



Towards Better Evaluation on Course Examination of Tourism English Major for Higher Vocational Education in China

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Abstract: *Course examination, as an important link in the teaching of higher vocational education (HVE) plays a key role in cultivating talents in China. This study used the humanistic pedagogy as a humanized method to evaluate the degree of satisfaction for the course examination. Four factors: difficulty level, proportion of non-standard answers, proportion of classroom grades and proportion of professional practice questions in the course examinations were specified and analyzed using orthogonal test method via SPSSAU. The experiment data were collected in the course examinations for tourism English major of Hebei Institute of International Business and Economics in China. The optimal combination of various factors in the course examination evaluation was obtained. The results can be used as an important reference for increasing the rationality of test content, improving evaluation, optimizing test management, and enriching testing methods.*

Keywords: *Higher vocational education (HVE), Tourism English major, Course examination, Orthogonal test method (OTM)*

1. INTRODUCTION

Higher Vocational Education (HVE) in China is an integral part of higher education. It is different from the HVE system practised in Australia, the dual system in Germany, and the community education system in the United States. To quote some Chinese experts, in China, vocational students are full-time and school-age youth, with the goal of serving the society (Ma, 2010). By China's HVE is referred to higher education activities implemented to enable the students to obtain the field expertise the relevant knowledge of science and culture, professional ethics and technical skills required for a certain occupation or career development.(Institute of Vocational and Technical Education Center of the Ministry of Education, China 2016). The purpose of HVE in China is to cultivate talents for specific applications and workers with certain professional knowledge and skills (Liu, 2019). Compared with higher education in China, HVE pays more attention to the cultivation of practical working ability and skills. Therefore, the training goals of Chinese higher vocational colleges are both career and employment-oriented, which in turn determines that all aspects of education and teaching within HVE must closely focus on the core content of career development (Guo, 2015).

Examination is an important means of educational evaluation, one of the important links in the implementation of HVE, and a concentrated performance in evaluating the quality of student training (Wu, 2011). In particular, the professional course examination is the core basis for evaluating students' performance. It can not only measure students' learning effects but also reflect students' mastery of knowledge and content stipulated in the curriculum. It can evaluate teachers' teaching quality as well. What characterizes the course examination is of non-placement, diagnosis, criterion-referenced, normal distribution and relativity in nature (Xie, 2021). Here in the author's opinion, through curriculum, students have learnt understood the curriculum knowledge, transformed the learning into a knowledge system according to their own cognition, formed self-experience and concepts, and built up the schema of their own. As the evaluation of student performance is based on the core content learnt, the test scores should reflect students' ability in terms of learning and of

comprehensively applying the course knowledge. Apart from this, students should also be encouraged to actively participate in the whole process of course teaching and to think, to check and fill in the gaps in time and thus to enhance the mastery of course knowledge. Meanwhile, students' ability regarding comprehensive thinking and flexible knowledge application would also get greatly enhanced. In this sense, to establish an objective, standard, scientific yet operational evaluation method for course examination is beneficial to improve the quality of course examination. In this way, both students' mastery of knowledge and improvement of teaching quality can be strengthened. It is based on these ideas that the author addresses the better evaluation on Course Examination of Tourism English Major (CETEM) for HVE in China.

