

Innovation on College English Teaching and Teaching Evaluation System

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Abstract: College English teaching shoulders the important mission of cultivating interdisciplinary talents with innovative thinking spirit, ability and international competitiveness for the society, to improve innovation of college English teaching and cultivating comprehensive quality of college students is not only the mission of college English teaching, but also an important challenge for college English teaching. This paper aims to summarize the teaching principle of innovative learning ability cultivating from the years of teaching practices in terms of principle of teacher-student democracy and equality, principle of teachers' emotional motivation, college teaching concept innovation and innovating the college English teaching evaluation system, hoping to give some insights and real significance on further college English teaching.

KeyWords: College English; Teaching Evaluation System; Innovation

English communicative ability is essential for contemporary college students in the era of economic globalization and information age, so the teaching practices should be fully considered on what kind of English talents are needed in the society, teaching innovation and reform, therefore, should be carried out from the interests of students. With the advent of the era of innovation, college English teacher should be aware of the importance of transformation of the traditional teaching methods to innovative one. Besides, they are experts at incorporating the new ideas and methods into teaching process. Only the college English teaching activities from the reality of college English teaching, improving the innovation of college English teaching, cultivating students' comprehensive skills can adapt to the development of the times.

1. The Teaching Principle of Innovative Learning Ability Cultivating

1.1 Principle of Teacher-Student Democracy and Equality

In college English teaching, the principle of democracy and equality between teachers and students is particularly important, which is related to students' learning effect and psychological development. Respecting students' individual differences and unique opinions is an important embodiment of the principle of democracy and equality. In the traditional college English teaching, the phenomenon of inequality is common, teachers often occupy an absolutely dominant position, being authoritative distributors of knowledge and controlling the discourse power in the classroom. According to the established teaching syllabus and plan, they instill knowledge endlessly, and students can only passively listen to them for most of the time, with few opportunities to express their own opinions and ideas. As the main body of teaching activities, the role of teachers has evolved from knowledge giver and master of the classroom teaching to the director and organizer of class learning, the consultant of integrating information, the supporter of emotion and discoverer of interest. Teachers should create a natural, happy, relaxed, inquisitive learning environment to the students who, in turn, are willing to participate in the teaching activities equally. As all kinds of qualities are comprehensively developed, helping to cultivate innovative learning ability, abilities for survival, work and happy life. Any ideal teaching effect cannot be achieved without the cooperation and interaction of learners. In language teaching, the focus on learners originates from the concept of humanism. The teachers and students in the classroom form a community in which the

human element is the main determiner. In this sense, language is not teaching-oriented, the teacher's task is to create conditions suitable for students' learning ability cultivation. And one of the appropriate conditions is to pay attention to the student. The teacher's attention to students in the classroom can be manifested in verbal aspects as well as nonverbal ways, such as using students' names, eye contact, touch and facial expressions expression, etc.^[1] A teacher, full of personality charm, can win the respect and love of students and lay a solid foundation for the establishment of democratic and equal teacher-student relationship.

1.2 Principle of Teachers' Emotional Motivation

The principle of emotional motivation means that in the teaching process, teachers make full use of emotional factors to establish a good relationship between teachers and students, create a positive emotional atmosphere, stimulate students' learning interest, motivation and self-confidence, improving the teaching effect and promoting students' all-round development. This principle emphasizes the important role of emotion in teaching, regards emotion as the key variables affecting students' learning, and focuses on improving students' learning experience and learning results through the positive guidance of emotion. Its core elements mainly include positive emotional atmosphere, emotional communication and exchange between teachers and students, as well as the attention and satisfaction of students' individual emotional needs. Emotion is the secret of touching people's hearts, is also the internal motivation of people's behavior, teachers should give priority to emotional encouragement to stimulate students sense of accomplishment and enterprising spirit. Guide them to think positively and participate actively, thus experiencing the joy of success and values. What students need to do includes cognitive), affective and physical aspects. The so-called "do", can not only be understood as action, any language use and the real, complete task, can be classified as "learning in doing". It covers mental and emotional activities such as judging, negotiating and searching for information.^[2] Teachers as an emotional supporters of teaching activities should pay attention to the cultivation and the

control of foreign language learners. Teachers should be capable of being the first source of information and providing help in a timely manner. Students will become passionate and eager to learn with an activating thinking as long as they are given proper stimulation, encouragement and guidance. As long as the students are stimulated, encouraged and guided, they will be passionate in interest, active in thinking and creating.

