

2014

BioTechnology

An Indian Journal

FULL PAPER

BTAIJ, 10(13), 2014 [7610-7616]

Influence factors and countermeasure analysis of professional integrated english teaching evaluation

Rongping Fan, Rui Fu

Hebei Normal University of Science and Technology, Hebei Qinhuangdao 066000,
(CHINA)

ABSTRACT

This text introduces development history of teaching evaluation, analyzes and sets out factors influencing evaluation of classroom teaching effect. On this basis, it selects two classes major in English used for experiment to discuss application of process assessment in English teaching. Comparing with advantages and disadvantages between process assessment and traditional summative assessment, on this basis, it analyzes advantages and its limitation of process assessment and puts forward the approach for enhancing effectiveness of teaching evaluation on the basis of its limitation.

KEYWORDS

Teaching evaluation; Process assessment; Summative assessment; English teaching.



INTRODUCTION

Teaching evaluation has already existed, since teaching appears. Teaching evaluation makes value judgment for teaching and learning on the basis of teaching objectives and uses scientific and feasible method in judgment with the purpose of promoting students' development. Teaching evaluation from different areas in different period has different developments and experience processes.

There teaching evaluation has experienced lengthy development process in China. In our country, the earliest treatise discussing education and teaching problems is *Note of Learning* which was not only the earliest in China, but also the earliest treatise in the world. Specific system of examining and assessment during the Western Zhou Dynasty was recorded in *Note of Learning*, and that listed explicit education and evaluation system and it indicated earliest teaching evaluation thought. Until Han Dynasty, major method for selecting government officials at that time was recommendatory system which established recommending system, the base of imperial examination system later. But this kind of recommendatory system had explicit subject and method of examination and it was hard to implement in last years of the Han Dynasty, because of confused fighting between the warlords at that time, and young generations of each big families spread all over the Imperial College in feudal China. Recommendatory system had been very hard to reach the real purpose of recommending talents. As continuing, Nine-grade controller system entered into historical stage in another manifesting form of recommendatory system, which was the one of three official selecting systems in Chinese feudal history and had very important function in ancient China.

As the continuation of Nine-grade controller system, imperial examination system during Sui and Tang dynasties had opened new stage of official selecting for one thousand years. It was the longest system implementing in our country history and this system selected talents by examination, beyond inheriting and from the civil area. This kind of official selecting system broadened selecting range. Because it provided opportunity for talents under layer to have a meteoric rise, it also enhanced people's desire for knowledge. That was what was called "No business is nobler than study", and it also reflected atmosphere of study at that time. Main manifesting pattern of imperial examination system was examination. To date, this form still has had deep-rooted influences in Chinese people's thought. As being the traditional evaluation method, which uses examination to singly evaluate, it has had big disadvantages at present and has had fallen behind demand of era development. Through traditional written examination, it makes teaching evaluation difficult to make comprehensive survey for students' study. Now, developmental teaching evaluation changing from traditional teaching evaluation is better to promote student's development, and evaluation participated by many subjects is helpful to improve teaching quality. At present, method of process assessment has appeared in teaching evaluation and this kind of evaluation not just focuses on teaching process, and it pays more attention to collecting information during the process of teaching and development of students' learning ability in this process and analyzes and judges the above information. It affirms getting scores, and meanwhile discovers problems and deficiency existing in the teaching process. In addition, it helps teachers to improve teaching method gradually so as to promote teaching quality. The KANO two-dimensional quality classification is shown as Figure 1.

TABLE 1 : KANO two-dimensional quality classification

lacking having	like	maybe	have no feelings	be acceptable	dislike
like	Q	A	A	A	O
maybe	R	I	I	I	M
have no feelings	R	I	I	I	M
be acceptable	R	I	I	I	M
dislike	R	R	R	R	Q

As the comprehensive promotion of quality education, research of teaching evaluation also becomes more necessary. This text starts from English teaching to researching and discussing about classroom evaluation and hopes that through looking for factors influencing issue teaching effect evaluation and analyzing advantages and its limitations of process assessment, it finds out approach for enhancing teaching evaluation effectiveness and realizes promotion of students' comprehensive quality and finally improves students' competitiveness at root.

