

The Practical Research of College English Audio-Visual-Oral Teaching Evaluation Empowered by Big Data

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Abstract: People's lifestyle and production mode are undergoing unprecedented and profound changes due to the emergence of technologies such as artificial intelligence, big data, Internet, Internet of things, cloud computing. These technologies have gradually become an important driving force for the development of higher education. Big data and other technologies empower the cultivation of college education talents in the new era, and greatly help college education realize teaching informatization. College English audio-visual-oral teaching is an important part of college English teaching, and the improvement of English listening and speaking ability is not achieved overnight, which requires learners' long-term learning and accumulation. The traditional summative evaluation method is single and fixed, and completely ignores the process learning assessment of students' oral expression and listening learning. In the teaching of college English viewing, listening and speaking, this paper will focus on the construction of the evaluation mechanism of "promoting learning by evaluation" in college English audio-visual-oral teaching and big data empowerment, stimulating learners' interest and motivation in learning.

Keywords: big data; English audio-visual-oral teaching; evaluation

Introduction

College English teachers should actively explore the appropriate opportunity and practical path of introducing advanced technology to improve the audio-visual-oral teaching mode, which can improve the quality of audio-visual-oral teaching. Among them, teachers can try to introduce big data technology to build a dynamic learning management system. The audio-visual-oral part is the difficulty and focus of English teaching. Therefore, due attention should be paid to audio-visual-oral teaching and carry out accurate evaluation with the help of this advanced technology. Specifically, teachers in college need to combine the students' classroom response and after-school feedback to grasp the students' psychological changes and emotional dynamics, understand their interests and personality characteristics, and combine the data analysis of the network teaching platform to understand their cognitive level, basic level and learning progress, so as to analyze the deficiencies of the audio-visual teaching evaluation mechanism. To improve the teaching evaluation mechanism according to the teaching needs and students' demands can effectively improve the quality of English audio-visual-oral teaching. Based on the author's teaching experience, this paper will analyze the current situation and significance of college English audio-visual-oral teaching evaluation, and elaborate on the principles and ways of constructing the audio-visual-oral evaluation mechanism, and finally puts forward the specific construction path on this basis.

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1. Evaluation of College English audio-visual-oral teaching

1.1 The value of college English audio visual oral teaching evaluation

Compared with the traditional English teaching classroom, the construction of teaching evaluation mechanism empowered by the big data technology in college English can endow the implementation of teaching students according to their aptitude. At the same time, it can also avoid the didactic or cramming teaching mode, and can effectively improve the quality of English Teaching. In the context of big data, teachers try to build an accurate teaching evaluation system with the help of advanced equipment and network resources, so as to reflect the differences in teaching and highlight the individualization of teaching. Specifically, the construction of audio-visual-oral teaching evaluation system based on big data requires teachers to rely on the teaching platform and online testing software, so as to fully understand students' learning progress, learning bottlenecks and learning needs, and carry out teaching and evaluation based on the collected data. Among them, teachers can choose teaching content and refine teaching level according to students' learning level, cognitive level and basic level, which can not only promote the communication between teachers and students, but also effectively improve the quality of English teaching, laying the foundation for the smooth implementation of audio-visual-oral teaching evaluation mechanism.

1.2 Principles of College English audio-visual-oral teaching evaluation

In order to succeed in this endeavor in college English audio-visual-oral teaching, college teachers must adhere to the following principles. First, highlight the characteristics of the course. After years of improvement and optimization, many colleges and universities have gradually formed a complete college English teaching system, and summed up certain learning rules. Comprehensive and accurate feedback results should also be provided when constructing the evaluation system. College English teachers need to combine talent training programs and standards to carry out classroom evaluation and feedback, which can ultimately improve the comprehensiveness and fairness of the teaching evaluation system. Meanwhile, teachers can also use advanced teaching strategies, learning language skills, interpersonal skills and cultural literacy standards for reference to design college English audio-visual and oral course links that conform to students' learning rules and highlight the characteristics of the course. Second, enrich the evaluation subject. In order to meet the new requirements of the new curriculum reform, English teachers should fully highlight the dominant position of students in audio-visual-oral teaching, so as to pay attention to students' classroom evaluation and respect their teaching opinions. Only by this way, can teachers objectively and effectively evaluate English audio-visual and oral teaching with the help of big data technology. Third, multiple evaluation methods. When conducting audio-visual-oral teaching evaluation, teachers need to use big data to obtain students' classroom scores, such as the number of speeches, attendance, test scores simultaneously, they should also combine students' final exam scores, so as to effectively combine process evaluation and result evaluation, Finally, it can improve the comprehensiveness and fairness of teaching evaluation and ensure the accuracy of evaluation results.

