

Construction of the Blended Teaching Evaluation System of College English for Vocational College Students Based on Flipped Classroom

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Abstract

Public English teaching is always an important issue that challenging teaching reforming in advanced vocational colleges. Students in English major are poor in background, as well as enthusiasm. Though mixed teaching form that based on flipped classroom somehow does enhance students’ motivation, develop their creativity and innovation, due to different backgrounds, points of interest, and lacking of self-control, it is not enough to completely achieve teaching object by simply altering teaching method. In order to achieve teaching object, it relies on strict, diverse, and comprehensive evaluation system to supervise student’s study conditions.

Key words: Advanced public English; Mixed Teaching; Evaluation system

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INTRODUCTION

Blending Learning suggests that it is necessary to combine the advantages of traditional study method and

e-Learning, that is, both leading function of the teacher in guiding, inspiring, and supervising teaching process, and fully expressing students’ motivation, enthusiasm and creativity. Currently, common opinion in internal educational field is that it is important to combine those two methods and supply each other in order to achieve the best study effect (He, 2005).

Blending-Learning requires teachers to discard traditional teaching methods such as “spoon-feeding” or “one standard”. Instead, teacher needs to utilize informational technology and internet digital study platform to reconstruct class contents and break them into small knowledge points, which are further uploaded after being converted into audio, video and animation, for student previewing and exploring. In this way, teachers are not “spoon-feeding” anymore. On the contrary, teachers provide personal answers according to students’ problem, which fully corresponding to their aptitude and conditions.

The blended teaching mode based on “flipped classroom” and internet does increase study efficiency, however not every student will actively preview online or perform after-class exploring and feedback, especially lacking of interest in studying English. Advanced vocational non-English major students have poor background in English and interest in study. Some of them even hate English. Combining advanced vocational students’ characters, designing an evaluation system for blending teaching of advanced vocational public English can efficiently guarantee the achievement of teaching object.

1. CHARACTERS OF ADVANCED VOCATIONAL STUDENTS

1.1 Unclear Object

Post-90s’ generation students are uncertain about future career. They are used to passively accept knowledge

without the habit of active-study or efficient study method, not to mention capability of self-study, which in total lead to poor adaptation to independent and self-motivated study environment. As time passes, part of students will be weary of studying and relocate their attention to online games or other matters that produce satisfaction easily, which results insufficient motivation in study and poor capability of study (Yu, 2011). Recently, as increased enrollment in colleges, advanced vocational colleges lowered enrollment requirements to complete enrollment plan, which is responsible for decreased comprehensive qualities, especially referring to cultural grades. Those students did not focus on study in middle school, which leads to issues as lacking of motivation of active study, improper study habit, and insufficient self-control ability. In addition, most of them do not understand development object of advanced education, as a result of no interest in their majors and ignorable study motivation. Among those students, reasons for enrollments can be concluded as unsatisfactory college entrance examination grade without confidence of re-test, aiming at diploma and satisficing parents. In the condition of mismatching between interests and their majors, mental stress is formed, along with negative mentality such as pessimism, weary of study and dawdling (Zhang, 2014).

1.2 Lacking of Capability of Self-Study

It is common to have poor capability on self-study among advanced vocational student, as a result of poor background, which makes them find nowhere to start. The other reason is lacking of interests in study. Lots of advanced vocational students claim that they gave up English since middle school. English is a “demon” to them. Taking students in author’s college as an example, part of them are on primary school level, and most of them stay on the middle school level, which somehow explains their self-study ability.

Based on above characters, it is critical to design evaluation system that fits characters of advanced vocational students.

