

On Construction of College English Teachers' Self-evaluation System

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Abstract: For college English classroom teaching evaluation, teachers' self-evaluation should be in an important position. However, there is basically no independent evaluation system for college English teachers' classroom teaching in major universities. In the existing teacher classroom teaching evaluation, the content of the teacher's self-evaluation is rarely involved, and the teacher's subjective initiative is ignored, which hinders the teacher's self-development. Therefore, at this stage, college English classroom teaching evaluation should include the content of teachers' self-evaluation. Integrating various theoretical systems, completing scientific evaluation standards, achieving normalization of teachers' self-reflection, and promoting the institutionalization of teachers' self-evaluation are suggested to realize the construction of the overall evaluation system of college English classroom teaching. It can enhance the internal drive of teachers and give full play to their subjective initiative. In a word, scientific evaluation can improve the competence of teachers, promote the all-round development of teachers, and effectively improve the quality of college English classroom teaching.

Keywords: Classroom teaching; Self-evaluation; Self-reflection; Teachers' self-development

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1. Introduction

The self-evaluation of college teachers is a process of self-recognition and self-reflection on the performance and internal quality of teachers. Through self-recognition, they can understand their own shortcomings, find ways to improve in the process of reflection and realize self-improvement. The book *Teaching Guide for Teachers in Colleges and Universities* points out that teachers can see a clear direction for themselves if they conduct self-evaluation in a planned, staged, and comprehensive manner and reflect scientifically^[1].

For college English classroom teaching evaluation, teachers' self-evaluation should occupy a more important position. However, there is basically no independent self-evaluation system for college English classroom teaching in major colleges and universities. Even the existing classroom teaching evaluation does not involve any

content of teachers' self-evaluation at all, ignoring teachers' subjective initiative and hindering the self-development of teachers. Therefore, at this stage, it is of great significance to strengthen the self-evaluation of college English teachers' classroom teaching and further improve the evaluation system of college English classroom teaching based on this.

2. Theoretical Basis

Professor David McClelland from Harvard University believes that human competence consists of five parts. It is like an iceberg. The visible part is the apparent behavior, knowledge and skills, and the invisible part is the individual's underlying values, attitudes, self-image, personality, traits, drive, and social motivation. It isn't easy to evaluate an individual's potential ability, but it is an important internal factor that affects a person's working performance. Therefore, in evaluating college English classroom teaching, the external evaluation only evalu-

ates the appearance, and the assessment that really works comes from the teacher's self-reflection and self-evaluation. Establishing teachers' self-evaluation indicators, adding invisible, latent, difficult to quantify, and difficult-to-be-evaluated elements can provide a more specific framework for teachers' self-reflection so that teachers can conduct self-reflection through self-evaluation and be better qualified the role of preaching, teaching and solving puzzles, and cultivating cross-cultural communication talents in the new era.

Throughout the history of the development of teaching evaluation, the theory of modern education evaluation originated from the famous Eight-year Study advocated by R.w. Tyler and others in the history of American education from 1934 to 1942. Since the end of the 1980s, education evaluation has entered a period of construction represented by Cuba and Lincoln, and for the first time, teachers' self-evaluation has been proposed^[2]. At present, teacher self-evaluation is highly valued in American universities, and it has become one of the important tasks of educational administration. There are many national teaching evaluation institutions and academic organizations in the United States, such as the Educational Testing Service Center and the National Professional Teaching Standards Committee. They make a specific evaluation of teaching, including self-evaluation. Van Manen believes that there are three levels of self-evaluation: the first level, the teacher will consider how to use the most optimized method to achieve the desired goal; the second level, the teacher should critically analyze the rationality of the teaching practice process; The third level is to link the classroom with the broad knowledge ecological structure. The content of specific teachers' self-evaluation in American school districts is obvious and detailed. For example, in Georgia, teachers are required to conduct self-evaluation in 15 aspects, including thinking about the setting of teaching goals, researching the use of teaching materials, and writing teaching logs. The design of teacher self-evaluation content is focused, and the evaluation indicators are scientific, specific, and highly operable, from which are worth learning. However, the research on self-evaluation in our country is relatively late. The standard of teachers' self-evaluation mainly depends on the teacher's subjective consciousness. In recent years, researchers have also been actively exploring: Liu Xuehui (1999)^[3] of Nanjing Normal University proposed that the teaching self-evaluation system should reflect the characteristics of the discipline, and Fan Chunlin of Beijing Normal University (2004)^[4] believes that the self-evaluation methods

