

The Impact of College English Curriculum Evaluation on Promoting Students' Self-regulated Learning Ability

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Abstract: By reflecting on the current situation of College English curriculum evaluation in China, this paper studies the impact of College English curriculum evaluation on improving students' autonomous learning ability. This paper analyses the influence of College English curriculum assessment on improving students' autonomous learning ability from three dimensions: diversified evaluation content, evaluation purpose and evaluation methods. The results show that the subject of evaluation should be multi-dimensional and diversified, and students' performance should be evaluated objectively, and the scientific evaluation of students' personality development should be emphasized to ensure that students' autonomous learning ability can be effectively improved.

1. Introduction

The summative evaluation and formative evaluation are adopted in the course evaluation, which are used frequently at present. Summative evaluation refers to the comprehensive evaluation of students' learning effect after the end of teaching activities. Formative assessment refers to the comprehensive evaluation of students' performance, emotion and learning attitude in their daily learning process, which is less frequently used than traditional summative assessment. The significant difference between the two is that summative evaluation seeks for differences in students' knowledge and skills, and the purpose of evaluation is to draw conclusions. Formative evaluation focuses on the effectiveness of students in the teaching process. Through feedback information, it helps students to adjust their learning direction in time. The subjects of evaluation are more diversified and the content is more abundant. It is clearly pointed out in the Guidelines for College English Teaching that the various links in the evaluation system of College English curriculum should be transformed into formative evaluation which promotes the development of the curriculum by means of diversified methods and means. Formative evaluation is very important for college English curriculum. Teachers can evaluate students' English basic and applied abilities, and test the content and grammar of College English curriculum examination. Is knowledge consistent with the new reform criteria? The summative assessment overemphasizes the results of College English curriculum tests, which results in the phenomenon of learning for the purpose of examinations. In order to enhance students' interest in English, give full play to the advantages of individual intelligence, enhance the closeness of English learning and professional learning, optimize teaching evaluation, and study the impact of College English curriculum evaluation on

improving students' autonomous learning ability [1].

2. Diversification of evaluation contents

In the practice of College English in our country, the assessment results mainly consist of two parts: the students' normal performance and the final examination results. The proportion of the ordinary examination results is small, and the proportion of the final examination results is large. This distribution shows that the assessment of College English curriculum in our country still pays attention to the mastery of students' knowledge and skills. The traditional assessment methods are too single and lack of diagnostic evaluation. It is difficult to find out the problems and personality characteristics of students in their study, and at the same time, it is impossible to give consideration to students' all-round development. As far as the traditional evaluation content is concerned, the current evaluation of College English teaching is limited to the investigation of basic knowledge and skills of English, taking the paper-based examination as the examination standard, ignoring the comprehensive evaluation of students' emotional attitude and practical ability. Therefore, from the perspective of the theory of multiple intelligences, this paper analyses the teaching evaluation content of College English course [2]. College English curriculum assessment has a remarkable feature of diversification, involving the assessment of students' eight intelligences. The contents of College English curriculum assessment are as follows:

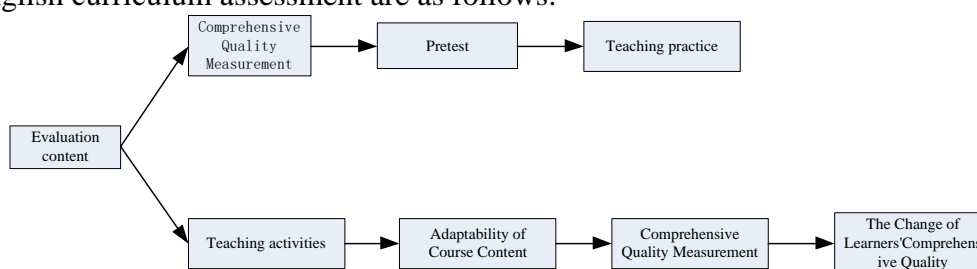


Fig.1 College English Curriculum Evaluation Mechanism

As can be seen from Fig.1, in the evaluation of College English curriculum, students can choose their favorite subjects and deduce their works from different perspectives. Teachers should evaluate students' autonomous learning ability from the perspective of students' entry. For example, the students' oral and writing abilities are examined from the students' on-site performance. The logical ability of students is assessed by analyzing and summarizing the data presented in the course of theme demonstration. The ability of interpersonal communication of students is examined by answering questions in speeches. From multiple perspectives, students' ability to analyze and solve problems is observed. Because of the limitations of the university classroom itself, students can not acquire knowledge in the limited classroom, so students need to rely on after-class time, according to their own needs for corresponding training [3]. Some students have strong dependence on teachers, unable to find their own learning strategies, and difficult to achieve learning goals. Formative evaluation can help students set corresponding goals according to their comprehensive ability. The improvement of examination-taking ability is based on the improvement of linguistic competence. The reformed English test is no longer only an examination of students' English memory, but also a survey of their grammatical competence, including the use of strategies, such as reasoning reading and image reading. College curriculum evaluation divides English tests into three categories: reasoning listening, image reading and vocabulary accumulation.

To sum up, the passive evaluation mechanism has been unable to meet the needs of the times. In order to improve students' ability to take the exam, it is necessary to cultivate students' English quality, change the evaluation content, let students re-examine their professional level in the process

of evaluation, set new goals for themselves, so as to effectively improve their self-learning ability.

3. Diversification of Evaluation Purpose

The purpose of assessment is to judge students' learning ability by examining their mastery of basic knowledge imparted. From the perspective of Multiple Intelligence Theory, the purpose of College English Curriculum Evaluation is to achieve the common development of curriculum construction, students' personal development and teachers' specialty [4]. Taking Peking University as an example, the diversification of its evaluation content, means and subjects is to realize the diversification of teaching evaluation purposes, such as the attendance rate of students. College English curriculum evaluation indicators are as follows:

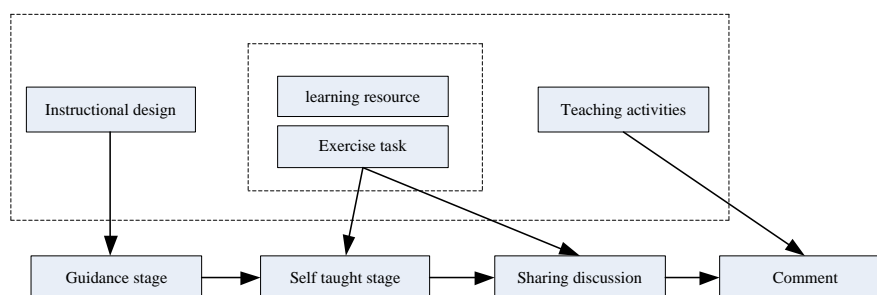


Fig.2 College English Curriculum Evaluation Indicators

As can be seen from Fig.2, students' self-discipline and learning attitude are very important to the teaching curriculum. From the perspective of teachers' development, students' learning effect is a way to evaluate the feasibility and rigor of teachers' teaching methods. Teachers' moral charm and professional charm will affect students' learning attitude. Therefore, in the setting of curriculum evaluation content, we should reset the evaluation purpose from the perspective of students and teachers [5]. For example, from the perspective of students' personal development, the main purpose of this semester's assessment is to reflect on the learning files, correct their learning attitude and adjust their learning plans, so as to enhance their self-learning ability. From the perspective of curriculum development, curriculum evaluation can test the rationality of teaching design and the practicability of teaching content. Therefore, it is necessary for colleges and universities to adjust the teaching plan in time to improve the teaching effect. From the perspective of teachers' professional development, teachers can reflect on whether their teaching is suitable for students through learning archives, so as to realize the promotion of their own specialty [6].