2. CONSTRUCTION OF EVALUATION SYSTEM OF BLENDING TEACHING BASED ON FLIPPED CLASSROOM

2.1 Assign Object Together by Both Teacher and Student

In traditional teaching mode, teaching object is assigned by the teacher for guiding himself to arrange teaching content and activity. The object sometimes will not fit all students. In condition of blending teaching, it relies on students’ motivation. If the student does not have a clear teaching object, their study is blind and passive; however it is fixable by assigning object together. On this point, Korean math education is a positive example. The 12th

International Congress on Mathematical Education (July 8th to 15th, 2012) was held in Korea. During congress, a series of reports that related to Korean math education were presented. *The International Journal of Math Education (The International Journal on Mathematics Education)* published a special volume of Korean math education on volume 44, issue 2, 2012. Korean students expressed outstanding performance in “Program for International Student Assessment”. In addition, Korean teachers were at top positions in Mathematics Teaching in the 21st Century. High quality of Korean mathematics education has drawn international-wide attention (Qin & Cao, 2013). It highly depends on in-class teaching and corresponding evaluation system. One of the characters of it is clear object planned by teacher and student.

The advantage of this strategy is to better cope with the difference between identities. Different students with diverse starting points, backgrounds and interests will form various self-expectations. Teachers need to collect students’ opinions and let them plan their own study object.

2.2 Plan Hierarchically Spiral-Rising Learning Goals

For different English background, it should have a different goal. For those who have the weakest background in English, it is impossible to make them meet the requirements of listening, speaking, reading and writing English simultaneously. A difficult goal as this, no matter how attractive classes are, will not be interest to them. However, to students that have solid backgrounds, easily achieved object causes lack of challenge, which further results losing of study interest as well. For those non-English major students in advanced vocational colleges, students in both high and low qualities are not common. Most of them have a similar background, which is relatively low but poor. According to this condition, when a teacher is planning object, the best strategy is to run a survey among students in middle to understand their backgrounds, interests and expectations. Through analysis on survey results, teacher plans a series of study objects and randomly select several students to discuss the object. According to their feedback, teacher needs to further improve the object and finally form an object, that fits most of the students. For those students that are at the top level or bot level, it is better to apply one-on-one interview to deeply understand their needs. Especially for those less-qualified students, they may hate English or even completely give up English. By talking in person, it is able to observe student’s status and instructively educate them to rebuild their interest and confidence in studying English. It is important to plan a practical object considering their actual condition. To those less-qualified students, the best study method is not online-study. Instead, offline teaching, or in other

words, in person, is more efficient. To those relatively excellent students, in person interview aims at knowing their dreams, or further developing their potential and encouraging them to achieve better accomplishment in case they do not like English as well. Planning objects with more challenges for this part of students with proper reward to motivate them is efficient in guiding them to study. For this part of students, it is more important to explore their study online. Teachers need to prepare mini class for them aiming at further improvement and knowledge exploring, which is also optional content for improved middle part students.

Objects are not changeless. It varies while students are improved. When students have better self-study abilities, online study is gradually enhanced, which leads to increased in class study. In this way, in class time is used for personalized tutoring and discussion.

2.3 Form Target-Oriented Diversified Teaching Evaluation System

At the same time, the teaching mode that has different teaching object according to different student is not able to be evaluated by traditional simple evaluation mode. Thus it is of great importance to design target-oriented diversified teaching evaluation mode. "Diversified" namely contains several points below: Firstly, diversified evaluation subject, which is a comprehensive evaluation system including teacher-student mutual evaluation, self-evaluation, and student-student mutual evaluation. Teacher-student mutual evaluation not only includes teacher's evaluation on student's study process, but also emphasizes student's evaluation. In order to develop student's self-motivation, it is necessary to treat student as center, as well as student's evaluation. By applying methods as student interview and survey, it is able to improve and adjust teaching object and method according to commons and feedback on teaching method and content from students. Self-evaluation

