

Innovations

Practices and Reflections on Teacher-student Collaborative Assessment in EGAP Class Presentation Activity

Zhang Bing

University of the Cordilleras, Baguio City, Philippines

Abstract

This research takes Teacher-student Collaborative Assessment (TSCA) as the theoretical basis, qualitative research as the method, carries out teaching practice, class observation and reflection, and optimizes the spiral rising method of implementation plan through reflective teaching practice, to explore the effective path of implementing TSCA in English for general academic purposes (EGAP) class presentation activity. The research shows that teachers can constantly optimize the guidance strategies for students in each step through classroom practice, observation and reflection to achieve the effect that assessment is learning and assessment promotes learning; the reflective teaching practice can promote the continuous improvement of TSCA in EGAP class presentation activity and the continuous optimization of the TSCA theory.

Keywords:

Teacher-Student Collaborative Assessment (TSCA); EGAP presentation activity; assessment being learning; teaching practice; reflection

Introduction

The theory of "Teacher Student Collaborative Assessment" (TSCA) was proposed by professor Wen Qiufang, a famous Chinese scholar. Professor Wen has been committed to building a language teaching theory with Chinese characteristics based on the reality of foreign language education in China. In recent years, the theoretical and practical level of foreign language education in China has been continuously improved, but it is also faced with many problems, such as the large class size, and weak output ability of students in oral and writing English. Professor Wen's team proposed the Production Oriented Approach (POA) to focus on the above problems and strive to improve the teaching effect of Chinese foreign language teaching and the output ability of foreign language learners. POA mainly includes three procedures: "Output Driven -Input Facilitation - Teacher Student Collaborative Assessment". (Wen Qiufang2016)TSCA is an important innovation and key step of POA approach, emphasizing

teacher-student cooperation and student-student cooperation under the guidance of teachers, and jointly evaluating the output of students. This research takes TSCA as the theoretical basis, qualitative research as the method, and carries out classroom teaching practice through reflective teaching practice to explore the effective path of implementing TSCA in classroom display. The research shows that reflective teaching practice can promote the continuous improvement of TSCA theory in academic English presentation activities and the continuous optimization of the theory itself.

Literature review

Professor Wen put forward TSCA theory for the first time in 2016, and pointed out its implementation steps, requirements, concepts and other theoretical foundations. TSCA refers to "the assessment method in which teachers select the assessment focus and typical samples before class, discuss the samples in detail, students cooperate in the assessment of samples under the guidance of teachers, and students conduct self-assessment according to the assessment focus after class, and then conduct mutual assessment or machine assessment" (Sun Shuguang 2019). An important hypothesis of TSCA model is to break the boundaries of teaching, learning and evaluation, so that assessment can become a means of promoting learning "assessment being learning" in the way of teacher-student cooperation. This hypothesis believes that assessment is the key step for students to continuously strengthen and sublimate their learning. The proposition of this hypothesis has two purposes: first, to improve teachers' understanding of assessment and further strengthen the role of assessment. Second, It aims to overcome the shortcomings of traditional assessment, to organically combine assessment with learning, to provide students with purposeful and focused guidance, and to substantially improve the assessment efficiency and students' output ability. (Wen Qiufang 2017)

Based on Wen Qiufang's theoretical framework, Sun Shuguang (2017) put forward three principles to determine the assessment focus: typicality, step-by-step and teachability. At the same time, he puts forward three means of implementing "assessment being learning": formulating clear and accessible assessment goals, guiding students to find and solve problems, and combining "assessment" with "teaching". Sun (2019) improved the operation steps of the assessment in class by carrying out dialectical research, and proposed a progressive guidance strategy for teachers from recessive to explicit in each step. Sun further (2020) proposed the principles of implementing TSCA under the framework of POA, namely: pre-class (goal oriented), in-class(problem driven), after-class(process monitoring and excellent case demonstration).

After the assessment model was put forward, some researchers and teachers in China used a variety of research methods, such as tests, questionnaires and interviews, to explore the application and effect of TSCA in real application. As this theory is an extension of the output-oriented approach, TSCA is mostly applied to output language courses. Among them, TSCA is the most widely used in the teaching of writing, followed by oral English. The research objects focus on college students and middle school students who have the middle-level basis of language production. Ma Xuejing(2019) adopted the research methods of teaching practice and questionnaires to analyze the impact of TSCA on students' English composition scores and the changes in the quality of language output in the three writing styles. Through experimental teaching, it has been proved that the cooperative assessment model between teachers and students can give play to the learning enthusiasm of group members, cultivate the ability of independent learning, and effectively improve the effect of oral English teaching (2018 Wang Xiaoyuan).

