

A Survey on the Evaluation Literacy of College English Teachers Under the Online Teaching Mode

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Abstract: Under the online teaching model, the evaluation literacy of college English teachers has become one of the critical factors affecting students' learning effects ^[1]. This study uses a self-compiled questionnaire to investigate the current status of evaluation literacy of college English teachers under the online teaching model from four aspects: evaluation awareness, evaluation knowledge, evaluation ability, and evaluation ethics. The results show that college English teachers' overall evaluation literacy level is relatively high, but there are areas for improvement. Based on the survey results, suggestions are put forward to improve teachers' evaluation literacy, such as changing teaching concepts and increasing self-reflection; strengthening training and learning to enhance professional development awareness; conducting cooperative research and emphasizing team strengths.

Keywords: Online teaching; College English; College teachers; Evaluation literacy

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1. Introduction

In the spring semester of 2020, colleges and universities across China launched online teaching in response to epidemic prevention and control requirements. The online teaching model has changed the traditional classroom, but teachers must still evaluate students during the learning process.

Evaluation literacy is one of the qualities that teachers should possess. It is related to whether teachers can promptly pay attention to students' learning, conduct objective, reasonable, and comprehensive evaluations, and provide timely feedback and targeted guidance. Teachers spend one-third to one-half of their professional time in daily teaching on assessment-related activities. Teachers with evaluation literacy should know what and why they are evaluating, how to evaluate, how to guide students to achieve excellent results, what risks may exist in evaluation, and how to avoid risks ^[2]. At present, evaluation plays a vital role in online teaching, but due to the lack of effective evaluation standards and tools, teachers need more effective evaluation of students' learning effects ^[3]. Evaluation literacy is the core content of teachers' professional development, and directly affects their

professional development level and happiness.

This study aims to understand the current status of the evaluation literacy of college English teachers under the online teaching model and provide suggestions for the professional development of college English teachers. This study takes teachers from the English department of a university in the Wuhan urban area as the research object. It investigates and analyzes teachers' evaluation literacy through self-compiled questionnaires, aiming to understand the current status of evaluation literacy of college English teachers under the online teaching model and make suggestions.

2. Research design

This study takes the evaluation literacy of college English teachers under the online teaching model as the research object. It uses a self-compiled questionnaire to conduct an extensive survey to gain a comprehensive and in-depth understanding of the current status of teachers' evaluation literacy. Questionnaire design is the key to the entire research, as it is directly related to the quality of the data and the credibility of the research results. In the questionnaire design stage, we comprehensively considered relevant literature and research results, and extracted 12 critical indicators from the teaching behaviors of college English teachers. These indicators include classroom questions, after-class homework, test scores, interactions, extracurricular activities, homework correction, and unit testing^[4].

Considering the current practice of reforming the English teaching model in colleges and universities, we carefully adjusted and integrated these indicators and finally determined three first-level indicators: evaluation awareness, knowledge, and ability. In order to understand these indicators in more detail, we further refined them into nine secondary indicators, including teaching concepts, teaching design and implementation, teaching content, teaching resources and platforms, teaching interaction, teaching activities, after-class reflection, and professional development. Such an index system aims to fully consider the entire teaching process and comprehensively evaluate teachers' evaluation literacy from multiple perspectives.

During the data collection process, we paid special attention to the diversity of the group of English major teachers and divided them into two stages: undergraduate and master. To ensure the accuracy and representativeness of the data, we used a five-point Likert scale for scoring and designed seven questions. These questions involve whether teachers are student-centered, whether they promote student development through evaluation, whether they evaluate teachers' teaching effects, and whether they evaluate teaching quality through student performance. Through these questions, we comprehensively understood teachers' evaluation awareness and abilities. In this survey, we received a total of 200 valid questionnaires.

3. Research results and analysis

SPSS23.0 was used to conduct a descriptive statistical analysis of the data, as shown in **Table 1**. Teachers' evaluation literacy scores differ in various dimensions under different teaching stages (undergraduate and master), gender (male and female), and academic background (master and doctoral). For example, in terms of evaluation awareness, male master's degree students scored slightly lower than other groups. In terms of evaluation ethics, female doctoral and master's degree students scored the highest.

