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FOREWORD

I am pleased to put into the hands of readers Volume-5; Issue-5: 2023 (September-October, 2023) of **"Journal of Humanities and Education Development (JHED) (ISSN: 2581-8651)",** an international journal which publishes peer reviewed quality research papers on a wide variety of topics related to, Humanities and Education development. Looking to the keen interest shown by the authors and readers, the editorial board has decided to release print issue also, journal issue will be available in various library also in print and online version. This will motivate authors for quick publication of their research papers. Even with these changes our objective remains the same, that is, to encourage young researchers and academicians to think innovatively and share their research findings with others for the betterment of mankind. This journal has DOI (Digital Object Identifier) also, this will improve citation of research papers.

I thank all the authors of the research papers for contributing their scholarly articles. Despite many challenges, the entire editorial board has worked tirelessly and helped me to bring out this issue of the journal well in time. They all deserve my heartfelt thanks.

Finally, I hope the readers will make good use of this valuable research material and continue to contribute their research finding for publication in this journal. Constructive comments and suggestions from our readers are welcome for further improvement of the quality and usefulness of the journal.

With warm regards.

Dr. Manoj Kumar
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Integration of English 'teaching-learning-assessing' in Chinese High Schools: A Literature Review

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Abstract

Classroom assessment has always been the focus of research on foreign language teaching, and "integration of teaching and assessment" has become a heated topic in international second language teaching field, but this topic has not yet attracted the attention of some scholars. In result, this paper retrieves the papers published domestic and abroad between 2017 and 2023 focusing on the "integration of teaching and evaluation" in English subject as data sources and analyzes the research contents. The results show that the research type of "integration of teaching-learning-assessing" is mainly theoretical research, but the number of empirical research is quite small. Besides, the theoretical research also shows an upward trend. The research objects are mainly secondary school English teachers and students. The research content focuses on the following four aspects: the definition of "integration of teaching-learning-assessing"; the implementation path of "integration of teaching-learning-assessing" in the classroom; the application of "integration of teaching-learning-assessing" in specific subjects and the investigation of "integration of teaching-learning-assessing" in the classroom. The data collection methods were mainly questionnaires, interviews and classroom observations. In the end of this paper, the future research and the development trend of "integration of teaching-learning-assessing" are pointed out.

Keywords— integration of teaching-learning-assessing; classroom assessment, formative assessment

I. INTRODUCTION

The English Curriculum Standards for General High Schools (2017 Edition) (hereinafter referred to as the "English Curriculum Standards for High School ") points out that in the classroom teaching, teachers should deal with the relationship between teaching, learning and assessing, and promote the implementation of integration of teaching-learning-assessing. As a result, the concept of "integration of teaching-learning-assessing" is formally put forward. Accordingly, " integration of teaching- learning-assessing " has become a heated topic for English teaching in middle school. "Integration of teaching-learning-assessing is an important way to implement the core competence of English subject and effectively improve teaching (Wang, 2019). However, many teachers still do not deeply understand the

definition and advantages of the concept of "integration of teaching-learning-assessing" (Zhao, 2019). Front-line teachers do not have a clear understanding of the implementation path, teaching design, and the effects of "integration of teaching-learning-assessing" in the classroom, so it is necessary to review the relevant research. A total of 123 search results are obtained by searching the theme "integration of teaching-learning-assessing" in "foreign language and literature" field. In this paper, the research contents will be reviewed.

II. THE DEFINITION OF "INTEGRATION OF TEACHING-LEARNING-ASSESSING"

According to the Senior High School Curriculum, "integration of teaching-learning-assessing" is the

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integration of three aspects in a complete teaching activity, and "integration" refers to the close relationship of these three aspects. Wang Qiang (2019) defines the "integration of teaching-learning-assessing" as "teaching is goal-oriented and points to the cultivation of English subject core competence ; learning is to develop students' core competence, which is consistent with the content of teaching; assessing is to give feedback and promote teaching and learning, so teaching, learning, and assessing are essentially the same and point to the development of students' English subject core competence". Wang Shaofei (2013), starting from the relationship between teaching and assessing, talks about the "integration of teaching-learning-assessing" as a new type of teaching and assessing, aiming to break through the traditional binary isolation of teaching and assessing, so that assessment is no longer drift away from teaching, but embedded in teaching, becoming an essential part of teaching, closely connected with teaching activities and interacting with the learning process. It becomes an integral part of teaching and learning. Clear objectives are the premise and soul of "integration of teaching-learning-assessing". Cui Yunguo (2013) points out that without clear goals, there is no such thing as teaching and evaluation activities; without clear goals, there is no such thing as integration, because "integration of teaching-learning-assessing" lies in that teaching, learning and assessing are all around the shared goals. Chen Xia (2012) believes that "integration of teaching-learning-assessing" is a teaching method that integrates teaching activities and assessing activities in one; Lu Zhen (2015) believes that "integration of teaching-learning-assessing" is student-centered and improves students' learning with the help of assessment activities, and one of its characteristics is that teachers drive teaching and promote students' development based on assessing activities; Wang Yunsheng (2019) believes that "integration of teaching-learning-assessing" should first consider teaching, learning and assessing in the direction of the unity of the three goals, which together point to the teaching goals.

In conclusion, the Chinese academic scholars has basically formed a unified concept of "integration of teaching-learning-assessing", that is, it takes teaching objectives as the guide for teaching, learning and assessing, teaching is to achieve the teaching objectives, learning is

also to achieve the teaching objectives, and assessment criteria are the tasks that teachers and students need to complete during teaching activities, the three all point to the development of students' English subject core competence. The purpose of this concept is to draw attention to the importance of goal setting in basic classroom teaching and the integration of assessment into teaching and learning, instead of being strayed away from the classroom.

III. THE IMPLEMENT PATH OF "INTEGRATION OF TEACHING-LEARNING-ASSESSING" IN CLASSROOM

Wang Qiang (2019) proposed three pedagogical steps on the basis of interpreting the definition: in the preparation stage of teaching, the first step is to analyze the unit theme, text and students, the second step is to identify the cognitive and affective gaps between the teaching content and students based on what is known to them and what is unknown to them, as a result, teaching objectives are established, and the third step is to design teaching activities and assessing activities to help achieve the teaching objectives, as well as gathering the evidence of the achievement of students' learning. Li Liang (2018) combined the "integration of teaching-learning-assessing" model with project-based teaching and divided the teaching into three steps: project planning, project implementation, and effect evaluation. In the first step, the project plan is designed according to "integration of teaching-learning-assessing", and the teacher designs the project objectives and project activities based on the curriculum, text and students analysis; in the second step, the project objectives lead the direction, the whole process is student-centered, and the project objectives are implemented in the classroom in the aspects of language learning, tasks completing and teaching activities; in the third step, that is, the project implementation process, the role of different assessment subjects is brought into play to guide students' self-assessment and peer assessment. The assessment values both the results and the process, and teachers reflect on the project in time after it is completed in order to prepare for future teaching adjustments. Jiang Jingli (2021) offered five suggestions on the implementation of "integration of teaching-learning-assessing".

