Study on the Dynamic Higher Vocational English Evaluation System Based on "Internet +"

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Abstract: This paper aims to study the dynamic higher vocational English evaluation system based on "Internet +". Under the background of “Internet +”, the higher vocational English evaluation system makes full use of the advantage of "Internet +", establish a link between school, students and teachers, correct dynamically the teaching methods and contents timely according to the feedback information of the evaluation, thus finally achieve individualized teaching.

Introduction

With the development of society and the advancement of science and technology, the global communication is getting more and closer. English is the most widely used language, so its importance is obvious. In order to promote English education and improve the teaching level, it is imperative to reform evaluation system of English education. Based on higher vocational English education as the breakthrough point, combined with "Internet +" background, this paper tries to analyze the higher vocational English evaluation system, aiming to provide a feasible thinking to the reform and development of current English evaluation system. And if possible, try to make a contribution to the reform of higher vocational English education.

Education evaluation is an indispensable part of modern education process, which is closely connected with education management. The education evaluation can be used to judge the actual or potential value of education, thus we can achieve the aim of value-adding. Education evaluation covers a wide range of subjects, such as students, teachers, courses, schools and other subjects. The contents and methods of education evaluation are changeable. American famous education expert Taylor thinks: Education evaluations are changing concepts due to the social changes, the developments of education. Therefore there is no fixed pattern. Consequently, it is significant to deeply study education evaluation system. The core of higher vocational education is to cultivate application-oriented talent. The talents training mode of taking employment as the orientation and taking ability as the standard is one of the main tasks for the reform and development of higher vocational education. As a widely used communication tool, we should not only strengthen the cultivation of English communicative competence, but also pay attention to the study and training of skills so that students can speak, write and communicate. The reasonable higher vocational English evaluation system allows teachers to get the feedback of the students' learning situation timely, adjust the teaching strategy correspondingly, lay foundation for the improvement of teaching, as well as make students clear the direction of study, master the key learning points, adjust learning strategies, know their own learning situation and standardize their learning behaviors.

The Current Situation and Problems of Higher Vocational English Evaluation System

Current Situation

The higher vocational English evaluation methods in our country mainly manifest as the summative evaluation: performance for the final exam + regular grades, some colleges and universities directly take the marks of CET-4 and CET-6 as their evaluation standard. In this way, the emphasis on the examination cannot fully reflect the students' advantages and disadvantages, and it is not suitable for the requirements of education talents training target. "College English
“Curriculum Requirements” published by Ministry of Education in 2007 stressed that the comprehensive objective scientific and accurate evaluation system is essential to the achievement of teaching objectives. Teaching evaluation is not only the important basis for teachers’ to get teaching feedback information, improve teaching management, enhance teaching quality, but also the effective means for students to adjust learning strategies, improve learning efficiency and achieve good learning results.” College English Curriculum Requirements” divides the evaluation of students' learning into two categories: formative assessment and summative assessment. Formative assessment includes students' self-evaluation, mutual evaluation between students, teachers' evaluation of students, and evaluation of students by academic departments. The specific content includes records of activities in or out of classes, online self-study records, studying files, interviews, and symposiums, etc, thus the students' learning processes can be observed, evaluated and supervise. Summative assessment mainly includes the final examination and proficiency test. This kind of test should be based on the evaluation of students' comprehensive ability of English, the assessment purposes are not only the students’ ability of reading and writing, but also the students’ ability of listening and speaking.”College English Curriculum Requirements” was formulated ten years ago, but as in China the practice of emphasizing the result and overlooking the process prevailed for thousands of years, there are very few institutions that can achieve the combination of formative assessment and summative assessment.

Existing problem:

**Unitary evaluation subject.** In the English educational evaluation, the subject of evaluation still is the teacher and the teaching management department, and the students, as the object of evaluation, is in a passive position. No matter how the evaluation results are, what the students can do is to accept it. This is contrary to the dominant position of middle school students in education process, what’s more, it is not in line with the human-oriented education concept in modern education. Students' initiative and creativity are neglected, and evaluation loses its due significance.

**One-sided evaluation content.** The current higher vocational English evaluation often simply focuses on assessing the written knowledge that the students mastered, whereas, pays less attention to speaking, acting and communication skills, let alone the evaluation of skills, learning, emotion, studying strategy. The monotony of the assessment results in the formation of exam-oriented thoughts, students are accustomed to cramming before examinations and neglecting the cultivation of ordinary abilities. There are two kinds of evaluation forms commonly used in higher vocational colleges: one is “exam replaced by the certificates”. Most of the higher vocational colleges encourage students to take national college English proficiency test or CET 4 and CET 6. Passing the exam is used as a measurement of success of higher vocational English teaching. Some colleges and universities regard achieving level certificate as the basis of qualified English learning. The school evaluates students with "normal grades and final test scores". Grades of attendance, participation in class and homework accounts for 30% or 40% of the overall, and the final test, mainly close-book examination, accounts for 70% or 60% of the overall. Either way emphasizes the test results and ignores the cultivation of vocational skills and professional quality, as well as deviates from the original intention of education, which is not conducive to the cultivation of high-skilled application-oriented talents.

