

Evaluation and Prospect of Teacher-student Collaborative Assessment in China--Statistical Analysis Based on the CNKI Database from 2016 to 2022

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Abstract: Teacher-student collaborative Assessment is a new teaching evaluation method proposed by Professor Wen Qiu Fang to release the burden of teachers, since it is difficult to timely and effectively evaluate all the output task after the Production-oriented Approach. This paper uses literature reading method to sort out the relevant domestic literature from 2016 to 2022, in order to provide reference for the research and further development of Teacher-student Collaborative Assessment.

Keywords: English teaching; Teacher-student Collaborative Assessment; Literature review

1. Research background

The Production-Oriented Approach (POA) is an English teaching theory with Chinese characteristics proposed by the team led by Professor Wen Qiu Fang after more than ten years of exploration, aiming to solve the problems of “separating learning from application” and promote the process of English curriculum reform. Compared with traditional teaching methods, POA requires students to complete more types and frequencies of output tasks, which will easily lead to teachers’ excessive curriculum burden and insufficient and untimely feedback. Teacher-Student Collaborative Assessment (TSCA) is a new measure to deal with this problem.

TSCA mainly includes student evaluation, teacher evaluation and automatic machine scoring. The in-class evaluation methods include cooperative evaluation between students and students and cooperative evaluation between teachers and students. There are other supplementary evaluation methods after class, such as students’ self-evaluation, mutual evaluation, automatic machine scoring, etc. The evaluation content takes the unit teaching goal as reference point.

2. Literature review

This paper uses literature reading method to systematically and comprehensively analyze the papers whose keywords include “TSCA”.

By December 2022, a total of 140 papers on TSCA have been counted, including 7 theoretical studies and 133 empirical studies, most of which focus on empirical research in different fields, but less involved in theoretical research. Among the empirical research papers, 8 are on teaching mode exploration, 120 are on teaching practice research, and 5 are on English for Specific Purpose (ESP).

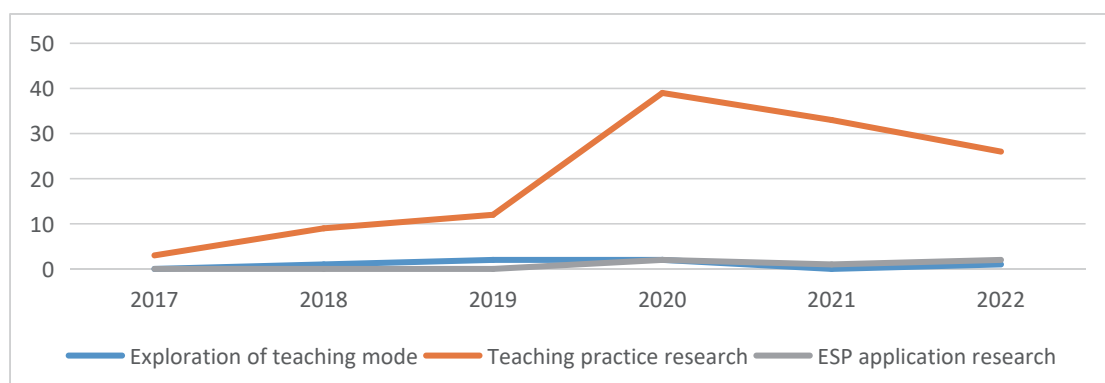


Figure 1 Distribution of applied research papers on TSCA

As can be seen from Figure 1, most of the researches on TSCA focus on teaching practice, which has increased significantly since 2019, with less research on teaching mode and ESP application, so there is still a lot of space for research in the future.

2.1 Theoretical research

Wen Qiufang (2016) laid the theoretical foundation for the TSCA, and put forward the implementation steps, requirements and concepts. Subsequently, Sun Shuguang (2017) put forward the principle of determining the focal point of evaluation and the specific practice of “promoting learning through evaluation” while reporting the feedback of students on the teaching effectiveness and teachers’ teaching reflection on TSCA. Sun Shuguang (2019) improved the operation steps of the evaluation link in class, and put forward the progressive guidance strategy of each step from recessivity to dominance on the basis of two rounds of dialectical research. Sun Shuguang(2020)explored the principles of implementing TSCA under the framework of POA, demonstrated the design and implementation of TSCA in POA through classroom teaching cases. Sun Shuguang (2020) also analyzed the four contradictions faced by teachers when using TSCA and their solutions through case studies from the perspective of extended learning theory, which provides reference for teacher development.

2.2 Applied research

2.2.1 Exploration of teaching mode

Some experts and scholars have explored a more targeted teaching mode on the basis of the theory of TSCA. Cao Wenwen (2019) put forward the 4P evaluation mode of college English reading courses in independent colleges, namely Preparing-Producing-Polishing-Promoting after two semesters of teaching practice of college English reading courses, and tested its effectiveness in practice. Based on this theory, Zeng Xiaomeng (2020), designed a more targeted writing teaching model of TSCA in which teachers quantitatively correct students’ writing before class; teachers lead teams to help students complete the composition evaluation in class; students check, practice and complete the reflection after class during the teaching process of CET-6 in large classes in ordinary universities. The research found that TSCA is helpful to promote the writing ability of college students , and revealed how this model promotes the development of students’ writing ability, which can inspire college English writing teaching to a certain extent.