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The development of modern technology makes it possible to better implement "integration of teaching-learning-assessing". Chen Xinzhong (2021) suggests that clear goals are the premise and soul of "integration of teaching-learning-assessing", and teachers need to determine whether teaching, learning and assessing all revolve around the same goal, which begins with diagnostic evaluation. The "Udig" platform designed by Beijing Normal University and Foreign Research Service can accurately analyze students' language ability and learning ability, and its application to teaching can facilitate the precise designation of teaching objectives and the implementation of "integration of teaching-learning-assessing". Cui Xiuling and Zhang Jin (2022) present a teaching process of "integration of teaching-learning-assessing" in listening and speaking class, which is based on artificial intelligence that promotes the deep integration of information technology and English teaching. In the pre-listening stage, teachers show the results of listening assessment with the help of "smart space" before class and stimulate students' interest through designing "comparing and showing" activities, in the listening stage, students are led into the learning of listening content through multimodal resources, and in the post-listening stage, the students are asked to imitate and follow along with the intelligent training.

In conclusion, since "integration of teaching-learning-assessing" is mentioned in the "High School Curriculum", many scholars and experts have proposed teaching models and teaching paths, and teachers have actively carried out case studies. The teaching design covers different grades and different types of lessons, and the results are quite fruitful. We can draw the conclusion that the teaching mode of "integration of teaching-learning-assessing" begins with the establishment of teaching objectives, which are based on text analysis, students' analysis and diagnostic evaluation by teachers, and it can be achieved with the help of information technology. After setting up the teaching objectives, the implementation of teaching objectives should be carried out through the teaching and assessing activities, more attention should be paid to the diversity of assessment subjects and assessment forms. Finally, in the assessing stage, teachers evaluate whether the teaching objectives are achieved.

IV. THE RESEARCH OF APPLICATION OF "INTEGRATION OF TEACHING-LEARNING-ASSESSING" IN ENGLISH TEACHING

Jiang Jingru (2021) studied the application of "integration of teaching-learning-assessing" in English writing classroom in high school, and learned the teachers' understanding, implementation and potential difficulties of "integration of teaching-learning-assessing" through questionnaires and interviews. The students of two parallel classes in the second year of senior high school were selected as the experimental group and the control group, and the writing scores of the two classes were tested before and after the experiment to see what effect "integration of teaching-learning-assessing" could have on students' English writing ability. Finally, the students' questionnaires were used to find out the effect of "integration of teaching-learning-assessing" on students' attitudes toward English writing. Hua Mengmeng(2021) empirically investigates the design and implementation of "integration of teaching-learning-assessing" in junior high school English reading class in the context of developing core competence. After a whole semester teaching, the experimental class was found to have better performance in all aspects of core competence through post-testing.

The empirical results show that the teaching mode of "integration of teaching-learning-assessing" has a significant effect of promoting learning, which not only improves students' academic performance, but also arouse their interest in learning and develop core competence. It also proves that "integration of teaching-learning-assessing" points to the real cultivation of students' core competence in English subject.

V. THE INVESTIGATION RESEARCH OF THE "INTEGRATION OF TEACHING-LEARNING-ASSESSING" IN CLASS

Zhao Yixin (2021) analyzed the data from classroom observation of eight lessons in the "One Teacher One Excellent Class" in Tianjin and found that the teaching objectives set up by teachers were not reasonable, and it emphasized knowledge but not learning ability; the activities in the classroom corresponded well with the

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teaching objectives, but the assessment form was quite single, the self-assessment and mutual evaluation occurred quite rare is class. The final revelation was that teachers should design teaching activities with more clear goals and diversify the evaluation forms and enhance student-oriented assessment. Hu Qi (2021) observed a real high school English classroom to investigate the current situation of "integration of teaching-learning-assessing". The researcher used questionnaires, classroom observations to find that most teachers have a positive attitude toward the "integration of teaching-learning-assessing", but there are difficulties in actual teaching, and it cannot be well reflected in classroom teaching. The reasons for this are: teachers are not strongly aware of the curriculum reform and still use traditional teaching methods; teachers have little understanding of the importance of teaching goals and set the teaching goals too arbitrarily; teachers do not have enough awareness of teaching assessment.

The results of the survey indicate that the actual implementation of both online courses and real English classrooms is not good enough, because teachers do not have a good understanding of the definition of "integration of teaching-learning-assessing" and teachers' assessment literacy needs to be further improved, etc.

VI. CONCLUSION AND SUGGESTION

Among all the research about "integration of teaching-learning-assessing", most of which are theoretical research, and they can well explain the definition of "integration of teaching-learning-assessing", the theoretical resources of it and the curriculum implementation path under the guidance of it. While the number of empirical studies is relatively small, and only a few scholars have conducted application research and survey studies. Without actual classroom teaching, it cannot reflect the current the implementation situation of "integration of teaching-learning-assessing" and the effect that it might promote learning and teaching. After all, it takes a long time from the proposal of the upper-level concept to the implementation in practice (Jiang Jingli, 2021). It is worthwhile to further investigate the current implementation situation of "integration of teaching-learning-assessing" in the near future. Some relevant investigation research mainly focuses on the "One Teacher, One Excellent Course" online quality courses, which are

"performance classes" in nature and different from the actual teaching in daily classroom. According to the Senior High School Curriculum, the concept of "integration of teaching-learning-assessing" should be applied to real classroom teaching in all aspects, so more attention need to be paid to the basic English teaching classroom and conduct relevant research. The current research tools are mostly interviews and questionnaires, so the research methods need to be further scientific and objective, such as the use of the "integration of teaching-learning-assessing" evaluation scale to score teachers' performance quantitatively and the textual analysis of lesson plans to make the research more comprehensive.

This paper mainly reviews the Chinese research on "integration of teaching-learning-assessing" from the aspect of research content and points out the future research direction. "Integration of teaching-learning-assessing" is a great innovation to improve teaching efficiency and promote teachers' professional development, which has great research potential and practical prospect, and will become the focus of academic circles. The purpose of this paper is to review the current research, to help people understand the concept of "integration of teaching-learning-assessing" and its realization path, to point out the current research gaps and to indicate the future research directions, hoping to draw the attention of foreign language teachers and scholars to the concept of "integration of teaching-learning-assessing", and to provide some reference values for later scholars' research.

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Impact of ICT integration in Science Classrooms at One of the Middle Secondary Schools

Nima Wangchuk

Abstract

The purpose of this study is to explore the impact of ICT integration in science classrooms at one of the middle secondary schools of Bhutan. This study adopted a mixed-method approach with a pretest-posttest control group design. Tools used for the data collection were semi-structured interviews, survey questionnaires, class observation, and test questions. Qualitative data were analysed thematically, while quantitative data were analysed using descriptive statistics such as mean and standard deviation. The finding of the study revealed that the integration of ICT in the science classroom enhances students' engagement and academic achievement in the test. Further, online science resources such as websites and YouTube videos were found to be more effective in learning science. In addition, 3 prominent challenges in integrating ICT in the science classroom were found to be; insufficient gadgets, inadequate network facilities, and misuse of the gadgets by students.