2. LITERATURE REVIEW

2.1. Examination

It is known to all, standardized examination was first introduced into China by the late Chinese famous linguist Professor Gui Shichun (1930-2017) who is also the first professional conducting successfully the ten-year (1990-1999) Matriculation English Test (MET) equating project sponsored by Ministry of Education of China (Gui, 1986, 2007, 2017; Li, 2000; Zhang, 2014, 2016). For the definition of the test, the academic circles have different interpretations. According to Sheng (1997) in "Ancient China's Examination System", "examination" was defined as "accurate measurement of talent's knowledge and ability." In the "Chinese Educational Dictionary", examination is etymologically explained as "one of educational measurement tools, allowing the test takers to answer test questions, according to certain assessment purposes, in line with a compulsory manner within a given time period, and grades and scores were given based on the test takers' final performance" (Gu, 1998). The Western Education Dictionary defines an exam as a means of assessing in written or spoken mode a test taker's quality of thinking, knowledge, and ability (Rowntree, 1988). With the development of the Internet, computer technology and big data, the format and test item types have undergone great changes. Computer-based exams and internet-based exams have increasingly higher requirements for the construction of item banking. This paper adopts a narrow definition of examination, i.e. an exam is referred to as a kind of social activity wherein certain or multiple aspects regarding examinees' quality or proficiency in a certain organization were tested, screened or evaluated with selected resources, according to the examination purposes (Liao, 2003). The course examination in question to be addressed in the present article falls into the achievement test in terms of the examination purpose.

2.2. Course Examination

Curriculum was derived from the Latin word "currere", originally meaning 'runway'. Since modern times, people have had great differences in the definition of curriculum. So far no consensus ad idem has reached. In the author's opinion, the concept of curriculum can be roughly divided into four categories. The first category defines courses as teaching subjects. The second one interprets the curriculum as a kind of learning experience. The third one considers the curriculum as cultural reproduction. The fourth one takes the curriculum as a process of social transformation. According to a Chinese scholar (Xu, 2015), many Chinese teachers and students agreed upon with the first concept. However, such a concept neglects the feelings of students, thus sort of confined. The second one was put forward by American educator named John Dewey who believed that the curriculum is simply the experience or rather the experience that students gain spontaneously or under the guidance of teachers. Students' learning depends on what they do, not on what teachers instruct. The highlight here is placing students' direct experience at the center of the curriculum. Dewey took into account the importance of students' active acquisition of experience, but in some way failed to value the learning of professional knowledge and systematic knowledge; therefore, the definition of this kind remains limited. The third and fourth concepts only explain the curriculum from a specific point of view and cannot totally cover all the connotations of the curriculum. The curriculum addressed in this paper includes both teaching subjects and students' feelings. It is the sum of all the items put together including the disciplines and majors prescribed to achieve the teaching objectives of higher vocational

colleges, training purposes, training content, talent training models and processes, and students' feelings.

Course examination in higher vocational colleges (CEHVC) are a kind of social activities administered by the teaching managers of various majors to measure and evaluate the student ability by using relevant resources according to both the professional characteristics and the needs for talented personnels. Such an exam is different from the course examination for general higher education (CEGHE) in China. Compared with the uniformity of the latter, CEHVC is more flexible and open. The functions of both examinations are the same in terms of evaluation, motivation, guidance, feedback and adjustment. Here three points need stressing: at the first place, exams play the role of a baton, directing students in their studies, especially for those students who are strongly motivated to get higher scores (Zhou, 2015). Secondly, it can evaluate students' overall and phased learning outcomes. Third, based on the achievements made by students, the teaching managers can obtain the feedback concerning weak links, quality of classroom instructions, and shortcomings in the teaching process. According to the feedback, on the one hand, teachers can make corresponding improvements. On the other hand, students can adjust their way of learning and thus fill in gaps. In addition, the results of the exam will motivate students to keep studying harder and be better prepared for next exam(s).

2.3. Course Examination of Tourism English Major (CETEM)

Testing purpose falls into four types: proficiency test, achievement test, aptitude test and diagnostic test (Gui, 1985). The achievement test is used to measure how well students completed a syllabus or textbook within a period of semester. Achievement checks up learning progress. Such a test must echo the teaching over the past, and the test items designed or the test contents used must be based on what was taught in the classroom or the textbook used. The score on the achievement test can indicate the degree to which the student has mastered the teaching content. If the percentage system is adopted, getting a score of 60 means that students have mastered 60% of the teaching instruction. The score obtained from achievement test is often determined by the following two points:

- 1) Students' scores hinges on the amount and the quality of the teaching instruction. The better, the teaching, the higher, the score or vice versa;
- 2) Intercollegial scores of achievement tests are uncomparable because tests were based on different text books, different schedules, and different ways of testing. Assessing students' proficiency based on achievement test scores is often inaccurate because there is a lack of uniform standards. Judging from the score, the pass rate of the achievement test should be relatively large, and too low a pass rate will bring problems to schools and society. In this sense, the achievement test is a local test confined within a school, and teachers often make their own test items based on the content taught. The annual mid-term, final examinations, placement test and tests for graduation are all achievement tests in nature (Gui, 1985).

