

# On the Application of Dynamic Evaluation Mechanism in College English Speaking Teaching

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## Abstract:

This study delves into the application of dynamic assessment mechanisms in college English phonetics teaching and their importance in enhancing students' phonetic abilities, pointing out the limitations of traditional summative assessments. It elaborates on the advantages of dynamic assessment mechanisms, which are student-centered and promote the improvement of students' phonetic skills through continuous, real-time assessment and feedback. The research analyzes the role of dynamic assessment in enhancing students' autonomous learning abilities, optimizing teaching strategies, and creating a positive classroom atmosphere. It also discusses the implementation process of dynamic assessment mechanisms, the transformation of teaching roles, and the adjustment of teaching strategies based on practical teaching experiences, providing references for the effective application of dynamic assessment mechanisms in college English phonetics teaching.

## Keywords:

Dynamic assessment mechanism  
College English  
Phonetics teaching  
Autonomous learning

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## 1. Introduction

As a key link in cultivating international talents, English education in colleges and universities constantly explores and innovates teaching methods to meet the development needs of the times. Among them, English phonetic teaching, as the basis of language learning, has a direct impact on students' oral expression ability. However, the traditional English phonetic teaching evaluation method often focuses on the final evaluation

and ignores the dynamic changes and development in the students' learning process<sup>[1]</sup>. To better promote the improvement of students' phonetic ability, the dynamic evaluation mechanism came into being. Dynamic evaluation mechanism is a student-centered evaluation method, which emphasizes the continuous and real-time evaluation and feedback of students' phonetic ability in the teaching process. This evaluation method can timely find out the problems of students in the learning process,

provide teachers with the basis for them to adjust their teaching strategies, but also help students to understand their own progress and deficiencies, and stimulate their learning motivation. This paper aims to discuss the application of the dynamic evaluation mechanism in college English phonetic teaching, analyze its advantages and challenges, and put forward corresponding teaching strategies to provide reference for improving students' English phonetic ability.

## **2. Analysis of the role of dynamic evaluation mechanism in English phonetic teaching in universities**

### **2.1. Promote the improvement of students' tone ability**

In college English phonetic teaching, the dynamic evaluation mechanism plays a vital role, which provides a more accurate and personalized feedback mode for teaching through the continuous evaluation of students' phonetic ability. Dynamic evaluation is closely linked to the precise positioning of phonetic skills, which can capture the subtle changes in the process of phonetic learning, to help teachers adjust teaching methods in time and ensure that the teaching content matches the actual needs of students. The implementation of the dynamic evaluation method enables teachers to deeply understand the characteristics and difficulties of each student's tone development to provide more targeted guidance <sup>[2]</sup>. After receiving this personalized feedback, students can be more clearly aware of the shortcomings in their tone, and then aim to practice and improve. This timely and specific feedback, greatly stimulates the students' learning motivation, so that they can gradually improve their tone ability in the continuous practice.

Personalized feedback can not only help students realize their own shortcomings but also provide specific suggestions for improvement according to students' specific conditions. This advice is often closer to the actual level of students, and it is easy to understand and implement. In the process of practicing these suggestions, students can feel the improvement of their speech ability, which further enhances their self-confidence and interest in learning. Through constant self-assessment and teacher feedback, students learn how to view their

tone performance objectively, and this self-cognitive ability is crucial for their long-term development. With the improvement of students' self-evaluation ability, they become more active and autonomous in the learning process, which not only helps to improve their phonological ability but also helps to develop their critical thinking and problem-solving skills. The dynamic evaluation mechanism can also promote the interaction between teachers and students. In this process, teachers are not only the instructors of knowledge, but also the guides and supporters in the learning process of students. Through dynamic evaluation, teachers can better understand the needs of students and establish a more harmonious teacher-student relationship. The establishment of this relationship helps to create a more active and open learning environment so that students can conduct phonetic learning in a relaxed and happy atmosphere.