Keywords— ICT, Classrooms, Middle Secondary Schools, YouTube

I. INTRODUCTION

1.1 Background

Information and Communication Technology (ICT) has become increasingly popular in the educational landscape worldwide. The use of ICT in the classroom has become prevalent in recent years, and the benefits of its integration are well-documented in the literature. For instance, Ghavifekr et al. (2014) proposed that ICT integration can improve student engagement, motivation, and achievement through collaborative learning, critical thinking, problem-solving, and creativity skills.

ICT can provide students with access to a wealth of educational resources, such as online databases, educational videos, and simulations, which can enrich their learning experiences.

In Bhutan, the Chiphen Rigphel Project was launched in 2010 with financial assistance from the Government of India (Dorji, 2020). Since then, ICT remained one of the subjects in Bhutanese schools.

Further, with the advancement of digital technologies, teachers and students have access to ICT tools, which enhances student engagement and learning outcomes in the classroom. Hence, ICT integration is given priority in schools, even in teaching and learning science. Science for class 10 in Bhutanese schools comprises 3 disciplines which include chemistry, biology, and physics. Thus, in the

context of this study, science refers to the combination of these 3 disciplines, regarded as a single subject.

1.2 Aim of the Study

This study aims to study the impact of ICT integration on classroom engagement and academic achievement in science, for class 10 students.

1.3 The Objectives of the Study

1) To study the effect of ICT integration on students' engagement in science classrooms.

2) To find out the impact of ICT integration on students' academic achievement.

3) To Evaluate ICT tools that enhance student learning of science.

4) To find out the challenges in integrating ICT in the classroom.

1.4 Research Questions:

How can the integration of ICT in classroom instruction enhance students' engagement and academic achievement in a middle school science classroom?

1.5 Sub question

1. How does the integration of ICT impact students' engagement in the classroom?
2. What is the impact of ICT integration on students' academic achievement?

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3. What ICT tools enhance student learning of science?
4. Identify the challenges in integrating ICT in science class.

II. LITERATURE REVIEW

Findings from various studies indicate a positive correlation between ICT use and student engagement. The study conducted by Aylzhanova et al. (2022) found that students exposed to ICT-enhanced science lessons exhibited higher levels of emotional, behavioral, and cognitive engagement compared to those in traditional classrooms. Similarly, Hamed & Aljanazrah (2020) reported that the integration of interactive simulations and virtual labs in science lessons significantly increased students' interest and motivation to participate in scientific inquiries and experiments. Additionally, Adhami and Taghizadeh (2020) discovered that students engaged in collaborative learning activities using ICT tools demonstrated higher levels of engagement, peer interaction, and active participation during science lessons.

ICT integration in science lessons has also shown a positive impact on students' academic achievement and learning outcomes. A study by Haleem et al. (2022) revealed that students exposed to ICT-based science instruction exhibited higher gains in scientific knowledge and conceptual understanding compared to their peers in traditional classrooms. Martin and Bolliger (2018), reported that the use of online resources significantly improved students' retention of scientific information and their ability to apply knowledge to real-world scenarios. A meta-analysis by Ghavifekr et al. (2014) indicated that ICT integration positively influenced students' test scores and academic performance in science subjects across various grade levels.

Simulations provide students with immersive, risk-free environments to explore scientific phenomena (Smetana & Bell, 2012). Similarly, Kang and Hong (2020) found that virtual simulations enhance conceptual understanding and critical thinking skills. Moreover, ICT tools help in creating collaborative learning environments. For instance, Ghavifekr et al. (2014) suggested that promoting collaborative learning experiences using online platforms fosters teamwork and communication skills.

Despite the potential benefits, the integration of ICT tools in science education faces several challenges and barriers. Unequal access to technology and the internet can create a digital divide, limiting students' access to ICT resources (Warschauer, 2003). This inequality may exacerbate existing educational disparities. As per the study conducted by Ertmer and Leftwich (2010) teachers' limited ICT skills and familiarity with educational technologies may hinder effective integration in the classroom. Further, the successful integration of ICT tools requires alignment with existing curriculum goals and assessment methods (Levin & Wadmany, 2006). Failure to integrate seamlessly may lead to a fragmented learning experience. Moreover, Onyenanu (2015) emphasizes the multifaceted nature of integrating ICT into education. Notably, it has the potential to interrupt valuable learning time, encourage excessive usage, dilute pedagogical focus through computer games, and inadvertently subject students to diversions such as inappropriate content.

Similarly, in Bhutan, the challenge of integrating ICT in the classrooms as proposed by Wangdi and Rai (2022) is the students' inability to access gadgets in remote places. This issue predominantly arises due to the geographical location of the schools, coupled with parents' limited economic background and the delayed advancement of technology. Furthermore, the study conducted by Wangdi et al. (2021) underscored the issue of high internet costs, which poses a significant barrier for students seeking to engage in online teaching and learning.

III. METHODOLOGY

This study employed a mixed-methods approach, a combination of both quantitative and qualitative methods, to comprehensively investigate the impact of integrating ICT in science lessons on student engagement and academic achievement. A pretest-posttest control group design was adopted to assess changes in student engagement and academic achievement.

3.1 Sampling

The study involved 36 students from class 10 and 3 science teachers including a teacher each for biology, chemistry, and physics who teach science subjects in class 10, at one of the middle secondary schools. The sampling technique adopted was purposive. Purposive sampling is a non-probability sampling technique where participants are deliberately selected based on specific criteria relevant to the objectives of the study.

3.2 Data collection tools

The qualitative data collection tools adopted for this study include semi-structured interview questions and class observation, while the quantitative tools used were a 5-point Likert scale, and class test, as detailed in the following sections.

3.2.1 Class Observation

Class observations were done, to collect information on classroom dynamics and teacher-student interactions during science lessons. The observations were done 3 times each,

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before and after the intervention programme. The observation form was developed that included the following aspects:

i. Student Engagement and Participation: Observing students' participation, involvement in ICT-based tasks, and their level of attentiveness during the lesson.

ii. Use of ICT Tools: Document the specific ICT tools utilized by the teacher and students during the lesson and their impact on engagement.

3.2.2 Class test

The pre-test and post-test were administered to evaluate students' knowledge and understanding of science concepts before and after the intervention programme. The test consisted of:

Subject-Specific Questions: Multiple-choice questions and short-answer questions to assess the students' baseline understanding of science concepts before the intervention, and their progress after the intervention programme.

3.2.3 Survey Questionnaire

The pre-survey and post-survey questionnaires were administered that measured students', engagement, the impact of ICT integration on test achievement, the effectiveness of ICT tools, and challenges faced by students and teachers in the integration of ICT in science classes.

3.2.4 Semi-structured Interview

Pre and post semi-structured interviews were conducted with science teachers to gain insights into their experiences, and perceptions on challenges in integrating ICT in science lessons. All science teachers (3 teachers teaching biology, chemistry, and physics) of class 10 were interviewed and their responses were recorded.

3.3 Data analysis

Quantitative data from surveys and class tests were analyzed using Statistical Package for Social Science (SPSS). The Descriptive features of SPSS such as mean and standard deviation were employed to analysed quantitative data. Similarly, qualitative data from observations and interviews were analyzed thematically using verbatims, categories, and themes.

3.4 Intervention Programme

During the intervention phase, specific ICT tools were integrated into the science lessons. The integration was carried out over a predetermined period, allowing sufficient time for students to experience and engage with the ICT-enhanced science lessons.

