

Survey and Analysis of English Teaching Evaluation in Higher Vocational Colleges

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Abstract: *This paper presents a survey conducted to assess the current state of English teaching evaluation in higher vocational colleges. The survey aims to gather data on teachers' perceptions of the effectiveness of teaching methods, the clarity of evaluation criteria, and the support systems in place. The analysis of the survey results provides insights into the strengths and weaknesses of the current evaluation practices and offers recommendations for improvement.*

Keywords: English teaching evaluation, Higher vocational colleges, Survey, Analysis.

1. Introduction

In the context of higher vocational education, English language proficiency is often a critical skill that students must master to meet the demands of the global workforce. The evaluation of English teaching in these institutions is, therefore, a pivotal process that shapes the learning experiences and outcomes of students [1]. The quality of English language education in higher vocational colleges is crucial for preparing students for the global workforce. Effective teaching evaluation is key to ensuring that students achieve the desired language proficiency.

This study investigates the perceptions of English teachers regarding the English teaching evaluation process in higher vocational colleges, emphasizing the role of such assessments in enhancing educational quality and student success.

2. Methodology

A survey was designed and distributed to teachers in five higher vocational colleges in China. The survey consisted of close-ended questions to gather quantitative data on the participants' views about various aspects of English teaching evaluation. The questions were categorized into three main sections: teaching methods, evaluation process, and support and resources.

Survey Questions

General Information	Role in the institution Duration in the current role
Teaching Methods	Effectiveness of teaching methods Preferred teaching methods
Evaluation Process	Clarity of evaluation criteria Used evaluation methods Accuracy of evaluation methods
Support and Resources	Satisfaction with support and resources Desired additional resources or support
Feedback and Suggestions	Feedback on the current process Suggestions for improvement

3. Results

The survey was completed by a total of 117 participants. The results were analyzed using descriptive statistics to identify trends and patterns in the responses.

Question: what is your your teaching experience?

Teachers with more than 10 years of experience account for 88.24%, with the highest proportion, 64.71%, having 10-20 years of experience. In contrast, the proportion of teachers with less than 5 years of experience is 0%, and those with 5-10 years of experience account for 11.76%. It is recommended that the teaching staff should strengthen the training and support for teachers with shorter teaching experience to help them better adapt to teaching work and improve the overall teaching quality.

Question: what is your professional title is?

Lecturers and associate professors are the most common professional titles, accounting for 52.94% and 41.18% respectively. The proportion of professors is relatively low, at only 5.88%. No teaching assistants were selected, possibly because there were no teaching assistants among the respondents. It is implied that higher vocational colleges should recruit some young teachers to optimize faculty structure and make it more sustainable and stable.

3.1 Teaching Methods

Question: what methods do you usually use for English teaching evaluation?

Option	Proportion
observation records	76.47%
oral question	70.59%
quizzes	82.35%
midterm/final exams	82.35%
homework grading	82.35%
Project assessment	58.82%
peer evaluation	41.18%
self-evaluation	29.41%
online testing	82.35%

Among the English teaching evaluation methods, quizzes, midterm/final exams, homework grading, and online testing are the most commonly used methods, with a choice rate of 82.35% each. Observation records are also a relatively common evaluation method, with a choice rate of 76.47%. In comparison, peer evaluation and self-evaluation have lower choice rates, at 41.18% and 29.41% respectively. Project assessment has a medium choice rate of 58.82%. It is

recommended to increase the application of peer evaluation and self-evaluation, and to improve the choice rate by training teachers and students on how to effectively conduct evaluations. It is also possible to introduce a variety of evaluation methods, such as oral expression evaluation and practical application project evaluation, to comprehensively understand students' English levels and abilities.

Question: which evaluation methods do you think can most accurately reflect students' learning outcomes?

