A Study on the Impact of Teacher-Student Collaborative Assessment Model on Students' Engagement in the English Speaking Classroom[1]

Jiahui Tang

Foreign Language School, Nanjing Normal University Zhongbei College, Zhenjiang, 212300, Jiangsu, China.

Abstract: Assessment of teaching and learning is an important part of education and teaching. Appropriate assessment methods can effectively improve teaching efficiency and student engagement in class. This study was designed based on the Teacher-Student Collaborative Assessment (TSCA) model. A combination of quantitative and qualitative research paradigms was used to compare the teaching practices of the experimental and control classes. SPSS analysis shows that students in the experimental and control classes have significant differences in classroom engagement, with the TSCA model producing significantly higher student engagement data than the traditional assessment model. Combined with the student interviews, the study suggests that when implementing TSCA in the English classroom, teachers can use information technology to collect typical samples and carefully select the focus of the assessment to scaffold and guide the assessment process.

Keywords: TSCA; English speaking classroom; Student engagement; Impact

In response to effective educational evaluation in China, the State Council (2020) issued the General Plan for Deepening Education Evaluation Reform in the New Era, which emphasizes the shift from one-dimensional evaluation focusing on knowledge to comprehensive evaluation of students' overall development, aiming to break the limitations of "five-only" evaluation and fully play the leading role of educational evaluation. At the same time, the evaluation of English teaching in China has long emphasized the input rather than the output, ignoring the characteristics of learners, making it difficult to achieve the desired effect of oral teaching (Tao, 2021). In addition, the status quo of having a large number of participants in our classrooms has, to some extent, led to problems such as low student engagement and inefficient teaching evaluation in English classrooms. In conclusion, how to adopt an efficient evaluation model to improve teaching efficiency and student engagement in English classrooms nowadays is a question worth thinking about. In the current situation, the TSCA model has been proposed and later applied in many writing-output-oriented English classrooms. However, its effectiveness still needs to be explored in the speaking-output-oriented classroom.

1. The meaning and application of TSCA

Teacher-Student Collaborative Assessment (TSCA) is a new form of assessment based on the Output Oriented Approach (POA) proposed by Wen's team. It is suitable for classrooms with a large number of students being assessed to solve the problem of inefficient and ineffective assessment (Wen, 2016). TSCA is divided into three practical steps: pre-class preparation, in-class implementation, and post-class revision. The specific implementation steps of pre-class preparation by teachers include making assessment foci and objectives, typical sample selection, where the assessment foci should reflect the three characteristics of typicality, teachability, and progressiveness (Sun, 2019). In the classroom implementation, teachers should assign the task of evaluation, conduct joint evaluation with students to complete the revision of typical samples, and guide them through

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the corresponding exercises. At the same time, students are required to understand the content of the task in advance, maintain subjective thinking in the evaluation process, participate in discussions, and compare the advantages and disadvantages of different versions, so as to carry out self-evaluation and peer evaluation. In this process, teachers must not only set the evaluation focus in the class preparation, but also discover the sample modification problems not covered in the class preparation according to the development of class evaluation, and carry out derivative teaching in time, so as to shift from "visible teaching" to "invisible teaching". Finally, students will carry out self-assessment and peer assessment after class based on the collaborative assessment in class, and submit the revised work. Through the above TSCA model, teachers and students are expected to "assess for learning".

Combined with the keywords visualization analysis in CNKI, it can be seen that the current practice of the TSCA model is mainly applied to the assessment of students' written products, with less research on the related application of oral product assessment, and most of them focus on the macro improvement of students' oral proficiency without including their whole-class engagement experience.

2. Research design

This study is an empirical study based on teaching practice, and the research process is mainly based on Sun's practice of TSCA model for English writing in an English major in a 211-Ranked University (Sun, 2017). At the same time, this study partially localizes the process according to the characteristics of the English classroom and the level of the study participants, so that students can maximize their English training in the classroom.

2.1 Research subject

The control class in the teaching practice used the traditional teacher-based assessment model, and the experimental class used the TSCA model. The initial speaking level of the students in both classes was similar, and the teachers, content, and duration of teaching were the same. The classroom practice was conducted for 2 hours per week, for a total of 16 hours.

2.2 Research methodology

In order to provide a comprehensive and direct representation of the changes in student engagement in English speaking class under TSCA model, this study used a combination of quantitative and qualitative research paradigms.

The focused-case study was employed in the comparative classroom practice in two classes. During the classroom practice, two research assistants entered the classrooms of both the control and experimental classes and randomly selected two groups of students (four students in each group) as the objects of observation in each class.

Unlike the written product of the writing classroom, the English speaking classroom involves complex types of output, with students' output being mainly verbal (classroom speech) as well as their physical actions. This requires timely identification and recording by the observers, and quantification based on certain criteria. Therefore, this study refers to the student engagement scale in dialogic classroom proposed by Yang (2010), and classifies the specific types of student engagement into five types: social, process, illustrative, interpretive, and cognitive. The first two types are superficial engagement, the third and the fourth are intermediate engagement, and the last is deep engagement. Each type of classroom engagement was coded and then assigned specific values (ranging from 0.5 to 2.5 points).