### **2.2. Enhance students' ability to independent learning**

Dynamic evaluation provides an effective platform for students' self-assessment, on which students can comprehensively understand their voice performance through teacher feedback, peer evaluation, and their own recording. This multi-angle evaluation method helps students to examine their own tone from different dimensions, to have a more comprehensive understanding of themselves. The process of self-assessment is also a process of self-discovery, in which students constantly discover their own potential and possibilities <sup>[3]</sup>. In the reflection, students not only review their own learning process but also think about whether their learning methods and strategies are effective and whether they need to be adjusted. This reflective ability is the core of students' independent learning ability. Through reflection, students can have a deeper understanding of the nature of phonetic learning, and can also be clear about their own learning goals and direction.

Autonomous learning strategies include time management, the selection of learning resources, the application of learning methods, and many other aspects. The dynamic evaluation mechanism helps students to realize their advantages and disadvantages in these aspects by providing timely feedback, to make targeted

improvements. Through self-assessment, students have learned how to arrange their study time reasonably and how to efficiently complete their study tasks in a limited time. The choice of learning resources is also an important part of self-directed learning strategies. Dynamic evaluation helps students realize which resources are more helpful to their learning, and to choose learning materials more targeted. The dynamic evaluation mechanism encourages students to try different learning methods and find the most suitable learning methods for them. In this process, the students gradually form a kind of critical thinking, and learn how to choose and adjust their learning methods according to their learning situation.

### **2.3. Optimize teachers' teaching strategies and methods**

The introduction of a dynamic evaluation mechanism promotes teachers to change from the traditional knowledge impartation to the guide and facilitator of the learning process. Under this mechanism, the role of teachers is no longer limited to teaching knowledge but pays more attention to stimulating students' interest in learning and guiding students to conduct self-exploration and self-discovery. By observing students' tone performance, teachers provide timely feedback to help students realize their own progress and shortcomings, to stimulate students' self-improvement motivation. The role change of teachers in dynamic evaluation is also reflected in the respect and attention to students' differences. Each student has their unique phonetic characteristics and learning needs, and teachers need to provide personalized guidance and support according to the specific situation of each student<sup>[4]</sup>. This personalized teaching method can not only meet the learning needs of different students but also help to establish a harmonious relationship between teachers and students and create a positive learning atmosphere.

Dynamic evaluation mechanism plays an important guiding role in the selection of teaching contents and methods. Through dynamic evaluation, teachers can timely understand the learning situation of students, and choose a more targeted teaching content and methods. This student-centered teaching method can better meet the learning needs of students and improve the teaching

effect. In terms of the selection of teaching content, dynamic evaluation helps teachers to find out the weak links of students in phonetic learning, to strengthen the teaching in these aspects. For example, if students are found to have general problems in the pronunciation of some phonemes, teachers can specifically design relevant teaching activities to help students overcome these difficulties.

In terms of the selection of teaching methods, dynamic evaluation provides teachers with rich feedback information and helps teachers understand the effectiveness of various teaching methods. Teachers can constantly adjust and optimize teaching methods according to students' feedback to improve the pertinacity and effectiveness of teaching. For example, if students are found to respond positively to a certain teaching activity, teachers can increase the frequency of use of this activity to stimulate students' interest in learning.

### **2.4. Build a positive classroom learning atmosphere**

In English pronunciation teaching in colleges and universities, the dynamic evaluation mechanism not only pays attention to the improvement of students' phonetic ability but also devotes itself to creating a positive classroom learning atmosphere. The construction of this atmosphere plays an irreplaceable role in stimulating students' enthusiasm for learning and improving learning efficiency. The dynamic evaluation mechanism, through its continuity and real-time characteristics, greatly improves students' participation in class. Under this evaluation system, students are no longer the object of passive acceptance of knowledge but become active participants in classroom activities. Through immediate feedback, teachers make students feel their progress and growth. This positive experience encourages students to participate more actively in classroom learning. Students' participation is also reflected in their expectation and enthusiasm for classroom activities, when students realize their every attempt and effort can get timely recognition and encouragement, their input to the classroom and their sense of belonging will significantly enhance. This active participation is not only reflected in the students during classroom activities but is also reflected in their deep thinking of learning content and active exploration<sup>[5]</sup>.

