The Construction of College English Network Evaluation Testing System of Medical Schools

PANG Hongmei[a],*

[a]Associate Professor, School of Foreign Languages and International Communication, Binzhou Medical College, Yantai, China.
*Corresponding author.

Abstract

As we all know, in the learning process in college, CET 4 and CET 6 are the necessary stages for each student and they are also the educational policy that the country has been implemented. In this context, the major colleges and universities begin to explore the establishment of college English network assessment testing system to promote students to learn effectively for CET 4 and CET 6 to obtain better results. However, with the comprehensive advance of the education reform in our country, the reform of this system is followed. CET 4 and CET 6 have been developed into the form of network testing. In the context of quality education in China, college English education also continues to reform and is transferred from examination-orientated education to quality-orientated education. With the requirements of the education reform, medical schools are also engaged in education reform, especially in the constantly exploring the way of college English network assessment testing system. This paper mainly discusses the construction of college English network evaluation testing system in medical schools.

Key words: Medical schools; College English; Network evaluation; Testing system

INTRODUCTION

Since 2008, CET 4 and CET 6 in colleges and universities have gradually realized network test, breaking the traditional paper-based testing way. This is a significant change in the Ministry of Education, which has proposed new requirements for the teaching management of the school. For colleges and universities, the realization of teaching network management has become an inevitable trend for the development of the school and the construction of the network assessment testing system is also to meet the requirements of network development. For the college English in medical schools, network evaluation testing system is the network media to improve the ability of students to learn English and it also changes the drawbacks of traditional teaching examination-oriented education and promotes students' ability to use English. Medical schools need to build a suitable evaluation testing system based on the characteristics of the students.

1. ASSESSMENT THEORY UNDER THE GUIDANCE OF THE CONCEPT OF MULTIPLE INTELLIGENCES

1.1 The Connotation of Diversified Teaching Evaluation Theory

The concept of multiple intelligences was proposed by American scholar Gardner. Under the guidance of this theory, it has provided a new evaluation method for colleges and universities in China to establish assessment testing system. His theory suggests that when conducting the assessment program, we should comprehensively consider the differences between individuals, the differences between each development stage and the specialization of expertise and so on. In daily school activities, we should consciously conduct teaching

evaluation. In other words, his main claim is that we should assess students in their learning process and allow them to learn in the assessment. The two promote each other and complement each other, so as to achieve the purpose of observing the actual situation of students. This assertion denies the fragmented phenomenon of teaching evaluation and teaching process. Starting from the 1990s, China's various universities and various disciplines have widely used diversified teaching evaluation theory, and proved through practice that diversified teaching evaluation is the future development direction of English teaching assessment.

1.2 The Main Mode of Diversified Teaching Evaluation

Diversified teaching evaluation mainly needs to achieve the diversification of the form, the diversification of the participants, the diversification of tools and the diversification of the content. It mainly needs to achieve the purpose of comprehensively assessing the actual situation of the students to tap their potential for learning and understand the result of students' learning. Another scholar Campbel has summarized diversification teaching evaluation and proposes five principles: assessment from multiple perspectives; in the evaluation process, focus on students' growth at different stages; assessment is the reflection of teaching information; whether the evaluation is formal or not, it is of equal importance; students should proactively conduct self-evaluation. Diversified teaching evaluation modes are diversified such as the diagnostic evaluation mode, process assessment mode, the final assessment mode and performance evaluation mode and so on. These modes together constitute a diversified teaching evaluation. Next, the author focuses on process assessment model and performance evaluation mode to discuss the application of diversified teaching evaluation theory in the construction of college English teaching evaluation system.

1.2.1 Process Assessment Mode

Process assessment mode is characterized by the formation, flexibility and openness. It is a mode in which evaluation of learning is conducted in students' daily life, including the attitude of learning, academic performance, classroom behavior, emotional expression and learning methods. Such an assessment mode is an overall assessment of the learning process, which through the entire learning process of students conducts subtle observation and then analyzes it so as to make the overall assessment and make recommendations for the problems in the process. This mode not only pays attention to assess students' cognitive ability, but also assesses students' emotions. Process evaluation includes all aspects of students; therefore, for the balance of students' listening, speaking, reading and writing skills, it has an important role and can make students have an overall development.

1.2.2 Performance Evaluation Mode

Performance evaluation mode refers to the mode in which we develop appropriate learning tasks before students learn and then evaluate the learning according to students' completion situation of the tasks, including the performance of students in the process to complete the tasks, the application of skills and the performance of the ability. All these must be carefully observed, and then the students' achievements are analyzed and judged to achieve the purpose of the evaluation. The feature of this mode is that it attaches importance to evaluation and the learning process as well as the learning outcomes. To improve the degree of importance of the process is to make the students' ability to solve problems manifested in the whole process, and this problem-solving ability includes thinking skills, ability to cooperate, information-gathering ability and innovation ability and so on. Learning outcomes are formed under the joint effect of these abilities. To combine the two, we can conduct an overall assessment of students and assess which students perform well, fairly and badly. This mode breaks the traditional evaluation mode in which we only attach importance to the outcomes.