Some of the notable interventions were:

1. Phet Simulations: Phet simulations use visual representations of concepts in science that are hard to understand. It is easy to access and free to use by anyone with a device and an internet connection. A total of 9 science lessons were taken, including 3 chemistry lessons, 3 biology lessons, and 3 physics that involved the use of Phet simulation

2. Online Science Resources: Online science resources in this study refer to various websites, and YouTube videos, that are easily available and freely accessible online. A total of 9 lessons including 3 lessons each for biology, chemistry, and physics were taken using the Online Science Resources. This involves the use of both YouTube videos and a website in a particular science lesson.

3. Online platform: The online platform in the context of this study refers specifically to 3 online platforms such as Slido, Ed Puzzle, and Near Pod.

IV. RESULTS: A COMPARISON OF PRETEST AND POST-TEST DATA

This section presents the findings of the study and is presented in four major themes. They are; Integration of ICT and Students' Engagement in Science Classroom, Integration of ICT and Students' Academic Achievement, ICT Tools that Enhance Science Learning, and Challenges of Integrating ICT Science in the Science Classroom, as detailed below.

4.1 Integration of ICT and Students' Engagement in Science Classroom

The integration of ICT in the teaching of science enhanced the students' engagement in the class. This is evident from the 6 rounds of class observation., which were done 3 times before administering the intervention and 3 more times after the intervention programme. Out of 36 students, 7 students voluntarily took part in responding to questions and sought clarification in the class, during the pretest and the number significantly rose to 28 students after the integration of ICT in the science classroom, as presented in Table 1

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Table 1 Students' Voluntary Participation in the Science Class

	Pre-test			Post-test		
Rounds	**Male**	**Female**	**Rounds**	**Male**	**Female**
Round 1	2	0	Rounds 4	5	4
Round 2	1	1	Rounds 5	6	5
Round 3	2	1	Rounds 6	4	4
Total	**5**	**2**	**Total**	**15**	**13**

Data obtained from semi-structured interviews with teachers also supported that students' engagement in classroom lessons is enhanced after the use of ICT in classroom teaching. For example, an interview with teacher 2(Tr2), before the administration of the intervention programme expressed that:

> It is frustrating to see that only a handful of students are interactive and engaging in the class. I am trying my level best but most of the students seem to be feeling bored. That's why, I often go to the class with some jokes and short stories.

Similarly, teacher 1(Tr1) reported that:

> Some students neither contribute to the team activity in the class nor are attentive and responsive in the class. I always see a few students dozing off.

However, the teacher noticed an improvement in the students' engagement in the class after the intervention programme. For instance, Tr3 expressed that:

> I think the use of ICT tools ignites the interest of the students in learning science. I see them more interactive and engaging when I teach them using ICT tools like YouTube videos, and PowerPoint presentations. I have seen students enjoying the quiz activity in Ed puzzle too.

Further, the mean comparison of data from the survey questionnaire also aligns with the above finding. With the composite mean of (M=4.1; SD=1.3) in the post-test, and the composite mean of (M=2.1; SD=1.8) in the pretest, the data indicated improvement in the engagement of students in the science class as detailed in Table 2.

Table 2 Comparison of Pretest and Posttest Survey Response on Students' Engagement in the Classroom

Statements	Pretest			Post-test		
	Mean	Standard Deviation	Level of opinion	Mean	Standard Deviation	Level of opinion
I love to participate in the classroom activity.	2.6	0.6	Moderate	4.1	0.4	High
I don't feel sleepy in the science class.	1.4	0.5	Very low	3.9	1.2	High
I enjoy doing the class activity.	2.2	1.3	Low	4.4	1.9	High
I understand all the concepts clearly in the class.	1.7	1.1	Low	4.1	1.7	High
Composite mean and standard deviation	2.1	1.8	Low	4.1	1.3	High

[1.0-1.50=Very low, 1.51-2.50=Low, 2.51-3.50=Moderate, 3.51-4.50=High, 4.51-5.00=Very High (Zangmo, 2016).

4.2 Integration of ICT and Students' Academic Achievement

The findings from the test result revealed that the students' academic achievement in science is enhanced while integrating ICT into classroom teaching. The mean score has increased from 42.5 in the pretest to 61.2 in the posttest with a mean difference of 18.7 as shown in Table 3.

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Table 3 Comparison of Students' Score in the Pretest and Posttest

Test	Gender	Mean	Total Mean	Mean Difference
Pretest	Boys	40.6	42.5	
	Girls	44.4		
				18.7
Post-test	Boys	59.1	61.2	
	Girls	63.3		

Similarly, the data obtained from the interview with the science teacher agreed that integration of ICT in the science classroom enhances students' performances in the test and examination. For instance, Tr2 said that:

> I firmly believe that the use of ICT tools to teach science will help students to learn better, which would result in better performance in tests and examinations. This is because ICT tools such as simulations, animations, and videos help in visualizing concepts that are not practically visible.

In addition, Tr3 mentioned that:

The use of ICT to teach science can ignite students' interest in learning science. This definitely will lead to better performance in the tests and examinations.

4.3 ICT Tools that Enhance Science Learning

The data obtained from the students' survey shows that the ICT tools enhance the learning of science with the composite mean (M=3.8; SD=1.1) as indicated in Table 4. As per the survey data, an effective ICT tool that enhances the learning of science is online science resources that include websites and YouTube videos, with a mean of (M=4.2; SD=0.8).

Table 4 ICT Tools Which Enhance Science Learning

Statements	Mean	Standard Deviation	Level of opinion
My learning of science is enhanced when the teacher uses Phet simulations	3.7	1.3	High
My learning of science is enhanced when the teacher uses online science resources such as websites and YouTube videos)	4.2	0.8	High
My learning of science is enhanced when the teacher uses online platforms such as Slido, Ed Puzzle, and Near pod	3.4	1.1	Moderate
Composite Mean and Standard Deviation	3.8	1.1	High

[1.0-1.50=Very low, 1.51-2.50=Low, 2.51-3.50=Moderate, 3.51-4.50=High, 4.51-5.00=Very High (Zangmo, 2016).

Data from the science teachers' interviews also revealed that YouTube videos and information from websites and web pages enhance science learning. For instance, Tr1 spoke that:

> Information on a particular concept is accessible and available on YouTube and websites. I use them to teach students in the class. The concepts which are often difficult to teach students are better done while using the videos, and supplementary information from the websites.

Similarly, Tr3 mentioned that:

> I often resort to using YouTube videos because I see many YouTubers who can explain and illustrate science concepts much better and clearer.

