

Construction of Evaluation and Testing System of Teaching Quality in Flipped Classroom in College English Teaching

Jinyu Cheng

College of International Education, Wuhan Sports University, Second Language Acquisition and Assessment for Learning (AfL), Wuhan, 430079, China

Abstract: Flipped classroom is a new type of teaching mode. It breaks the traditional teaching pattern and pays more attention to the cultivation of students' various abilities on the basis of retaining excellent traditional teaching. In college English teaching, the teaching method of flipped classroom has been widely applied. At the same time, it is important for the construction of evaluation and testing system of teaching quality in flipped classroom in college English teaching. The construction of this system should take developmental evaluation, process evaluation and learning experience as important evaluation criteria. In addition, it must follow the principles of science, feasibility and diversity, and focus on promoting students' all-round development.

Keywords: College English; Flip classroom; Teaching quality; Evaluation and testing

The emergence of the teaching mode of flipped classroom has had a great impact on the education reform of the school. It has been widely used in college English teaching, for college students, using the network resource platform for learning can effectively carry out pre-study preparations and facilitate communication between teachers and students, and meets the individual learning needs of students.

But in fact, it still is in a starting stage, and many resources are not perfect. Therefore, it is necessary to construct an evaluation and testing system of teaching quality in flipped classrooms in college English teaching, and find out the shortcomings in the flipped classroom teaching to better solve the problem.

1. The characteristics of flipped classroom

Compared with the traditional teaching mode, the most obvious feature of flipped classroom teaching mode is that it breaks the teaching mode of "teaching before learning" and pays more attention to students' autonomous and personalized learning. The so-called flipped classroom, first of all, emphasizes the role of teachers flipped. In traditional college English teaching classes, teachers play the role of guider and organizer. They teach knowledge points on the platform and students passively accept knowledge. But in the flipped classroom, the teacher gives the dominance of the classroom to the students, and the students are in the position of active learning. When students encounter problems, teachers give some guidance, so that the students learn to make full use of the existing learning resources to solve problems and improve the ability of independent learning. Besides, it emphasizes the role reversal of students. In the teaching mode of flipped classroom, students are the masters of learning. They can make use of network learning resources to carry out personalized learning, and choose their own learning content according to their own actual situation, and master the learning progress by themselves. Moreover, it emphasizes the reversal of learning time. In the teaching mode of flipped classroom, classroom is not the only place for students to learn. Students can learn independently and cooperatively after class, which improves the learning efficiency in class. The problem of insufficient learning time in English classroom can also be effectively solved.

2. The application of flipped classroom teaching model

In the teaching mode of flipped classroom in college English teaching, teachers record teaching objectives, teaching tasks and teaching difficulties by video before class, and then send them to students for autonomous learning. In the classroom, teachers can have more time to explain relevant knowledge points and solve the problems encountered in the process of students' autonomous learning, which improves the teaching efficiency effectively. On the whole, flipped classroom in college English teaching is mainly embodied in the two stages of pre-class and in-class. In terms of knowledge extraction, teachers need to select relevant knowledge points, set different teaching tasks and problems according to the teaching objectives of college English, the learning level and ability of class students. The content is recorded in small videos within ten minutes and sent to students for their self-study. In this process, students can identify the points of English knowledge they are going to learn, watch videos according to the key points and questions raised by teachers, record the contents that they can not understand, and ask questions and discuss and solve the problems in class. Classroom discussion is a very effective way to solve students' problems. It is usually carried out based on group work to consolidate knowledge points, practices English dialogue and solves problems. In a word, the teaching mode of flipped classroom is to cultivate students' ability to solve problems on their own with the guidance and inspiration of teachers. There is another key link in the teaching mode of flipped classroom, which is the feedback link. The main content of this link is to summarize the situation of students' autonomous learning and the learning effect, and improve teaching methods and the teaching quality of flipped classroom.

3. The principle of constructing the evaluation and testing system of teaching quality in flipped classroom in college English teaching

(1) Principle of scientificity

The construction of evaluation and testing system of teaching quality must follow the principle of scientificity and cannot destroy the inherent law of teaching activities. Flipped classroom is a new type of teaching. There are many aspects involved in the actual teaching process, which should be included in the indicators of the teaching quality evaluation and testing system, and the assignments of dimensions, levels and weights of the indicators should be reasonable, and the indicators are relatively independent. They must meet the characteristics of flipped classroom and the actual needs of college English teaching.

(2) Principle of feasibility

The evaluation and testing system of teaching quality should follow the principle of feasibility. The evaluation index should be comprehensive and simple and easy to operate, that is to say, the level is clear, the quantity is convenient, and the operation is convenient. And the self-test and the other can be measured, and the teachers and students can evaluate the teaching effect, which truly reflects the teaching effect of flipped classroom. As a result, teachers' teaching ability and students' learning ability are constantly improved.

(3) Principle of diversity

No matter which teaching method is adopted, there is a certain evaluation system. In the traditional teaching classroom, teachers generally use paper and pencil to test. It is easy to operate and intuitive, but the evaluation subject is too singular, and the state of students in the learning process is not well reflected. In the teaching of flipped classrooms, whether it is the evaluation subject, evaluation

content, or evaluation method, it should be diversified and evaluated from multiple angles.

