

# The Research on the Evaluation of Teaching Effect in Foreign Teachers' Language and Professional Classes

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**Abstract.** Based on reviews of the analysis about the teaching effect and the evaluation system of teaching, this paper dissect the characteristics of the foreign teachers' language and professional classes, build the evaluation system of the teaching effect of foreign teachers' class, analyze the teaching effect teachers' language and professional classes by dynamic fuzzy integrated appraisal, and put forward the suggestions about improve and optimize the teaching effect in foreign teachers' language and professional classes.

## Introduction

With its continuing development, the internationalization of higher education has been increasingly diversified and integrated. In recent years, the number of foreign teachers employed by various universities and colleges has increased exponentially. Moreover, there have been great changes in the number of the foreign teachers and experts, the expertise of them and their educational levels. As a matter of fact, currently, foreign teachers have assumed the duty of both language teaching and professional teaching in our universities. And the teaching effectiveness of these foreign teachers is directly related to both the overall teaching quality and the internationalization process of the universities. Thus, it is vitally important to research on the ways to both evaluate the teaching results of foreign teachers and improve their teaching methods.

Frankly speaking, the adoption of foreign teachers could be seen as a sort of "double-edged sword" for Chinese educational system. As we know, different foreign teachers always tend to employ different teaching styles due to their different cultural and educational background, their different ideologies and their different ways of expression. Consequently, it is important to both rationally avoid obstacles and make full use of the teaching advantages which derive from such kinds of differences so as to significantly improve the teaching effect of foreign teachers. In this paper, the author will attempt to establish the evaluation index system for foreign teachers, which is based on the analysis of language teaching and professional teaching of them. And fussy comprehensive evaluation method will be adopted to measure the teaching effect, which aims to improve the teaching results of foreign teachers.

## Literature Review

Generally speaking, there is little research on the teaching effect of foreign teachers so far. And the relevant study in domestic academic circles mostly concentrates on two aspects: the current analysis of teaching effect and the teaching evaluation system. As for the current analysis of teaching effect, Mrs. Xing Peiling (2002) took English teaching as the study object, which makes an in-depth analysis of the characteristics, advantages, problems and solutions of English teaching by foreign teachers [1]. Benjamin Duncan (2013) presents the emphasis on understanding Chinese culture addresses the needs of teaching English as a foreign language in China today [2]. Wang Ying and Wang Ping research on the university students from grad one to grade three and the results implies that foreign teacher's most obvious effects are on the broadening of knowledge and the capacity of communication [3].

LU Lu, and Dong Jinwei consider the students are have positive shape of the foreign teachers in such aspects including teaching characteristics, teaching method and content, teaching effects, but

more problems appears if the shape of the foreign teachers become negatively [4].

And Mr. Wang Li and Huang Qinggui (2010) make a systematic analysis of the advantages and the weaknesses of foreign teachers in classroom teaching, which covers both their advantages in language competence, teaching methods and cultural diversity and their weaknesses in adapting themselves to the university management and Chinese students' way of thinking. Moreover, as for foreign teachers' advantages and weaknesses in teaching, some scholars research on the teaching effect of foreign teachers. Mr. Zhou Jiaqiu (2006) argues that the unsatisfactory teaching results by foreign teachers should be attributed to both the lack of interactivity between teachers and students and the unsatisfying results the students receive, which results in students being tired of the teaching by foreign teachers [5]. Frankly speaking, this study by Mr. Zhou mainly touches upon the causes of unsatisfactory teaching by foreign teachers, which does not involve the evaluation of the teaching by foreign teachers [7]. Moreover, Mr. Wei Mengfei and Wang Yinxia (2012) research on three aspects including the classroom teaching by foreign teachers, the learning of the students and the actual results, which are conducted by means of questionnaire. They also put forward the advice for further improvement of the teaching [7]. Meanwhile, there are still other scholars who intend to study on the teaching effect of foreign teachers from the constructivism perspective. Mr. Chen Xiaoxian (2013) analyzes the effectiveness of foreign teachers on the basis of the situation of the classroom, the communication between the teachers and the students and its significance [8].