1.3 The current situation of college English audio-visual-oral teaching evaluation

Through years of efforts, college English audio-visual-oral teaching evaluation has made a big progress. However, some problems still exist result from inadequate implementation and ineffective systems. First, due to the influence of examination oriented education, the evaluation method of "focusing on results and ignoring the process" is used in the evaluation process of college English audio-visual-oral teaching, that is, teachers pay more attention to whether students can pass the final exam, but pay less attention to students' audio-visual learning process. In addition, combined with the author's teaching experience, it is found that many teachers do not emphasize the listening and speaking courses, which leads to a small proportion of listening and speaking in college English assessment, and ineffective exercise of students' listening and speaking ability. Second, the evaluation content of college English audio-visual-oral teaching is mostly set according to the listening and speaking test standard of CET-4 and CET-6, which is generally based on objective multiple-choice questions. In order to cope with such examinations, teachers usually choose to play listening audio for students with the help of multimedia technology, requiring students to practice under the guidance and explanation of teachers. In this process, interactive tasks are not designed around listening and speaking. Over time, college English audio-visual-oral classes become dull and boring, and students' sense of classroom participation is not strong. The weakening of students' learning motivation, the decline of English listening ability and the difficulty of oral communication lead to the lack of overall listening and speaking ability. Third, the lack of oral English communication environment in Colleges and universities can not meet the needs of audio-visual-oral teaching evaluation. According to the author's practical investigation, there are no special listening and speaking teachers in college English classes in many colleges and universities, and the problems of poor equipment and tight seats in audio-visual classrooms sometimes exist, which affect teachers' effective improvement of students' listening and speaking ability. English audio-visual-oral teaching is a basic public course, and it is difficult to solve the problems of lack of equipment and narrow space in a short time.

2. Multiple evaluation forms of College English audio-visual-oral teaching based on big data technology

2.1 Combination of process and summative evaluation

1. Process evaluation

Before carrying out process evaluation, teachers should first understand the basic connotation of this evaluation method, which is to evaluate students' learning process dynamically and comprehensively, and will focus on evaluating students' learning ability, thinking quality and comprehensive quality for comprehensive judgment. In the process evaluation, teachers should focus on the behavior performance and

ability development of narration, so as to comprehensively evaluate the students' motivation, path, behavior and effect of English viewing, listening and speaking. Therefore, teachers need to strengthen the process evaluation, and make a comprehensive analysis of students' autonomy and participation through the preparation of hierarchy and evaluation forms. Among them, teachers can use big data technology to carry out cognitive and emotional planning, identification technology, moral behavior tracking technology, course learning time record, etc., so as to carry out comprehensive process evaluation.

2. Summative evaluation

Summative evaluation refers to the effective evaluation of students' learning results, which pays more attention to the evaluation of students' mastery of basic and cognitive content. When conducting summative evaluation, students' final test scores will be focused, including classroom assignments, final exams, unit tests and so on. Generally speaking, teachers collect less samples when conducting the summative evaluation, resulting in a single collection way and single data type, which can not give full play to their evaluation function. Therefore, it is necessary to control the proportion of summative evaluation.

2.2 Combination of online and offline evaluation

1. Online evaluation

Online evaluation means that teachers need to collect, integrate, analyze and store all kinds of data and information generated in the process of online teaching, and on this basis to formulate evaluation standards, so as to comprehensively evaluate and judge the teaching results. Generally speaking, the online evaluation content includes student visits, activity participation times, task completion, video viewing and homework completion. With the help of big data technology, teachers can collect and integrate the data generated by students' online learning, and on this basis, conduct in-depth analysis and feedback, and then improve the scientificity of teaching evaluation by combining the content of online teacher evaluation with student evaluation and peer evaluation.

