Evaluation of College English Teaching Quality and Effectiveness Based on Network Environment

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Abstract

In the context of the development of college English teaching to the network model, how to evaluate its teaching quality is an urgent need. In view of this situation, the author believes that a systematic college English evaluation system should be formed by means of computer network technology, which consists of teachers' self-evaluation, the evaluation of supervision departments, the evaluation of students' learning effect and the evaluation of society, so as to help teachers identify their teaching service objectives in a timely manner in the new college English teaching mode and ensure the use of network technology to improve the quality and effect of college English teaching.

Key words: College English; Network teaching; Evaluation of teaching activities; Evaluation system

1. INTRODUCTION

With the application of modern information technology and network technology in teaching, the latest *College English Teaching Guide* (University Foreign Language Teaching Steering Committee, 2020) points out that "all colleges and universities should make full use of modern information technology and adopt the English teaching mode based on computers and classrooms", so that "English teaching and learning can be developed in the direction of personalized and independent learning to a certain extent without the restrictions of time and place". There are two kinds of learning environment in modern society, namely the traditional campus learning environment and the virtual network learning environment. The difference between traditional teaching and network teaching is not only the difference in the means of knowledge transmission, but also the difference in teaching concept, teaching system construction and the role of teachers and students. At present, there is a serious lack of learning monitoring and evaluation in online English teaching. Because learners are used to the traditional classroom teaching mode, once there is no teacher's guidance, they often do not know how to manage, evaluate and monitor their learning process. In college English online teaching, teachers should play four roles: "filter and re-organizer of teaching content; facilitators in the process of students' autonomous learning; active participants and collaborators in the learning process of students, as well as supervisors of e-learning and monitors of e-learning effects". So, in the network environment, how should we evaluate the teaching effect of college English teachers?

2. THE SIGNIFICANCE OF COLLEGE ENGLISH TEACHING EVALUATION ACTIVITY IN THE NETWORK ENVIRONMENT

At present, network technology is being popularized in colleges and universities, and network learning centers have been established. Students can learn a lot of knowledge independently from the network, seemingly achieving independent learning, but when asked about the learning effect, most of them are limited to perceptual

experience, and lack of rational basis to help them find problems, solve problems, and improve the school effect. Although all parties agree that it will be a development trend, but how to go this road can better serve modern higher education, it is very necessary for the front-line teachers, students and researchers involved to practice, discuss, summarize and practice together to find a clear development direction. This is the purpose of establishing the evaluation of teaching. To help teachers find out the direction of college English teaching under the network environment more quickly and effectively, clarify the teaching ideas under the network environment, and improve the teaching quality, it is of great significance to explore how to evaluate teachers' work scientifically under the network environment (Gao, No.2, 2021).

Although the application of the evaluation system mostly occurs during or after the operation of a certain activity, this sequence of occurrence does not mean that we should wait until the start of the online English learning process to consider the development of an evaluation system to measure the effect of the teaching activity. In fact, the evaluation of college English teaching under the network environment should be discussed along with the teaching objectives, teaching contents, teaching strategies and so on to form a unified teaching structure. Only when the teaching evaluation can be operated, can teachers and students have a standard to check whether the teaching content is suitable, whether the teaching strategy is properly applied, and whether the teaching goal is fulfilled. The test results will provide comprehensive and constructive guidance for the revision of teaching objectives, contents, and strategies. The teaching evaluation system, if divided according to the subject of evaluation, can be divided into "evaluation of teaching" and "evaluation of learning" two parts. Compared with the two parts, although its importance is difficult to be divided, the significance of the establishment of "evaluation of teaching" is particularly prominent. In the process of learning in the network environment, teachers who need to play multiple roles such as guide, organizer and supervisor will not only affect their own work and achievement, but also affect the learning effect of students in the network environment if they lack career-related reference.

In view of the results of the questionnaire survey on students' participation in teaching evaluation currently adopted by most universities, some researchers have observed that "many teachers and students generally have low recognition of 'student evaluation of teaching' and lack enthusiasm for participation, and the effect of this system has not been fully brought into play". When most teachers cannot see the content and results of their own evaluation, when some students cannot see the situation reflected by themselves and interact with their teachers, and when the school has a "single evaluation organization

and top-down evaluation", it is inevitable that the meaningful evaluation system will be in an awkward position and difficult to play its role. From this point of view, it is necessary to run the network teaching mode and establish the college English evaluation system under the network environment.

