



# Research on Evaluation Model of College English Online and Offline Mixed Learning Under Digital Environment

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**Abstract.** Based on the Production-oriented Approach (POA) of Teacher-Student Collaborative Assessment (TSCA), an online and offline college English teaching evaluation model is proposed and combined with teaching examples to analyze the impact of the evaluation model on students' learning motivation, learning methods, and learning behaviors, so that the purposeful and efficient English learning of the students' is carried out in the digital age, so as to improve students' thinking ability and cooperative evaluation ability.

**Keywords:** Production-oriented approach · Teacher-Student Collaborative Assessment · Teaching model · e-learning

## 1 Introduction

With the issuance of the “Notice of the General Office of the Ministry of Education on the Implementation of the ‘Double Ten Thousand Plan’ for the Construction of First-class Undergraduate Majors”, various colleges and universities are carrying out characteristic development and classified development. Many colleges and universities have carried out college English teaching reforms, such as classified teaching according to student level, general English, academic English, etc., but no matter what kind of teaching transformation, the construction of online and offline college English courses is the general trend. Classroom evaluation is an important part of judging whether the reform of college English online and offline curriculum can effectively achieve the teaching goals. Therefore, in language learning, based on the Teacher-Student Collaborative Assessment (TSCA) link proposed by Wen Qiufang, the impact of “assessment” on students' learning motivation, learning methods and learning behaviors is analyzed, so as to promote teaching by assessment and promote teaching by assessment. The effect of learning, enhance students' thinking ability and cooperative evaluation ability.

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## 2 Teacher-Student Collaborative Assessment (TSCA)

### 2.1 The Theoretical Basis of TSCA

The Production-oriented Approach (POA) proposed by Wen Qiufang's team is a teaching theory with Chinese characteristics aimed at the practical problems of foreign language education in China. The theory takes "learning-centered theory, integrated learning-use theory, and whole-person education theory" as its core concepts, covering the hypothesis of output drive, input facilitating, and selective learning. The theory emphasizes the intermediary role of teachers and must be effectively realized in the teaching process, driving, facilitating and assessing [1].

The Teacher-Student Collaborative Assessment (TSCA) used in this article is the last part of the POA teaching process. The evaluation objects of the teaching examples are the output tasks related to the unit topics in the college English textbooks. The evaluation subjects include teachers, students, Machine automatic scoring, etc. The specific implementation of the evaluation link is mainly embodied in TSCA pre-class preparation, in-class implementation and after-class activities.

### 2.2 The Role of TSCA

First of all, TSCA highlights the leading role of teachers and enhances students' learning participation. In traditional college English classroom teaching, there is no lack of evaluation links, but it is often a formality. Teachers simply leave comments or record student test results. TSCA requires teachers to select typical evaluation samples in advance, and then guide students to conduct individual, group, and team evaluations, with all members working together to evaluate.

Secondly, TSCA promotes the achievement of language goals and communication goals. TSCA's evaluation points focus on these two goals, testing language acquisition before, during and after class, such as testing vocabulary, sentences, paragraphs, text and grammar, etc.; at the same time, it will also evaluate the effectiveness of actual communication, such as whether the speaker correctly expresses its conversational meaning, attitude, ideas, and emotions to the listener. Through the development of TSCA activities, students clarify the key points of evaluation and promote the achievement of learning goals.

Thirdly, TSCA has realized the promotion of learning by evaluation and the promotion of teaching by evaluation. Through self-analysis, evaluation of others, and acceptance of others' evaluation opinions, students have made it possible to promote learning through evaluation and take advantage of others to make up for their shortcomings. Teachers combine students' language expressions of evaluation points and students' communication with each other to keep abreast of student dynamics and mastery of knowledge points in a timely manner, and then adjust teaching content and promote the realization of teaching goals.

### **3 TSCA-Based Online and Offline Classroom Teaching Evaluation Model for College English**

TSCA has been implemented in many college English classes. The model proposed in this article, taking our university as an example, focuses on how to effectively carry out course evaluation in the online and offline blended learning in the information age.

