

Research on College English Teaching under the Multi-Assessment Model

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Abstract: The assessment form of professional courses in colleges and universities is generally based on the traditional theoretical standardized examination form, which leads to deviations in the assessment results, which in turn affects the thinking attitude and study habits of students. Because of its applied and practical concept, the course evaluation method of college English majors should also be diversified rather than a single final evaluation. Based on the theory of constructivism, this paper deeply discusses the effectiveness and practical application of multiple assessment models in the classroom teaching of college English majors in our country and points out that the multiple assessment models can effectively improve college students' awareness of participation in the classroom and their autonomy in learning. To further improve and enhance the learning effect and the quality of classroom teaching.

Keywords: Multivariate Assessment; College English; Teaching

Introduction

As the birthplace and cradle of my country's college graduates to cultivate technical talents, domestic colleges and universities have adopted a relatively single and standardized assessment form for the assessment of ordinary professional courses, lacking the examination of students' innovative ability, quality expansion, and comprehensive practical skills. Based on this, this paper mainly analyzes some outstanding problems and difficulties existing in the current assessment model of college English majors in my country, puts forward the basic principles that need to be followed in the reform of the assessment system of college English majors, and establishes an A set of procedural and diverse assessment and evaluation systems. The evaluation model starts from three aspects: cultivating students' self-learning attitude, innovative awareness, and language practical ability, and constructs multi-dimensional quantitative indicators such as extracurricular online learning, course implementation, final inspection, class performance, and homework.

1. Disadvantages of traditional course assessment methods

"Different theory" is the main drawback of the traditional course assessment mode in colleges and universities. Many colleges and universities have also actively made reforms in the assessment of college students, but there are still problems that are not compatible with the existing goal of cultivating comprehensive talents in my country. The problem. The main features are as follows: first, the subject of evaluation is relatively single, and the evaluation is mainly carried out by the campus and teachers together, and the participation of students and parents is less; Although there is participation, active participation is not strong, or there is no active cooperation. Third, the assessment methods and measures are single, and most choose to use a unified scale. Fourth, focus on the assessment and evaluation of core literacy with less attention to knowledge and technical ability. Fifth, focus on the results of the final evaluation and light on the developmental evaluation of the process.

This quantitative assessment of students' subject role and emphasis on cognitive ability ignores the overall comprehensive assessment of learning attitudes and professional ethics, and focuses on summative assessment and less developmental process assessment, which will seriously hinder the development of other intellectual structures of college students. . Therefore, constructing a scientific evaluation system of comprehensive ability based on the characteristics of

college students in my country and the characteristics of English majors, respecting the differentiated personality of college students, and covering the entire learning process is the current way to further improve the teaching effect and practical application of college English majors in my country. horizontal pain points.

2. The introduction of multiple assessment models into college English

teaching

In response to the above problems, the researchers put forward the countermeasures to introduce multiple evaluation methods into university teaching. Multi-assessment is more flexible. It has changed the standardized test mode. Starting from the actual teaching theory and practice in classroom teaching, it has carried out all-round and diversified evaluation methods and reforms. Learning activity-driven teaching evaluation system.

Multi-assessment is based on constructivist learning theory, which believes that the process of multi-learning is the process of constructing the knowledge learned. The constructivist learning thought itself focuses on the construction of knowledge, emphasizing that the cultivation of students' ability is the center. Students can actively select, process, and synthesize external information according to their own knowledge experience, and background. This learning theory not only pays attention to the results of learning, but also pays attention to the construction of various learning activities such as people's attitudes and emotions in the process of learning activities, and advocates constructive learning in a real classroom environment. Therefore, the focus of multi-measurement evaluation should be to determine the knowledge construction based on the learning process through educational evaluation, rather than through the results of learning, teaching evaluation, and the whole process of classroom teaching are organically integrated.

3. The application of multiple assessment models in college English teaching

The college English major is a course with comprehensive technical and professional qualities. Its characteristic is the integration of the English language and professional and technical knowledge, emphasizing the ability of students to master English they have learned in real scenarios. The concept of multi-assessment is introduced into the teaching of English majors, which can fully reflect the basic principles of constructivism and the theory of multiple intelligences. Students can construct their knowledge and develop their potential in real English learning situations. Encourage students to actively participate in the learning activities of the whole classroom, change passive learning into active learning, improve students' autonomy and interest in learning, and reflect the application and practicality of college English majors.

3.1 The diversification of evaluation indicators and content reflects the multi-dimensional and comprehensive literacy training goals

The evaluation indicators and their contents should not be subjectively and arbitrarily designated by teachers themselves but should be selected after long-term research, analysis, and screening, and an educational effect that can accurately judge students' classroom effectiveness and achieve teaching goals is the same as the original teaching goals. matching evaluation criteria.

The selection of specific module assessment and evaluation content, it should not only fully reflect the students' serious understanding of all the basic knowledge of the major, but also be able to lead students to use English to solve practical problems in different scenarios. The assessment work in a modern college education can be carried out in various comprehensive and practical ways such as projects. It is not only a test of knowledge but also a test of ability. At the same time, the assessment of the project should fully reflect the students' attitudes and attitudes towards work. Means and methods and other work-related professional ethics.

3.2 Diversification of evaluation subjects, highlighting the subjectivity of students

Student groups are the main body of classroom learning activities. In classroom teaching, in addition to giving teachers the right to evaluate, they should also give full play to the role of group evaluation and student self-evaluation. Students' active participation in evaluation activities can prompt them to gradually form a sense of self-development and develop a benign attitude of self-supervision and self-reflection.

In practical application, classroom activities take the actual needs of each student as the teaching center, and the teaching principles and work concepts oriented by teaching task points. The knowledge system has been transformed into a management ability, and you can actively participate in the professional knowledge management system you are currently learning, so that you can actively participate in the construction of the knowledge system, which not only greatly improves your ability in different actual scenarios. The ability of knowledge exchange and interpersonal communication has also greatly improved his ability to independently analyze practical problems and solve practical application problems.

3.3 The evaluation forms are diversified, and more emphasis is placed on the process and development

When the teaching process of the assessment course reaches a specific stage, it will be subject to the first, staged assessment and evaluation. In the whole learning process, classroom performance, the completion status of learning tasks, actual activities, the completion status of homework, attendance, etc., are generally reflected in the usual grades and constitute a process evaluation. Summative assessment is an important method to test students' comprehensive mastery of professional knowledge, technology, and ability in practice, and it must be done.

From the perspective of student development, a comprehensive assessment of the entire classroom teaching process is more important than the final test scores. Process evaluation can not only enable students to objectively recognize their attitudes, behavioral habits, and other psychological training processes in the process of practicing and understanding learning activities in practice but also enable students to carry out self-development. Reflection and improvement improve the enthusiasm and effectiveness of learning and are more conducive to promoting the healthy and sustainable development of students.

4. Conclusion

This evaluation principle, which is organically combined with multiple evaluation methods, fully motivates most students to find problems and solve practical problems. Students at different levels find their weaknesses, defects and existing problems in different evaluations. It provides conditions and prerequisites to judge one's learning and practical ability, to develop independently and play a positive role in improving the quality of teaching.

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