**Delayed feedback.** At present, the mainstream of higher vocational evaluation is summative assessment, at the same time, we are trying to vigorously develop the formative assessment. Summative assessment focuses on the result of the study, most of which happens at the end of term or the end time of academic stages. For students who are qualified in the assessment, as they have passed the English course, most students have no interest in the evaluation result. A small number of students know their deficiencies, however the English course is over, and they cannot further study. The purpose of evaluation is to find the problem and solve the problem, so the delayed feedback has lost its due significance.
Dynamic Higher Vocational English Evaluation System Based on "Internet +"

In July 2015, the State Council issued “Guidance on actively promoting "Internet +" action”, and the "Internet +" is constantly deepening all aspects of our lives. "Internet +" uses information communication technology and Internet platform to deeply integrate the Internet with traditional industries and create new development ecology. The combination of Internet and education provides new ideas and choices for education evaluation, and provides a new impetus for the evaluation reform of education in China's higher vocational colleges. "Internet +" opens a new model for education and provides a new platform. With "Internet +" as the core and big data as the support, the education evaluation process is improved, and all kinds of data are comprehensively utilized to construct the education evaluation system under the background of "Internet +".

The evaluation subject is diversified to ensure objectivity.

The "Internet +", relying on information communication technology and Internet platform, utilizes its sharing and interactivity to make diversified evaluation possible. Information technology can effectively integrate and analyze the diversified evaluation result, thus the communication technology can timely summarize evaluation result. The Internet platform provides an environment for students, schools, teachers, parents, experts and enterprises to communicate and evaluate. In the diversified evaluation system, the subject of evaluation is transformed from teachers and schools into students. The combination of teacher evaluation, enterprise evaluation, social evaluation, school evaluation and peer assessment involves to all aspects of the students' learning concentrated on the learning and activities of the students, which fully reflects the students' subjectivity and arouse the enthusiasm of the student to learn. The diversity of evaluation subjects makes education evaluation more objective and instructive.

The evaluation method is diversified to ensure the accuracy of evaluation.

For the evaluation of English learning, we should not only pay attention to the evaluation of language knowledge, but also English language competence, especially the English application ability and communication ability. The examination of listening, speaking, reading, writing and translating is indispensable, what's more, the knowledge, skills, abilities, processes, methods, emotions, consciousness and other factors should also be taken into consideration. With the help of "Internet +", we can digitize all kinds of evaluation results, such as oral expression, interest attitude, self-confidence, learning habit, learning strategy, autonomous ability and cooperative spirit. Through the powerful data storage and processing capacity of the Internet platform, we integrate all kinds of evaluation results, combine all the evaluations organically, and accurately evaluate the students' true level. At the same time, based on the evaluation content of "Internet +", it is more easy to adjust the evaluation content according to the changes of the external factors such as subject and society, so as to ensure the scientific development of the evaluation system.

Based on evaluation system of big data technology, "Internet +" can largely overcome the problems of traditional evaluation system, such as difficult to collect the evaluation basis and the single and fragmented evaluation information. Through the whole process, all-around performance data, we can digitize the psychological inclination, emotional factors, practical ability and other abilities of the students. So it is more reasonable and scientific to evaluate the students' ability and ensure the standardization and accuracy of evaluation.

Dynamic evaluation and feedback ensure timely and effective evaluation.

The advantage of "Internet +" lies in the real time of its data. By Introducing the Internet information technology to education evaluation, through the school education platform or APP, students can check their evaluation given by the teachers, students and experts at any time, find out the problems existing in the learning process, adjust the direction of the study; at the same time, teachers can adjust the teaching contents and teaching methods timely according to the feedback from students and enterprises, dig deeply into the lessons, chapters, knowledge points which the students has not mastered well, or know what kind of knowledge point the students want to study.
more. Through the calculation of data and the analysis of the system, targeted teaching can better stimulate students' learning motivation and thirst for knowledge. According to the different types of students’ learning needs, different degrees and kinds of learning contents are designed to ensure high quality teaching effect. By participating in the teaching process, strengthening the connection between the school and the family, parents can understand the children's learning situation better and communicate with the children in a timely manner, so as to promote the students' learning. Enterprises can provide demand information, provide demand information for teachers and students, and promote the reform of school curriculum content.

Education evaluation based on "Internet +" is a dynamic evaluation of students' whole learning process and learning results. The data is always accompanied by students, from pre-class preparation to classroom teaching to assessment of the course. The informatization and datalization of education evaluation are helpful for the query and tracking of evaluation results. Through the analysis of big data, teachers and schools have a deep understanding of the learning trajectory of students, which is conducive to improving the teaching process.

Conclusion

"Internet +" brings opportunities and challenges to higher vocational education evaluation. The English education evaluation based on “Internet +” greatly improve the effectiveness by its scientific nature and timeliness. Evaluation runs through the whole teaching process, provides timely feedback on all aspects of teaching, emphasizes the students' subjectivity, strengthens the relationship between students, teachers and school management departments, thus can truly reflect the students' specific learning situation. The effective communication between students, teachers, and school management makes it easy for the students to realize the learning problems in the learning process, to understand the method to solve the problem; as well as makes it possible for the teacher to guide students timely and targeted. The dynamic higher vocational English evaluation system based on "Internet +" has a positive effect on improving the quality of English teaching in higher vocational colleges and is a feasible idea for the reform of education evaluation system in English.

References