Constructing a Teaching Evaluation Model for the Course of Beijing World Cultural Heritage Based on Dynamic Assessment Theory

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The rapid development of international tourism has led to an increasing demand for English professionals. In order to meet this demand, universities have placed greater emphasis on the quality and level of teaching in the courses of tourism English. This paper proposes a dynamic evaluation model for tourism English courses, based on the principles of dynamic assessment theory, such as process-orientation, evaluation-teaching integration, and multiple interactions. Taking the course of Beijing World Cultural Heritage as an example, the model is instantiated to demonstrate the feasibility of applying dynamic assessment theory to tourism English courses and this model helps to provide a reference for the evaluation methods of English courses.

Keywords: dynamic assessment theory, assessment mode, Beijing World Heritage Course

Introduction

In recent years, the integration of culture and tourism has become increasingly prominent in the development of the tourism industry. From the perspective of enhancing national soft power, improving China's international communication ability, and the development trend of cultural tourism integration, as well as the demand of tourism enterprises for international talents, it is essential to integrate English into the training of international tourism talents, to improve their language literacy and enhance their intercultural communication ability.

The Beijing World Heritage Course is an important part of this training, and evaluation plays a crucial role in diagnosing students' learning problems, regulating the teaching process, stimulating learning motivation, and promoting learning engagement (Galn & Hurtado, 2015, p. 64). Foreign researches on English teaching evaluation have mainly focused on empirical studies, combining theories of educational psychology and social psychology, and researching its explanatory power and external validity (Ahmad, 2017, p. 110). The research on evaluation of tourism English teaching in China has not received sufficient attention. Problems such as neglecting the learning process, neglecting the ability to use time efficiently, and lacks of multiple evaluation tools still exist

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in teaching practice (Jiang, 2020, p. 173). Although some teaching practices have incorporated self-assessment and mutual assessment into the evaluation system (Huang, 2021, p. 131), there is still a need to further explore how to draw on relevant theories across disciplines and combine multiple elements of tourism English teaching and evaluation system to promote multiple assessments in English teaching. As one of the psychometric theories, the dynamic evaluation theory advocates the evaluation concept of "process-oriented, assessment-teaching integration, and multiple interaction" (Poehner & Lantolf, 2013, p. 324), which can integrate all elements of the evaluation system and provide ideas to solve the problems of disconnected teaching and evaluation. This paper attempts to explore the feasibility of applying dynamic assessment theory to the construction of evaluation model in tourism English teaching by taking the Beijing World Cultural Heritage Course as an example, so as to provide reference for adapting to diversified tourism English education needs and forming a foundation to cultivate international tourism talents.

Method for Study

Dynamic assessment, proposed by Vygotsky in the early 20th century, is a collective term for a series of evaluations that explore the changes in the cognitive abilities and developmental potential of the learner through interventions (Lidz, 1991). This approach is characterized by three major features: process orientation, assessment-teaching integration, and multiple interactions.

Dynamic assessment assumes that learning ability is not only dependent on learners' original learning level, but can be developed through the process of dynamic assessment (Herazo, Davin, & Sagre, 2016, p. 444). This involves observing the changes in learners' cognitive level with a developmental perspective and guiding their ability to improve. Moreover, dynamic assessment emphasizes the integration of teaching and evaluation, systematically combining teaching with prediction, diagnosis, and correction to provide a comprehensive examination of changes in learners' zone of proximal development (ZPD) (Rezazee, Alavi, & Razzaghifard, 2019, p. 3094). The interaction between the evaluator, object, and environment is also highly valued in dynamic evaluation, and evaluation environment includes not only teaching environment but also technological environment and other aspects (Galán-Mañas & Hurtado, 2015, p. 63).

In the field of English teaching in China, dynamic evaluation is currently at the introductory stage. Scholars have discussed the theory of dynamic evaluation and its theoretical basis, and reviewed relevant foreign researches on dynamic evaluation in the field of second language education (Han, 2009, p. 455). A dynamic evaluation system for English teaching was constructed by emphasizing "process orientation" and "combining teaching intervention and assessment" (Zhang, 2010, p. 46). In the context of tourism English courses, initial proposals have been made to diversify the evaluation system in terms of content and timing (Jiang & Wang, 2006, p. 74). However, there is a lack of process-oriented dynamic evaluation attempts for tourism English courses, let alone a complete and systematic dynamic evaluation design scheme. Therefore, this study aims to construct a dynamic evaluation model for tourism English courses and explore its application to teaching practice.

Findings

Goals

Dynamic assessment theory emphasizes that assessment methods should be tailored to the assessment objectives, and only by carrying out assessment activities that are aligned with the objectives can we effectively diagnose learning problems, monitor learning effects, and adjust teaching methods. Tourism English is characterized by its rich professional terms, emphasis on polite language, plain language style, and its abundance of cultural and historical allusions (Wang, 2008, p. 21). Consequently, the assessment model of tourism English teaching should be designed to facilitate the development of practical ability.

Principles

Integration of teaching and evaluation. Dynamic evaluation emphasizes the combination of teaching and evaluation, comparing students' own abilities in the learning process, caring for their potential and development, and integrating teaching intervention into the process of ability cultivation to realize the integration of teaching and evaluation. With the emphasis on the continuity of observation, evaluation, and guidance, it integrates teaching interventions into the competency development process, forming a continuous dynamic cycle of "teaching-assessment" (Albereto, 2020, p. 191). This approach is important for evaluating not only students' mastery of knowledge, but also their performance in the daily learning process, the difficulties they encounter in learning, as well as their emotions, attitudes, and learning strategies. Furthermore, dynamic assessment is beneficial for understanding changes in students' learning ability, diagnosing and solving learning problems, and adjusting the teaching process. It is also important for assessing students' interest and attitude towards learning, their awareness, and participation in learning which cannot be reflected in summative evaluation.