3. THE PRINCIPLES OF COLLEGE ENGLISH TEACHING QUALITY EVALUATION IN THE NETWORK ENVIRONMENT

3.1 Use Traditional Evaluation Framework
College English Teaching Guide (University Foreign Language Teaching Steering Committee, 2020) points out that "teaching evaluation also includes the evaluation of teachers" and "teachers' teaching attitude, teaching means, teaching methods, teaching content, teaching organization and teaching effect should be comprehensively evaluated." Although this guide is not specifically designed for the evaluation of teachers in the network education environment, it serves as a guideline for the establishment of a teaching evaluation system in the network environment. We should still conduct the assessment in these aspects. Especially when the type of network learning is network teaching, in fact, network learning is a supplement to the traditional classroom rather than a replacement for the latter, and it can realize the teaching activities that cannot be completed or achieve the best teaching effect in the traditional classroom with the help of new technology in the network environment. Whether in the network environment or in the traditional classroom, the purpose is to achieve a unified teaching goal, so the two should be included in an organic overall consideration, the evaluation direction should be the same, that is, the teaching attitude, teaching means, teaching methods, teaching content, teaching organization and teaching effect and other aspects should be as a first-level evaluation index. These aspects build the basic framework of "teaching evaluation".

3.2 Focus on the Transition from Traditional Teaching Evaluation to Online Teaching Evaluation
In view of online self-learning, although the "evaluation of teaching" uses the traditional evaluation framework, the specific "direction" of evaluation of teaching is different. In other words, when evaluating the work of teachers in online teaching and online self-learning, the evaluation focus under the first-level evaluation index should be different. For example, in terms of teaching attitude, whether "actively adopt network technology" can be included as the second-level index. Based on the traditional evaluation system, the network evaluation

reflects the continuity, so that teachers have a gradual adaptation process in the process of reference, and will not be tired to deal with different evaluation structures because of the change of teaching environment. In short, the establishment of this major direction links modern and traditional education, so that teachers will not be at a loss in the new environment (Gamliel & Davidovich, December 2005). It is worth noting that as a teacher, teaching in the network environment can not completely copy the traditional classroom practices, after all, the difference between the two should be paid attention to, its significance is to guide teachers to introduce modern teaching methods in the traditional teaching and develop in a new direction.

3.3 Let Teachers Change from Passive to Active in Teaching Evaluation

In traditional teaching evaluation, teachers are often in a passive position, lacking the interaction and communication between the evaluation and the evaluation, and the timeliness of teachers' acceptance of others' comments and feedback is greatly reduced. Although the purpose of "supervision" of relevant education departments may have been achieved, the actual significance to the teaching effect may not be great. In contrast, teaching evaluation activities in the network environment can also be carried out by network means. Currently, the role of teachers in the evaluation system is not only the object of evaluation, but also the subject of evaluation, to mobilize the enthusiasm of teachers to participate in the evaluation (Ang & Afzal, June 2021). Network technology provides convenient conditions for this role change. For example, through the network, teachers can directly collect their feedback on their teaching activities from students, use analysis software to process a large amount of data, sort out useful information, and apply the self-evaluation results to the next teaching process.

3.4 Attach Importance to Formative Evaluation and Downplay Terminal Evaluation

The purpose of teaching evaluation is to promote teaching, so formative teaching evaluation should be placed in an important position. It is precisely because of teachers' participation in teaching evaluation that formative evaluation can produce better results. Formative evaluation is an evaluation that provides feedback information for ongoing educational activities by diagnosing problems in educational programs or plans and educational activities, to improve the quality of ongoing educational activities in practice. The traditional teaching evaluation activities often attach importance to the final evaluation, and the final evaluation often focuses on the evaluation of learning, which indirectly achieves the result of the evaluation of teaching, leading to the exam-oriented education from middle school to university. Therefore,

teachers and students do not have a high sense of identification with the final evaluation. Even the relevant departments of colleges and universities that organize the evaluation know that the evaluation results can only serve as a partial reference. Since the concept of formative assessment was put forward, education circles pay more and more attention to its research, especially to the application of "assessment of learning" (Peterson, Vol.13, No.1, 2016). In the network environment, teachers are mobilized to participate in self-assessment. With the help of network technology, formative evaluation will produce better results. For each teacher, the formative evaluation method is conducive to timely discovery, timely reflection, and timely improvement of relevant, dynamic, and targeted problems, to achieve the purpose of "promoting teaching through evaluation". Of course, the emphasis on the downplaying of the final evaluation is not to advocate the complete cancellation, but to suggest that in the new teaching evaluation system, formative evaluation should be the main, supplemented by the final evaluation. That is, formative evaluation is carried out by teachers with the aim of "promoting teaching". The relevant departments for the purpose of "teaching supervision" carry out the final evaluation. In the evaluation, the general survey of questions designed in the questionnaire survey or random check of online records are used to understand the overall situation of teachers' formative evaluation.

