"Teacher-Student Multiple Assessment" Mode for Ideological and Political Construction Based on the "Scenario-Action" Teaching Mode in the Major of Foreign Languages

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Abstract

This paper refers to the assessment mode in the field of Ideological and political construction of curriculum in the major of foreign languages, the authors will firstly analyse the background of our exploration of the new mode of teaching and assessment, and then, present the main cores of this mode, especially its "teacher-student multiple" principle, in order to establish a mechanism for the ideological and political construction in curriculum of foreign languages.

Key words: "Teacher-Student multiple assessment" mode; "Scenario-action" teaching mode; Ideological and political construction; Foreign languages

1. INTRODUCTION

Ideological and political construction of curriculum is an effective way leading to the whole-process and all-round education. The comprehensive promotion the ideological and political construction of curriculum has become an important measure for moral and competence education in universities. The essence of ideological and political education in curriculum is to break the boundary that separates the ideological-political education from the education of major study, and to combine moral cultivation with talent cultivation in major courses. In the field of foreign languages, the researching group of authors composed of university teacher and students in the major of French language in China Foreign Affairs University (CFAU) have been concentrating on the teaching and learning mode (in other words, an interactive mode) in order to promote the ideological and political construction in curriculum of foreign languages, with the major of French language as an example (Wang *et al*., in press).

Meanwhile, it is also necessary to explore an assessment mode which corresponds to the ideological and political construction of curriculum. With the "French Reading" course as an example, this paper aims at constructing a mode of assessment adapting to the characteristics of this course, and presenting the main cores of this mode, especially its "teacher-student multiple" principle.

2. CHARACTERISTICS OF CHINA'S FOREIGN LANGUAGE TEACHING, LEARNING AND ASSESSMENT

General Secretary XI Jinping proposed the fundamental requirement of "persisting in moral education and cultivating people as the central link, running ideological and political work through the whole process of education and teaching, thus realizing the whole process and all-round education"(Xi 2016), which prompted college educators to reflect on the mode of "Ideological and

political education". At present, with the process of globalization, it is urgent to promote the establishment of a win-win cooperation for " A Community of Shared Future for Mankind". In this context, the society needs the talents who are bound to face more international and cross-cultural exchanges. Therefore, they are supposed to be equipped with strong cross-cultural communicative competence and abundant professional know-how. To explore a good way to combine the elementary contents of the "French Reading" course with the ideological and political construction, the authors believe that teaching and studying should be based on the ability to get involved in international and cross-cultural communication with language and symbols.

However, this implementation, in some aspects, is also unsatisfactory. In 2019, the OECD (Organization for Economic Cooperation and Development) released its latest report on "TALIS (International Survey of Teachers' Teaching)" in Paris. The report data showed that teachers in China have a high rates in social identity and teaching efficiency. However, as for the construction of students' competence, there are still some differences between China and OECD members. For example, with regard to the teaching task design, more precisely, the teachers' willingness of "giving students projects that require at least one week to complete", there exists an obvious difference between the percentage of Chinese teachers (20.8%)[1] and that of French (27.4%) and Spanish (33%) teachers (**Figure 1**), from which we can see there is still possibility to improve the index closely related to students' core literacy (OECD, 2019).
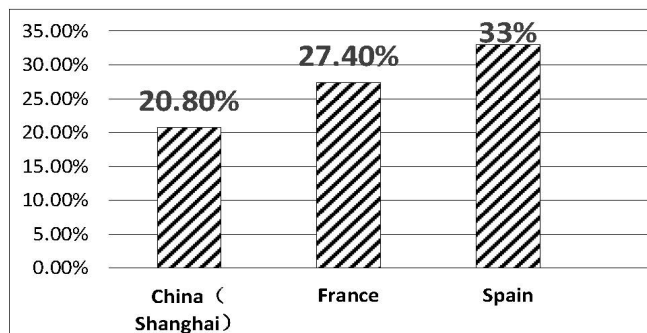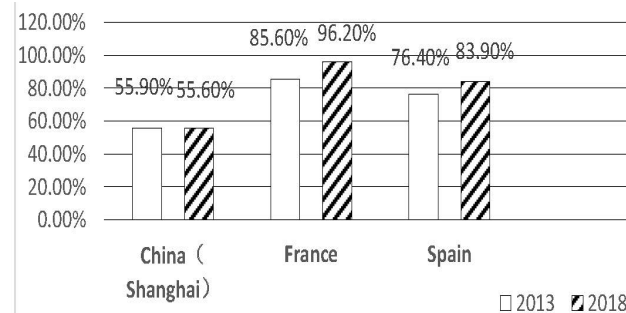

