

# Evaluation of the Master's Program of Teaching Chinese to Speakers of Other Languages in Yunnan University Based on CIPP Mode

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**Abstract.** Based on the CIPP evaluation model, this paper collects opinions through the issuance of questionnaires and makes a course evaluation of 13 professional courses offered by the University of Yunnan University's Teaching Chinese to Speakers of Other Languages. The research found that the evaluation of teaching practice courses is higher, and the evaluation of language culture communication and foreign language courses is lower. Based on the survey, the paper puts forward suggestions to improve the curriculum of Master's Program of Teaching Chinese to Speakers of Other Languages.

## Introduction

**Introduction to CIPP Evaluation Mode Theory.** The CIPP evaluation mode is called the context, input, process, and product evaluation model. It was proposed by American scholar Stufflebeam in 1966. The evaluation mode is divided into four steps: context evaluation, input evaluation, process evaluation and product evaluation. The context evaluation determines whether the objectives of the program are reasonable by evaluating the background of the program implementation. Input evaluation is to evaluate all aspects of resources and conditions required to achieve the program to clarify the advantages, disadvantages, feasibility and utility of the program. Process evaluation is an evaluation of the implementation process of the program, with the aim of supervising and feedbacking the implementation of the program. The product evaluation is the evaluation of the results of the implementation of the program, and the interpretation and judgment of the results produced by the program.

The CIPP evaluation mode includes both a diagnostic evaluation of the course objectives and teaching resources, as well as a formative evaluation of the teaching process and evaluation of the results of the teaching results. This mode overcomes the single-sided defects of traditional teaching evaluation, and meets the multi-level needs of diversity and whole process of college curriculum evaluation in the new era.

**Current Research into the Curriculum Setting of Teaching Chinese to Speakers of Other Languages.** Most studies believe that the curriculum should be based on the training program. The curriculum content of Master's Program of Teaching Chinese to Speakers of Other Languages should include at least Chinese theoretical knowledge, linguistic knowledge, educational knowledge, cultural knowledge and foreign language knowledge. Xiaoqi Li (2007) believes that the knowledge structure and ability of talents of Teaching Chinese to Speakers of Other Languages should include five aspects: "language knowledge, second language teaching theory, culture and intercultural communication, Chinese teaching skills and comprehensive quality". In terms of curriculum proportions, in general, most scholars believe that Chinese knowledge and teaching methods are the focus of the Master's degree in Teaching Chinese to Speakers of Other Languages. Qingni Chen (2008) believes that the proportion of courses that are offered should be "Chinese 3: Education 3: Linguistics 2: Culture 1: Foreign Language 1." Libin Cui (2011) believes that the

weight of each course should be arranged in the order of “Chinese, teaching methods, Chinese literature culture, and foreign language knowledge.” In terms of the current curriculum, Po Hu (2008) and Yanfang Zhou (2015) conducted surveys on the curriculum of Master’s Program of Teaching Chinese to Speakers of Other Languages. They found that at present, there are still insufficient language knowledge courses, imbalanced proportions of theoretical courses and practical courses, and fewer practical courses.

At present, most of the research on the Master’s Program of Teaching Chinese to Speakers of Other Languages courses focuses on the content of the curriculum and the current status of the curriculum, but there is not much research on the evaluation of the curriculum. Therefore, there is no uniform standard for the evaluation of the Master’s Program of Teaching Chinese to Speakers of Other Languages.

## **Research Object and Method**

**Research object.** Grade 2017 master students of Teaching Chinese to Speakers of Other Languages at Yunnan University. A total of 40 questionnaires were distributed, 38 were collected, and two invalid questionnaires were excluded. There were 36 effective questionnaires, and the effective rate was 90%.

**Research method.** This survey mainly uses the questionnaire to collect data. At the same time, this study also interviewed some of the subjects and supplemented the results of the questionnaire.