In recent years, some researches have combined TSCA with other theories and try to build new teaching models. For example, Wu Yuntao (2020) combined TSCA with project-based learning, and explored the assessment model of academic English writing. Jiang Ying (2020) proposed an assessment model for oral English for English majors, that is, combining macro oral ability training with micro teaching objectives, improving oral expression ability through oral output and text, and improving students' participation in after-school assessment through online platform voting.

Scholars also pay attention to the influence of TSCA on students with different age and characteristics. Mu Jiaqi (2017) paid attention to the personality types of college students and found that compared with the introverted students. It is revealed that TSCA had a more significant effect on improving the writing ability of the extroverted students. Liu Zhuolan (2018) focused on students at different writing levels. Through experiments, it was found that the effect of TSCA on improving the writing ability of middle level students was more significant, and it was mainly reflected in language expression and text structure, while low level students improved significantly in word spelling and article content. Yu Yuxin (2021) focused on the impact of TSCA on second language writing anxiety, and found that writing anxiety of lower-level students was significantly reduced, while that of higher-level students did not change significantly.

Methods

Academic English, or English for academic purposes (EAP) is defined as teaching activities aimed at helping learners to use English for professional learning or academic research. American scholars John Hutchinson & Alan Waters further divided EAP into English for General Academic Purposes (EGAP) and English for Specific Academic Purposes (ESAP). Among them, EGAP mainly cultivates learners' language cognitive ability and basic academic literacy, namely, how to listen to academic lectures, participate in academic discussions, and conduct academic reading and academic writing.

As a commonly used teaching method in EGAP teaching, presentation activity is applied by teachers in the discussion of various topics. Students will search and sort out the literature in groups. With the help of PowerPoint, they will present their understanding and elaboration of the subject content in the classroom in the form of oral presentation, so as to cultivate the ability of basic academic English application and academic discussion. However, with the wide application of presentation activities, many scholars have found that many factors affect the effectiveness of the presentation activity, including assessment methods. According to the early research on teachers' classroom teaching, oral presentation generally adopts the way of student group reports and teachers' immediate assessment. The traditional assessment method has the following problems: 1. The subjectivity of the teacher's assessment is relatively strong. 2. The emphasis on pre-class knowledge input and in-classroom display output is not implemented, and the teaching purpose is not clear or cannot be well realized. 3. After the assessment of the existing problems, the students do not further modify and improve, do not understand the core of the problem, and key errors occur repeatedly in the following presentation. 4. The traditional assessment method of presentation cannot mobilize students' enthusiasm and autonomous learning ability, which leads to the unsatisfactory effect of college students' English classroom presentation.

How to ensure that teaching objectives are achieved and students' knowledge and abilities are improved through presentation activities? Based on the findings of previous researchers, as a new teaching assessment method, TSCA aims to solve the problems of low efficiency and poor effect of traditional assessment and give full play to students' autonomy and enthusiasm in learning. (Yang Aiyan 2021)

How to design and implement the TSCA in EGAP presentation activities to achieve the effect of promoting learning through assessment? What problems will be encountered in the implementation process and need to be solved? This research adopts the method of qualitative research and

reflective teaching practice to answer these questions. By formulating the TSCA implementation plan, teaching practice, observation and reflection, and optimizing the spiral rising method of the implementation plan, the research explores the path of implementing TSCA in the classroom display and improves the effectiveness of EGAP presentation activity.

Methodology

The research was carried out in an undergraduate college in China. The students came from a second-year non-English major class with a size of 40 people. The student's English proficiency was medium and their English oral output ability was weak. The research was carried out for 6 weeks, with 4 class hours per week. The tools of this research are as follows: In order to record the process of research implementation, the author collected data by classroom observation, teaching reflection log, student interview record, and other methods to record students' oral presentations in the classroom by video, collect students' PPT works and finally form reflection results. Combining the implementation steps of TSCA model and the teaching objectives of EGAP presentation activity, the teaching practice of this study focuses on the following key points: determining the teaching objectives, determining the assessment focus, improving the autonomous learning ability and enthusiasm of students' learning, forming a mechanism of joint assessment between teachers and students, and achieving the effect of promoting learning through evaluation.

Procedures

According to the implementation steps and requirements of the theory, TSCA model is divided into three stages: pre-class preparation, in-class implementation, and after-class activities (Wen Qiufang 2016).

1. Preparation stage before class. The teacher arranges the presentation assignment according to the unit theme before class. The students take the group of 3-5 people as a unit, divide the work and cooperate, complete the material collection, and promote the PPT output of the speech. After the group members jointly revise and improve, they submit the PPT. The team members use mobile phones, computers, and other tools to record the presentation display into video files and send them to the teachers.

