An Improved Evaluation Method of College English Proficiency Evaluation: an Survey from College Students

Qihui Zhu¹, Hongbing Xiao¹

*English Department, Hefei Preschool Education College, Hefei 230011, Anhui Province, China*

*Corresponding author (E-mail: 119818934@qq.com)*

**Abstract**

With the increasing popularity of computer multimedia technology in university teaching, the role of multimedia in college English classroom is obviously essential. In this paper, the authors put forward an improved evaluation method of college English proficiency evaluation. In summary, people should see the role of computer-aided English teaching from two aspects. On one hand, they should indeed see the positive role of computer aiding in college English teaching; on the other hand, they should promote the integration of multi-media English teaching and traditional teaching factors. With the frequency and proportion of computer using in English teaching gradually increased, the use of computers for the completion of auxiliary English teaching tasks should be affirmed.

**Keywords:** Multimedia Technology, English Teaching, Online Platform, Evaluation Method

1. **INTRODUCTION**

With the increasing popularity of computer multimedia technology in university teaching, the role of multimedia in college English classroom is obvious, but for the multimedia English teaching to combine the traditional teaching elements to meet the needs of college students in the reform of learning according to the specific teaching practice to set a new teaching model of multimedia ideas (Deng, 2007). With the computer in English teaching in the frequency and the proportion gradually increased, the use of computers for the completion of auxiliary English teaching tasks should be affirmed (Ma, 2008). However, the computer-assisted teaching process to bring huge amounts of English teaching content, but also to the English teaching methods have brought about great changes. In some cases, this change is too large to cause changes in English teaching mode. And gradually change the traditional mode of teaching English, in dealing with multimedia use, classroom-led and the main body and classroom knowledge link to the cause of college English teachers in the thinking, in the computer network teaching, how to balance knowledge and interest in computer teaching to reduce the network of teachers (Panikhina, 2012; Wang, 2013). The status of the dominant position of the impact, and then explore a combination of computer-assisted teaching and classroom teaching of the combination of independent innovation.

2. **STATUS QUO OF COMPUTER-AIDED ENGLISH TEACHING**

2.1. **Computer-Aided English Teaching**

In understanding the concept of multimedia-assisted English teaching, first of all, we will think that computer-assisted teaching of English teaching is a secondary measure, that is, college English teaching activities to assist its role in today's highly developed educational technology environment, Computer-aided teaching and teaching media has been widely used in teaching (Zhou, 2009). Combining with the teaching of various new media is the stimulus to human organs such as vision, hearing and other organs. Thereby it will effectively improve the efficiency of teaching, especially in the teaching process, so combined with a variety of interactive teaching sites, the use of computer network resources.
English courses in the university curriculum in public courses, will be based on different professional and selective English courses for non-English majors in sophomore and sophomore students, mainly to open reading and writing as the basic training content Basic English Learning. Non-English major junior and senior students of the so-called professional English learning, for example: the popular network Mu classes and ESP courses to learn. English for the school to learn more is to develop professional English and vocational English learning. With the increasing frequency and proportion of computer in English teaching, the use of computers should be affirmed for the completion of English teaching tasks. However, in the process of computer assisted instruction, it brings massive content to English teaching and brings great changes to English teaching. At some point, this change is so great that it causes changes in the English teaching model. To gradually change the traditional English teaching mode, in the processing of multimedia classroom use, and leading subject and classroom knowledge link, to arouse the College English teachers' thinking, in the teaching of computer network, how to balance knowledge and interest, reduce the network computer teaching dominant position on teaching status of the impact, and find a combination of independent the innovation of computer assisted instruction and classroom teaching combination.

2.2. Principles of Computer Aided English Teaching

Although the computer assisted instruction by College English teaching mode toward scientific, systematic direction, but whether the computer in English teaching mode to change, stability must be established the following principles for the development of English Teaching in Colleges and universities and correct.

- **Take Students as the Teaching Subject**: No matter what form of English teaching model, they cannot get rid of the objective of teaching, college English teaching is the main body of college students, the emergence of any new teaching model must be consistent with the development of students' knowledge and ability to develop students'. And inquiry learning.