#### **3.1 Online Evaluation Before Class**

In view of the reduction of college English teaching hours in our school, students have online platform tasks to complete before each class, such as written expressions, oral expressions, micro-class learning, pre-class quizzes, pre-class questionnaires.

For students, online evaluation combines personal evaluation and peer evaluation. Taking online composition as an example, the topic is to write opinions on the foreign translation of Chinese film culture. Firstly, personal evaluation is carried out. Students submit essays online, and students conduct self-evaluation and peer evaluation based on the feedback from the automatic evaluation system. For peer evaluation before class, it includes two aspects. One is that each student should mark his peer's composition according to the system's designation, point out mistakes and score according to the scoring standard, expand their thinking, and think about the similarities and differences between their own writing and others' writing; The second is to evaluate the peer's pre-class learning effectiveness based on the peer's self-evaluation, consultation and discussion, and make a record and give feedback to the teacher.

For teachers, in pre-class online evaluation, teachers obtain many values from big data as reference, such as machine scores, the number of students' self-evaluation corrections, the number of students' mutual evaluations, and the distribution of errors, etc., and then conduct micro-evaluation; at the same time, learn from students' mutual evaluations. Commentary notes, grasp the students' learning attitude, learning behavior, and learning weaknesses in time, and give a macro evaluation. According to the TSCA philosophy, teachers' pre-class preparation is an important part of giving full play to the guiding role, accurately selecting typical samples and designing exercises that can effectively achieve the teaching goals, without asking for all-round comments, but focusing on the emphasis and difficulty, and promoting the achievement of the teaching goals.

#### **3.2 Offline Evaluation**

Under the guidance of TSCA, when conducting comprehensive offline classroom evaluations, teachers can use online mobile Apps to analyze teaching effects faster and more conveniently, adjust teaching progress in a timely manner, enrich teaching content, and carry out teaching evaluations.

In offline classrooms, there are rich evaluation forms, and teacher-student cooperative assessment that integrate individual evaluation, peer evaluation, group evaluation and teacher evaluation are conducted around typical samples. In-class links are the key and difficult points for teachers to implement evaluation (Sun Shuguang 2019) [2]. Taking the written expression composition in the above pre-class session as an example, the teacher

sends typical samples and evaluation criteria to the students in class. For example, the evaluation criteria checklist: whether the prescribed writing tasks are completed, whether the required writing content is included, whether the structure is complete, whether the sentences are fluent, etc.

Students self-evaluate and mutually evaluate typical samples, and then communicate and exchange in the group to propose rectification plans. Each team sends a member to report within 3 min, and other members of the team can make supplements within 30 s. At the same time, well-prepared teachers integrate the difficulties of pre-class preparation and the results of on-site student evaluations, use mobile apps to initiate voting and keyword discussions, and ask students to select the group with the best evaluation display (not to select their own group). The reference data in the mobile app helps teachers use their time to evaluate efficiently, so as to evaluate and promote teaching.

After the teacher's evaluation, use the mobile app to randomly select people, and let one or several student analysts collaborate to evaluate the results, for example, whether to agree to the rectification plan, and what are the reasons. In order to clarify whether the students really mastered the important and difficult points, and sample the achievement of the language goal. The offline evaluation of a typical sample of teacher-student cooperation has actually experienced five processes of individual, peer, group, teacher, and teacher-student cooperation of the sample. Then let the students complete the exercise tasks prepared by the teacher before the class in the mobile app, so that the students once again clarify the key points of the course and strengthen the use of the knowledge they have learned. The data feedback on the online platform is helpful for teachers and students to check for deficiencies, complete offline evaluations in the classroom, and promote learning.

