Research on College English Evaluation System Based on Flipped Classroom

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Abstract: Flipped classroom teaching has become a new teaching form, and college English teachers should do a good job in teaching evaluation, so as to ensure the quality of teaching. Based on the author's study and practical experience, this work first introduced the construction idea of college English flipped classroom teaching evaluation index system, then discussed the construction process of college English flipped classroom teaching evaluation system, and then clarified the evaluation index, so as to ensure the scientific evaluation and better promote the development of college English flipped classroom teaching.

Introduction

Flipped classroom, also known as reverse classroom or upside-down classroom, refers to a new teaching model that students watch and learn learning resources based on teaching video before class, and teachers and students work together in class to do various activities, such as doing homework, answering, communication, interaction, collaborative discussion and so on [1]. Because the flipped classroom has changed the traditional teaching mode of putting more emphasis on knowledge than on the process and teaching with learning, it has changed to the inquiry teaching mode of focusing on problems and learning first and teaching later, which is favored by the majority of teachers in China. However, many scholars still have different opinions on how to effectively evaluate flipped classroom teaching [2-3]. With the wide application of flipped classroom in English teaching, it is extremely urgent to construct a scientific and easy-to-operate flipped classroom teaching index system for college English based on the teaching practice of college English.

Thoughts on the Construction of Evaluation Index System of College English Flipped Classroom Teaching

Guided by developmental evaluation. Developmental evaluation refers to the process of making value judgment on educational activities of evaluator and evaluation object through systematic collection and analysis of evaluation information, and realizing the development goals agreed by evaluator and evaluation object. Traditional teaching evaluation overemphasizes the function of screening and selection, ignores the progress and effort of the assessed evaluation of the process. The purpose of establishing the flipped classroom teaching evaluation system is not to classify teachers into different grades so as to commend the advanced and inspire the backward, but to promote the continuous improvement of the teaching ability of all teachers. On the other hand, through the platform of developmental evaluation, students' potential can be effectively brought into play and developed to promote the overall development of all students. Therefore, in the setting of evaluation indicators of flipped classroom, the main attention is paid to the scientific teaching design of teachers, the effectiveness of guiding and answering questions, the rationality and achievement of teaching objectives, as well as the cultivation of students' independent learning ability, cooperative ability, emotional attitude and other aspects [4].

   Take the whole process of flipped classroom as the main line. Flipped classroom is the product of modern information technology, which puts forward higher requirements for teachers and students. In the implementation of flipped classroom, teachers should pay attention to the

transmission of knowledge before class, the internalization and extension of knowledge in class, and the transformation of learning effect after class. On the other hand, students should learn independently before class, actively participate in learning activities such as problem inquiry in class, and timely feedback the learning results after class. Only when teachers and students cooperate with each other and complete each step carefully can the effect of flipped classroom teaching be guaranteed [5]. Therefore, evaluation should be integrated into the whole teaching process of flipped classroom, and appropriate evaluation and feedback should be given to each link before, during and after class, so as to better play the monitoring and judgment role of evaluation.

Take the overall development of students as the core. For those college students who have a weak foundation of English, lack of interest in learning, and lack of strong motivation to learn, the purpose of implementing flipped classroom is to effectively improve students' comprehensive cultural literacy and intercultural communication awareness, cultivate their learning interest and independent learning ability, enable them to master effective learning methods and strategies, and lay a necessary foundation for future sustainable development. Therefore, based on the needs of the overall development of college students, we pay attention to their learning status, learning effect and emotional experience, and encourage students to carry out collaborative inquiry and autonomous learning [6].

The Construction Process of College English Flipped Classroom Teaching Evaluation System

Establishment of teaching evaluation indicators. The determination of evaluation index is the core problem of constructing teaching evaluation system, but is also a big problem. Although flipped classroom is a subversion of traditional classroom from teaching design to teaching organization, it is a teaching mode that integrates teaching and learning. In view of this, we construct evaluation indexes of flipped classroom mainly from two dimensions, that is, teaching performance evaluation of teachers and learning effect evaluation of students. As a new teaching mode, flipping classroom has completely subverted the traditional classroom teaching. Its teaching process is as follows: The teacher records the video. -- Students learn independently in a lesson. -- The teacher guides the students in class and the teachers and students discuss together. -- After class, students learn collaboratively, complete the test, and teachers generalize and comment on it. It can be seen that this mode poses great challenges to both teachers and students. The role of teachers has changed from a traditional leader to a director. Teachers are not only the developers and constructors of teaching video, but also the organizers, participants and interlocutors of classroom activities, as well as the facilitators and promoters of students' after-class inquiry activities. Students are no longer passive recipients of knowledge, but active participants, implementers and researchers. Without the active cooperation of students, flipped classroom cannot be implemented smoothly at all.

