

The Construction of Diversified Evaluation System in English Teaching

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Abstract: With the continuous deepening of college English teaching reform, the traditional summative evaluation can no longer meet the actual needs of college English teaching. Establishing a diversified student learning evaluation system in English teaching is an inevitable requirement of quality education, and also a need to develop students in accordance with their aptitude and individuality. This paper briefly analyzes the current situation of the evaluation system of college English courses, and then explores the construction of a diversified evaluation system for English teaching, in order to mobilize the enthusiasm, initiative and creativity of students, and improve the quality of English teaching in colleges and universities.

1. Introduction

In college English teaching, teaching evaluation is an indispensable teaching link in the teaching process, which directly affects the teaching effect, teaching process and the realization of teaching objectives. At present, college English courses mostly adopt the summative evaluation mode, which places too much emphasis on students' test-taking ability and test scores, while ignoring students' subjectivity, initiative and creativity, which is not conducive to cultivating students' English ability in listening, speaking, reading, writing and translating. Therefore, we should deeply analyze the problems faced by the construction of college English evaluation system and construct a diversified teaching evaluation system to better promote the reform of English teaching in colleges and universities^[1].

2. The status quo of college English curriculum evaluation system

The evaluation of college English teaching in China is generally based on the final evaluation. The teacher or employer mainly judges the students' English level by the test scores of the students, especially the scores of the fourth and sixth grade English test. This kind of evaluation has an irreplaceable role in other evaluation methods. It cannot be blindly cancelled. However, the evaluation subject and evaluation method are too singular, mainly by the instructors to organize the examinations, while the students who are the subject of evaluation are rarely involved. To a large extent, it ignores the subjectivity, initiative and creativity of students in learning. In addition, this evaluation method lacks incentives. Students' attitudes, feelings and performances in the learning process cannot be presented in the evaluation. The results determine everything. To a certain extent,

the enthusiasm of the students is obliterated. Once the test results are not satisfactory, it is easy for students to have pessimistic and anxious emotions. On the other hand, this kind of evaluation may also reduce the enthusiasm of English-speaking teachers to think, explore teaching concepts and teaching methods. In short, this traditional evaluation method is difficult to meet the actual needs of English learners in many aspects, can not promote the improvement of students' English level, and it is more difficult to promote the reform and development of English teaching. Therefore, on the basis of the traditional evaluation method, it is extremely urgent to introduce a diversified teaching evaluation system^[2]. Table 1 is a comparison of summative and diversified evaluations.

Table 1 Comparison of summative and diversified evaluations

Summative evaluations	Diversified evaluations
The evaluation method is mainly based on examination results	The evaluation method is based on many aspects such as academic performance, physical fitness, and specialties
This type of evaluation has had a lot of negative impact on students	This type of evaluation has had a lot of positive impact on students
Evaluation is too one-sided	Evaluation is comprehensive

3. Method of constructing diversified college English evaluation system

3.1 Evaluation of content diversity

The traditional evaluation method focuses on the evaluation of English knowledge such as words, grammar and reading, and the intermediate examination and final exam are the main indicators for evaluating students' English learning. This kind of evaluation method of "one test for life" is prone to many adverse consequences. Therefore, in the construction of the university English evaluation system, not only should we focus on listening, speaking, reading, writing, translating and other English proficiency evaluations, but also include learning interests, learning attitudes, oral expression, study habits, self-learning ability, and cooperative spirit. In the system, students' English learning is examined and evaluated in an all-round way through a diversified evaluation system. In addition, the ability to use English to solve life problems should also be an important part of teaching evaluation^[3].

3.2 Evaluation of subject diversity

The multi-evaluation of English teaching becomes a single teacher evaluation. It combines student self-evaluation, student mutual evaluation and teacher evaluation. It emphasizes communication and negotiation between evaluation subjects and encourages interaction and cooperation between evaluation subjects and evaluated people. This allows the student to become an active participant in the evaluation from the passive reviewer, and the teacher becomes the organizer and participant of the evaluation from the authority of the evaluation. For self-evaluation and mutual evaluation of students, it is possible to conduct oral English conversations, sitcom performances, text rehearsals and other English skills training activities, so that students can evaluate the performance of themselves and other students with appropriate evaluation criteria. Students' self-evaluation and mutual evaluation can make up for the lack of teacher evaluation. Through self-evaluation and mutual evaluation of students, students can understand their own shortcomings in the learning process and adjust their learning strategies in time. The teacher evaluation does not only refer to the judgment made by the teacher in the final evaluation of the student's test paper scores, but also actively develops a formative or diagnostic evaluation to help

students formulate and complete the learning objectives. Figure 1 shows the effect of a class before and after the use of diversified evaluation in English teaching evaluation^[4].

