The Establishment of the Assessment System of English Course Teaching in Colleges and Universities Based on Computer Technology

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Abstract. With the continuous development of society and economy, the degree of internationalization is also increasing, thus more and more fields have specific requirements for English. Based on computer technology, this paper introduces the combination of flipped classroom and college English classroom teaching. The college English flipped classroom teaching model proposes a multi-evaluation model for college English based on the flipped classroom, aiming to establish an evaluation system for college English course teaching.

Keywords: Flipped Classroom, College English Teaching, Multiple Assessments

1. Introduction
With the rapid development of social economy, the degree of internationalization is also increasing, thus more and more fields have specific requirements for English [1, 2]. However, due to the influence of many factors, such as teaching staff and teaching environment, the teaching of English courses in colleges and universities based on the cultivation of listening and speaking ability is still in the preliminary stage. The demand for jobs is far from mature and complete, and there are many aspects needs to be further developed [3]. In addition, how to conduct assessment is an important part of teaching evaluation. Teaching evaluation is not only an important basis for teachers to improve teaching management, obtain teaching feedback information, and ensure teaching quality, but also for students to improve learning methods, improve learning efficiency and adjust learning strategies. Effective means to achieve good learning results. Strengthening the cultivation of listening and speaking skills in college English courses requires the reform of the applicable evaluation system to guarantee [4, 5]. According to the purpose and role of evaluation in the teaching process, teaching evaluation can be divided into formative evaluation and conclusive evaluation [6]. Based on computer technology, this paper combines the flipped classroom with college English classroom teaching, explores the college English flipped classroom teaching model, and proposes a multi-evaluation model for college English based on flipped classroom, aiming to establish an assessment system for college English course teaching.
2. The application status of college English course teaching assessment and evaluation system

Over the years, most local colleges and universities have used conclusive evaluation as the only means to test students’ learning results and teaching effects for the evaluation methods of English teaching, which is the so-called “test” finality. This has caused long-term deviations and misunderstandings among students and the college. At present, it is imperative to reform college English courses centered on the cultivation of listening and speaking ability. In the teaching process of college English, as a course with equal emphasis on knowledge and capability examination, it is necessary to develop formative assessment rapidly and improve the traditional and single assessment system and assessment mode of “one fits all”.

3. Reform and practice of college English course evaluation system

The quality of the teaching model needs to be tested with a scientific teaching evaluation system. Reasonable application of conclusive evaluation, appropriate introduction of formative evaluation, and application of a combination of the two evaluation methods are very important to the reform of English classroom teaching and assessment system based on the network environment. College English course is language learning, and language tests can evaluate students’ learning achievements and language proficiency. Our evaluation reform plan consists of the following five parts.

3.1. Design student interview questionnaires

Design student interview questionnaires to explore the factors that affect student learning results. Such as some comprehensive factors, like individual differences in student cognition, learning attitude, learning motivation, teacher’s characteristic, and the quality of the teaching environment. This helps teachers to be more targeted when designing teaching plans, and to implement teaching in accordance with their aptitude.

3.2. Establish multiple evaluation standards and strategies

Establish multiple evaluation standards and strategies to improve the scientific and practical nature of the evaluation system. The specific method is as follows.

3.2.1. Conclusive assessment

Generally speaking, conclusive assessment accounts for 60% of the total score in the final exam of the semester. The test content is mainly designed for single choice, word meaning analysis, cloze, reading comprehension, translation, and writing, of which subjective test questions account for about 30%, mainly to test the comprehensive English ability of students.

3.2.2. Formative assessment

Formative assessment accounts for 40% of the semester’s total grades. The examination is mainly about the students’ class study and the completion of tasks after class. Including attendance, pre-class task-based preview display, class performance, attitude to class, enthusiasm and initiative in answering questions, the quality of completed-class tasks, scores in class tests, and assignment evaluation.