Figure 1
Percentage of teachers' willingness to "give students projects that require at least one week to complete"

On the other hand, the report data showed that, in the choice of the assessment mode, Chinese teachers tend to behave more conservatively, which means most Chinese teachers prefer to apply to a stable assessment mode for their teaching tasks. For instance, in the aspect of the willingness of application of innovative ways in assessment, the report makes a comparison between the

percentage of 2013 and that of 2018 (**Figure 2**), indicating that the percentage of the willingness of French teachers and Spanish teachers have increased by 9.6% (from 85.6% to 96.2%) and 7.5% (from 76.4% to 83.9%), but the percentage of Chinese teachers hasn't been increased, and even decreased a bit (from 55.9% to 55.6%) (OECD,2019).

Figure 2
Percentage of teachers' willingness of "application of innovative ways in assessment"

According to the aforementioned data, it is urgent to recognize that there are still some problems in the current teaching and assessment modes in China. According to our review, mainly three factors should be taken into considerations. Firstly, the dislocation of discipline orientation. On the one hand, examination-oriented teaching and learning modes are still deeply rooted in China. On the other hand, due to the misunderstanding of this discipline characterized not only by its instrumentality but also by its humanism, we are now confronted with numerous problems when putting these concepts into practice. Secondly, teachers find it difficult to change their mindsets. They stress "teaching" rather than "learning", and follow the concept of "teacher-centered" mode, as opposed to the concept of "students-centered" mode which attempts to fully develop students' competence. Thirdly, the existing teaching mode discourage students from thinking creatively, which lies in the superficial and seriously-stylized classroom atmosphere, insufficiency of integration in fragmented teaching content, trouble in forming the competence, ignorance in creating theme situation and the deep exploration of the theme significance, etc (Wang, 2017 2019;Wang&Diao, 2020). Therefore, it is urgent to find a new way to meet the requirements for students' overall competence in foreign language discipline and to reevaluate the teaching and learning results in an all-round way.

During our exploration, we have taken into practice the main ideas of the "action-oriented" approach in Europe, and the theory of "scenarios" as the latest progress of this approach. The authors have already introduced the framework of our "scenario-action" teaching mode(Wang *et al*., in press). In the following part, the authors will firstly make a reflexion of the "scenario-action" teaching mode's teaching-learning framework, especially its construction of assessment mode in foreign language

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[1] This survey in China focused mainly the condition and data of the teachers in the city of Shanghai.

teaching. And then, the authors will show our practice in the assessment in the French course, based on the approach above.

3. "SCENARIO-ACTION" TEACHING MODE AND ITS IDEAS IN ASSESSMENT

In order to achieve the goal of "Ideological and political construction of curriculum" in China, the authors adopt the idea of "action-oriented teaching", which puts forward that "learning a foreign language means preparing to use it actively for communication" and "communication and learning will be achieved by completing tasks (in other words, actions)" (Council of Europe, 2001). Language users and learners are firstly considered as participants in social practice. In a given area of social practice, tasks, with language activities included, are accomplished based on certain conditions and circumstances. "Action" refers to the process during which students perform their competence they master to achieve a certain goal. This is what we call an "action", or a "task" (Council of Europe, 2001). At the same time, the completion of an "action" is also a process of mind-opening and innovating, during which language users and learners develop their comprehensive competence, especially the competence relevant to the communication by use of language (Council of Europe, 2001).