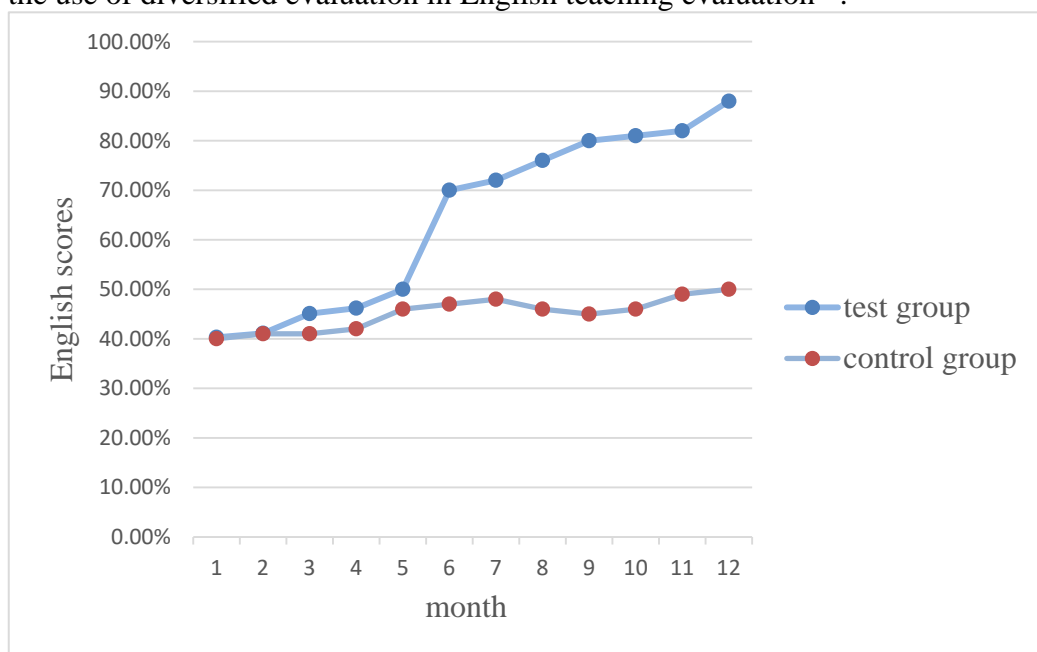


Figure 1 The impact of using diversity assessment on student achievement

3.3 Diversification of evaluation criteria

The English multi-evaluation fully considers the evaluation target and evaluation purpose, adopts flexible and diverse evaluation criteria. Different students have different talents and individualities. The unified evaluation criteria are difficult to meet the practical needs and the coordinated development of different students' English learning. Therefore, in order to stimulate students' enthusiasm and initiative in learning English, the diversified evaluation system should not only take the knowledge objectives in the college English curriculum as a unified reference standard, but also take the self-development of the students' vertical development as the personal standard. Organically combined, in order to have a more comprehensive understanding of the student's learning situation^[5].

3.4 Diversification of evaluation methods

In the college English evaluation system, the summative evaluation still dominates, and the proportion of formative evaluation is small. This kind of evaluation is not conducive to the true reflection of students' English learning, and is not conducive to the development of students' English ability. Therefore, the proportion of formative evaluation should be increased. For example, the usual grades account for 40% of the total scores, and the final grades account for 60% of the total scores. This can better evaluate students' attendance, classroom performance, and learning attitudes. At the same time, teachers can track the students' learning status by means of oral speech, written expression, classroom observation, etc. They can also learn about the students' learning process by means of student files, study diaries, personal interviews, etc., so as to fully understand the students' learning attitudes, learning methods, Practical ability, communication ability, etc. In addition, a portfolio evaluation model can be established, and the student's learning life and growth experience can be recorded with the learning archives, which helps to improve students' self-reflection and self-evaluation ability. In addition, in the evaluation of English teaching, learning

reports, symposiums, dialogue performances, and English debates can be introduced as an important way for students to evaluate, so that students can more clearly understand their English learning.

4. Conclusions

College English diversified teaching methods and evaluation systems are effective guarantees to improve the quality of talents. This diversified evaluation system not only reflects students' mastery of basic knowledge and skills, but also reflects students' learning attitudes, interests, and self-confidence. Therefore, in college English teaching, we should further promote the reform of the teaching evaluation system and establish a diversified English evaluation system. Only in this way can students improve their language application ability, improve their initiative in learning, and cultivate students' creative ability.

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