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An Analysis of the Present Situation of Digital Empowerment in the Diversified Evaluation of College English Teaching: A Case Study of Guangzhou Institute of Science and Technology

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Abstract: The rapid and in-depth development of digitalization in education makes digitalization an important component in improving the quality and efficiency of teaching, and offers a possibility to establish a diversified and personalized system for teaching evaluation. Taking the case of Guangzhou Institute of Science and Technology, this article discusses the present application, challenges and improvement of digital technology in a diversified evaluation system for college English teaching. Given the university's positioning as an application-oriented undergraduate university, this paper also puts forward strategies to establish a diversified evaluation system for college English teaching in terms of the refinement of evaluation criteria, integration of digital technologies, enhancement of faculty and students' capabilities and improvement of supporting mechanisms, hoping to help improve the quality of college English teaching and foster students' professional competence, cross-cultural communication ability and lifelong learning capability.

Keywords: Digitalization; College English; Diversified Teaching Evaluation.

1. Introduction

Digitalization has been deeply entrenched in all aspects of education and teaching with the rapid development of technology, which has led to radical changes in teaching philosophy, methods of teaching and systems of evaluation. The Guidelines for College English Teaching (2020 Edition) clearly indicate that college English teaching must create a diversified, process-oriented system of evaluation and fully utilize digital technologies to increase the scientific rigor and efficiency of evaluation. In April 2026, the Ministry of Education and four other departments issued the Plan for Artificial Intelligence + Education, which explicitly requires such key tasks as promoting the digital transformation of curricula, improving the dual knowledge and competency mapping system, and deepening the practical application of large-scale educational models. At the same time, it also demanded the promotion of the digital transformation of education in several directions, including new educational infrastructure, delivery of digital resources and student assessment, to enable the implementation of digital transformation.[1] Being an application-oriented undergraduate institution, Guangzhou Institute of Science and Technology has, in this context, identified the need to explore how digital technologies can be used to create a scientific and comprehensive diversified teaching evaluation system of English in higher education; this initiative also gives useful reference to similar application-oriented institutions.

2. Analysis of the Current State of College English Teaching Evaluation at Guangzhou Institute of Science and Technology

2.1. Diversification Trend of Evaluation System

The development of a diversified system of evaluation indicators can promote students' all-round development.[2] Considering its evaluation method, research has found that the teaching evaluation of college English at Guangzhou Institute of Science and Technology has already become diversified. An example of this is the final grade which includes the formative assessment as well as the final exam. The former is 40 percent and the latter is 60 percent. Formative test comprises the following: classroom assignment, online learning duration, periodic testing and class performance. In the meantime, a few teachers have started to practice the self-assessment of students and peer assessment; when the teacher gives an oral presentation, group work, etc., the student takes part in the process of evaluating himself/herself, thus, the first step towards the diversification of the participants in the evaluation process is made.

2.2. Initial Use of Digital Evaluation Tools

With the empowerment of digital teaching platforms, the development of a human-computer collaborative teaching model for college English should be put in the context of educational digital transformation. The fundamental objectives are to improve teaching quality and achieve optimal learning results.[3] According to survey results, 82.3% of students have used digital assessment tools in college English courses. U Campus and Xuexitong (78.5%) are the most commonly used platforms, mainly for online testing,

assignment submission, and tracking study time. Pigaiwang is used by 65.7% of students, mainly for automated grading and feedback of English writing assignments. Besides, all the interviewed teachers reported using digital assessment tools. 70% usage of Xuexitong frequently for online testing and assignment grading, 50% usage of Pigaiwang for grading writing assignments, and 30% have tried oral assessment tools to support oral-language teaching evaluation. The teachers are likely to think that the digital evaluation system can enhance the quality of the assessment, save time in the process of grading, give students a timely feedback and enable them to learn on their own.

2.3. Higher Demand for Diversified Evaluation

According to the survey, 76.5 percent of students are of the opinion that it is not possible to have diversity in the assessment system of the English teaching at universities and it can be based on the results of the final examination only. 83.7% of the students would agree with the implementation of a diversified system of teaching evaluation as they would like to add more formative assessment and develop the aspects of the evaluation, and 78.9% of the students think that the use of digital tools for the assessment will be positive to the learning process and they want to encourage their usage further and make the experience of the assessment more effective. On the aspect of dimensions of the evaluation, the students are more interested in the ability to communicate across cultures, oral skills, the self-study capability and the application skills, which indicate the needs of the students in terms of the full-fledged application of the English language and application-based talents. In the context of the types of assessment, most students expect the practical assessment to be added to the list (oral presentation, English speech, workplace simulation etc.) and decrease the number of written exams.