The dynamic evaluation mechanism also provides a good platform for cooperation and communication between students, under which students are encouraged to listen to, evaluate, and learn from each other. Peer evaluation becomes a part of classroom activities, and students evaluate others while also reflecting on their phonetic performance. This interactive process promotes mutual understanding and support among students. Cooperative learning becomes more active, driven by dynamic evaluation, and students discuss tone problems together in group activities and provide feedback and suggestions to each other. This collaboration not only helps students understand voice knowledge from different perspectives but also exercises their teamwork and communication skills. Students learn to listen, respect and appreciate the views of others, and these social skills are crucial to their overall development. The dynamic evaluation mechanism also encourages students to communicate and cooperate outside the classroom. Students share their voice exercises through the online platform and provide feedback to each other. This kind of cross-time and space communication breaks the limitations of the traditional classroom and provides students with a broader space for learning.

### **3. Application of dynamic evaluation mechanism in English pronunciation teaching in colleges and universities**

#### **3.1. Implementation process of the dynamic evaluation mechanism**

The application of dynamic evaluation mechanism in English phonetic teaching in colleges and universities is a systematic and continuous process, which covers three stages: pre-test, intervention, and post-test. Each of which has an important influence on students' phonetic learning.

##### **3.1.1. Pre-test (pre-mediation)**

The pre-test stage is the starting point of the implementation of the dynamic evaluation mechanism, which lays a foundation for the whole evaluation process. At this stage, teachers make a preliminary diagnosis and analysis of students' speech ability through a series of evaluation tools and methods. This process includes not only the assessment of the students' pronunciation

accuracy, but also the examination of other phonological elements, such as phonetic fluency, rhythm sense, and intonation. The purpose of the pre-test is to identify the advantages and disadvantages of students in phonetic learning and to provide guidance for the subsequent teaching activities. Through a detailed analysis of the students' phonetic ability, the teachers can more accurately understand the needs of the students, to design a more personalized teaching plan. Additionally, the pre-test results also provide an opportunity for students to know themselves and help them clarify their starting points and goals<sup>[6]</sup>.

##### **3.1.2. Intervention (mediation)**

The intervention stage is the core of the dynamic evaluation mechanism, which involves teachers' targeted guidance and help to students according to the results of the pre-test. At this stage, teachers use various teaching strategies and methods, such as imitation exercises, speech contrast analysis, role play, etc., to help students improve their speech performance. In the process of intervention, the role of teachers is changed into the facilitator and instructor of the learning process. They observe students' tone practice and provide immediate feedback and suggestions, which help students to realize their progress and need to improve. This continuous, interactive evaluation method enables students to constantly try and explore in a safe and supportive environment, to gradually improve their voice ability.

##### **3.1.3. Post-test (post-mediation)**

The post-test stage is the summary and feedback link of the dynamic evaluation mechanism. At this stage, the teacher evaluates the students' phonetic ability again to measure the effect of teaching intervention and the students' learning results. The post-test not only focuses on the improvement of students' phonetic ability but also focuses on the application of students' learning strategies and the development of independent learning ability. Through the post-test, teachers can get direct feedback about the teaching effect, to adjust and optimize the teaching plan. Simultaneously, the post-test results also provide an opportunity for students to reflect and self-evaluate, so that they can see their growth trajectory, and enhance their confidence and motivation in learning.

During the whole implementation process of the dynamic evaluation mechanism, an interactive cycle is formed between the teachers, the students, and the teaching content. Teachers' guidance and students' feedback influence each other and jointly promote the development of the teaching process. This student-centered evaluation method not only improves the pertinacity and effectiveness of teaching but also creates a learning environment full of challenges and opportunities for students. Through this process, the students' pronunciation ability has been improved, and their independent learning ability, cooperative spirit, and social communication ability have also been exercised and developed.

### **3.2. Change of teachers' roles and adjustment of teaching strategies**

#### **3.2.1. Teachers should serve as helpers in learning**

The role of teachers under the dynamic evaluation mechanism becomes the helper of learning, and this role change puts forward new requirements for teachers' teaching ideas and behaviors. As helpers, teachers are no longer just the transmitters of knowledge, but become the guides, supporters, and promoters of students in the learning process of students. In this role, teachers need to have keen observation and deep insight, to timely find out the difficulties and needs that students encounter in phonetic learning. By listening to students' pronunciation and observing their learning behavior, teachers provide timely, concrete, and constructive feedback to help students realize their own advantages and disadvantages and stimulate their interest in learning and self-confidence. As helpers, teachers also need to have flexible and diverse teaching strategies to adapt to different students' learning styles and needs. This may include individualized teaching plans, differentiated teaching activities, and diverse teaching resources. Teachers need to constantly adjust the teaching content and methods according to the student's feedback and learning progress to ensure that each student can learn effectively in their own way<sup>[7]</sup>.

