Reform and Research on Teaching Evaluation Methods in Higher Vocational Education—Taking the Service English Course as an Example

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Abstract: Currently, the teaching evaluation of service English courses in higher vocational colleges is generally conducted in the form of summative evaluation. However, there are some problems with summative assessment, such as the single assessment method and the difficulty in assessing students' English skills. This article proposes a "Driving license" assessment model, and proposes reforms to the teaching evaluation model of service English courses in higher vocational education from aspects such as reforming the theoretical content assessment, increasing the proportion of formative assessment, and striving to effectively reform the teaching evaluation method of higher vocational education.

1. Introduction

Course teaching evaluation is an important part of course teaching, and the teaching effectiveness of a course needs evaluation means to be tested. Ensuring effective and reliable evaluation is of great significance for teachers to understand student learning feedback and improve teaching. Currently, the widely used assessment models are mainly summative evaluation and formative evaluation. The summative evaluation is generally conducted at the end of a semester or after the end of a certain learning stage. It takes the student's academic performance as the evaluation object and provides a conclusive evaluation for the student's learning at this stage. Conclusive evaluation is an important means of testing teaching outcomes, but it cannot evaluate the important link of the teaching process. Therefore, teaching evaluation not only includes summative evaluation represented by standardized examinations, but also includes formative evaluation that focuses on the learning process and aims at learning. Formative evaluation, also known as process evaluation, is a real-time, dynamic, and repeated evaluation of students during the teaching process. It focuses on timely feedback to strengthen and improve students' learning. Formative evaluation was first proposed by Scriffen of the United States, and Bloom applied it to the field of teaching. It has the advantages of diversified evaluation subjects, comprehensive evaluation content, diverse evaluation methods, and more targeted feedback of evaluation results.

2. Problems in Teaching Evaluation of Service English Courses in Higher Vocational Colleges

2.1. Single Evaluation Form

According to the current survey, most vocational colleges' examinations are evaluated by the final examination results. However, such evaluation results are not scientific. The scope of an examination paper is difficult to cover the knowledge learned in a semester, and the examination is not comprehensive enough. In addition, the exam is conducted in the form of a written exam, and does not assess students' listening, speaking, communication, and other skills, which is detrimental to the acquisition and development of students' skills. A test paper can measure students' grades, but it cannot measure their progress.

Currently, some colleges and universities have adopted the method of formative assessment, except for unit tests, mid-term exams, and online autonomous learning records. However, there are many teachers who have misconceptions about formative assessment. Some teachers believe that recording assignments, classroom performance, etc., and converting them into final scores are

equivalent to formative assessment, which is actually a major misconception. Formative assessment is an assessment of students' learning processes and teachers' teaching activities, with the ultimate goal of regulating teaching activities to promote students' learning. Teaching activities themselves are a complex process, especially in the current three-dimensional teaching environment, where teaching activities are more diverse and layered. In response, the form of formative assessment must be adjusted to adapt to current teaching activities. In addition, due to the unified configuration of traditional evaluation methods, some students have a motivation to cheat.

2.2. Neglecting the Evaluation of Students' English Application Ability

Currently, it seems that the teaching evaluation in most colleges and universities mainly focuses on students' written test abilities, with the main test questions being reading, vocabulary, cloze filling, etc., which places too much emphasis on students' English reading and other aspects. Some schools directly use the English proficiency test as a final exam for students, further exacerbating the situation of students' pre-exam reinforcement. However, due to class hour constraints, few schools are able to include students' practical English skills in English expression, listening, speaking, and other aspects in the assessment scope. Therefore, it has emerged that students can successfully complete English multiple choice questions, but are unable to carry out basic expressions, thereby failing to achieve the purpose of service.

The purpose of offering service English courses in vocational colleges is to cultivate students' practical abilities and enable them to better serve the society. Therefore, it is even more important to reform the existing English teaching evaluation system and build an evaluation system that focuses on cultivating students' abilities and examines their actual English application abilities. Therefore, appropriate reforms should be made to the English evaluation mechanism in vocational colleges to increase the proportion of formative evaluation and make teaching more reasonable.

3. Reform of Teaching Evaluation Form of Service English Course in Higher Vocational Education

3.1. Introducing "Driving License Type" Assessment

The "Driving License Type" assessment refers to the assessment of theoretical and practical skills. The assessment content is divided into two parts: theoretical content and hands-on operation content. It has reformed the traditional method of testing theoretical papers and added an assessment of students' operational skills (Figure 1). The skill assessment is divided into multiple sub projects and comprehensive projects to examine students' mastery of core job skills.
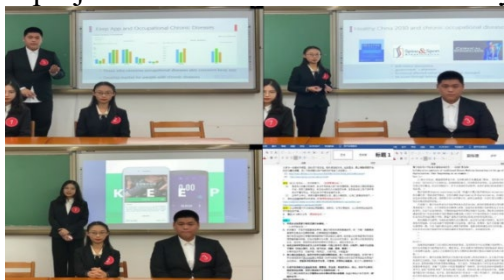

Figure 1 Service English Practical Skills Competition in Higher Vocational Colleges