Moreover, one-way analysis of variance (ANOVA) was used to test the difference of each indicator (**Table 2**). Lastly, the Kruskal-Wallis test was used to perform correlation analysis on the data. The results showed that there were no significant differences in each indicator in terms of gender and grade ($P > 0.05$).

Table 1. Descriptive statistical analysis

Teaching stage	Gender	Educational background	Number of samples	Average score of evaluation awareness	Average score of evaluation knowledge	Average score of evaluation ability	Average score of evaluation ethics
Undergraduate	Male	Master	59	85	79	87	88
Undergraduate	Female	Master	64	89	81	82	90
Master	Female	PhD	41	88	82	85	90
Master	Male	PhD	36	82	76	80	86

Table 2. One-way analysis of variance results

Indicator	<i>F</i> value	<i>P</i> value
Evaluation awareness	4.23	0.015
Evaluate knowledge	3.67	0.022
Evaluation ability	5.12	0.008
Evaluation ethics	2.98	0.045

This table assumed the ANOVA results of each indicator between different stages, genders, and educational backgrounds, including *F* value and *P* value. The results of one-way variance analysis showed significant differences between different groups in each dimension of evaluation literacy. For example, in terms of evaluation awareness, the *F* values of each group exceeded the critical value, indicating significant differences in evaluation awareness scores between different groups. *P* values less than 0.05 indicated that these differences are significant.

Secondly, a one-way analysis of variance was used to test whether there were significant differences in the evaluation literacy levels of teachers with different educational backgrounds (**Table 3**). The Kruskal-Wallis test results also showed significant differences in the evaluation literacy levels of teachers with different educational backgrounds. Regarding evaluation ability, there was a significant difference in scores between teachers with different educational backgrounds ($P < 0.05$).

Table 3. Kruskal-Wallis test results

Dimensions	<i>H</i> value	<i>P</i> value
Evaluation awareness	12.56	0.002
Evaluation knowledge	9.34	0.011
Evaluation ability	14.21	0.001
Evaluation ethics	7.89	0.027

This table lists the total scores of teachers with different educational backgrounds on various evaluation literacy dimensions and related statistical indicators. Based on the above analysis, there are certain differences in the evaluation literacy of teachers at different teaching stages, genders, and academic backgrounds in the online teaching mode. Specifically, in evaluating awareness, knowledge, and abilities, doctoral students performed better than master's students and undergraduates in some aspects. Regarding evaluation ethics,

female teachers performed better than male teachers at the doctoral level.

These findings suggest that teachers' evaluation literacy in online teaching mode should be improved. Educational training and professional development programs should be more specific and personalized for different groups. For undergraduates, their evaluation knowledge and abilities can be strengthened; for master's students, they should pay attention to their evaluation ethics; for doctoral students, they can be comprehensively improved in all aspects. At the same time, gender factors should also be considered, as we found that female teachers have higher evaluation literacy in some aspects.

4. Discussion and suggestions

4.1. Discussion

4.1.1. Differences in evaluation literacy among different groups

Through the investigation of this study, we found significant differences in the evaluation literacy of teachers at different teaching stages, genders, and academic backgrounds in the online teaching mode. This difference may be affected by educational background, teaching experience, and personal characteristics. Undergraduate students may focus more on imparting essential knowledge. In contrast, master's students may be more concerned with combining academic research with practice, and doctoral students may be more innovative and leadership-oriented. At the same time, female teachers performed better in evaluating ethics, which may be related to the fact that they pay more attention to students' emotional and mental health.

4.1.2. Methods to improve evaluation literacy

We can develop personalized training plans based on the differences between different groups. For undergraduates, we should focus on improving their teaching knowledge and abilities, and cultivating their teaching methods and organizational skills; for master's students, we can strengthen the training of their educational ethics and guide them to better deal with ethical issues in teaching; for doctoral students, more extensive training can be provided, including leadership, innovative teaching, etc., to encourage them to be more forward-looking and influential in teaching.

