# Study on Evaluation Mode of Class-based Teaching Effect

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## Abstract

To solve the "time-consuming" and "low efficiency" problem in language teaching, it is inevitable to evaluate the effect of class-based teaching. A suitable evaluation not only can aid the teacher to improve his/her teaching methods and urge the teacher's specialty development, but also can provide a new mode of teachers training. The ultimate goal of an evaluation is not just try to mark the teachers' performance or simply decide whether he or she performs satisfying, but to provide feedback for the teacher evaluated to analyze his/her behaviors, reflect on his/her performance and finally to improve his/her competency. Thus, an effective evaluation ought to focus on the design and implement of teaching goal, resources, content, and methods.

In order to achieve more reasonable and precise evaluation of teaching effect, we propose an evaluation mode including four modules: students-assessment, peer-assessment, supervisor-assessment and self-assessment, which are aiming to evaluate the teaching effect from different levels and different aspects. Students are the main body of class teaching and learning, who are directly experiencing teachers' performance and can make an even judgment of their effects. Colleagues can take the advantage of their specialty knowledge and their own teaching experience to make an over-all specialty assessment. Supervisors are from a higher level to make a broad assessment, which mainly focus on teaching rules and regulations. And the teacher himself/herself is the other main body of those class activities, who ought to understand thoroughly what have been happening in the classroom, and can give a practical assessment of his/her own performance. It is his/her reflection and improvement that matters.

Considering knowledge constructing and interest focusing of assessors', utilizing more scientific measurements, the evaluation mode of class-based teaching effect can play an import role of urging the evaluated teacher's over-all development. Moreover, it can promote the class-room teaching.