

# Research on the Path of Teacher-Student Collaborative Assessment in POA in English Extension Course

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**Abstract.** This study aims to explore viable guidelines and efficiency of Teacher-Student Collaborative Assessment (TSCA), possible means of realizing TSCA and students feedback under the Production-Oriented Approach (POA) implemented in English extension course which focuses on cultivating students' cultural awareness and enhancing their cross-cultural communication skills. While instructing English language and cultural knowledge, by adopting the case study methodology, comparing and analyzing the summative assessment scores of the experimental class and the traditional class, the study utilizes TSCA assessment and data gleaned from students' classroom performance and written essays as process assessment along with final closed-book exam as summative assessment to reinforce classroom practice and put the theory into practice, optimizing pre-class and in-class procedure, organically integrating high-quality online and offline blended teaching as well as high-quality network resources and platforms, endeavoring to foster the language competence of the students while facilitating their core literacy capacity such as their cross-cultural communication skills and critical thinking capability.

**Keywords:** English extension course; Production-oriented approach; Teacher-Student collaborative assessment

## 1. Introduction

### 1.1 Research Background

In 2015, Prof. Wen Qiufang proposed a new theory of foreign language teaching theory, Production-oriented Approach (POA), which advocates that in the process of English teaching, teachers need to recognize the main position of students in teaching and attach importance to the subjective initiative of students so as to transform the limitations of the traditional teaching implemented by the teachers alone; In 2016, Prof. Wen proposed a new form of assessment created by POA theory- "Teacher-Student Collaborative Assessment" ( TSCA), with a view to achieving assessment for teaching.

### 1.2 The Necessity of "Teacher-Student Collaborative Assessment"

POA encompasses that all activities in classroom teaching should serve the effective and integral part of teaching to enhance learning. It advocates "learning-using integrated" and "whole-person education", in which all language teaching activities are closely connected with the use of language. Students no longer study the text alone, but use the text as a means to learn to complete output tasks in English. The foreign language courses should not only achieve the instrumental goal of improving students' comprehensive use of English, but also reach the humanistic goal of higher education, enhancing students' critical thinking ability, independent learning ability and comprehensive cultural literacy.

"Teacher-Student Collaborative Assessment" takes the teaching objectives as the reference point for assessment, focuses on the teacher's professional guidance and scaffolding role, and simultaneously stresses the participation of all students in various forms. In the classroom activities, students can evaluate and learn while learning, promote learning by assessment, and improve together, so that assessment can become the strengthening and sublimation of learning. TSCA is a necessary component of teaching.

## **2. Status of the Course**

Extension course is a compulsory cultural knowledge course for non-English majors, aiming to improve students' humanistic literacy, broaden their horizons, and enhance their cross-cultural communication ability and critical thinking ability. The traditional teaching method is based on systematic lectures by teachers, and the main teaching content is the cultural background knowledge of English-speaking countries, so students' participation is not high, and their motivation for learning needs to be enhanced; based on the current situation of the course, this study selects two teaching classes with comparable enrollment scores in two grades to carry out this teaching experiment. The experimental class is guided by Teacher-Student Collaborative Assessment, integrating online and offline blended teaching mode, and selecting teaching content that meets the students' interests and actual professional needs; while the traditional class mainly adopts the systematic teaching by the teacher, and a single closed-book examination at the end of the semester as the assessment method. It is important to emphasize that teaching and learning are not one-time processes, and that a single evaluation will not solve the problem of evaluation focus 0.

## **3. Analysis of Learning Situation**

### **3.1 Characteristics of Students**

The target students are sophomore non-English majors (who have passed CET- 4), majoring in engineering, mostly male, who are typical "digital indigenous" generation with strong information retrieval ability, and the introduction of the blended teaching mode assisted by mobile software can motivate the students to learn autonomously; for instance, more than 60% students of class 230008.C2 and 230008.A8 are from science and engineering, about 40% from Chinese international education, basically can efficiently cooperate with the tasks of SuperStar and multimedia platforms. A8 classes, more than 60% of them are from science and technology disciplines, and about 40% are from Chinese international education, basically they can efficiently cooperate with each other in completing the tasks of Super Star and multimedia platforms. Students are willing to elaborate their own insights and perspectives and prefer participatory and inquiry learning as well as gamification means.