Some researchers have combined TSCA with other theories in an attempt to explore new teaching models. Guo Xiaolin (2021) created a multiple hybrid teaching model based on TSCA by adopting the method of combining TSCA with educational cloud platform. According to specific teaching design cases, she elaborated on the specific process of implementing TSCA in translation courses such as English-Chinese/Chinese-English translation, with a view to better solving the difficulties in traditional translation courses. Zhuang Xiaoyan (2022), guided by TSCA, took advantage of iWrite intelligent platform to solve the problem of insufficient and untimely feedback in traditional English writing classrooms, and explored the construction of an efficient English writing evaluation model in a smart classroom environment.

2.2.2 Research on teaching practice

In the specific classroom teaching practice of TSCA, experts, scholars, and front-line teachers try to use a variety of research methods to systematically analyze the effectiveness, teaching strategies and teaching enlightenment of TSCA. Writing and speaking are two main research directions, with the largest number of studies involving writing. College students and high school students are two main research objects. The researches are mostly combination of quantitative and qualitative research, including questionnaire investigation, teaching experiments, structured interviews, etc.

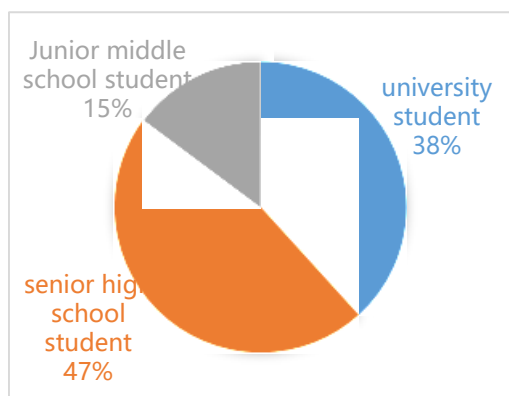


Figure 3 Distribution of research objects of Teacher-student Collaborative Assessment

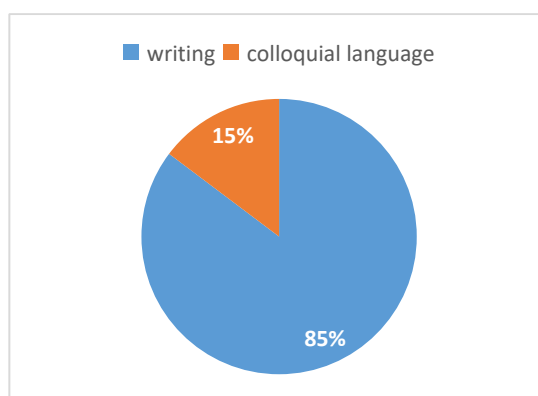


Figure 4 Distribution of research direction of Teacher-student Collaborative Assessment

Research has generally confirmed that compared with traditional evaluation methods, TSCA has a more significant impact on students' writing ability and interest in writing. And research focus is also different, including four aspects: (1) Research objects: Liu Zhuolan (2018), through studying the impact of TSCA on students with different English proficiency levels, found that compared with low level students, TSCA has a more significant impact on the improvement of high and medium level students. Gong Na (2019) studied the impact of TSCA on English writing ability of students with different field cognitive styles. The research conclusion shows that field independent students have the most improvement in overall organization of English writing ability, while field transition and field dependent students have the greatest improvement in content. (2) Research purpose: Wang Shuai et al. (2019) found through research that TSCA could promote students' sense of self-efficacy, thereby improving their English writing ability. Xu Yiqian (2021) found through research that TSCA could effectively alleviate students' English writing anxiety, especially students' avoidance behavior, classroom anxiety, evaluation anxiety, etc., while students' physical anxiety has not significantly decreased. (3) Writing courses: In addition to exploring the impact of TSCA on college English writing courses, it also includes professional English writing (Zhang Li 2021) and Advanced English writing (Tan Qinjing et al., 2020). (4) Style: Some researchers pay attention to the effectiveness of TSCA in writing teaching of different styles, such as practical essay (Li Bijun, 2021; Li Ruixue, 2022), narrative essay (Li Xu, 2020), argumentative essay (Xiao Xiangzhu, 2021), and summary writing (Sun Jing, 2021).

2.2.3 The ESP study

English for Specific Purpose (ESP) refers to English related to a specific profession or discipline, such as business English, medical English, news English, and legal English, with the purpose of cultivating students' communicative ability to use English for work in a certain work environment. Nowadays, with deepening of teaching reform, ESP has gradually become a mainstream course in college English. Cai Jigang (2016) proposed to position college English teaching as ESP.

Regarding the teaching method of ESP, Xu Lixin (2022) believes that it should be the skill of drawing on learners' own knowledge and experience through group discussion, problem solving, case studies, and group projects. Introducing TSCA into ESP teaching is conducive to strengthening teacher-student interaction and promoting students to achieve learning goals. In the field of workplace English in the IT industry, Du Wanyi (2019), guided by POA, proposed a teaching framework of "progressive visual driving-initial, middle, and high level facilitation-online and offline TSCA". In medical English, Xue Junfeng (2020) conducted two rounds of exploratory practical teaching in the form of group collaborative demonstration, proposing evaluation indicators for cooperative learning in medical English reading groups and a process implementation method of "promoting learning through evaluation". Introducing TSCA into ESP teaching can help improve the quality of ESP teaching and improve ESP curriculum system.

3. Epilogue

It can be seen from literature analysis that the theory of TSCA has been continuously tested, corrected and improved through years of exploration and practice, but there are still some problems, which require domestic scholars and front-line teachers to carry out more in-depth research to promote the continuous development of TSCA.

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