An Empirical Study on Teacher-Student Collaborative Assessment in College English Writing Teaching

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Abstract: This study proves that the application of Teacher-student Collaborative Assessment in college English writing teaching is feasible and effective. As can be seen from the results of the experimental teaching, Teacher-student Collaborative Assessment, which is a new writing assessment method, has a significant impact on the improvement of students' writing performance and writing ability.
Keywords: Teacher-Student Collaborative Assessment (TSCA); College English Writing; Empirical Study

1. Introduction

Writing assessment is an important part of College English writing teaching in China. Among the existing writing assessment methods in China, the most common one is teacher assessment. Teacher assessment is authoritative, because teachers can make professional assessment of students' compositions in terms of language and structure. However, teachers' teaching tasks is heavy, and students' complete dependence on teacher assessment aggravates teachers' burden. Students' self-assessment and peer assessment can improve students' self-correction ability to a certain extent, but due to the limited level of students themselves, they cannot give a comprehensive and effective assessment of the composition, which is not conducive to the realization of the assessment goal. Automated assessment can arouse students' interest in writing, but more attention is paid to vocabulary and grammatical errors, rather than the structure and content.

It can be seen that a single assessment method has certain defects and limitations, which can not effectively achieve the goal of writing assessment. Teacher-student Collaborative Assessment(TSCA) adopts combine multiple assessment methods to avoid the disadvantages of single assessment method. This study attempts to apply TSCA to college English writing teaching in order to explore the effect of TSCA.

2. TSCA

TSCA is a part of the theory of "Production-Oriented Approach", which is created by professor Wen Qiufang and her team. It integrates various assessment methods such as teacher assessment, automated assessment, self-assessment and peer assessment.

Compared with other assessment methods, TSCA has the following advantages. First, the subject of assessment is diversified. Before class, the teacher selects representative and typical samples and corrects them in detail. In class, students discuss and assess typical samples under the professional guidance of teachers. After the class, the students submit their own assessment or peer assessment to automated machine assessment. Second, the content of assessment is more comprehensive. The object of TSCA is not only the quality of language content, but also the realization of language and communication goals. Third, the assessment methods are diversified. In class, students participate in the assessment of typical samples by means of independent thinking, peer communication and collective discussion, which strengthens the learning effect.

3. Implementation of TSCA

In order to verify the teaching effect of TSCA, the author selected a class for teaching experiment, which lasted for one semester, including five writing assessments. The writing styles of students included argumentative essay, narrative essay and expository-text, with the purpose of enabling students to master some basic writing skills.

The classroom implementation process is divided into three stages. Before class, the teacher will quickly review the students' compositions, select typical samples of classroom assessment, determine the focus of classroom assessment, correct typical samples in detail, and design the specific process and key points for implementation in class. In class, the teacher explains the assessment objectives, and the students first evaluate the typical samples independently, then discuss them in groups or with their peers. Finally, after the collective discussion in the large class, the teacher gives the final revision suggestions and provides corresponding

exercises to consolidate the discussion contents. After class, students submit the "correcting network" for automated assessment after self-assessment or peer assessment. Teachers randomly check the revised final draft and summarize it, and recommend excellent works for students to learn from.

4. Research Results

The average score of the experimental class was 10.24 before the experiment and 11.29 after the experiment, which was improved by 1.05. The paired sample test results showed that $P = 0.000$, $P < 0.05$. Statistically speaking, the grades of students in the experimental class were significantly improved after the experiment. The data prove that TSCA improves students' English writing, and it is feasible and effective to carry out TSCA in college English writing.

As can be seen from the questionnaire survey, 58.73% of the students think that TSCA is very helpful for the improvement of writing ability and English writing ability. Only 1% of students said it did not help their writing ability. It can be seen that TSCA improves students' writing ability. When asked what functions TSCA has, 90.48% of the students think it can timely respond to problems in writing and provide countermeasures; 84.13% think it can monitor and guide individual or group writing behavior; 79.37% think it can enhance confidence and learning interest and improve writing level. When asked which part is most helpful to them, 34.92% of the students think it is the revision opinion of the correction network, 31.75% of the students think it is the typical sample of classroom assessment, 25.4% of the students think it is the reflection after classroom assessment. It can be seen that it is very helpful for the improvement of students' writing ability to submit and revise after class.

In the subjective part of the survey, some students think that they have learned a lot of English writing skills, such as paying attention to paragraphs, summary sentences, clauses and so on, as well as spelling and capitalization of words. Now they pay more attention to organization of paragraphs. Some students think that it makes the thinking and structure of writing clearer, improves the writing skills, learns the way to get high marks in the composition, and realizes the importance of paragraph structure. Some students think that TSCA can improve the limitation of traditional way of compositions assessment. It helps them find out the writing problems and correct them in time after writing.

5. Conclusion

In this teaching experiment, it is proved that the TSCA is feasible and effective in college English writing teaching. From the perspective of students, TSCA can timely reflect the problems in students' writing and provide corresponding countermeasures to monitor and guide students' writing behavior. This teaching method is more novel than the traditional teaching method, which can arouse students' interest in writing and improve the limitation of the traditional writing assessment method. From the perspective of teachers, TSCA alleviates teachers' burden, enables teachers to provide targeted countermeasures according to students' writing levels, and makes classroom assessment objectives clearer.

In the process of implementing the TSCA, there are also some problems. If students do not understand TSCA, it will be difficult for students to cooperate in the implementation process, which will not help achieve good teaching effect. TSCA puts forward higher requirements for teachers' professional level, classroom organization and management. Therefore, this assessment method needs to be further improved to better assist the teaching of English writing.

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