Further, the data from the classroom observation support that YouTube videos are more effective in making students understand concepts better in science. This is evident from the smaller number of students seeking clarification in the class while using YouTube videos as indicated in Figure 1
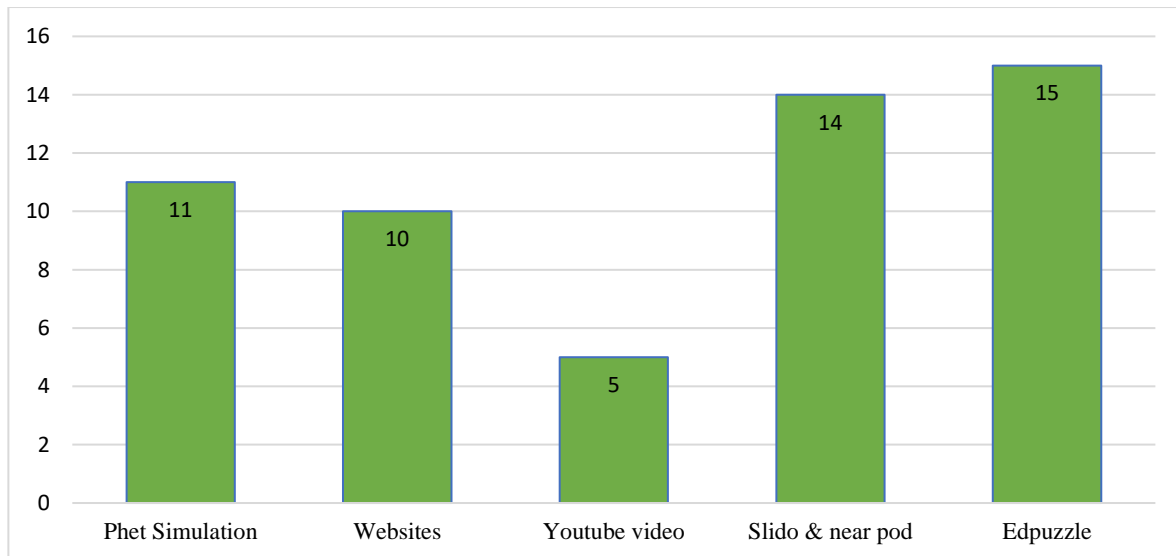
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Fig.1: *Number of Students Who Sought Clarification while Using Different ICT Tools in the Class*

4.4 Challenges of Integrating ICT Science in the Science Classroom

As per the data obtained from the Semi-structured interview, numerous challenges faced by the science teachers in integrating ICT in the class include insufficient gadgets in the school, inadequate network coverage, and improper use of the internet facility by students. For instance, Tr2 mentioned that:

> Integrating ICT in the classroom is a challenge. To point a few, I believe that the insufficient computers or gadgets in the school lower my motivation to use some ICT tools I am familiar with. The dream of having sufficient computers in the school is still a dream. This issue is fueled by inadequate network connections. We have internet connections only in Staffrooms, offices, and IT lab.

Similarly, Tr1 pointed out that:

> We don't have enough gadgets in the school. That's not the only issue. Even if we can manage gadgets, there is no network connection in the classrooms. Using personal data and sharing it with students costs us huge. The cost shoots up when students misuse the facility we try to provide. Often, I see students playing games or engaged in other websites and platforms.

In addition, Tr3 said:

> There can be a list of challenges in using ICT for teaching and learning science. I would like to specifically mention that, lack of internet connection in the class, insufficient computers/gadgets in the school, and improper use of the ICT facilities by students are the top challenges I encounter.

The findings from the class observation also indicated that the school has inadequate computers or gadgets. For instance, in the classes observed during the activity that used Ed puzzle, and Slido during the intervention programme, 8 students were seen waiting for their turn to complete the activity after their colleagues. On the other hand, 3 male students were observed playing a game, and 1 female student watched a drama on YouTube.

V. DISCUSSION

In this section, the main findings of the study are discussed concerning 4 themes. They are Integration of ICT and Students' Engagement in Science Classroom, Integration of ICT and Students' Academic Achievement, ICT Tools that Enhance Science Learning, and Challenges of Integrating ICT Science in the Science Classroom as detailed below.

5.1 Integration of ICT and Students' Engagement in Science Classroom

This study revealed that the integration of ICT in the teaching of science enhanced the students' engagement in the science class (See Section 4.1). It is consistent with the study conducted by Aylzhanova et al. (2022) who found that students exposed to ICT-enhanced science lessons exhibited higher levels of emotional, behavioral, and cognitive engagement compared to traditional classrooms. A similar conclusion was made by Hamed & Aljanazrah (2020) who reported that the integration of interactive simulations in science lessons significantly increases students' interest and motivation to participate in scientific

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inquiries. Additionally, Adhami and Taghizadeh (2020) discovered that students engaged in collaborative learning activities using ICT tools demonstrated higher levels of engagement, peer interaction, and active participation during science lessons

5.2 Integration of ICT and Students' Academic Achievement

This study revealed that the students' academic achievement in science is enhanced by integrating ICT into classroom teaching (See Section 4.2). A study by Haleem et al. (2022) agreed with this finding when they proposed that students exposed to ICT-based science instruction exhibited higher gains in scientific knowledge and conceptual understanding compared to their peers in traditional classrooms. Further, Bolliger (2018), reported that the use of online resources significantly improved students' retention of scientific information and their ability to apply knowledge to real-world scenarios. Additionally, Ghavifekr et al. (2014) also pointed out that ICT integration positively influenced students' test scores and academic performance in science subjects across various grade levels.

5.3 ICT Tools that Enhance Science Learning

This study also revealed that an ICT tool that enhances maximum learning of science is online science resources that include websites and YouTube videos (See Section 4.3). This finding is consistent with a study by Wong (2013) who found out positive relationship between student engagement in class with online resources, which resulted in better overall academic results. Further, Otchie et al. (2020) also proposed that teachers' use of YouTube videos to teach STEM makes teaching more realistic, interactive, and relevant to the needs of the learners, potentially motivating students to take up an interest in learning science. Similarly, a study done by Bohloko et al. (2019) found that the percentage of experimental group students who passed the post-test doubled as a result of using YouTube videos (from 12 to 27%), while the percentage of control group students who passed the exams stayed the same at 5% for both the pre-test and the post-test.

5.4 Challenges of Integrating ICT Science in the Science Classroom

Findings from this study pointed out 3 challenges in integrating ICT in the class which include, insufficient gadgets in the school, inadequate network coverage, and improper use of the facility (gadget and internet) by students (See Section 4.4). This finding is consistent with a study done by Wangdi and Rai (2022) who revealed that one of the most significant challenges in using ICT in the classroom is the students' inability to access gadgets in remote places. This issue predominantly arises due to the geographical location of the schools, coupled with parents' limited economic background and the delayed advancement of technology in Bhutan. Furthermore, the research conducted by Wangdi et al. (2021) underscored the issue of high internet costs in Bhutan, which poses a significant barrier for students seeking to engage in online classes. This adds to the issue of inadequate network coverage in the school. Moreover, Onyenanu (2015) emphasizes the multifaceted nature of integrating ICT into education. Notably, it has the potential to interrupt valuable learning time, encourage excessive usage, dilute pedagogical focus through computer games, and inadvertently subject students to diversions such as inappropriate content.

VI. CONCLUSION

In conclusion, the integration of ICT in the science classroom enhances the students' engagement in the science classroom as presented in Section 4.1. Further, the ICT integration in the science classroom impacts students' academic achievement positively as indicated in Section 4.2. This study also found out that the effective ICT tools for teaching and learning science are online science resources that include YouTube videos and websites or webpages, followed by Phet Simulations, and online platforms like Slido, Ed Puzzle, and Nearpod as detailed in Section 4.3. Challenges in the integration of ICT in the science classrooms were found associated with insufficient gadgets in the school, inadequate internet connections in the school, and misuse of internet facilities such as gadgets and internet connections by students as presented in Section 4.4.