As for the study on the teaching valuation system, Mrs. Zhou Liping (2007) elaborates on the necessity and significance of the establishment of such kind of valuation system, which include the daily valuation, the expert evaluation and the students' evaluation [9]. And Zhang Yi and Lv Fang (2009) make an analysis of the employment situation of foreign teachers, their ages, their qualifications and their professional ethics by questionnaire. And they devise a set of evaluation system based on the analysis, which clearly define the evaluation process which covers self-evaluation, evaluation by the colleagues, evaluation by the teaching and research office, evaluation by the supervisors and evaluation by the students [10].

In conclusion, currently, the research on the teaching effect by foreign teachers has been mostly diverted to the study of various factors which contribute to such kind of teaching results. In other words, there is comparatively little research on the evaluation system for the effectiveness of foreign teachers, which also lack in quantitative assessment. And the exist research in this field mainly concentrate on language teaching rather than professional teaching. Accordingly, this paper pays equal attention to language teaching and professional teaching, which conducts quantitative analysis of the teaching effect. This kind of study should be of certain theoretical significance and application value.

## **Analyze on the Teaching Characteristics Foreign Teachers' Classes**

**Analyze on the Teaching Characteristics Foreign Teachers' Language Classes.** As we know, foreign teachers are all native speakers. Thus, it is more effective for them to conduct language teaching in Chinese classroom. In a word, the language teaching by foreign teachers possesses the following characteristics:

Firstly, foreign Teachers have the language advantage. Compared with Chinese teachers, foreign teachers could speaking their languages fluently. Apart from purely language teaching, they could also inform the students of their own cultures and traditions, which should be considered as an integral part of their teaching. Since the students tend to appreciate foreign teachers, they could maintain the necessary enthusiasm for language learning and also have strong desire to communicate with foreign teachers for this learning. That is to say, the language superiority serves as the corner stone for language teaching by foreign teachers, which, in combination with their rich cultural background, enhances the students' understanding and application of the language.

Secondly, foreign Teachers have the novelty of the teaching style. Enlightened by different educational systems, foreign teachers always tend to conduct the student-centered teaching, which pay much attention to the diversified ways of interaction between teachers and students. Generally speaking, they always do the teaching by means of lectures, role play, scenario simulation and

group work. They always encourage the students to express their own ideas so as to cultivate their independent opinions and exploit their potentials. In teaching, they do not confine themselves to various grammatical teaching. And they put more emphasis on the enhancement of students' comprehensive language capability. In a word, their teaching style match their personal style. Most foreign teachers are humorous and good at gesture language. And their life attitude is optimistic. All these factors exert much positive influence on the teaching.

Thirdly, foreign Teachers lack of systematization in teaching. Due to the difference in cultural background and teaching ideology, foreign teachers always behave randomly in teaching, which means that they usually do not follow the stipulated course schedule, make teaching plans and even use the designated textbooks. Moreover, most of them do not make a good communication with Chinese teachers, which make it difficult for both sides to reach a consensus on teaching methods, teaching ideology and relevant arrangement. Consequently, it destroy the systematization of the teaching.

### **Analyze on the Teaching Characteristics Foreign Teachers' Professional Classes**

As we know, some foreign teachers also assume some professional teaching, which this paper defines as professional classroom. It is known that in terms of research direction and content, there is much innovativeness in the disciplines construction overseas. Thus, foreign teachers could play an eye-catching role in teaching frontier theories. Generally speaking, the professional teaching by foreign teachers could be characterized as follows:

Firstly, foreign Teachers have the forwardness of professional knowledge. As we know, currently, the Chinese editions of the original-version textbooks have been adopted in some professional courses in the universities. Accordingly, foreign teachers could take advantage of their language superiority to use the original-version textbooks, which will undoubtedly enhance the teaching effect. Meanwhile, in the research field, foreign scholars have made more advanced study on some academic areas, which could supplement the research of Chinese scholars. And in the professional teaching, foreign teachers enable the students to know more about the development of relevant disciplines in foreign countries, which enhance their understanding of these disciplines and improve the teaching effect as a whole.

Secondly, foreign Teachers have the diversity of classroom management. In professional teaching, foreign teachers tend to create a relaxing and harmonious atmosphere in classrooms, which is much similar to that in the social context. And the students even could take their seats randomly. Apart from lectures, they also adopt other teaching methods including role play, scenario simulation, case study, group work and presentation, which improve the students' ability to apply what they have learned from the class. Moreover, foreign teachers encourage the students to discuss with them, thus extend the room for the students to think and enable them to connect theories with actual application.

