"Consistency in teaching evaluation" in the practice of university English teaching

Lina SUN, Na LI*

Qilu Medical University, Zibo 255300, China
*Corresponding author.
Email address: 1762425699@qq.com

Abstract: University English education possesses its unique characteristics. Compared to elementary English education, university English education emphasizes the cultivation of students' comprehensive abilities. Therefore, it requires more utilization of innovative teaching methods and educational philosophies to enhance the quality of university English teaching. With the emergence of "consistency in teaching evaluation", it can offer new perspectives and methods for university English education and also can help students improve the quality of their learning through practical application. This paper mainly analyzes the practice of "teaching consistency" in university English teaching, focusing on its implementation and application to improve the quality of university English education.

Key words: consistency in teaching evaluation; university English; teaching

1 Introduction

With the constant deepening and development of university curriculum reform, the requirements for teaching related courses in universities have been increasing. As educators in higher education, teachers need to consider the physical and mental characteristics of university students during the teaching process. They should adopt diverse teaching methods and adapt to multimedia teaching, online teaching, and other approaches to help students enhance their learning enthusiasm and achieve the expected theoretical knowledge while developing their relevant abilities. University English not only demands students to master English-related knowledge and skills after learning but also requires them to possess independent learning abilities.

Despite the variety of teaching methods available in university English education, there exist issues in the practical application where teaching activities and evaluations are disconnected. Teaching, learning, and evaluation remain relatively independent, eventually impacting the actual teaching quality. With the introduction and application of "consistency in teaching evaluation", it holds crucial guiding significance for contemporary university English education. This paper combines the author's work experience and relevant literature to analyze the practical application of "teaching consistency" in university English teaching.

2 Overview of consistency in teaching evaluation

Understanding the relevant content of consistency in teaching evaluation is essential for its effective application in university English education. According to research on the consistency of teaching evaluation, it emphasizes that in the

teaching process, both teachers who are responsible for teaching activities and evaluations and students engaged in learning should have consistent goals. In other words, teachers' teaching activities, students' learning content, and course evaluations need to have the same objectives. They need to work together towards common goals to ensure the improvement of teaching quality. A fundamental aspect of consistency in teaching evaluation is aligning teachers' pedagogical aims with students' learning goals. Teachers conduct English teaching through various methods based on instructional objectives, and students complete learning tasks according to these objectives [1]. Through the collaboration of teachers' "teaching" and students' "learning", the shared goals can be achieved. Secondly, in the process of course evaluation, teachers also need to anchor the evaluations around the "teaching objectives", adjusting teaching methods based on the evaluation analysis about whether different students have reached the expected teaching objectives and the issues reflected in the teaching evaluation. Finally, course evaluation should also align with students' learning goals. By providing authentic feedback on students' learning situations, students are guided to identify their shortcomings promptly, reflect and adjust their learning strategies and methods, ensuring that teaching, learning, and evaluation share the same teaching objectives in practical applications [2].

3 Practical analysis of "teaching consistency" in university English teaching

In university English teaching and the practical application of "teaching consistency", it is necessary to address the integral aspects of teaching, learning, and evaluations to collectively enhance the quality of education.

3.1 Teaching aspect: tailoring teaching methods while emphasizing the importance of stimulating student interest

"Teaching" plays a significant role in university English education. Before conducting university English teaching, teachers need to clearly understand the physical and mental characteristics of university students and the differences with basic education level teaching. For instance, university-level teaching is more specialized, systematic, and requires higher levels of students' autonomous learning abilities, emphasizing interactive engagement between teachers and students as well as among different students.

In the process of university English teaching, teachers must integrate specific teaching materials, highlighting the importance of stimulating student interest in the English language. By fostering students' interest in learning English, educators can enhance and elevate students' motivation and initiative in English learning [3]. Under the impetus of interest, students can enhance their autonomous learning abilities and dedicate time to English learning. In university English teaching, teachers need to incorporate various teaching methods such as group discussions, scenario simulations, and game-based learning to ensure that teaching methods align with instructional objectives and content. Simultaneously, teachers should encourage active student participation in classroom discussions, encouraging students to express their opinions on relevant topics and share their insights to increase interest through diverse practical activities. Targeted teaching activity design should be purposeful, balancing teaching content with teaching goals and demanding that students understand the teaching objectives.