### **3.2 Problems of Students**

The passive learning attitude can not stimulate students' learning enthusiasm; In English teaching process, the lack of connection with students' majors leads to a disconnect between students' English learning and professional teaching, which also makes students lack of learning motivation; there is an obvious one-sidedness in the teaching assessment system, which only assesses students' mastery of basic knowledge of English, and lacks the assessment of students' ability; Teachers do not integrate language and cultural knowledge into the teaching process, which leads to students not being able to correctly perceive the content of reading materials; students are keen on novel things, have their own knowledge and insight into multiculturalism and lack the cultivation of critical thinking ability.

## **4. Teaching Process Design**

### **4.1 The First Phase: Motivating Phase**

Teachers design unit projects (POA) based on unit topics and contents, pick out and place a value on typical samples according to unit teaching objectives before instructing. Adopting project-based teaching method to motivate learning with the completion of unit projects. TSCA assessment facilitates students to modify their assignment, strengthen their cognition and establish a backup dynamic learning environment where they serve as "scaffolds" for each other 0. Teachers release the designed topics in advance through the Learning Through or Rain Classroom, and students study online and complete the corresponding tasks. Students work in groups to make micro-lesson videos or courseware on the festival culture of English-speaking countries, and present the content of the Eastern festival culture under the same scenario in the videos or courseware, subsequently

deliver them to students before class to help them quickly grasp the relevant knowledge of the content of this chapter and make solid preparations for the Chinese and Western festivals; moreover, Students can figure out solutions through problem solving models by doing a good comparative study of Chinese and Western cultures.

Students submitted the completed unit tasks assigned by the teacher before class. Teachers should not only evaluate the students' language expression and mastery of the knowledge learned in the class, but also analyze whether the students' video work involves appropriate associations and comparisons and whether they elaborate their understanding and critical viewpoints of such cultural differences in the video 0. Teachers review typical samples and decide on the focus of in-class collaborative assessment according to the teaching objectives of the lesson, which include linguistic objectives such as vocabulary, discourse and culture, as well as communicative objectives such as comparing Chinese and Western cultures, English language application skills, cross-cultural communication skills, logical discernment skills and critical thinking skills.

#### **4.2 The Second Phase: Enabling Phase**

The implementation of this phase is the most critical in the class. The instructor demonstrates the selected samples and conducts the students to operate individually first before discussing in pairs with regard to the teacher's transparent assessment standards, informing the students what should be evaluated and how to evaluate. Sample selection is stemmed from the chosen focus and assessing objectives of the unit 0. The students put forward their own viewpoints on the assignments through personal thinking first, and then the teacher divides the students into small groups or pairs to carry out the discussion in collaboration with each other.

During the discussion process, students should use the target language as much as possible, and teachers should give full play to their professional guiding role in this phase and be ready to participate in the discussion at all times. Teachers then lead a large class discussion in which students improve and reflect. TSCA is also production-oriented, demanding students to "produce" perception instead of passively "receive" others' perspectives. 0.

Meanwhile, the teacher promotes students to elaborate different points of view, add relevant cultural phenomena, background knowledge, literary works, etc., and then summarize and present the group's views to further improve the sample work. Finally, under the teacher's professional guidance, the class can utilize brainstorming, debates and other methods of collective discussion. Through the participation of all members in various forms of collective discussion, the cultural extension of specific chapters in classroom teaching can be accomplished, so that students can fully perceive the differences and similarities between Chinese and foreign cultures. In the process of analyzing and comparing the similarities and differences between Chinese and foreign cultures, students can develop an international perspective and enrich their reserve of humanities knowledge“ by means of Teacher-student Collaborative assessment”: a new form of assessment created by "output-oriented method" 0. In “the enabling phase”, the scaffolding role of teachers is the most obvious. On the one hand, teachers should fully understand the learning situation on the basis of deciding to provide the degree of help. Teachers should consciously and gradually reduce their own scaffolding role, while gradually improving students' sense of learning responsibility 0.

