

# Reform of Student's Evaluation System in College English Teaching in Private Universities

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**Abstract:** The main factors influencing college English teaching include language, environmental and student factors. As the executor and subject of learning, on teaching and feedback, teachers should be able to understand and meet the individual needs of learners to the greatest extent in the premise of respecting their individual differences, so as to achieve the goal of cultivating their comprehensive ability and quality. Therefore, in this paper, the author attempts to explore the preliminary reform of student's evaluation system based on the actual situation of students in her university, so as to realize the virtuous cycle mechanism of college English teaching, ensure the comprehensive implementation of the reform and achieve the expected results.

## 1. Introduction

The general office of the Ministry of Education pointed out in document No. 4, 2006 that the reform of college English teaching is an important part of the Ministry of Education's "higher education reform and teaching quality project". The reform of college English teaching has made positive contributions to leading and promoting China's higher education teaching reform and comprehensively improving the quality of talent training, which is of great strategic significance. The teaching requirements on college English course (hereinafter referred to as the "requirements") issued by the Ministry of Education in 2007 once again guides and promotes the reform of teaching philosophy, curriculum setting and teaching methods of colleges and universities in China, which can be summarized as the following four changes: teaching requirements, teaching objectives, teaching mode and teaching evaluation. In 2013, the Ministry of Education formulated the Guidance Opinions on Further Deepening the Reform of College English Teaching (draft for soliciting opinions), aiming at further deepening there form of college English teaching. One of the most important aspects of teaching reform is to understand students' learning needs and existing problems, such as unclear learning objectives, unscientific learning methods, unbalanced skills development, etc., and to think about the changes of students' evaluation methods in college English teaching around these problems. College English education is an important part of higher education in China, which is of great significance to promote the coordinated development of college students' knowledge, ability and comprehensive quality. As the most important content of education, college English is a compulsory public basic course for most non-English majors at education stage, and plays an irreplaceable role in talent cultivation. College English faces the realistic pressure: social attention , great importance attached to by school, hard-working students, the teachers' devotion and inefficiency, mute English, deaf English, and the psychological state studying for test, have caused the dissatisfaction at teaching effect from teachers, students, schools, and society. Problems exist in the four aspects of teaching concept, mode, method and management System, which put reform on the top agenda.

### 1.1 Problems Existing in the Current Evaluation Model

At present, the evaluation methods commonly used in college English teaching are mid-term examination, final examination, or CET-4 and CET-6 examination, etc., which are essentially summative evaluation, an important means of testing teaching results, but it cannot evaluate the teaching process. It is very difficult to fully examine the students' own English level through the existing final exam. As a result, to motivate students to study English harder is not an easy job.

Students are unable to timely understand their deficiencies in English learning according to the final examination results, and they are also unable to really find their own problems and improve their English learning in a targeted way, which is the lack of diagnostic function. Therefore, such a form of evaluation feedback can neither reflect the impartiality of evaluation, nor help students find their own shortcomings to motivate their enthusiasm for learning and promote the personal development of English teachers. It is necessary to improve the existing evaluation system of student's learning effect. The problems are as follows:

The concept of evaluation is too narrow. In the process of teaching, many teachers generally simply understand the evaluation of learning effect as the teaching test results, and often give students a simple and incomplete evaluation according to the score in the final test. Such an evaluation concept is too narrow. Traditional teaching evaluation system attaches great importance to the summative evaluation that reflects the learning results of students. Examination is almost equivalent to evaluation, but ignores the comprehensive evaluation based on the performance in the learning process. The current college English evaluation system still pays attention to students' understanding and mastery of knowledge, instead of focusing on the evaluation of students' learning process, method, feedback, emotion, attitude, growth and cognition.

### **1.2 The evaluation subject is too single**

At present, teachers or related administrative departments are the main evaluation subjects in college English teaching. The students who should be the subjects of evaluation can hardly or fully participate in it. Although many teachers acknowledge evaluation is part of the teaching, but it will regard evaluation as the test means of student's learning outcomes and teachers' teaching level, only and pay attention to the examination and verification of evaluation function, which makes the teaching and evaluation lack of fusion and systematization, and therefore it is difficult for the teaching evaluation system to play a role in the real improvement and incentive function on teachers.

### **1.3 The content of evaluation attaches more importance to knowledge than ability**

As for traditional knowledge and ability, the current college English evaluation system has not been much changed, many colleges and universities still adopted the same evaluation method as that used a decade ago, still paying attention to students' understanding of knowledge mastery, neglecting their concrete learning process, methods, and emotional attitude.

### **1.4 The evaluation function lacks motivation**

At present, although many teachers admit that evaluation is a part of teaching, they regard evaluation as a means to test students' learning results and teachers' teaching level, and only pay attention to the test and verification function of evaluation, which makes evaluation separate from teaching and learning and difficult to play the improvement and incentive function of education evaluation.