Then, teachers read and correct the PPT submitted by students before class, browse the videos, and select typical samples for in-class assessment. According to the selection principle of TSCA's typical samples, the so-called typical samples must be medium-quality works that can be modified and evaluated. Especially excellent words have few areas that can be modified, while works with poor quality need to be evaluated and modified too much, which is not convenient for assessment focus. The selection of typical samples mainly refers to the following three assessment

criteria: language, content, PPT and presentation display. Both the quality of language output and the quality of content and presentation should be considered. One typical sample shall be determined each time for assessment. At the same time, each class should focus on only one of these aspects for assessment in combination with the characteristics of academic English classroom presentation.

2. Classroom assessment stage. During the class, the teacher first explains the assessment focus of the lesson to the whole class and clarifies the teaching and assessment objectives. Then, students from typical sample groups will make the presentation. In the assessment step, the teacher guides students to discuss in groups about the assessment focus, and analyze the good points and mistakes of typical samples. Each group fills in the group assessment chart with their assessment and then all the students participate in the class discussion. Teachers play the role of organization and guiding in the whole process, and make summary comments and guidance suggestions at the end. According to the results of class assessment and discussion, the teacher assigns the task of revising the presentation after class. In-class assessment is a cooperative assessment between students, teachers and students. It not only focuses on the general quality of the presentation, but also examines the completion of the teaching goal.

3. Self-assessment and modification after class. After class, each group will revise and summarize themselves according to the classroom assessment discussion. The group without classroom presentation will send video files to the class WeChat group, where teachers and other students in the group will conduct mutual assessment, put forward suggestions on revision, and the group will modify them. The teacher checks the post class modifications and recommends excellent outputs for students to compare and learn.

Teaching practice and reflections

What problems will be encountered in the implementation of TSCA in EGAP presentation activity and need to be solved? The following two cases are selected as example for practice and reflection to show and explain the question. The two assessment focuses mainly follow the principles proposed by Professor Sun Shuguang: 1. The principle of simplicity and few. Only one or two assessment focus should be chosen at a time. 2. The principle of typicality. The focus of assessment should be typical and universal, and should reflect the major problems that most students have. 3. The principle of gradual progress. The focus of assessment should be from simple to complex, from basic to improved, which not only conforms

to the characteristics of language learning, but also helps stimulate students' interest in learning. (Sun Shuguang, 2019)

Case 1

The topic of the first presentation activity is *Healthy Lifestyle*. After browsing the students' PPT, the teacher found that there were some language problems in all groups. Therefore, language problem is chosen as the focus of the assessment. The most obvious problems were as follows: first, in terms of vocabulary, the students' vocabulary was improperly used and some were low-level spelling errors. Due to the medical terminology in the literature, some translations were inaccurate. Students exposed some common problems in the use of grammar, such as inconsistent subject-predicate, incorrect use of verb tense, etc. In addition, the cohesion and coherence between sentences and paragraphs are not obvious and adequate. According to the principle of TSCA, the focus of assessment should not be too much. Therefore, the focus of this class is the translation and grammatical errors of proper nouns. After determining the assessment focus of language, the teacher selected typical presentation samples for students to discuss and assess. In class, the group discussion was used to let students find out the problems in the use of PPT language, and write down the discussion record and reflection summary. In the process of evaluation, the teacher used the heuristic teaching method, guiding the students to find grammar problems and unstandardized expressions of proper nouns in the PPT and put forward suggestions for modification. Finally, the teacher makes an assessment summary and arranges the assessment and modification tasks of other groups after class.

Students modify the PPT and re-record their presentation after modification and submit it to the teacher. It could be seen that the revised works have greatly improved in terms of language. In the process of jointly assessing the language, students have further consolidated the standardized knowledge of language use, and better understood the language characteristics of academic English and the characteristics of terms in specific fields. Some students told the teacher that through this activity, they understood the ambiguity and imprecise meaning expression caused by nonstandard language use. In the future, they will be more rigorous and pay attention to norms in their language use. A student reported that he has a general grasp of the cohesion and coherence of the language, and he wanted the teacher to explain further. In the revised works submitted by students, we could find some language problems, which are not mentioned in the class assessment, such as initial capitalization, lack of subject, and repeated errors in terminology translation. The cohesion and coherence of

language have not been improved much. Through re-watching the presentation videos, communicating with students, studying research literature, and reflecting, the author finds that there are two main reasons for these problems. One is that the assessment focus needs to be further refined, and the other is that students' input effect is poor before class. Although these language problems have been reviewed in the early stage, the student's understanding and mastery are not solid enough. When they are facing different kinds of language problems, they do not know how to modify them. In order to avoid the above problems, the author optimized the operation process in the second evaluation.

