Review of the Study on Current Situation of English Classroom Teaching Evaluation in China

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1. Introduction

Undoubtedly, Evaluation is an Important Part of the Curriculum and a Scientific Evaluation System is an Important Guarantee to Achieve the Objectives of the Curriculum. in the Long History of the Study of Curriculum and Teaching Theory, the Classroom Teaching Evaluation Has Been One of the Key Topics That Scholars At Home and Abroad Have Paid Extensive Attention to. It is Not Difficult to Find That Although Scholars Have Made a Lot of Achievements in the Field of English Classroom Teaching Evaluation, There Are Still Some Problems in the Research. Therefore, This Paper Systematically Sorted out and Analyzed the Relevant Literatures on the Current Situation of English Classroom Teaching Evaluation in China, Hoping to Provide Some Useful References for Further Research in This Field.

2. Research on Current Situation of English Classroom Teaching Evaluation in Primary School

It is Not Difficult to Find That Chinese Scholars Have Paid High Attention to the Current Situation of English Classroom Teaching Evaluation in Schools through a Comprehensive Survey of the Research Results of English Classroom Teaching Evaluation during the Past Few Years. in Terms of the Current Situation of Primary School English Classroom Teaching Evaluation, the Representative Research Achievements Are as Follows: Xiaojin Jin (2010) Took a Key Primary School in Lanzhou as a Case, She Made a Comparison Research between the Traditional Classroom Teaching Evaluation and a Classroom Teaching Evaluation after the New Curriculum Reform. the Study Pointed out, At Present, While the Concept of Primary School English Classroom Teaching Evaluation is Changing, It Has Not Really Stepped out of the Track of Traditional Classroom Teaching Evaluation. It Still Focuses on the Screening Function of Evaluation, Ignores students’ Personality in the Evaluation, and Does Not Provide Incentive Evaluation for All Students. the Methods of Classroom Teaching Evaluation Tend to Be Various, But Have Not Achieved Obvious

In General, the Research Achievements of Classroom Teaching Evaluation in Primary School Are Not Deep Enough, and It is Not Difficult to Find out from the Existing Research Results That At Present, the Evaluation of English Classroom Teaching in Primary Schools is Not Divorced from the Traditional Evaluation Model, and the Evaluation Effect is Far from the Expected.

3. Research on Current Situation of English Classroom Teaching Evaluation in Junior and Senior School

In Terms of the Current Situation of English Classroom Teaching Evaluation in Junior and Senior High Schools, Scholar Jiazhi Yu (2008) Took a Total of 60 English Teachers from a Key Middle School in Changchun and a Key Middle School in Hangzhou as the Research Objects, and Conducted an Investigation Research on the Teaching Evaluation of Task-Based English Classroom in Middle Schools. the Research Showed That 42% of Teachers Have a Certain Understanding of Tblt, But There is No Systematic Evaluation System on the Course of Tblt. Although 92% of Teachers Agree That Classroom Teaching Evaluation Has a Positive Effect on Promoting Teacher Development, 52% of Teachers Know Nothing about the Evaluation Standard of Tblt[7]. Ling Tong(2011) Did a Case Study in a Middle School in Heilongjiang Province and She Pointed out That the teachers’ View of English Classroom Teaching Evaluation Has the Following Characteristics: (1)Teachers Not Only Have Not Formed a Complete and Clear Cognition of Classroom Teaching Evaluation, But Also Have Not Fully Realized the Main Position of Students in Classroom Teaching Evaluation. (2)Teachers Not Only Have an Incomplete and Concrete Understanding of the Content of Classroom Teaching, But Also Have a Partial Understanding of the Classroom Teaching Evaluation Method. (3)Teachers Not Only Have Insufficient Awareness of the Feedback of Classroom Teaching Evaluation, But Also Have Insufficient Understanding of the Relationship between Classroom Teaching Evaluation and students’ Development[8]. Guoqun Hu (2011) Conducted a Survey and Found That Traditional Classroom Teaching Evaluation Generally

4. Research on Current Situation of English Classroom Teaching Evaluation in College


5. Research Conclusions

To Sum Up, Although the Eighth Basic Education Curriculum Reform Has Been Carried out for More Than 10 Years in China, the English Classroom Teaching Evaluation Still Focuses More on the Evaluation of students’ Academic Level, But Ignores the Evaluation of students’ Learning Ability, Emotional Attitude and Other Aspects. Although Some Schools and Teachers Have Realized the Importance of Classroom Teaching Evaluation in Improving Teaching Quality, the Degree of Implementation Varies. in Addition, There Are Regional and Inter-School Differences in English Classroom Evaluation Due to the Differences of Education Levels among Different Regions and Schools. Finally, Compared with Primary School, Junior and Senior School, the Academic Circle Has Not Paid Enough Attention to the Research of English Classroom Teaching Evaluation in College.

6. Research Prospect of Current Situation of English Classroom Teaching Evaluation

Based on a Comprehensive Analysis of the Relevant Research Results of the English Classroom Teaching Evaluation in China in Recent Years, This Paper Holds That in the Future Research, on the One Hand, It is Necessary to Strengthen the Research on the Current Situation of the Evaluation of College English Classroom Teaching, Make Full Use of the Advantages of Many English Experts on Education Research in Colleges and Universities, and Strive to Fully Reveal the Unique Laws of the Evaluation of College English Classroom Teaching, So as to Serve the College English Teaching Better. on the Other Hand, the Research Methods about the Current Situation of English Classroom Teaching Evaluation can’t Only Stay in the Simple Questionnaire Survey and Interview.
in View of the Dynamic Characteristics of the Teaching Process Itself, This Paper Suggests That in the Future Research, We Should Make Full Use of Narrative Research, Diachronic Research, Case Study and Other Research Methods to Reveal the Unique Law of English Classroom Teaching Evaluation in China from Multiple Perspectives and Dimensions.

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References