### **1.5 Lack of feedback on evaluation results**

At present, curriculum evaluation is mostly determined by test results, and teachers pay attention to the implementation of test and the design of test questions. For the test result is only for simple statistics and analysis, the feedbacks offered to students in time are too limited. For the results of the common mid-term or final exams, students only know how many grades they have obtained, as well as whether they have passed the exam or not, but have no idea of their deficiencies, causing subsequent learning characterized by lack of systematic goals for learning, reasonable method of learning strategy and the normal learning mentality.

## **2. The evaluation model after the reform**

In view of the existing problems of the evaluation system, and based on the actual situation of students, the following changes and attempts are made to the evaluation system.

After new students enter the school, they will have a placement English test and the natural files

on student and class according to the grades are established. All students' English scores are ranked. If graded teaching is implemented, another ranking of students at the same level should be established. In this way, it is convenient to compare students' learning situation vertically according to hierarchical teaching in the future.

In each semester, the students at different levels are arranged to have the unified examination. The content of the test includes vocabulary, listening, speaking, writing, reading modules and other contents (that is, the test should include such a more comprehensive assessment content). And then students are ranked according to the test. In this way, a double evaluation system of students and teachers will be formed in each semester. The learning progress of students is clear at a glance, and the effort of teachers is also reflected.

The evaluation of students' learning in each semester should be a dynamic evaluation rather than a final evaluation. Therefore, the degree of effort and performance of students in open teaching will form part of the evaluation system. Secondly, the other students in the class also witness who has made no progress. Third, the final assessment of each semester is also part of the overall assessment. In the term of CET-4, its weight should be added.

All the examinations are not final and one-time, but strictly combined with the examination of each module and the examination by the end of the semester.

To sum up, students' learning evaluation is specifically composed of the following elements:

Items	Term 1	Term 2	Term 3	Term 4
The rank based on the entrance placement test	√			
① test of communicative oral English	Everyday oral English	Interest-oriented Oral English	Topic-centered oral English	Major or employment related oral English
② vocabulary test	Level 1	Level 2	Level 3	Level 4
③ listening test	Level 1	Level 2	Level 3	Level 4
④ reading test	Level 1	Level 2	Level 3	Level 4
⑤ writing test	Daily Practical writing	Topic-related writing	Topic-related writing	Major-related writing
B level test		√		
A level test			√	
CET-4				√
The final grades at the end of semester	①②③④⑤ 20% respectively	①②③④⑤15% respectively; B level test 25%	①②③④⑤ 15% respectively,B level test 25%	①②③④⑤12% respectively, CET-4 40%

If a student's natural ranking has improved over the previous semester, consider adding another weight. Once entering the university, every student should understand that if he wants to attend CET-4 examinations, from the beginning he has to prepare himself well from each respect on the basis of the most fundamental B-level, which can also form a benign cognition: each semester has a certain purposeful improvement in all aspects. The student takes an examination of A level, B level, CET 4, CET 6 and so on. We can organize teachers to write all kinds of advanced teaching materials suitable for our Students, for example, advanced textbooks for vocabulary, advanced textbooks for listening, advanced scenes and topics textbooks for spoken English, advanced textbooks for writing, etc. And all the materials used for quiz and tests during the semester can be compiled directly into teaching material. In this way, it is unified, standardized, convenient for operation, less subjective and fair.

### **3. Prospect and expected effect of the reform of student evaluation system**

First, open teaching. It is hoped that the college English course will become a pilot course of open teaching that breaks the traditional teaching mode in 2-3 years. Second, the classification of teaching mode; Third, the establishment of general and modular curriculum; Fourth, the teaching concept shifts from imparting basic knowledge to people-oriented “whole person education”; Fifth, the maximization of the teaching efficiency; Sixth, the introduction of “flipped classroom”, “micro class” and other new and diverse teaching forms; Seventh, take elective courses as the basic teaching and academic units, set up the basic teaching organization -- course group, to realize the synchronous development of college English teachers’ teaching and scientific research, and solve the problem of college English teachers’ lack of research direction.

### **4. Conclusion**

The mission of teaching is to teach students how to behave, use English to teach culture and cultivate the mind for the sake of talent training objectives, student employment, and national and social development, rather than for the sake of artificial disciplines and services. This is the foothold and foundation of foreign language education and all evaluation systems. “All lessons are lessons of thinking.” The real education should enlighten students to pursue the ability of thinking and Insight into the culture and society where the language is spoken. To sum up, beginning with the student evaluation system, through the pilot experiment validation, gradual popularization and application of new college English teaching mode are used to cultivate students’ solid fundamental language skills, and comprehensively improve the English comprehensive application ability of non-English major in private universities, especially their listening and speaking skills, so that college English can actively serve educational goals, satisfy the needs of professional departments, and students’ individuality development. The ultimate goal of reform is to make college English courses both instrumental and humanistic, to enable students to effectively communicate with each other in oral and written English in future employment and social communication, and to enable students to communicate in academic or professional fields. At the same time, it cultivates students’ independent learning ability and international vision, and improves students’ comprehensive quality so as to reflect the characteristics of international education that a lot of private universities now focus on and meet the needs of China’s economic development and international exchange.

### **References**

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