2. Offline evaluation

The principle of offline teaching evaluation refers to the analysis of classroom teaching achievements and efficiency with the help of the traditional evaluation system, and the formulation of evaluation standards based on this, so as to make a scientific judgment on whether to achieve the teaching objectives. When carrying out offline teaching evaluation, students' mastery of basic knowledge is often comprehensively evaluated. Combined with practical teaching, offline evaluation includes audio-visual-oral homework analysis, in-class tests, classroom performance, etc. However, due to the fact that offline evaluation relies on micro sampling data, offline English audio-visual-oral teaching evaluation has certain limitations.

2.3 Combination of school and social evaluation

Based on the background of big data, the data information generated by teachers in teaching contains diversified thinking and various themes. In the construction of diversified evaluation system, teachers, students, parents, experts, enterprises, institutions and other evaluation subjects are included. Encouraging them to fully participate and negotiate can improve the professionalism and comprehensiveness of the education evaluation mechanism. Therefore, teachers need to actively introduce social evaluation methods, and fully consider the opinions of institutions, experts, enterprises, industries and other evaluation subjects, so as to improve the authority and professionalism of the evaluation results. At the same time, it can also provide reference basis for optimizing the cultivation of audio-visual and oral talents. Colleges and universities can use big data technology to transmit evaluation data, such as visual output technology, data sharing technology, and intelligent interactive platform, so as to transmit the data of evaluation objects to the third party.

3. The practice path of College English audio visual oral teaching evaluation enabled by big data

3.1 Enrich big data technology theory

In order to ensure the smooth construction and development of audio-visual-oral teaching evaluation system, teachers need to lay a solid foundation for the construction of education evaluation mechanism. Nowadays, the basic foundation of the English audio-visual-oral evaluation system constructed by colleges and universities is relatively weak, so it is urgent to improve its complexity and computability, enrich the theoretical knowledge of big data technology, such as introducing the heterogeneous broad-spectrum correlation big data analysis theory, and studying the security and credibility theory of big data analysis and processing. After that, a perfect teaching evaluation system based on the theory of big data technology will be established, and eventually the technical level, data security and mitigate risks will be improved, a good big data ecological environment for English teaching evaluation will be created, all of which will give full play to the application value of big data.

3.2 Research and development of big data technology

Specifically, universities rely on big data to empower the audio-visual-oral teaching evaluation system is driven by technological innovation and optimization, which can provide strong support for education evaluation. Nowadays, there are various problems with big data in many colleges and universities, such as data flooding, low data utilization, and inability to ensure data security. These problems drive the innovation and reform of big data technology. Based on this, colleges and universities should invest more human and material resources to study the evaluation data mining, integration and storage technology, and should also develop data integration and fusion technology, data visual computing and interaction technology, data security and privacy technology, and ultimately deepen the effective integration of big data and teaching evaluation system.

3.3 Build a data sharing platform

Recently, there are still data barriers or isolated islands in colleges and universities, which lead to obstacles in data transmission and

sharing. Based on this, colleges and universities need to give full play to the integrity and sharing of data, so that they can build a data sharing platform, in which through the use of unified data coding standards, exchange standards and sharing standards, they can finally properly collect, analyze, store and apply the data generated in teaching. Teachers can use big data technology to break the data barrier, so as to realize the automation and intelligent development of mining and analyzing data.

3.4 Establish student learning files

In the context of big data, teachers can also establish personal learning files for each student, aiming to improve the quality of evaluation and expand the scope of evaluation. When establishing learning files, where are not only including written materials, but also students' project results, daily learning feedback and other contents, so as to integrate all students' learning information for storage and preservation. Teachers should also introduce big data technology on the basis of establishing learning files, so as to carry out targeted teaching activities according to students' performance, and ultimately improve students' learning efficiency.

Conclusion

In a word, from the perspective of quality education reform, college English teachers need to explore novel and effective teaching evaluation measures to optimize the teaching effect, especially for the audio-visual-oral teaching part, teachers can use big data technology to build a comprehensive teaching evaluation system, which can be achieved by enriching the theory of big data technology, developing big data technology, building a data sharing platform. The establishment of students' learning files to achieve this teaching goal can ultimately provide a reference for teachers to adjust the audio-visual-oral teaching program. At the same time, it can also provide a clear direction for students to make up for knowledge gaps and effectively improve the quality of English audio-visual-oral learning.

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