

Study on College English Teaching Evaluation in a Classroom

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Abstract—56 teachers in college A were selected as the research objects, and 112 class cases of this group were studied from two aspects of evaluation subject and evaluation content by the methods of classroom observation and interview. The results show that: firstly, teachers are still the main body of classroom evaluation and teachers are the only evaluators in most classes. Secondly, the content of classroom evaluation is mainly focused on language skills and language knowledge, while the evaluation of intercultural communication awareness and competence, as well as the application ability of English learning strategy, is seriously ignored. Thirdly, main reasons for the above results are the backwardness of teachers' own educational concept and the insufficiency of teaching ability.

Keywords—college English teachers; teaching evaluation; evaluation subject; evaluation content; teaching effectiveness

I. INTRODUCTION

Undoubtedly, evaluation is an important part of the curriculum and a scientific evaluation system is an important guarantee to achieve the objectives of the curriculum. In the long history of the study of curriculum and teaching theory, the relationship between classroom teaching and evaluation has been one of the key topics that scholars at home and abroad have paid extensive attention to. Puh L (1997) once pointed out, "Only by changing the way of evaluation can we change the teaching method and process" [1]. W. James Popham believed that "Classroom evaluation is teachers' evaluation to students' learning process and results in teaching. Effective classroom evaluation can promote students' learning and improve teachers' teaching situation" [2]. Chinese scholar Ailing Wang believed that "Scientific and reasonable classroom evaluation system and its operating mechanism are not only an organic part of classroom teaching, but also an important means to improve the quality of classroom teaching" [3]. College English course is a required course for Chinese college students, and classroom teaching evaluation is the important content to guarantee the college English curriculum run efficiently, it is not only teachers' important basis to get teaching feedback information, improve the teaching management and ensure the teaching quality, but also the effective means to adjust students' learning strategies, change learning methods, improve the learning efficiency and achieve good learning effect. At present, there are still many problems on the classroom teaching evaluation in the process of Chinese college English teaching. "There is not only a lack of

teachers' self-evaluation and students' evaluation of classroom teaching effect, but also a single evaluation method" [4]. "On the whole, there are many problems in English classroom teaching evaluation. Many teachers still use the traditional teaching evaluation method: summative evaluation" [5]. College English teachers attach the most importance to evaluation knowledge, but generally have little or reservations about the importance of cultivating students' teaching evaluation quality and carrying out teaching evaluation activities" [6].

Given the positive role of evaluation to improve the quality of classroom teaching, and the current situation of Chinese college English classroom teaching evaluation, this study took college A as a case and mainly developed a brief study on the body and content of English classroom teaching evaluation. It is expected to put forward some corresponding solving measures on the basis of revealing the status quo of classroom teaching evaluation and identifying the basic causes.

II. RESEARCH DESIGN

A. Research Object

This study took 56 college English teachers in a Chinese university as an example. Among them, there are 4 male teachers, 52 female teachers, and 8 teachers with junior title, 41 teachers with intermediate title, and 7 teachers with senior title.

B. Research Content

On the one hand, this study comprehensively discussed college English teachers' basic characteristics on classroom teaching evaluation and find out the existing problems from the two aspects of evaluation subject and evaluation contents. On the other hand, it revealed the related factors influencing college English teachers' classroom teaching evaluation and put forward some corresponding suggestions.

C. Research Method

This study mainly used classroom observation method and interview method to conduct the relevant research. Classroom observation method is to observe the 56 subjects' classroom teaching one by one to obtain relevant information. According to the interview method, 12 teachers were randomly selected from 56 research subjects to conduct an

interview research to make up for the deficiency of classroom observation research, so as to obtain relevant information fully and comprehensively.

D. Selection of Class Type

In order to unify the observation scale and ensure the scientific nature of the research conclusion, intensive reading class was selected as the class type of classroom observation.

III. ANALYSIS OF RESEARCH RESULTS

A. Research Results and Analysis of Classroom Evaluation Subject

As is known to all, in the traditional classroom teaching, a teacher is the absolute core figure and he has the only

evaluation right, but as people's understanding of the education and teaching laws, we come to realize that the classroom teaching is a process of interaction between teachers and students, and teachers in the process is the main body of teaching, the student is the main body of learning, they are the ultimate manifestation of the classroom teaching effect. Therefore, as one of the main bodies, students should be one of the main bodies of classroom assessment. Therefore, this study made a quantitative statistical analysis of 112 classroom observation records from three aspects of teachers' evaluation, students' self-evaluation and students' mutual evaluation, in order to investigate 56 teachers' basic characteristics in terms of classroom evaluation subjects. The statistical results are shown in "Table I".