#### **3.2.2. Practical method of combining teaching and evaluation**

Under the strategy of combining teaching and evaluation,

teaching and evaluation are no longer two separate links, but a process of closely connected and mutual influence. The practical method of combining teaching and evaluation emphasizes continuous evaluation in the teaching process, guiding the teaching activities with the evaluation results to make the teaching more in line with the actual needs of students.

The practical method of combining teaching and evaluation requires teachers to take the evaluation elements into account in teaching design to ensure that teaching activities can be naturally integrated into the evaluation process. For example, teachers can design some embedded evaluation activities, such as group discussion, role-playing, and self-assessment, which can not only promote students' learning but also provide teachers with opportunities to evaluate students' learning situations. The practical method of combining teaching and evaluation also emphasizes the diversity and comprehensiveness of evaluation. Teachers need to use a variety of evaluation tools and methods, such as peer evaluation, self-evaluation and teacher evaluation, in order to obtain comprehensive information about students' phonetic ability. These evaluation results provide valuable feedback for teachers, help them understand the effect of teaching, find out the problems in teaching, and adjust the teaching strategies accordingly.

### **3.3. Improve students' feedback and self-efficacy**

#### **3.3.1. Optimize students' acceptance of dynamic evaluation**

The implementation of dynamic evaluation requires the active participation of students, and their attitudes and responses are key to evaluation success. When students recognize that the purpose of evaluation is to help them learn better, rather than simply judge, they are more likely to accept and actively participate in the evaluation process. When the evaluation criteria and process are open and transparent, students can know the basis and purpose of the evaluation, which helps to reduce their anxiety and resistance. Moreover, teachers' respect and encouragement in the evaluation process are also an important factor in improving students' acceptance. Through positive language and behavior, teachers can convey trust in students' abilities and the recognition



of their efforts, which can stimulate students' inner motivation. Students' acceptance of dynamic evaluation is also related to the timeliness and specificity of the evaluation. Timely feedback can make students quickly understand their performance, while specific feedback can help them clarify the direction of improvement. This timely and specific feedback enables students to constantly adjust and optimize their learning strategies during the learning process to improve their learning efficiency<sup>[8]</sup>.

### 3.3.2. Play the role of self-efficacy

Self-efficacy is the confidence in their ability to complete specific tasks and judgment. In college English pronunciation teaching, self-efficacy of students learning motivation has an important role, when students believe they can learn English speech, they are more likely to invest more time and energy to study. The improvement of self-efficacy first comes from the positive feedback obtained by the students in the dynamic evaluation. When students see their progress and achievements, they have a higher evaluation of their ability. This positive self-cognition enhances their sense of self-efficacy, and teachers' encouragement and support is also an important way to improve students' self-efficacy. Teachers affirm students' every attempt and effort to help them build up successful experiences to enhance their confidence. In the

process of dynamic evaluation, students will inevitably encounter some difficulties and challenges. When students learn how to face and overcome these challenges, their self-efficacy increases significantly. This ability to cope with challenges not only helps students to succeed in their current study but also lays a solid foundation for their future study and life.

## 4. Conclusion

Through in-depth analysis of dynamic evaluation mechanisms in the application of English phonetic teaching in colleges and universities can not only improve students' speech ability but also effectively enhance the students' autonomous learning ability, promote the optimization of teachers' teaching strategy, and build a positive classroom learning atmosphere. These changes jointly promote the development of English phonetic teaching in colleges and universities and provide students with a more personalized, effective, and productive learning experience. With the continuous progress of educational technology and the continuous updating of educational concepts, we believe that the dynamic evaluation mechanism will play a greater role in the future of English pronunciation teaching, to effectively help students master English pronunciation and improve their international communication skills.

### Disclosure statement

The author declares no conflict of interest.

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