CETEM is achievement test. The principles regarding reliability, validity, discrimination, and feasibility are the principles that language testing should follow (Liu, 2015). Graduates majoring in tourism English enjoy more opportunities for job hunting. They can work as tour guides, in tourism management offices and the sections of hotel services as well. Therefore, tourism English majors in higher vocational colleges need to emphasize practicality and professionalism. The content of professional course examinations is closely related to the needs of occupational tasks, highlighting the practicality of and pertinence to English language training. In the present study, the author selected the compulsory course "Hotel English" for tourism English major as the course for testing. The reason is that this curriculum bears obvious features, integrating hotel English vocabulary, common sentence patterns, and professional knowledge. This can fully reflect the teaching effect and students' learning ability.

2.4. Humanistic Pedagogy

Humanistic pedagogy has been practiced since ancient times, from Greek school of sophists comendating that "man is the measure of all things", to Socrates' "know yourself", to Plato's opposition to forced learning, all of which reveal a humanistic flavor. In ancient China, the educator

Confucius also mentioned the humanistic ideas of "tailored teaching according to student aptitude" and "equal teaching to all walks of life". Though the humanistic educational thought has been handed down generation by generation, what really represents this educational theory is the humanistic psychology proposed by the modern scholar Rogers (2015). Based on humanistic pedagogy, Rogers' humanistic education thought is reflected in all aspects of his theory and is the center of his educational thought. Rogers believes that students need to be placed at the center of teaching and that traditional education is useless and ineffective because it made students unable to master the knowledge and have the sense of being a failure (Rogers, 2015). Apart from this, Rogers divides learning into meaningful learning and meaningless learning (Rogers & Freiberg, 2015). Meaningless learning is indoctrination learning that does not involve personal experiences and emotions (Rogers & Freiberg, 2015) and neither does it have much impact on the individual. Meaningful learning, on the other hand, involves personal engagement while stimulating intrinsic interest in the learner and requiring self-assessment by the learner. The reason is simple: the learner knows best whether this kind of learning meets his needs, whether it helps to get what he wants, and whether he understands some aspects that he did not know well. Today, HVE needs a new student-centered perspective and model and regards students as the main participants in educational reform (Wang, Zhong & Xiao, 2020). The idea that humanistic educators attach importance to students is precisely in conformity with the educational goal of higher vocational colleges. Examination, as a link in education, also bears the responsibility of cultivating talented personnel, and its goal is subordinate to the goal of education. Hence, the educational goal of the student-centered thought is the same as the goal of the CEHVC. Therefore, the educational goal of humanistic pedagogy is the same as the goal of the former. In addition, the examination not only has the function of evaluation and diagnosis, but also increases students' interest in and attention to the curriculum. It can help professional courses to better accomplish their training goals. In order to reflect the humanistic pedagogy, the present study used the student's degree of satisfaction with course examination as an outcome measure.

2.5. Satisfaction

Satisfaction is a relatively matured concept that has found a wider application to research fields such as economics and etc. In recent years, the educational circle has also attached great importance to the study of satisfaction. Satisfaction, also termed as customer satisfaction, refers to "the customer's feeling that their requirements have been fulfilled" (Chen, 2010). Such a research can be specified as the students' feelings about the satisfaction with the course examination according to their own needs. The essence inherent in satisfaction theory is a kind of quality view in nature, referring to a kind of value in which the "human" factor replaces the "material" factor (Chen, 2010). Satisfaction theory highlights the value of people, making people the standard to measure things, which can, in turn, fully reflect the humanistic pedagogy. Therefore, this study applies satisfaction based on students' feelings as the result index of the evaluation of the tourism English major in vocational colleges in China.