- **Multimedia Design is Closely Related to Textbooks**: We have to admit that in the process of college English learning, the introduction of computer network multimedia technology will help English teaching, but for multimedia teaching content set and choice must be completed by teachers to avoid the learning content is too fancy lack of practical application of the suspect. Therefore, multimedia teaching in college English teaching content must make multimedia design and teaching and teaching materials close.
Principle of Generalizing Daily Application: Although some colleges and universities adopt computer network in the English classroom teaching, but just a mere formality and not in the daily teaching of universal use, there has been a computer teaching English teaching as a slogan.

Combination of Traditional Teaching Elements and Multimedia: Traditional teaching elements are chalk and blackboard, blackboard in the multimedia did not appear before the knowledge to explain and demonstrate the function of the prompt board, multimedia teaching in English teaching to solve the traditional teaching content is not rich, and save a lot of writing time. However, due to multimedia, the formation of perceptual knowledge and instantaneous memory is not conducive to the consolidation of teaching knowledge. The role of traditional teaching in consolidating knowledge and rational thinking is obvious, so multimedia teaching should be combined with traditional teaching elements in order to better promote students’ knowledge and form a system of knowledge.

![Figure 3. Multimedia platform](image_url)

3. PROBLEMS OF COMPUTER-AIDED COLLEGE ENGLISH TEACHING

In the media computer network learning; on the one hand, it fully mobilizes the enthusiasm of students to learn, on the other hand, it is also new challenges to the teaching authority of teachers. Idealized media computer network teaching should be the arrangement of teachers and students to solve the problem of thinking methods, students through the teacher to lead the problem-solving ideas, access to relevant knowledge in the case of books, students online access to find information and find way of solving the problem.

However, there are still many problems with computer-aided multimedia college English teaching.

1) In multimedia teaching, multimedia does not have satisfactory teaching results, and students are passive to learn and urged by the teachers.

2) Previous teaching is demonstrated on the blackboard without actual operation, thus making students feel bored and dull.

3) The traditional computer network is very old, the computer network is backward, the level of multimedia production than the new media production level is low, and in use, the computer parts are not good enough, courseware content and other aspects is not Novel, the same is not rich.

4) In combination with the new media classroom teaching, these basic teaching will be carried out in the room, he will reflect the interaction between teachers and students, as well as teachers of the students.

5) While investigating students, we can know whether students are serious and willing to learn during the process. In multimedia courseware, little textbook knowledge is reflected, and in teaching, if multimedia is not well combined with textbook, students can only grasp the key contents but not textbook information.
4. ROLES OF COMPUTER-AIDED ENGLISH TEACHING MODE

4.1. Massive Information Advantages

The amount of information searched by the network media is not comparable to that of the paper medium, the paper media is not as good as the network information in carrying the information volume, on the other hand, the paper media spreads slowly and the cost is much higher than the network information, especially for those who are extremely eager for knowledge of the students, that is, the great help of the course.

Table 1. Comparison of Multi-Media Classrooms and Traditional Classrooms

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Multi-Media Classrooms</th>
<th>Traditional Classrooms</th>
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<tbody>
<tr>
<td>Novel and flexible teaching forms,</td>
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<td>High consolidation effect of teaching</td>
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<tr>
<td>intensive teaching contents</td>
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<td>contents, and students think from</td>
</tr>
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<td></td>
<td></td>
<td>actual operation</td>
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<tr>
<td>Disadvantages</td>
<td>Teaching can be easily adhered to forms without properly dealing with teaching goals and keys</td>
<td>Dull contents, not conducive to arouse students' interest, and teachers have massive teaching tasks</td>
</tr>
</tbody>
</table>

4.2. Multimedia Sensory Stimulation

People can accept multi-sensory information, such as video, pictures, text and other new modes of network communication. The amount of information received by multi-senses is larger than that received by single senses. At the same time, information is more colorful, usually in the teaching of the network, students are tired of a single sensory to accept information, then the sensory stimulation of multimedia in line with modern young people for new things curious psychological, students interested in learning. With the correct guidance of teachers, it can better improve classroom teaching. Multimedia operation platform is based on the visual and auditory combination, refers to the picture of multi-media hardware operation platform.

