

## Analysis on the Feasibility in the Ways of Dynamic Supervision on College English Teaching

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**Abstract:** The four aspects, i.e., target decision, target decomposition, target supervision and target evaluation, constitute the target management of college English teaching quality. This paper is focused on the feasibility of dynamic supervision management of college English teaching quality from the practical implementation of dynamic supervision management of college English teaching quality.

The overall target of dynamic supervision management construction of College English teaching quality is to wholly implement the target management of college English teaching quality and to have an overall target management over college English teaching quality and quantity of teachers through target decomposition, target supervision and target evaluation. The system of dynamic supervision management is a set of scientific, systematic teaching quality supervision system, directly supervising the whole class teaching process of college English, which is to meet the requirement of CET4 and college English placement teaching according to the current situation of college English class teaching. Only through the target management of dynamic supervision management of college English teaching quality can most students be ensured to pass college English placement test and CET4, and to meet the concrete target and requirements of College *English Curriculum Requirement* within the first two years of four-year college life (256 periods)

### 1. Target decomposition on dynamic supervision management of College English teaching quality

In order to make Dynamic Supervision Management of College English Teaching Quality work smoothly, and enhance teachers' responsibility and enthusiasm in teaching, we decomposed the task of controlling teaching quality to individual teachers and classes, which is the primary task in Dynamic Supervision Management of College English Teaching Quality. Based on the actual achievements in placement test of each class, we scientifically and properly assign the allocation of band 4 passing percentage to individual teachers and classes, and set the specific teaching quality target of each class to fulfill and attain within the first four terms in college. See Table 1,2.

Table 1 Task Allocation of CET 4 Passing Percentage(2018 Grade students)

Teacher	Band Class	Students	>55(Marks)	Passing Percentage	<55(Marks)	Required to Pass Band 4 (Among Students < 55(Marks) )	Total Students Required to
Name1	Class 1	45	18	40%	27	11	29
Name2	Class 2	42	13	31%	29	12	25
Name3	Class 3	46	10	22%	36	14	24
Name4	Class 4	53	16	30%	37	16	32
Name5	Class 5	48	13	27%	35	15	28
Name6	Class 6	47	13	28%	34	14	27
Name7	Class 7	40	8	20%	32	13	21
Name8	Class 8	44	15	34%	29	11	26
Name9	Class 9	49	18	37%	31	13	31
Name10	Class 10	43	12	28%	31	12	24
Name11	Class 11	42	10	24%	32	10	20

Table2 Basic Data Analysis of the Placement Performance of Band One Teaching Class(2018 Grade Students)

Ranking	Band One Class	Teachers	Entrance Score	Average	Entrance Passing Percentage
1	Class 1	Name1	53.4		25%
2	Class 2	Name2	52.8		22%
3	Class 3	Name3	53.2		16%
4	Class 4	Name4	50.6		15%
5	Class 5	Name5	49.5		14%
6	Class 6	Name6	52.5		14%
7	Class 7	Name7	48.8		12%

8	Class 8	Name8	50.4	10%
9	Class 9	Name9	51.7	9.60%
10	Class 10	Name10	51.5	8%
11	Class 11	Name11	50.8	7%
12	Class 12	Name12	52.2	5%
13	Class 13	Name13	49.4	4%
14	Class 14	Name14	48.3	2%

## 2. Goal supervision on dynamic supervision management of college English teaching quality

The key of elaborately arranging the implementation and scientific and proper supervision on Dynamic Supervision Management of college English Teaching Quality is to carry out the goal supervision through the systems of monthly test, test paper analysis, research and adjustment, information exchange, and etc.

### 2.1 Monthly test supervision system

The target of college English teaching quality is carried out through formative evaluation (i.e. Monthly Test Supervision system) and summative evaluation (i.e. final examination), adopting standardized grading system, standardized placement test paper, score point, difficulty analysis, credibility analysis, effectiveness analysis, differentiation analysis and computer-aided marking. Implementing "Monthly Test System" in College English placement teaching is an essential part in carrying out "formative evaluation" in No.5 teaching assessment of College English Curriculum Requirements during the process of Dynamic Supervision Management of College English Teaching Quality. In order to effectively supervise the implementation of Dynamic Supervision Management of College English Teaching Quality, we, under the great support of Educational Administration Section, carried out "Monthly Test Supervision System" and "Rolling System" in college English teaching to the grade 2018 students since they entering college in September of 2018. The staff room organized teachers to analyze achievements in each item of the test and present the analysis result to data analyst to further analyze monthly test achievements, individual item achievements and the achievements of the students in each department on the grade level. Meanwhile, in order to further carry out Dynamic Supervision Management of College English Teaching Quality, the achievements of the students are ranked on the levels of the whole grade students, all the teaching classes and all the departments. Final achievements evaluation consists of formative and summative evaluation. Formative evaluation is mainly based on monthly test achievements.