3. RESEARCH METHODS

3.1. Orthogonal Test Method (OTM)

This research used the orthogonal test method to evaluate the course examination of tourism English in higher vocational college (CETEHVC), in order to better understand the test effect. As we know, of many kinds of experimental design methods to study multi-factor and multi-level, OTM is believed to be one of the methods to achieve efficient, rapid and economical effects (Xie, 2021). OTM is not only used in social sciences, but also widely used in natural sciences. It is a design method that uses orthogonal tables to arrange multi-factor experiments and analyze experimental results (Liu, 2012). It selects some representative levels and factors from all levels of experimental factors for testing and analysis, and finds out the combination at optimal level so as to achieve the guiding purpose of practical work. The algorithm of orthogonal experimental data is the key to the experiment (Gong & Li, 2004). The biggest feature of OTM is that some tests can be selected to replace all the tests, which is parsimonia yet practical. By testing some tests and analyzing the results, the optimal combination level of influencing factors can be found out so as to understand the situation of comprehensive tests. The evaluation of CETEHVC is composed of a variety of complex factors, often involving fields such

as education, statistics, psychology, economics, and management. This experimental method has significant advantages in solving the evaluation problems of course examinations with complex factors.

3.2. Research Design

To illustrate humanistic pedagogy, the test index of this experiment is the satisfaction rated by students. The student satisfaction rate was calculated by satisfaction. Firstly, a survey on the satisfaction of the course examination was carried out among the students majoring in tourism English. Then, the satisfaction ratio of each test group was calculated according to the weighted average method. Based on previous research and the composition of previous course examination evaluations, the four factors were specified as the key independent variables. They were the difficulty level (DL), the proportion of non-standard answers (NSA), the proportion of classroom grades (PCG) and the proportion of professional practice questions (PPQ) in the course examinations. It was assumed that there exists no interaction among the four factors. This experiment adopted the orthogonal table of four factors by three levels. SPSSAU system was used for data analysis.

The course examination was divided into two forms: paper-based test and vis-à-vis interview. The paper test was a closed-book test and all the students took the test at the same time. The interview was made up of questions for NSA and PPQ. The questions were determined by lottery, and candidates were randomly selected on the spot. The paper test came from the three-year "Hotel English" course examination papers in 2016, 2017 and 2018. The difficulty parameters of the test papers are 0.69, 0.63, and 0.52 respectively. According to the previous difficulty values, three difficulty levels of the course examination were determined: above average (AA), on average (OA) and below average (BA). These difficulty levels were only reflected in the content of the paper test. The questions for NSA were professional topics for discussion, with 12 optional questions. Each student selected one to answer, and communicated with the interviewer for 1-2 questions. The time given was within 3-5 minutes. The PPQ concerns hotel service project with 12 optional questions. Each student drew a question for a scenario simulated demonstration. The answering time was within 5-10 minutes.

3.3. Research Purpose

The purpose of this experiment was to select the best content of CETEHVC, and to provide reference for the rationality of the examination. Tourism English major is a major with strong language application and practice. In this study, the DL, the NSA, the PCG and the PPQ were selected as the key influencing factors, and their proportion in the course examination was appropriately increased for experiments. This can fully reflect the humanization of teaching evaluation, cultivate students' ability to use curriculum knowledge independently, and give full play to the main role of students in course examinations. The three overarching research questions proposed in the present research are:

- (1) What is the influence of each factor on the course examination?
- (2) What is the primary and secondary relationship among the influences of various factors on the satisfaction of the course examinations?
- (3) What is the best combination of test content for vocational English majors in vocational colleges?

