
| RESEARCH ARTICLE

Blended High School English Teaching and Multiple Assessment System Construction Strategies

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| ABSTRACT

In the post-epidemic era, the teaching mode of high school English has altered from a single face-to-face teaching mode to a hybrid online and offline teaching mode. This mode has a positive significance in maintaining the education order, ensuring the teaching quality of high school English teaching. The objectives of the research are the teaching method and the corresponding multiple assessment systems for high school students, and this paper applies methods of document analyses, investigation and experience summary. Based on the blended high school English teaching, the research combines process evaluation and terminal evaluation organically and diversifies evaluation subjects, evaluation contents, and evaluation manner based on the actual learning situation, building an evaluation system with adaptability and rationality. In this way, it is helpful to inspire teachers to design their teaching process in a more efficient and scientific way and solve the present obstacle that the traditional teaching evaluation system no longer meets the evaluative needs of the new teaching model.

| KEYWORDS

Blended learning; secondary education; multidimensional evaluation system

| ARTICLE INFORMATION

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1. Introduction

Due to the impact of the covid-19 epidemic, almost all secondary schools have adopted a purely online teaching mode or a switched offline teaching mode to ensure teaching progress and minimize the impact of the epidemic on teaching and learning activity. The post-epidemic trend of normalized epidemic preparedness will continue to drive the development of online teaching and learning, while its convenience and ample resources are driving change in the concept of teaching and learning in the novel era. While adhering to the core position of classroom teaching, quite a few instructors have adopted a hybrid teaching model, which is not only a reform of teaching format but also a profound change of teaching resources. Teaching means and teaching environment under the hybrid teaching model, forming a tripartite interaction of "teacher-student-parent" in high school English teaching.

As a requisite part of the teaching activities, teaching evaluation has significance for the improvement of teachers' teaching methods, feedback on learners' learning effects and the optimization of home-school interaction. Additionally, English is a language-oriented subject, and its teaching objectives attach great importance to the cultivation of thinking skills, creative abilities and learning strategies. Considering the change in teaching mode, the traditional offline test paper assessment method obviously lacks rationality. Taking into account the characteristics of the subject, the rule of secondary school students' physical development and the definition and characteristics of the blended teaching method. How to establish a diversified English teaching evaluation system and how to ensure the rational application of teaching assessment has become the important and difficult work of modern education and teaching reform.

2. Research background.

2.1 Blended Learning Model

The blended teaching model began to enter the cognitive landscape at the end of the 20th century and was further promoted during the three-year-long epidemic prevention in that it met the requirements of educational development. With the development of blended pedagogy, its definition has evolved and is still stated differently (Feng, 2018).

From the perspective of teaching format, Sloan Consortium (2003) and Hofmann (2008) defined it as "the combination of face-to-face teaching and online teaching", mainly considering the crucial role of educational technique in the entire teaching process. Huang Rong-Huai (2006) positioned the hybrid teaching mode as a combination of traditional classroom teaching and online distance learning based on the form of hybrid teaching practice.

With the development of the hybrid teaching method, more and more scholars began to consider the teaching characteristics in the hybrid teaching mode. Focusing on the multiple subjects in the teaching and learning process, Bliuc (2007) argues that the blended teaching model realizes the interaction between "student-teacher-resource", including both online and face-to-face forms. Harvi 2001 considered the elements of the teaching and learning process and considered the hybrid model as a mixture of teaching and learning styles, educational technology, and evaluation, and believed that it could help teachers to complement each other in a multidimensional way in order to optimize the teaching effect. Subsequently, starting from students, scholars such as Goodyea (2015) point out that the blended teaching model is based on a student as a core, emphasizing that the blended model creates a highly engaging and personalized learning experience for students and emphasizing that the blended is not only a mixture of teaching styles but also a mixture of teaching and tutoring styles

2.2 Multiple Evaluation System

The multiple assessment system is based on the multiple intelligence theory proposed by American psychologist Howard Garner as the cornerstone. The theory proposes that human intelligence consists of seven major abilities: linguistic intelligence, logical and mathematical intelligence, spatial intelligence, physical and motor intelligence, musical intelligence, interpersonal intelligence and self-awareness intelligence, and emphasizes that intelligence tests are related to multiple factors such as environment and evaluation methods, which criticizes the traditional single paper-and-pencil test.