Thirdly, foreign Teachers lack of the cooperation in scientific research. As we know, the tutorial system has been established as a kind of effective educational system for talent cultivation in universities. In comparison with Chinese teachers, the students make much less communication with foreign teachers, thus resulting in less opportunities for the cooperation in scientific research between them. In a word, it is the weakness for professional teaching by foreign teachers that there is little cooperation between the students and them in scientific research.

### **Build the Assessment Indicator System of foreign Teachers' Teaching Effect**

Evaluating the teaching effect of in foreign teachers' language and professional classes , is an important way to get feedback of teaching effect, and also is an crucial part of teachers' management. According to the analysis on the characteristics foreign teachers' language and professional classes, following the instructive ,scientific, independent, practical, comparable principle of Evaluation, this paper builds the evaluation system combining daily work, expert assessment with students' assessment, as show in Fig. 1.

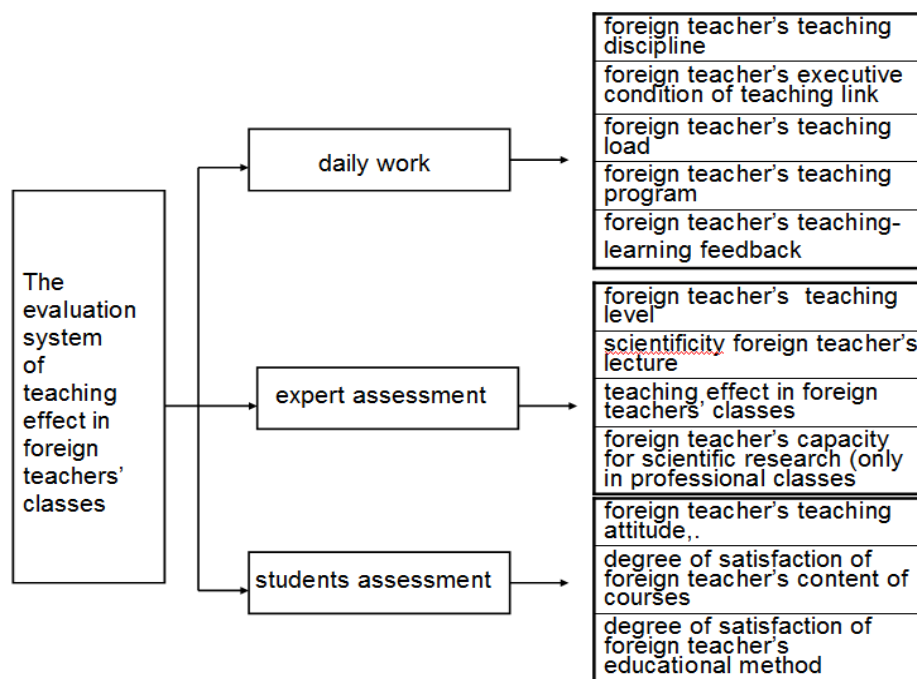


Figure 1. The assessment indicator system of foreign teachers' teaching effect

The evaluation system of teaching effect in foreign teachers' classes consists of three indexes. In terms of daily work, it includes foreign teachers' teaching discipline, foreign teacher's executive condition of teaching link, foreign teacher's teaching load, foreign teacher's teaching program, foreign teacher's teaching-learning feedback etc. In terms of expert assessment, it includes foreign teacher's teaching level, scientific foreign teacher's lecture, teaching effect in foreign teachers' classes, foreign teacher's capacity for scientific research (only in professional classes etc. In terms of students' assessment, it includes foreign teacher's teaching attitude, degree of satisfaction of foreign teacher's content of courses, degree of satisfaction of foreign teacher's educational method.

### Give the Living Example of Evaluation of Foreign Teachers' Teaching Effect

The following example uses fuzzy synthetic evaluation method to evaluate classroom teaching effect of university foreign teachers.

Firstly, determine the factor set  $U$ . According to three dimensions of the evaluation index system, the factor set can be determined as  $U = \{u_1, u_2, u_3\}$ .  $U = \{\text{routine work, expert assessment, students' appraisal}\}$ .