Case 2

The theme of the second presentation activity is *The Power of Group*. For the sustainability of the research, the focus of this assessment remains on the language aspect. In order to further optimize the assessment effect, the focus of the assessment is detailed into the cohesion and coherence of the presentation language and mainly focuses on linking expressions and transitional sentences. Although the teacher has put forward specific requirements for the cohesion and coherence of presentation in the teaching stage of the previous few weeks, it is found that students generally lack awareness of it, and they seldom use transitional and linking words and expressions in their presentations. The mutual relationship or development relationship of each part in the presentation video is unclear and incoherent. In order to further strengthen students' mastery of cohesive knowledge, the teacher released micro lesson videos for students before the class in the WeChat group, and also released exercises on linking words and expressions. In class, the teacher discussed the possible problems with the students based on a typical case. An excellent case was also presented to the students. Through the above activities, students have a clearer understanding of how to use cohesion and coherence methods. During group assessments, students are required to list all possible problems and solutions based on the typical case.

In response to the assessment focus, students re-record the presentation after class and submit it to the teacher. The revised works have significantly improved the cohesion and coherence of sentences and between different parts of the presentation. The students told the teacher that through this more targeted assessment training, they understood the usage of linking expressions and transitional sentences, and more importantly, learned how to use these words and sentences in writing and oral expression. It can be seen that the effect of the second implementation of TSCA activity has been improved. In this practice, the leading role of teachers has been fully reflected. By setting a more detailed assessment focus, conducting necessary explanations and exercises in advance, and

arranging appropriate assessment tasks, it better reflects the concept of "integration of assessment and teaching", and creates opportunities for students to "learn in assessing" in depth. Through this practice, it can be found that students have a clearer understanding of teaching objectives and skills through designing exercise activities and showing excellent cases in advance. During the implementation of TSCA, students showed a better subjectivity in each stage of "finding problems -assessing example works - completing exercises", and completed the learning process in the process of assessment tasks, namely " assessment being learning". However, it is worth reflecting that among the submitted revised works, there are still three groups whose works are not satisfactory in cohesion, and some cohesive words are used inappropriately. For the cohesion of each part, although the students consciously use the methods in the typical cases in the class, they are not very consistent with their presentation content and feel a bit rote. After communication with students, it was found that although students understood the importance of cohesion, they did not grasp some words accurately. Especially for the cohesion between paragraphs, students feel that it is difficult and have not learned to draw inferences from one instance. Therefore, in the next stage of teaching practice, we can further strengthen the consolidation of knowledge through practice. In addition, for the assessment focus on high-level problems, if a phased assessment method is used, will it be better to further improve the pertinence of the assessment? Will it improve the effect of promoting teaching through evaluation? In the follow-up classroom practice, the above questions will be studied.

Discussion

Assessment is the strengthening and deepening stage of learning. The POA research team designed TSCA to optimize and strengthen learning effects and improve teaching efficiency through later assessment (Wen Qiufang 2016). It can be seen from the above teaching practice cases that TSCA emphasizes teacher-student cooperation, which integrates the dynamic assessment and the guidance role of teachers. After the completion of the output drive and input facilitation of POA teaching, the knowledge will be sublimated through TSCA to achieve the effect of "promoting learning through assessment". By participating in the assessing process, students' enthusiasm is fully mobilized and brought into play, so that students can truly understand the assessment focus displayed in the classroom, and reflect on how to improve their language ability in the assessing process.

This study shows that in EGAP presentation activity, the use of TSCA model can effectively achieve the expected effect of teaching by elaborately designing the assessment steps before, during, and after the class. In the

pre-class preparation stage, typical samples and assessment focus should be carefully chosen and determined. On the basis of strengthening teaching objectives for students, students should be actively guided to carry out self-assessment, group assessment, and teacher assessment, and students' self-assessment and correction should be carried out after class. Through the implementation of the above steps, teachers' guiding role and students' autonomous role in teaching and learning can be better played. Compared with the traditional teaching mode, TSCA can more specifically solve the problems in students' presentation, improve their enthusiasm, participation and autonomous learning ability, and achieve the goal of promoting learning through assessment. However, in the implementation of TSCA teaching activities, teachers should constantly optimize the operation methods according to the characteristics of the curriculum and teaching practice. Among them, how to determine the typical samples and focus of assessment, how to do a good job in pre-class preparation activities and how to strengthen the teaching focus in class are the keys to the implementation of TSCA activities. All of these require teachers to carefully study the sample of student groups before class and prepare relevant teaching materials, so as to make the problem prominent and targeted.