The data analyst of the teaching staff room made analysis, statistics graphics on the students' performance of the whole grade, each class and each department based on the feedback of monthly performance data of each class. The data analyst made the following tables: ranking list of the grade 2018 students in each item and the total score, the list of performance analysis data of each class, the ranking list of average score of each class in the whole grade, the ranking list of average score and passing percentage of students' performance of each department in the whole grade, etc. The above data was fed back to all the concerned through "monthly test" symposium of students' administration ,league committee, tutors, teachers in charge of classes and secretary via campus website, publicity column and education on-line, etc. See table4,5.

Table 4 Passing Percentage Ranking of Classes in the First Monthly Test for Band 2 Class ( Grade 2018, the Second Term)

Ranking	Band 2 Class	Teachers	Entrance Placement Passing Percentage	Passing Percentage of 1st Monthly Test
1	Class 1	Name1	10.05%	52.83%
2	Class 2	Name2	11.32%	43.15%
3	Class 3	Name3	15.45%	36.28%
4	Class 4	Name4	8.12%	31.35%
5	Class 5	Name5	2.03%	28.95%
6	Class 6	Name6	15.56%	27.28%
7	Class 7	Name7	17.35%	26.35%
8	Class 8	Name8	14.16%	24.45%
9	Class 9	Name9	24.13%	23.13%
10	Class 10	Name10	4.06%	21.23%
11	Class 11	Name11	13.50%	17.16%
12	Class 12	Name12	3.09%	12.68%
13	Class 13	Name13	9.56%	7.85%
14	Class 14	Name14	30.85%	4.92%

Table 5 Average Score Ranking of Classes in the First Monthly Test for Band 2 Class ( Grade 2018 ,the Second Term)

Ranking	Band 2 Class	Teachers	Entrance Placement Average Score	Average Score of 1st Monthly Test
1	Class 1	Name1	51.67	59.55
2	Class 2	Name2	52.55	56.68
3	Class 3	Name3	52.42	56.36
4	Class 4	Name4	50.81	55.35
5	Class 5	Name5	51.24	54.65
6	Class 6	Name6	52.70	53.94
7	Class 7	Name7	52.28	53.50
8	Class 8	Name8	53.29	53.34
9	Class 9	Name9	52.63	52.67
10	Class 10	Name10	49.72	52.08
11	Class 11	Name11	48.18	49.40
12	Class 12	Name12	51.26	48.94
13	Class 13	Name13	52.47	47.54

## 2.2 Test-paper analysis system

To ensure the test-paper standardization of each monthly test and final test, and to handle the degrees of difficulty, credibility, effectiveness and differentiation of test-paper, the members of the project of Dynamic Supervision Management of College English Teaching Quality made a detailed and comprehensive analysis on the test-paper within the following week of monthly test and final test. Besides, they viewed from the effective data obtained from each scope of Supervision of College English Teaching Quality in class, learnt about and analyzed the feedback information of English teaching quality in class so as to testify the degrees of difficulty, credibility, effectiveness and differentiation of test-paper, See table 6,7.

Table 6 Average Correct Percentage of Reading Comprehension Of Band3 Class,2018,Grade in the First Monthly Test

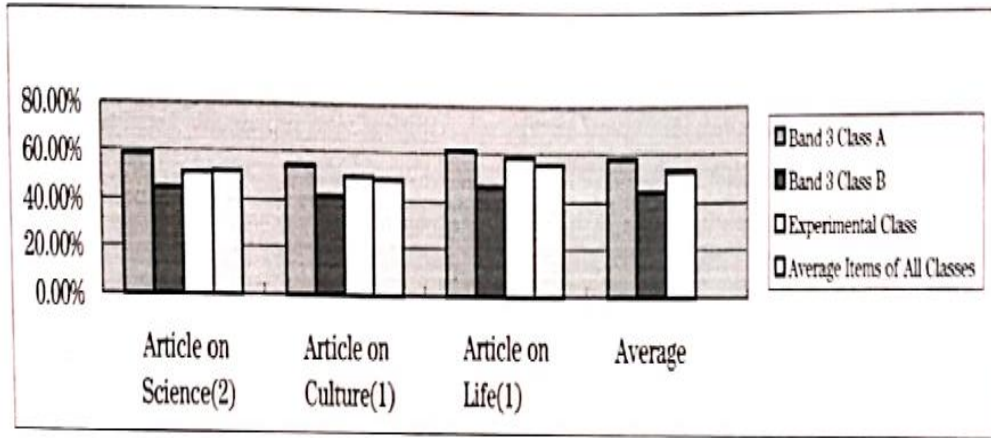
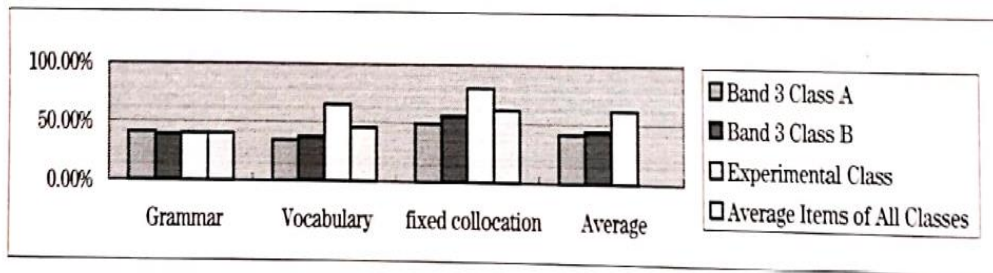