Secondly, determine the evaluation set  $V$ . The evaluation characteristic quantity of teaching effect to three dimensions could be set to very good effect, good effect, average effect, not good effect, no effect, then  $V$  could be defined as  $V = \{v_1, v_2, v_3, v_4, v_5\}$ , that is  $V = \{\text{very good effects, good effects, average effects, not good effects, no effects}\}$ .

Thirdly, establish the single factor evaluation matrix  $R$  from  $U$  to  $V$ . The expert group (10 people) will proceed fuzzy evaluation, fuzzy vector  $R_1 = \{0.1, 0.2, 0.5, 0.1, 0.1\}$ , which means that for routine work, one expert believes it has very good effects, two experts believe it has good effects, five expert believe it has average effects, one expert believes it has not so good effects, and one expert believe it has no effects. Similarly, fuzzy vector  $R_2 = \{0.2, 0.4, 0.3, 0.1, 0\}$ ,  $R_3 = \{0.1, 0.4, 0.4, 0, 0.1\}$ . All the single factor evaluation can constitute a fuzzy relation  $R: R = (r_{ij})_{nm}$  from  $U$  to  $V$ . The single evaluation matrix is

$$R = (r_{ij})_{nm} = \begin{bmatrix} 0.1 & 0.2 & 0.5 & 0.1 & 0.1 \\ 0.2 & 0.4 & 0.3 & 0.1 & 0 \\ 0.1 & 0.4 & 0.4 & 0 & 0.1 \end{bmatrix}$$

Fourthly, Determine index weight. According to the three dimensions' influence degree to the teaching effect, the three index weight of routine work, expert assessment, students' appraisal are 0.23, 0.36, and 0.41 respectively, which is  $A = \{a_1, a_2, a_3\} = \{0.23, 0.36, 0.41\}$ . And it should meet

the requirement of normalization:  $\sum_{i=1}^n (a_i) = 1$ , and  $0 < a_i < 1$ .

Fifthly, calculate comprehensive evaluation results. Comprehensive evaluation results  $B = A \bullet R = \{b_1, b_2, b_3, b_m \dots\}$ . That is

$$B = A \bullet R = (0.23, 0.36, 0.41) \bullet \begin{bmatrix} 0.1 & 0.2 & 0.5 & 0.1 & 0.1 \\ 0.2 & 0.4 & 0.3 & 0.1 & 0 \\ 0.1 & 0.4 & 0.4 & 0 & 0.1 \end{bmatrix} \\ = (0.136, 0.354, 0.387, 0.059, 0.064)$$

The results show that 13.6% experts considered the teaching effect is excellent, 35.4% experts considered the teaching effect is good, 38.7% experts considered the teaching effect is common, 5.98% experts considered the teaching effect is not good, and 6.4% experts considered the teaching has no effect.

Six, get the assessment result. The sum of component of vector of B is 1, meeting the normalizing condition. In accordance with the maximum membership principle, the corresponding grade of degree of membership in B (0.387) is "common effect", which should be the comprehensive assessment result based on the three evaluation indexes. The assessment conclusion is that the teaching effect is common based on the three evaluation indexes including daily work, expert assessment and students assessment.

## Conclusion

In the living example the teaching effect in foreign teachers' classes is only on average level, which implies that there are problems in foreign teachers' classes. Here are the perfecting and optimizing suggestions about teaching effect in foreign teachers' classes.

Firstly, foreign teachers teaching management should be standardized. The schools should define the fundamental requirements and teaching target, and require the foreign teachers make out detailed teaching plan including selection of teaching materials, content of courses and teaching arrangement. Foreign teachers need to know the level of language and professional knowledge, carrying out pointed teaching, promoting the enthusiasm of students' participation

Secondly, foreign teachers on-service training should be reinforced. The training contents should include that help the foreign teachers get used to the working and living conditions, learn teaching system, introduce the characteristics of students and the level of language and professional knowledge, research on teaching materials, define the teaching tasks, organize foreign teachers to attend lectures and improve teaching method.

Thirdly, teaching regularly on foreign teachers should be evaluated. The university and the schools should take practical policies to evaluate foreign teachers teaching process and consequence regularly on foreign teachers, avoiding one-sidedness and muddling their job, encourage them improve the teaching and teaching effect, which could ensure the teaching quality.

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