3.2.3. Additional(reward) assessment

Additional (reward) assessment can be evaluated through listening and speaking test scores. The content of the test questions is mainly based on the classroom learning content and related topics, discussions, debates, drama performances, and so on. Teachers take time to conduct the classroom checking. If the full score is 20 points, and students with scores higher than 10 points are eligible for extra points. The points are the difference between the actual score and 10 points, but the total score after the extra points cannot exceed 100 points.
3.3. Increase the diversified evaluation system
Change the single and passive mode of students being evaluated by teachers in the past, and increase the diversified evaluation system of student self-evaluation, student mutual evaluation and teacher-student mutual evaluation, such as teacher-student interviews, student seminars, teacher observation, multimedia display, online self-study. The purpose is to emphasize the stimulation and cultivation of students’ independent learning ability, and the second is to emphasize the multi-level and multifaceted reflection of teaching and learning, so that both aspects can be improved to some extent.

3.4. Building a test question bank
Building a test question bank suitable for the reform of the assessment and evaluation system is critical. In order to improve the efficiency of students’ listening practice and enhance their enthusiasm for practicing oral English, we have respectively compiled and developed 50 sets of listening and oral practice questions and test question banks that match the English proficiency of students at all levels and majors to facilitate the practical application of language to students ability to conduct assessment and testing.

With the joint efforts of the colleges, teachers and students, the reform of the teaching assessment and evaluation system has been implemented in our department for one year, and the expected relatively good results have been achieved. First of all, we do not mean to deny conclusive evaluation. Its application makes an objective judgment on the teaching effect of teachers and the learning achievements of students. Secondly, vigorously develop formative evaluation, which reduces the limitations of making judgments on students based on a certain test alone. This not only reduces the pressure on students, but also promotes active, effective and long-term learning. In addition, formative assessment is also a reflective teaching method. With the increase in communication between teachers and students, teachers will continue to update teaching concepts, improve teaching methods, and improve teaching quality.

4. Computer technology-based assessment system for English courses in colleges and universities

4.1. Flipped classroom
Many teachers have changed the previous classroom teaching mode, providing students with necessary resources before class, such as relevant teaching videos, courseware, network resources, etc., creating friendly online learning tools or platforms including multimedia collaborative creation, virtual experiments, etc., requiring students to watch the video instead of the teacher’s lecture to have a better understanding of what they have learned. In class, students’ questions, teachers’ answers, and students’ mutual discussions are the main topics. This new teaching structure of “learning knowledge outside the class, internalized knowledge in the classroom” is “flipped classroom”, which actually extends the traditional classroom time.

4.2. The theoretical basis of flipped classroom applied to college English classroom
Constructivist theory emphasizes that teaching is student-centered. “The learner is the active constructor of meaning. Whether learning occurs or not depends on whether students learn and how they learn, and whether teachers teach or not.” (Si Xianzhu, 2013) Learning is the process of constructing knowledge structure or mental representation. The characteristics of the flipped classroom also encourage learners to actively construct knowledge. Teachers are no longer the authority of knowledge, and students are no longer passive gainers. They become common participants, interlocutors and interactors. At the same time, the evaluation system has shifted from teacher-oriented to student-oriented, and students become active ingesters of knowledge. The evaluation of college English teaching from the perspective of constructivism should make a comprehensive evaluation in terms of mobilizing students’ enthusiasm for autonomous learning and improving students’ comprehensive learning ability.
4.3. Feasibility analysis of applying flipped classroom to college English teaching

4.3.1. Task-oriented analysis
The textbook used by our university’s college English is the “New Horizon College English” edited by the Foreign Research Institute. It has the following characteristics. Firstly, it contains large amount of information. Many vocabulary and cultural points are involved and difficult, and special cultural tutorials are provided. Secondly, more attention has been given to students’ cross-cultural communication skills, such as critical thinking questions after each text to exercise students’ language communication skills, and a cross-cultural reading in each unit demands a time-consuming preview work. Thirdly, since class time is limited, and the teachers feel that the time is very tight. Last but not least, the fourth semester is an examination class, and the use of flipped classrooms should be increased. Our college English is divided into four semesters. The first three semesters are examination classes, and the ratio of usual scores to final scores is 20% and 80%; the fourth semester is examination class, and the usual scores and final scores each account for 50%, so in this semester More efforts should be made to use flipped classrooms. Assess students’ autonomous learning ability is also significant. Based on comprehensive analysis, this set of textbooks applies to a mixed teaching model, that is, a combination of traditional classroom mode and flipped classroom, part of the content uses traditional teaching mode, and other content uses flipped teaching.

