

Reform and Practical Exploration of the English Teaching Evaluation System under the Background of Informatization

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Abstract: With the rapid development of information technology, the English teaching evaluation system is undergoing profound changes, and the evaluation model under the background of informatization is gradually becoming the mainstream. This article analyzes the limitations of the traditional evaluation system and explores the reform and practice of the English teaching evaluation system under the background of informatization. The article first introduces the current application status of informatization in English teaching, proposes an evaluation framework based on information technology, and discusses the application of intelligent evaluation tools, online platforms and big data analysis. Finally, combined with cases, the implementation path of the evaluation system reform was proposed, and the future challenges and coping strategies were prospected. Research shows that the information-based evaluation system is conducive to students' individualized development, improves teaching quality, and provides new ideas for educational reform ^[1].

Keywords: Informatization; English teaching; Evaluation system; Intelligent reform

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1. Introduction

With the rapid development of information technology, the traditional English teaching evaluation system is facing severe challenges. The past single evaluation method that relied on final exams and paper-based test papers failed to fully reflect students' English proficiency and also ignored their individualized learning needs. With the deepening of the process of educational informatization, an evaluation system based on technical means has gradually become an inevitable trend, which can improve the efficiency and accuracy of evaluation and provide real-time feedback, promoting students' autonomous learning and individualized development. Therefore, how to reform the traditional English teaching evaluation system has become an important issue that needs to be urgently addressed. This article aims to explore the reform and practice of the English teaching evaluation system under the background of informatization, analyze how to improve the quality of teaching evaluation through intelligent technology, online platforms and big data, and provide theoretical references and practical guidance for the development of English education in China ^[2].

2. The Current Situation of English Teaching Evaluation in the Context of Informatization

2.1. The limitations of the traditional English teaching evaluation system

The traditional English teaching evaluation system usually takes final exams and regular tests as the main evaluation methods, overly relying on standardized tests and uniform marking standards. Although this approach can reflect students' language proficiency to a certain extent, it fails to comprehensively reflect students' actual language application ability and comprehensive quality, and has the following limitations:

2.1.1. Singularity

Traditional evaluation mainly focuses on students' written test scores, neglecting their listening and speaking abilities, oral expression and practical communication skills, and fails to fully reflect students' language application abilities^[3]. This evaluation method fails to take into account the actual situation of students' language application in daily life, thus restricting the all-round assessment of their comprehensive abilities.

2.1.2. Lack of personalization

Most evaluation methods adopt uniform standards, ignoring the individual differences in students' learning, making it difficult to provide targeted feedback and improvement suggestions for students, and thus failing to meet the needs of students' individualized development. The individualized learning paths and progress of students have not been fully recognized, and this model is difficult to adapt to the learning needs of different students.

2.1.3. Lag

Traditional evaluations are usually conducted at the end of the semester, with a long feedback cycle, which fails to provide timely guidance for students' improvement and enhancement during the learning process, thus limiting their opportunities for self-regulation and progress. Due to the lag in feedback time, students failed to adjust their learning strategies in a timely manner, resulting in some learning problems not being resolved promptly and affecting the optimization of learning outcomes^[4].

2.2. The current application status of informatization in English teaching

Information technology has brought many innovations to English teaching, especially in the aspect of teaching evaluation. The application of information technology has enabled teaching evaluation to go beyond teachers' subjective assessment. Instead, it relies more on intelligent tools and platforms for real-time monitoring and data analysis, greatly enhancing the accuracy and diversity of the evaluation. At present, the application of informatization in English teaching is mainly reflected in the following aspects.

2.2.1. Online assessment systems

Various online assessment platforms (such as MOOCs, Edmodo, etc.) offer students flexible online learning and testing functions. Through real-time data feedback, they help teachers understand students' learning progress and provide more targeted personalized learning suggestions for students^[5].

