

# The Construction of Diversified Evaluation System of College English under Blended Teaching

Suya Zhang<sup>1, a</sup>, Zhenhua Li<sup>2, b</sup>

<sup>1</sup>School of Foreign Languages, Longdong University, Qingyang 745000, China

<sup>2</sup>School of Energy Engineering, Longdong University, Qingyang 745000, China

<sup>a</sup>371427039@qq.com, <sup>b</sup>250759492@qq.com

## Abstract

College English, as a public compulsory course in colleges and universities, has a wide range of teaching objects and a long teaching duration. There are some problems in the current college English teaching, especially in the traditional evaluation mode, such as evaluation cannot better reflect the main role of students, the evaluation content can not fully represent the comprehensive quality of students, and the evaluation still pays more attention to the results than the process. Therefore, based on the theory of multiple intelligence, this paper constructs a diversified evaluation model under blended teaching, including diversified evaluation subjects, diversified evaluation contents and diversified evaluation methods. the diversified evaluation system is conducive to improving the quality of college English teaching, cultivating students' comprehensive ability and quality, and better serving the purpose of College English teaching.

## Keywords

**Blended Teaching; College English; Multiple Evaluation.**

## 1. Introduction

Since 2012, American universities have established an online learning platform to provide free online courses for students. The rise of Udacity and other learning platforms has opened the possibility of systematic learning for more students. In 2014, MOOC of University of China was officially launched. With the promotion of various network resources and online open courses, the traditional educational ideas, teaching concepts and teaching methods have changed greatly [1]. As a reflective teaching mode for network learning and traditional classroom learning, blended teaching has been paid more and more attention. Blended teaching, which combines the advantages of online teaching and traditional teaching, is an "online" + "offline" teaching [2]. Through the reasonable combination of two teaching organization forms, students' learning can be guided from shallow to deep learning. Under blended teaching, teachers integrate traditional teaching and network resources effectively based on teaching objectives, learning content, learners and teachers' own conditions, so as to achieve effective teaching.

In the process of application, blended teaching mode mainly shows the following characteristics: firstly, it contains abundant teaching resources, so that teachers and students can conduct teaching design and knowledge learning anytime and anywhere. As far as online teaching is concerned, it is favorable for students to communicate with other students, solve problems in time and improve learning efficiency. In addition, this teaching mode can fully stimulate the enthusiasm of students, and shorten the distance between teachers and students, which provides a fundamental guarantee for the smooth development of teaching work. Secondly, it creates opportunities for teachers and students to communicate. In the traditional teaching mode, the communication between teachers and students is limited, which leads to little understanding of each other and is not conducive to the achievement of teaching objectives.

The blended teaching mode, which is a bridge for teachers and students to communicate, and can help teachers to better adjust the teaching plan to improve students' achievement, so it brings positive guidance to their thoughts and psychology. Thirdly, it can improve the participation of students in the classroom. In the traditional teaching mode, more attention is paid to the students' memory and practice of knowledge. This model fully respects the function of students, and promotes the students to actively explore and construct knowledge, which is helpful to their progress.

## **2. The Disadvantages of the Traditional Evaluation Model of College English**

College English is a public compulsory course for non-English majors and an integral part of higher education. College English is a teaching system guided by foreign language teaching theory, with English language knowledge and application skills, cross-cultural communication and learning strategies as the main contents. The goal of college English teaching is to cultivate students' comprehensive English ability, especially their listening and speaking ability, so that they can communicate effectively in English in their future study, work and social communication, and enhance their autonomous learning ability and improve their comprehensive cultural literacy, so as to meet the needs of Chinese social development and international communication. With the change of college English teaching mode under blended teaching, College English teaching is bound to change from teaching methods, teaching ideas, teaching strategies to evaluation methods [3].

The course score of the previous college English evaluation is mainly composed of the usual score and the final exam score. The usual score accounts for 30% and the final exam score accounts for 70%. Usually, students' performance is mainly determined by their homework and attendance rate. The final examination results are determined by test score. The examination content mainly focuses on the assessment of knowledge and lacks the assessment of comprehensive ability. Under blended teaching mode, this traditional single evaluation mode shows the following disadvantages.

