# Design and Effect Evaluation of Personalized English Teaching System in Colleges and Universities

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*Abstracts:* Under the background of the new curriculum reform, personalized English teaching in colleges and universities has become an important measure of the current teaching reform. We should build a personalized teaching model, learning methods and evaluation mechanism, and scientifically and carefully design the teaching system and classroom tasks, so as to enable students to independently identify with the existing English teaching objectives, guide students to form scientific and effective autonomous learning methods, and improve the overall quality and effect of English teaching.

*Keywords:* Colleges and Universities; English; Personalized Teaching System Design; Impact Assessment

## 1. Introduction

Personalized teaching is a teaching activity with two-way unity, mutual cooperation and efficient interaction carried out by teachers according to their own teaching advantages and students' personality characteristics. In personalized teaching, teachers need to fully respect students' dominant position, understand and master the differences of each student's learning level and ability, and better mobilize students' subjective initiative consciousness in learning by scientifically and reasonably arranging teaching contents and selecting appropriate teaching methods, so that personalized teaching activities can promote students to actively explore knowledge, and realize the effective improvement and collaborative progress of students' comprehensive quality. College English curriculum aims to cultivate students' systematic foreign language application ability in listening, speaking, reading, writing and translation through the formulation and implementation of teaching objectives, teaching plans and teaching contents, and comprehensively weigh the objective differences in students' knowledge structure, learning ability and personality characteristics. Teachers should advocate and adhere to diversified and layered teaching in teaching and build personalized English teaching system based on effect evaluation.

## 2. Design of personalized English teaching system in colleges and universities

### 2.1 Designing personalized teaching objectives

When setting English teaching objectives, we should formulate personalized teaching plans in combination with students' English learning foundation and needs, truly reflect the characteristics of teaching students according to their aptitude, and summarize the English teaching objectives of each student in the class, including the rights and

responsibilities of both teachers and students, so as to form a teaching agreement and require students to sign a commitment to complete the corresponding learning requirements. In teaching implementation, teachers should pay close attention to the "four differences" of personalized teaching objectives. First of all, we should adapt to the differences in students' learning ability, formulate a relatively unified overall teaching model on this basis, and comprehensively consider students' individual learning ability, to meet the learning psychology of different students as far as possible. Secondly, we should adapt to the differences in students' interests. Only with interest can students generate learning motivation and achieve learning goals; The traditional English curriculum teaching paradigm is difficult to fully combine students' interests to guide students' autonomous learning, and cannot meet the purpose of students' personalized development and stimulating students' active learning. Moreover, to adapt to the cognitive differences of students, each student's cognitive level and ability are different. When designing teaching objectives, we should pay attention to students' cognitive differences and implement personalized teaching; Finally, to adapt to the differences in students' life experience, when formulating students' personalized teaching plans, teachers should organically combine students' life background with language learning, and improve students' understanding of the cultural background of language learning, in order to promote students to actively call their own life experience to carry out language communication and lay the basic conditions for language learning.

## 2.2 Designing personalized teaching content

On the one hand, we should actively expand students' cognitive structure and promote the formation and application of students' new knowledge; On the other hand, we should fully combine the individual differences of students to design the teaching content. First of all, we should construct the teaching knowledge structure in combination with students' reality, help students maximize their personal advantages and make them actively cater to English teaching interaction. Secondly, we should carry out personalized teaching around students' characteristics, improve students' awareness of autonomous learning and help students reshape their thinking ability. Personalized teaching content should be embodied in western culture, professional English, comprehensive English, English application and other aspects. In particular, it is necessary to increase the teaching proportion of English listening and speaking, and purposefully integrate other interdisciplinary knowledge content, so as to form the key teaching content for the cultivation of different abilities of English listening, speaking, reading, writing and translation. In addition, we should actively set up English application courses in line with our majors.

## 2.3 Designing personalized teaching methods

Teachers should follow the principle of personalization to design teaching methods and adopt a hierarchical and open teaching mode, while students can choose appropriate learning methods according to their own learning situation. For students with insufficient learning foundation, teachers should appropriately reduce learning difficulties and tasks, focusing on cultivating students' interest and learning autonomy; For students with a solid foundation, we should expand their knowledge horizons, add new teaching elements, help them consolidate their foundation and strengthen their language development ability at the same time. Generally speaking, personalized English teaching in colleges and universities can be roughly summarized into four methods: The first is the traditional combined teaching method of speaking, acting and practicing; The second is the multimedia audio-visual teaching method; The third is the alternative learning form of autonomous learning and cooperative learning with the help of network product platform; The fourth is the heuristic inquiry teaching method of flipped classroom model.