2.2.2. Learning Management System (LMS)

Through the LMS system, teachers can track students' learning paths and grades, comprehensively assess students' learning outcomes, assist teachers in conducting differentiated teaching, and provide personalized learning suggestions for students.

2.2.3. Big data analysis

By collecting students' learning data and analyzing their learning behaviors and habits, it provides data support for the optimization of the evaluation system and personalized teaching, which helps teachers formulate more precise teaching strategies^[6].

2.3. Problems in the current evaluation of English teaching

Although informatization has been initially applied in English teaching, there are still some problems, mainly including the following points:

2.3.1. Uneven application of technology

The application levels of information technology in different regions, schools and teachers vary greatly, resulting in significant differences in the implementation effects of the evaluation system and affecting the popularization and promotion of the information-based evaluation system. Especially in some resource-scarce regions, with insufficient technical support, the implementation of information-based evaluation systems often fails to achieve the expected results, which affects the overall improvement of educational quality^[9].

2.3.2. Insufficient technical support

Some schools and teachers lack adequate technical support in the application of the information-based evaluation system, which prevents them from fully leveraging the advantages of technology. As a result, the evaluation tools and platforms are unable to effectively enhance the quality of evaluation^[7]. The insufficient technical capabilities and training of teachers have limited the maximum efficiency of information-based evaluation tools, resulting in the waste of teaching resources.

2.3.3. Low student participation

Students' awareness and participation in the information-based evaluation system are relatively low. Some students are still accustomed to the traditional paper-based examination method, which affects the effectiveness and coverage of the information-based evaluation system and fails to fully stimulate students' interest in learning and their awareness of autonomous learning. Due to the deep-rooted traditional examination methods, students' transformation is relatively slow, resulting in the implementation effect of information-based evaluation failing to meet the expected goals^[8].

3. The reform path of the English Teaching Evaluation System under the Background of Informatization

3.1. A personalized evaluation system based on big data

Under the background of informatization, using big data technology to conduct a comprehensive analysis of students' learning process has become an important direction for improving the quality of English teaching evaluation. By tracking students' learning progress in real time and analyzing their learning behaviors, teachers can set personalized learning evaluation standards for each student, ensuring the accuracy and pertinence of the evaluation results. The evaluation system based on big data can achieve the following goals:

3.1.1. Real-time feedback

Provide students with immediate feedback to help them identify problems promptly and adjust their learning strategies, thereby enhancing their learning outcomes. Through this immediate feedback, students can continuously adjust their learning methods during the learning process, avoiding omissions or misunderstandings of knowledge points. This feedback mechanism can help students identify learning obstacles in a relatively short period of time, improving learning efficiency and effectiveness.

3.1.2. Comprehensive assessment

Evaluate students' English proficiency comprehensively from multiple dimensions such as listening, speaking, reading and writing, and avoid evaluating students' English proficiency solely based on written test scores. This all-round assessment method can more truly reflect students' comprehensive language ability, covering both the practical application of language

and their performance in language environments, making the evaluation more comprehensive and accurate^[9].

3.1.3. Dynamic adjustment

Dynamically adjust the evaluation criteria based on students' learning data to better meet their development needs, in order to achieve personalized teaching and evaluation. Through big data analysis, teachers can more accurately identify students' weak points, provide timely and effective guidance, and help students achieve targeted improvement in their weak areas^[10]. This data-based evaluation method also helps to discover students' potential strengths and further promote their all-round development.