Analyzing factors influencing classroom teaching effect evaluation

When implementing classroom effect evaluation, we generally operate from three aspects of promotion of teaching effect, construction of market competitiveness and establishment of teaching brand. Seeing from investigating situation of above contents, we can conclude that factors influencing classroom teaching evaluation are following aspects:

As first, teachers pay attention to combination of one's own strength and the capacity for scientific research in today's colleges and universities, not being asked to graduate from specialized normal colleges and schools and not receiving comprehensive and systematic classroom teaching training. Although teachers use preparing lessons before class and systematic teaching when teaching class, by homework, exercise on the spot and other means to track teaching after class, these are researched and concluded by teachers themselves. In addition, it is not finished in one morning or evening and it needs a mass of experience and practice, so it directly influenced effect of teaching. Secondly, evaluation of classroom evaluation is not just confirmed by score of examination, but it makes comprehensively assessment from many aspects of specialist, peer and students. There, both specialist and peer assess through fragments of teaching process. That has a big uncertainty and is easy to form one-sided assessment of classroom teaching. Thirdly, due to particularity of English teaching in colleges and universities and different difficulties from courses in other majors, this difference of difficulty can directly influence classroom effect and some other factors should be considered into teaching evaluation. Such as how many courses are assumed by a teacher and how many people a teacher teaches, so teaching evaluation getting from arithmetic mean in this part of student evaluation can influence evaluation result as well. Teaching evaluation through traditional written examination has been difficult to make overall survey for students' study. At this time, developmental teaching evaluation changing from traditional teaching evaluation can promote students' development better and assessment participated by many subject is helpful to improve teaching quality. Fourthly, when making teaching classroom evaluation, valutors have no unified standard and depend on their own understanding of evaluation index in the process of evaluation. However, different valutors have different understanding for evaluation index and that causes deviation in evaluation. In addition, there is no effective communication between valutors and the evaluated in assessment. Valutors normally don't tell the evaluated problems existing in classroom teaching and the evaluated can't express their opinions on this problem. In this process, it may cause deviation for evaluation of classroom teaching effect. At last, seeing at present, main usage of classroom effect evaluation is rewards and punishments. General procedure is organizing staff to make classroom teaching evaluation. After result appearing, stand or fall of result will be listed in the form of ranking. But the evaluated still don't know that why it is this result and what problems happen in the evaluation, let alone problems whether to improve or not. Therefore, imperfectness of feedback mechanism is an important factor influencing classroom teaching evaluation as well. The natural Groupings and analysis result of teaching quality is shown as TABLE 2.

APPLICATION OF PROCESS ASSESSMENT IN ENGLISH TEACHING

Selection of research object

Students of two sophomore classes from English major in a certain school are selected for the research object of this text, and their English achievements indicate no obvious difference when they

enter the school. In addition, seeing from learning effect of one academic year, overall base of these two classes is weak and they have no interest for study with worse autonomy in learning. Although they get good scores in examination, they have common problem of English study from nationwide students, that is oral and listening score can not match written score. This text adds process assessment for assessing English classroom effect of Class 1, and Class 2 only makes summative assessment. In process assessment is included listening test, written examination and writing score, and meanwhile it also contains students' autonomous evaluation and tracking evaluation from teachers for students. Two classes are taught by the same teacher and teaching material and class hour are all the same to ensure fairness of classroom teaching evaluation result.

TABLE 2 : Natural Groupings and analysis result of teaching quality

elements	subject	A	O	M	I	R	Q	classification
tangibility	1 site environment for having class	20.4	51.8	19.6	7.1	0.3	0.8	0
	2 site space for having class	19.6	50.8	20.2	8.2	0.3	1.0	0
	3 site maintenance condition for having class	21.9	50.8	16.8	9.9	0.3	0.3	0
	4 quantity and quality of equipment used in PE class	18.4	45.2	24.2	11.7	0.5	0	0
	5 teachers will introduce course outline and discuss with students in the beginning of semester	29.6	15.6	40.1	12.5	1.5	0.8	M
reliability	6 teachers will apply different teaching methods to help students to study	54.1	18.9	7.4	18.4	0.5	0.8	A
	7 teachers will demonstrate correct sport skills to help student to study	10.9	30.5	54.4	13.4	0.3	0.5	M
	8 teachers will discuss with students about relevant sport technique and PE professional knowledge	17.8	21.9	37.5	22.0	0.3	0.5	M
	9 teachers will assist with sport equipments to help teaching	16.2	17.1	46.1	19.8	0.3	0.5	M
	10 teachers will do sports with students to promote learning enthusiasm	55.5	16.9	4.9	22.3	0	0.5	A
responsiveness	11 teachers will notice students' stamina to adjust their teaching method and content at once	26.9	43.5	13.8	15.1	0.5	0.3	O
	12 school will set up diversified PE courses to conform to students' demands	19.1	21.7	40.5	18.2	0	0.5	M
	13 when students have sport skill mistakes, teachers will guide and correct them at once	15.0	19.0	46.3	18.4	0.3	1.0	M
	14 teachers can dispose and solve students' questions and suggestions in time	22.7	44.1	12.1	15.9	0	0.3	O
	15 teachers will make individual guidance to improve study effect	49.2	17.6	6.4	25.8	0.8	0.3	A
assurance	16 teachers arrange teaching match for students to experience match situation	40.6	19.6	5.1	31.6	2.0	1.0	A
	17 teachers will lead students to do warm-up exercise before class	28.3	16.8	14.8	38.3	1.5	0.3	M
	18 teachers will emphasize sport safety cautions	22.2	27.0	23.5	26.5	0.5	0.3	Q
empathy	19 it is helpful to study and improve sport technique after teachers' guidance	43.4	28.9	8.8	18.1	0	0.8	A
	20 teachers will build happy study atmosphere	23.1	17.6	46.7	11.8	0.5	0.3	M
	21 teachers will respect students' suggestion and communicate with students	21.8	56.4	12.1	9.2	0	0.5	O
	22 teachers have appetency and it is very relax to get along with them	27.3	57.9	6.1	8.3	0	0.5	O
	23 teachers will praise students who are excellent on study	24.2	21.8	36.3	17.9	0	0.8	M