Table 7 Average Correct Percentage of Vocabulary and Structure Of Band3 Class,2018,Grade in the Third Monthly Test



### 2.3 Research and reform system

After each monthly test, based on the analysis of students' performance and test-paper, the members of the project organized all the teachers to hold a symposium of curriculum construction, inviting experts in related fields, professors and leaders to probe into the illustration of the key and difficult points in English teaching and the methods and measures of improving teaching quality, which is the important tache of Dynamic Supervision Management of College English Teaching Quality. Combining the content of college English textbooks and contrasting the college English curriculum requirements and glossary syllabus, we made research and analysis and found the weak tache in college English teaching in class and probed into the adjustment of the following class teaching content and its corresponding reforming measures based on the performance of students in the placement test and the first monthly test. The exact

measures are as follows:(1)According to the poor performance in the part of vocabulary, the teaching faculty put emphasis on the teaching of usages of words, phrases, collocations and expressions in the first term.(2)In order to stimulate student' interests in studying words, we held a vocabulary contest in the second term,(3)Teachers require students finish the assignments on vocabulary and reading during vacations for strengthening what they have learned in school,(4)The series of lectures are held for students in order to broaden their horizons.(5)During the third term, we lay more emphasis on reading and listening comprehension and writing, especially on the guidance of study methods and techniques,(6)At least one time of tutoring is arranged for the students during one week,(7)Quiz is given once a week to test what they have learnt.(8)Teachers encouraged students to participate in various English contests and activities.

#### 2.4 Information exchange system

In order to take joint management to students in English study, after each monthly test, we invite leaders concerned from different departments, such as, major directors of the school, school league committee ,students union, secretary of the party in charge of students, deans and tutors, to take part in the information feedback and exchange meetings on 2018 teaching quality and monthly test performance. Various aspects are reported in the meeting, such as, the performance of each part, overall ranking of students' performance in the whole grade, the performance data analysis of each teaching class, the average score ranking of each class in the whole grade, the passing rate ranking of students' performance in each department, and etc. Based on the aspects mentioned above, we have thorough information communication on the adjustment of teaching contents, the students' performance in class ,the major problems in existence and the measures to take. In addition, corresponding teachers exchange their ideas about the students with the related leaders, deans and tutors of each department. Till now, a good interactive system has been formed on the information feedback and exchange.

### **3. Goal evaluation on dynamic supervision and management of college English teaching quality**

Goal Evaluation is fulfilled through the short-term goal evaluation of students' performance ,long-term goal evaluation of students' performance and the teaching goals evaluation of teachers, which is the important tache of dynamic supervision and management of college English teaching quality.

#### 3.1 Short-term goal evaluation of students' performance

Short-term goal evaluation of students' performance is implemented within one term. The aspects evaluated are the following: the curriculum teaching reflected by the three monthly tests, students' performance of each monthly test, the final exam of placement teaching and the implementation of required short-term goals. Moreover, the analysis on overall teaching proficiency, monthly test performance ranking of each class, each department and the ranking within each department is also involved.

The details are shown in the following tables:8,9;

Table 8 The Contrast Analysis of the Three Monthly Tests Of Band3 A Classes, Grade 2018 in the Third Time

Monthly Test	Students	Average Score	Passing Percentage
1st	895	57.92	51.58%
2nd	893	57.12	40.90%
3rd	871	57.48	42.98%

Table9 The Passing Rate Percentage Ranking of Band-3 in the Monthly Test of Each Band 2 Class

Ranking	Class	Teacher	Entrance Passing Percentage	Passing Percentage Ranking of 2nd Monthly Test
1	Class 1	Name1	13.08%	68.06%
2	Class 2	Name2	15.05%	60.34%
3	Class 3	Name3	26.88%	57.57%
4	Class 4	Name4	24.06%	53.22%
5	Class 5	Name5	7.09%	50.96%
6	Class 6	Name6	16.05%	45.66%
7	Class 7	Name7	13.52%	43.48%
8	Class 8	Name8	15.00%	41.08%
9	Class 9	Name9	15.45%	28.28%
10	Class 10	Name10	9.62%	14.24%