### **3.3 Online and Offline Evaluation After Class**

Based on the above evaluation of typical samples, each student revised his personal composition again and completed the online output task. In this link, online peer evaluation and offline group evaluation are the main ones, and teacher evaluation is a supplementary one. The implementation principles of TSCA are: goal-oriented before class, focus on key points, problem-driven in class, gradual support, process monitoring after class, promotion and demonstration (Sun Shuguang 2020) [3]. Under the guidance of the TSCA, students have already analyzed typical samples under the guidance of teachers in class, and the evaluation process can also draw inferences about the samples that have been used for reference in the final output tasks of the individual. Peer mutual evaluation should compare the similarities and differences of peer output tasks before and after class, and record the evaluation experience. Each group organizes their own offline discussions, and makes transcripts and photographs. If conditions permit, they can make video recordings. Each group selects one excellent work, and attaches recommended comments to share with the whole class. After the online and offline evaluation of the students is completed, the teacher will give comments, and at the same time turn on the voting, questionnaire, discussion and feedback functions of the mobile app to provide reference for future output tasks and evaluation activities.

## **4 The Influence of College English Online and Offline Classroom Teaching Evaluation Model**

According to interviews with students and questionnaire surveys, we know that the TSCA-based college English online and offline classroom teaching evaluation model we adopted has a certain impact on students' learning motivation, learning methods and learning behaviors.

### **4.1 Impact on Learning Motivation**

Foreign language learning requires the cooperation of students' internal psychological processes, that is, based on specific goals, the interest in learning is generated from the heart. The college English online and offline classroom teaching evaluation model creates an immersive English learning environment for students, maintaining personal, peer and group communication before, during and after class, allowing students to truly use and acquire language from the external environment Start to strengthen learning motivation. With the exertion of students' subjective initiative, students' pursuit of foreign language learning no longer simply stays at the stage of language learning, but pays more attention to the learning of culture and thinking. In this way, internal pursuits counteract external communication, and external causes act through internal causes. Students will strive to achieve language goals and communication goals.

### **4.2 Impact on Learning Method**

Online and offline blended learning in the information age can greatly improve learning efficiency. The big data evaluation results of the online platform can help students find the lack of vocabulary, grammar, sentence patterns, etc., achieve effective input, accumulate necessary language knowledge, and achieve language learning goals. In terms of learning methods, in addition to traditional recitation, silent reading, speed, notes, etc., driven by the information age, students use online and offline evaluations to actively accumulate knowledge for effective language expression, and explore the world, expand their horizons, and enrich Personal imagination. Teachers can make timely adjustments to teaching resources and students can learn about the learning condition of their peers, which will stimulate students' selfreflection [4]. Through teaching practice, it is found that the promotion of reading by evaluation is better, and students actively think and discuss through reading. However, with the popularization of the Internet and the abundance of resources, the factors that cause distraction of students have also increased. Teachers and students should pay attention to self-monitoring and external monitoring when using online resources to ensure learning efficiency and cultivate a correct learning outlook.

### **4.3 Impact on Learning Behavior**

The college English online and offline classroom teaching evaluation model plans the learning process before, during and after class for students, which is conducive to the

development of good study habits. Moreover, in the evaluation process, students also gradually shifted from the initial micro-evaluation of language to the aspects of responsibility, love, courage, respect and belief, so that students can not forget their original intentions, convey their ideas correctly, and shape a sound personality. The evaluation of teacher-student cooperation strengthens the communication and discussion between students and between teachers and students, and realizes the improvement of students' dominant status (Zhang Pengjiu 2020) [5]. In the implementation of specific behaviors, students are also willing to discover humorous, vivid, beautiful, rich or accurate language from classic stories, drama and poems, celebrity speeches, and current affairs news, so as to enrich themselves and complete output tasks.

## 5 Conclusion

Based on TSCA, the proposed college English online and offline classroom teaching evaluation model has a positive impact on students' learning motivation, learning methods and learning behaviors, and at the same time enhances students' evaluation abilities, and promotes the development of speculative and cooperative abilities. Students will lay a solid foundation for communication in life and work in the future.

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