

The Application of TSCA in English Speaking

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Abstract

Teacher-Student Cooperative Assessment is a new form of evaluation based on the theory of Production-oriented Approach, which aims to improve the efficiency of classroom evaluation. Teacher-Student Cooperative Assessment integrates various evaluation methods, while emphasizing the dominant position of teachers in teaching, recognizes the importance of students as the main body of learning, and believes that evaluation should not only be a teacher-led test method, but also an important way for students to learn and obtain effective information. In this paper, Teacher-Student Cooperative Assessment is applied to the evaluation of English listening and speaking class in middle school, in order to improve students' oral communication ability and promote learning by evaluation.

Keywords

Teacher-Student Collaborative Assessment; English Speaking; Middle School English.

1. Introduction

With the progress of society and the development of Internet technology, English teaching has made rapid progress in terms of teaching concepts, teaching materials, teaching equipment, teaching methods and teaching means, and the English level of middle school students in China has been significantly improved. However, the foreign language teaching in our country is facing some unprecedented challenges: a common phenomenon is that reading and writing are emphasized while listening and speaking are ignored. The students' oral ability is far lower than their reading and writing ability, and their oral communicative ability lags far behind the needs of the current social and economic development in our country. On the one hand, due to the long-term influence of examination-oriented education, the teaching of oral English has not been paid enough attention to, and communication is one of the important functions of language, which leads to the situation of separation of learning and application in English teaching; On the other hand, in large class settings, it is difficult for teachers to evaluate each of the students' oral production tasks effectively, so students do not get much from the oral tasks in class or after class, and the positive backwash of evaluation is not really realized. According to the requirements of the English Curriculum Standards for Senior High Schools (2017 edition), The purpose of evaluation is to promote English learning, improve English teaching, improve curriculum design and monitor academic quality (Ministry of Education of the People's Republic of China, 2018). Therefore, how to solve the situation of separation of learning and application and play a positive backwash role of evaluation to achieve promoting learning by evaluation is a problem that our educators need to consider.

2. Teacher-Student Cooperative Assessment Based on Production-oriented Approach

2.1. A Brief Introduction to the Production-oriented Approach

The theoretical system of the Production-oriented Approach (POA) is developed from the input-driven and output-facilitated theory (Wen Qiufang, 2014), aiming at exploring a new

theory of college foreign language teaching (Wen Qiufang, 2015). By drawing on Krashen's Input Hypothesis (Krashen, 1998) and Swain's Output Hypothesis (Swain, 1995), POA advocates the teaching philosophy of learning for application, which emphasizes both the input function and the output function, with the former as the tool and the latter as the goal. This theory inherits the traditional advantages of Chinese education, draws lessons from the essence of foreign language teaching theory and practice, and is based on solving the adverse effects of paying more attention to learning than to using or paying more attention to using than to learning in foreign language teaching in China. This method includes three parts: teaching concept (learning-centered, learning-application integration, whole-person education), teaching hypothesis (input-driven, output-facilitated and selective learning) and teacher-mediated teaching process (driving, facilitating and evaluation), and their relationships are shown in Figure 1.

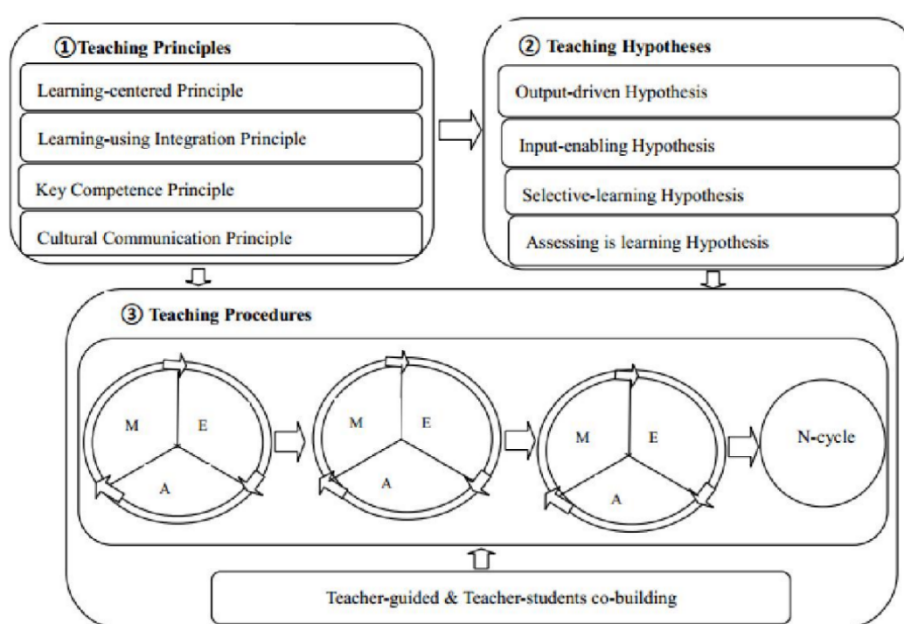


Figure 1. Theoretical framework of POA (Huang Cong, 2019)

2.2. Teacher-Student Cooperative Assessment

In the teaching evaluation of English listening and speaking course in middle school, the teacher evaluation model is widely used. The traditional teacher evaluation model requires teachers to invest a lot of time to evaluate students' task samples one by one. Due to the limitation of time, space, evaluation samples and other factors, the efficiency of teaching evaluation under this mode is low, and the evaluation coverage is narrow, which has certain limitation. In view of the limitations of the traditional teacher evaluation, student-centered student self-evaluation, peer evaluation and other evaluation models have emerged, which enhance the subjective initiative of students and reduce the burden of teachers to a certain extent, but in this model, teachers have less intervention in student evaluation, and the efficiency of evaluation is difficult to guarantee. With the development of Internet technology, machine assessment has also been applied to English teaching, but machine assessment is more concerned about the grammar level, oral English pronunciation, intonation and so on are difficult to evaluate. To sum up, with the progress of English teaching, a single evaluation method is far from meeting the needs of students and teachers, in order to ensure the effect of evaluation, we must adopt multiple evaluation methods. The advantage of multiple feedback is to put students at the center of learning, give full play to their initiative, and create opportunities for students to play their

subjective initiative in the learning process, especially in the feedback process, according to the curriculum objectives and task evaluation criteria. (Huang Jing, Zhang Wenxia, 2017).