Due to the comprehensive consideration of students' theoretical mastery and practical operation, driving certificate type assessment is conducive to assessing students' practical application ability of knowledge, and is in line with the requirements of their professional abilities. It is of great significance to introduce the assessment of practical English skills into the English assessment in vocational colleges. On the one hand, promoting the training of students' English skills through assessment can stimulate students' learning motivation and reverse their learning of English skills. On the other hand, the driving license type assessment can connect with the skills of future jobs, and can focus on cultivating the practical skills that students need in future jobs. After implementing the "Driving License Type" assessment, students' final assessment scores are divided into

theoretical assessment and practical skills assessment, and no matter which part fails, they will be re assessed. To this end, we have developed four ability assessment items for English skill assessment. English listening, speaking, resume, and group presentation. It takes into account the students' English expression, future job hunting, and assessment of their English application ability in the post. Four assessment items, which take into account the basic English skills of students and the English skills they need to apply in future job hunting and work, stimulate students' interest in learning and improve learning effectiveness.

3.2. Reforming the Form of Theoretical Assessment

After the comprehensive adoption of the "Driving License Type" assessment method, vocational colleges have re examined the methods and scope of English theoretical assessment. Taking into account the cultivation of students' basic English abilities and the needs of students' English proficiency tests, vocational colleges have reformed their theoretical tests to focus on students' English reading, vocabulary, writing, and other aspects.

In order to make the examination more standardized and efficient, higher vocational colleges have adopted the method of computer-assisted examination, compiling a question bank, and randomly grouping test papers by computers, so that each student can answer different test papers, which can to some extent promote students to comprehensively review for the examination. If a student fails the exam, he/she can analyze the reasons by himself/herself and conduct the exam again after sufficient preparation until he/she has passed the exam. In addition, with the continuous development of networking, vocational colleges plan to develop networked examination systems. At ordinary times, as a platform for students to self test and check their homework after class, it can become an examination platform at the end of the semester.

3.3. Increasing the Proportion of Formative Assessment

In response to the high proportion of summative assessment, higher vocational colleges will increase the proportion of formative assessment, refine the content of formative assessment, and weaken the proportion of students' attendance and learning attitudes. The final score of the formative assessment is obtained by evaluating the students' various special subjects several times in the semester and converting them to corresponding proportions. The content of formative assessment should match the course content and curriculum standards, align with the core job skills requirements of students in their future work, cover typical work processes and work processes, and directly relate to the key and difficult points of teaching. It is more important to design more open-ended tasks to ensure that students can think analytically, comprehensively, and critically, and apply their acquired language skills and knowledge to solve real-world problems.

On the other hand, the results of student formative assessment are the results of students' phased learning, reflecting their mastery of the content. It assesses students' learning while making timely adjustments to teaching and learning to ensure the effectiveness of the process and the completion of teaching objectives. Therefore, formative evaluation also has significance for teaching improvement, which has important reference significance for teachers' next teaching.

4. Problems to be Paid Attention to in the Reform of Teaching Evaluation in Higher Vocational Colleges

With the continuous deepening of the reform of teaching evaluation methods for English courses in vocational colleges, some problems will also arise in the implementation process of assessment. If the assessment content is repetitive, there is no difference between the assessment method and the traditional written examination. Therefore, the key to the reform of assessment methods lies in the implementation of skill assessment. Therefore, attention should be paid to the following issues in the implementation of skill assessment.

4.1. Fully Considering the Overall Evaluation Plan and Pay Attention to the Overall Consideration of Skill Assessment

In the design of the overall evaluation plan, there should be an overall plan that takes into account all stages and aspects of student learning. If most schools offer English courses for two to four semesters, attention should be paid to the differences in the assessment content of each semester when designing evaluation plans. In the first and second semesters, it is important to focus on training students' basic English skills. In the third and fourth semesters, it is important to focus on developing students' skills in the future workplace, and cultivate their English application ability in future jobs. At the same time, in the overall evaluation plan, it is also necessary to consider the comprehensive coverage of various skill evaluations. Whether it covers both the strengths and weaknesses of students, it is not allowed to cheat students by taking exams on which parts of the content they have completed well, and using beautiful scores. When formulating a new student's teaching plan, the requirements for the evaluation method should be formed into corresponding written documents as guidance to ensure the smooth progress of the evaluation.

4.2. Fully Considering the Actual Needs of Students and Reasonably Designing the Content of Skill Assessment

When designing the content of skills assessment, teachers should fully consider the actual needs of students in future positions. The assessment focuses on the core English skills and abilities that students need to master in their future work, and there should be differences among different majors. Therefore, attention should be paid to the assessment of this aspect in the design of skill assessment content. For students in service industries such as hotel management, what is more important is the expression of spoken language in the work environment. Therefore, when designing the content of skill assessment, it is necessary to focus on assessing students' ability to apply English in hotel situations. The assessment content is aligned with the students' future job positions, fully taking into account the actual needs of students. The training of skills driven by assessment also improves the enthusiasm of students in learning to a certain extent.

5. Conclusion

This article takes the service English course as an example to analyze the current evaluation methods of English teaching in vocational colleges. It also discusses the problems of single assessment forms and insufficient assessment of students' actual English skills, and proposes the introduction of a "Driving License Type" assessment that combines formative assessment with summative assessment to build a reasonable English teaching assessment and evaluation system to comprehensively, accurately, and evaluate students' learning.

Acknowledgement

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