## 2.4 Designing personalized teaching assignments

Personalized teaching homework requires teachers to set different types and difficulties of homework in full combination with students' personal learning situation. For example, students are required to design different language application scenarios in groups, write, direct and perform all kinds of English short plays by themselves; Group members work together to adapt the content of the original text; Make your own innovative English cards and carry out your comparison and guess game; Carry out impromptu speech activities in combination with the learned text. Through the above homework modes, students can feel the fun of homework spontaneously from their hearts, so they are more willing to take the initiative to spend time and energy to complete the homework content, truly achieve the purpose of teaching in fun, and let students complete their academic development in a relaxed and pleasant learning atmosphere for long term run.

# 3. Effecting evaluation mechanism of personalized English teaching in colleges and universities

## 3.1 The evaluation objectives should be comprehensive, including knowledge, skills and quality

The evaluation of learning effect must be considered from multiple dimensions. Students' mastery of English knowledge can be reflected in the results of daily learning assessment; Students' English skills can be inferred according to the performance standards. For example, if a student's written examination results are ideal, his English listening, speaking, reading, writing and translation abilities will be in direct proportion. Of course, there will be some phenomena of "high score but low ability"; The quality of students should mainly consider their personal daily attendance, learning attitude, learning habits, learning methods and other details.

### 3.2 The evaluation carrier should be reasonable, including learning methods, processes and results

Teachers should evaluate the final effect of students' personalized learning in combination with big data analysis. Teachers can monitor students' learning progress, learning duration, learning achievement, etc., through the teacher side, communicate and interact with students in time, estimate students' learning ability and level, and help students find suitable learning methods, in order to supervise and communicate with the help of online learning platform in the next teaching, and continue to pay attention to students' dynamics. It can help students form a good habit of autonomous learning; At the same time, teachers can also mobilize students' interest in English learning and build students' learning confidence with the help of online learning experience accumulation.

### 3.3 The evaluation subject should be diversified, including platform, teachers and students

In personalized teaching, network teaching platform will be widely used, which means that teachers' unilateral learning evaluation is lack of comprehensiveness. The evaluation subject should be diversified, and teachers' evaluation, platform evaluation and self-evaluation can be realized. This multi-agent evaluation method can enable students to realize the self-learning situation from multiple dimensions and all aspects, and change their identity from the original evaluated person to an evaluator. The back and forth switching of this evaluation role can enable students to participate in teaching activities more deeply, reflecting the prominent feature of students as learning subjects.

### 3.4 The evaluation objects should be concentrated, including teachers and students

Originally, the object of English teaching evaluation was mainly students, the subject of education. Under the personalized teaching mode, the rationality of the evaluation object should also be reflected. Teachers should become another important object of evaluation. They should carry out evaluation on students' teaching organization ability, adaptability, communication ability and lecture ability, so that teachers can continuously carry out teaching reflection and scientific research discussion, so as to better improve their professional teaching ability and literacy.

### 3.5 The evaluation method should be reasonable, including formative evaluation and summative evaluation

The ultimate purpose of teaching evaluation is to guide teachers to carry out targeted teaching in combination with the actual situation, so as to further improve students' learning quality and learning motivation. Teachers need to pay attention to scientific and reasonable evaluation methods, and comprehensive formative evaluation and summative evaluation, so as to judge students' learning achievements more comprehensively.

## 4. Conclusion

English is a language tool for cultural communication. Learning English aims to enable students to master systematic and practical English knowledge and skills. Only by carrying out personalized teaching according to local conditions and students' aptitude, paying attention to student-oriented, and designing personalized teaching objectives, teaching contents, teaching methods and teaching assignments, can we really optimize the teaching mode, reform the disadvantages of traditional one size fits all teaching, and improve the quality and efficiency of English teaching. At the same time, in the implementation of personalized teaching, we should also build a scientific and comprehensive teaching effect evaluation mechanism, so as to further deepen the reform of teaching and promote the all-round development of students' English comprehensive quality.

## References

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