1.3 Principle of Learning Subject Participation

The teaching model of "putting people first" and student-centered is partly used in college teaching process, since high learning in the initiative, enthusiasm and responsibility are needed. Teaching activities, therefore, should be based on analyzing and meeting the needs of the learning subjects. In addition, teaching habits of English teacher is developing from traditional single one to multimedia network, which is not limited by time and space, meanwhile teaching process should be focused on the combination process evaluation and comprehensive evaluation. Therefore, teachers should distinguish two different kinds of learning motivations, instrumental motivation and integrative motivation. Instrumental motivation means that foreign language learners learn foreign languages for practical purposes, such as passing examinations, getting promoted, finding jobs or reading foreign language literature. However, if the purpose of learning a foreign language is to communicate with native speakers in terms of language and culture, it is called inclusion motivation. Recent studies have shown that there is no clear distinction between the two kinds of motivation. It is not important what kind of motivation a student has. What is important is that the teacher should stimulate the student's learning motivation. Learners with strong motivation are more likely to cooperate with teachers in the classroom, and the teacher's belief of "I want to teach" can be successfully transformed into the student's belief of "I want to learn".^[3] A lively classroom atmosphere, a variety of interesting drama, those beautiful English songs and movie clips can greatly stimulate the interest and enthusiasm in learning, transforming into a strong intelligent learning motivation and international era into the potential innovative

learning.

2. College Teaching Concept Innovation

The teaching concept of keeping pace with the times can not only lead teachers to formulate teaching contents and teaching methods more scientifically, but also provide correct behavior rules for teaching practice. therefore, it is the most basic premise to change the traditional teaching concept in order to completely realize the innovation of college English teaching.

2.1 Characteristics and Limitations of Traditional Teaching Concepts

2.1.1 Teacher-centered teaching mode

In traditional college English teaching, the teacher-centered teaching model occupies a dominant position. In this mode, teachers are in an absolutely dominant position in class and control all aspects of teaching.

2.1.2 Focusing on the teaching objectives of knowledge imparting

Traditional college English teaching goals tend to lay too much emphasis on the imparting of knowledge, focusing on the explanation of grammar, vocabulary and other language knowledge, ignoring the cultivation of students' language application ability and all-round development.

2.2 Exploring the Innovation of College English Teaching

2.2.1 Student-centered teaching mode

In order to open up a new situation of college English teaching, we must follow the principle that students are the main body of teaching activities where teachers, textbooks and teaching approaches are subordinated to it, teachers are supposed to guide students actively to take the initiative to participate in various teaching activities, ensuring them occupy a dominant position. As for college English classroom teaching, teachers should offer students chances to learn independently, think independently, thus forming capabilities of discovering and solving problems. What's more, teachers, playing a good facilitator role, should encourage students to speak freely in class, no matter right or wrong, meanwhile, they do their best to strive to create a relaxing, free, equal and harmonious classroom atmosphere so as to cultivate students' confidence in learning English and improve their innovation abilities. Before the beginning

of English class teaching, students should be grouped appropriately according to the number of students in the class. Students can find groups freely and tell them the principle of points. In the process of English teaching, teachers ask students some questions and they have a group discussion and give their answers. The teacher gives bonus points to the group who get the appropriate answer and records the score result by multimedia means as a reference of students' ordinary grades. The method of question and score can enliven the classroom atmosphere and improve students' interest in English learning. Take Unit 1 of this semester's integrated course for example, the topic of this unit is "Living Green", the teacher first gives some words and expressions based on the theme, students can take them as a reference and express freely. After finishing classes, the teacher gives two topics for students to choose and discuss them in groups. Students can exert their objective initiative and initiative to participate in learning and eventually, get better understanding and master the content of this unit.

2.2.2 Innovation on Cross-cultural Communication cultivation

it is very important to integrate the cultural knowledge of English-speaking countries. Language and culture are closely linked. Language is the carrier of culture, and culture is the connotation of language. Only by deeply understanding the culture of English-speaking countries can students better understand and use English and avoid the communication barriers caused by cultural differences. It is one of the important goals of college English teaching to cultivate students' intercultural communication awareness and ability. Teachers can guide students to understand the communication rules and habits under different cultural backgrounds by means of simulated communication scenes and case analysis, so as to improve their intercultural communication ability. In the simulated business negotiation scenario, teachers can set negotiation teams from different countries and let students play different roles to simulate the real negotiation process. In this process, students need to understand the business etiquette, negotiation style and communication methods of different countries. Americans are usually more direct and efficient-oriented in business negotiations, while Japanese are more

focused on teamwork, etiquette and details. Through such simulation activities, students can experience the impact of cultural differences on communication, so as to improve their ability to cope with cross-cultural communication situations.