Research result

Researching the above research objects for one-year study, it adds content of process assessment in English classroom teaching evaluation of Class 1. As a result, through training, students' ability of listening, speaking, reading and writing have got promotion to a certain degree and after adding training content of process assessment, enjoyment of English teaching is increased so as to improve students' learning autonomy. Original fear mentality of English study develops into today's active learning. They dare to speak and write regardless of grammatical mistake. Self-confidence to open mouths and expressing their own thoughts has been built. On the opposite, for students in Class 2 carrying out obsolete summative assessment, their listen and oral abilities still keeps original state without obvious enhancement and their writing still keeps original cautious and behindhand status, but students' level in written examination is basically the same. As far as comprehensive quality is concerned, promotion of English level in Class2 is unobvious than Class 1. The improving index of teaching quality attribute (part) is shown as TABLE 3.

TABLE 3 : improving index of teaching quality attribute (part)

subject	increase satisfaction coefficient	index ranking	decrease dissatisfaction coefficient
1 site environment for having class	0.73		0.72
2 site space for having class	0.71		0.72
4 quantity and quality of equipment used in PE class	0.67		0.71
6 teachers will introduce course outline and discuss with students in the beginning of semester	0.46	22	0.57
9 teachers will assist with sport equipments to help teaching	0.64		0.23
14 teachers will bring students' opinions into course content	0.73		0.22
15 teachers will implement individual guidance to improve study effect	0.67		0.24
17 teachers will lead students to do warm-up exercise before doing sport	0.46	23	0.32
18 teachers will emphasize sport safety cautions	0.50	21	0.51
20 teachers will build happy study atmosphere	0.85	2	0.45
21 teachers will respect students' suggestion and communicate with students	0.81	3	0.59
22 teachers have appetency and it is very relax to get along with them	0.86	1	0.64

ANALYSIS OF PROCESS ASSESSMENT RESULT

Advantage analysis of process assessment

Through above experiment, we can conclude that process assessment has its irreplaceable advantage in English course. At first, we can see that English courses added process assessment pay more attention to students' comprehensive progress from comparison with evaluation results of two classes. It makes process assessment have more comprehensive theoretical construct comparing with summative assessment. This kind of evaluation method is not single and stiff for student measuring standard, through students' learning performance in different stages and different study part to comprehensively judge and it can promote students' diversified development and enhance students' learning motivation and activity. Its evaluation result is more convincing as well. Secondly, process assessment is not one-time assessment at the end of semester, and it is mode and method, which is integrated into usual process of teaching and learning to indicate problems and shortcomings existing in usual teaching and convenient for teachers to adjust teaching so as to correct problems appearing in the process of learning and finally reach the purpose of finishing fixed teaching objectives better. Thirdly, process assessment contains students' own evaluation. Traditional summative assessment only reflects

students' learning effect from one aspect, but process assessment can make students get evaluation of their own learning from aspects of themselves, classmates and teachers. It is convenient for students and teachers getting comprehensive understanding about learning situation from each aspect of study and different angles, so implementation of process assessment makes evaluation result of teaching classroom more persuasion. At last, process assessment runs through teaching from beginning to end and it is effective combination of teaching and evaluation. This process of evaluation is also the process constantly improving problems existing in teaching. It is not only convenient for teachers improving teaching, but also beneficial to students to promote themselves to study.

Limitation of process assessment

Although process assessment has its irreplaceable advantages, it also has problems unable to neglect. Because process assessment runs through the process of teaching from beginning to the end, how to master strength of evaluation is a challenge. Since one purpose of process assessment is convenient for teachers to master students' learning situation in time and constantly adjust their teaching method to improve shortcomings through discovering problems. If we emphasize function of evaluation too much in the process of teaching, it will bring confusion for teacher's teaching; on the other aspect, evaluation should indicate students' learning changes, and then too strong evaluating strength may disturb students' learning focus. Therefore, how to master evaluating strength of process assessment becomes an important problem during implementing this kind of evaluation. In addition, in process assessment, how to indicate justice and fairness of evaluation becomes a notable problem. In English teaching, we discover a problem that although we implement process assessment in Class 1, difference of each student's English level is too big and each student's individual learning method and degree of understanding are different with different degree of progress. That causes disputes whether process assessment is fair. Such contradiction just embodies in one class of English teaching. If we generalize this kind of evaluation method into more student individuals, as the increase of student quality participating in evaluation, whether it can let all students accept this method of process assessment will await to be discussed.