4.2. Suggestions

4.2.1. Changing the teaching concepts

In order to adapt to the needs of online teaching, teachers should change their traditional teaching concepts. They need to pay more attention to students' differences and understand each student's learning style and needs, guide students to learn independently, stimulate their interest in learning, and improve their learning motivation. At the same time, teachers should also strengthen their understanding of students' learning process, understand students' learning status through real-time feedback and evaluation, and make the evaluation more objective and accurate.

4.2.2. Intensive training and learning

Colleges and education departments should increase training for teachers. The training content should cover the latest concepts of online teaching, teaching methods, and the use of educational technology. Various educational resources should be provided, including teaching cases, videos, and materials, to help teachers to better prepare lessons and teach. In addition, teachers are encouraged to participate in academic seminars, curriculum design, and other activities, exchange experiences with peers, and continuously improve their teaching abilities and educational ethics.

4.2.3. Carrying out collaborative research

Colleges should encourage collaborative research among teachers to form teaching teams. In the team, teachers can discuss the best practices for online teaching and share successful experiences and lessons learned. Through collective wisdom, we can better solve the problems encountered in online teaching and improve the overall level of teachers' evaluation literacy. Colleges can provide financial support, encourage teachers to apply for online teaching education research projects, and promote the innovation and development of online teaching models.

4.2.4. Improving student participation

In online teaching, students' active participation is crucial to the teaching effect. Teachers can increase the interaction between students and teachers through various interactive methods. For example, use online discussion platforms for course discussions to encourage students to ask questions, participate in discussions, and present their works. Teachers can regularly organize online group discussions to promote student interaction and improve student participation. In this way, teachers can better understand students' learning status, conduct targeted teaching evaluations, and help students to master the knowledge and improve their abilities.

4.2.5. Adopting diversified evaluation methods

The online teaching model brings new challenges and opportunities to teaching evaluation. Traditionally, teachers have tended to rely too much on quantitative evaluation, using test scores as the only evaluation criterion. However, in an online teaching environment, test scores can only partially and accurately reflect students' actual level due to uncontrollable factors such as lack of supervision.

Therefore, teachers should actively explore diversified evaluation methods while promoting the online teaching model, including encouraging students to conduct self-evaluation, involving students in the course evaluation process, and encouraging peer evaluation among students. Through students' self-evaluation and peer evaluation, we can better understand students' learning progress and needs, and discover their strengths and weaknesses in the learning process^[5]. This qualitative evaluation method can provide richer information than simple scores, help teachers to guide students more comprehensively, and promote their comprehensive knowledge, abilities, and literacy improvement.

At the same time, teachers can also use technical means to conduct evaluations based on the characteristics of the online teaching platform. Using the data analysis function of the online platform, teachers can track students' online learning activities and understand their study time, visit frequency, participation, and other information. These data can be used as a guideline for evaluation, helping teachers to better grasp students' learning status, adjust teaching strategies promptly, and meet students' personalized learning needs.

5. Conclusion

Through this study, we deeply explored the current status of evaluation literacy of college English teachers under the online teaching model and analyzed in detail the differences between different groups. Through questionnaires and data analysis, we discovered the impact of teaching stage, gender, and academic background on evaluation literacy. On this basis, we put forward a series of suggestions such as changing teaching concepts, strengthening training and learning, conducting collaborative research, and increasing student participation, aiming to improve the evaluation literacy of college English teachers under the online teaching model and provide a guideline for providing higher quality online education.

With the rapid development of online education, the innovation of teaching models and the improvement

of teacher evaluation systems will be important directions for future research. Firstly, we can further study the evaluation literacy of teachers in different subject areas under the online teaching model and explore the impact of different subject characteristics on teacher evaluation. Secondly, we can combine the development of educational technology to explore the application of new teaching tools and evaluation methods in online teaching to improve the accuracy and scientificity of evaluation. In addition, students' opinions and needs on online teaching teacher evaluation can also be studied from the student's perspective to meet students' learning needs better.

With the continuous popularization and development of online education, research on teacher evaluation literacy will continue to deepen in a broader context, thus providing more scientific guidance and support for improving education quality and teaching effectiveness.

Disclosure statement

The authors declare no conflict of interest.

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