2.2.3 Using information technology on assisting teaching

In the information age, information technology has brought unprecedented opportunities to college English teaching. With the help of multimedia technology, teachers can integrate text, image, audio, video and other elements together to create a more vivid and intuitive learning environment for students. When explaining English texts, teachers can play video materials related to the texts to help students better understand the content and background knowledge of the texts. Use multimedia to improve college English teaching innovation level, to give students the opportunity to express themselves. Teachers and students swap roles and consider problems from different perspectives, which is more conducive to the progress of teaching and achieve positive results. Take the third unit of audio-visual class as an example, the theme is "Food", the teacher assigns tasks to the students to introduce local delicacies of their hometown presented in the form of PPT, stimulating students' interest, achieving good results.

2.2.4 Integration and utilization of teaching resources

Optimizing the allocation of library, laboratory and other resources is of great significance to college English teaching. In the utilization of library resources, we should strengthen the construction of English-related books. It is an effective way to enrich college English teaching content by actively cooperating with enterprises and institutions and introducing off-campus practice resources and expert lectures. In terms of cooperation with enterprises, schools can establish cooperative relations with multinational companies, foreign trade enterprises, etc., to provide students with internship and practical opportunities.

Meanwhile, Using network interactive platform to strengthen communication with students, college teachers are faced with a large number of students, it is difficult to do everything, so there is a lack of communication between

college teachers and students. College teachers can strengthen communication with students through personal websites or network interactive platforms. Students will tell teachers about their difficulties in English learning by leaving messages, and then teachers will sort out students' messages in order to conduct targeted teaching activities.

3. Innovate the College English Teaching Evaluation System

Scientific and reasonable evaluation system is the only way to test the success of college English innovation education, and its importance is self-evident, so its innovation is also an important part of the whole college English innovation education. The evaluation system consists of three parts: evaluation subject, evaluation content and evaluation strategy. As far as the evaluation subject is concerned, the evaluation of foreign language teaching in many universities is undertaken by teachers alone. Due to the limitation of time and energy, a large number of important reference information, such as students' learning attitude, learning strategy and style, is omitted. Therefore, multi-level subjective evaluation mode is adopted, such as students' self-evaluation, mutual evaluation among students, mutual evaluation between teachers and students, as well as the evaluation of students by the academic affairs office, so as to make the evaluation more scientific and reasonable, and increase students' enthusiasm for learning.

The College has launched a new practical exploration on the construction of a multiple evaluation system for college English teaching, including ensuring the effectiveness of college English classroom teaching in multiple dimensions, changing students' learning behaviors, and optimizing the teaching evaluation system. It breaks through the limitation of time and space in the traditional English teaching evaluation system, and fully integrates process evaluation, guided evaluation and result evaluation into the college English evaluation system. At the same time, more attention should be paid to the process assessment to avoid the single evaluation system in which the success or failure of one test is determined. Make full use of the Weleam teaching platform to facilitate students to complete tasks such as taking roll

call at any time, answering questions in class, uploading homework and quizzes in class through smart phones, so as to ensure the integrity of data and information required for multiple evaluation of teaching. At the same time, students can submit the results of self-study to the system, and the platform and teachers can jointly complete intelligent supervision and evaluation, integrate the teaching evaluation data, and provide data support for the next stage of evaluation.

The College builds a College English teaching evaluation system based on evaluation diversification, aiming at effectively evaluating students' learning outcomes and practical application of college English knowledge ability. From the essence level, college English teaching creates a teaching environment with technology integration, focuses on the improvement of teaching scenes, teaching research and resources, expands the spatial dimension and time dimension of teaching in different disciplines, and enables students to obtain personalized learning experience. College English teachers improve the multiple evaluation aspects of teaching, introduce topics into college English teaching and create intelligent communication scenes, help students further clarify the output requirements with knowledge gaps such as college English related cultural development, student English level background investigation, and guide students to use Welearn, Itest and other online teaching platforms to preview English content. And submit the results of self-study to the system, the platform and

teachers jointly complete intelligent supervision and evaluation, collate the teaching evaluation data, and provide data support for the next stage of evaluation.

The reform of teaching quality evaluation with English application ability as the core. For theoretical teaching, the method of summative evaluation should be implemented; For practical teaching, the formative evaluation is the main way, and the separation of teaching and examination, immediate evaluation and delayed evaluation are implemented as a whole to ensure the scientific evaluation process and evaluation results.

In addition, modern network technology is adopted to conduct online examination. According to the English level and situation of different students, graded test and multiple sets of examination papers are used. It pays attention to the openness and flexibility of the evaluation content, so as to ensure that each student can get a fair and objective evaluation.

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