

Research on the Effectiveness of English Teaching Evaluation in Primary Schools under the Background of "Double Reduction"

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ABSTRACT

After the implementation of the "double reduction" policy, the evaluation of primary English teaching has ushered in new challenges. In this context, how to adjust the content and methods of evaluation scientifically to reduce the burden of students and promote their overall development has become an important issue of primary English education. This paper takes a key primary school in Shangqiu City as an example, and finds that the current English teaching evaluation in primary schools focuses too much on knowledge points, and the method is simple, ignoring the interest and emotional attitude of students. The reason lies in the solidification of traditional education concepts, the lack of professional skills of teachers and the insufficient educational resources. In response to these problems, this paper puts forward optimization strategies such as re-designing evaluation content, innovating evaluation methods, and strengthening teacher training, in order to make primary English teaching evaluation more scientific and efficient, and inject new momentum into the high-quality development of primary English teaching.

KEYWORDS

"double reduction" policy; primary English; teaching evaluation; effectiveness enhancement

The "double reduction" policy focuses on reducing the homework and extracurricular training burden of primary and secondary school students, promoting the continuous improvement of teaching quality, and achieving the goal of comprehensive education. English teaching is the core curriculum of primary school education, and in this context, the importance of its evaluation becomes more and more prominent. The traditional English teaching evaluation methods focus on the mastery of knowledge and the means are single, so as to ignore students' learning interests, emotional experience and comprehensive language application ability, which is difficult to meet the requirements of the "double reduction" policy on the comprehensiveness of education.

1 An Analysis of the Current Situation of English Teaching Evaluation in Primary Schools

1.1 The Content of Evaluation Focuses on the Mastery of Knowledge and Neglects the Cultivation of Comprehensive Ability

At present, the evaluation of primary English teaching is still centered on the mastery of knowledge and focuses on the examination of specific content, such as vocabulary, grammar and

reading comprehension. This evaluation method shows the tendency of simplification in the content evaluation, and mainly focuses on the measurement of examination results, but has deficiencies in the examination of language application ability, thinking logic and comprehensive quality. In the classroom, teachers often focus on the evaluation of the correct rate of homework and the word memory, but lack systematic attention to students' language application ability in oral expression and practical situations.

1.2 Evaluation Means Are Single without Diversity and Innovation

At present, the form of primary English teaching evaluation shows the characteristic of simplification, and paper-and-pencil test is dominant. In the classroom, evaluation is usually completed by traditional methods such as paper tests, homework checks, and periodic examinations, and lacks innovative forms such as project-based learning evaluation, practical activity evaluation, and oral interactive evaluation, which fails to fit the educational concept advocated by the "double reduction" policy, and is difficult to fully stimulate students' learning interest and classroom participation^[1].

1.3 The Evaluation Process Lacks Attention to Students' Learning Interest and Emotional Attitude

Traditional teacher evaluation activities focus on students' mastery of knowledge, but ignore the interest expression, class participation and emotional experience of students in the learning process. This evaluation method can easily lead to the lack of inner driving force of students and affect the learning effect.

2 The Causes of the Problems in the Evaluation of Primary English Teaching

2.1 The Traditional Education Concept Leads to too Much Emphasis on Knowledge Examination in the Evaluation Content

For a long time, the traditional education evaluation tends to be oriented by the mastery of knowledge and the result, which profoundly affects the content selection of the primary English teaching evaluation. Many teachers think that the mastery of knowledge is the core index to measure the learning effect, but pay less attention to the multi-dimensional development of language ability and the process significance of learning. Therefore, the content of evaluation mainly focuses on specific knowledge points such as vocabulary and grammar, but places the cultivation of practical language application ability and comprehensive quality in a secondary position. The focus of parents and schools is mostly limited to test scores, which further solidifies the influence of traditional concepts and makes it difficult for classroom evaluation to get rid of the shackles of knowledge orientation. This limitation makes the teaching evaluation lack a deep response to the comprehensive development in practice, and form a significant gap with the education goal advocated by the "double reduction" policy.

2.2 The Shortage of Teachers' Skills and Teaching Resources Limits the Diversification of Evaluation Methods

With the promotion of "double reduction" policy, the problem of simple evaluation means reflects the limitation of teachers' evaluation skills and the insufficiency of teaching resources.

Many teachers have not received systematic training on multiple evaluation and lack experience and confidence in how to flexibly apply various evaluation methods in the classroom. Under the pressure of limited class time and heavy teaching tasks, standardized evaluation becomes the preferred choice of teachers because of its easy operation, while complex or time-consuming evaluation forms are deliberately avoided^[2]. At the same time, the insufficient teaching resources further limits the innovation of evaluation methods. For example, the lack of oral assessment tools and the incompleteness of project-based learning materials make it difficult for teaching evaluation to get rid of the shackles of traditional models. This dual limitation of skills and resources makes it difficult for teachers to implement diversified and content-rich evaluation methods under the requirements of the “double reduction” policy, and makes it impossible to respond to students’ individualized development need in a timely manner.

