An Empirical Study on the English Classroom Teaching Evaluation Combined with the Concept of Key Competency in Chinese Senior High School

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Abstract. With the sweeping of the new curriculum reform, new changes and requirements in English teaching stress the development of students' key competencies and require teachers to carry out teaching activities based on key competencies. As an important part of teaching, however, the evaluation in traditional English classes in senior high school lacks diversity and innovation and ignores the main role of students. Many explorations on classroom teaching evaluation have been conducted, but most of them are theoretical research, focusing on the compulsory education stage. This paper studies the evaluation of high school English classroom teaching combined with key competencies and explores the impact of the evaluation on English teaching and learning. The author selected two classes in a senior high school as the experimental class and the control class to conduct a two-month comparative experiment using classroom observation, testing and other experimental tools. It is found that the English classroom evaluation based on the key competencies can promote teaching effect as well as learning effect. Therefore, in the classroom evaluation, it is important for teachers to implement key competencies in the classroom teaching evaluation, use diversified teaching evaluation to arouse students' enthusiasm for learning, and improve students' comprehensive English learning ability.

Keywords: English key competencies; classroom teaching evaluation; English in senior high school.

1. Introduction

Along with the rapid development of the social economy, society's demand for talents has shown a diversified trend. The cultivation of talents in various countries is no longer limited to the outstanding knowledge level but focuses more on the key competencies required by society [1]. Therefore, learning is not only the acquisition of knowledge and the reproduction of memory but also active thinking and learning [2]. This requires that school education should also keep pace with the times, and the curriculum should be in line with social needs to serve the cultivation of innovative talents with key competencies. On March 30, 2014, the "Opinions on Comprehensively Deepening Curriculum Reform and Implementing the Fundamental Tasks of Moral Education" issued by the Ministry of Education first proposed to take key competency as the main area of curriculum reform, and emphasized the importance of high-level cognitive ability in school education [3]. The "Classroom Teaching Evaluation Standards" under the new curriculum reform clearly define the aim of the classroom evaluation reform as evaluation is not to overemphasize the function of screening and selection, but to optimize the function of evaluation to contribute to the development of students as well as to improve teachers' teaching practice [4].

As an important part of English courses, the importance of teaching evaluation is self-evident. On the one hand, classroom teaching evaluation is conducive to enhancing students' confidence in English learning and helping students to adjust their learning strategies in the learning process [5]. On the other hand, classroom teaching evaluation also has a promoting effect on classroom teaching, which can help teachers consciously control teaching behaviors to improve teaching levels. Therefore, the cultivation of key competencies is inseparable from a scientific teaching evaluation system. But at present, in most authentic English classrooms in senior high schools in China, classroom teaching evaluation has the following problems: First, the teaching evaluation is too quantitative. At present, the evaluation of English teaching in senior high schools in China is still mainly based on test scores, and it puts great store by the results and ignores the learning process. Second, the evaluation content

is more one-sided. In the current high school English classroom teaching evaluation process, teachers focus on knowledge and skills, ignoring students' ability to use the English language and cross-cultural communication in the process of English learning. Finally, from the perspective of the evaluation form, the traditional evaluation method takes teachers as the evaluation subject, ignoring the students as the subject of evaluation. Therefore, it is imperative to establish a scientific and effective English classroom teaching evaluation system that implements the concept of key competency.

Many scholars have conducted research on the key competency and classroom teaching evaluation, but many of these studies are basically theoretical studies, lacking relatively few empirical studies. Besides most of the studies focus on primary schools. There are relatively few discussions on the classroom evaluation of English courses in senior high school based on the concept of key competency. Therefore, this study mainly used the experimental method and classroom observation to conduct empirical research on the evaluation of English classroom teaching in senior high school based on the concept of key competency, aiming to explore how the teaching classroom evaluation based on key competency has an impact on teachers' English teaching and students' English learning, so as to provide references and suggestions for the evaluation methods of English classroom teaching in senior high school.

