Review Article

A Review of the Evaluation System of English Language Teaching (ELT) in Chinese Universities in the Context of COVID-19

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Abstract: This review article begins with a brief overview of what an English language teaching (ELT) evaluation system is, and then analyzes the current state of the English language teaching evaluation system in Chinese universities in the context of COVID-19. At the same time, this review article expounds how to better establish a good evaluation system for English language teaching in the context of COVID-19 as well as for the English language studies and its application in language teaching practices in Chinese universities. Based on a series of literature analysis, the current review article has come to such a conclusion that in the context of COVID-19, the division of stages before, during and after class is relative. Therefore, the methods and means of using the formative evaluation system and the summative evaluation system are not separate and independent. It is because both formative and summative assessment systems are diagnostic in nature. The summative evaluation system has the nature of the formative evaluation system, and no formative evaluation system is an incomplete evaluation system.
Keywords: The Context of COVID-19; Chinese Universities; Language Studies; English Language Teaching (ELT); Evaluation System; Review.

I. INTRODUCTION

The COVID-19 has been going on around the world for three years, and its impact on all aspects of global development is well known. Of course, the influences also undoubtedly include the field of education. Against the backdrop of COVID-19, China's education sector is still on schedule and everything is proceeding in an orderly manner. In the context of COVID-19, Chinese universities have been implementing and deepening curriculum reforms as well as the fundamental task of building morality and cultivating people. Under the background of continuously improving China's university education system and deepening school-enterprise cooperation, the English language teaching (ELT) in Chinese universities, as an indispensable public subject, provides language and cultural support for university students' future career development (Gao, Zheng & Yan, 2018).

At present, the orientation of English language teaching in Chinese universities is undergoing profound changes. In order to make English language teaching in Chinese universities more adaptable to the development of society, this review article attempts to discuss the construction and application of English language teaching evaluation systems in Chinese universities under the background of COVID-19. At the same time, it aims to improve the quality of English language teaching in Chinese universities.

II. LITERATURE REVIEW

2.1 An Overview of English Language Teaching (ELT) in Chinese Universities

In March 2021, the Chinese Ministry of Education developed the *English Language Curriculum Standards for University Education* (2021 Edition), which clearly pointed out that university English language teaching (ELT) will include four aspects: foreign-related communication in the workplace, multicultural communication, language thinking improvement and self-directed learning improvement (MOE, 2021). Among them, foreign-related communication in the workplace reflects the language ability of university students in listening, speaking, reading and writing, and it is the basic element of the English language teaching contents. Multicultural communication can show cultural self-confidence and help university students to communicate effectively across cultures, which is the value orientation of English language teaching.

The improvement of language thinking helps university students to deeply understand the characteristics of English language, and improves the logic, speculative and innovative thinking of university students, which is the mental characteristic of the English language learning philosophy (Liu, 2015). The improvement of autonomous learning requires university students to develop good study habits and form a life-long learning consciousness, which is the development condition of English language teaching.

The four aspects of the English language teaching situation in Chinese universities set goals for English language teaching in Chinese universities. Therefore, in the context of COVID-19, in order to achieve the teaching goals of English language teaching in Chinese universities, it is essential to build a reasonable and complete teaching evaluation system.

2.2 The Current Situation of the English Language Teaching (ELT) Evaluation System in Chinese Universities

In terms of the evaluation system concept, in English language teaching, university teachers in Chinese universities have shifted from the traditional emphasis on skill acquisition to the emphasis on individual differences and development of university students. The evaluation system that only pays attention to the achievements of university students has great limitations, which is mainly reflected in the lack of effective feedback on the changes of university students' emotions, attitudes, and thinking abilities during the learning process (Yang, 2019).

Therefore, in the English language teaching of Chinese universities, university teachers should attach great importance to the process of the evaluation system. They should also combine the language evaluation system and the teaching platform evaluation system, and pay attention to the changes and improvements of university students in all aspects of the entire teaching activities.

However, in the context of COVID-19, there are still three problems in the actual evaluation system of English language teaching. The first is that the teaching evaluation system has little effect. As a public course, English language teaching in Chinese universities has a large number of university students, and their learning attitudes and learning foundations are uneven. In such a state, the enthusiasm and interaction of university students to participate in the classroom is not high, and it is difficult to ensure that the evaluation system is helpful to the learning of university students (Feng, Wang & Wu, 2018). From this perspective, the teaching evaluation system has little effect.

Secondly, the level of teaching evaluation system is not high. At this stage, in English language teaching, university teachers in Chinese universities do not integrate enough with the majors of university students when they carry out the teaching evaluation system. At the same time, in terms of the integration of information technology and teaching, university teachers have a low level of informatization, and it is difficult to effectively use informatization technology to collect and analyze the academic performance data of university students. From this perspective, the level of teaching evaluation system is not high.

