

On College English Teachers' Basic Skills of Classroom Teaching and Evaluation and the Promotion Strategies

Yunhua Wang

Nanjing Tech University Pujiang Institute, Nanjing, Jiangsu Province, 210000, China

Abstract

College English teachers' basic skills of classroom teaching and teaching evaluation are key factors to achieve the success of teaching, so they should not be neglected in English teaching. The training of these two skills can assist teachers to improve their comprehensive competence, thus hence the overall teaching quality. Based on the previous researches, the present paper analyses these two skills and explores their promotion strategies.

Keywords

Classroom teaching skills; Evaluation skills; College English teacher; Promotion strategy.

1. Introduction

Teachers' basic classroom teaching skills refer to the general term of professional knowledge and professional skills that teachers should have in order to perform their responsibilities, be competent for teaching related work and complete the task of teaching and educating students in the classroom. Solid basic teaching skills can double the effect of classroom teachings with half of the effort. Therefore, teachers should pay enough attention to the training of basic teaching skills, improve teaching ability and promote the teaching efficiency. Ji Ping (2000) [1] discusses how English teachers should improve the basic skills of classroom teaching from four specific aspects: teaching style, blackboard writing, language and questioning. The College English Teaching Guide (2020 Edition) (hereinafter referred to as the Teaching Guide) [2] points out that college English teachers should improve their evaluation literacy. This also puts forward higher requirements for English teachers' basic teaching skills from a more advanced level.

Based on previous studies, the author focuses on college English teachers' basic skills of classroom teaching and teaching evaluation.

2. Basic Skills of Classroom Teaching

The basic skills of classroom teaching mainly include the ability to organize teaching, to use appropriate teaching methods, to use proper blackboard writing and language, and to apply modern teaching technology.

2.1. Ability to Organize Teaching

The ability of organizing teaching means that English teachers should pay attention to organizing teaching in class and strive to make both teachers and students teach and learn with full enthusiasm from beginning to end. Teachers should not copy teaching materials mechanically. They should imagine several sets of teaching plans before class and change their teaching methods at any time according to the changes in the classroom. Teachers should pay attention to the acceptance and psychological changes of each student, help students adjust their learning state, and let each student gain in class.

Specifically, teachers' ability to organize classroom teaching includes design ability, teaching ability and control ability. Design ability refers to how teachers introduce a new lesson, how to highlight the key points of teaching materials, how to break through the difficulties, and how to finish a lesson perfectly. Teaching ability shows that teachers can closely combine the teaching progress with the teaching rhythm, and can teach in an orderly manner according to the established teaching plan. Control ability is mainly reflected in teachers' ability to control classroom forms. For example, teachers should use the law of mutual transformation between "intentional attention" and "unintentional attention" to organize teaching and help students always be in the best "attention" state.

2.2. Proper Application of Teaching Methods

Common English teaching methods include teaching method, translation method, situational teaching method, communicative teaching method, task driven method and so on. There are some rules to follow in the process of college English teaching, and there are many teaching methods, but in a sense, the teaching methods are not fixed, but flexible and personalized; Each teaching method has its own advantages and disadvantages. The specific teaching method depends on the students' English level and the specific content. This is the so-called "teaching has some methods, but no definite methods".

2.3. Ability to Use An Appropriate Teaching Style, Blackboard Writing and Language

The ability of teaching style, blackboard writing, language and questioning in classroom teaching is also an important aspect of college English teachers' basic skills in classroom teaching.

Teaching attitude refers to the style and manners shown by teachers in the teaching process, which includes not only external images such as appearance, behavior and dress, but also the concept, personality and cultivation embodied by teachers' words and deeds. English teachers should have appropriate teaching attitude and meet the professional requirements, so as to cause students' positive and pleasant emotional experience and further improve the quality of teaching. Teaching attitude is an indispensable silent language in teaching. For example, the eye contact between teachers and students will have a magical influence. When students are frustrated because they do not master a certain point of English knowledge, the encouraging eye contact from teachers will bring confidence and courage to students.