and student-student mutual evaluation mean objective evaluation of students to themselves and other people. Those evaluation forms are able to promote student to self-review efficiently during study and build a proper study atmosphere of competition, cooperation and collaboration. On the second point, the content of evaluation is diversified, which is able to overcome the limitation of traditional evaluation, construct comprehensive practical teaching evaluation system, and comprehensively evaluate students' study result. It is important to reform evaluation method, pay attention to evaluation of students' study processes, and consider online self-examine results, teachers random examine results, and student-student mutual evaluation results in total. Thirdly, evaluation standard is diversified, which focuses on weight assignment of evaluations from different evaluation subjects. The weight assignment directly suggests object achievement. For example, in order to care students' future development, teacher should encourage students to actively attend study activities. According to students' activity, understanding, attendance and attitude, evaluate students' condition. Whether students are actively involved in activities should be determined from two aspects: the learning atmosphere and the teaching behavior. First of all, teachings should create equal, democratic, tolerant and respectful learning atmosphere which is good for students' participations; secondly, teachers should encourage students to be confident during their teaching. They should pay attention to the personality differences of each student, encourage all students to take initiation to participate in independent inquiry, group cooperation, hands-on operation, class discussion and other activities, using a variety of methods or representations to express and explain their own ideas (Xu, 2016). The target-oriented multi-dimensional teaching evaluation system is shown in Figure 1:

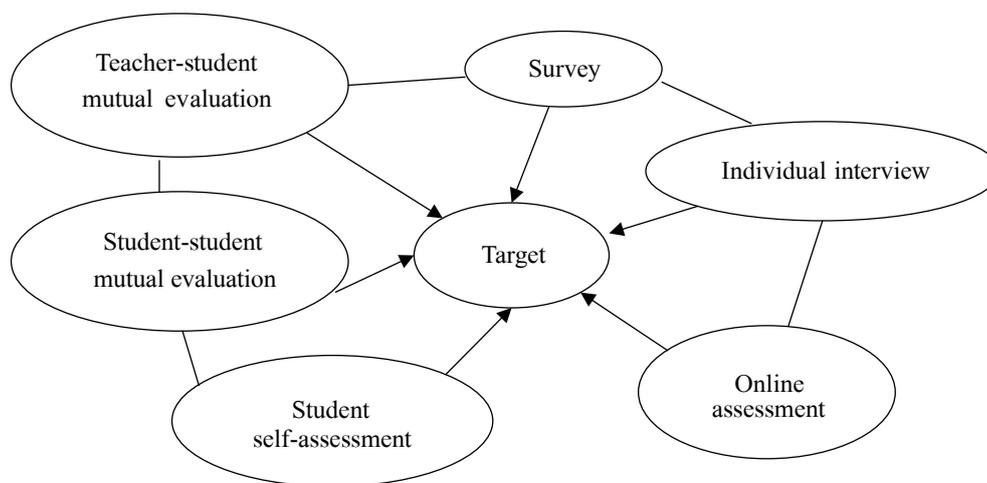


Figure 1
The Target-Oriented Multi-Dimensional Teaching Evaluation System

As one can see from the above figure, all the means of evaluation are target-oriented. A variety of evaluation methods can be freely combined and adjusted. For example, if the goal is to memorize vocabulary, then it can be evaluated by a simple online test; if the goal is on writing ability, students can use self-evaluation, student-student mutual evaluation, and teacher-student evaluation to assess one's writing ability. The higher and more complex the goal is, the more evaluation means will be needed. In addition to the evaluation means or subjects listed in Fig. 1, teachers can also involve the enterprise or industry experts as main evaluators.