3.2 Learning aspect: learning through teaching, enhancing students' core competencies

During university English instruction, it is imperative to not only help students grasp essential knowledge but also augment their core competencies. Students should not merely engage in rote learning. While excelling in teaching, teachers need to guide students in the learning aspects, including the distinctive characteristics of university English learning, learning methods, learning skills, learning goals, and the development of core competencies [4].

Regarding the learning aspect of university English, teachers should promptly address issues raised by students, including teaching content and methods, to continuously improve their teaching approaches. Simultaneously, teachers need

to guide and supervise students in their daily learning, ensuring that they not only acquire English knowledge but also improve their learning abilities, thinking skills, and innovation capabilities [5].

Through the interactive and collaborative learning experiences between teachers and students in the English learning process, knowledge transfer is complemented by the enhancement of students' core competencies.

Around teaching goals and the core competency requirements for university students, specific strategies should be established at the learning stage. Although students are the main participants in the learning process of university English education, teachers still play a crucial role. It is advocated to employ cooperative inquiry teaching methods for selected teaching content, aiding university students in emphasizing teacher-student and student-student collaboration to enhance learning through cooperative exploration [6]. By fostering a conducive interactive learning environment, students can collaborate effectively, explore during the learning process, pose questions, share experiences and viewpoints, thereby enhancing their abilities. For certain teaching content, teachers can extend beyond existing textbooks, encouraging students to access more knowledge through library and internet resources [7]. Throughout this process, students should be guided to evaluate the reliability and quality of relevant data to cultivate their discernment, information retrieval, and processing skills.

3.3 Evaluation aspect: multilevel evaluation, balancing the systematic and differential nature of assessment

In university English teaching, evaluations serve to assess the achievement of objectives and provide feedback on related issues. Evaluation practices must align with instructional objectives, emphasizing both knowledge and skills, such as evaluations on English listening, oral expression, written expression, English-Chinese translation, among others [8].

Teaching evaluation should guarantee systematic and objective assessments while taking into account the varying knowledge and abilities of students, allowing for the existence of diversity. Beyond the conventional teacher-led evaluations of students, self-assessment of university English learning is encouraged, fostering peer assessment among different students and groups, enabling students to objectively understand their learning status and areas for improvement [9]. Considering the practical circumstances of different students in university English learning, setting differentiated evaluation criteria based on varying degrees of difficulty and content can enhance students' confidence in their English proficiency, with a focus on encouragement throughout the assessment process [10].

4 Conclusion

"Consistency in teaching evaluation" holds significant practical significance in university English teaching, emphasizing the understanding of the relationships between teaching, learning, and evaluation to guarantee consistent teaching objectives. By implementing consistent teaching, learning, and evaluation processes across various aspects of teaching content, teaching outline, and student growth requirements, we can achieve uniformity in teaching objectives. Furthermore, by implementing teaching consistency across "teaching", "learning" and "evaluations", while ensuring their interdependence and relevance, the overall teaching quality can be enhanced.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

References

[1] Kong YL. 2009. The advantages and problems of formative assessment in college English teaching. *Science and Technology Information*, 1:191.

[2] Yu JA. 2023. A study on the application of diversified English teaching evaluation in higher vocational colleges. *English Abroad*, 24: 234-237.

[3] Zhu FF. 2022. Research on implementation strategy and evaluation of wisdom teaching in college English. *English Abroad*, 17: 154-155.

[4] Dou GN. 2013. Interpretation of diversified teaching methods in college English. *Journal of Hubei Correspondence University*, 26(03):146-147.

[5] Chen C. 2023. A study on the diversified teaching strategies of agricultural English from the perspective of the diversified development of modern agricultural English. *Chinese Melon Dish*, 36(07): 165.

[6] Wang HY, Cai M. 2009. A study on multiple teaching evaluation in English teaching in China. *Journal of Jiangxi Normal University (Philosophy and Social Sciences Edition)*, 42(02): 149-152.

[7] Cao GL. 2014. How to better play the role of teaching evaluation in college English teaching. *Science and Technology Information*, 13: 306+331.

[8] Zhang LY. 2014. Application of teaching evaluation in English teaching. *Chinese Journal (Foreign Language Education and Teaching)*, 10: 157-158.

[9] Yang GF. 2018. Diversified English teaching based on international talent training. *Comparative Research on Cultural Innovation*, 2(06): 93-94.

[10] Shang WW. 2019. Construction of diversified teaching evaluation system for junior middle school English classroom. *English Square*, 5: 154-155.