The multiple evaluation systems emphasizes the diversity of evaluation contents, evaluation forms, evaluation subjects and other elements and focuses on the dynamic process of students' learning as well as the performance of learning outcomes in both knowledge and ability levels, which is an unstructured and flexible evaluation method. The evaluation content is not limited to basic knowledge but can be extended to the cognitive, emotional and problem-solving abilities of students in real life and learning situations. The key to multiple evaluations is to integrate process evaluation and terminal evaluation, supplemented by quantitative and qualitative integration methods. Gardner's theory of multiple intelligence suggests that students have developmental differences, so when constructing multiple assessment systems, teachers need to take into account students' personality characteristics, knowledge base, and other factors to evaluate students in a targeted way, combining standardized assessment. A teacher should combine standardized assessment with individual assessment.

3. Blended learning model teaching implementation design

This paper uses 'Welcome to the unit', the first part of Oxford High School English book, Module 8 Unit 2, The universal language, as a teaching case for analysis. The unit introduces multiple forms of linguistic expressions, such as opera, blues and pop music, which is conducive to cultivating students' cultural awareness and aesthetic consciousness. The material follows the development of music, guiding students to learn about instruments, composers and singers in multiple ways, using rationalization tools and scientific methods to collect and integrate relevant information. In the process, students can learn about the development of music in different countries, feel the power of music culture, and form a sense of cultural identity and diversity and contrast. The objectives of the first part of the course are mainly to familiarize students with musical themes and to encourage them to develop independent and critical thinking by talking about their favorite music and guiding them to relate the topics in the book to their actual experiences.

3.1 Before-class Learning

The teacher releases the study materials for the whole unit of unit 2 and the pre-study announcement and requirements for the first part of the unit one week in advance on the "Learning Platform". The study materials include not only learning materials such

as micro-lesson videos of text explanations and vocabulary summaries of textbook phrases but also extended-learning materials such as introductions to common musical instruments, films and videos of operas, documentaries on the development of music history, and links to web pages introducing singers and composers. The learning materials form task points in the order in which the relevant content appears in the unit, with the first part containing three task points. The before-reading announcement requires that students need to complete their independent study of the 3 task points by 12:00 noon the day before class and can use the discussion board to discuss them.

3.2 In-class learning

During the online classes, teachers use "Tencent Conference" to conduct online lectures, supplemented by the "Learning Pass" platform for sign-in and interactive statistics, and conduct group discussions and class responses during the class through the "Learning Pass" platform. During the face-to-face lectures, teachers and students meet in person to discuss and answer questions in class. During the face-to-face class, teachers and students conducted teaching activities in the classroom, relying on Excel and other office software to conduct interactive statistics and record students' performance in the classroom.

3.3 After-class Learning

Post-lesson learning is an indispensable part of the whole teaching process and can be used to test the learning before and during the lesson. Specifically, students complete and submit the vocabulary exercises for the first lesson online and then reflect on and consolidate their knowledge based on the answers submitted; students use background knowledge of the 3 task points to do oral training and upload audio to the class circle; teachers communicate with students through the "Learning Pass" platform. The teacher communicates with the students through the Learning Connect online chat box and gives them feedback on assignments and oral training.

4. Construction of multiple evaluation systems for a blended teaching model.

The multidimensional evaluation system consists of three parts: before-class learning evaluation, in-class learning evaluation, and post-class learning evaluation, which is constructed by considering teaching objectives, teaching sessions, and students' personality characteristics. Three aspects of innovation are emphasized: diversification of evaluation subjects, comprehensiveness of evaluation dimensions, and diversification of evaluation contents. The system accounts for 50% of formative evaluation and 50% of the terminal evaluation.

4.1 Before-class learning assessment (20%)

4.1.1 Study material viewing (10%)

Based on the "Learning Platform", the students' length and frequency of watching video materials and text materials in each task will be counted, and the grading criteria will be set according to the number and difficulty of the different tasks for systematic grading.