3. Problems in the Evaluation of College English Teaching.

3.1. One-sided Evaluative Dimension and Incomplete Comprehensive Competency Assessment

Although the teaching evaluation in our school has started to show a tendency towards diversification, the aspects of evaluation are still quite narrow and it is mainly based on students' knowledge of the English language and their reading and writing skills. This means that the overall competencies of students cannot be evaluated adequately including oral expression, cross-cultural communication skills and self-learning. The survey indicated that 67.2 percent of students think that the existing system of evaluation does not consider oral expression whereas 70.5 percent of them think that it fails to consider cross-cultural communication skills. In fact, final exams are mostly testing listening, reading, writing and vocabulary and grammar; oral expression or speaking makes up a very small percentage of the standard course grades (most teachers put it at no more than 5% in classroom performance), and its grading standards are not well-defined. Moreover, such dimensions as cross-cultural communication skills and self-learning have not been included into the evaluation system yet. And the evaluation depends solely on teachers' subjective judgement without any scientific rigor and systematic organization. Such an individual assessment is insufficient to offer a complete reflection of students' general English application ability.

3.2. Weak empowerment of the Application of Digital Technology

The use of digital assessment is not at the stage where it can be used as a full-fledged tool and the process of digitalization in the field of assessment has not yet reached its peak. It can be seen in the following facts: first, the number of available tools to perform the digital assessment is rather small; they are limited only to the simple processes like online testing and marking an assignment, whereas in more complicated processes, such as oral testing or evaluation of the cross-cultural communication ability, there is no possibility to do so. Second, the capabilities of the tools have not been exploited to their fullest extent; majority of the teachers utilize the most simplistic features of these tools, including the online test and submission option of Xuexitong and the automated scoring system of Pigaiwang, with minimal use of other advanced functionalities, including the data analysis and customized feedbacks. Thirdly, the information on digital assessment was not properly integrated; the information provided by various sources of digital assessment were not well integrated into each other, thus, it was impossible to produce a complete profile of student learning and development, and provide the necessary information support of diversified assessments. Most importantly, Some digital evaluation tools have technical instability, complicated operation and other problems; in addition, they do not have professional technical staff to maintain and guide them which affects the effectiveness of the evaluations.

3.3. Low Proportion of Formative Assessment

Summative assessment is the most prevalent in the English language testing system among university students; formative assessment, on the contrary, has a limited number of forms and lacks depth and breadth, which does not allow it to give a full reflection of the development of students in English proficiency.[4] Although the final grade has covered the regular coursework accounts only 40 percent; the final examination is still dominant, and the proportion of formative assessment is quite low. Moreover, there are certain challenges to the implementation of formative assessment. To begin with, the criteria are usually vague. As an illustration, there are no particular standards of evaluation like classroom participation and group collaboration performance, and the assessment is mostly based on subjective decisions by teachers, which leads to lack of fairness. Second, the monitoring in formative assessment is not all-encompassing. The majority of educators observe learning processes of students using basic indicators, including online learning time and assignment completion, thus it is hard to trace the process of autonomous learning and critical thinking of students. Third, it is not sufficient to provide feedback and apply it. The scores are usually provided by the teachers who do not give specific feedback or advice on how to help students improve.

3.4. Insufficient and diversified Evaluator

The evaluator is a complex and sentimental one, which already has been trying to implement the student self-assessment and peer assessment. Moreover, there are no definite standards of evaluation, as well as, there is no clear instruction on how students can evaluate themselves and each other and therefore, the results of such an evaluation will be

subjective and not scientifically based. The problem of peer assessment in teaching practice is that it is difficult to apply the depth of assessment and quality of the assessments in practice and the result of this is that the overall quality of the assessments will be poor and the learning process will also be poor.[5] In addition, teachers do not pay much attention to the self-evaluation and mutual evaluation of students, most of them use them only as an additional tool and thus the influence of these evaluations on the final grades of students is relatively small and they cannot really motivate students to take part in the process of their own assessment.