4.3.2. Object-oriented analysis
The targeted group of college students in colleges and universities has the following two characteristics: sufficient independent learning time and uneven English level. Since having spare time, the independent learning is applicable. The uneven English level possesses more possibilities of individualized learning. Teachers should adopt a mode that combines partial implementation and experimental classes. According to the survey, flipped classrooms are fully implemented in some classes, but teachers and students report that the learning effects of middle and lower students are not as good as traditional classrooms. Therefore, in view of the uneven English proficiency of our students, it is only suitable for partial implementation, that is, the mixed teaching mentioned above is adopted. At the same time, some high-level students can be selected to form a pilot class for independent implementation.

4.4. Flipped classroom building elements
Through the in-depth study of the relationship between the elements of the classroom teaching system, the framework of “one main line, two aspects, three supports, and four basic points” is used to construct a college English classroom teaching model under the flipped classroom. “One main line” refers to the establishment of an English curriculum system integrated with flipped classrooms; “two aspects” means that the curriculum system should include English language knowledge and foreign cultural characteristics; the “three supports” are the supporting curriculum, teacher construction and teaching methods. They have high requirements for the academic qualifications, title structure, teaching ability, scientific research ability, and cooperation and communication of Chinese (foreign) teachers who undertake English courses. The innovative practice method combined with the three aspects of the media promotes students’ English learning; the “four basic points” are corresponding teaching concepts, methods, content and evaluation. (Highland, 2014).

5. Flipped classroom and multiple assessment modes of college English

5.1. Existing technical support
Many teachers use online communication tools such as QQ groups and We-chat groups to assign homework, share and collect relevant information, monitor the learning process and participate in student discussions, analyze and feedback on the problems raised by students in a timely manner, and adjust the teaching progress. However, these communication platforms have the following
shortcomings, which restrict further applications: the download speed of group shared materials is limited, and users need to activate membership to increase the speed, which will increase the financial burden of students; large-capacity video materials need to be downloaded before learning. If not, it is unable to watch online, which affects students’ learning efficiency to some extent (Table 1).

Table 1. Related Functions of We-chat Public Platform.

| Serial number | Features              | Descriptions                                                                 |
|---------------|-----------------------|-----------------------------------------------------------------------------|
| 1             | Bulk push function    | The official account can automatically push important notifications or interesting content to users |
| 2             | Auto reply function   | The user actively extracts general information from the official account according to the specified keywords. |
| 3             | One-to-one communication User | The official account provides a one-to-one dialogue answer service for a user’s private question. |
| 4             | management function   | The specific information of each student can be displayed in the background, and the administrator can group and adjust users. |

The design of the college English mobile learning platform in this paper are divided into three sub-platforms: mobile WAP assisted learning platform, mobile online learning effect evaluation system and English micro-class display platform. The three platforms supplement each other and can enter into each other in use. The auxiliary learning platform is designed to satisfy students’ independent learning outside of class. Teachers can adjust relevant content based on feedback, and students can learn independently based on the feedback results. The micro-class platform facilitates students to review the content after class, and can also broadcast supplementary content. Flip learning is implemented in the classroom; the online testing platform can be used in the classroom to explain a specific point, allowing students to answer in class. Teachers can also see the students’ class status in the background, and can also test the learning effects of the first two platforms. How to use it depends entirely on the teacher’s classroom design for the class. For flipped classrooms, use the micro-class platform and test platform, and use the learning platform and test platform for extracurricular independent learning, use the online test platform for classroom examinations, and use online learning for the design of class activities. platform.