Finally, the teaching evaluation system is not very malleable. The author of this review article has found that in the practice of English language teaching in Chinese universities, many evaluation systems are only a guide evaluation system for the first classroom activities. They lack the deepening of the second classroom and even the opening of the third classroom (Liu, 2015). From this perspective, the teaching evaluation system is not very malleable.

Under the background of COVID-19, Chinese university students have three admission channels: single admission, counterpart admission and unified admission, which make their attitudes towards the teaching of university teachers vary. Some university students are eager for the attention of university teachers, and can cooperate with university teachers to show what they think, do and gain in the process of English learning. Some university students only pay attention to the English test scores and only complete the required credits. Some university students don't care about grades,

nor pay attention to learning, and even completely give up English learning (Cai, 2013).

If university students do not pay attention to their own learning effects and are unwilling to participate in the teaching evaluation system, then, combined with the continuous development of the current stage of COVID-19, the teaching evaluation system cannot truly reflect the teaching effects or learning effects. The corresponding teaching reflection and teaching improvements are naturally ineffective.

III. RESULTS AND DISCUSSION
3.1 The Establishment of the English Language Teaching (ELT) Evaluation System in Chinese Universities under the Background of COVID-19

Under the background of COVID-19, the expression of English language teaching (ELT) in Chinese universities has changed from "teaching purpose" to "curriculum goal". This reflects a shift in teaching from meeting the needs of societal and university teachers to requiring both teachers and students to meet learning outcomes standards. It also refines the teaching contents and goals, and pays more attention to the individual learning effects of university students (Yang, 2019).

In other words, under the continuous influence of COVID-19, the adjustment of the contents and goals of English language teaching in Chinese universities will inevitably bring about the adjustment of the teaching evaluation system.

The traditional English language teaching evaluation system pays attention to "reading and writing" and despises "listening and speaking", resulting in university students only writing test papers, not understanding or speaking. The phenomenon of "dumb English" makes people realize the importance of listening and speaking, so the English language teaching evaluation system needs to be reformed urgently (Liu, 2015). It is necessary to comprehensively evaluate the comprehensive English ability of university students, which is, listening, speaking, reading, and writing.

With the rapid development of modern university education, test-oriented quantitative evaluation standards are difficult to meet the professional needs of university students in English. To this end, many Chinese universities have introduced enterprise evaluation systems and social evaluation systems to improve the ability of university students to apply English language. In the context of COVID-19, in order to find an evaluation system that suits the development requirements of English language teaching in Chinese universities at

this stage, it is necessary to continuously absorb a variety of contemporary educational theories.

Constructivist theory believes that learning is the process of university students constructing knowledge by themselves. University students actively select and process external information according to their own experience background (Yu, 2014). The role of university teachers is to take the original knowledge and experience of university students as the growth point of new knowledge, and guide university students to actively construct new knowledge and experience from the original knowledge and experience.

Under the influence of constructivist learning theory and teaching theory, a variety of teaching modes emerge as the times require. The more mature scaffolding teaching model, situational teaching model, and the theoretical model of inquiry community have also appeared in the practice of English language teaching.

The theory of "zone of proximal development" holds that "teaching should be in front of development" and "teaching creates the zone of proximal development" (Carney & Prasch, 2017). That is to say, university teachers should help university students move around the "zone of proximal development" and encourage university students in various ways. They want university students to see hope and develop and improve step by step. This theory highlights the role of teaching and demonstrates the dominance of university teachers. Its ideas are in line with the current concept of quality education to improve the enthusiasm of university students and promote the all-round development of university students.

The theory of multiple intelligences defines intelligence as the ability to solve practical problems and the ability to produce and create (Carson, 1992). In the field of English language teaching, this theory repositions the teaching concept, advocates a comprehensive and diverse view of talents and a variety of evaluation systems that promote development through evaluation systems.

3.2 The Main Roles of the English Language Teaching (ELT) Evaluation System in Chinese Universities under the Background of COVID-19

Based on the multiple evaluation system, this review article fully absorbs the concept of university teacher-led in the theory of "zone of proximal development". It expounds the construction of the English language teaching evaluation system in Chinese universities under the background of COVID-19 from the perspectives of the main body of the evaluation system, the object of

the evaluation system and the method of the evaluation system.

3.2.1 To Establish the Dominant Position of University Teachers in the Teaching Evaluation System

The scientific evaluation system advocates the diversification of the main body of the evaluation system, which includes the combination of the evaluation system of university teachers, the mutual evaluation of university students and the self-evaluation system (Carter, 2015). However, the status of the main body of the evaluation system cannot be equal, and it is necessary to distinguish the main and auxiliary. English language teaching in Chinese universities is a public course with limited corporate university teachers and other off-campus resources. At the same time, some university students have poor English foundation, weak learning ability, and lack of confidence in learning, which requires more help and full affirmation from university teachers.

