

Research on the Construction of a Diversified Academic Assessment System for Business English Courses Based on Personalized Training

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Abstract: *With the increasing globalization of the economy and the increasing frequency of international business activities, the demand for business English talents has become more diversified and personalized. Traditional business English teaching and assessment methods can no longer meet the market's requirements for comprehensive talent capabilities. Therefore, this study aims to construct a diversified academic assessment system for business English courses based on personalized training, in order to improve students' practical application ability and innovation ability. Through course design and personalized training, the construction and improvement of a diversified academic assessment system for business English courses can be achieved, thereby promoting students' academic satisfaction and sense of achievement, and improving their academic ability and ability to serve the society.*

Keywords: Personalized ability, Business English course, Assessment and evaluation system.

1. Research Background

With the deepening development of economic globalization, international business exchanges are becoming more frequent, and the demand for business English talents is also growing. Enterprises and markets not only need professionals with solid English language skills, but also pay more attention to their comprehensive qualities such as cross-cultural communication skills, business negotiation skills, problem-solving skills and innovative thinking. However, the traditional business English education model is often teacher-centered, focusing on the teaching of grammar and vocabulary, and ignoring the cultivation of students' personalized needs and practical application ability, which makes it difficult for students to adapt to the complex and changing international business environment in actual work.

In addition, the traditional assessment method mostly relies on written test scores to evaluate students' learning effects. This single assessment method cannot fully reflect students' comprehensive ability to use business English, nor is it conducive to stimulating students' learning interest and independent learning ability. Therefore, it is particularly urgent and necessary to explore a diversified academic assessment system that can adapt to the needs of business English talent training under the new situation.

Based on this, this study aims to construct a diversified academic assessment system for business English courses based on personalized training. The system will combine students' personalized learning needs, adopt a variety of evaluation methods such as formative evaluation, comprehensive evaluation and developmental evaluation, and comprehensively evaluate students' business English application ability and comprehensive quality by designing a variety of assessment content and forms, such as project assignments, case analysis, simulated business negotiations, etc. At the same time, the assessment system will also use modern information technology to achieve real-time monitoring and feedback of students' learning process, and promote students' independent learning and continuous

progress.

In summary, building a diversified academic assessment system for business English courses based on personalized training can not only better meet the society's demand for high-quality business English talents, but also provide new ideas and methods for the reform and development of business English education.

2. Analysis of Current Research Status at Home and Abroad

Different countries in the world have taken various measures to promote the construction of personalized academic assessment systems in higher education institutions to adapt to the trend of internationalization and globalization of education. The United States implements the "student-centered" education concept, emphasizing students' independent choice of courses. It provides a wide range of elective courses, allowing students to customize their study plans according to their personal interests. It adopts a comprehensive evaluation system, which considers classroom participation, project work, internship experience, etc. in addition to test scores. It strengthens career services and helps students achieve academic and career goals through career counseling and internship opportunities. The United Kingdom implements modular curriculum design, and students can choose different course modules according to their professional interests. It promotes work-based learning and encourages students to integrate work experience into their studies. It adopts phased assessment, with different assessment criteria for each semester or academic year to monitor students' learning progress. It attaches importance to feedback and mentorship, and helps students understand their learning progress and improvement directions through regular personal tutoring meetings. Australia provides flexible learning paths, including online learning, part-time learning and full-time learning. It implements a comprehensive assessment method that combines multiple assessment methods such as written exams, oral reports, group discussions and practical operations. Emphasize

competency-based education, assess students' practical operation and problem-solving abilities. Work closely with the industry to ensure that course content and assessment standards are consistent with industry needs. Germany implements a dual education system that combines theoretical learning with practical work experience. Apprenticeship system is adopted in vocational education, where students receive training in vocational colleges while doing internships in enterprises. Continuous assessment is adopted, and students' learning outcomes are not only reflected in exams, but also tested in internships and corporate practices. Strengthen students' autonomy and sense of responsibility, and encourage students to participate in the course design and evaluation process.

In China, with the deepening of education reform, the concept of personalized education has gradually been accepted and promoted. In the field of business English teaching, more and more research has begun to focus on the cultivation of students' personalized needs and practical application ability. However, compared with foreign countries, there are relatively few studies on business English academic assessment in China, and most of the research still focuses on the traditional written test evaluation method. Although some universities have tried to introduce diversified assessment methods such as project assignments and oral reports, these methods are not widely used in actual teaching and lack systematic research support.

Research on personalized training and diversified academic assessment of business English at home and abroad has achieved certain results, but there are still some shortcomings. This study aims to draw on the research results at home and abroad to build a diversified academic assessment system for business English courses based on personalized training, in order to provide new ideas and methods for the reform and development of business English education in my country.

3. Construction of a Diversified Academic Assessment System for Business English Courses based on Personalized Training

The construction of a diversified academic assessment system for business English courses based on personalized training is to meet the needs of different learners, promote their all-round development, and adapt to the changing international business environment. The following are the main contents of the construction of the system:

Theoretical framework: Combine multidisciplinary theories such as pedagogy, psychology, and linguistics to establish the theoretical basis for personalized teaching and diversified evaluation. Emphasize the centrality of learners and the importance of formative evaluation, comprehensive evaluation, and developmental evaluation. At the same time, further analyze the specific needs of students for different types of courses and after graduation: Through questionnaires, interviews, and learner profile analysis, understand students'

personalized needs, learning styles, career goals, etc., and provide a basis for the formulation of personalized teaching paths and diversified assessment indicators.