2. Theoretical background

Before conducting the experiment, it is necessary to define two basic concepts used in this research, one is the key competency of English, and the other is the evaluation dimension of English classroom teaching based on the concept of key competency. The key competency of English subject mainly refers to the character and ability continuously formed by students during the teaching process, which mainly includes social responsibility, national recognition, international understanding, humanistic heritage, aesthetic taste, learning to learn, scientific spirit, physical and mental health and innovative practice, etc. [6]. With the increasing frequency of exchanges between China and foreign countries, influenced by the concept of quality-enlightening education in Western countries, critical and creative thinking abilities have emerged in the context of key competencies in China [7]. These thinking abilities are an important component of key competency in the field of teaching and learning in our country. Some scholars believe that the key competency of English subjects includes excellent language expression and excellent learning and understanding ability, keen cultural awareness and mature thinking quality [8]. The definition of the key competency of English in this study mainly adopts the language ability, cultural awareness, thinking skills and learning competence defined in the new curriculum standard.

The evaluation of English classroom teaching with the concept of key competency should determine the specific evaluation content and requirements according to the requirements of key competency to promote the development of students' disciplines. The key competency of English mainly focuses on the all-around performance and coordinated development of students' language ability, cultural awareness, thinking skills and learning competence. According to this, the author constructed the dimensions of classroom teaching evaluation, covering language ability, cultural awareness, thinking skills and learning competence, and refined them into 18 evaluation indicators. The author also designed the teacher's classroom teaching evaluation scale correspondingly to evaluate the teacher's teaching behavior in the classroom.

3. Methodology

This paper takes two classes in the second grade of a private high school in Shanxi as the experimental objects, namely class 27 and class 28, each with 28 students, for a two-month empirical study. The whole experiment process mainly uses experimental tools such as tests and classroom observation. The data collected in the experiment process is analyzed quantitatively and qualitatively

using SPSS. In order to determine whether the two classes can participate in the experiment as parallel classes, before the experiment, the English learning level of the two classes will be tested to understand the overall situation of students' English levels. During the experiment, classroom teaching evaluation based on key competency was implemented for all English-related teaching activities in the experimental class, namely class 27. Students will be evaluated in various ways during the whole teaching process to keep abreast of students' English learning situation, and the teachers will give the students timely guidance. In the control class, class 28, the original traditional classroom teaching evaluation is implemented. During the two-month teaching process, the teacher's classroom teaching effects were evaluated and compared through classroom observation and the use of classroom evaluation scales. After the teaching experiment, the two classes will conduct an English test of equal difficulty to analyze whether the classroom teaching evaluation based on key competency has an effect on students' English performances. To ensure the validity and authenticity of the experimental results, the test questions of the pre-test come from the final exam questions of the first semester of the previous sophomore year, and the questions of the post-test come from the final exam questions of the third semester of the previous sophomore year. During the two-month experiment, the teaching content and teaching progress of the experimental class and the control class were completely synchronized.

4. Results and discussion

4.1 Results

The data collected through the pre-test, classroom evaluation scale and post-test are analyzed by SPSS and the following results are obtained.

4.1.1 The results of the pre-test

The pre-test in this study is designed to judge whether the English proficiency of the two classes is roughly equivalent, to judge whether the two classes can be used as independent experimental subjects for comparative research, and to ensure the reliability and comparability of the subsequent experimental data. The test questions used in the pre-test are the final English test questions of the first semester of the previous sophomore year (with a difficulty coefficient of 0.65). The pre-test scores of the experimental class and the control class were analyzed through SPSS. As seen in Table 1, Sig is 0.681, which is greater than 0.5, indicating that the English learning level of the experimental class and the control class before the experiment is not much different, so they can be chosen as experimental subjects in the follow-up experiments.

Table 1. Independent Samples Test of the Pre-test

	t-test for Equality of Means				
	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				lower	upper
Equal variances assume	.681	.600	1.538	-2.464	3.698
Equal variances not assumed	.681	.600	1.538	-2.464	3.698

4.1.2 The results of the classroom evaluation scale

In order to judge whether the classroom teaching evaluation based on key competency has an impact on teachers' English teaching effect, this experiment uses classroom observation and a classroom evaluation scale (validity has been measured) to judge. The evaluation scale, which is designed in combination with key competency and contains 18 classroom evaluation guidelines, is mainly divided into three dimensions, namely, the cognitive level, the emotional level and the

behavioral level. By comparing the data of the classroom evaluation scales of the experimental class(abbreviated to EC in the table) and the control class(abbreviated to CC in the table) in the three dimensions, as is seen in Table 2, the average score of the experimental class using the classroom teaching evaluation method based on key competency in the three dimensions is 3.564, 3.505 and 3.373, while the average scores of the three dimensions of the control class using traditional classroom evaluation were 4.067, 3.905 and 3.967, respectively. The average score of the experimental class in all three dimensions is slightly higher than that of the control class. It is clear that English classroom evaluation combined with key competency has a positive impact on teachers' English classroom teaching effect.