Therefore, in the context of COVID-19, establishing the dominant position of university teachers in the teaching evaluation system is conducive to giving full play to the active role of university teachers and providing normative requirements for improving university students' language skills in listening, speaking, reading, and writing. This also provides subject guidance for improving university students' language thinking ability, and provides ideological guidance for improving university students' morality and cultural accomplishment (Liu, 2015). Emphasizing the important position of university teachers in the main body of the evaluation system does not deny or weaken the role of other evaluation system main bodies.

This is because, university students conduct an evaluation system according to their actual situation, so as to constantly reflect on the learning process and improve their learning behaviors. The peers of the university student evaluation system can compare the strengths and weaknesses, and cultivate the concept and awareness of cooperation (Gu, Hu & Lin, 2014). Peers and supervisors carry out the teaching evaluation system from the perspective of experts, which can ensure the teaching process and effect. Ultimately, they can guide the teaching direction of university teachers and promote the professional development of language learning for university students.

3.2.2 To Distinguish the Key Evaluation System Objects in Different Teaching Links

For English language teaching in Chinese universities, the teaching process includes three links: before-class, during-class and after-class. In the context of COVID-19, university students acquire knowledge through a cyclical teaching process. Before class, university teachers introduce new knowledge through old knowledge. In the class, university teachers explain new knowledge layer by layer, from language cognition to cultural implication to the comprehensive application of language and culture. This will enable university students to improve their abilities by completing tasks, corresponding to the aspects of workplace foreign-related communication, multicultural communication, and language thinking improvement in the context of COVID-19. After class, university teachers assign homework to guide university students to internalize the learning content, improve their autonomous learning ability, and turn new knowledge into known. In the context of this COVID-19, the development goals of English language teaching have been achieved in different teaching links.

In addition, the diversification of evaluation system objects is conducive to examining the effects of university teachers' teaching and university students' learning from different aspects. However, in actual teaching, it is difficult to pay attention to all the evaluation system objects at the same time. Therefore, in different teaching links, it is necessary to distinguish the teaching process or the learning process of the key evaluation system (Yu, 2014). To distinguish the key evaluation system objects is not to separate the teaching process, but to highlight the teaching objectives and ensure that the teaching process is carried out in a purposeful and orderly manner.

3.2.3 To Comprehensively Use the Formative Evaluation System and Summative Evaluation System in English Language Teaching (ELT)

In the context of COVID-19, various teaching evaluation systems and methods such as the formative evaluation system and the summative evaluation system are comprehensively used, and the evaluation system means are applied throughout all teaching links and teaching tasks. This type of evaluation system is generally used to evaluate the knowledge, skills and emotions of university students before the start of teaching activities. Its commonly used forms are exercises, questions and answers, tests, etc.

In the context of COVID-19, a formative assessment system is a process that informs curriculum and instructional designers in order to improve their effectiveness. The purpose of this type of evaluation system is to obtain a comprehensive understanding of university students in the teaching process. That is, university teachers motivate

university students and help university students gain a sense of learning achievement. University students control the learning process through self-reflection (Yue & Lin, 2016). Its commonly used forms are questionnaires, tests, interviews, observations and task activities.

After the summative evaluation system is used in teaching, it is an evaluation system for decision makers to understand the final effect of teaching activities. This type of evaluation system usually summarizes the knowledge and skills acquired by university students. Its commonly used forms are comprehensive tests.

IV. SUGGESTIONS AND RECOMMENDATIONS

In the context of COVID-19, in the process of English language teaching (ELT) in Chinese universities, university students feel the expectations from university teachers and gain learning experience and a sense of accomplishment. After university students will finally have the literacy required by subject learning, university teachers need to conduct a continuous evaluation system for university students' learning output. Therefore, a teaching evaluation system that runs through before, during and after class is essential.

Specifically, before the class, the university teachers evaluate whether the university students of the system have achieved the expected learning output goal or have a certain ability of the expected learning output according to the completion of the preview tasks of the university students. In class, university teachers organize university students to implement various tasks, observe and evaluate the performance and achievement of university students in the process of completing tasks. Finally, after class, university teachers assign tasks to enable university students to internalize knowledge and achieve expected learning output goals (Gu, Hu & Lin, 2014).

4.1 Using the Formative Evaluation System to Observe the Learning Process of University Students

In the context of COVID-19, university teachers should carry out classroom teaching and design different tasks and activities based on the results of the diagnostic evaluation system. In the process of carrying out the task activities, the results of the formative evaluation system can be obtained by observing and evaluating the performance of the system university students. This unit is designed to carry out a formative evaluation system in the class, mainly using scales to evaluate the results of the system (Cai, 2013). During the teaching process, university teachers and university students carry out an evaluation system for different aspects of the

sub-project tasks. The evaluation system grades are divided into "five, four, three, two, one" from high to low, corresponding to five grades of "very good, good, average, qualified and unqualified".