All in all, no matter what assessment mode is, they are diversified, comprehensive and systematic assessment of students, manifest all the abilities of students in the learning process and show the nature of the diversified teaching evaluation.

2. THE CONSTRUCTION OF EVALUATION TESTING SYSTEM UNDER THE GUIDANCE OF CONSTRUCTIVISM

2.1 The Construction of Evaluation Testing System Will Focus on the Transformation From Language to Language Application Ability

With the continuous reform of the assessment testing system, we should break the traditional testing way which focuses on the language and focus on English language application ability. The testing objectives have to be shifted from focusing on similarities to focus on personality. We also need to break the status quo that we are only concerned about the examination results in English teaching and concentrate on learning the language itself. It is recommended to conduct a testing system combining process assessment mode and summative assessment mode and promote the diversification of assessment and testing ways and at the same time the evaluation criteria cannot be unified and should be diverse. Teachers should encourage students to conduct self-assessment, a comprehensive assessment of their performance or mastery of English, etc., or students may be mutual assessed and we just use the exam as a tool or a means of assisting teaching.

Currently, Lange network operating system is widely used. This system based on English language learning has set up a special evaluation module. Both teachers and students can evaluate the completion of assignments. At the same time, the contents of testing evaluated are also changed from objective questions into subjective questions, so that students can show their thinking abilities and then conduct an objective assessment. When student are answering subjective questions, it improves their language learning and increases their interest in language learning. In the evaluation testing process, it sets up teacher-student peer assessment and peer assessment among students which successfully transfers the role and thus teachers and students can realize their own shortcomings and constantly improve themselves.

2.2 To Construct Diversified English Testing System Under the Guidance of Constructivist Theory

Under the guidance of constructivist theory, it reinterprets the teaching and learning. The main content of teaching reform includes textbooks, teachers and students. Under the guidance of constructivism, we make full use of network technology for language data collection and present them in front of students in many forms for them to choose. It has changed the test score as the sole criterion to evaluate their English proficiency and transformed exam-oriented education into quality education. Based on Lange language learning system, the diverse college English testing system in medical schools consists of three parts:

2.2.1 Assignment Testing System

This system is based on Lange network platform and it is constructed into a training base for students so as to train students' ability to gradual apply English. Traditional assignment forms are on a unit basis. After the completion of learning the content, students complete the homework following the text. Based on the homework, teachers assess students. This way cannot fully evaluate students' ability to use English. On the basis of the Lange network system, English teachers can prepare various forms of assignments based on their teaching content to understand students' ability to use the language and construct a self-style process evaluation system.

2.2.2 Examination Testing System

In general, the transformation of English exam from paper-based examination into computer-based examination is a disruptive change in the testing and evaluation system. During the college English final exam, various medical schools can also take the form of network testing to completely break the traditional form of examination. In the specific practice of network examinations, it has mainly passed three processes: first, select questions and answer questions; second, extracurricular self-prepared stage; finally, combine the curricular content and extracurricular self-prepared content into a whole test module. A plenty of practice has proven that self-prepared testing questions are relatively effective and they help improve the overall quality of students.

2.2.3 Personal Assessment Testing System

The deficiency of traditional teaching evaluation system is that its personal assessment testing system makes students unable to truly understand their actual situation and ability to apply the language throughout the learning process. In fact, the ability of students to use English is still relatively low. A major innovation of the evaluation testing system is the use of the network which increases the module of individual assessment. In this way, it not only allows students to conduct self-evaluation, but also improves their self-learning ability, allows them to recognize their own deficiencies and actively correct them, and constantly update their learning approaches.

2.3 To Achieve a Dynamic Teaching Management and Network Evaluate Testing System

The traditional teaching is mainly carried out in the classroom and it is mainly for teachers' lecturing, or the combination of explanation and practice, which make students tired of learning. Medical schools put more emphasis on expertise and they do not pay enough attention to English learning; therefore, we must improve students' interests to promote their English abilities. Under the influence of the network, network resources are colorful, especially the use of multimedia courseware, which enriches English teaching and provides a dynamic language learning and communication environment for college English teaching. It implements the classroom, extracurricular and online teaching mode. Teachers should take a variety of forms of teaching methods to promote students' language application ability.

CONCLUSION

With the deepening of quality education in China, CET 4 and CET 6 in college English are also engaged in reform. The transformation from paper-based examination to network examination is in particular trains students' ability of language use. For medical schools, students put more emphasis on the learning of professional knowledge and their learning ability and application ability of English are low; therefore, to construct a college English assessment testing system is the key to improving students' ability to use English. By building this system, we can manifest students' learning ability and allow them to assess themselves, make up for their deficiencies so that students can fully develop and improve their quality of English.

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