3. APPLICATION OF BLENDING TEACHING EVALUATION SYSTEM BASED ON “FLIPPED CLASSROOM”

Evaluation is based on the teaching objectives. Teachers need to determine and solve the problems by examining whether the students have achieved their goals, and ultimately achieve their teaching objectives. Taking a class as an example, specific approaches can be carried out from the following aspects:

3.1 Background Checking

First, start with the form of paper test on English: after the new students are enrolled, teachers can learn the basic situation of students' English ability through their first English test, and use the results to directly determine their learning goals. After the initial test, the second step is to conduct a questionnaire survey: To understand students' interests in English learning. For example, asking students: Do you like learning English? If so, which aspects of English would you wish to improve the most and why? If no, why? Teachers can also use the questionnaire survey to understand students' learning objectives in the university. By understanding students' overall goals, teachers can make the corresponding appropriate changes. For example, if students with auto-repair majors do not wish to engage in vehicle maintenance work in the future, instead, they want to become a car salesman, then for the purpose of developing English learning objectives, students can focus more on learning vocabulary and expression methods from the aspect of selling and vocabulary and knowledge of cars. The third step is to take after the survey is to find individual students for interviews: conducting face-to-face individual interviews with both the more qualified students and less qualified students. With the less qualified students, teachers need to understand the specific situations and try to reignite their interests in English learning; with the more qualified students, teachers need to understand their expectations of English learning and encourage them to move towards higher goals.

3.2 Development of Teaching Objectives

According to the results of the survey mentioned above, based on the actual English levels of the students in class and combining with requirements of the syllabus, teachers need to develop teaching objectives which are suitable for students with different English levels. That is, show the students the teaching syllabus and teaching content for the semester and inform them of the goals required by the outline, so that they can decide on their goals according to their own actual situation. Teachers should review and audit students' objectives, and ultimately determine the specific goals for each student. Both the teacher and the students should keep a copy of it as the basis for the evaluation at the end of the semester. Determining the goal is a very critical step. Students will not be well guided without a goal, and teachers will not have a basis for evaluation. Therefore, both the students and teachers should pay great attention on the development of teaching objectives. It is especially important for students to know their goals so that they are willing to work towards it.

3.3 Release of Online Learning Content

After determining the goal, it is necessary to determine the appropriate teaching content and teaching method for different goals, and classify them while making the micro-course. It is important to have the basic teaching content to meet the needs of most students, but it is also important to prepare primary content or below for students without much English background. On top of that, a small part of the teaching content should be challenging even for the better students. When releasing it online, teachers can set authorization separately so that the open teaching content is targeted for specific group of students. Students with different levels can learn the higher level content only after they meet the required goals.

3.4 The Implementation of Processing Hybrid Evaluation System

The implementation of the hybrid evaluation system based on the flipped classroom is mainly weighing the evaluations for different evaluating subjects differently, and the weighing distribution directly reflects the achievement of the goal. For example, for students who want to engage in car sales in the future, in order to develop his initiative and enthusiasm, students should be encouraged to participate in learning activities. The student should be evaluated based on his initiative during the participation of the activities, his understanding of the learning content, his participation, and the cultivation of his learning attitude. Whether students are actively involved in activities should be determined from two aspects: the learning atmosphere and the teaching behavior. First of all, teachings should create equal, democratic, tolerant and respectful learning atmosphere which is good for students' participations; secondly,

teachers should encourage students to be confident during their teaching. They should pay attention to the personality differences of each student, encourage all students to take initiation to participate in independent inquiry, group cooperation, hands-on operation, class discussion and other activities, using a variety of methods or representations to express and explain their own ideas. For students who want to be a good vehicle mechanics, patience and learning ability are also very important for them. For these students, their evaluations can be more focused on their English reading ability and ability to learn new knowledge. English reading ability can improve their ability to learn the advanced technology of foreign cars, and also reflects their ability to learn new knowledge, which embodied in the evaluations of their ability to ask questions during their pre-class preview process.

CONCLUSION

The construction of the hybrid teaching evaluation system based on flipped classroom is not static. It can increase or decrease the numbers of evaluation subjects or the evaluation methods of participation in the system according to the difference of learning content, learning objects, and the learning attitude and learning ability of the learner. The purpose of this evaluation is to test the learning effect, obtain effective feedback, and ultimately achieve the teaching objectives. The evaluation means

themselves also need to be evaluated on their scientific efficiency, and thus need to be continually improved.

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