By consulting papers related to the teaching evaluation system and combining the characteristics of flipped classroom and English teaching, we preliminarily designed the indicators of "teaching evaluation" and "learning evaluation" in the evaluation system of flipped classroom, and we have compiled the expert consultation questionnaire and consulted eight experts on flipped classroom [7-8]. At the same time, 367 college students and 12 college English teachers who implemented the flipped classroom were surveyed by Email, QQ and WeChat. After the questionnaire was collected, spss22.0 software was used to analyze the data. Finally, the evaluation indexes of "teaching evaluation" and "learning evaluation" were determined. (see table 1 and 2)

Table 1　The Evaluation Index System of Teaching Performance of College English Flipped Classroom Teachers

First-level Index	Second-level Index	Third-level Observation Point
Instructional design (34%)	Instructional objectives	1 It enables students to accurately grasp the basic knowledge involved in the course.(33%) 2 It can improve students' basic ability of using English in the workplace.(36%) 3 It is helpful to cultivate students' learning interest and independent learning ability, and to improve students' comprehensive cultural literacy and intercultural communication awareness.(31%)
Organization and implementation (37%)	Teaching content	4 Appropriate topic selection is a common, typical, or representative content or problem in teaching.(32%) 5 Video has clear sound, smooth structure, suitable duration and good effect of technical specification.(46%) 6 There are supporting study materials, the number of exercises and the degree of difficulty is appropriate.(28%)
	Teaching methods and means	7 Reflect the learning-centered, learner-centered teaching philosophy.(31%) 8 The teaching method is deep, vivid, interesting and instructive.(35%) 9 The selection of teaching methods is in accordance with the teaching objectives and contents, and conforms to the laws of foreign language teaching.(34%)
	Teaching process	10 Set questions before class to guide students to participate in the discussion and encourage students to learn independently.(34%) 11 In-class organization ability and random ability can purposefully guide students to put forward problems and solve problems.(34%) 12 Get feedback from students after class and adjust teaching.(32%)
Teaching effect (29%)	Cognitive goal achievement	13 The set teaching goal has been completed, and the related teaching problems have been solved effectively.(100%)
	Emotional goal achievement	14 Fully mobilize the interest and enthusiasm of the students, so that the students can learn something.(100%)
	Achievement of competency objectives	15 It has effectively improved the students' basic ability to use English, especially their listening and speaking ability.(100%)

Table 2   Evaluation Index System of Students' Learning in College English Flipping Class

First-level Index	Second-level Index	Third-level Observation Point
Pre-class autonomous learning (36%)	Learning attitude	1 It is able to complete learning tasks independently and record the harvest and questions in video.(35%) 2 Willing to communicate in English.(34%) 3 Actively participate in group activities and interactive learning.(31%)
	Learning effect	4 Degree of mastery of teaching video and teaching materials.(52%) 5 The degree of completion and accuracy of the exercise.(48%)
In-class collaboration	Team spirit	6 The team members cooperate closely and have a clear division of labor. Each member can play a role.(53%) 7 Work together to help others.(47%)
	Results show	8 Share your knowledge actively and dare to express your views.(57%) 9 Fluent in language, generous in manner and full of emotion.(43%)
After-school practical activities (31%)	Language and culture ability	10 Comprehensive ability in English, especially in listening and speaking.(51%) 11The awareness of cross-cultural communication has been strengthened.(49%)
	Comprehensive quality	12 Can reflect on their own, sum up the promotion.(50%) 13 Creative spirit and ability to explore.(50%)

Determination of the weights of indicators. The evaluation index system of classroom teaching quality is an organic whole, and the influence of each index on the evaluation result is different. The weight determination usually has the subjective weighting method, the objective weighting method and the combination weighting method [9-10]. In this study, the expert opinion method was adopted, the opinions of eight experts were consulted through the questionnaire to give the weight of indicators at all levels, and then the weight of the average obtained by the weight reuse arithmetic mean method of each expert was taken as the weight (which was marked in the brackets after each indicator).

Reliability and validity analysis. In order to judge the scientificity and rationality of the evaluation index, the overall reliability and the validity of each factor of the questionnaire were tested by the Cronbach coefficient, and the reliability analysis of the questionnaire survey of teachers and students was carried out by means of SPSS 22.0, and the overall reliability of the two is 0. 8634 and 0. 8591, reflecting that this index system has good internal consistency.

Summary

Under the guidance of the developmental evaluation theory, this study absorbs the reasonable elements of traditional classroom evaluation and combines the characteristics of college English teaching and flipped classroom to try to build a systematic and scientific teaching quality evaluation index system. The index setting and weight determination of this evaluation system mainly adopt the method of expert opinion and questionnaire survey, which inevitably has some subjective arbitrariness. However, from our application of this evaluation system to the actual effect, it has a very obvious guiding effect on teachers and students. In the following research, we will continue to deepen the research on the evaluation system of college English flipped classroom, find more scientific evaluation methods, and optimize the existing evaluation system of college English flipped classroom, so as to improve the quality of college English flipped classroom teaching and improve the English learning level of college students.

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