Teaching design: Design personalized teaching plans and content based on the results of demand analysis. This includes flexible selection of teaching materials, diversified teaching methods (such as case teaching, role-playing, simulated business negotiations, etc.), and the use of information technology to support autonomous and collaborative learning. After clarifying the teaching design and assessment form, it is necessary to further plan the assessment indicator system: establish a comprehensive assessment indicator system covering language knowledge, communication skills, teamwork, problem solving, innovative thinking, etc. Ensure that the assessment content is closely related to the students' actual needs and career development. At the same time, adopt diversified assessment methods that adapt to different talent training directions and course characteristics: adopt a variety of assessment methods, such as project assignments, oral reports, peer evaluation, self-evaluation, online tests, etc., to comprehensively evaluate students' learning outcomes. At the same time, introduce a 360-degree feedback mechanism to collect evaluations from classmates, teachers, industry experts, etc.

Implementation and feedback: Implement diversified assessments in the teaching process, regularly collect students' learning feedback and performance data, and evaluate the effectiveness of teaching and the assessment system. Adjust teaching content and methods based on feedback results and optimize the assessment system. The formulation of a diversified academic assessment system must first transform the role of teachers: that is, teachers must transform from traditional knowledge transmitters to learning guides, assistants, and evaluators. At the same time, teachers need to continuously improve their professional qualities and assessment capabilities to adapt to the requirements of personalized teaching and diversified assessments. In addition, technical support is also essential: using modern information technology, such as learning management systems, online assessment tools, etc., to monitor the learning process, record and analyze learning outcomes, and provide timely feedback. Diversified assessments should reflect students' different levels of foundation, the operability of teamwork, the contribution and sense of gain of each member after the overall participation, and the timeliness of mutual promotion in the difficulty of daily assessments, completion forms, and skills required for tasks. At the same time, it is also necessary to grasp the assessment standards and how students make progress and the overall improvement effect in the actual solution of each task through personal efforts or the help of learning partners, as well as the use of modern learning tools and platforms. For assignments, tests, and exams with a higher difficulty coefficient and a greater contribution to professional improvement, one task can be considered for multiple stage-by-stage evaluations, and the best one should be evaluated accordingly.



The above structural diagram was drawn after personal thinking. It starts with the analysis of the realistic factors of why diversified academic assessment is necessary (A level), combined with the corresponding teaching impact of diversified composition (B level), and how teachers and students combine relevant diversified elements in the teaching process to further design a diversified academic assessment evaluation system as a whole (C level). Combined with the continuous adjustment and planning of teaching practice, professional design and talent training programs, diversified co-education, further practical testing and reform of the diversified academic assessment system, and finally with diversified academic assessment evaluation (D level), through effect verification, the relevant feedback suggestions will be further fed back to the specific teaching, talent training, and curriculum setting, forming a virtuous circle.

In order to achieve a diversified academic assessment system for Business English courses, the following steps can be taken:

First, determine the learning objectives: determine the specific learning objectives of the Business English course. These objectives should be consistent with the expected results and skills that students need to master. Further determine the assessment methods: select a variety of assessment methods that are consistent with the learning objectives. For example, oral presentations, written assignments, case studies, role-playing, group projects, and simulations can be used to assess different skills, such as speaking, writing, critical thinking, and teamwork. The determination of different learning objectives and assessment methods should be effectively promoted in combination with the characteristics of different majors, the requirements for students to improve their skills and qualities after graduation, and the characteristics of the course.

Next, design the scoring criteria: develop clear and specific scoring criteria for each assessment method. The scoring criteria should outline the criteria for the assessment and provide a clear description of different performance levels. This helps ensure consistency and fairness in scoring. There are also practical tasks: incorporate practical tasks and scenarios into the assessment to assess students' ability to apply business English skills in real situations. For example, students can be asked to write business proposals, participate in simulated negotiations, or analyze case studies. There is also the need to include formative assessment in the assessment: include formative assessment in the course to provide continuous feedback and support students' learning. This can include quizzes, class discussions, peer assessments, and self-assessments. Formative assessments help students identify areas for improvement and make necessary adjustments. The diversified and personalized design of business English courses should also strengthen job evaluation, corporate experts' specific qualities, abilities and language abilities of graduates of related majors, as well as innovation ability and professional literacy. Course evaluation and overall course design and assessment reforms should be carried out to effectively promote the development of students' personality and social development needs.

When designing your course with personalization in mind, first consider students' personal interests, strengths, and career goals when designing assessments. Provide students with the option to choose assessment tasks that align with their personal interests or future career goals. This helps to increase student engagement and motivation. And provide timely feedback, ensuring that feedback is provided in a timely manner to help students understand their strengths and areas for improvement. Feedback should be constructive, specific, and actionable, focusing on language proficiency and business communication skills. Finally, regularly review and

revise assessment methods based on student performance and feedback. This helps with reflection and revision. This helps with continuous improvement and ensures that the assessment remains relevant and effective.

By implementing these steps, a diversified academic assessment system can be established for Business English courses to comprehensively evaluate students' language ability, practical application ability and overall performance in a business environment.

4. Conclusion

Diversified assessment and evaluation, and the design of a personalized training program of "one life, one case" can stimulate students' interest in learning and help them identify their own shortcomings and directions for efforts. Teachers can also use the results of academic evaluation to improve the teaching process and teaching methods, promote the interaction between teaching and evaluation, and form a virtuous cycle of "teaching and learning from each other".

In addition, through the test results, teachers can also grasp the students' learning status in a timely manner, provide targeted help and guidance, and then adjust their teaching content and teaching methods to improve teaching quality and teaching effectiveness.

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