In addition, the feedback channel of the evaluation results is not smooth, which will affect the feedback of the examiners. The phenomenon of information loss rate is due to the fact that supervisors are not cautious enough and reserved in evaluating teachers' feedback information, and some even do not give feedback. They directly submit the evaluation results to the competent teaching departments, which are feedback by the departments. When the teaching department analyses the evaluation results, the information is lost to a certain extent, so the teachers can not make clear their own teaching problems. In addition, the results of students' evaluation of teachers are too single, and the way of feedback is too single. There is no mechanism of direct communication and feedback. Such evaluation results neglect students' perception of the curriculum, and have a certain negative impact on improving students' autonomous learning ability [7].

4. Diversification of evaluation methods

The diversification of evaluation methods can effectively guarantee the teaching quality of each

teacher, help students to improve their ability of autonomous learning, and achieve the improvement of the overall teaching level of the school. However, due to the problems of evaluation system design and feedback methods, there is limited help for teachers who have the desire to improve. For those teachers who have constant morality, such evaluation mechanism is unconstrained. Traditional teaching evaluation can not play its due supervisory role, but the reformed evaluation mechanism advocates the use of diversified evaluation methods to enhance students' autonomous learning ability. The assessment methods of College English curriculum are as follows:

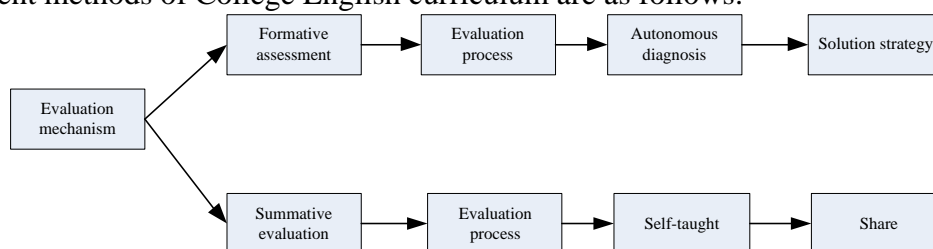


Fig.3 College English Course Evaluation Method

Fig.3 mainly includes formative assessment and summative assessment. Diversified curriculum evaluation is a process evaluation based on the performance of students in College English classroom, through educational speeches and network assignments. The final examination and the study plan of this semester are evaluated conclusively. Diversified assessment methods have a variety of characteristics, which can be more comprehensive assessment of students' skills. For example, according to the reflection of students' classroom performance as a summative evaluation, this form of evaluation can effectively improve students' ability to learn independently, self-evaluation of the cognitive way of knowledge and the way of analyzing problems. Through self-reflection, observe their learning progress and learning psychology.

The diversification of evaluation subjects can cultivate students' participation ability and the formation of their subjective consciousness. Teachers can judge students' learning ability from these two aspects. The traditional evaluation mechanism is teacher-centered, and the evaluation results are too one-sided. The reform of the diversified teaching evaluation mechanism requires that the main body of teaching evaluation should be diversified. Besides teachers, students should participate in the evaluation and parents' evaluation. To ensure the scientificity and objectivity of the evaluation results through third-party evaluation [8]. Students are the main body of evaluation and evaluation. Change the attitude of passive acceptance of evaluation, give evaluation initiative, consciously recognize their own shortcomings, see their own progress, mobilize the enthusiasm and initiative of learning, promote active learning, and achieve personal lifelong development. The purpose of curriculum evaluation is to enable students to examine their learning ability and achievements in the process of learning, so as to reflect on their own self-examination. At the same time, they can also reflect on the performance of other students, learn from each other, make up for their own shortcomings, and make progress together.

5. Conclusion

The subject of curriculum evaluation refers to the individual or group who participates in educational evaluation activities and can judge the value of evaluation according to the standards. College English curriculum evaluation is based on the evaluation of the main selection of evaluation methods, advocating that students are the main body, give full play to the enthusiasm of students, embodied in College English curriculum. From the research and exploration results, the practical application of formative assessment is relatively mature, which can make a deep analysis of the modules of English curriculum and effectively evaluate students' learning ability. To sum up,

effective curriculum evaluation mechanism has a positive impact on improving students' autonomous learning ability. In order to achieve better, teachers and students need to explore further in teaching practice.

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