

## **Review of the Study on Current Situation of English Classroom Teaching Evaluation in China**

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**Abstract:** the Current Situation of English Classroom Teaching Evaluation Has Always Been One of the Popular Topics That Chinese Scholars Pay Close Attention to. This Paper Adopted the Method of Literature Research to Make a Periodical Review of the Relevant Research Achievements in the Field of English Classroom Teaching Evaluation in China, Which Can Provide Useful Reference for Further in-Depth Research in This Field. the Research Showed That: Firstly, Compared with Primary School, Junior and Senior School, the Academic Circle Has Not Paid Enough Attention to the Research of English Classroom Teaching Evaluation in College. Secondly, English Classroom Teaching Evaluation in China Focuses More on the Evaluation of students' Academic Level, But Ignores the Evaluation of students' Learning Ability, Emotional Attitude and Other Aspects. Thirdly, Although Some Schools and Teachers Have Realized the Importance of English Classroom Teaching Evaluation in Improving Teaching Quality, the Degree of Implementation Varies. Fourthly, There Are Regional and Inter-School Differences in English Classroom Evaluation Due to the Differences of Education Levels among Different Regions and Schools.

### **1. 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 Classroom Teaching Evaluation Has Been One of the Key Topics That Scholars At Home and Abroad Have Paid Extensive Attention to. It is Not Difficult to Find That Although Scholars Have Made a Lot of Achievements in the Field of English Classroom Teaching Evaluation, There Are Still Some Problems in the Research. Therefore, This Paper Systematically Sorted out and Analyzed the Relevant Literatures on the Current Situation of English Classroom Teaching Evaluation in China, Hoping to Provide Some Useful References for Further Research in This Field.

### **2. Research on Current Situation of English Classroom Teaching Evaluation in Primary School**

It is Not Difficult to Find That Chinese Scholars Have Paid High Attention to the Current Situation of English Classroom Teaching Evaluation in Schools through a Comprehensive Survey of the Research Results of English Classroom Teaching Evaluation during the Past Few Years. in Terms of the Current Situation of Primary School English Classroom Teaching Evaluation, the Representative Research Achievements Are as Follows: Xiaoqin Jin (2010) Took a Key Primary School in Lanzhou as a Case, She Made a Comparison Research between the Traditional Classroom Teaching Evaluation and a Classroom Teaching Evaluation after the New Curriculum Reform. the Study Pointed out, At Present, While the Concept of Primary School English Classroom Teaching Evaluation is Changing, It Has Not Really Stepped out of the Track of Traditional Classroom Teaching Evaluation. It Still Focuses on the Screening Function of Evaluation, Ignores students' Personality in the Evaluation, and Does Not Provide Incentive Evaluation for All Students. the Methods of Classroom Teaching Evaluation Tend to Be Various, But Have Not Achieved Obvious

Results. the Content of Evaluation is Mainly Based on Language Knowledge and Skills, Ignoring the Development of students' Emotion and Attitude[1]. in 2011, Scholar Yingjie Wang Randomly Selected 42 Representative Schools of Different Types in Different Areas, Including Urban Experimental Primary Schools, Urban Ordinary Primary Schools and Rural Central Schools. he Conducted a Comprehensive Study on the Current Status of English Classroom Teaching Evaluation System in Primary Schools. the Study Pointed out That the Evaluation System of English Classroom Teaching in China is Not Perfect, and Has Not Brought about the Remarkable Results Expected by the New Curriculum Reform. Teachers Pay Much Attention to the Concept of Classroom Teaching Evaluation Which is Put Forward by the New Curriculum, But They Are Confused about the Way to Implement It. in Regular Courses, They Seldom Use Classroom Teaching Evaluation Standards to Guide Their Teaching, and They Only Pay Attention to the Evaluation Occasionally in the Teaching Competition[2]. Subsequently, Scholars Huiyun Zhou (2012) and Lu Suyun (2015) Both Conducted a Classroom Observation Research on Primary Schools. According to the Research of Suyun Lu(2015), Due to the Influence of Exam-Oriented Education and Heavy Social Pressure, teachers' Evaluation is Wrongly Focused on students' Academic Performance. the Evaluation Method is Too Simple Which is Only for the Test Scores and the Enrollment Rate, But Not for students' Ideology and Morality, Personality and Personality Development and Other Non-Academic Evaluation[3]. According to the Research of Yanqing Fan(2019), There Are Three Problems on the English Classroom Evaluation in Primary School. Both the Evaluation Subject and the Evaluation Language Are All Single, and the Evaluation is Lack of Hierarchy[4]. in Rongfang Li's Opinion(2019), There Are Also Three Problems in English Classroom Teaching Evaluation in Rural Primary Schools. Not Only is the Evaluation Standard Single, But Also the Evaluation Index is Inexplicit. and It is Difficult to Implement the Evaluation[5]. Fang Lu(2019) Also Pointed out That There Are Three Problems in the English Classroom Evaluation in Primary School. Firstly, There is No Clear Objective of English Classroom Evaluation. Secondly, Teachers Have Not Formed a Consensus on the Content and Standard of Evaluation. Thirdly, the Use of Classroom Evaluation is Not Reasonable[6].

In General, the Research Achievements of Classroom Teaching Evaluation in Primary School Are Not Deep Enough, and It is Not Difficult to Find out from the Existing Research Results That At Present, the Evaluation of English Classroom Teaching in Primary Schools is Not Divorced from the Traditional Evaluation Model, and the Evaluation Effect is Far from the Expected.