4. Strategies to Build a Diversified College English Teaching Evaluation System Based on Digitalization

4.1. Optimize Evaluation Dimensions

Considering the fact that it is an application-based institution, the program will be based on the training of students in terms of their overall application to English as well as application-related talents. It makes its dimensions of evaluation more efficient and sets up a multidimensional system of evaluation indicators which consists of knowledge + competence + literacy, and the weights and measures of each of the indicators are determined and the scientificity and completeness of the assessment are ensured.

The main evaluation dimensions are to be narrowed and set as four core dimensions: The dimensions of language knowledge, language application skills, comprehensive literacy, and autonomous learning; and the content and weighting of each dimension is as follows:

Language Knowledge (20%): This dimension is mainly aimed at evaluating the basic language knowledge of students, such as English vocabulary, grammar, and sentence patterns. The assessment can be automated through online test, periodic written examinations, some digital tools like Xuexitong and U Campus.

Language Application Skills (40%): It is a comprehensive test of the ability to speak, read and write in English as well as cross-cultural communication. The oral expression can be tested by using an oral examination method (iFLYTEK Spoken English) and oral presentation in the classroom. The skill in writing is assessed by using both computer-assisted marking on the Pigaiwang system and manual marking by the teachers. This is done with the help of practical tests including cross-cultural presentations and cross-cultural dialogue and the performance of the same will be captured through the digital platform.

Comprehensive Literacy (20%): The first aspect is the ability of students to work in a team, their innovative skills and professional skills. It will be done by the combination of self-assessment, peer assessment and teacher assessment where it will be done by means of group assignment, simulation of work at the workplace and creative English assignments; it will use the digital resources like Tencent Docs as well as group peer-assessments so that the process of the assessment can be made more standardised and transparent.

Autonomous Learning (20%): The concept of autonomous learning is the main aspect that measures the capability of students to develop their own learning plans, how much time they have spent in online learning, how many times they searched for a learning resource independently, and the reflection of their learning. Through the use of the data analysis features of the digital platforms like Xuexitong, it will be able to automatically compile the data of the students on the behavior of learning and perform an overall evaluation together with the reports of independent learning.

It is only in such a manner that it will be able to set the standards of evaluation on all the dimensions and measure the indicators of the evaluation, including the points given by the classroom participation and the scores of the performance of group activities. [6] It can create an individualized and practical assessment standard in order to prevent the arbitrary and subjective nature of the evaluation of each dimension.

4.2. Integrate the Digital Technologies further and Increase the Degree of Intelligent Assessment

According to the practical use, digital assessment tools can be further developed by exploring their advanced features, reaching deep integration between digital technology and diversified teaching assessment, improving the automation, intelligence, and precision of assessment, and fully realizing the empowering role of digital technology.

For language knowledge assessment, it might make use of the online test function of Xuexitong to achieve accurate assessment of knowledge points and focused feedback on wrong answers. For writing assessment, it can use the automatic marking function of Pigaiwang to offer instant grading, grammar correction and scoring for writing tasks, and use the comment function of teachers manually to enhance the quality of feedback. For oral assessment, it may facilitate assessment tools like iFLYTEK Oral Assessment to offer personalised feedback and regular evaluation for oral practice. And for the assessment of cross-cultural communication competence and autonomous learning ability, it might establish a digital assessment platform integrating students' learning behaviour data and practical performance data to form integrated profile of student learning and development, thus facilitating comprehensive monitoring and evaluation of students' overall competence.

In addition, an integrated digital assessment platform can be developed to focus resources of existing digital assessment tools, enable the interoperability of data between various tools, dismantle data silos, offer a comprehensive student learning data chain and so on. The platform must include operational components like online test, assignment grading, oral examination, statistics of data, issuing feedback and storing growth records etc., to fulfill diverse demands of teaching evaluation. Conversely, it ought to have a short and user-friendly interface that would help teachers and students in working and enhancing the teaching assessment experience. Moreover, it needs to handle data security effectively in order to safeguard personal learning information of students and leaks of data.