Based on what has been discussed above, the action-oriented approach requires teachers to design action plans according to teaching objectives and students' language proficiency level. In latest researches, some researchers recognize that teachers have to organize students to participate in actions with a certain purpose according to an action plan named "scenario" (Bourguignon, 2007；Riquois, 2015；Puren, 2015). All the action designs should follow the main ideas of the scenario, in the meantime, the scenario is the guide of the students during their participation into the teaching/studying actions. Estelle Riquois (2015) divides the design of scenario into three parts: action reference, action arrangement and action presupposition, with several details, according to our previous studies, we paraphrased these details into seven critical steps listed as below in **Table 1**:

Table 1
**Critical steps in "scenario-action" teaching mode**

Action reference	Refer to the language competence level in CEFR (Common European Framework of Reference for Languages)
	Determine teaching objectives
	Consider the learners' specific needs
Action arrangement	Determine the task forms
	Setting action "scenario" for action subject
Action presupposition	Presuppose the help needed
	Presuppose post-action assessment

Meanwhile, the third part "action presupposition" requires the teachers to presuppose not only the potential assistance that the students may need during the actions, but also the way teacher assess the results. This assessment should adapt to the main idea of the "scenario-action" teaching mode, focusing on the "development of competence" and the assessment of "actions". Christian Puren, French language teaching expert, has figured out three norms of the assessment: 1) The assessment should focus on the communicative competence, as well as the linguistic competence that leads to the communication. 2) The assessment should combine the "individual assessment" and the "collaborative assessment", which means an assessment for both the students' own ability and their collaborative ability. 3) The assessment should take the "production" of actions as an important reference (Puren, 2015). With reference to the norms above as well as the "Teacher-Student Collaborative Assessment" mode firstly introduced by Wen Qiufang (Wen, 2016), the authors introduce our assessment mode: "Teacher-Student multiple" assessment mode.

4. "TEACHER-STUDENT MULTIPLE ASSESSMENT" MODE'S FRAMEWORK AND ITS PRACTICE

According to the main ideas of "Teacher-Student Collaborative Assessment" mode and the characteristics of the "Scenario-Action" teaching mode, the authors have initially designed the following framework of assessment:
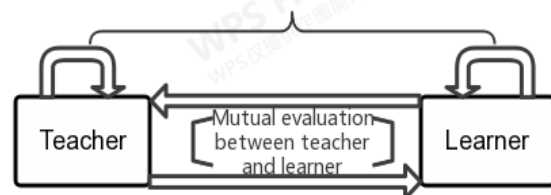
Figure 3
Framework of the "Teacher-Student multiple Assessment" mode

In traditional assessment modes, there are basically two paths, one is the "teacher-to-students" path, and the other is the "students-to-teacher" path. In this framework, the authors added another two paths of assessment: the "teacher's self-assessment" part (which is related to the students' learning condition, learning notes, which reflects the rationality and adaptability of the teaching design) and the "student's self-assessment" part (which is related to the self-cognition or self-evaluation of the students) and the "students' inter-assessment" part (which is related to the evaluation to the other members of the one's group in terms of the cooperation efforts) into the "Teacher-Student multiple Assessment" mode. These additional parts make the assessment mode more multiple, giving access to

a global assessment including the students' language competence, multi-skills and team-work.

In the French reading course, the authors have taken this assessment mode into practice. Besides the "teacher-to-students" and the "students-to-teacher" paths, the authors applied some diachronic investigations (in-class quiz, questionnaire, interview etc.) among the students, in order to recognize their learning status. According the data of the investigations, we observed that the "scenario-action" teaching mode has led to a progress in different aspects. On the subjective side, more than 90% of the students agree that this teaching mode benefits both the language knowledge and textual comprehension. Nearly 75% of the students have taken the reading skills learned in the course into their writing and translating practice. On the objective side, the authors have tested the students' reading speed 4 times in a semester, which means 1 time per month. The results showed that their reading speed has remarkably improved. The reading time required to finish a 1000-word reading has reduced from 21 minutes to 17 minutes. Meanwhile, almost all the students claimed a stronger interest in French reading course and the relevant teaching activities.

5. TASKS REMAINED IN THE POTENTIAL CONSTRUCTION OF SCENARIO AND ACTION-DESIGN AND ASSESSMENT MODE DESIGN

In our future practices, several tasks remain to be taken out. First of all, this teaching mode itself requires a further study and an in-depth exploration. Then, its assessment mode could be generalized and put to a wider use. For the ideological and political courses, this will be a necessary theoretical support for the French language teachers. The aforementioned tasks will be a priority of our future exploration of the ideological and political construction in French reading course, and the potential construction of ideological and political approach in all French major courses, even all foreign language major courses.

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