4. THE CONTENTS OF COLLEGE ENGLISH TEACHING QUALITY EVALUATION IN THE NETWORK ENVIRONMENT

4.1 Strengthen the Teaching Attitude of Using Network Technology to Carry out Teaching

No matter how the times change and how the technology develops, the teaching attitude is always the motivation that decides the teaching action. Therefore, when we discuss the design of evaluation in this aspect, although we refer to the existing relevant evaluation index system, the content should be focused and changed. Those who adopt the positive attitude of network technology will inevitably overcome difficulties, study seriously, and strive to improve the teaching effect, otherwise there will be resistance, even if adopted, the effect will be greatly reduced.

4.2 Focus on the Use of Computer Internet-based Teaching Methods

Since it is for the evaluation of teaching in the network education environment, we should be clearly different from the use of traditional teaching methods in the design of evaluation questions, focusing on "whether it mainly uses computer Internet for teaching or auxiliary learning

", "whether it makes full use of Internet information resources", "whether it also uses other teaching means according to needs". It can be imagined that we emphasize the use of computer Internet-based teaching means, to reflect its advantages of not limited by time and space, large amount of information, diverse forms of presentation (text, pictures, audio, video in one), and do not exclude the use of other useful teaching means, and ultimately serve the realization of teaching goals (Geladze, Vol.6, No.2, 2015).

4.3 Take the Evaluation of Teaching Methods, Teaching Organization and Teaching Effect as the Focus

Although sometimes teaching goals may be the same, teachers will inevitably show individual differences in teaching methods, organization, and effectiveness. At this time, the relevant departments of teaching as superintendents can adopt a final evaluation, and focus on the teaching process of teachers by referring to the network records. Teachers themselves can also adopt formative assessment methods and design targeted open questions related to teaching and research through the network, such as "What problems have you encountered when completing the tasks assigned by teachers?" "Do you have any suggestions or requirements for improving teaching effectiveness?" Collecting and analyzing students' subjective views in order to achieve the purpose of promoting teaching. In addition, when designing and evaluating the performance of teachers in these aspects, it is necessary to distinguish between the learning types of "network teaching" and "network self-learning", and their requirements for teachers should be different.

For example, when students are learning "network teaching", they can ask the students "Do you think the teacher is familiar with the content of the class?" "Can the activities in class arouse your interest in learning?" Currently, for teachers, the focus is on the organization of the network classroom. When students conduct "network self-learning" learning, they can ask students to know "When you encounter difficulties in learning, can you get timely guidance from the teacher?" or "Did the tutor help you?" Currently, it focuses on the investigation of teachers' extra-curricular tutoring under the network environment. It is undeniable that the teaching evaluation system weights, scores and ranks the teachers' work according to each index, and carries out reward and punishment, assessment, and supervision accordingly, which has the its advantages of operability.

However, we must clearly realize that teaching evaluation is not only about dividing teachers into excellent, good, medium, and poor grades, but also aims at improving teaching quality in addition to playing a good role in supervising teachers' work. Specifically:

(1) Evaluate and reflect teachers' current performance; (2) Analyze and summarize the good places in the performance and the places that need to be improved; (3) Point out the development direction for the improvement of teachers' professional quality. Only when teachers have a rational understanding of their own work, reflection, and adjustment, can they ultimately better serve the development goals of students. Of course, the teaching supervision department can also use the final evaluation method to investigate the teaching situation of teachers.

5. CONCLUSION

To sum up, starting from the discussion of the significance and purpose of "teaching evaluation" in college English online teaching, this paper proposes to use the assessment index used by teachers in traditional teaching when establishing the evaluation system in the new environment, mobilize the enthusiasm of teachers to participate in "teaching evaluation", highlight the application of formative assessment methods, and practice the formulation of evaluation indicators together with school supervision departments and students. It will be a process of repeated practice, demonstration and amendment to find out a concise and credible teaching evaluation scheme. In a word, formative evaluation and final evaluation should be integrated into one evaluation system, so that students and teachers can dynamically interact in formative evaluation. Students will not feel overloaded when participating in formative and final evaluation. The relevant departments and teachers of the school can easily extract the information in line with their own evaluation purposes for statistics, analysis and summary.

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