For example, in the context of COVID-19, if the number of students in the class is large, the sub-tasks of the project will be carried out in groups. At the same time, university teachers should consider the grouping standards of university students and ensure that the evaluation system scales are filled out in groups. In addition, the scale evaluation system includes the evaluation system for university teachers' teaching and the evaluation system for university students' project tasks (Liu, 2015).

The evaluation system for university teachers' teaching includes the completion of teaching objectives at all levels, teaching status, classroom writing on the blackboard, and the quality of courseware, etc., to comprehensively evaluate the teaching of university teachers. The evaluation system for university students' project tasks starts from multiple perspectives such as knowledge ability, learning thinking, attitude and emotion, and evaluates the achievements of university students in the process of completing project tasks. Designing a comprehensive scale can maximize the diversification of evaluation system subjects and evaluation system objects in classroom teaching (Carter, 2015).

In addition, data collection and analysis in the scale evaluation system is a trivial and complicated task. Under the background of COVID-19, university teachers can use the visual analysis of data. At the same time, university teachers should encourage university students with spare capacity to give full play to their professional advantages and combine professional skills with English learning (Gu, Hu & Lin, 2014). For example, university students majoring in different programs can use computer languages to write applications that help university teachers collect and analyze data on scales.

4.2 Using the Summative Evaluation System to Define the Final Learning Effects of University Students

The summative evaluation system mainly examines the learning output effect of university students after the completion of classroom teaching. This unit applies the summative evaluation system to the homework evaluation system. Among them, the written test is the most commonly used evaluation system method. University teachers test the completion quality of university students' homework after class. University teachers can

evaluate whether the output of the system achieves its expected goals.

However, in the context of COVID-19, this evaluation system approach simply quantifies the ability of university students to acquire knowledge in the process of learning. It does not take into account the changes and progress of other aspects of university students, such as patriotism, moral cultivation, and career potential.

Therefore, in the context of COVID-19, the method of the summative evaluation system should not only include written exercises, oral exercises, test papers, etc., but also social practices that can highlight the comprehensive ability of university students. In the project task design, the summative evaluation system should consider the cultivation of university students' language ability and innovation ability. So, in the design of homework, university teachers should require university students to use English to discuss a hot topic on campus or in society. Or under the guidance of university teachers, students will use English to demonstrate campus life, local cultural characteristics and folk customs (Bian & Chen, 2017).

At the same time, university students can complete their homework in the form of text writing, voice comments, or video recordings. University students can also present their commented assignments in the form of likes on social media platforms such as WeChat, Weibo, and Douyin. According to Bian and Chen (2017), such a task is not only a knowledge test, but also requires integrating the learning output of university students with their daily life, thereby stimulating the enthusiasm of university students to innovate. This will also promote social elements to participate in the teaching evaluation system, thereby expanding the breadth and depth of the evaluation system.

In the context of COVID-19, the division of stages before, during and after class is relative. Therefore, the methods and means of using the formative evaluation system and the summative evaluation system are not separate and independent. This is because both formative and summative assessment systems are diagnostic in nature. The summative evaluation system has the nature of the formative evaluation system, and no formative evaluation system is an incomplete evaluation system.

V. CONCLUSION
The impact of COVID-19 will not end in a short time, much less will it end. In English language teaching, university teachers in Chinese universities should design teaching contents as different project

tasks and their subtasks. During the implementation of project tasks and their sub-tasks, they should guide university students to realize the expected learning output of the task layer by layer, and finally achieve various goals.

University teachers should also take university students as the center, combine professional knowledge with the future workplace environment, and make university students clear the focus of learning. At the same time, university teachers should enhance the enthusiasm of university students to participate in the teaching evaluation system. University teachers should closely contact the daily life of university students when evaluating the system, so that the teaching evaluation system will become vivid and interesting, and it will also help to stimulate the enthusiasm of university students to learn (Wang, 2010). Besides, under the background of COVID-19, the results of the first classroom teaching evaluation system are fed back to teaching, which can lay a good knowledge foundation for the second and third classroom activities, and ultimately promote the all-round development of university students.

In a nutshell, in the context of COVID-19, in the evaluation system of English language teaching in Chinese universities, university teachers need to establish a correct view of the teaching evaluation system. What's more, they should also continue to explore suitable evaluation system standards and effective evaluation system methods, combined with the current situation of COVID-19, to create a better English language learning atmosphere for a kind of more healthy development of the Chinese university students.

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