RECOMMENDATION

This study found that the integration of ICT in the science classroom enhances the students' engagement and academic achievement in tests. Further, the study pointed out that the school faces challenges with inadequate gadgets and network connections. Therefore, this study recommends the Ministry of Education and Skills Development (MoESD), to support schools across the country with adequate gadgets and network connections and work towards improving ICT facilities for schools through the formulation of plans and policies.

This study also apprises the school administration on the positive impact of integrating ICT in science classrooms. Therefore, the study recommends the school administration to take proactive roles in framing policies and gathering resources that help the school enhance ICT uses and practices. The school administration is also recommended to work on apprising higher relevant authorities and seeking

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donors for the supply of gadgets for the students in the school. Further, the school authority shall frame policies and guidelines for allowing the students to bring their personal gadgets to school for learning purposes.

Further, owing to their technical nature, science concepts demand multiple representations such as the use of animations and simulations. The use of ICT tools and features, specifically the science online resources that include YouTube videos and websites were found to be more effective ICT tools in teaching science to the students. Hence, this study recommends the science teachers of class 10, to use YouTube videos and websites in the science lesson.

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Constructivist Perspective on Developing a Multidimensional Blended Teaching Model Fostering Deep Learning

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Abstract

To promote high-quality development of higher education, it is imperative to facilitate students' transition from surface learning to deep learning. Compared with surface learning that focuses on rote memorization, deep learning emphasizes meaningful learning based on understanding and transfer. It involves three progressively advanced cognitive stages of knowing: "learning for understanding," "learning for application," and "learning for innovation," which ultimately enable the internalization, transfer, and creative application of knowledge. How to foster deep learning in students has been an urgent issue of higher education. This study, grounded in constructivist learning theory, explores a multidimensional blended teaching model fostering deep learning. It also develops an evaluation system assessing learning outcomes from the perspectives of ideological, political and moral education, knowledge, and competencies. We conducted an empirical study to test the effectiveness of this multidimensional blended teaching model. Findings will provide theoretical and practical implications for teaching reforms of similar courses.

Keywords— constructivism, blended teaching model, deep learning, higher education.

I. INTRODUCTION

To advance high-quality development in higher education, it is necessary to facilitate students' transition from surface learning to deep learning. In contrast to surface learning, which emphasizes rote memorization of disjointed facts without true understanding, deep learning refers to meaningful learning aimed at understanding concepts and transferring knowledge to new contexts. Deep learning encompasses three progressively advanced cognitive states of knowing: "learning for understanding," "learning for application," and "learning for innovation," which ultimately enable the internalization, transfer, and creative application of knowledge. This promotes high-quality learning in students. The question of how to foster deep learning in students to achieve high-quality development of higher education has thus become an urgent issue in current pedagogical reforms in colleges and universities.

This study, grounded in constructivist learning theory, will explore a multidimensional blended teaching model fostering deep learning for a Principles of Marketing course, based on the course content and characteristics. It

aims to empirically test its effectiveness in enhancing student learning outcomes, providing theoretical foundations and practical implications for high-quality reforms in higher education.

II. PROCEDURE

Adopting the Deep Learning Cycle (DELC) approach, this reform encompasses seven steps: aligning course and learning objectives, pre-assessing students, fostering a positive learning culture, preparing and activating prior knowledge, acquiring new knowledge, processing knowledge deeply, and evaluating student learning. Drawing from teaching resources, learning spaces, instructional strategies, assessment methods, and other dimensions, a multidimensional blended teaching model is constructed to foster deep learning, as shown in Fig.1.

1. Blending teaching resources to build knowledge foundations for deep learning

In the digital age, textbooks alone cannot satisfy students' needs for knowledge and information. To accommodate

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changes in student learning habits, this course adopts blended teaching resources to build students' knowledge foundations for deep learning: 1) Print and digital textbooks that systematically present knowledge frameworks; 2) SPOCs (Small Private Online Courses) that satisfy fragmented online learning needs; 3) MOOCs (Massive Open Online Courses) that deliver quality online courses. Based on the flipped classroom approach, pre-class learning materials including digital courseware, micro-lectures, and MOOC videos are recommended to introduce marketing concepts and activate prior knowledge.
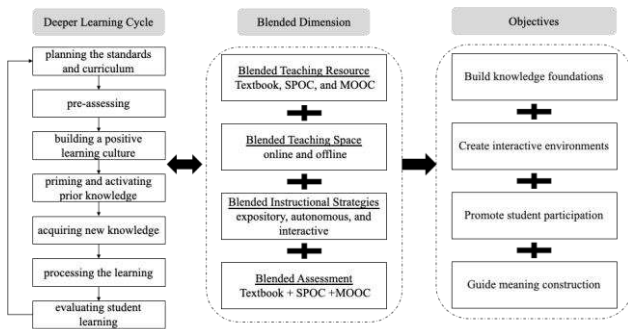

Fig.1 A multidimensional blended teaching model fostering deep learning

2. Blending learning spaces to create interactive environments for deep learning

Creating communication environments facilitates collaboration and discourse. Blending online and face-to-face instruction expands online learning opportunities, overcoming time and interactivity constraints in traditional classrooms. Multimedia, WeChat, and online learning platforms are integrated to engage students, promote comprehension and exchanges. In face-to-face classes, students are encouraged to participate anonymously or visibly. Online, social learning software creates course communities for collaborative inquiry, viewpoint sharing, aggregation, and reporting. Blended spaces shape a positive culture and atmosphere for acquiring new knowledge and processing it deeply into higher-order cognition.

3. Blending instructional strategies to promote student participation for deep learning

Students construct knowledge meaning, guided by teachers. Traditional lecture-based teaching propagates knowledge unidirectionally, often leading to superficial memorization rather than deep meaning construction. To enhance student participation for deeper processing, this course blends expository, autonomous, and interactive strategies. Students study basic concepts autonomously pre-class. Lectures focus on real-world applications and difficulties.

Current issues are introduced through questioning to stimulate active discussions, exchanges, and meaning-making, enabling knowledge internalization, transfer, and innovation.

4. Blending assessments to guide meaning construction for deep learning

When students can actively construct meaning, deep learning occurs. Traditional evaluation relies solely on test scores. Deep learning assessment evaluates higher-order cognition, skills, and thinking holistically beyond scores. This course employs self, peer, and teacher assessments of learning, participation, and competency gains to gauge meaning construction, guiding students towards deep learning.

Besides tests and presentations, participation in academic competitions and concept maps are evaluated, signaling knowledge transfer and application abilities. Students constructing meaning can interrelate, internalize, and transfer knowledge into mental schemas for marketing problem solving, the ultimate goal of deep learning.

III. METHODOLOGY AND RESULTS

1. Methodology

A controlled experiment was conducted comparing a course section before (control group) and after (treatment group) implementing the multidimensional blended teaching model for Principles of Marketing at Hubei University of Economics. To ensure cross-semester comparability, class sizes were similar, all sophomore non-marketing majors. Details are shown in Table 1.

