and effective classroom teaching evaluation can promote the effective improvement of teaching quality. Through teaching evaluation, teachers can constantly reflect and summarize their own teaching behaviors, and timely understand the feedback information from students. At the same time, they can understand and adopt the teaching suggestions of peers and experts. For students, they can get a timely understanding of their learning behavior, methods, attitudes, etc. through evaluation, and choose the more suitable learning methods and directions based on the evaluation results, thus laying a good foundation for later knowledge learning. In general, scientific and effective teaching evaluation can promote the continuous improvement of teaching quality. Therefore, college English teachers should carry out better teaching evaluation to promote the effective improvement of learning quality and teaching efficiency.

3. An analysis of the principles to be followed in the evaluation of college English classroom teaching

3.1 Highlight the characteristics of English curriculum

Before carrying out the evaluation activities of college English classroom teaching, we should first fully analyze and consider its own characteristics, and carry out the evaluation based on this premise and basis, so as to make the evaluation of college English classroom teaching more scientific and reasonable, and the feedback generated by students will have more enthusiasm and pertinence. There are many differences between college English classroom and other disciplines.[2] The final effect of classroom teaching is directly related to the quality of teachers' language expression, the arrangement of teaching activities, the choice of teaching models, and the enthusiasm of students' classroom participation. There are three levels of teaching objectives and requirements of college English. Therefore, when evaluating students, in addition to evaluating basic skills such as language knowledge, skills, learning strategies, etc., we should also strengthen the evaluation of higher-level evaluation factors, such as emotion, cultural awareness, etc., into the evaluation indicators of college English classroom teaching.

3.2 Promote the diversification of evaluation subjects

Students are the main body of college English classroom teaching, and the final classroom effect is also displayed by them. Based on this, students should also master the voice of classroom teaching evaluation. As the organizer and implementer of classroom teaching, college English teachers' evaluation of a class is also of great reference value. Based on this, in the evaluation of college English classroom teaching, both students, teachers, peers and supervision groups can act as the main role of evaluation. It can be said that the evaluation system of college English classroom teaching should strengthen the combination of others' evaluation and self-evaluation, so as to effectively guarantee the comprehensiveness and objectivity of the final evaluation results and promote the improvement of teaching.

3.3 Combining quantitative and qualitative evaluation

Quantitative evaluation applies mathematical methods to objectively and accurately record the behavior of teachers and students in college English classroom teaching and the final teaching results, and at the same time deeply analyzes the potential relationship and laws between all behaviors. However, in general, key qualities and behaviors that cannot be quantified in classroom teaching will be ignored by quantitative evaluation, which will lead to relatively formalized evaluation. The focus of qualitative evaluation is to explore the consistency between college English classroom teaching results and educational objectives. It can describe and record the whole process of college English classroom teaching in a very detailed way, and at the same time, it can feedback the recorded results to teachers and students in an intuitive form[3]. It has a certain substantive nature, and can systematically evaluate the advantages and disadvantages of current college English classroom teaching. Based on this, teachers should strengthen the combination of the two methods to promote the effectiveness of college English teaching evaluation.

4. A probe into the problems of traditional college english classroom teaching evaluation

4.1 The main position of students has not been highlighted

In the teaching process of traditional college English class, teachers are still the leader of the class, and students often learn knowledge in a passive state. Although at this stage, students have been given time to discuss and communicate in the class, their opportunities for free speech and practice are relatively limited.[4] In this case, the cultivation of students' English practical ability and English autonomous learning ability often does not receive due attention, Students' subjectivity, initiative and creativity in learning are difficult to effectively play out. In addition, the communication and feedback between the subject and the object of teaching are also relatively lacking. It is difficult for teachers to have a comprehensive understanding of students. When evaluating students, they also cannot effectively understand the needs of students in their development, and thus the accuracy of the evaluation of their learning is insufficient. In this case, the evaluation effectiveness and teaching effect will be affected.

4.2 The evaluation method is relatively simple

In the process of traditional college English classroom teaching evaluation activities, the measures of education and teaching evaluation are often not in place, and there are more or less unreasonable places when evaluating students and teachers. In the process of traditional college English classroom teaching evaluation, most English teachers use a single evaluation method, which is difficult to accurately and objectively evaluate students' real ability and level for a long time. In addition, this is not conducive to the improvement of teachers' teaching enthusiasm and students' learning enthusiasm, and the teaching quality will also be adversely affected.

4.3 Inadequate attention to students' learning process

In the evaluation process of traditional college English classroom teaching, the application of summative evaluation is relatively common in most schools, while formative evaluation is relatively neglected. Most teachers rely too much on the summative evaluation method. In the process of evaluation, they neglect the students' learning process and their daily behavior and performance, and fail to incorporate them into the evaluation system. They ignore the efforts and sweat of students after their grades. Many students learn English only for the purpose of graduating smoothly, which is detrimental to their English knowledge learning and ability improvement.