should be diverse, including self-rating, self-reporting, audio or video feedback, observation and recording of colleagues' demo class, and consultation interviews. The most important of these are teaching videos, teaching logs, self-assessment forms and growth records. Liu Yi from Sichuan Education College (2005)^[5] put forward the specific steps for teachers to make self-evaluation of teaching: teachers design and determine the teaching process and its results; teachers should pay attention to accumulating materials in the teaching process to reflect students' learning; teachers use the above materials to conduct formative evaluation and final evaluation. Wang Na (2010)^[6], in *Teacher's Self-evaluation: A Way for Teacher Professional Development*, proposed that to carry out teachers' self-evaluation effectively, we must pay attention to the cultivation of teachers' reflective habits, formulate scientific teacher self-evaluation standards and pay attention to evaluation results. However, so far, there has not been a specific, operability, and recognized teacher self-evaluation index system in China.

The evaluation standards of foreign language classrooms at home and abroad rarely mention teachers' self-evaluation. Richards (2008)^[7] puts forward the four major factors of effective foreign language teaching: schools, teachers, teaching factors, and learners. It also puts forward a four-level scale classroom evaluation in five aspects: pre-class preparation, classroom display, teaching methods, teacher-student interaction, and teachers' comprehensive quality. The scale considers all factors of classroom teaching evaluation more comprehensively, involving not only the teaching of teachers but also the learning of students. To a certain extent, it can evaluate the teaching quality of foreign language courses in a macroscopic manner, but it does not emphasize the teacher's self-evaluation. In China, Shu Dingfang (2006, 2011)^[8] proposed that foreign language classroom teaching should fully reflect the student-centered idea, stimulate students' interest in learning, provide appropriate learning resources, help students solve learning difficulties, train students' learning strategies, and give students opportunities to show their learning outcomes. Wang Beilei (2012)^[9] established a set of evaluation standards for college English classroom teaching according to the grading rules of the Waiyanshe Cup College English Lecture Competition. Aiming at teachers' teaching and students' learning, new grading standards are formulated based on the setting and realization of teaching goals. The multiple evaluation subjects are advocated, and evaluation scale for college English classroom teaching are drawn up. This scale

has become an important reference material for college English classroom teaching evaluation, but among them, teacher's self-evaluation is still not taken seriously.

Based on the research situation at home and abroad, combining the self-evaluation theory of college teachers with the evaluation theory of college English classroom teaching, integrating multiple evaluation indicators, designing a set of practical scientific scales for college English teacher classroom teaching self-evaluation, and formulating self-evaluation plan are important ways to realize the self-development of teachers, truly help the overall teaching evaluation and improve the quality of teaching.

3. Ways to Realize Self-evaluation

On April 13, 2018, the China English Proficiency Rating Scale was officially released. This is the first English proficiency assessment standard for English learners in China approved by the Standards Examination Committee of the National Language Commission. The scale is oriented by language use, constructing a multi-level indicator system, and providing a comprehensive, clear, and accurate description of the ability characteristics of each level. It puts forward clear requirements for college English learning, and it also directs college English teaching. Taking the scale as the outline and constructing a more comprehensive and complete evaluation system for college English classroom teaching is an urgent task to promote the development of college English teaching in the new era. So how to realize self-evaluation, the author believes that the ways are as follows:

3.1 To Integrate Various Theoretical Systems and Complete Scientific Evaluation Standards

The current classroom teaching evaluation of college teachers integrates rich theoretical knowledge, including philosophy, pedagogy, psychology, management, etc., involving extensive and complex theoretical foundations. College English teaching has its characteristics, and its teaching research has its characteristics. With a unique paradigm and framework, how to integrate this theoretical knowledge into the various evaluation links of college English classroom teaching and develop a scientific scale is the key to solving the problem. At present, all colleges and universities have established a classroom teaching evaluation mechanism, but the evaluation system applies to all disciplines. It is essential to construct a targeted evaluation scale to make an actual and comprehensive evaluation of the complex dynamic system of college English teaching in the classroom. When formulating the

evaluation scale, it is necessary to macro-evaluate the various factors of classroom teaching and micro-evaluate the details of teaching; it is necessary to take into account the requirements of the broad masses of students for teachers and the self-development of teachers; the behavior of teachers and the behavior of the students would be reflected. Wang Beilei once proposed that when formulating the evaluation standards for college English classroom teaching, the teaching objectives should be included. The three dimensions of students' learning, teachers' teaching, and learning environment should be integrated to evaluate classroom teaching factors. At this stage, teachers' self-evaluation must be integrated into each link of teaching and evaluation, and a scientific evaluation scale must be developed to mobilize the internal drive of teachers fully.

3.2 To Realize the Normalization of Self-reflection

At present, many colleges and universities overemphasize the outside evaluation, ignore teachers' self-evaluation, neglect the display of teachers' personal initiative and the differences of teachers' personalities, which affect the enthusiasm of teachers' evaluation. Teachers' self-evaluation makes the teacher change from passive acceptance of evaluation to active participation in evaluation, highlighting the teachers' subjectivity, which is conducive to the development of teachers' competence and teachers' subjective consciousness.

The first step in teacher growth and development lies in the teacher's reflection. American psychologist G.J. Posner once proposed the formula for teacher growth: growth = experience + reflection. Studies have shown that the difference between experience-based teachers and scholar-based teachers lies in their self-reflection consciousness and ability of teaching experience. Teachers' self-evaluation is an effective way to train reflection-oriented teachers. Teachers should develop the habit of self-reflection. Through self-evaluation, teachers can actively reflect on teaching goals, teaching concepts, and improving teaching quality. Before, during, and after class, teachers should integrate the teaching process and reflection, insist on self-examination, recording and summarizing teaching practice, and accumulating self-growth experience, making self-evaluation a habit. It enables teachers to clarify the direction of teaching improvement, understand their strengths and weaknesses from reflection, continue to make self-adjustment and improvement, and finally make continuous progress.

3.3 To Promote the Institutionalization of Teachers' Classroom Teaching Self-evaluation

Due to the characteristics and work pace of uni-

versity teachers' course arrangements, teachers do not have enough time to exchange classroom teaching experience and feedback on the results of classroom teaching self-evaluation. Without a particular restraint mechanism, self-evaluation may be a dead letter. According to American psychologist Carl Rogers' self-evaluation theory, among all the basic needs of people, the most important is the need for active attention. At present, college English classroom teaching evaluation has already formed a system as any common course teaching evaluation operated in schools, and the self-evaluation part is not centralized in the system. If the school takes the results of the teacher's self-evaluation seriously, stipulates the discussion and communication of the self-evaluation results in the form of a system, affirms the results, and points out the shortcomings, after a certain period of time, self-evaluation will become a habit, and the quality of classroom teaching will be gradually improved. In reverse, the improvement of teachers' teaching quality will more effectively reflect the value of classroom teaching self-evaluation.

From above, teachers' self-evaluation, self-feedback, and self-adjustment are very important. Because of the particularity of college English teaching, Classroom teaching is an important guarantee for achieving teaching goals. The improvement of the self-evaluation scale, the normalization of the self-reflection, and the institutionalization of the classroom teaching self-evaluation are greatly significant to the construction and improvement of the overall evaluation system of college English classroom teaching. It will affect the behavior of teachers as well as students. Effective teachers' self-evaluation will enhance the internal drive of teachers and give play to their subjective initiative. Through the realization of the self-evaluation and the analysis of the evaluation results, the competence of the teacher will be greatly enhanced. The comprehensive development of the teacher will be

promoted, and the quality of college English classroom teaching will be effectively improved.

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