### **2.1. Unsuitable for the Characteristics of College English Learning**

Compared with other disciplines, students of non-English majors show special characteristics in learning college English, they generally believe that college English is a non-professional course, lack of learning motivation and effective learning methods. Especially for some of engineering majors, there are too many professional courses, knowledge system is very difficult, practical operation time is more than other majors, as a result, their emphasis on college English course is far from enough. The single traditional evaluation mode "one size fits all" does not fully consider the differences between students, which is easy to crack down the enthusiasm of some students, and thwart the motivation and confidence of students' learning, and finally make them lose interest in learning. The test score cannot reflect the comprehensive ability and quality of students, especially the listening and speaking ability, and cannot adapt to the new teaching objectives of college English course.

### **2.2. Failure to Promote Students' Lifelong Development**

Higher education needs to equip students with not only professional knowledge, but also the ability of self-learning and lifelong learning, more importantly, comprehensive quality, spiritual motivation, emotional cultivation and value sublimation [4]. The traditional single evaluation mode pays much attention to the result evaluation, 70% of the final exam shows the students' mastery of college English course to a great extent. However, this evaluation mode often ignores the changes of students' personal development and emotional attitude, and teachers put too much energy into the paper analysis of the final exam, without in-depth thinking and research

on students' comprehensive ability, so students' enthusiasm and initiative cannot be stimulated, and the goal of lifelong development cannot be realized.

### **2.3. Unable to Improve the Quality of College English Teaching**

In the traditional evaluation model, the evaluation subject is too single, that is, the evaluation subject is only the teacher, the students are only the objects to be evaluated, and the students have no say in how to formulate the evaluation standard, select the evaluation content and method, feedback the evaluation results and explain the evaluation results [2]. With the deepening of blended teaching reform and the change of teachers' teaching concept, it is necessary to establish a new classroom teaching and learning relationship with students because the traditional evaluation model cannot meet the optimization of blended teaching quality and the improvement of teaching effect.

## **3. The Theoretical Basis of Diversified Evaluation Model**

In the 1990s, American developmental psychologist Howard Gardner put forward the theory of multiple intelligence. The theory of multiple intelligence is different from the previous view of intelligence. It holds that human intelligence does not only include language, logic, mathematics and so on. It is an intelligence system in the form of mutual independence and multiple pluralism. In addition to the two kinds of intelligence in the traditional view of intelligence, there are six other forms of intelligence [5]. Gardner believes that each individual has the above eight kinds of intelligence, each kind of intelligence is not static, but in constant development and change, each individual has different intelligence in different stages, and the different combination of the eight kinds of intelligence is the main reason for the difference of intelligence between people. It is precisely because of the dynamic change of intelligence that human intelligence is not born, but can be acquired. In real life, each individual's intelligence has its own particularity. Each person's eight kinds of intelligence are presented in different ways. Some people are outstanding in one or more types of intelligence, but there is no difference in other types of intelligence. This kind of individual differences should be respected, rather than as a basis for judging the level of individual intelligence.

The theory of multiple intelligence provides two guiding ideas for teaching evaluation: firstly, the form of examination cannot comprehensively evaluate the students' intelligence level, and the evaluation of students' intelligence should be carried out in real situations; Secondly, the evaluation of students should pay attention to the dynamic development process of students, but not the results. Meanwhile, Constructivist scholar Von Glasersfield also pointed out that learning is not a process of passive acceptance, it cannot do without the active construction of cognitive subjects [6]. Constructivism theory presents objective needs for diversified evaluation subjects, and emphasizes students' active construction and participation. The diversified evaluation advocates the joint participation of the people who are evaluating and evaluated. All the students and teachers should take their own responsibility to meet their own needs.