Option	Proportion
observation records	70.59%
oral question	70.59%
quizzes	58.82%
midterm/final exams	47.06%
homework grading	58.82%
Project assessment	58.82%
peer evaluation	23.53%
self-evaluation	29.41%
online testing	52.94%

Observation records and oral questioning are considered the evaluation methods that can most accurately reflect students' learning outcomes, with a choice rate of 70.59% each. Midterm/final exams, homework grading, and project assessment also have higher choice rates, at 47.06%, 58.82%, and 58.82% respectively. Peer evaluation and self-evaluation have lower choice rates, at 23.53% and 29.41% respectively. It is recommended to use more observation records, oral questioning, midterm/final exams, homework grading, and project assessment when evaluating students' learning outcomes, while also combining peer evaluation and self-evaluation to comprehensively assess students' learning performance. In addition, the application of online testing can be increased to better reflect students' learning outcomes.

3.2 Evaluation Process

Question: what is the level of student participation when you use teaching evaluations in the classroom?

Option	Proportion
All	23.53%
Some	76.47%
none	0%

According to the data table, 76.47% of respondents indicated that only some students participate when teaching evaluations are used in the classroom, while 23.53% of respondents indicated that all students actively participate. No student indicated that no students participate in teaching evaluations. It is suggested that teachers can try to increase elements that attract all students to participate when designing teaching evaluation activities, to improve student participation. For example, more interesting and challenging evaluation activities can be designed, or evaluation can be conducted in the form of group cooperation to stimulate students' interest and enthusiasm in learning.

Question: how do you usually receive English teaching evaluations?

Data analysis reveals that the most common ways students

receive English teaching evaluations are through class quizzes (62.32%) and midterm/final exams (60.42%). Comparatively, peer evaluation (25.26%) and online testing (28.21%) are less common, indicating room for improvement in these evaluation methods. It is recommended that schools and teachers increase the proportion of peer evaluation and online testing in teaching evaluations to promote interaction among students and improve their self-directed learning abilities. More interactive evaluation methods can be designed to enrich the evaluation forms and improve the comprehensiveness and accuracy of evaluations.

Question: do you think the current English teaching evaluation methods are diverse?

Over 80% of respondents believe that English teaching evaluation methods are diverse or very diverse, with less than 2% considering the methods to be somewhat singular or very singular. It is recommended that educational institutions continue to promote and apply diverse evaluation methods in English teaching to assess students' English abilities more comprehensively and objectively. At the same time, strengthening teacher training in evaluation capabilities can help them better utilize diverse evaluation methods to facilitate students' English learning.

Question: when conducting English teaching evaluation, do you follow certain evaluation standards?

Most respondents (70.59%) indicate that there are certain evaluation standards when conducting English teaching evaluation, while a small number of respondents (17.65%) indicate that there are clear evaluation standards, and only 11.76% of respondents believe that the evaluation standards are unclear. It is recommended to conduct in-depth research on respondents who believe that the evaluation standards are unclear, understand their specific needs, and develop clearer evaluation standards to improve the accuracy and effectiveness of the evaluation.

Question: do you think the current evaluation standards are fair and reasonable?

More than 75% of participants believe that the current evaluation standards are relatively fair and reasonable or above. However, a small number of participants believe that the evaluation standards are not very fair and reasonable or very unfair and reasonable. In response to this feedback, it is recommended to conduct in-depth research to understand the specific reasons and optimize and adjust the evaluation standards based on the research results to improve the overall fairness and reasonableness.

3.3 Support and Resources

Question: do you use information technology tools in the evaluation process?

Option	Proportion
often	64.71%
sometimes	29.41%
rarely	5.88%
never	0%

According to the table, 64.71% of people often use information technology tools in the evaluation process. 29.41% of people sometimes use and rarely use information technology tools, accounting for 5.88% each. No one has never used information technology tools in the evaluation process. Suggestions: Encourage more people to use information technology tools in the evaluation process to improve efficiency and accuracy. For those who sometimes use or rarely use information technology tools, training and support can be provided to help them better utilize these tools. Continue to promote the use of information technology tools so that more people can enjoy the convenience and benefits they bring.