Combination of intervention and interaction. Dynamic assessment is an interactive assessment approach that emphasizes the interaction between evaluators and students, focusing on understanding the characteristics of students' cognitive processes and cognitive changes, and examining the potential cognitive development of students. In this approach, the teacher acts as a mediator to promote the development of students' abilities, providing active regulation and teaching intervention (Yang & Qian, 2020, p. 649). This interactivity is not only between teachers and students, but also between peers or other subjects (Hu & Wang, 2018, p. 84). Furthermore, online learning platforms provide teachers with the possibility of open interaction with students, allowing them to actively intervene in the whole learning process of students by proposing, suggesting, and giving feedback to evaluate students' thinking, cognition, learning, and problem-solving skills.

Support of technical tools. The assessment of tourism English teaching is an important part of the teaching process, and the use of information technology tools is essential for its successful implementation. In the dynamic assessment process, teachers should be proficient in the use of technological tools to record the performance, thus achieving the integration and optimization of the evaluation process. Traditional static tests could still be widely used here to evaluate students' professional level, which are known for their objectivity and operability by providing more accurate data. However, this evaluation tends to emphasize results and quantity rather than processes and quality, which simplifies the complicated process. Electronic portfolios and screen recording

software can make up for the shortcomings of static evaluation and can provide more detailed analysis of learners' attitudes, emotions, and values, and facilitate two-way communication between evaluation subjects and objects (Kelly, 2014). Therefore, multiple technological tools should be used properly and efficiently in the evaluation process for effective tourism English teaching.

Implementation

Preparation stage. This stage focuses on knowledge memorization which involves an overall assessment of students' professional ability in tourism English, utilizing tests and tour guide simulation practice rooms as evaluation tools. Prior to the formal teaching, students can take advantage of online learning courses and resources such as MOOC and Blue Ink Cloud to engage in independent learning. In the classroom, teachers will focus on imparting knowledge related to tourist attractions, and through their interventions, students' explanations of tourist attractions will be transformed from everyday vocabulary to professional vocabulary, thus helping them construct a new set of professional language. After the teaching is completed, students' mastery will be tested with the help of test papers, allowing for a comparison with the results of the students' online study.

Practice stage. This stage focuses on teaching students to provide explanation as a tour guide for the World Cultural Heritage sites in Beijing. The teacher initially outlines the objectives of the course, elucidating the historical context, cultural connotations, and other pertinent knowledge of the world cultural heritage. Students are encouraged to overcome their anxiety in learning and to learn to master new and cutting-edge techniques. They are guided to apply what they have learned in class to arrive at an interpretation for a tourist attraction, and are promptly evaluated and corrected. When students encounter learning difficulties, teachers can use vague hints, explicit hints, and other progressive hints to guide students to find the resources to solve the difficulties, until each student is able to complete the training tasks. The teacher then assigns tasks one after another, and the tasks will go from near to far transfer, which fully reflect the step-by-step adjustment of dynamic assessment and the idea of ZPD, emphasizing that students can flexibly use the knowledge learned in various contexts, and advocating the evaluation of individual potential development by the degree of knowledge transfer. At the same time, students use the simulation training room of tour guide to record their own guiding process and make electronic files. The e-portfolio is mainly in the form of text, and students are asked to record and reflect on the shortcomings of their presentation and try to find solutions. The teacher checks the completion every week and provides timely and targeted feedback.

Collaboration stage. This stage of the practice at tourist attractions requires students to explore the stories behind the scenic spots. Through an online communication platform combined with an offline classroom presentation, students randomly select a Beijing World Heritage site as a tourist attraction. The teacher divides the class into groups and provides guidance during the mutual evaluation process, adding feedback and asking students to respond. The group performance includes online discussion, classroom presentation, and teamwork, and then evaluation follows. The quality evaluation of the presentation includes the following aspects: etiquette and courtesy, language expression, the content, fluency, and accuracy of the presentation, etc. In addition to being evaluated on their practical tour guide skills, through mutual cooperation, students are able to gain a better

understanding of research reports or papers, conduct cultural research, and make a comparison between ancient and modern tourist attractions.

Testing stage. The teacher assigns tour guide tasks to students based on the World Heritage resources around the school, giving students the opportunity to prepare in advance. During the presentation, they must go off-script, with professional tour guides joining the teacher in asking questions and evaluating the students' performance. The tour guides should observe the students' language skills, application skills, and professional qualities, ensuring the objectivity of the test.

Conclusion

With the enhancement of college students' practical ability and their full development as the core, this paper proposes an evaluation model for the course of Beijing World Cultural Heritage on the basis of dynamic assessment theory. The model consists of four stages: preparation, practice, collaboration, and testing. Firstly, students are guided to learn the knowledge and terminology of tourist attractions and to build a new professional language system by using diversified learning platforms. In the practice stage, the focus is on teaching the process of guiding and continuously improving students' ZPD through near-transfer and far-transfer tasks. In the collaboration stage, team tasks are used to arouse students' interest in the culture behind tourist attractions and to promote students' practical skills as a tour guide through a combination of peer assessment and teacher assessment. During the testing process, professional tour guides and experts can be invited to evaluate students' skills to ensure the objectivity and integrity of the test. The dynamic assessment model for the course of Beijing World Cultural Heritage contributes to the improvement of teaching validity and the stimulation of students' potential to meet the need of the tourism development for talent.

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