TABLE I. THE STATISTICAL RESULTS OF CLASSROOM EVALUATION SUBJECTS

<i>Evaluation subject</i>	Teachers are the only evaluators			Teachers and students participate in the evaluation together		
	Junior Title	Intermediate Title	Senior Title	Teachers Participate in the Evaluation	Students' Mutual Evaluation	Students' Self-evaluation
<i>Quantity of lessons</i>	8	24	70	10	8	2

1) Research results

It can be seen from "Table I" that: First, among the 112 classes observed, there were 102 classes in which a teacher was the only classroom teaching evaluator, accounting for 91% of all the observed classes. Coincidentally, the 102 classes were all taught by 51 teachers, each of whom gave two classes. Second, teachers who are the only evaluators in the classroom are most of the teachers who have the senior title. Third, in the class where teachers and students jointly participated in the evaluation, there are 8 classes in which students evaluated each other, accounting for 7% of all the observed classes. These 8 classes are all taught by 4 teachers, each of whom taught two classes. Fourth, in the class where teachers and students jointly participated in the evaluation, there were only two classes in which students did a self-evaluation, accounting for 2% of all the observed classes. In addition, in the 10 classes in which teachers and students participated in the evaluation, 5 teachers participated in the whole evaluation in each class.

2) Analysis and discussion about the results

On the one hand, 51 teachers took themselves as the only executors of classroom teaching evaluation, accounting for 91.1% of all the tested teachers. This situation is mainly due to the following reason: first, some teachers are backward in education and teaching philosophy, stubbornly believing that the evaluation right can only be implemented by teachers. As some teachers said in the interview, "Although various teaching concepts have emerged in endlessly over the years, we always insist that teachers are the only subject of classroom teaching, and everything in classroom teaching should be decided and led by teachers. Evaluation, in particular, is not only the feedback of students' learning performance in class, but also involves whether students' learning enthusiasm can be effectively stimulated. Evaluation is very important, and the evaluation right must be carried out by teachers. Only in this way can the effectiveness and scientific nature of evaluation be

guaranteed." Second, teachers keep questioning whether students have the ability to evaluate. As some teachers said in the interview, "Although the current curriculum reform in colleges and universities advocates that students can participate in classroom teaching evaluation, it is impossible to truly let students make an evaluation. We all know that the prerequisite of participating in evaluation is that they must have the ability to evaluate in the first place. However, the reality is that students are not clear about the content of evaluation, evaluation criteria and evaluation principles, so it means, they simply do not have the ability to implement evaluation. So, in my class, I still insist on my assessment to the students' realistic performance in the classroom, rather than the students' assessment." Third, objectively speaking, students' mutual evaluation and self-evaluation not only occupy a certain amount of classroom teaching time, but also have a certain subjectivity of evaluation, lacking objectivity and scientificity. "I've tried to get students to evaluate each other and themselves, and I've found it problematic. On the one hand, no matter students' self-evaluation or mutual evaluation, there is a certain emotional color. When they evaluate others face to face, most of them will not point out others' shortcomings due to some reasons, but try to say good words and give high marks, and the meaning of evaluation is lost. On the other hand, due to the students' poor organizational ability in English, they will spend a lot of class time in the evaluation and occupy the normal classroom teaching time, which is definitely not good to the classroom teaching."

On the other hand, five teachers allowed students to participate in classroom evaluation, accounting for only 8.9% of all teachers in the study, and only one teacher allowed students to do a self-evaluation. In the study, the author found that the five teachers were all young teachers who had just started to work in recent years. They all experienced systematic training to new teachers, and they not only accepted new teaching concepts, but also dared to try,

which was the main reason why they allowed students to participate in evaluation. In addition, in the study we found that the school did not implement the measures of mentoring, so young teachers are rarely bound by the old teachers in the teaching reform, which is also a favorable factor for young teachers to achieve teaching reform.