3.4 Feedback and Suggestions

Question: do you provide timely feedback on student evaluations?

Option	Proportion
the same day	11.76%
the second day	17.65%
within a week	52.94%
within a month	17.65%

As can be seen from the table, 52.94% of people will provide feedback on student evaluations within a week, which is the main choice of feedback time. Only 11.76% of people will provide feedback on the same day, and it is recommended to increase the frequency of same-day feedback to improve the timeliness of feedback. It is suggested to categorize feedback time in more detail, such as subdividing "same day" into "before the end of the class on the same day" and "in the evening of the same day," to more accurately understand users' preferences for feedback time.

Question: what difficulties or challenges have you encountered in the process of implementing teaching evaluations?

The most significant difficulty or challenge is the lack of a suitable evaluation system or software, accounting for as much as 76.47%. The next is the heavy workload, accounting for 70.59%. The need to improve the ability to use information technology is also a major challenge, accounting for 47.06%. A small number of people believe that the low level of student cooperation and other issues are also troubling, accounting for 41.18% and 5.88%, respectively. It is recommended that schools consider introducing or developing more suitable teaching evaluation tools in response to the lack of a suitable evaluation system or software; consider simplifying the evaluation process or increasing evaluation assistance tools in response to the heavy workload; carry out relevant training and improvement plans to address the need to improve the ability to use information technology; and strengthen communication and interaction with students to improve their level of cooperation.

Question: do you think the current English course teaching evaluation system should be closely linked with enterprises, incorporating the needs of enterprises for the English capabilities of graduates?

According to the data table, 76.47% of respondents believe that the current English course teaching evaluation system should be closely linked with enterprises, incorporating the needs of enterprises for the English capabilities of graduates, while 23.53% of respondents hold the opposite view. It is recommended that schools consider cooperating with enterprises when formulating the English course teaching evaluation system, to understand the actual needs of enterprises for the English capabilities of graduates, thereby better cultivating students' English capabilities and improving their employability.

Question: do you think the current English course teaching evaluation system should conduct value-added evaluation research for students of different levels?

76.47% of respondents believe that the current English course teaching evaluation system should conduct value-added evaluation research for students of different levels, while 23.53% of respondents hold the opposite view. It is recommended that schools consider conducting personalized evaluations for students of different levels when formulating the English course teaching evaluation system, to better promote students' learning outcomes and improve teaching quality.

4. Discussion

The analysis of the survey results revealed several key areas for improvement in the English teaching evaluation process. The survey on the evaluation of English teaching in higher vocational colleges provides insightful findings on the current practices and perceptions of English teachers regarding student assessment. The analysis reveals that experienced teachers, particularly those with over a decade of teaching, form the majority of the respondent pool. This suggests a robust base of expertise within the teaching community. The evaluation content is generally considered comprehensive, with a strong emphasis on classroom participation and English expression skills, reflecting a balanced approach to assessing both active engagement and language proficiency.

Based on the results of the questionnaire survey, the following conclusions can be drawn:

Higher vocational English teachers generally believe that the evaluation of higher vocational English courses should include factors such as student attendance, classroom participation, homework completion, and English expression ability, which are considered important indicators for evaluating students' learning outcomes. In teaching evaluations, teachers tend to evaluate aspects such as students' language knowledge mastery, language skill application, and learning attitude, indicating that teachers focus on students' language abilities and learning attitudes[2]. The evaluation methods commonly used by teachers include observation records, oral questioning, quizzes, midterm/final exams, homework grading, and online testing, among which quizzes and homework grading are considered to most accurately reflect students' learning outcomes.