Table 1 Pre- and Post-Reform Class Details

	Pre-Reform (Control Group)	Post-Reform (Treatment Group)
Time (Semester)	2021-2022 (Sem 1)	2022-2023 (Sem 1)
Class (student amount)	Accounting 2046 (44) ACCA Accounting 2041 (28)	New Media Advertising 2141 (42) AI Accounting 2141 (28)

The control group included 72 students from Accounting 2046 and ACCA Accounting 2041 in 2021-2022 Sem 1. The reform was implemented in 70 students from New Media Advertising 2141 and AI Accounting 2141 in 2022-2023 Sem 1.

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Learning outcomes were evaluated from knowledge mastery and transfer/innovation abilities. Knowledge mastery was compared between groups using exam scores. Transfer/innovation abilities were gauged through academic competition participation, summaries, and reflections.

2.Effectiveness of the reform

2.1 Test Scores Significantly Improved

2.1.1 Comparing Pre- and Post-Reform Exam Scores

Fig.2 shows the final exam score distribution for the control group. There were 7 students fail the exam (scored lower than 60), 17 students scored 60-69, 16 students scored 70-79, 20 students scored 80-89, and 12 students scored above 90. In the treatment group, no student failed, 1 scored 60-69, 12 scored 70-79, 31 scored 80-89, and 26 scored above 90, as seen in Fig.3. The treatment group showed noticeable improvement.
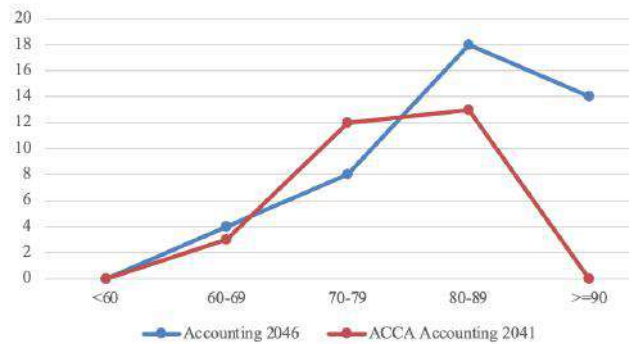
Fig.2 Score distribution before the reform
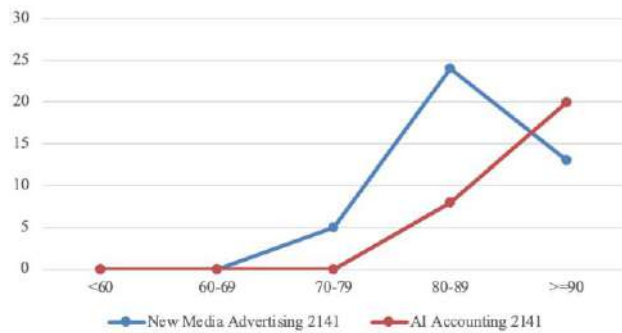
Fig.3 Score distribution after the reform

We used SPSS 24.0 to analyze group differences via correlation and regression, validating the reform's effectiveness.

The reform was coded as a 0-1 variable, 0 for control and 1 for treatment. The final course grade was the dependent variable. Table 3 shows descriptive statistics. The control group's mean exam score was 76.99 (*SD = 11.905*). The treatment group scored higher on average (*M = 85.66, SD = 6.850*) with less dispersion.

Correlation analysis in Table 2 shows a significant relationship between the reform and exam scores.

Table 2. Descriptive Statistics

	Cases	Mean	Std. Deviation	Std. Error	95% CI lower	95% CI upper	Min	Max
Control group	72	76.99	11.905	1.403	74.19	79.78	45	97
Treatment Group	70	85.66	6.850	.819	84.02	87.29	65	96
Total	142	81.26	10.642	.893	79.50	83.03	45	97

The ANOVA results in Table 3 indicate significant score differences between the control and treatment groups (p=.000, <0.01).

Table 3. Reform-Score Correlation Analysis

		teachingreform	performance
teachingreform	Pearson	1	.409**
	Sig.		.000
	count	142	142
performance	Pearson	.409**	1
	Sig.	.000	
	count	142	142

**p<0.01

The ANOVA results in Table 4 indicate significant score differences between the control and treatment groups (*p=.000, <0.01*).

Table 4. ANOVA of Pre-Post Reform Exam Scores

	SS	df	MS	F	Sig.
Between Groups	2668.602	1	2668.602	28.089	.000***
Within Groups	13300.758	140	95.005		
Total	15969.359	141			

***p<0.001

Regression analysis in Table 5 shows the reform had a significant positive impact on scores (*β=0.409, p=.000, <.001*).

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Table 5. Regression Analysis of Pre-Post Reform Exam Scores

Model	B	Std. Error	Beta	t	Sig.	95.0% CI lower	upper
1 (constant)	76.986	1.149		67.020	.000	74.715	79.257
teachingreform	8.671	1.636	.409	5.300	.000	5.436	11.906

2) Students' Transfer/Innovation Abilities Improved

Academic competitions and practical activities were encouraged in the treatment group to assess social evaluation and transfer/innovation abilities. Many students actively participated in the Yusu Cup "Playing in the New Media World, Sailing in the Metaverse to Forge Dreams" Marketing Compete hosted by Hubei University of Economics and partners. Some students reflected on and summarized their experiences.

The participation and summaries demonstrated that competitions and practices effectively promoted knowledge internalization, transfer, and innovation. In their reflections, students integrated deep marketing understandings to build practical foundations for future careers, the ultimate goal of deep learning.

IV.   CONCLUSIONS AND DISCUSSIONS

Constructivism views learning as learners actively constructing meaning. "Situatedness," "collaboration and discourse," and "meaning construction" are key elements. To foster deep learning, learning environments facilitating meaning construction through collaboration and discourse should be created.

This study empirically tested the effectiveness of reforms in improving test scores and transfer/innovation abilities. Further robustness testing is needed across multiple semesters to refine and optimize the multidimensional blended teaching model fostering deep learning based on findings.

ACKNOWLEDGEMENTS

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A Review of the differences in Written Expressions between English and Chinese from the Perspective of Contrastive Analysis

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Abstract

Written expression plays an important role in students' English learning and has always been a weak part in English teaching. In daily learning, the differences between mother tongue and second language inevitably have an impact on students' writing. This paper aims to use contrastive analysis to explore the differences in lexical, syntactic, and discourse levels between English and Chinese writing, and proposes relevant teaching suggestions based on these, so as to improve students' English writing level and teachers' writing teaching level.

Keywords— English, Chinese, writing, contrastive analysis, differences, lexical, syntactic, discourse.

I. INTRODUCTION

For a long time, writing has been a key and difficult point in English teaching, as well as a weak part that restricts the improvement of many students' comprehensive language abilities. Writing, as a form of written expression, can comprehensively assess students' ability to choose words, make sentences, and plan their discourse layout. However, due to the influence of Eastern thinking patterns, cultural and historical backgrounds, and expression habits, students are inevitably subjected to negative transfer of their mother tongue, making it difficult for the texts they produce to meet the standards of English expression habits and norms, greatly reducing their readability, standardization, and logicality.