Table 2. Descriptive Statistics of the Classroom Evaluation Scale

	Class	N	Mean	Std. Deviation
Cognition	EC	28	3.564	.3129
	CC	28	4.067	.1780
Emotion	EC	28	3.505	.2906
	CC	28	3.905	.3257
Behavior	EC	28	3.373	.2892
	CC	28	3.967	.3499
Valid N (listwise)	EC	28		
	CC	28		

4.1.3 The results of the post-test

In this study, the post-test is an experiment conducted after the teaching experiment to judge the impact of classroom teaching evaluation based on key competency on students' English learning effect. In order to compare with the results of the pre-test experiment, the post-test questions in this experiment specially selected the final exam questions of the third semester of the previous sophomore with the same difficulty coefficient of 0.65 as the pre-test.

During the two-month experiment, in all English classes and English-related teaching activities, the students in the experimental class conducted classroom evaluation methods based on key competency, while the teachers in the control class still adopted the traditional Classroom evaluation methods. After analyzing the data obtained from the post-test, it can be seen through SPSS analysis (table 3) that the average post-test score of the experimental class is 100.03, while the average post-test score of the control class is 98.13. The post-test average score is 1.9 points higher than that of the control class using the traditional teaching evaluation method. It can be seen that the English learning performance of the students in the experimental class is better than that of the students in the control class after the experiment. At the same time, by comparing the two scores of the pre-test and post-test of the experimental class, which were 97.83 and 100.03 respectively, it was found that after a period of English classroom evaluation based on key competency, the post-test scores of the students in the experimental class were 2.2 points higher than the pre-test, the students' English scores improved significantly. It can be seen that classroom evaluation based on key competency has a positive impact on students' learning effect.

Table 3. Paired Samples Statistics of Tests in CC and EC

		Mean	N	Std. Deviation	Std. Error Mean
EC	Pre-test	97.83	28	5.995	1.195
	Post-test	100.03	28	6.677	1.219
CC	Pre-test	98.43	28	6.061	1.106
	Post-test	98.13	28	6.426	1.637

4.2 Discussion and enlightenment

Through the above data analysis, it is found that the use of classroom teaching evaluation based on key competency in the process of high school English classroom teaching has a very positive impact on the effect of teachers' English teaching and students' English learning.

4.2.1 The impact of English classroom teaching evaluation based on key competencies on teachers' teaching effect

During the experiment, the influence of the teaching evaluation method based on key competency on the teachers' English teaching effect was evaluated by observing the effect of the same teacher in different classes. In the English teaching process of the two classes, the author participated in the whole class as an observer, made objective, accurate and complete records of the whole teaching class, and used the class evaluation scale to evaluate the teachers' teaching behavior. Through classroom observation and classroom evaluation scale, it can be seen that when the teaching content and teaching progress are completely consistent, the teaching effect of teachers is different between the experimental class and the control class. The classroom evaluation method adopted by the teachers in the experimental class is based on the key competency, so the teacher's teaching behavior is more in line with the requirements of the key competency and can better reflect the requirements of the new curriculum standards. The adjustment of teachers' teaching behavior will inevitably lead to the adjustment of students' learning behavior, which in turn promotes the teaching effect [9]. Therefore, teachers combine key competencies in classroom evaluation, which has a great role in promoting the teaching effect.

Classroom teaching evaluation is a kind of evaluation made by teachers on students' learning, cognition, behavior and other aspects in the real classroom teaching environment [10]. How to maximize the role of classroom teaching evaluation to improve teaching effect is particularly important. Therefore, for high school English teachers, it's essential to have a proper and scientific understanding of the requirements of key competency and implement the requirements of key competency and new curriculum standards in the course of classroom teaching assessment. Before the start of each English class, teachers can make a diagnostic evaluation on students to understand the students' study preparation and problems in teaching, so that the teaching can fully meet the needs of the students, so as to achieve the best teaching effect. In the whole teaching process, teachers should make real-time evaluations according to the changing students' learning situation and teaching effect, and adjust classroom teaching strategies in time. In addition, teachers should pay attention to the diversification of evaluation methods and avoid problems such as single-centered evaluation methods. In the teaching process, teachers should also pay attention to the diversification of teaching evaluation subjects, and carry out evaluation methods such as teacher-student evaluation, student-student mutual evaluation, and student self-evaluation to make the most of the role of students' evaluation subject to improve their teaching effectiveness.