4.1.2 Frequency of online interaction (5%)

Relying on the platform to count the interaction rate of students before the class, the objective scoring needs to take into account the outcome factors such as the value of the content and contribution of the discussion as well as the factors of differences in students' personalities when assigning scores, from the perspective of dynamic development and with the main purpose of encouraging students.

3.1.3. Study note recording (5%)

Based on the quality of students' notes at the time of learning task points to measure their before-class attitude, independent learning ability, learning efficiency and results, the teacher scores from the coverage rate of important and difficult points and the quality of learning tips.

4.2. In-class learning assessment (30%)

4.2.1. Class discussion participation (10%)

There are two aspects, teacher's rating and group members' rating, each accounting for 5%. The teacher counts the number of interactions in class for each student with the help of statistical tools or platform features. Under the teacher's guidance, group members score their classmates in terms of their group activity and contribution.

4.2.2 Completion of classroom exercises (10%)

Graded by the instructor, the accuracy and rate of students' classroom work are used as indicators of their learning outcomes and learning attitudes, and the variability of students' bases needs to be taken into account to ensure fairness and objectivity of the evaluation.

4.2.3 Presentation of task results (10%)

Evaluation by the teacher, group members, and other students outside the group. The teacher conducts a comprehensive evaluation in terms of the height of individual thinking, quality of results, and verbal skills. Under the guidance of the teacher, group members make an objective evaluation in terms of contribution, communicative efficiency, and leadership. Other students outside the group evaluate the results in terms of their impact, inter-group comparability, and creativity.

4.3 Post-class learning evaluation (50%)

4.3.1 Test completion (30%)

According to the first part of the design vocabulary phrase practice, the content covers the before-class learning part of the knowledge points and the key points emphasized in class. Students complete them online within a specified time frame, and the platform intelligently scores them based on completion timelines and answer accuracy.

4.3.2 . Interactive communication of "small punch card" program (20%)

The teacher evaluates students based on the number of times they punch their cards, the intonation of their spoken voice, and the innovation and value of the content of their expressions, taking into account lexical foundation and personality differences simultaneously.

5. Reflections on blended high school English teaching and multidimensional assessment systems.

The blended teaching mode is an important reform path to adapt to the development of the times and promote the development of quality education. When teachers implement blended teaching, they must improve their ability to use educational technology and screen massive resources, and clarify their teaching ideas; they must break the one-sided definition of form, recognize the important role of teaching elements in the blended mode, and formulate a teaching schedule with a close relationship based on the line up and down blended form to ensure the rationalization of the teaching process, clarity of teaching objectives, and transparency of teaching feedback. It should be noted that the implementation efficiency of the hybrid teaching model is inseparable from teachers, students, parents and online technology, etc. Teachers should also function as a bond in the whole practice session and make timely adjustments.

The dynamic and diversified characteristics of the hybrid teaching model also put forward new reform requirements for the evaluation system. Teachers should not only pay attention to students' learning results but also pay attention to students' learning process in the evaluation process, and the evaluation constructed should take into account the evaluation subject, evaluation content, evaluation dimension, emotional communication, students' personality characteristics, etc.

The assessments constructed need to take into account the assessment subject, assessment content, assessment dimensions, emotional communication, students' personality characteristics, and other aspects and correspond to the teaching design. When organizing some parts of formative assessment, teachers must participate in balancing the weight of subjective and objective assessment and do a good job of guiding and developing standardized indicators of assessment when multiple subjects are involved in the assessment.

6. Conclusion:

The mixed teaching model and multiple assessment system designed in the study are more refined and comprehensive than traditional ones. After applying it in some classes, the class interactive rate became higher, and learning became more productive, which proved the rationality and significance of the study. Besides that, the hybrid teaching model can effectively reduce the interference of realistic and objective factors in the teaching process and has significant significance in realizing the digitization and transparency of teaching results, making the teaching process interesting. Simultaneously, the multiple assessment system plays an important role in students' academic development, personality development, learning strategy, learning subjectivity formation and thinking skills development. However, though the study reached some goals and made a contribution to some classes, it must be admitted that the study still lacks abundant samples and drills. Therefore, future research should focus on the

resolution of traditional teaching methods, especially in such an electronic information era, achieving students' all-round development.

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