#### **4.3 The Third Phase: Assessing Phase**

At the end of the lesson, Teacher-Student Collaborative Assessment (TSCA) is adopted to facilitate the expansion of the project report, conduct a seminar and sublimate the theme of the unit. Under the guidance of the POA teaching process, the teacher adopts TSCA to help students establish a clear assessment focus and learning objectives, play the role of scaffolding, accurately design and decompose the output tasks, test the learning effect of the students, and achieve the effect of “promoting learning through assessment”.

According to the assessment objectives and methods proposed by the teacher in the lesson, and with reference to the various views drawn from the in-class assessment, students adopt self-assessment, peer assessment and “teacher-student Collaborative assessment” to enhance their self-efficacy and realize the output objectives. After self-revision and peer-assisted revision, students submit their revised assignments to the class learning group; teachers summarize the

situation and problems of students' revision through random checking or census, exploit effectively high-quality communication platforms and recommend excellent assignments, share high-quality cultural MOOCs with students in the class group for students to improve their knowledge system, or display students' excellent examples in different class groups to encourage students to participate effectively in asynchronous assessment after class. In addition to strengthening and developing innovative and cooperative abilities, the university foreign language instruction should focus on cultivating innovative and cooperative abilities to prepare students for future work and life; peer evaluation and interdependent group activities (jigsaw) are good ways to cultivate cooperative abilities, as long as each unit of teaching is carefully arranged, the language proficiency and learning ability, cultural competence, and discursive ability can be achieved efficiently 0.

## 5. Experimental Results

As is illustrated in Figure 1, the course ends with a process assessment and a final closed-book exam as the closing examination. The process assessment consists of students' classroom performance and written essays on the unit theme discussion, and the final closed-book exam is scored by a percentage system, which is included in the summative assessment.

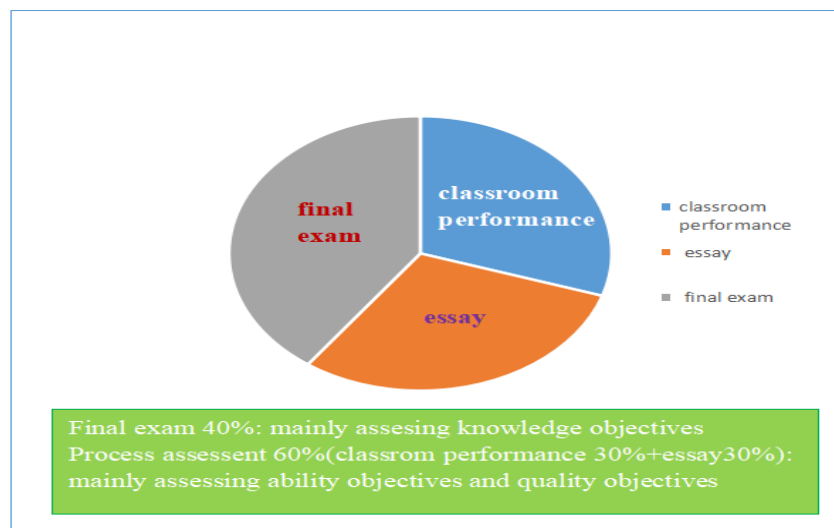


Figure 1. Percentage of Experimental Class Assessment

By analyzing the results of the final closed-book examination, as is shown in Figure 2 and Figure 3, the average score of the experimental class was 83.42, of which 3 people in the experimental class scored excellent (90-100 points), accounting for 8.33%; 25 people scored good (80-89 points), accounting for 69.44%; 7 people scored medium (70-79 points), accounting for 19.44%; and 1 person passed, accounting for 2.78%. The average score of traditional class is 81.97, excellent(90-100 points) for 1 person, constituting 2.63%; The number of good (80-89 points) was 27, accounting for 71.05%; medium (70-79 points) for 9 persons, the proportion is 23.68%, and 1 person passed, accounting for 2.63%.

