Research on the Current Situation and Development Trend of College English Teaching Assessment System in China

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Abstract. College English courses are an important part of our higher education. After these years of continuous exploration and development, college English teaching has achieved fruitful results in many aspects, but the problems still remain outstanding. College English teaching assessment system is an important system to test the results of college English teaching, and its construction and development is relatively lagging behind. This paper carries on the brief analysis on the current situation of the assessment system of college English teaching, then gives the measures for the construction of the system according to my own teaching reality, and makes the simple analysis and research to the development trend.

Teaching and learning have always been integral parts of the teaching process. After years of continuous construction and development, China's higher education has made remarkable achievements in many places. However, due to many reasons such as the teaching system, we have been lagging behind in the construction of teaching assessment system.

The Current Situation and Problems of the Assessment System of College English Teaching

The existing problems in the assessment system of college English teaching have aroused widespread concern in the society. In the author's opinion, the current assessment system of college English teaching mainly has the following problems:

The Assessment System of Classroom Teaching Is not Perfect. Classroom is the main front for teaching. In classroom teaching, teachers pass on their knowledge to the students. This transmission of knowledge has a one-way characteristic. Teachers, usually only through the periodic examinations, know how the students master and understand the knowledge. There is a period of time difference between teaching and learning. If the students do not completely digest the knowledge of the previous period, then there will be an accumulative effect, making the students feel the burden of schoolwork heavier and heavier. Some students are good at communicating with others. If they do not understand, they will consult the teacher in time. However, the existence of individual cases does not represent the overall characteristics of the students and does not mean the relative perfection of this system. If the student failed to consult, then whether our teacher can find the problems and solve the problems in time is what we should be considered at the level of education system. But unfortunately, for a long time, we have neglected the existence of this issue. From another point of view, students are a special group, and they have to go through the process of growing minds or life experiences. It is possible that an emotional problem or external environment may have an impact on their achievements. How to comprehensively evaluate a student's academic level, reflects his mastery of class knowledge, and should be a scientific and objective process. However, the current classroom teaching assessment system obviously cannot meet this requirement.

The Assessment Method Is Single. Over the years we have been advocating quality education, trying to remove the impact of examination, but the examination still occupy the dominant part of the college English teaching evaluation system. Assessment methods represented by CET4/6 still prevail in many colleges and universities. This single assessment method has been widely criticized, for it is lack of comprehensiveness, uniqueness and scientificalness. It is incompatible with the individualized education and the overall quality promotion advocated by quality education. Students' English ability is a comprehensive concept, which includes not only listening, speaking, reading and writing, but also students' ability to use language and control language.

Furthermore, education itself is a long-term process. In education and teaching, we should pay more attention to the cultivation of students' learning ability. It takes ten years to grow trees, but a hundred to rear people. Education is not an instant success. In education and teaching, we should build a processor for students to learn more about, rather than putting a memory on them. Many educators have been working in this direction to make constant efforts, but a fairly long process is still required at the institutional level to truly change the current situation.

The Teaching Evaluation Mechanism Is not Timely. Many problems in education and teaching require a long-term feedback mechanism, but a lot of problems require a real-time assessment system. For example, the problem of doubtful points and difficulties encountered by students in classroom teaching, students' follow-up to the teaching progress and students' advice to teachers and so on. Under the conditions of informatization, it is possible to transfer the information between teachers and students in real time, but the bridge between the possibility and the actual application is needed. Many colleges and universities are committed to building the construction of campus informatization, but the investment is insufficient in the real-time construction of informatization for teaching evaluation system. The reason is that many colleges and universities believe students and teachers can communicate in class, and whatever problems can be solved directly in person. That sounds very reasonable, but students have a process for understanding and absorbing knowledge. After class, how can students communicate with teachers if they have problems in their schoolwork? Mobile phone? WeChat? Or the other way is a solution, but at the institutional and systemic level it is a corner that can easily be overlooked.

Individual Achievements Are more Important than Team Success. Here, I would also like to mention one issue; that is, the assessment system we use is mainly personal and rarely targeted to the team. In education and teaching, we often encourage students to join some groups and participate in some activities. But how exactly do these groups and activities contribute to the promotion and facilitation of education and teaching are often unknown. The actual effect of them is often judged by whether one of the team members wins a prize or not. It is often not well understood whether the team or activity can help improve the overall learning interest and teamwork spirit of college students. College Students' group activities are an important part of students' daily activities. The establishment of college students' groups and the effect of the activities should be included in the teaching evaluation mechanism, guided by norms and corrected in the guidance.

The Assessment System Has A One-way Characteristic. Influenced by the traditional education concept, our teacher-student evaluation system has been unidirectional since it was established. That is, teachers evaluate students, and students rarely have the opportunity to evaluate teachers' teaching process. This one-way system seriously hinders the scientific and healthy development of education and teaching. Teaching and learning is an indivisible process, and it has its own characteristic of two directions. However, we cut them apart artificially. In quality education, we should pay attention to the role of each individual and to the students as the starting point and end point of education and teaching, and then we must establish a two-way feedback system and mechanism.

The Significance of Constructing the College English Teaching Assessment System

A good teaching evaluation system is the guarantee to promote the improvement of teaching quality. It balances the conflict between teaching and learning, provides the basis for timely treatment of problems encountered in teaching and learning, and gives the criteria for the formulation and adjustment of teaching plan. Therefore, the evaluation system of college English teaching is of great significance in education and teaching.