B. Research Results and Analysis of Classroom Evaluation Content

"College English Curriculum Teaching Requirements" clearly pointed out that "College English is a teaching system which is guided by foreign language teaching theories, mainly includes English language knowledge, English language application skills, English cross-cultural

communication and English learning strategies, and integrates various teaching models and teaching methods." English language knowledge mainly includes English pronunciation, English vocabulary, English grammar, function and subject. English language application skills include listening, speaking, reading, writing and translation. English cross-cultural communication mainly includes cultural knowledge, cultural understanding, consciousness and ability of intercultural communication. English learning strategy is mainly to investigate whether students can flexibly use various effective learning methods. In the study, the research group mainly investigated whether the teachers and students paid attention to the above four aspects when making classroom teaching evaluation or not. The results of classroom observation and records are shown in "Table II":

TABLE II. STATISTICAL RESULTS OF CLASSROOM EVALUATION CONTENT

Evaluation Content	Language Knowledge	Application Skills	Cross-cultural Communication	Learning Strategies
Quantity of Teachers' Evaluation	198	1476	18	21
Quantity of Students' Evaluation	20	78	6	8

1) Research results

By the statistical results in "Table II", on the one hand, among the 112 class examples observed, there were 1713 classroom evaluations made by teachers, 198 of which involved language knowledge, accounting for 11.56% of the total number of evaluations. There were 1,476 evaluations involving language skills, accounting for 86.16% of the total number of evaluations. There were only 18 evaluations involving cross-cultural communication, accounting for 1.05% of the total number of evaluations. There were 21 evaluations involving learning strategies, accounting for 1.23% of the total number of evaluations. Among the classroom evaluations made by students, the number of evaluations involving language knowledge, application skills, cross-cultural communication and learning strategies is 20, 78, 6 and 3 respectively. On the other hand, both teachers and students paid most attention to the evaluation of applied skills, followed by the evaluation of language knowledge. They all ignored the evaluation of learners' ability of intercultural communication and the use ability of learning strategy. The above statistical results showed that language knowledge and language skills are still the most important parts of English classroom evaluation in colleges and universities.

2) Analysis and discussion about the results

The reason why teachers and students focus on the evaluation of students' language skills and knowledge in classroom evaluation is mainly caused by the following two reasons. First, teachers' understanding of the teaching purpose of intensive reading is too one-sided. In the interview, some teachers said, "I think the teaching purpose of intensive reading class is to cultivate students' ability to read and write. Therefore, I mainly focus on whether students can correctly translate the content of articles in class." "I think the first priority was to extend students' vocabulary in the intensive reading class, help them accumulate vocabularies and construct a new grammar system, therefore, my evaluation mainly concern students' vocabulary and grammar construction. Those students who

has large amount of vocabularies and grammar knowledge will get a high evaluation in my class." We do not deny that intensive reading lesson is to expand students' vocabulary and help students construct a good grammar system, but it is wrong to blindly emphasis on these two functions in the intensive reading class and ignored the functions of intensive reading class to cultivate students' ability of cross-cultural communication and the ability of using learning strategies. To this point, teachers not only should correct understanding, but also should change ideas in time. Second, teachers know little knowledge about intercultural communication and learning strategies. "Although we know 'College English Curriculum Teaching Requirements' clearly required college English teachers should cultivate students' cross-cultural communication ability and the ability to use learning strategies, we know little about the specific content of these two aspects, which leads to we seldom involved in the two aspects in the teaching, of course, there is no relevant evaluation." In addition, the reason why students' classroom evaluation mainly focused on the evaluation of language skills and language knowledge is that they imitated their teachers' evaluation. Therefore, their evaluation content is limited by the content of their teachers' evaluation and they cannot jump out of the evaluation framework of teachers.

IV. CONCLUSION AND RECOMMENDATION

A. Conclusion

In conclusion, at present teachers are not only the main bodies of English classroom teaching evaluation in a college, but also even the only evaluators in most classes. Especially for the older English teachers, they have become accustomed to the power of evaluation being firmly in their own hands, and the main reason why they are reluctant to hand over the power of evaluation comes from their unwillingness to change and distrust of students. The old teachers should seriously reflect on the correctness of this practice and actively correct it. In addition, the content of classroom evaluation is mainly focused on language skills and

knowledge, while the evaluation of intercultural communication awareness and competence, as well as the application ability of English learning strategy, is seriously ignored. It can be said that the development of comprehensive language competence has become the ultimate goal of English courses and comprehensive language application ability is made up of language knowledge, language skills, learning strategies, emotional attitudes and cultural awareness, etc. It is obviously wrong that teachers only pay attention to the evaluation of language knowledge and skills. In general, college English teachers' inadequate teaching ability and backward teaching philosophy hinder the formation of students' English ability.

B. Recommendation

This article suggested that college English teachers should actively strive to learn the knowledge of English teaching, as soon as possible to renew the idea of English education and improve the teaching ability effectively. In addition, on the one hand, the management department in a university should try to strengthen the management of teachers' teaching quality; on the other hand, it should actively create learning opportunities for English teachers inside and outside the school.

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