For example: it is assumed that six evaluation experts make assessment for PE teaching quality in a certain college in Guangxi. TABLE 1 is the assessment result of teaching quality in this college from some expert in evaluation group, and according to formula $N = \sum a_i b_i$ we can get this expert's score result: $N=0.0217 \times 80 + 0.0037 \times 70 + 0.0089 \times 80 = 81.495$.

APPROACHES FOR ENHANCING TEACHING EVALUATION EFFECTIVENESS

Preceding part of the text analyzes advantages and its limitation of process assessment in English classroom teaching. Faced with its limitation, we explore constantly and research following kinds of approaches to enhance effectiveness of process assessment in teaching evaluation.

At first, although process assessment has its irreplaceable advantages, we cannot excessively overstate its advantages in the process of actual operation. We cannot think that process assessment is all-purpose and using process assessment into teaching process can solve all problems appearing in the process of teaching. In the process of practical teaching, teachers should look advantages and shortcomings of process assessment directly and rationally regard this kind of evaluating method.

Giving play to subjective initiative in the process of teaching, teachers master strength of process assessment so as to maximize its advantages and minimize its limitation in teaching and give play to process assessment at the greatest extent.

Secondly, as mentioned above, every student is individually different. Some students enhance their learning ability and level relatively rapidly in the process of process assessment, but a part of students have unobvious improvement of learning. This kind of obvious difference reflecting on study effect is normal. Faced with such situation, teachers cannot think it as problem of teaching and could

make different learning method aiming at different students to intensify students' learning confidence on the basis of constant improvement and help student clarify their objectives and finally reach the planned teaching target.

At last, process assessment has its advantage, but we cannot ignore summative assessment undergoing long term development. After all, this kind of evaluation method has its standardization after long term development and it also pays much attention to appraising through comparison of teaching quality. In teaching evaluation, it has its significance as well and plays a certain role. Difference between the two is that process assessment pays more attention to rational analysis of students' improvement, while summative assessment focuses on result of evaluation. Therefore, in modern teaching, we can combine tradition and developments, mix process assessment in teaching, integrate with summative assessment and gather two kinds of merits of evaluation method. We can make assessment for teaching from different angles and use different methods to assess students' study effect so as to give play to merits of teaching evaluation and reach the purpose of teaching effect better.

CONCLUSION

In the long term work of teaching evaluation, widely applied evaluation method is traditional summative assessment, but this kind of evaluation method has its shortcomings and deficiency. Such evaluation focuses on result and it cannot display problems and deficiency existing in the process of teaching. It also cannot overall reflect teachers' teaching situation and students' progress in the study.

While process assessment is a kind of evaluation method always running through teaching, and such evaluation method can reflect problems and shortcomings existing in teaching timely so as to be convenient for teacher to improve problems appearing in teaching method and teaching in time and indicate teachers' teaching effect and students' study effect objectively.

This text selects two classes of English major to experiment and the result shows students' abilities of listening, speaking, reading and writing get improvement to some extent in English teaching with process assessment. Enjoyment of English teaching increases and students' learning autonomy has obvious improvement, so students' English learning confidence is established. Looking implementation of obsolete summative assessment English teaching, students' English level doesn't get obvious improvement. As far as improvement of comprehensive quality is concerned, effect of process assessment is better.

As for experiment result, this text also analyzes merits and its limitation of process assessment and puts forward approach of promoting teaching assessment effectiveness on the basis of its limitation. It proposes process assessment does not exist separately and we can effectively combine process assessment with traditional summative assessment together so as to reach the sustainable development of teaching, the better purpose of teaching and reflect teaching effect better.

REFERENCES

- [1] Dang Junqing; Brief Talk of Assessment-Feedback Teaching Method [J], Shandong Foreign Language Teaching Journal, (1995).
- [2] Gao Lingbiao; Concept and Function of Process Assessment [J], South China Normal University Journal, (2004).
- [3] Liu Min; Teaching Assessment System for Promoting Students' Development [D], Shanghai Normal University, (2003).
- [4] Ou Bengu; Discussion on Essence of Education Assessment [J], Journal of Southwest Jiaotong University, (2008).
- [5] Wan Wei, Qin Delin, Wu Yongjun; Method and Design of Teaching Assessment [M], Beijing: Educational Science Publishing House, (2004).