It Is Helpful to Improve the Traditional College English Teaching Mode. Traditional college English spoon-feeding teaching mode has been gradually replaced, and students have been able to participate in the teaching process widely. The college English teaching evaluation system is an institution and also criteria, which is a support to measure the success of the teaching mode. Through this assessment system, we can reflect on the teaching process and teaching effects, and then remove the barriers that hinder the promotion of teaching achievements. Besides, we should reform and innovate the student-centered curriculum in education and teaching, and continuously optimize the teaching mode so that we can tell the students what they need and give the students what they want.

It Is Helpful to Substantially Improve the Quality of Education and Teaching. College English study is a headache for many students. Why do these students feel college English so hard to learn? One reason cannot be ignored is that our college English teaching process is relatively rigid, which does not teach according to the students' aptitude varying with each individual. Under

the evaluation system of college English teaching, students can fully communicate with their teachers, and teachers can grasp the characteristics of each student. Based on this, the teaching activities will greatly improve the quality of college English teaching. Through the healthy and orderly criteria and coordination, the evaluation system of college English teaching aims to strengthen and consolidate the dominant position of students, arouse students' subjective initiative in study, stimulate teaching potential and effectively promote quality education.

It Is Helpful to Fully Tap the Potential of Students. Under the assessment system of college English teaching, students and teachers achieve mutual support and evaluation. Students feel that they have truly become the masters of teaching and are no longer passive single roles in the past. Under this system, they can easily be mobilized learning enthusiasm and initiative, and participate in classroom teaching, even actively offer advice and suggestions, together with the teacher planning curriculum design. College students are at the forefront and high ground of informatization, for they have a strong desire for knowledge and strong practical ability. Under the condition of informationization, if the college English teaching evaluation system can adopt the way being loved by students in the design, students will be more likely to participate. In fact, many schools have handed over some development and design work to students to complete the evaluation system, which is a bold attempt. From the practical effect point of view, it has achieved encouraging results.

Construction of the Assessment System of College English Teaching

The assessment system of college English teaching must be based on scientific theories. It is the systematic project through the collection of relevant data, and the objective evaluation and scientific judgment of the teaching process and teaching factors. It is a very important basic link in education and teaching. To construct the assessment system of college English teaching on the premise of promoting quality education, we should focus on the following aspects:

Strengthen the Organizational Leadership of the School. Schools should be widely involved in the construction of the assessment system of college English teaching. At the policy level, schools should introduce measures to encourage teachers and students to actively make suggestions, organize the formulation of specific measures and supervise the implementation of specific links. Under the assessment mechanism of the college English teaching, the workload of the teachers will increase a lot. Schools should fully consider the difficulties encountered by teachers in the operation of the mechanism and promptly help them to eliminate the interference and deal with various conflicts. Schools can set up specialized leading organizations, with matching the specific division of labor and the responsibility to the person, strengthening the leadership mechanisms to be a leader in system construction.

Change the Single Assessment Method. One of the biggest obstacles to students' diversity and personalized development is the single way of assessment. The college English teaching evaluation system must include scientific and reasonable assessment mechanism. We should abandon all the exam-centered assessment methods and adopt diversified assessment strategies that focus on both short-term and long-term; both theory and practice; both achievements and growth; both the details and the whole. The assessment of student learning and teaching objectives should be closely integrated, and the scientific evaluation methods should be emphasized. In the assessment, we should give more motivation to the teachers, allowing them to take appropriate methods according to the differences of students to design different levels of evaluation objectives, and leave students to choose their own evaluation mode.

Strengthen the Analysis of the Feedback Results. In the college English teaching assessment system, we can collect real-time data. For these feedback data, we should strengthen the analysis, finding out the deficiencies in time, and feedback to the evaluation objects. Sometimes we run into situations where data can be inconsistent or varied over time, and we should follow up and analyze the problem in time. When conditions allow, actively invite teachers and students to participate in the analysis of the data, letting them face their own problems and deficiencies from the data. For some data or feedback results that need to be accumulated for a long time, we can divide a certain period of time to consider teaching results.

Try to Personalize the Teaching Assessment System. As a system, it is difficult to be comprehensive, but when designing and implementing, we should strive to create a personalized

teaching evaluation system. To achieve the personalization and uniqueness of the evaluation system of college English teaching, we must also take the cooperation spirit, degree of improvement and ability of knowledge acceptance in students' English learning process as the evaluation criteria when building the basic knowledge of English learning into the evaluation scope and construct a special evaluation idea. In this construction of personalized evaluation system, we can better cultivate the diversity and entertaining of students' English learning.

Research on the Development Trend of the College English Teaching Assessment System

The construction of the college English teaching evaluation system is a systematic and scientific operation process. It involves many aspects and departments. From establishment to mature operation, it requires continuous adjustments and optimization.

At present, the college English teaching evaluation system is advancing in the direction of informatization and diversification. Multimedia technology, network technology and other information technologies play an increasingly important role in the establishment of college English teaching evaluation system. The content of the evaluation is also increasingly diverse, from teachers to school management, etc., all of these have been incorporated into the evaluation scope. It can be said that the evaluation system has entered a new stage of development in both breadth and depth.

Combine summative evaluation with formative evaluation. The shift from emphasis on result to the process is also the development trend of the evaluation system. The two kinds of evaluation complement each other, which not only meets the needs of improving teaching quality, but also meets the needs of improving the scientific teaching evaluation.

Combine quantitative evaluation with qualitative evaluation. Insisting on the principle of combining quantitative evaluation with qualitative evaluation, the teaching assessment system pays more attention to the role of indicators that cannot be directly quantified in the evaluation while placing more emphasis on the quantification of indicators, emphasizing the combination and application of qualitative evaluation and quantitative evaluation.

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