3.2. The application of intelligent evaluation tools

Intelligent evaluation tools, especially automatic scoring systems based on artificial intelligence and intelligent oral assessment systems, can effectively solve the problems of subjectivity and timeliness in traditional evaluation. For instance, speech recognition technology can assist teachers in evaluating students' oral expression abilities in real time. An intelligent writing assessment system can score students' writing based on aspects such as grammar, vocabulary usage, and logical structure. The use of these tools can significantly enhance the accuracy and efficiency of evaluations, reduce the workload of teachers, and also improve the fairness and consistency of evaluations^[11]. Intelligent evaluation tools can ensure the objectivity of the assessment, reduce the deviation of manual scoring, and enable students' abilities to be evaluated more accurately and comprehensively. Through intelligent tools, teachers can quickly identify students' weak points, adjust teaching content in a timely manner, and improve the overall teaching quality. Intelligent evaluation can also provide students with personalized learning suggestions, helping them improve their learning outcomes through self-assessment and feedback, thereby achieving a more efficient learning process. By interacting with students, intelligent tools can also enhance their sense of participation, enabling them to manage their learning progress more proactively^[12].

3.3. Online platforms and interactive evaluations

Online platforms offer more opportunities for interaction and feedback to teachers and students. Through online learning platforms, teachers can post instant homework, conduct group discussions, release after-class exercises, etc., and through data analysis of students' participation, learning outcomes and interaction quality, they can conduct more comprehensive evaluations. In addition, the platform can also offer a mutual evaluation function among students, enhancing their sense of participation and self-evaluation ability, and further improving the transparency and fairness of the evaluation. Through interactive evaluation, students can not only better understand their own learning situation, but also gain different perspectives from their peers' feedback, promoting self-reflection and improvement. This kind of interactive evaluation not only promotes students' autonomous learning but also helps them obtain more feedback in cooperation, thereby enhancing their self-awareness. The platform can also provide personalized learning reports through big data analysis, helping students clearly understand their learning progress and areas for improvement, and stimulating their higher learning motivation^[13].

4. Practical Exploration and Case Analysis of the Information-based English Teaching Evaluation System

4.1. Practical Case One: English Teaching Evaluation in MOOC Platforms

Take MOOC platforms as an example. Many universities have already applied MOOC in English courses for teaching and evaluation. Through multi-dimensional evaluation methods such as online tests, interactive discussions, and assignment submissions, the MOOC platform provides real-time data on students' learning processes. Teachers can always understand students' learning status and weak points, thereby offering targeted teaching guidance. The platform's automated scoring and immediate feedback functions also help students promptly understand their learning outcomes, stimulating

their enthusiasm for learning. Through these functions, students can adjust their learning strategies based on real-time feedback during the learning process and improve their learning efficiency. The MOOC platform also supports interactive discussions among students and online group cooperation. Students can not only consolidate their knowledge through after-class exercises, but also improve their language expression skills and teamwork awareness through communication and cooperation. The interactivity and multi-dimensional evaluation of this platform enable students to continuously improve their English skills through self-evaluation and others' evaluation, enhancing their autonomy and sense of participation in learning ^[14].

4.2. Practical Case Two: Personalized Teaching Evaluation Platform Based on Big Data

English teachers at a certain university have adopted a personalized teaching evaluation platform based on big data analysis. By collecting students' learning data, they analyze their learning progress and weak points, and promptly provide personalized learning suggestions for students. The platform helps teachers achieve precise teaching and tailor learning paths for students by conducting data mining on their learning behaviors, engagement levels and test results. Through this data-driven evaluation approach, students can gradually improve their English proficiency through continuous learning and assessment, and teachers can also adjust teaching content and methods more scientifically to ensure the pertinence and effectiveness of teaching ^[15].

5. Conclusion

The reform of the English teaching evaluation system under the background of informatization can not only improve the accuracy and timeliness of evaluation, but also promote the realization of students' personalized learning. Through the application of big data, intelligent tools and online platforms, English teaching evaluation is no longer confined to the traditional final exam, but pays more attention to process evaluation, personalized feedback and all-round learning assessment. In the future, with the further development of technology, the information-based evaluation system will play a more important role in English teaching, providing new directions and practical paths for educational reform. This transformation not only enhances teaching quality but also provides students with more targeted learning support, thereby promoting their all-round development and effectively advancing the modernization process of education

Disclosure statement

The author declares no conflict of interest.

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