### **3. Research on Current Situation of English Classroom Teaching Evaluation in Junior and Senior School**

In Terms of the Current Situation of English Classroom Teaching Evaluation in Junior and Senior High Schools, Scholar Jiazhi Yu (2008) Took a Total of 60 English Teachers from a Key Middle School in Changchun and a Key Middle School in Hangzhou as the Research Objects, and Conducted an Investigation Research on the Teaching Evaluation of Task-Based English Classroom in Middle Schools. the Research Showed That 42% of Teachers Have a Certain Understanding of Tblt, But There is No Systematic Evaluation System on the Course of Tblt. Although 92% of Teachers Agree That Classroom Teaching Evaluation Has a Positive Effect on Promoting Teacher Development, 52% of Teachers Know Nothing about the Evaluation Standard of Tblt[7]. Ling Tong(2011) Did a Case Study in a Middle School in Heilongjiang Province and She Pointed out That the teachers' View of English Classroom Teaching Evaluation Has the Following Characteristics: (1)Teachers Not Only Have Not Formed a Complete and Clear Cognition of Classroom Teaching Evaluation, But Also Have Not Fully Realized the Main Position of Students in Classroom Teaching Evaluation. (2)Teachers Not Only Have an Incomplete and Concrete Understanding of the Content of Classroom Teaching, But Also Have a Partial Understanding of the Classroom Teaching Evaluation Method. (3)Teachers Not Only Have Insufficient Awareness of the Feedback of Classroom Teaching Evaluation, But Also Have Insufficient Understanding of the Relationship between Classroom Teaching Evaluation and students' Development[8]. Guoqun Hu (2011) Conducted a Survey and Found That Traditional Classroom Teaching Evaluation Generally

Adopts a Classroom Observation, and the Main Body of Evaluation is Only Teachers.[9]. Suna Zhan (2012) Pointed out after the New Curriculum Reform, the Teaching Evaluation of High School English Classroom in Our Country Still Follows the Traditional Teaching Evaluation Method, That is, by Listening to the Lectures and Evaluating the Classes, and Mainly Adopts the Quantitative Evaluation Method to Evaluate a teacher's Classroom Teaching Effect, Which Excessively Pursues the Teaching Efficiency[10]. Different from the Research Content of the Above Scholars, Nan Shao (2014) Investigated the Current Situation of the Use of Feedback Language in High School English Classroom Teaching Evaluation. the Research Showed That Teachers Have Recognized That Feedback Language Can Effectively Promote the Development of students' Language Ability and Often Use Feedback Strategies in English Classroom Teaching. Excellent English Teachers Use More Flexible and Diverse Feedback Language, and They Pay More Attention to the Alternating Use of Language Feedback and Other Forms of Feedback[11]. in Addition, Fujun Lu(2019) Pointed out That Some Teachers don't Pay Attention to Classroom Evaluation, Only Use Some Simple Evaluation Words Repeatedly, and Pay Less Attention to students' Mutual Evaluation and students' Self-Evaluation[12].

#### **4. Research on Current Situation of English Classroom Teaching Evaluation in College**

In Terms of the Current Situation of English Classroom Teaching Evaluation in College, There Are Few Achievements. Xinhui Liang (2012) and Li Cai (2015) Studied College English Classroom Teaching Evaluation. Their Researches Showed That the Evaluation of College English Classroom Teaching is Usually Completed by Experts and Peers, Which Lacks the Self-Evaluation of Teachers and the Evaluation of Students. the Index System of Classroom Teaching Evaluation Does Not Reflect the Unique Features of English Subject, and There is No Obvious Difference on the Relevant Content Compared with the Index System of Other Subjects. Yun Zhang(2018) Pointed out That the Establishment of English Classroom Teaching Evaluation System in Higher Vocational Colleges Has Greatly Improved the Phenomenon That Some Students Do Not Pay Attention to English, But Some Teachers Put Too Much Emphasis on the Effect of Classroom Teaching Evaluation, Which Brings a Lot of False Information to the Evaluation Results [13].

#### **5. Research Conclusions**

To Sum Up, Although the Eighth Basic Education Curriculum Reform Has Been Carried out for More Than 10 Years in China, the English Classroom Teaching Evaluation Still Focuses More on the Evaluation of students' Academic Level, But Ignores the Evaluation of students' Learning Ability, Emotional Attitude and Other Aspects. Although Some Schools and Teachers Have Realized the Importance of Classroom Teaching Evaluation in Improving Teaching Quality, the Degree of Implementation Varies. in Addition, There Are Regional and Inter-School Differences in English Classroom Evaluation Due to the Differences of Education Levels among Different Regions and Schools. Finally, Compared with Primary School, Junior and Senior School, the Academic Circle Has Not Paid Enough Attention to the Research of English Classroom Teaching Evaluation in College.

#### **6. Research Prospect of Current Situation of English Classroom Teaching Evaluation**

Based on a Comprehensive Analysis of the Relevant Research Results of the English Classroom Teaching Evaluation in China in Recent Years, This Paper Holds That in the Future Research, on the One Hand, It is Necessary to Strengthen the Research on the Current Situation of the Evaluation of College English Classroom Teaching, Make Full Use of the Advantages of Many English Experts on Education Research in Colleges and Universities, and Strive to Fully Reveal the Unique Laws of the Evaluation of College English Classroom Teaching, So as to Serve the College English Teaching Better. on the Other Hand, the Research Methods about the Current Situation of English Classroom Teaching Evaluation can't Only Stay in the Simple Questionnaire Survey and Interview.

in View of the Dynamic Characteristics of the Teaching Process Itself, This Paper Suggests That in the Future Research, We Should Make Full Use of Narrative Research, Diachronic Research, Case Study and Other Research Methods to Reveal the Unique Law of English Classroom Teaching Evaluation in China from Multiple Perspectives and Dimensions.

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