4.2.2 The impact of English classroom teaching evaluation based on key competencies on students' learning effect

After analyzing the data collected from the pre-test and post-test, students' learning situations can be known. From the data of the pre-test, the English learning level of the students in the two classes is not much different before the experiment. In the post-test after the experiment, the English learning performance of the students in the experimental class based on the key competency evaluation of classroom teaching has improved significantly, which is slightly better than that of the control class that still adopts the traditional classroom evaluation method. Therefore, classroom teaching assessment with key competency also has a positive impact on students' learning effect.

Classroom teaching evaluation based on key competency requires students to conduct diverse teaching evaluations before, during and after classes. The pre-class diagnostic evaluation can help students quickly enter the learning state, adjust their pre-class learning behavior, improve students' interest in English learning, and enhance their expectations of learning effects [11]. The various

methods of classroom evaluation in the classroom can help students realize their own shortcomings and advantages, and adjust their learning behavior in real-time according to the classroom learning situation to adapt to the changing classroom process and learning content, so as to improve learning effect. After-class teaching evaluation can help students constantly reflect on their own learning behavior, help students to abandon bad study habits, correct shortcomings, and improve their academic performance [12]. Key competency puts forward specific requirements on what kind of talents students should develop and cultivate. Therefore, fully implementing these requirements in classroom teaching evaluation will greatly promote the overall development of students.

To sum up, in the experimental classes that implement the classroom assessment method combined with the concept of key competency, both the teaching effect of teachers and the effect of students' English learning have been improved. It can be seen that the classroom teaching evaluation method based on key competency has a positive impact on senior high school English teaching and learning, and teachers are strongly recommended to combine classroom teaching evaluation with key competency in the daily teaching process.

5. Conclusion

During the crucial moment of enforcing the new curriculum reform, the cultivation of English key competency has become the core of English classroom teaching, and classroom teaching evaluation is an important part of English classroom teaching in senior high school. Therefore, the teaching evaluation method based on key competency has a deep and far-reaching influence on teachers' teaching and students' learning. Through classroom observation and the analysis and comparison of the relevant data collected, it is found that the assessment method of high school English classroom teaching based on key competency of English has a positive impact on the effect of teachers' English teaching and students' English learning.

Classroom teaching evaluation is a very important link and an inevitable step in classroom teaching, and key competency is the abilities of students, required by the new era, are also the key abilities that students need to acquire. As for the effect of teachers' English teaching, when teachers' teaching assessment methods conform to the key competency of English, they should organically combine the two and meet the requirements for key competency in the implementation process. Secondly, for students, the classroom teaching evaluation system based on key competency can reverse the situation that students only focus on language skills while ignoring cultural awareness, thinking skills and learning ability, to promote students' all-around development. Therefore, education-related departments and schools should vigorously advocate a classroom teaching evaluation system based on key competency of English and provide policy-oriented support for the establishment of a scientific and reasonable educational evaluation system. In the actual English classroom evaluation, teachers should clarify the dominant position of students, use diversified teaching evaluation methods to evaluate students' abilities in all aspects, mobilize students' enthusiasm, cultivate students' interest in English learning, improve students' key competency of English and promote students' building and development of diversified capacities. In the process of high school English learning, students should establish awareness of language development in English subjects, actively participate in classroom teaching, and study hard to cultivate their key competencies.

Although this research has shed light on the methods of English classroom evaluation, there are some limitations in the experiment. Due to the time limit, only two classes with a total of 56 subjects were used as the experimental subjects in this study. The number of subjects in the experiment was too small. And different teachers have varied subjective opinions on specific standards for key competency in English classroom teaching so it is hard to make a judgment on a unitary scale. Therefore, it is expected that more scientific, accurate and reliable research on the key competency of English subjects and the classroom teaching evaluation of high school English in the future will emerge, providing more specific and more feasible suggestions, to realize the new requirements of

the new curriculum reform for high school English teaching, and truly cultivate students' English language ability to promote their all-round development.

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