5. A probe into the evaluation methods of college English classroom teaching

5.1 Promote the diversification of evaluation subjects

In the traditional college English teaching evaluation activities in the past, the initiative of evaluation is often in the hands of teachers, while students are difficult to play their main role in learning and evaluation, which is extremely detrimental to the promotion of English teaching reform. In fact, when students participate in the evaluation process of college English classroom teaching, it can provide teachers with more direct and authentic information feedback and thus promote teachers' teaching reflection. Therefore, in the evaluation process of college English classroom teaching, both teachers and students can play the role of the evaluation subject. In the whole process of classroom teaching, teachers should actively and continuously carry out the evaluation link, and students should also participate in it with a positive attitude, while improving the diversity of teaching evaluation subjects.

Teachers should establish an evaluation model of multi-polar coexistence, including students, teachers, educational administration, peers, and social employers. Based on the increase of subjects, the evaluation model will also become diverse, such as student self-evaluation and mutual evaluation, teacher-student mutual evaluation, educational administration department evaluation, and employer evaluation. Under the guidance of the teacher-led and student-centered teaching concept, teachers should encourage students to conduct self-evaluation in the evaluation process, promote the recognition, motivation and further adjustment of themselves, so as to continuously improve their learning ability. In addition, college English teachers should strengthen the interaction between evaluation subjects, and let students obtain more comprehensive development based on multi-channel feedback information. College English teachers should have a certain value orientation in the process of evaluation, so as to guide students' thoughts and actions. Students' mutual evaluation should also be strengthened in the teaching process, so that students can help others in the process of evaluating others and being evaluated, on the one hand, and achieve common progress and further development while accepting the evaluation results.

5.2 Clarify the objectives and contents of multiple evaluation

In the process of establishing the evaluation system, the evaluation objectives and contents occupy a very important position. In the past, the evaluation of college English classroom teaching was mainly based on examinations, and more attention was paid to the evaluation of students' language knowledge and skills. The development of college English teaching should not only promote the improvement of students' English language knowledge and skills, but also effectively cultivate their autonomous learning ability, cross-cultural communication ability and humanistic quality.

Based on this, the evaluation content of college English classroom teaching must be further enriched. Teachers should comprehensively consider the individual differences of students, such as professional differences and individual differences. In addition, teachers should further increase the evaluation objectives and contents, such as strengthening the evaluation of students' team cooperation

awareness, independent learning ability, innovation ability, learning attitude, learning ability, etc., so as to give full play to the role of diversified evaluation contents, so as to achieve the cultivation of college students' knowledge skills, innovation awareness, comprehensive literacy and other aspects. In general, teachers should strengthen the enrichment of the evaluation content in the process of exploring the evaluation methods of college English classroom teaching. In this way, college English, on the basis of completing the teaching of knowledge to students, can not only meet the relevant requirements of enhancing students' comprehensive quality and ability, but also cultivate more high-quality and high-level English professionals.

5.3 Promote the scientific evaluation form and process

There are various ways of evaluation, of which formative evaluation pays more attention to the evaluation process, while summative evaluation pays more attention to the final result. Based on the consideration of the actual situation related to college English teaching, it should increase the application of formative evaluation methods, such as evaluating students' classroom performance, strengthening their oral praise, and at the same time, promoting the diversification of evaluation forms, and making more comprehensive evaluation of students on the basis of combining summative evaluation.

Like other disciplines, the college English evaluation mechanism should pay more attention to the ordinary teaching process. Besides the application of traditional test methods such as oral and written tests, it should also make further innovations in English evaluation methods, such as the application of evaluation methods in real situations. In addition, operability and practicality should also be reflected in the evaluation process. Teachers should promote students to participate in it through formative evaluation, feel the sense of achievement and satisfaction of English learning, stimulate their interest in learning, cultivate their motivation for lifelong learning, and lay a better foundation for later learning and employment. In addition, teachers should solve students' problems in learning in a timely manner, subdivide students' grades based on their usual performance, open a hierarchical evaluation link, and evaluate students with poor and good foundation with their own standards, so as to make the evaluation activities more effective. In order to reflect the scientific nature of formative evaluation, teachers should put the summative and formative evaluation through the whole teaching process, and apply them alternately. In this process, students' problems should be solved timely and effectively. In this way, teachers can use the summative evaluation to understand and master the students' actual learning situation, and check the students' learning process through the formative evaluation, so as to realize the control of learning progress, and establish students' learning self-confidence, so as to promote the scientific and effective evaluation process.

6. Conclusion

To sum up, teaching evaluation is one of the most important contents in all aspects of college English teaching. As a college English teacher, we should first highlight the main position of students and evaluate them with a reasonable evaluation system, so as to give full play to the advantages and functions of the college English teaching evaluation system, while promoting the improvement of students' English learning level, So as to further enhance the effectiveness of college English teaching.

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