2.3 There is a Lack of Training Support for Emotional and Interest Evaluation

The traditional English teaching evaluation in primary schools lacks attention to students’ interests and emotions, which roots in the dual deficiency of teachers’ and schools’ consciousness and support systems. For a long time, English teaching practice in primary schools has placed more emphasis on quantifiable academic results, and paid less attention to soft dimensions such as interests and emotions. As a result, evaluation design rarely has links that can stimulate emotions or guide interests. Such cognitive shortcomings make it difficult to reflect the comprehensiveness of the evaluation and weaken the students’ learning motivation. In terms of training system, the professional development path of teachers mainly focuses on knowledge transfer and skill evaluation, but marginalizes the emotional education and interest stimulation. The lack of systematic guidance makes it difficult for teachers to naturally integrate emotion and interest elements in classroom evaluation, and also makes evaluation methods fall into a single.

3 Optimization Strategies of Primary English Teaching Evaluation under the Background of “Double Reduction”

3.1 Adjust the Evaluation Content, Pay Attention to the All Round Development of Comprehensive Ability and Quality

Under the requirement of the “double reduction” policy, the evaluation of primary English teaching needs to reshape the content system, get rid of the sole concern of knowledge mastery, and expand the evaluation scope to the development of students’ comprehensive ability and quality. According to the curriculum standard, the evaluation design should cover multiple dimensions such as language application ability, thinking development ability and cooperation and communication ability. For example, in the process of examining traditional vocabulary and grammar, students’ pronunciation and intonation and contextual adaptability can be evaluated to fully reflect the comprehensive language application level of students.

Schools need to provide systematic support for teachers to help optimize evaluation content. For example, schools should develop a multi-dimensional evaluation index library and formulate a teaching evaluation guidance program in line with the requirements of “double reduction” to help teachers clearly adjust the direction and steps in concrete practice. By setting evaluation objectives in different learning segments and at different levels, teaching evaluation can not only serve the current teaching needs, but also highlight the quality training requirements of students’ long-term development and promote the realization of the goal of comprehensive education^[3].

3.2 Enrich the Evaluation Methods, Adopt Diversified ways to Meet the Individual Needs of Students

The “double reduction” policy makes clear the goal of reducing students’ exam pressure, and the diversification of teaching evaluation methods is an important way to achieve this goal^[4]. In order to break through the limitation of traditional paper-and-pencil tests, more innovations should be injected into the evaluation methods of primary English teaching, including oral communication assessment, project-based results display, and practical activity observation. For example, in the classroom design, situational tasks can be added to simulate real communication scenes, and to evaluate students’ language expression and interaction abilities through role playing. Group cooperative learning can be integrated into creative tasks, such as making English handmade works, shooting short videos or editing small scripts, and comprehensive evaluation can be carried out in combination with the quality of the work and the cooperation process.

In order to ensure the effective implementation of diversified evaluation, schools need to increase investment in teaching resources. The provision of standardized oral assessment tools, the construction of digital learning file systems, and the development of practical English activity material libraries can provide strong support for teachers. At the same time, extended evaluation methods in and out of the classroom are also worth applying, including assigning after-school exploration tasks, and requiring students to complete reading reports and record speech videos, etc., to strengthen personalized teaching through targeted feedback. Various evaluation methods expand the channels for students to show their ability, and make them tap their potential in different dimensions, which promotes the diversified development of teaching evaluation, and gradually achieves the goal of comprehensive education.

3.3 Strengthen Teacher Training, Improve the Evaluation Ability of Learning Interests and Emotional Attitudes

Under the background of “double reduction” policy, in order to optimize the evaluation of primary English teaching, it is necessary to focus on the improvement of teachers’ evaluation ability, and especially the evaluation of students’ learning interests and emotional attitudes. To this end, education authorities can set up regular thematic training to provide systematic guidance on how to integrate interest stimulation and emotional cultivation into the evaluation. For example, the training content may cover the design method of emotion-driven tasks, such as the use of self-reflection records, interest questionnaires or learning and growth logs, to capture the emotional changes and interest points of students presented in the learning process. In addition, it is necessary to emphasize the use of a “positive feedback language framework” to help students build confidence and a sense of belonging through accurate and encouraging evaluation language.

Schools should provide diverse opportunities to practice emotional evaluation tools. Specifically, it can introduce the classroom atmosphere perception technology to support emotional evaluation with data. A personalized evaluation model based on interest profiles can be developed to provide teachers with intuitive analysis of students’ interests. At the same time, it is also necessary to give full play to the peer assistance mechanism among teachers, observe excellent classroom evaluation examples, deepen the understanding of emotional evaluation through reflection and discussion, and improve the application of emotional evaluation in practice.

4 Conclusion

Under the background of “double reduction”, the reform of English teaching evaluation in

primary schools is not only the adjustment of the evaluation content and methods, but also the reshaping of educational ideas and the improvement of teachers' professional ability. Through a specific case study of a primary school in Shangqiu City, this paper deeply analyzes the limitations of the traditional evaluation mode in the new policy environment and the reasons, and proposes measures such as adjusting the evaluation content to pay full attention to the comprehensive ability development of students, implementing diversified evaluation methods to better meet the individual needs, and strengthening the professional training of teachers to improve the science nature and flexibility of the evaluation process ^[5]. In the future, the primary English teaching evaluation should effectively respond to the core requirements of the "double reduction" policy to improve the effectiveness of classroom teaching while reducing the academic burden of students, and promote the full realization of the primary English teaching goals.

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