**Research content.** Based on the CIPP evaluation model, this study, referring to the previous research on curriculum evaluation, produced questionnaires and evaluated 13 courses offered by Yunnan University’s Master’s Program of Teaching Chinese to Speakers of Other Languages. The evaluation of the curriculum in this study is divided into four parts according to the CIPP evaluation mode: 1. Context evaluation evaluates the course objectives, positioning, and class schedule of a single course; 2. Input evaluation evaluates the hardware and software resources provided by the school for each course; 3. Process evaluation for each course The content, the teacher's lecture, and the test assessment are evaluated. 4. The evaluation of the Product evaluates the theoretical ability, practical ability, and the degree of the draft of the corresponding training ability of the course. The questionnaire uses the Rickett five-point scale method. The options are “very non-conformity”, “non-conformity”, “conformity”, “compliance” and “very consistent”. The corresponding scores are 1, 2, 3, 4, and 5 respectively. “3” is the theoretical median, so the closer the score is to “5”, the higher the evaluation. The closer to “1”, the lower the evaluation.

**Reliability and Validity Analysis.** The reliability of the questionnaire in this study was tested using the Clone Bach Alpha coefficient. In the “Teaching Chinese to Speakers of Other Languages” questionnaire of Yunnan University, the Alpha coefficient is 0.967, and the reliability is high.

The validity of this study questionnaire was tested by SPSS for KMO and Bartlett’s test. The results show that the KMO values are all greater than 0.7. Suitable for factor analysis.

## **Analysis of Research Result**

For the evaluation part of each course, this study selected 13 professional courses offered by Master’s Program of Teaching Chinese to Speakers of Other Languages. The principal components analysis method is used to analyze the contribution rate of each evaluation index, and the weights of each index are determined accordingly, and the total score of each course is calculated according to the weight. Due to the limitation of space, they are not listed one by one, only the scores are shown in Table 1:

Table 1 The Scores of 13 Professional Courses Evaluated in the Master's Program of Teaching Chinese to Speakers of Other Languages

	Engl i-sh Spea -kin g	Oral Thai	Case Analysis of Chinese Classroom Teaching	Approac h to Teaching Chinese as a Second Languag e	Introdu -ction to Second Langua -ge Acquis i-tion	Chines- e Culture and Commu -nicatio n	Interc -cultur al Com m-uni ca-tio n	Chinese Languag -e Element Teachin g	Histo -ry of Chin e-se Thou -ghts	Langua -ge and Culture	Chinese Internati o-nal Promotio -n	Class Obse r-vati o-n and Pract i-ce	Second Languag e Research Methods and Design
Context evaluation	3.42	3.15	3.61	3.77	3.93	3.04	3.53	3.86	3.61	3.69	3.13	4.06	3.89
Input evaluation	3.61	3.68	3.57	3.76	3.83	3.32	3.49	3.72	3.81	3.74	3.32	3.87	3.79
Process evaluation	3.67	3.88	3.93	4.10	4.01	3.45	3.72	4.15	3.74	3.72	3.44	4.15	3.80
Product evaluation	3.50	3.44	3.41	4.11	4.03	3.10	3.66	3.82	3.59	3.55	3.17	4.12	3.82
Total Score	3.55	3.54	3.65	3.92	3.94	3.23	3.59	3.89	3.68	3.68	3.27	4.05	3.82

In order to prove the difference in scoring, this study conducted a one-way variance test for the mean value of each course. The results are shown in Table 2:

Table 2 One-way ANOVA of 13 Professional Courses Evaluated in the Master's Program of Teaching Chinese to Speakers of Other Languages

ANOVA						
		Sum of squares	Degree of freedom	Mean square	F	Significanc e
Context evaluation	Between groups	45.926	12	3.827	6.7 21	.000
	In group	259.099	455	0.569		
	Total	305.025	467			
Input evaluation	Between groups	15.847	12	1.321	3.0 73	.000
	In group	195.552	455	0.43		
	Total	211.399	467			
Process evaluation	Between groups	19.195	12	1.6	5.2 06	.000
	In group	139.797	455	0.307		
	Total	158.992	467			
Product evaluation	Between groups	45.269	12	3.772	8.5 12	.000
	In group	201.644	455	0.443		
	Total	246.913	467			

The homogeneity test results of the data of this study show that the difference of background evaluation, input evaluation, process evaluation and result evaluation are more than 0.05, and the variance is neat, which is suitable for analysis of variance. The results of the variance analysis showed that the scores of each part were less than 0.05, indicating that there were significant differences in the scores of each part.

