

Evaluation Competencies of College English Teachers in the Context of Curriculum Ideology

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Abstract: Evaluating ideological and political education in university English courses is crucial for enhancing teaching quality and students' comprehensive English proficiency. Universities should invest in creating a supportive environment for evaluation, while teachers should focus on designing effective teaching plans, fostering students' self-directed learning, and implementing diverse evaluation methods. By addressing the challenges and optimizing evaluation strategies, universities can ensure the successful implementation of this innovative teaching model. This paper explores the significance of evaluating ideological and political education in university English courses, analyzes the challenges and problems encountered, and proposes relevant strategies and recommendations.

Keywords: Curriculum ideology; English teachers; Evaluation competencies; Evaluation knowledge; Evaluation skills

1. Evaluation Competencies of University English Teachers in the Context of Curriculum Ideology

Evaluation competencies refer to the moral cultivation acquired through training and practice, which can be a state of mind or an attitude towards life, synonymous with qualities, cultivation, etc. Lu You mentioned in "Shang Dian Zhi" that "without cultivation, one will be flustered when faced with events"^[1]. The "Han Shu · Li Xun Zhuan" also states that "a horse that does not submit to the reins cannot run on the road; a scholar without cultivation cannot bear the burden of the country"^[2]. In the field of education, teacher competencies include humanities, subject knowledge, scientific knowledge, and evaluation competencies. The concept of evaluation competencies was first proposed by Stiggins, referring to the knowledge, skills, abilities, and related concepts that teachers possess in various domains of evaluation activities^[3]. The curriculum ideology of university English courses requires higher evaluation competencies from English teachers in terms of cultivation, evaluation, and teaching.

2. The Structural Model of English Teachers' Curriculum Ideology Teaching Evaluation Competencies

The development of English teachers' curriculum ideology teaching evaluation competencies is a dynamic process, which is the continuous improvement of English teachers' curriculum ideology teaching evaluation knowledge, evaluation skills, and evaluation emotions in the pre-class, in-class, and post-class stages through internal evaluation reflection and external evaluation supervision. English teachers' curriculum ideology teaching evaluation emotions and cognitive dimensions will guide or influence the development of teachers' evaluation knowledge, and teachers' curriculum ideology teaching evaluation reflection will drive the continuous improvement of English ideology teaching evaluation activities.

2.1 Constituent Elements of the Structural Model

The constituent elements are the cross-sectional structure of teachers' evaluation competencies, including teachers' evaluation emotions, evaluation knowledge, and evaluation skills. Firstly, evaluation emotions are the core of teachers' evaluation competencies, determining evaluation knowledge and evaluation skills. The evaluation emotions of English ideology course teachers include English ideology evaluation beliefs, English ideology evaluation positions, and English ideology course evaluation attitudes, which will determine teachers' corresponding English ideology course evaluation knowledge and evaluation positions. Secondly, evaluation knowledge is the theoretical dimension of teachers' evaluation competencies, the theoretical foundation for conducting evaluation activities, with a certain degree of invisibility and difficulty in observation. It is both the integration of English ideology evaluation beliefs and evaluation positions, as well as the theoretical basis for English ideology evaluation skills, connecting evaluation emotions and evaluation skills, forming a whole. Lastly, evaluation skills are the practical dimension of teachers' evaluation competencies, with external visibility and ease of attention.

2.2 Driving Elements of the Structural Model

Teachers' evaluation reflection is the internal driving force for the dynamic development of the structural model of English teachers' curriculum ideology classroom evaluation competencies. Teachers with evaluation reflection abilities not only can discover problems in evaluation practices but also can find solutions to these problems, further internalizing relevant evaluation knowledge and concepts to guide evaluation practices, forming a virtuous cycle of orderly development.

Evaluation supervision is the external driving force for the dynamic development of the structural model of English teachers' curriculum ideology classroom evaluation competencies.

2.3 Time Sequence of the Structural Model

Based on the principles of output-driven and learning-driven, the teaching activities of curriculum ideology in English courses are divided into three stages: pre-class output-driven, in-class input-driven, and post-class output-focused application. Therefore, the evaluation practices of teachers in the teaching of curriculum ideology in English courses are refined into pre-class evaluation, in-class evaluation, and post-class evaluation.

3. Strategies for Enhancing English Teachers' Curriculum Ideology Teaching Abilities Based on the Evaluation Competency Structural Model

3.1 Clarifying Evaluation Competency Elements and Enriching Evaluation Competency Connotations

English teachers' curriculum ideology teaching evaluation competencies include evaluation emotions, evaluation knowledge, and evaluation skills. Evaluation emotions refer to a series of subjective cognitive experiences that teachers have during the teaching evaluation process, including various feelings, thoughts, and behaviors that produce psychological and physiological states.

