

Exploring Teaching Evaluation of English Flipped Classrooms in Chinese Higher Education

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Abstract. The conventional teaching approach is reversed in the flipped classroom, which means a reversal of teaching and learning. Learners use micro-videos and guided learning plans to learn knowledge before class. Then, they discuss, communicate, and cooperate with teachers and classmates in class to promote the internalization of knowledge. At the same time, the flipped classroom is student-oriented, with the teacher as the leader and organizer to help students acquire knowledge. Although this teaching model is widely used in the world, it is in its infancy in China, and there is little research on the teaching practice and assessment system of English flipped classroom in higher education. Therefore, this paper analyzes the current situation of English flipped classroom in higher education in China by reviewing four aspects: research on the practice of flipped classroom, theoretical research, problems of assessment in practice, and countermeasures of assessment problems in practice, and proposes corresponding countermeasures and suggestions for improvement, so as to provide reference and reference for English teachers in higher education of China.

Keywords: English for Higher Education; Flipped Classroom; Teaching Assessment.

1. Introduction

Due to the rapid development of the information technology industry, its common use in daily life has also brought changes to a certain extent to the way educators work, and teachers can use the means of information technology to achieve a flipped classroom. One of the most important features of the flipped classroom compared with the traditional classroom is that the classroom is a student-based teaching mode with the teacher as the auxiliary. The flipped classroom applied to college English classroom is a heated topic and focus of future English teaching reform in China, but in the specific practice process, the depth and effectiveness of English flipped classroom still needs to be improved due to the limitations of the network technology environment, domestic education policy, teachers' teaching philosophy, and other factors.

The flipped classroom is no longer a new teaching method in the world, especially in western countries. However, the research on flipped classrooms in China is still in its infancy, and most of the literature contributions are in China's basic education and some mathematics, art, and information technology subjects. Unfortunately, there is still little research on college English flipped classrooms' teaching practices and evaluation systems. This paper aims to fill in some of the gaps in this area and provide new literature. It wishes to explore the research and current situation of flipped classrooms in Chinese college English teaching by conducting research on Chinese college English flipped classrooms from multiple perspectives. According to the stage corresponding to the flipped classroom teaching evaluation problems, this paper will put forward some corresponding countermeasures for teachers.

2. Practical Research on Flipped Classroom

There are various types of courses in college English, such as oral English, and reading and writing classes. Yuan and Shen showed that oral English teaching under formative assessment is feasible and beneficial [1]. This is because the data from the survey shows that 11% of the students are satisfied with the instruction in general and 80% are very satisfied. With the flipped classroom implementation, students find that they will invest more in oral English learning, such as time and energy. They have

improved their self-awareness in oral English learning and their interest and enthusiasm in English learning. In the reading class, Xiao and Chen found that students have subjectivity fully reflected through the flipped classroom model, which greatly improves classroom efficiency [2]. In addition, writing classes are currently the direction of relatively more research on the application of dynamic assessment in practicing China, in which Zhang emphasized the importance of paying attention to students' academic level differences and individual characteristics in the teaching and learning process of writing, thereby setting student development goals based on the student's current situation in dynamic assessment [3]. Zhang and Wang showed that the teaching mode of the flipped classroom has unique advantages compared with the traditional classroom. This is because from the data collected most students are highly satisfied with the learning experience of the flipped classroom and the use of information technology has improved students' attitudes toward learning. However, the survey results showed that students' satisfaction with learning resources is not satisfactory [4].

This also reflects some problems in implementing flipped classrooms, such as the fact that flipped classrooms rely heavily on information technology tools. Only by providing students with good and easy-to-use technical resources or tools for e-learning experience can they better meet students' learning needs. Also, only by providing students with good and easy-to-use technical resources or tools for e-learning can they better meet students' learning needs. Li also found that the absence of an appropriate platform for communication and teachers' lack of knowledge about the use of software and information technology were among the key reasons for the failure of the flipped classroom [5].

3. Theoretical Studies on Flipped Classroom

The flipped classroom initially had no clear definition, only a simple description, such as students watching an instructional video recorded by the teacher at home in the evening and doing homework with their classmates in the classroom the next day. However, as research continued, the concept of flipped learning was introduced at Woodland High School in the United States: "Flipped learning is the transfer of direct instruction (teaching basic facts, knowledge, and skills) from a space for collective to solitary learning" [6]. This then allows more time for classroom interaction between teachers and students. This statement places more emphasis on the organization of the classroom and reflects constructivist theory. Bergmann and Sams found the problems of current education in the U.S., later elaborates on the concept of the flipped classroom and clarified its theoretical framework, and offers their suggestions on the future research directions of flipped classroom teaching [6]. Constructivist learning theory and traditional learning theory were combined to create the flipped classroom. In the process of implementing instruction, the teaching model is in accordance with the human-centered teaching ideology, allowing students the freedom to learn on their own while the instructor assumes the position of advisor.