It can be seen from the scores that the courses with higher total scores include Class Observation and Practice, Introduction to Second Language Acquisition, and Chinese as a Second Language Teaching Method, all of which are teaching practice courses and the scores are higher in all the four evaluation parts. The courses with lower total scores are Chinese Language International Promotion, Chinese Culture and Communication which are all language and culture communication courses, and the scores in the four-part evaluation are low. In addition, foreign language courses such as Oral Thai language and Oral English are score lower.

## Analysis of the Investigation Result

Summarizing the results of the evaluation, this study interviewed five graduate students of Teaching Chinese to Speakers of Other Languages at Yunnan University for each outstanding part of the evaluation. Among them, one student's professional class scores averaged 90 or more, 3 students' professional class scores averaged 85-90, and 1 student's professional class scores averaged 80-85, and 5 respondents have no overseas teaching experience.

The results of the interviews are shown in Table 3:

Table 3 Curriculum Interview of Yunnan University Master's Program of Teaching Chinese to Speakers of Other Languages

Evaluation step	Interview question	Summary of respondents' views	Number of people holding this view
Context evaluation	What are the reasons for the high scores in the teaching practice courses in terms of course objectives, course orientation, and class schedules, and the lower scores for language and culture promotion and foreign language courses?	1. The class type of the teaching practice class is more appropriate, but it is recommended to add some class hours.	4
		2. Language and culture courses can be combined.	2
		3. There are few foreign language classes and types.	2
Input evaluation	In terms of teaching resources, the scores of practical courses are higher, and what are the reasons for lower scores in language and culture promotion and foreign language courses?	1. The practical curriculum of the school is relatively rich in teaching resources.	4
		2. The teaching resources of language and culture promotion courses are insufficient and there is no opportunity for practice.	4
		3. There is no practical opportunity for foreign language courses.	2
Input evaluation	In terms of course content, teacher teaching, learning attitude, and assessment methods, what are the reasons for the high scores in teaching practice courses, and the low scores in language and culture promotion and foreign language courses?	1. Teaching practice class's content is practical	5
		2. Teaching practice courses are relatively diverse.	4
		3. Language and culture communication and promotion courses teachers and students do not fully interact, which cannot stimulate students' moral enthusiasm.	5
		4. Language and culture communication and promotion courses are relatively simple.	5
		5. Lack of interest in learning a foreign language, especially Thai.	3
Product evaluation	What are the reasons for the high scores in teaching practice courses in teaching results, and the low scores in language and culture promotion and foreign language courses?	1. The practical ability of learning teaching practice courses has been improved, and the language and culture promotion courses are not obvious.	5
		2. There are very few practical opportunities to test the knowledge of language and culture courses, so it is not deep enough to improve the ability.	5
		3. The student only studied for one semester, and the improvement was not obvious.	4

Through the collation of the respondents and the actual situation, the study draws the following conclusions:

**Context Evaluation.** The objectives, orientation and class schedule of the teaching practice courses are reasonable, but in the interviews, there are still respondents who said that they should add some lessons on the current basis for the teachers to provide detailed and in-depth guidance to the students.

The problem in foreign language courses is that there are few class hours, and only one semester is offered. Especially in Oral Thai, for many students Thai language is totally strange new. They

only study for one semester, and the improvement is not obvious.

The problem in language and culture communication courses is course orientation. The course content of Chinese culture and communication is partially duplicated with History of Chinese Thought and Chinese international promotion. This can train students to “management, organization and coordination of language and culture international promotion projects” to streamline the types of courses offered.

**Input Evaluation.** The teaching resources of teaching practice courses are relatively sufficient. In addition to the classroom, the college also provides students with many practical opportunities, such as the teaching tasks of international students at Chenggong Campus. And also introduced Mingde project, the CET program, the Northeastern University Language Program.