## **4. Construction of Diversified Evaluation Model**

### **4.1. Diversified Evaluation Subjects**

The traditional single evaluation mode takes teachers as the evaluation subject and students as the evaluation object. However, the current college English teaching is dominated by the teaching concepts of "Teacher centered, student led" and "student development centered", which determines that in addition to the teacher's dominant position in evaluation, students should also be important participants in the evaluation process [7].

In the diversified evaluation mode, teaching evaluation is no longer a single teacher evaluation. Students' mutual evaluation, group evaluation and parents' evaluation should be integrated reasonably. Teachers not only play important role in evaluation; they are but also the organizers and guides of evaluation activities. The diversified evaluation mode under the blended teaching adopts many evaluation subjects including students, groups and teachers. It evaluates students' learning ability, learning attitude, team cooperation and communication skills from different angles. The use of students' self-assessment is usually helpful for students to understand their own advantages and disadvantages, monitor their own development and introspect their own learning activities. Group evaluation includes intra-group evaluation and inter-group evaluation, in order to observe students' learning and growth, urge group members to learn and help each other, to achieve the purpose of promoting learning by evaluation. In the diversified evaluation mode, teachers are no longer the only subject of evaluation, but still play an important part in evaluation. Only by designing and guiding the diversified teaching evaluation reasonably, could teachers make a comprehensive evaluation of the students' comprehensive ability.

#### **4.2. Diversified Evaluation Contents**

At present, most colleges and universities use the final examination results as the evaluation index of students' college English learning. The final examination mainly focuses on vocabulary, grammar, reading and writing. Most colleges and universities do not test English listening and speaking specifically, and the assessment content still focuses on reading and writing, neglecting audio-visual and speaking ability. In the diversified evaluation system, the evaluation content puts no longer too much emphasis on reading and writing in order to achieve the full coverage of listening, speaking, reading, writing and translation ability. In addition to English skills, students' emotional attitude, autonomous learning awareness and ability, learning strategies, learning habits and cooperative learning should also be included in the evaluation system [8]. Only in this way can students' English learning be comprehensively reflected and examined.

The diversified evaluation covers English knowledge, English skills and emotional attitudes, and students' autonomous learning ability, which are in the form of students' self-evaluation, group evaluation and teacher's evaluation. The content of self-evaluation includes the setting of learning objectives, the change of students' learning attitude, the results of learning and the gains, etc. the evaluation of learning objectives is mainly based on whether the students have effectively formulated and completed their own learning objectives. The evaluation of learning attitude mainly includes the study concentration and the learning initiative. The evaluation of learning results mainly includes the mastery and understanding of the learning content. The content of group evaluation includes the participation of group members, the division of work and the number and accuracy of speeches; Teacher's evaluation is no longer totally devoted in English knowledge, it also includes students' emotional attitude, autonomous learning ability, grasp of content, team cooperation ability and so on. The specific design is shown in Table 1.

#### **4.3. Diversified Evaluation Methods**

In the diversified evaluation system of college English, the proportion of summative evaluation and formative evaluation should be scientific and reasonable [9]. The proportion of summative assessment is too high to reflect students' English development process, which is not conducive to stimulate students' interest in English learning. The proportion of formative evaluation should be consistent with the diversified evaluation content and the aim of the evaluation subject, to more accurately reflect students' in-class performance, after-class self-study, learning strategies, learning attitude, etc., and more objectively represent students' learning process. According to the different characteristics of the ability of listening, speaking, reading, writing and translating, different evaluation methods should be adopted, the proportion of

formative evaluation should be gradually and reasonably improved, and more and more comprehensive evaluation indexes should be introduced for formative evaluation, such as the results of students' self-evaluation and students' mutual evaluation, and teachers' tracking and monitoring of students' learning process. Meanwhile, it is also necessary to include parents' evaluation, because they could witness the changes of students' attitude, interest and autonomous learning ability. The specific design is shown in Table 2.