In addition, students' feedback made us realize that TSCA can not only achieve the effect of promoting learning through assessment but also play an active role in improving students' autonomous learning abilities and teamwork abilities. Most students reflected that they are willing to participate in this assessment activity. In the past, students did not think actively when listening to teachers' comments. All they care for the assessment is the score they get for the presentation. Now they find mistakes in their own and others' presentations through independent thinking and correct them through practice. Some students said that in the past, group reports were generally done with a divided task, with less communication among team members. But in the TSCA activity, they need to take the initiative to participate in the discussion and promotion together. Through this activity, students feel the significance, fun, and promotion of group cooperation more strongly.

Conclusion

The author takes the in EGAP presentation activity as the research focus and uses the core steps in the theoretical system of TSCA to guide the teaching and assessing activity, trying to promote the realization of students' learning objectives, and achieving the effect of promoting learning through assessment. In order to further demonstrate the rationality of the operation method of TSCA in GAP presentation activity, this study designed the implementation steps of TSCA according to the

characteristics of EGAP, and proposed guidance strategies for teachers to students in each step. The research shows that the way of reflective teaching practice can promote the continuous improvement of TSCA practice and the continuous optimization of theory. The author is also aware that theory must interact with practice and constantly accept feedback and reflections from practice to adjust and optimize. Only in this way can the applicability of TSCA theory be stronger.

Limitations and Future Studies

The 6-week study shows that the TSCA model can really help students improve their oral and writing abilities in academic English. However, this study has some limitations. For example, the sample is too small, and the research time is short, which has only been carried out for 6 weeks. The practice result needs further adjustment and optimization. In future teaching, the author will continue to improve the classroom practice, continue to optimize the experimental process, make the goal of each assessment more specific, and also make it easier for students to operate the assessment system, so as to generate learning initiative and better drive the students' internal learning motivation.

References

1. Black P & William D. (2009) *Developing the theory of formative assessment. Education Assessment. Education and Accountability*, 21 (1), 5-31.
2. Feng P.P, Long Ying & Gu Mingyue. (2019). *A case study on the development of college students' academic English speech demonstration ability. Foreign Language Circle* (05), 39-47.
3. He J. & Liu J.N. (2019) *An Empirical Study of Teacher student Cooperative Assessment in College Oral English Teaching. Journal of Chongqing Second Normal University* (03). 122-126.
4. Khonbi, Z. A. & K. Sadeghi. (2012). *The effect of assessment type (self vs. peer vs. teacher) on Iranian university EFL students course achievement. Language Testing in Asia* 4 (2) :47-74.
5. Lantolf, J. (2000). *Sociocultural Theory and Second Language Acquisition. Oxford University Press*, 25-38.
6. Li B.J. (2021) *The effectiveness of teacher-student cooperation assessment and teacher assessment in the teaching of practical English writing in senior high schools (Master's thesis, Central China Normal University)*.

7. Liu J. (2020) *Research on the assessment effect of teacher-student cooperation based on the "output-oriented approach"*, *Education and Teaching Forum* (06). 313-314.
8. Qiu L. (2017) *Study on the Process Design of language enablement Link of "Output Oriented Method"*. *Modern Foreign Languages*, (3) , 386-396.
9. Sun S.G. (2017). *Research on Reflective Practice in Classroom of "Assessment of Teacher student Cooperation"*, *Modern Foreign Language* (03), 397-406.
10. Sun S.G. (2020). *Teacher self-development in the practice of cooperative assessment between teachers and students from the perspective of expanded learning*. *China Foreign Language* (01), 75-84.
11. Wen Q.F. (2016) *"Assessment of teacher-student cooperation": a new assessment form created by "output-oriented method"*, *Foreign Language Circle* (05), 37-43.
12. Wu B.Y, Bao X.H &Tian H.Y. (2022) *Review and prospect of "output-oriented approach" research - based on the analysis of core journal literature from 2008 to 2021*. *Journal of Inner Mongolia Normal University (Education Science Edition)* (02). 141-146.
13. YangA.Y. (2021) *A Dialectical Study of "Teacher student Cooperative Evaluation" in College English Writing Teaching*. *Foreign Language Testing and Teaching* (04), 33-41.
14. Yu R. (2018) *Teaching Practice of College English Speech Course Based on POA Theory*. *Journal of Donghua University (Social Science Edition)* (01), 24-28.
15. Zhang W.J. (2017) *An experimental study on the influence of "output-oriented Method" on College English writing*. *Modern Foreign Languages*, (3), 377-385.