Most teachers use information technology tools in the evaluation process, with a considerable proportion of teachers

regularly using information technology tools for evaluation. The majority of teachers follow certain evaluation standards when conducting English teaching evaluations and believe that the current evaluation standards are relatively fair and reasonable. Teachers generally believe that students' acceptance of evaluation feedback is relatively positive, but some students are not very positive or negative [3]. The main difficulties or challenges teachers encounter in the implementation of teaching evaluations include low student cooperation, heavy workload, and lack of suitable evaluation systems or software. Most teachers believe that the current English course teaching evaluation system should be closely linked with enterprises, incorporating the needs of enterprises for the English capabilities of graduates, and also support conducting value-added evaluation research for students of different levels. Teachers generally believe that process evaluation should account for a certain proportion of the overall evaluation, with 50% being considered appropriate.

The survey also indicates that while traditional evaluation methods such as quizzes, exams, and homework grading are prevalent, there is a recognized need for more diverse and interactive assessment strategies, including peer and self-evaluation. The use of information technology in evaluation is common, yet there is room for enhancing its application to improve efficiency and accuracy [4].

In general, teachers have a consistent understanding of the importance of the higher vocational English teaching evaluation system and have also put forward some suggestions for improvement, such as strengthening the application of information technology tools, designing more flexible evaluation methods, and closely linking with enterprises, to improve the accuracy and effectiveness of the teaching evaluation.

5. Recommendations

Based on the survey findings, the following recommendations are proposed to enhance the English teaching evaluation process in higher vocational colleges:

Professional Development for Teachers: Given the significant proportion of experienced teachers, it is recommended that professional development opportunities focus on incorporating new evaluation methods and leveraging technology in assessment [5]. This will ensure that teaching practices remain innovative and aligned with contemporary educational standards.

Diversification of Assessment Methods: To enrich the evaluation process, introduce a variety of assessment methods such as project-based assessments, oral presentations, and interactive online evaluations. This will provide a more comprehensive view of students' abilities and encourage different learning styles.

Enhanced Use of Technology: Promote the use of advanced educational technology tools for evaluation. This could include digital platforms for peer review, automated grading systems, and interactive learning applications that provide immediate feedback to students.

Alignment with Industry Needs: Collaborate with industry partners to align the evaluation system with the skills demanded by the workforce. This will ensure that graduates are equipped with the practical English skills required in their future careers.

Inclusive Evaluation Standards: Develop clear and inclusive evaluation standards that cater to students of all proficiency levels. This includes regular reviews and updates to the standards to ensure they reflect the diverse needs of the student body.

Increased Feedback Frequency: Encourage more frequent and timely feedback to students to enhance learning outcomes. This can be facilitated through the use of digital tools that allow for rapid assessment and feedback cycles [6].

Addressing Challenges: Address the challenges faced by teachers in the evaluation process, such as workload and the need for improved information technology skills, by providing support systems and training programs.

Student Engagement: Foster a more inclusive and engaging evaluation process by involving students in the development of evaluation criteria and by creating opportunities for self-assessment and peer evaluation.

Process-oriented Evaluation: Increase the proportion of process-oriented evaluations to ensure that students' learning progress is recognized and valued, not just their final outcomes.

By implementing these recommendations, higher vocational colleges can enhance the effectiveness of their English teaching evaluation systems, leading to improved student learning experiences and outcomes.

6. Conclusion

The survey and analysis provide a comprehensive overview of the English teaching evaluation situation in higher vocational colleges. By addressing the identified areas for improvement, educational institutions can enhance the effectiveness of English language education and better prepare students for future challenges.

The survey and analysis of English teaching evaluation in higher vocational colleges are of paramount importance. They not only provide insights into the effectiveness of current teaching practices but also serve as a catalyst for innovation and improvement. By leveraging the data obtained from surveys and analyses, educational institutions can better prepare their students for the challenges of the global marketplace, where English language skills are increasingly valued. The significance of this process lies in its potential to transform educational outcomes, enhance student experiences, and ultimately, shape the future workforce.

Acknowledgments

Reform and Practice of Value-Added Evaluation System for Higher Vocational English Academic Quality.

Research and Practice on English Teaching Evaluation of
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