

A Study on Performance Evaluation of College Oral English Based on FIF Oral Training APP

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Abstract: With the in-depth development of the “One Belt and One Road” strategy, the cultivation of compound talents to adapt to the current global economy has become a new training goal of colleges and universities. College English teaching is also trying to reverse the situation that has been focusing on reading and writing, lighting oral English. Under the background of technology empowerment, the integration of FIF intelligent assessment system and performance evaluation into oral English teaching is helpful to explore new oral English teaching models, build autonomous learning models, and effectively improve students’ practical oral skills.

Keywords: Technology empowerment; FIF; Performance evaluation; Oral English teaching

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1. Research background

With the launch of the pilot vocational education at the undergraduate level, many higher vocational colleges have been upgraded to the undergraduate level vocational colleges, opening a new chapter of vocational undergraduate education, which has brought new opportunities and challenges for the development of college English. Under this background, thinking and constructing the training mode of English composite talents has been put on the agenda. Secondly, the continuous integration of “Internet Plus” technology and education has brought great changes in education and teaching. According to the Guide to College English Teaching (the latest edition of the Ministry of Education in 2017), “College English teaching should be guided by the actual use of English and focus on cultivating students’ English application ability, advocating that” college English should vigorously promote the integration of the latest information technology and curriculum teaching, and continue to give full play to modern educational technology. Especially the important role of information technology in foreign language teaching; In response to the requirement of the Ministry of Education that college English teaching should focus on cultivating students’ English application ability, this paper combined the functional characteristics and advantages of FIF oral English training system, carried out an in-depth and comprehensive reform of college English teaching mode, and actively explored the reform of college English oral English teaching mode enabled by technology. To explore the effective and practical oral English teaching mode suitable for the actual situation of vocational colleges and universities.

2. The connotation of performance evaluation

Performance evaluation was first proposed and defined by Fitzpatrick and Morrison in 1971. They believed that performance evaluation is to evaluate learners in a relatively real, concrete or simulated situation. Using existing knowledge and skills to solve problems or complete specific tasks in the ability , the evaluator evaluates students according to their specific operation performance, in order to investigate the mastery of knowledge and skills of students and the dynamic evaluation process of problem solving. With the rise of constructivism theory and episodic cognition theory, the traditional standardized paper-and-pencil test has been unable to meet the requirements of teaching evaluation. Therefore, performance evaluation, which can evaluate complex thinking and higher-

order cognitive ability, has attracted the attention of many educators and been applied in large-scale tests. Oral training evaluation has timeliness, complexity and continuity. Selecting scientific and reasonable performance evaluation dimension is the basis of achieving high quality performance evaluation.

3. The appropriateness of FIF oral training APP

3.1 The most advanced oral training system with high quality scoring performance

The system of FIF oral English training APP is one of the most advanced oral English training systems at the present stage. It is a software developed by iFlytek of Science and Technology, which has the world's leading intelligent voice technology and professional oral English intelligent evaluation and training system. Iflytek is an international leader in intelligent speech research, including speech synthesis, speech recognition and spoken speech evaluation. The powerful pronunciation evaluation function provides quality assurance for the implementation of oral English teaching and has become an effective tool for college English teaching reform. The FIF oral intelligent evaluation system has been evaluated and compared by the State Language Commission, and its scoring performance is highly consistent with the national evaluation.

3.2 Intelligent and timely evaluation and feedback, pay attention to the evaluation of the learning process

The FIF oral training APP provides multi-dimensional instant feedback on the oral tasks uploaded by students to clearly diagnose pronunciation problems in real time. The evaluation dimensions mainly include the accuracy, fluency and completeness of oral pronunciation, etc. In addition, the FIF oral training APP system will also give feedback on the quality and level of students' oral English completion through the color of words. This enables students to timely and accurately know their shortcomings and improve them, breaking the traditional evaluation methods and paying more attention to the process evaluation of students.

3.3 Create a real oral language context environment to meet the needs of personalized learning

FIF oral training APP truly realizes efficient mobile learning. Students can conduct oral training anytime and anywhere through the mobile terminal, without being restricted by time and space. At the same time, it provides independent learning and practice space for students, avoiding the situation that students dare not speak because of embarrassment. It includes examination, basic skills, life, occupation, news, speech, curriculum ideological and political science, literature and culture, interpretation, etc. Teachers can also add self-built exercise question banks according to the actual teaching, which can meet the learning needs of students at different learning levels.