4. The method of evaluation and testing system of teaching quality in flipped classroom in college English teaching

(1) To initially determine the evaluation indicators of evaluation and testing system of teaching quality

In order to truly reflect the teaching quality through the evaluation and testing system of teaching quality in flipped classroom in college English teaching, it is necessary to refine the evaluation indicators constantly. Firstly, the evaluation indicators are listed simply by consulting the relevant literature. Secondly, the actual situation of college English teaching is combined with the learning characteristics of students. Finally, the index system of teaching evaluation at all levels is preliminarily determined.

(2) To consult relevant experts and conduct questionnaires

The construction of evaluation and testing system of teaching quality in flipped classroom in college English teaching should be scientific, feasible and diverse. Therefore, it is necessary to improve the evaluation index by consulting relevant experts and conducting questionnaires. Expert consultation includes one professor-level English teacher, five associate professor-level English teachers and 10 front-line English teachers. And there are five options in the design of questionnaires for students, that is, extremely agree, agree, uncertain, disagree and extremely disagree. At the same time, the scores of 5, 4, 3, 2 and 1 are used to quantify to facilitate the comprehensive measurement of various evaluation indicators. Finally, according to the results of expert consultation and questionnaire, the evaluation index of evaluation and testing system of teaching quality is finally determined.

(3) The determination of evaluation and testing system of teaching quality in flipped classroom

By calculating the weight of each index, the index system of evaluation and testing of teaching quality in flipped classroom in college English teaching has been formed, which is detailed as follows.

Table 1 Index system of evaluation and testing of teaching quality in flipped classroom in college English teaching

Primary indicator	Secondary indicator	Three-level indicator
Teaching design	Teaching objectives	1. To be able to analyze the actual situation of students. 2. Compliance with teaching objectives and requirements. 3. Ability to cultivate students' cross-cultural awareness.
	Set up of teaching task	1. Reasonable task settings and ability to accomplish. 2. To be able to feedback in

		time. 3. Task-seeking channel.
	Teaching material preparation	1. Diversification of learning materials. 2. Easy access to learning materials. 3. Learning materials are easy to accept.
Teaching implementation	Ways and means of teaching	1. The method is enlightening. 2. Accord with the law of English teaching. 3. To arouse students' thinking by classroom questioning.
	Teaching organization	1. To optimize teaching order and create learning atmosphere. 2. To observe students' performance and answer the questions in time. 3. Having solid professional knowledge and smooth expression
After-class evaluation and reflection	After-school assignment	1. The assignment is reasonable and can be completed. 2. To set up hierarchical tasks according to students' abilities. 3. Timely feedback.
	Learning evaluation	1. To set up appropriate assessment. 2. To effectively improve students' ability to use English. 3. To mobilize students' learning enthusiasm.
	Teaching reflection	1. Renewal of teaching resources according to the actual situation. 2. Adjusting the teaching plan according to students' learning situation.

Table 2 Index system of evaluation of students' learning effectiveness in flipped classroom in college English teaching

Self-learning before class	Task completion	1. To seriously study the information provided by
----------------------------	-----------------	---

		<p>teachers.</p> <p>2. To complete the task situation.</p> <p>3. Ability to acquire learning resources.</p>
	Learning attitude	<p>1. To learn actively and find problems.</p> <p>2. To participate in group activities.</p>
Exchange and cooperation in class	Display of learning achievement	<p>1. Happy to share learning outcomes.</p> <p>2. The language is accurate and fluent.</p>
	Team spirit	<p>1. Unity and cooperation, helpfulness.</p> <p>2. Clear division of labor.</p>
	Learning result	<p>1. To actively participate in classroom activities.</p> <p>2. To strengthen knowledge.</p>
Extended reflection after-class	Task completion	<p>1. Active completion.</p> <p>2. To find the problem and seek solutions.</p>
	Learning result	<p>1. To improve English comprehensive ability.</p> <p>2. To improve cross-cultural awareness.</p>
	Learning reflection	<p>1. Fair and reasonable self-evaluation and mutual evaluation.</p> <p>2. Be able to summarize the knowledge points.</p> <p>3. Be able to use a teaching platform for independent learning.</p>

5. Conclusion

The a scientific and reasonable evaluation system of teaching quality in flipped classroom in college English teaching is built based on traditional English teaching by combining with the characteristics of current college English teaching and the way of flipped classroom teaching. According to the evaluation results, the teaching quality in flipped classroom in college English teaching is continuously optimized and students' learning efficiency can be improved.

Acknowledgements

Humanities and Social Sciences Research Project of Hubei Education Department: 16Y148

References

- [1] Wu Bailan. *Construction of Evaluation Index System of Teaching Quality for English Inverted Classroom in Higher Vocational Colleges* [J]. Journal of Guizhou Radio and TV University, 2017(2).
- [2] Xu Mingming, Fang Xiaohong, Zhao Yaqin. *Construction of Evaluation System of Teaching Quality for Flipped Classroom in College English Teaching* [J]. China Forestry Education, 2018(5): 8-13.
- [3] Wang Zhimin. *Research on Multiple Assessment Model Based on Flipped Classroom in College English Teaching* [J]. English Plaza, 2017(7):81-83.
- [4] Jia Lili, Xia Ying, Chen Shuhui, et al. *Construction of Multi-Evaluation System of Teaching Quality in Flipped Classroom* [J]. Software Guide (Education Technology), 2017(04): 22-25.
- [5] Xiang Liang. *Research on Flipped Classroom Teaching Mode Guided by Core Literacy in College English Teaching* [J]. Campus English, 2018(9): 5-6.