Blackboard writing is a teaching method often used by English teachers in the teaching process. English teachers should be able to design blackboard writing according to the teaching needs, highlight the key and difficult points, and pay attention to the beauty of writing. Scientific and reasonable blackboard writing content and structure arrangement also help to enhance the continuity of students' thinking and play a guiding role in the classroom. For example, English teachers' beautiful English fonts can make students enjoy the beauty and exert a subtle influence on them.

As a basic language course, English requires teachers' classroom language more strictly. The most important thing is that English teachers should have beautiful pronunciation and intonation and high oral communication ability, which is an important embodiment of English teachers' special basic skills. Huang Yuanshen (2014) [3] points out that it is difficult to cultivate high-end foreign language students if the teachers are not competent. This also reflects the importance of English teachers' basic language skills. Teaching language is a combination of subject language and daily language. In addition to intonation, speed, vocabulary and flexible expression skills suitable for students' level can help teachers achieve satisfactory teaching results in class.

2.4. Ability to Apply Modern Teaching Technology

With the accelerated development and application of network information technology, the Internet has been applied to all aspects of education. Smart education and smart classroom have become the wind vane of global education reform and development. This also puts forward higher requirements for English teachers' basic skills. According to the requirements of The Teaching Guide, college English teachers should strive to improve the application ability of modern teaching technology, make full use of the network teaching platform, provide students with high-quality online and offline autonomous learning paths and resources, and help students change from "passive learning" to "active learning".

3. Basic Skills of Teaching Evaluation

The basic skills of foreign language teachers' evaluation are an important part of teachers' professional development. It is very important for their own professional development, the cultivation of students, and ensuring the after-effect of examinations. In the field of language testing, many scholars have done research on teaching evaluation (Fulcher, 2012 [4]; Jiang Gang and he Lianzhen, 2019 [5]), but at present, the definition of basic skills of evaluation has not been unified. The author believes that the basic skills of foreign language teachers' evaluation should include the following four aspects: being familiar with the theoretical knowledge related to evaluation, having a scientific value orientation related to evaluation, being able to properly use the means and tools of evaluation, and being able to objectively analyze, explain and apply the results of evaluation. We should improve the basic skills of foreign language teachers' evaluation from three aspects: practice, theory and environment. In practice, foreign language teachers should actively participate in pre-job and on-the-job training held by schools or education departments. Foreign language teachers should also participate in more training courses on the introduction of data statistics and analysis methods in educational statistics and psychological measurement. The content of the training should include a critical perspective on testing and its social impact. Theoretically speaking, foreign language teachers should widely read the literature resources of different types of carriers, such as physical or electronic books, relevant monographs, textbooks, journal papers, etc. in order to broaden the basic theoretical knowledge needed for evaluation and enhance their theoretical literacy. At the environmental level, schools and society should increase the investment in professional training of foreign language teachers to provide nutrition for foreign language teachers to improve their basic skills of evaluation.

4. Conclusion

The basic skills of classroom teaching and teaching evaluation complement each other and promote each other. They jointly promote the development of teachers and lay a foundation for further improving the quality of English teaching and cultivating foreign language talents with world vision, international awareness and cross-cultural communication ability.

Acknowledgments

This paper is the phased achievement of Jiangsu University Philosophy and Social Science Research Project - Research on the current situation and improvement path of evaluation literacy of English teachers in private colleges (Project No. 2021SJA2263).

References

- [1] Ji Ping. Basic skills of English teachers in Classroom Teaching [J]. Shanghai Education, 2000 (1): 59-60.
- [2] College English Teaching Guide: College Foreign Language Teaching Steering Committee of colleges and universities of the Ministry of education, 2020.
- [3] Huang Yuanshen. Basic language skills of English teachers: an urgent problem to be paid attention to -- talk about English teaching [J]. Foreign language circles, 2014 (1): 35-39.
- [4] Fulcher,G., Assessment literacy for the language classroom [J]. Language Assessment Quarterly, 2012 (9): 167-173.
- [5] Jiang Gang, he Lianzhen. Build a systematic and coherent examination system and promote the reform of English education, teaching and evaluation methods [J]. China foreign languages, 2019 (3): 4-9.