3.4. Participants

Totally, 90 Chinese students (26 males and 64 females) majoring in tourism English of Hebei Institute of International Business and Economics participated in this experiment. They were divided into 9 groups, each group having 10 people. The test curriculum was "Hotel English", the core curriculum for tourism English major. Taking into account the sample homogeneity and representiveness, this study only made case studies for a specific range. One thing worth mentioning is that the English major has been ranked among the top 3 higher vocational colleges in China for five consecutive years. In 2017, the college was awarded the title of China Higher Vocational College with top 50 international influencers. This research selected "Hotel English", as the test course of the course

examination, mainly because this course has obvious characteristics, integrating tourism English vocabulary, common sentence patterns and professional knowledge. It can fully demonstrate students' comprehensive abilities in listening, speaking, translation, communication, cooperation, service and emergency handling.

3.5. Data Collection

The course examination of this research was in early December 2021, which was consistent with the final examination. An anonymous questionnaire was distributed to all students after the exam. Overall satisfaction was measured using the scales of Wu (2020), Sha and Zheng (2021).

This scale measured overall test satisfaction from five aspects :

- 1) The examination can reflect the course content,
- 2) The examination content can promote the improvement of students' language ability,
- 3) The examination content was rich and reasonable,
- 4) The examination can be fair and trustworthy,
- 5) The examination can reflect the students' ability.

Students used a full-point scale to assess their overall satisfaction with the course exams. The five measurement indicators were equally weighted. The satisfaction ratio of each test group was calculated according to the weighted average method. A total of 90 questionnaires were distributed; 90 ones were received. The recovery rate was 100%

4. RESULTS AND ANALYSIS

4.1. Compiling Factor Level Table

According to the experimental design, four factors were specified as the key independent variables. They were A, DL; B, NSA; C, PCG, and D, PPQ. The factor level table was compiled wherein the DL A has 3 levels of BA, OA and AA; the NSA, B has 3 levels indicated by 5%, 10% and 15%; the PCG, C has 3 levels indicated by 5%, 10% and 15% and the PPQ, D has 3 levels indicated by 5%, 10% and 15% respectively. The factor level table is shown in Table 1.

Table1. *Factor Level Table*

Levels \ Factors	DL	NSA	PCG	PPQ
	A	B	C	D
1	BA	5%	5%	5%
2	OA	10%	10%	10%
3	AA	15%	15%	15%

4.2. Orthogonal Test Results

As presented in (3.4) and (3.5), 90 students were divided into 9 groups and they took the "Hotel English" course examination at the same time. The satisfaction rate was tested. In order to reduce the error of the experiment, three teachers were assigned to be responsible for the scoring of NSA, CG and PPQ. The results thus obtained are tallied in Table 2.

Table2. *Orthogonal Test Results*

No.	Factor Level				Satisfaction Rate
	A	B	C	D	
1	1	1	1	1	0.72
2	1	2	3	2	0.74
3	1	3	2	3	0.79
4	2	1	3	3	0.75

5	2	2	2	1	0.72
6	2	3	1	2	0.82
7	3	1	2	2	0.69
8	3	2	1	3	0.72
9	3	3	3	1	0.71

4.3. Polar Variance Analysis

In the 1950s, the Japanese statistician, G. Taguchi, in order to use efficient experimental design to distribute points, proposed an orthogonal experimental design, to select the most representative experimental points, and to quickly find out, with fewer experiments, a combination of experimental factors for objective optimization (Yang, 2012). In this study, this method was used. The orthogonal table L9 (3⁴) with 4 factors and 3 levels was selected, and the SPSSAU system was used to perform extreme variance analysis to obtain the K, Kavg and R, as shown in Table 3.