The school has insufficient resources to support Chinese culture and Communication and Chinese International Promotion. This kind of course is mainly to cultivate students' ability to manage, organize and coordinate the international promotion project of language and culture. However, in actual teaching, students rarely touch the organization and management of the Teaching Chinese to Speakers of Other Languages project. The purpose of the experience is not obvious.

The foreign language courses offered by the Master's Program of Teaching Chinese to Speakers of Other Languages are only available in English and Thai. Some of the students' internships are not native to the two languages. The status quo is that the school does not have sufficient teachers to offer courses in other languages.

**Process Evaluation.** In terms of course content, teaching practice and foreign language courses are more practical, while the content of language and culture courses lacks practicality and does not meet the goal of cultivating organizations and managing Chinese communication activities.

In terms of teaching organization, teaching practice courses include teacher explanations, student lectures, group discussions, and so on. Class Observation and Practice also contains the step of real class observation, and the form of class organization is more diverse. Language and culture promotion courses are mostly explained by teachers. Although there are student groups in Chinese Culture and Communication, such forms are not novel. Foreign language courses, whether in English or Thai, are taught by teachers and have no other forms.

In terms of teacher-student interaction, the teaching practice courses are relatively full, and the language and culture communication and foreign language courses are not sufficient. Due to the nature of the curriculum of the teaching practice class, teachers can use the side-by-side training and timely evaluation, and the teacher-student interaction is more adequate. However, there are not many questions in the classroom of language and culture communication courses, and the interaction with students is not obvious. The same problems exist in foreign language courses.

In the interview, the students also showed a lack of interest in the study of foreign language courses. Although the teaching of Master's Program of Teaching Chinese to Speakers of Other Languages in Yunnan University has the characteristics of running schools in Southeast Asia, some students do not have the willingness to go to Thailand for internships. These students are not interested in learning Thai.

**Product Evaluation.** The results of the course will be influenced by course orientation and class time, teaching resources, and course implementation. Teaching practice class positioning, reasonable class schedule, adequate teaching resources, and combination of curriculum implementation theory and practice can help students improve their practical and theoretical abilities. However, language and culture communication courses have problems in the implementation of the curriculum. Foreign language courses have problems in class schedule and curriculum implementation, so they do not achieve the desired teaching results.

## **Suggestions for Improvement**

Based on the above findings, this study proposes the following recommendations for the Yunnan University Master's Program of Teaching Chinese to Speakers of Other Languages:

**Combine Theories with Practice.** It can be seen from the survey results that the courses

combined with theory and curriculum are generally evaluated, and classroom observation and practice are positive examples. In order to achieve the balance between theory and practice, the class hours of practical courses can be increased accordingly, and the observation and training content for each course can be increased, so that teachers have sufficient time to explain the teaching theory and provide targeted guidance for the students' practice. This should also be the case for foreign language courses to increase the chances of true social training.

**Increase Teaching Resources for Language and Culture Promotion and Foreign Language Courses.** The "Cultivation Goals" section of the "Master's Program of Teaching Chinese to Speakers of Other Languages" program at the Yunnan University refers to the development of students' ability to manage, organize and coordinate international language development projects. In order to achieve this goal, support resources for Chinese Culture and Communication and Chinese International Promotion should be added, such as organizing Chinese and Chinese cultural promotion activities, and increasing students' participation in activities, thereby increasing students' awareness of promoting language and culture. And this can improve students' ability to manage, organize and coordinate language and culture promotion projects.

The support resources for foreign language courses should be increased, mainly teachers. It is recommended that schools expand the faculty of foreign language courses, and then increase the language of foreign language courses to meet the different learning needs of students.

**Improve Students' Interest in Learning Foreign Languages.** To improve students' interest in foreign language courses, especially in Thai language classes. On the one hand, the corresponding foreign language classes can be increased according to the students' learning needs. On the other hand, Southeast Asian culture courses related to foreign language classes can be offered to deepen students' understanding of Southeast Asia and thus enhance students' interest in learning.

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