4.3. Enhance the Capacity of Teachers and Students and Consolidate the Foundation to Implement the Evaluation System

The process of the digitalization of the diversified system of teaching evaluation will depend on the involvement and cooperation between the teachers and students. It is, thus, important to improve training of both teachers and students. This assessment system can be implemented with the help of increasing the capabilities of teachers in performing digital assessments as well as the ability of students to assess

themselves.

The university must develop a systematic training programs to teachers and periodically conduct training activities concerning digital teaching assessment. The content of the training should be based on the use of digital assessment tools, designing diversified frameworks of assessments, as well as analysis and application of assessment data. Schools can also bring in experts, scholars, and excellent teachers to give lectures and share their experience thus increasing the ability of teachers to perform digital teaching assessments. Meanwhile, schools are supposed to motivate teachers to attend seminars on digital teaching assessment, improve communication and cooperation among teachers, exchange experiences on teaching assessment, and advance their professional development as a group.

By means of classroom teaching, thematic lectures and other ways students should be exposed to the idea and importance of diversified teaching evaluation and help students to properly perceive the role of digital evaluation tools and actively engage in the process of teaching evaluation. Simultaneously, it is necessary to reinforce the ability of students to self-evaluate; that is, teach them how to learn self-reflection and self-assessment, master the methods and techniques of self-assessment and peer-assessment, and have the opportunity to objectively and impartially evaluate their own and other people learning performance. Moreover, it coud improve the digital literacy of students and direct them to use digital evaluation tools effectively, use these tools as an independent learner and self-assessment, and thus enhance their skills to learn independently and utilize digital technologies.

4.4. Enhance the Support Systems to Guarantee the Sustainable Performance of the Evaluation System

A holistic and mature support system needs to be created and improved in order to offer institutional, resource and technological support of the functioning of a diversified teaching evaluation system based on digitalization, this will make sure that the evaluation system is efficient and stable in the long term and meets its purpose.

The evaluation and management system needs to be improved in order to have a clear idea of the goals, principles, subjects, dimensions, methods of evaluation, as well as the use of the results of the evaluation process in relation to the teaching process, which is why the evaluation should be carried out in an organized way. In addition, it is important to create a feedback mechanism that will allow the students to apply the results of the evaluation in their work with teachers and courses, including those who are not good enough, and also take into account the achievements of the students in terms of the quality of the courses taken by them, the number of honors and awards received, etc.

In addition, universities need to invest more in digital teaching evaluation resources of English at the university level, actively introduce advanced digital evaluation tools and platforms, and upgrade existing digital teaching equipment, which will provide the material foundation of digital-enabled diversified teaching evaluation. Meanwhile, they must also promote teachers to develop digital evaluation resources such as online question banks, oral assessment materials, and cross-cultural practice cases to enrich evaluation resources and improve evaluation quality.

To illustrate, it is necessary to create the technical staff that will support the use of the digital assessment software and hardware in schools, manage the problems with the software, maintain the tools, and give advice on the operation of the software. And these groups ought to be able to quickly address the technical issues of teachers and students as they utilize the digital assessment activities so that the process of the digital assessments can be properly carried out. These types of technical services are also supposed to offer maintenance and upgrading of the digital assessment systems and platforms regularly to make sure that they are stable and safe. In the meantime, the training and consulting of the teachers and students should be done by them so that they would have an ability to apply the digital applications.

5. Conclusion

Digitalization is not only a revolution of the assessment technology but also the philosophy and teaching. To illustrate the situation, this paper will consider the case of Guangzhou Institute of Science and Technology as an example, its present-day practice, the issues that it has to deal with and the directions in which it should optimize the digital technologies in the diversified system of assessment of college English instruction. Besides, it suggests some solutions to create a multi-dimensional evaluation system of college English education based on four aspects: the optimization of the assessment criteria, the use of the digital technology, the improvement of the teachers and students, and the development of the support system. The high-level fusion between the application of digital technologies and the diversification of the college English teaching process can overcome the disadvantages of the traditional methods of evaluating the effectiveness of the college English teaching process, make it more scientific and practical and smart, and finally meet the needs of the reforming of the college English teaching and training of the talents at the application-based undergraduate colleges.

In future development, it will further deepen research and practice of this evaluation system, and constantly optimize the design of evaluation contents, forms and evaluators, so that the system becomes more scientific, reasonable and effective; thus enhancing the quality of college English teaching and promoting the improvement of students' overall ability of English application.

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