Table3. Analysis of Orthogonal Test Results

Index	Level	Factor Level			
		A	B	C	D
K	1	2.25	2.16	2.26	2.15
	2	2.29	2.18	2.20	2.25
	3	2.12	2.32	2.20	2.26
Kavg	1	0.75	0.72	0.75	0.72
	2	0.76	0.73	0.73	0.75
	3	0.71	0.77	0.73	0.75
R		0.06	0.05	0.02	0.04
Number of levels		3	3	3	3
repetitions per level		3	3	3	3
Factor primary and secondary relationship			A>B>D>C		
optimal level		2	3	1	3

As shown in the table above, the extreme variances R are 0.06 for the factor A, 0.05 for the factor B, 0.02 for the factor C, and 0.04 for the factor D. This means that the primary and secondary relationship of the factors goes: A>B>D>C. That is to say, the most important factor in the examination of tourism English major turned out to be Factor A, followed by Factor B, Factor D, and finally Factor C, the relatively the least influential factor. According to the size of K, the preferred solution is thus determined as OA of DL, 15% of NSA, 5% of PCG and 15% of PPQ. Through comprehensive analysis, the average value of students' test satisfaction is taken as the ordinate, and the level of each influencing factor is taken as the abscissa, as shown in Figure 1.

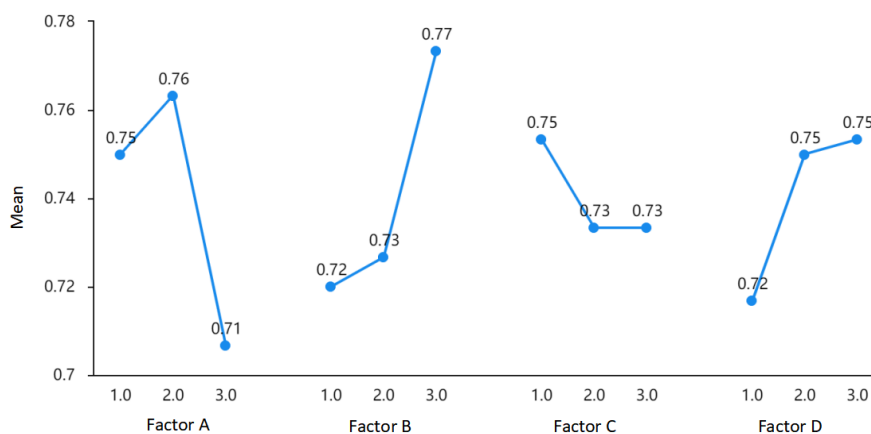


Figure1. The level mean of the factors

5. DISCUSSION

Through the above analysis of the results of the orthogonal test of the tourism English major in higher vocational college (TEMHVC), the following three aspects are discussed. The first was the influence

of various factors in the tourism English professional course examination. The second was the primary and secondary relationship of each factor. The third was the best combination of course exams.

5.1. The Influence of Various Factors

From the analysis results, it can be concluded that the influence of each factor on the course examination is different. Among them, DL, the difficulty level factor has the greatest impact on the course examination. But it is not the case that the lower the difficulty level of the course examination, the higher the students' satisfaction. What students want is a medium level of difficulty that matches their level of knowledge. In contrast, the factor of NSA, the proportion of non-standard answers, turned out to be the case: the higher the number, the stronger the satisfaction. Our interpretation is that the students prefer NSA in the course examination because such test items are more flexible and more autonomous. The impact of PCG, classroom grades on the course examination is not particularly large, neither the impact among 5%, 10%, and 15% is obvious. This is because the most important content of PCG is but daily attendance. Generally speaking, the attendance rate is good for almost all the students; therefore, PCG cannot discriminate the score differences, thus no significant impact whatever. As for the influence of the factors of PPQ, professional practice questions, students hope to have a certain proportion of PPQ. In this regard, the larger the proportion, the higher the satisfaction.

5.2. The Primary and Secondary Relationship of Each Factor

The results of extreme variance analysis show that the primary and secondary relationship of factors goes as what follows (4.3):

$$DL > NSA > PPP > PCG$$

It can be seen that DL, the difficulty level is the most concerned factor for students' test satisfaction, but it does not mean that the lower the difficulty, the higher the students' satisfaction as expected. Secondly, students expect more NSA, non-standard answer questions in the exam because NSA best reflects the flexibility and individual differences that must be taken into account in the curriculum exam. PPQ, the proportion of professional practice questions ranks third, indicating that students pay more attention to the practical use of English. The last factor is PCG, the proportion of classroom grades. As PCG is largely based on daily class attendance, students' satisfaction is basically in line with that of the course examination experience. In general, PCG is not high.