Professor Wen Qiufang created Teacher-Student Collaborative Assessment (TSCA) based on POA in 2016, through organizing and balancing teacher evaluation and other evaluation methods, to achieve the goal of improving the efficiency of classroom evaluation and improving students' learning ability. The evaluation object of TSCA is the products completed by students after class, including written products (such as composition, translation, research, report, etc.) Or oral products (such as oral report, interview, debate, etc.) (Huang Jing, Zhang Wenxia, 2014). The remarkable characteristics are: the teacher evaluates the typical samples in detail before class, then the students cooperate with each other in class, the teacher and the students cooperate to evaluate the typical samples together, and the students evaluate themselves or each other after class. TSCA pays attention to the combination of evaluation and teaching, that is, what to teach, what to evaluate, evaluation is the extension and sublimation of teaching (Sun Shuguang, 2019) 420. Since Professor Wen Qiufang and his team put forward the model of TSCA in 2016, relevant research has been carried out in an orderly manner, among which Sun Shuguang has perfected the operation steps of evaluation in class through a semester's reflective practice of writing course, combination of lecture and evaluation and promotion of learning by evaluation, and through dialectical research methods. It realizes the synchronous optimization of teaching practice, theoretical construction and reflective interpretation (Sun Shuguang, 2019) 421, and believes that this evaluation method is suitable for oral English classroom. This study will try to implement TSCA theory in oral English class in middle school, to improve students' learning interest and learning effect, and ultimately to improve students' oral English ability. As of 2021, a total of 12 articles were retrieved with the keywords of TSCA and spoken language in the search entrance of HowNet. Among them, one is about oral English teaching in middle schools, three are about students in vocational and technical schools, and the other eight are about college oral English teaching. Thus it can be seen that the research of teacher-student cooperation evaluation mainly takes higher education as the research object. Qu Biying found that TSCA improved the fluency, complexity and accuracy of students' oral English when she studied the application of TSCA in high school oral English class (Qu Biying, 2020).

3. The Operation Process of Tsca in Middle School English Listening and Speaking Course

3.1. Before Class

According to TSCA, teachers have two important tasks in pre-class preparation: selecting typical samples and determining evaluation focus according to teaching objectives. These two tasks are the key to the oral evaluation model. In order to embody the operational concept of goal-oriented and focused, we need to determine the evaluation focus and set the evaluation objectives before class. Here, the determination of the evaluation focus needs to be based on the principles of typicality, teachability and progressiveness (Sun Shuguang, 2019) 420, and then select oral samples according to the evaluation focus and evaluation objectives. At the same time, teachers also need to make evaluation forms to guide students' evaluation, so that students can more clearly evaluate the dimensions, and finally design relevant exercises to consolidate.

3.2. In Class

After preparing before class, teachers need to let students try to identify the focus of evaluation step by step, and teachers can organize students to carry out student self-evaluation and peer evaluation in class. First of all, student self-assessment is the first step to carry out the

evaluation task, which can stimulate students' learning confidence and improve their participation. Under the guidance of teachers, students can independently carry out sample evaluation, record and summarize sample problems and propose solutions. At the end of the above session, students can have a group discussion to discuss and share the evaluation results. Through self-reflection and brainstorming, students can dig deep into problems. In this link, students can develop their own cognitive ability and meta-cognitive ability through autonomous learning and cooperative learning. Teachers need to play a supervisory role in this link, while emphasizing the importance of evaluation records collation and integrity. After the completion of student self-evaluation and peer evaluation, the whole class needs to start the third round of evaluation under the guidance of teachers. Teachers need to play a leading role in this round of evaluation, guide students to actively find and solve problems, strengthen students' learning of the focus content, and complete the evaluation task. The fourth round of evaluation is carried out after the end of the teacher-student co-evaluation link, and students complete relevant evaluation exercises under the guidance of teachers to further consolidate the focus of evaluation. "The way of in-class evaluation for teachers and students should be guided by teaching objectives and realize the double attention of communicative objectives and language objectives" (Wen Qiufang, 2016), and finally teachers arrange after-class revision tasks according to the results of classroom evaluation and discussion.

3.3. After Class

Students continue to evaluate their own texts according to the evaluation focus, and revise and submit them according to the evaluation opinions, teachers conduct spot checks on the texts submitted by students, and select excellent texts for display.

4. Conclusion

Teacher-student Cooperative Assessment combines teachers, students and modern evaluation methods, which brings inspiration to the reform of evaluation methods of English listening and speaking courses in middle schools. In this mode, teachers strive to create more opportunities for students to participate in classroom communication activities, organize rich and colorful oral practice activities, truly student-centered, students give full play to their subjective initiative under the guidance of teachers, classroom teaching environment becomes active, not the teacher's one voice, and ultimately improve students' oral communication ability.

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