**Table 1.** The specific design of diversified evaluation content

Number	Evaluation Content	Score	Evaluation Indexes
1	Attendance	10	Online signing; attendance(ask for leave, -0.5/1 time;absence,-1/1 time)
2	Autonomous study& attitude	20	Before class previewing; after class review; online task points; teaching material study etc.
3	Self-testing	15	Online self-testing; in-class question; dictation; presentation etc.
4	Assignment	10	Students' workbook; assignment; reference books reading etc.
5	Discussion &cooperation	10	Question exchanged; feedback; group discussion; partner discussion; role play; interactive activity and answer sharing etc.
6	Final examination	35	Examination

**Table 2.** The specific design of diversified evaluation methods

Names		Learning content	Score				
			1	2	3	4	5
Self evaluation	Learning objective	Set up the learning objective for each unit					
		Finish the objective on time					
	Learning state	Finish previewing before class					
		Finish online self- testing after class					
		Learning attitude and interest					
	Learning content	Words; text study; sentence structure etc.					
Use the knowledge to present and produce							
Students' mutual evaluation	Attitude	Enthusiasm and interest in discussion					
	Cooperation	Discussion frequency and content					
	Efficiency	Relevance of discussion					
		Accuracy of discussion					
Teachers' evaluation	Attitude	Students' Participation					
		Question answering and group discussion					
	Ability	Task points finishing; autonomous learning and knowledge mastery					
		Over 80 points of self-testing					
Cooperation	Feedback and discussion in online discussion board						
Parents' evaluation	Interest	Time length of learning College English and learning state in vocations					
	Attitude	Learning enthusiasm and autonomous learning in vocations					

## 5. Summary

The diversified evaluation mode of College English includes diversified evaluation subjects, diversified evaluation contents and diversified evaluation methods. The diversified evaluation mode conforms to the requirements of curriculum reform in the blended teaching environment, which improves students' learning emotion, motivation and learning effect. Compared with the traditional evaluation mode, the diversified evaluation is very flexible, and does not take the final score as the only standard to measure students, which stimulates students' learning enthusiasm and promotes students' comprehensive ability and quality.

## Acknowledgments

This work was supported by Education and Teaching project of Longdong University "Research and Practice on Diversified Evaluation System of College English under the Background of Blended Teaching", project number 2019-07.

## References

- [1] Fang Yang, Xing Wei, Wenxia Zhang. An analysis of the mixed teaching mode of College English [J]. *E-learning of Foreign Languages*, 2017 (1), p. 21-28.
- [2] Ying Chen, Changmo Yao, Shang Xiang, Discussion on the Diversified Evaluation Mode based on Blended Teaching [J]. *Journal of Chongqing Electric Power College*, 2020 (8), p. 46-49.
- [3] Meihua Zhu. A Study of Blended Teaching of College English: Taking Huazhong Normal University as an Example [J]. *Foreign Language Research*, 2016,2 (4), p. 86-94.
- [4] Haiming Wang. *OBE Based Higher Vocational Curriculum Implementation*[M], Beijing: Higher Educational Press, 2016, p. 121-122.
- [5] Gardner, H. *Frames of Minds: The Theory of Multiple Intelligences* [M]. New York: Basic Books, 1983.
- [6] Yin Hou . On the Construction of Diversified Evaluation System of College English Teaching Based on Task-based Teaching[J]. *Journal of Liaoning University of Education Administration*, 2014, 31 (06), p. 57-59.
- [7] Xiaoping Lin, Jing Wang. Construction of Multi-level and Diversified Evaluation System of College English under the "3 + 1" Curriculum Mode [J]. *Contemporary Education Theory and Practice*, 2012, 4 (12), p. 41-43.
- [8] Junjie Zhang, Chunnan Wang . Practice of Blended Teaching Mode of College English Intensive Reading Course -- Taking Tianjin Vocational and Technical Normal University as an Example, *Journal of Tianjin Vocational and Technical Normal University*, 2021 (3), P. 73-78.
- [9] Na Wei. On the Role of Summative Assessment and Formative Assessment in College English Teaching -- Taking Tibet Universities as an Example [J]. *Journal of Tibet University (Social Science Edition)*, 2014,29 (03), p. 184-188.