2.3 Data collection

According to the engagement rating scale, each student participated in the focused-case study has a score based on his or her performance in each classroom, e.g. a student marked E_1 performed social type engagement counts X_1, process type X_2, illustrative type X_3, interpretive type X_4, cognitive type X_5, then the student's total score for this classroom engagement $E_1 = 0.5X_1 + X_2 + 1.5X_3 + 2X_4 + 2.5X_5$.

Finally, the study summed the total engagement scores of eight students from two randomly selected groups in each lesson and divided by the total number of lesson hours to obtain the mean N of classroom student engagement in this lesson case study, i.e. $N = (Y_A + Y_B + ... + Y_H)/8$. After eight weeks of teaching practice, the researcher will obtain the mean of student engagement in the classroom for the experimental and control classes for eight times Data.

3. Data Analysis and Discussion

The study collected data on the average engagement of the students in the class during the eight speaking sessions for the experimental and control classes, respectively, and SPSS independent samples t-tests were performed on the above data, and the results of the tests are shown in Table 1.

Table 1 Independent samples t-test of classroom engagement data between Experimental and Control classes

classroom	experimental class (n=8)		Control class (n=8)		Mean Variance	t(14)	p
	Mean	Std. Deviation	Mean	Std. Deviation			
engagement	15.40	1.53	13.06	0.58	2.33	4.046	0.001

Analysis of the data shows that there is a significant difference in the student classroom engagement data between the experimental and control groups when faced with the same speaking content in the two classes, and that the classroom engagement data of the students in the experimental class was significantly higher than that of the students in the control class.

In addition, by evaluating the classroom performance and post-class feedback of the two classes, the study finds that not only the frequency of students' speech participation under the TSCA model was higher, but also their participation in intermediate and deep engagement. Based on the results of the data analysis, it can be seen that the overall depth of students' interpretive and cognitive engagement in the English speaking classroom is higher under the TSCA model than in the classroom under the traditional assessment model, indicating that students' engagement in the classroom under the TSCA model involves more deeper levels of thinking and output, including thematic analysis and emotional awareness.

4. Analysis of TSCA implementation points

4.1 Information collection and utilization of typical samples

In contrast to TSCA model in the written classroom, where writing samples are selected to assess written products, the oral classroom, which focuses on students' oral products, is "paperless" in its sample selection. In the implementation of TSCA, students' oral output is assessed in real time and is subject to randomness and instability. Therefore, teachers must allow students to record their first drafts in audio form in any way possible. For example, the initial samples of students' oral output can be obtained through online assignment submission platforms or with other information technology. In addition, teachers can also share the samples through the information technology platform and work with students to complete the first collaborative assessment while presenting typical samples. As students are fully prepared and guided, this form of sample collection and presentation can alleviate students' negative emotions when their oral products are publicly evaluated, and effectively alleviate the "nervousness" and "inferiority complex" that are common among students in oral classes.

4.2 Establishment of the evaluation focus

The focus of assessment in the oral classroom should be content-oriented, focusing on students' responses to oral tasks. Criteria like fluency and oral accuracy can be put on the second place. Unlike evaluation of written products, where words, phrases and sentence structures are given priority, spoken products requires different criteria. Generally, speaking is assessed on criteria related to students' vocabulary, phonics, fluency and grammatical accuracy. However, improving oral accuracy and fluency requires long-term training. An excessive focus on accuracy and fluency tends to make students' oral output lose its communicative focus, and students' collaborative assessment according to such criteria will be formal at the expense of content. Therefore, when setting the focus of oral products assessment, teachers should focus on the 'communicative' nature of students' oral output, i.e. whether they have completed a clear presentation of the topic and whether they have completed an effective output of their own views. Teachers can then focus further on issues such as vocabulary variety and fluency.

4.3 The guiding role of the teacher

In implementing TSCA, teachers should fully embrace the principle of problem-orientation and play the role of "scaffolding" to guide students in identifying, thinking about and solving problems. In contrast to a classroom where the main focus is on written products such as essays, it is difficult for students to create the same conditions for focused speaking practice after class. Therefore, during the TSCA class presentation, teachers should fully engage students by providing different speaking samples and guiding students to discover the differences between the different samples, as well as the relevance of the samples to the main topic. In the class discussion, the teacher can provide the scaffolding for students to discover the problems step by step through the comparative presentation and keyword guidance, and engage students to participate in the discussion of the typical samples. In addition, the teacher identifies the core problems with the students and further guides them to find solutions to various problems. Finally, during the self-assessment and peer assessment sessions, the teacher should play the role of both a monitor and a guide, always following up on the students' assessment process and intervening to provide assistance when necessary.

5. Conclusion

This study quantifies and analyzes student engagement in the English classroom through a comparative study of teaching practices, and examines the positive impact of TSCA on student engagement in the English speaking classroom. The results of the study show that the TSCA model can effectively improve the assessment of oral products and significantly increase students' overall classroom engagement. At the same time, teacher feedback suggests that the application of TSCA to oral products is different from that of written products: the oral samples are random and uncertain, the focus of evaluation should be on content rather than simple form, and the teacher's "scaffolding" and "guidance" in the evaluation process is more evident.

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