5.3. The Best Combination of Course Exams

Based on the analysis results of the orthogonal test, the optimal combination of the contents of the tourism English professional course examination is thus:

DL, the difficulty level is set on average (OA);

NSA, the non-standard answers account for 15%,

CG, the classroom grades account for 5%,

PPQ, the professional practice questions account for 15%.

Under the same learning conditions, just by appropriately adjusting the four factors: DL, NSA, PCG, and PPQ, in the content of the course examination, the satisfaction of students in the course examination can be well maintained. Also indirectly, the optimal combination reflects the degree of matching between students' satisfaction and test content. In this sense, the present research provides a good method to improve both the connotation and efficiency of students' course evaluation.

6. CONCLUSION

Three conclusions are drawn. First of all, the orthogonal experiment method can objectively reflect the influence of various factors, and get the best plan of the examination content. Such a method improved the matching degree between student satisfaction and students' mastery of course knowledge content. It increased the evaluation efficiency of course examinations. Next, through this research, the author found out the reasonable structure and proportion of the content of the tourism English course examination. It also shows us that the proportion of each influencing factor is not as high as possible. Instead, a reasonable percentage can produce better test results. Thirdly, the orthogonal experiment made possible the standardization of CETEM. As an achievement test, the

course exam for tourism English major often lacks uniform standards. Through case analysis, this study obtained the influence degree of each factor on the test, the optimal level of each factor and the best combination of test content. It is through the best combination that the standardized construction of course examinations can be achieved.

6.1. Significance

The course examination of higher vocational colleges is an important part of HVE, which affects the quality of training talents. This study can be used as a reference for foreign language curriculum in higher vocational colleges to increase the rationality of test content, improve evaluation and optimize test management, and testing methods. Students, as independent individuals, play not only the role of being tested, but also the role of evaluating the test. Foreign language majors are highly practical majors, and course examinations play an important role in screening talented personnel and in obtaining teaching feedback. The content of the exam is the chief influencing factor that students face directly; therefore, the proportion of related factors affects the satisfaction and quality of the entire test. At the same time, the rationality and scientificity of the enhanced course examination are obtained by using OTM. Students are the main body of teaching, and understanding their satisfaction with the course examinations is of great significance to the construction of foreign language majors and to the promotion of learning through evaluation.

6.2. Limitations

Three limitations remain. First, the sample size is small and exploratory factor analysis (EFA) did not conducted for questionnaire to obtain the justifiability of the four factors specified in the research. Secondly, from the perspective of language testing, the difficulty level was not calibrated using computer software for language testing. The difficulty level was subjectly presumed by researchers, instead. The third limitation concerns the research scope. As course examinations involves a wide range of stakeholders, the satisfaction should be studied more comprehensively.

6.3. Follow-up Studies

In view of the limitations inherent in this study, multiple sample sources and quantities can be used to analyze the influencing factors of course examinations in the future. As the influencing factors vary with different majors, the author is interested in establishing the multivariate influencing factor model in different language majors for further study. As there exist many stakeholders in course examination, the research object should be expanded to include employers, schools, parents and other groups as well as the results of the interaction. Hopefully, this would spark the interest of counterparts home and abroad.

7. ACKNOWLEDGMENTS

We would like to thank the guest editor of this special issue, Professor Zhang Quan as well as three anonymous reviewers for constructive comments and valuable guidance throughout the review process. We also thank Zhang Dianwei and Wu Jiao from the Vocational Research Center of Hebei Institute of International Business and Economics in China for their support and cooperation in this research.

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Citation: Liu Jiajie. "Towards Better Evaluation on Course Examination of Tourism English Major for Higher Vocational Education in China" *International Journal of Humanities Social Sciences and Education (IJHSSE)*, vol 9, no. s1, 2022, pp. 15-24. DOI: <https://doi.org/10.20431/2349-0381.09S1003>

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