4.3. Rapid Speed of Updating Knowledge

The knowledge of the Internet age appears explosive growth, knowledge update speed, people acquire knowledge is the main way network, network knowledge acquisition speed, to meet people's thirst for knowledge. In the course of daily teaching, students through the network anytime, anywhere on the Internet to find the knowledge they want, so as to complete the class under the self-learning.

4.4. Improve Students’ Interaction Ability in Classroom Teaching

Interest is the direct impetus for students to learn, to attract students to the classroom, is to increase student participation in classroom teaching. Interactive classroom teaching In addition to interaction between teachers and students, as well as student-student interaction in the new media teaching activities, there is an interaction between students and activities outside the classroom, this interaction is mainly through the network distance learning. For example: students in the discussion of related topics, you can connect with the network of experts and scholars direct dialogue. This interaction moves the classroom from the classroom to the forefront of academic research. In addition, part of the network of communication systems, teachers and students can also make classroom problems at any time analysis.

4.5. Active Atmosphere of Classroom Teaching
Because there is no fixed teaching mode, the active atmosphere of the classroom to a certain extent, can arouse students' enthusiasm for learning, the application of new media courseware changed the traditional classroom interaction between teachers and students less classroom atmosphere of dead class situation. Teachers in the classroom to play the role of guide, give full play to the advantages of new media so that students in the Internet to find appropriate information and literature. Through the multimedia elements and interactive classroom to join, full use of network images, video and other aspects of the new media content point of view, can show the classroom active atmosphere. At the same time, information is more colorful, usually in the teaching of the network, students are tired of a single sensory to accept information, then the sensory stimulation of multimedia in line with modern young people for new things curious psychological, students interested in learning. With the correct guidance of teachers, it can better improve classroom teaching.

In short, in combination with the media classroom teaching, the information on the Internet is very rich in the teaching process, combined with a variety of teaching sites and computer network resources and the use of computer network equipment can be further improved Students' interests and so on, so that will achieve a good teaching effect. The teacher arranges the task, gives the student to solve the question the train of thought method, the student through the teacher leads the solution question the thought, when inspects the related book knowledge situation, the student self-accesses the net to search the material, and finds the solution problem method. In the course of daily teaching, students through the network anytime, anywhere on the Internet to find the knowledge they want, so as to complete the class under the self-learning. Finally, in the use of media teaching methods, computer teaching reference, to the city and application of high-quality personnel training orientation.

5. MEASURES OF COMPUTER-AIDING TO PROMOTE THE EMERGENCE OF NEW ENGLISH TEACHING MODE

5.1. Media Teaching is a Supplement to Traditional Teaching Modes

In the application of computer network teaching, the traditional teaching method is indispensable; the use of book knowledge and multimedia projection and blackboard with the combination, in the basic knowledge of teaching plays an important role. As the amount of knowledge in the new media is very adequate, teachers can arrange appropriate tasks to students in the teaching process, so that students understand the joy of learning. This teaching method is more conducive to students to accept new knowledge, coupled with the evaluation of teachers, so that the course will be teaching a good teaching effect.

5.2. Pay Attention to Students' Sense of Innovation during the Process of Media Teaching

The more knowledge gained in the new media, the richer the problem of students, teachers in the evaluation process should pay attention to the problems raised by students, in particular, some creative problems.

5.3. Reorganize Curriculum Structure and Improve Teaching Plan

The combination of traditional multimedia and practice in the teaching method, the teaching of computer network application curriculum, they will be divided into two parts theory and practice, theory class is in the multimedia classroom, practical lesson but in the room teaching.

5.4. Pay Attention to Assigning Extracurricular Tasks to Students

Appropriate extracurricular tasks should be assigned to students so that students can learn at the electronic reading room and other places with access to the network, thus improving the efficiency of teaching courses.

6. CONCLUSION

With the increasing popularity of computer multimedia technology in university teaching, the role of multimedia in college English classroom is obvious. In summary, we should see the role of computer-aided English teaching from two aspects. On one hand, we should indeed see the positive role of computer aiding in college English teaching; on the other hand, we should promote the integration of multi-media English teaching and traditional teaching factors. With the computer in English teaching in the frequency and the proportion gradually increased, the use of computers for the completion of auxiliary English teaching tasks should be affirmed.

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