### 3.2 Long-term goal evaluation on the performance of students and teaching class

Long-term goal evaluation is in general implemented within two years(four terms),examining the general implementation of the students' performance within the two years(four terms),Details are in table10:



Table10 Data Analysis of All the Final Test in the Past Four Terms(Grade 2018)

Class	Entrance Average Score	Entrance Passing Percentage	Average Score of 1st Term	Passing Percentage of 1st Term	Average Score of 2nd Term	Passing Percentage of 2nd Term	Average Score of 3rd Term	Passing Percentage of 3rd Term
Class1	52.6	16%	60.25	75%	59.95	56.15%	57.68	36.65%
Class2	49.4	8%	61.13	59%	60.69	57.74%	58.55	63.68%
Class3	48.8	3%	65.39	71%	67.58	72.53%	61.98	65.07%

### 3.3 Goal evaluation on class teaching quality of teachers

Evaluation items include:(1) the goal implementation of placement teaching quality.(2)the improvement on the five parts of each monthly test in each term(listening, reaching, vocabulary and structure, cloze and writing)(3)the percentage of improvement in each part of each grade.(4)the goal implementation of teaching quality within two years(four terms)(5)evaluation on the teaching performance of teachers; teaching methods adjustment after each monthly test; comparison analysis research on students' scoring on teachers, experts' scoring and teaching quality evaluation.(6)evaluation on the amount of teachers' teaching. Details are shown in table11,12:

Table11 The Three Monthly Tests Contents of Band 3 Class A in the 3rd Term of Grade 2018:Contrast of the Five Parts

Monthly Test	Students	Listening Average Score	Reading Average Score	Vocabulary Average Score	Cloze Average Score	Writing Average Score	Total Average Score	Passing Percentage
1st 2018-9-21	898	9.85	27.75	9.90	4.68	7.93	58.92	51.67%
2nd 018-10-26	895	10.82	26.55	10.32	4.88	5.26	57.15	40.36%
3rd 018-11-25	873	10.35	25.63	8.28	5.85	7.79	57.44	42.97%

Table12 Steve Data Analysis of Class 1,2,3(Band2 Class, Grade 2018)

2nd Term	Entrance Average Score		49.1		Steve	6.628569
1st Monthly Test	Listening	Reading	Vocabulary		Ranking	Final Score
Average Score	10.43	22.75	16.55		6.86	55.83
Steve	2.96	5.78	4.59		2.95	12.19
2nd Monthly Test	Listening	Reading	Vocabulary	Ranking	Final Score	Final Score
Average Score	9.85	23.76	13.72	5.34	7.02	59.05
Steve	2.74	5.75	2.86	1.57	2.83	11.18
3rd Monthly Test	Listening	Reading	Vocabulary	Ranking	Final Score	Final Score
Average Score	12.02	21.56	12.12	4.38	3.50	53.35
Steve	3.23	5.82	3.57	1.46	1.86	10.98

### 3.4 Goal evaluation of study state construction

In the meantime of strengthening management and improving teaching proficiency, we put great emphasis on the construction of teachers' morality and encourage teachers to be the models of teaching. Each teacher is required to realize and properly deal with the relation of management and guidance ,to help students strengthen the activeness in study and self-control of abiding disciplines and to help students to change attitudes from "force me to learn" to "I want to learn", from "heteronymous" to "self-discipline". Teachers are required to influence students and to promote the steady improvement of teaching quality by their own rigorous teaching and research.

The statistics of dynamic supervision and management of college English teaching quality provide important information for the goal evaluation of study state construction. In 2018,in order to turn students' passive attitudes towards study, major directors of the school, school league committee, students union, secretary of the party in charge of students make great efforts in study state construction, and hold many meetings to study the study state construction in the current situation, and require deans and tutors to take information management on each student. Based on elaborate investigation of students, they gradually solve study methods problems, economic problems, psychological problems, and turn students' interests to English study. The major

departments concerned lay down the concrete implementation measures and the required goals of students' English performance. They connect the position task, responsibilities and position allowance of the directors in different levels, related administrative department, deans and tutors with the corresponding students' performance and study state construction to take goal evaluation on the short-term basis of one term and the long-term basis of two years(four terms). School and each department take the system of encouragement and punishment according to statistic data of dynamic supervision and management of college English teaching quality.

### Conclusion

The dynamic supervision management of college English teaching quality, showed from the analysis of a great amount of teaching quality dynamic data, has played an important role promoting study-state construction, encouraging students' full implementation of learning contents and stimulating college English teachers to manage class teaching more actively since the implementation in college English class teaching of grade 2018.It's proved that the implementation of dynamic supervision management of college English teaching quality is not only operable but also feasible.

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