Evaluation knowledge is the middle layer of the structural model of teachers' evaluation competencies, connecting evaluation emotions and evaluation skills. Firstly, teachers should possess knowledge related to the purposes of English ideology teaching evaluations. Secondly, knowledge related to the methods of English ideology teaching evaluations. English curriculum ideology evaluations include evaluations of students, English ideology classrooms, and English ideology courses. Evaluations of learners can be conducted through written tests, questionnaires, interviews, etc.; they can also be conducted through the establishment of archives, mainly including students' classroom records, research reports, learning logs, etc., to evaluate their effectiveness.

Evaluation skills are the outer layer of the structural model of teachers' evaluation competencies, the external manifestation of evaluation practices.

3.2 Strengthening Internal Driving Elements of Evaluation Reflection to Promote Effective Teaching

Teachers' evaluation reflections should start from evaluation problems, mainly reflecting on English ideology classroom evaluation activities from the perspectives of evaluation emotions, evaluation knowledge, and evaluation skills. In ideology evaluation emotions, evaluation emotions are the position of English ideology classroom evaluations and the core of ideology classroom evaluation activities, determining what evaluation knowledge and evaluation skills teachers should possess. In ideology evaluation knowledge, teachers should reflect on whether English classrooms have clear ideology teaching evaluation goals, whether they possess knowledge related to ideology teaching evaluation methods, whether they possess knowledge related to the ideology teaching evaluation process, and whether they possess knowledge related to the effective use of ideology teaching evaluation results. In ideology evaluation skills, English teachers should reflect on whether they have formulated English ideology teaching evaluation plans, whether they have accurately collected English ideology evaluation information, whether they can reasonably evaluate and interpret English ideology evaluation results, and whether they can effectively communicate and use English ideology evaluation results. Teachers' evaluation reflections should aim to enhance learners' ideology cultivation. Dann et al.^[4] proposed that evaluation should be conducted in the learning process, and evaluation is not an appendage to the teaching process but is itself a learning process.

3.3 Fully Utilizing External Driving Elements to Form a Standardized Evaluation Supervision Mechanism

Whether in the process of evaluating curriculum ideology in university English courses or after the evaluation process, teachers should conduct ideology evaluations of themselves or others to ensure that ideology evaluations are objective, fair, and just, truly enabling learners to achieve the goal of enhancing their ideology in university English courses. Standardizing English ideology evaluation ethics and respecting students' diversity. Teachers should respect students' privacy, avoid labeling students, and try to avoid biases related to gender, culture, and economics. English courses inevitably introduce Western culture and values, and how to compare and analyze the differences between Western and Chinese cultures and values, adhering to Chinese cultural values, is a value bottom line that English teachers should uphold. Implementing evaluation supervision tasks.

3.4 Increasing Evaluation Practice Opportunities to Enhance Teachers' Evaluation Practice Abilities

Traditional English courses do not require teachers to have too many evaluation skills, mainly evaluating teaching effectiveness through periodic exams or final exams, and teachers lack effective evaluation practice opportunities. However, English curriculum ideology not only requires evaluating students' English proficiency but also their ideological and political qualities, which places higher demands on English teachers' evaluation abilities and requires more evaluation practice opportunities to enhance evaluation practice abilities. Incorporating ideology competencies into daily teaching evaluations and entrance evaluations, increasing the weight of the process evaluation of ideology cultivation, is one of the feasible methods to improve English teachers' curriculum ideology evaluation practices. At the same time, English teachers should also be aware that ideology evaluations are indispensable teaching activities in English courses and should actively participate in ideology evaluation practice activities. Of course, English teachers' reflections on ideology teaching evaluation practice activities are also very important, which is helpful for the professional development of English teachers. Evaluation management and evaluation supervision are the abilities of English teachers to integrate and fuse their own or others' evaluation practices with the reflections on evaluation practices, which is an important guarantee for enhancing English teachers' evaluation competencies and promoting the professional development of English teachers.

4. Conclusion

The theoretical research and practical teaching of curriculum ideology in university English courses have achieved gratifying results, realizing the goal of whole-course cultivation, but the research on enhancing English teachers' curriculum ideology evaluation competencies is relatively lacking. This paper proposes a dynamic structural model of evaluation competencies, arguing that English teachers' evaluation knowledge, evaluation skills, and evaluation emotions continuously change and develop through internal evaluation reflection and external evaluation supervision before, during, and after class, ultimately achieving dynamic balance. In future research, the specific roles and relationships of various evaluation elements in this structure can be further explored to more effectively enhance English teachers' curriculum ideology teaching evaluation competencies.

References

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