4. Analysis of the application of FIF Oral English training APP in college oral English teaching

This study is based on the FIF oral training APP, which is closely coordinated with the classroom teaching of New Visual Field College English (reading and writing course), and uses the blended teaching mode to set up the expressive task content suitable for vocational college based on the unit teaching objectives online and offline. Teachers select appropriate oral materials or self-built question banks in FIF oral English according to the unit tasks. As the training content, it is released to students and shared to the school-based question bank to realize the effective matching of print textbooks and network resources, and help teachers easily and efficiently form the school-based resource base for oral teaching. Meanwhile, teachers form teaching evaluation according to the real-time analysis and data report of the FIF oral training system, providing teachers with ways to evaluate the progress and effect of students' oral learning. It has a refuting effect on the actual oral English teaching.

4.1 Research problems

Can FIF oral training APP effectively improve students' oral performance?

4.2 Research objects

The experimental subjects of this study were 257 first-year non-English majors majoring in preschool education, big data and accounting, financial management and marketing. A one-year teaching experiment was conducted from December 2021.

4.3 Research tools

Based on the existing materials of the FIF oral training system and the question bank built by teachers, this study uses SPSS analysis software to make a statistical analysis of the statistical data feedbacks from teachers. The exported data of the FIF oral training system includes the status of the task, the progress of the students, the achievement report of each class, the comprehensive situation of each student's task, and the statistics of the achievement distribution between classes.

4.4 Data analysis

4.4.1 Research questionnaire analysis

In this study, questionnaires were sent to freshman non-English majors in Class 2021 through Wechat mini program Questionnaire Star, involving different majors with diverse samples. A total of 430 questionnaires were sent out and 411 were collected, with a recovery rate of 95.58%. The analysis shows that most of the students in our school are not satisfied with their oral English level, 83.7% of the students think that their English level needs to be improved; In addition, the data show that most students have a positive attitude towards oral English practice, 85.39% of the students have a positive attitude towards the English practice of FIF oral English. Secondly, the survey results show that the difficulties encountered by students in oral practice are mostly reflected in vocabulary, pronunciation, grammar and fluency, accounting for 73.24%, 64.72%, 56.2% and 54.26% respectively, which means they focus on the mastery of basic English knowledge. Through FIF oral training, 84.92% of students think that they can improve their interest in oral English learning, among which, the improvement rates of students' oral English in pronunciation, fluency, appropriacy and coherence are 73.48%, 72.51%, 38.2% and 51.58%, respectively. Thirdly, most students can pay attention to the content integrity and fluency of oral English expression, which indicates that the English level of undergraduate students in our school has basically got rid of the primary level of English learning and crossed over to a higher stage.

4.4.2 Research data analysis

In addition to the materials provided by the FIF oral training system, the author uses the self-built question bank function of the FIF oral training system to input the textbook words and texts into the FIF oral training system in the form of text, and uses the automatic synthetic audio of the FIF oral training system to issue them to the test class as voice training tasks. Through the data analysis provided by FIF oral training system, it is found that students' scores before and after the word and paragraph reading APP of FIF oral training have significant differences ($t=-8.37$, $df=1010$, $P<0.01$)/($t=-12.67$, $df=1010$, $P<0.01$): the pronunciation, fluency and completeness were significantly improved, which was also consistent with the results obtained from the distributed questionnaire.

5. Conclusion

Enabled by big data, artificial intelligence and other technologies, college oral English teaching ushered in a new teaching model. Teachers use the advantages of FIF oral training App to create real situations and effectively integrate them into college oral English classes to improve students' oral skills and significantly improve students' cross-cultural awareness. However, in the actual teaching, as a new mode of oral English teaching in college, there are still many problems that need to be reflected on and paid attention to. For example, how to better supervise, ensure the authenticity of data effect, and how to effectively prevent students with good oral English from helping students with poor oral English to complete oral training tasks. Secondly, most of the researches on spoken college English under technology empowerment focus on the influence of technology on learners' cognition, and few systematically investigate the influence of learner's emotion, or even investigate and analyze the influence of learner's cognition and emotion and other factors on the foreign language learning effect of technology empowerment, so as to provide references for teachers to conduct personalized teaching according to the individual differences of learners. This is also the next step of our educators in the future teaching to solve the problem.

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