5.2. Flipped classroom construction of multiple assessment models

5.2.1. Blended learning

As the blended learning model suggested, under the existing technical conditions, the following assessment forms can be used in the form of classroom quizzes, using online testing platforms to conduct classroom tests for a certain knowledge point, usually 6 to 10 objective questions. In class discussions and other group activities, students learn in advance and then discuss the tasks that teachers push to the learning platform, and implement the method of combining student mutual evaluation and teacher evaluation. Students’ mutual evaluation is inter-group and intra-group mutual evaluation, which includes the total group score and individual contribution points; group mutual evaluation and teacher evaluation need to go to their highest and lowest scores, and take the average score. In view of the problem of large exercises and insufficient classroom time, such as the supporting exercise book comprehensive training does not have time to explain, the teacher can record and upload the relevant explanations to the learning platform, and the classroom adopts the method of asking questions and scoring key and difficult points. For writing exercises, teachers can collect students’ essays on a regular basis, and use the appraisal website for scoring. Each time they select some representative essays in class, this link mainly uses website scoring to assist teachers in scoring.

Attention needs to be paid to the following points: (1) The score of each task must be announced to the students in advance; (2) The selection and scoring of the task can be solicited on the platform in advance; (3) As the evaluation standard is concerned, not only for students, but we must also
encourage their learning enthusiasm, and fully consider each student’s strengths and contributions; (4) Diversified forms: group debates, role performances, PPT presentations, talk shows, text reading, study reports, courses Summary and summary, etc., can also be recorded and uploaded to the learning platform; (5) Different groups can be assigned different tasks, but the difficulty of the tasks should be roughly the same; (6) When the task is completed, the teacher should help students to do the reflection.

5.2.2. Experimental class
Select some students to form an experimental class, small class teaching, which is the combination of module examination and elective course examination. It refers to students’ English scores and listening scores in the college entrance examination, plus subjective questions and spoken English for selection. According to the ‘two aspects’ of the construction elements of the flipped classroom: English language knowledge and foreign cultural characteristics, corresponding to module teaching and foreign cultural characteristics elective courses respectively. The module teaching is divided into four modules, namely, listening, speaking, reading, and writing. The opening of elective courses can be conducted in advance by questionnaire surveys among selected students. The courses are opened according to the students' interests and needs, and the team strives to create each course.

Students can log on to the “MO Class” platform to study. For open courses, they need to regularly complete the homework assigned by the instructor (including quizzes, reading reports, essays, exams, online interaction, etc.) before they can enter the next stage of learning, let alone getting the certificate of learning qualifications. In order to consolidate the learning effect, teachers still need to conduct in-depth research and compile various, difficult and appropriate exam questions, such as quizzes, classroom discussions, essays, etc., to test students’ mastery and constitute another part of the course scores.

For completed courses, students can still watch online, but the homework platform has been closed, and the learning effect cannot be tested. Teachers can only conduct various types of tests.

There are $n$ evaluated objects $u_1,u_2,\cdots,u_n$. A multi-index evaluation system composed of $m$ indexes $x_1,x_2,\cdots,x_m$, $x_j = x_j(x_i)(i=1,2,\cdots,n; j=1,2,\cdots,m)$ is the evaluation data matrix (decision matrix) of the evaluated object $u_i$ with respect to the index $x_j$, which can be expressed as equation:

$$ y_i = f(x_{i1},x_{i2},\cdots,x_{im}), i \in N $$

6. Conclusion
In order to help college English teaching better adapt to social and economic development, the exploration and implementation of flipped classroom teaching should be accelerated. Based on computer technology, it introduces the combination of flipped classroom and college English classroom teaching, researches the college English flipped classroom teaching model, and proposes a college English multiple assessment model based on flipped classroom, aiming to establish an assessment system for college English course teaching.

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