Among the theoretical studies on the flipped classroom, it is worth mentioning that Yin and Zhang creatively studied the flipped classroom of college English from the perspective of cognitive psychology [7]. Combining cognitive load, knowledge internalization, input-output theory, and deep learning theory, the article theoretically retraces the flipped classroom from a cognitive perspective, designs a teaching path that conforms to the cognitive law, and proposes suggestions for college English teaching in conjunction with this path. Additionally, Yang and Chen systematically analyzed by bibliometric methods the last fifteen years of domestic and foreign research status of the flipped classroom was systematically analyzed by bibliometric methods. Therefore, it was concluded that the research on the topic of the flipped classroom will continue to be heated, and theoretical and practical studies will be emphasized [8].

4. Research on the Problems of Assessment in Practice

Some experts believe that most of the flipped classroom practices in China still adopt the teaching evaluation methods of traditional classrooms, and teachers' pre-class preparation activities, activities

for learning students do before class, group projects they do in class, and teachers' and students' out-of-class teaching interactions are not included in the evaluation of the teaching effectiveness of flipped classrooms. This did not reflect the full effect of the flipped classroom [9]. However, it is worthwhile to remember that in recent years, many scholars have started to pay attention to the evaluation system of the flipped classroom and found problems in it. Li explored the teaching evaluation system of the flipped classroom in China from the perspective of the process evaluation index system [10]. Deng also found through her research that the summative test-oriented assessment in traditional teaching is not applicable to the flipped classroom [11]. The traditional summative test assessment leads to untimely feedback and reaction to the learning assignments and performance, which leads to the issue of the instruction of translation's lack of compactness and sustainability. The role of the student in the flipped classroom also changes from that of a passive recipient in the traditional classroom to that of an active researcher. While traditional teaching is teacher-centered, the emphasis in the flipped classroom is on the students. This change in the role of the teacher symbolizes the complete overturning of the traditional classroom by the flipped classroom. In this radical change in the role of the teacher, traditional standardized tests are no longer appropriate for assessing instruction. However, dynamic assessment can require continuous adaptation of mediated assistance based on learners' learning needs and responses, and learners remain in the driver's seat in flipped classroom assessment. Therefore, both flipped classrooms and dynamic assessments are learner-centered [12].

To sum up, the assessment problems in the flipped classroom implementation mainly include, firstly, the lack of emphasis on dynamic assessment, and the single assessment method in the traditional teaching mode, which is usually assessed by examinations. Secondly, students' participation in the assessment system is low, including both in the student self-assessment and in the teacher-student and peer assessment stages, which do not give full play to the student-oriented characteristics of the flipped classroom and neglect students' participation in the assessment process.

5. Research on Assessment Strategies in Practice

In response to problem one, it is pointed out that in the flipped classroom, assessment subjects, assessment content, and assessment methods and approaches should be diverse and multi-faceted [13]. Therefore, the implementation of the flipped classroom should focus on formative assessment and adopt diversified assessment methods, such as lectures, role plays, and teacher-student exchange interviews. Liu suggested that activities such as talks and interviews that focus on face-to-face communication are the most intuitive means of understanding students, although they are more time costly [14]. Teachers obtain real and substantial information about students' lives and learning through in-depth communication and can provide important references for the in-depth development of flipped classroom teaching. In addition, this information can help teachers to adjust their learning plans and better integrate into the next phase of flipped classroom teaching.

To address question two, there is a need to strengthen self-assessment, peer assessment, and teacher-student inter-assessment [15]. The assessment stage can be conducted in three aspects: before, during, and after the class. It is worth noting that the principle of diversity should also be emphasized in the evaluation given by students to teachers, for example, teachers can be analyzed comprehensively from three aspects: teaching preparation, teaching process and content, and teaching attitude and interaction. The assessment of students in the flipped classroom should involve students' capacity for independent learning, for making inquiries, and for cooperating with others, and emphasize the evaluation of students' emotions, attitudes, and value aspects. Zhao mentioned that the mutual assessment can better stimulate students' enthusiasm for learning related knowledge, which can influence the direction of students' individual development, effectively improve students' interest in learning, and urge students to continuously improve their English in reflection [16].

6. Conclusion

To conclude, the assessment in the flipped classroom differs from the conventional approach, which focuses on summative assessment, but the flipped classroom focuses on formative assessment. The assessment is not just a score, but also a formative assessment that the teacher uses to develop compactness and sustainability in student teaching. As a new attempt at teaching reform in China, the flipped classroom has brought endless vitality and vigor to English teaching in the new era, while formative assessment, which focuses on process evaluation, provides a secure way to conduct the flipped classroom. How to fully integrate formative assessment into the practice of flipped classrooms in its initial stage is a new way of integration that Chinese academics should continue to explore. It is not only to actively promote the effective means of formative assessment in university English flipped classrooms, but also to identify and reflect on the existing problems with an awareness of problems, and to continuously seek to try new ideas by combining the technology-dependent and dynamic characteristics of the flipped classroom.

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