Comparing the results of the two classes, it is found that the average score of the experimental class is 1.45 points outscore that of the traditional class and the proportion of excellent students is 5.7% higher than that of the traditional class. By exchanging with students, it is perceived that students in the experimental class have a higher extent of recognition of the innovative teaching methodology; students generally deem that in the course of teacher-student collaborative assessment, students generally conceive that in the procedure of teacher-student collaborative assessment, professionally-guided full participation and various forms of classroom design are more attractive. Through discussion and assessment of typical samples, the efficiency of teaching and learning has been greatly improved, and the students' motivation and autonomy have been fostered significantly so that students can figure out solutions and endeavor to refine the teacher's directing.

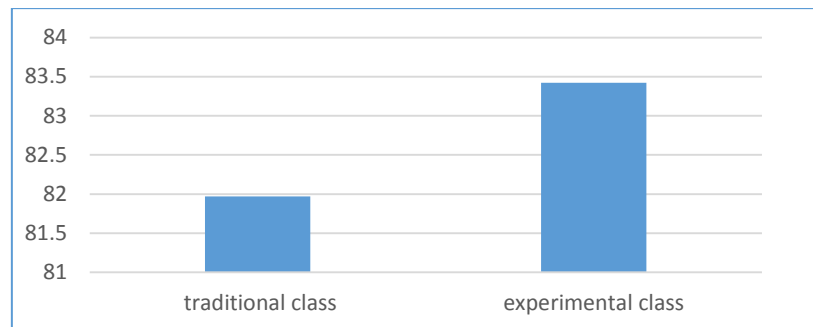


Figure 2. Average Score

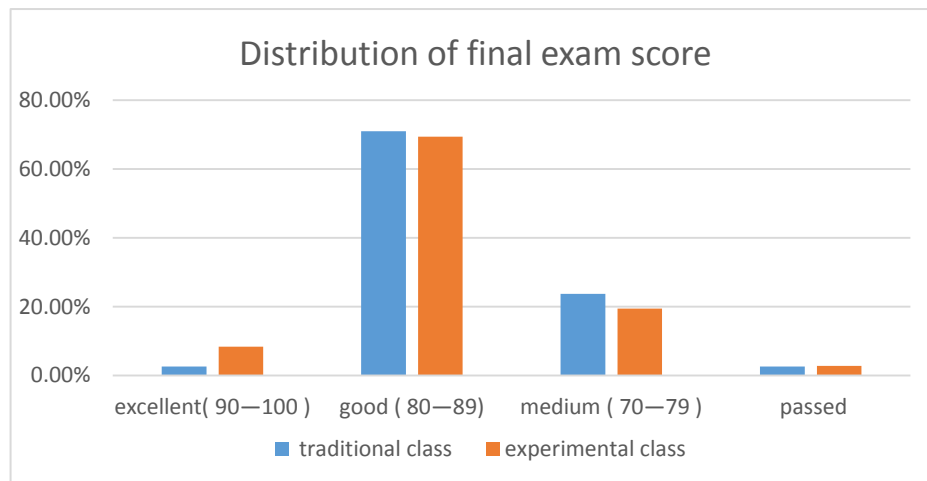


Figure 3. Distribution of Final Exam Score

## 6. Conclusions

To conclude, Comparing and analyzing the summative assessment scores of the experimental class and the traditional class in detail, we noted that the students in the experimental class were capable to appropriately select the analogies and comparisons between Chinese culture and the cultures of English-speaking countries in the process assessment and elaborated on them from a multi-dimensional perspective; the students not only acquired the linguistic and communicative objectives related to the course, but also fully recognized traditional Chinese culture; On the contrary, the lack of process assessment in traditional teaching classes and the failure of single assessment method cannot comprehensively and scientifically reflect the students' English application ability, cross-cultural communication ability, logical thinking ability and critical thinking ability. At the same time, the comparative study of Chinese and Western cultures broadens students' knowledge and enhances their cross-cultural communication skills and critical thinking skills. In addition, the quality catechism shared by the teachers through online and offline blended teaching and the Internet after the class was an effective supplement to the content of the class, and the students fully experienced the superiority of blended teaching.

Issues to be explored: how to cater to the various demands of students when evaluating students with different English proficiency. The change of students' self-efficacy has to be followed up and studied. In the future, it is recommended to include abundant data to study the dynamic changes of students' abilities.

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