Fisiak (1981) held that contrastive analysis can deeply analyze and describe the similarities and differences between languages, detect the corresponding concepts between languages, and apply the theoretical results of contrastive research to practice. Lado (1957) also believed

that the key to alleviating or eliminating difficulties in foreign language learning lies in comparing native and foreign languages. Ellis (1999) also affirmed the role of the mother tongue in second language learning. He argued that the mother tongue is the source and carrier of all knowledge, and it can help learners screen the input of the second language, so as to make the best use of the second language. Therefore, contrastive analysis can be used to explore the relationship and differences between mother tongue and second language.

The contrastive analysis between English and Chinese starts from the language system, aiming to help English learners discover the commonalities between the two languages, clarify their differences, and take targeted measures to reduce the interference of their mother tongue and errors, and improve the purity of the output text. Therefore, this paper will start from the perspective of contrastive analysis and explore the differences in written expressions between English and Chinese from the lexical,

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syntactic and discourse levels, in order to provide appropriate improvement ideas for English writing teaching and learning.

II.   LEXICAL LEVEL

2.1 Differences in vocabulary types

Lian Shuneng (1993) proposed that English is a comprehensive language, which refers to the use of morphological changes to express grammatical relationships. Its morphological changes mainly refer to some inflectional changes that represent grammatical meanings, including gender, number, case, tense, aspect, voice, tone, etc.; Chinese is an analytical language, which uses word order and function words to express grammatical relationships without morphological changes. Its typical feature is that there is no inflection. The combination of Chinese words into sentences relies on word order and function words. Wang Meng (2015) held that at the lexical level, the relationship between words in English is expressed through morphological changes in the words themselves, while in Chinese it is expressed through word order or function words.

Zhu Xiaorong (2017) proposed that Chinese is an ideographic and isolated language that cannot undergo part of speech or semantic changes based on word roots, but rather expresses different meanings through the use of words with other word groups; English, on the other hand, is a phonetic script that belongs to the inflectional language and has rich affixes. Infinite new words can be derived through inflection and derivation, such as expressing different tenses, possessive cases, and other relationships through morphological changes in vocabulary. Wang Xiaojun and Wu Hui (2015) argued that English is a grammatical language with many modifying elements, complex structure and rigorous logic; Chinese, on the other hand, is a semantic language that emphasizes parataxis and has a relatively loose structure, often described in short sentences. The expansion of the English language relies on using important information as the main predicate of a sentence, while the rest serves as auxiliary components, forming a framework based structural pattern.

2.2 Dynamic vs. Static

After comparing and analyzing the samples, Shao Weiyan and Shao Zhihong (2015) found that English is a language centered around verbs in theory, but in reality, nouns dominate its use; In theory, Chinese focuses on nouns, while in reality, verbs have an advantage in frequency of use. Since English commonly uses nouns, the narration is static; Verbs are commonly used in Chinese, so narration is dynamic. Liu Linghui (2010) proposed that due to the jumping and creative features of traditional Chinese thinking, which is flexible and natural, verbs are often used in Chinese expression, showing a dynamic feature; Western thinking emphasizes experimentation as the foundation and objective facts, so the objective nouns and passive voice are often used in English expressions, which shows a static feature.

III.   SYNTACTIC LEVEL

3.1 Hypotaxis vs. Parataxis

Many scholars unanimously believe that hypotaxis and parataxis are the most fundamental differences in sentence structure between English and Chinese. Eugene Nida (1982) pointed out that "perhaps the most important difference in linguistics between Chinese and English is the contrast between hypotaxis and parataxis." Tytler (1962) held that English pays great attention to the form and structure in writing, with verbs as the center of each sentence；On the contrary, in Chinese, it is not limited by form and places more emphasis on the connection of meaning.

Yu Buli (2010) considered that hypotaxis and parataxis are important differences in written expression between English and Chinese. English emphasizes hypotaxis, structure, and form, with more use of connecting devices, making it a more rigorous language with explicit grammar. Chinese emphasizes parataxis, function, and meaning, with less use of linking devices, making it relatively concise and grammatically implicit. Zhang Bi (2009) found through contrastive analysis that in writing, Chinese emphasizes parataxis, and the obvious linking devices in Chinese sentences are significantly less than those in English. Sentences often rely on tone or intangible connections in meaning. English, on the other hand, emphasizes hypotaxis and relies on the rigorous organization of obvious surface symbols to express meaning. Chen Jiayu (2015) found that written English expression emphasizes hypotaxis, which usually refers to the use of conjunctions to reflect the primary and secondary relationships between sentences. It

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uses the form of the language itself to connect words and organize language. Chinese writing emphasizes parataxis, which refers to the connection between words or sentences through the meaning or logical connections of them without the use of language forms.

3.2 Personal subject vs. Impersonal subject

The choice of the subject of sentences also reflects the different thinking patterns and the preference towards subjectivity and objectivity between the two languages. Guo Hao (2014) argued that another significant difference between English and Chinese sentences lies in the differences in personal and impersonal subjects. When expressing ideas in English, it often emphasizes objectivity and highlights the influence of objects on people's thinking and behavior, so its subject often appears in the form of "impersonal name". Chinese emphasizes the subjectivity of thinking in expression, often starting from the subject of behavior, so personal words are often used as the subjects in Chinese sentences. Li Ke (2005) found through contrastive analysis that Chinese with traditional oriental thinking habits believe that only humans can have conscious and willful behavior, and non-human and inanimate things generally can only have some unconscious and involuntary states or movements, so they tend to use "person" as the subject in expression. Jin Chuan (2009) believed that a more subjective Chinese expression style can have a negative impact on students' English writing, as students are often influenced by their mother tongue and choose "person" as the subject, which is not in line with the English expression habit of using "object" as the subject and may lead to the result of Chinglish.

3.3 Theme vs. Subject

Chinese pays more attention to the expression of the overall meaning of sentences, that is, focusing on the theme; English is more concerned with the standardization of sentence structure and the necessity of the subject. C. N. Li and SA. Thompson (1976) examined English and Chinese from the perspective of linguistic typology and believed that English is a language where the subject dominates, and sentence structure is generally dominated by a "subject-predicate" structure. Therefore, in most cases, the core of a sentence overlaps with the subject; Chinese, on the other hand, is a language where theme is prominent, and sentence construction is usually based on the "topic-explanation"

mode, where topic is basically the theme.

Li Xiaoguang (2014) believed that both English and Chinese have a particular emphasis on sentence structure. English sentences emphasize the subject, while Chinese sentences emphasize the theme. In English, the subject of a sentence is an indispensable center, and a rigorous subject-predicate structure becomes the core of the sentence, while other sentence components collaboratively serve the subject-predicate structure. Jin Jiling (1991) believes that most sentences in Chinese are not in subject-predicate structures, but thematic structures. The five basic sentence patterns in English follow the principle of subject priority, which cannot be omitted. Yuan Zaicheng (2017) found that there is a large amount of ellipsis and transformation of subjects in Chinese students' English writing, which does not conform to English writing style. The reason for this is that Chinese places more emphasis on the theme rather than the subject, while English emphasizes the proper use of subject, which means that the subject cannot be casually deleted or changed.

3.4 Specific sentence patterns (run-on sentences and minor sentences)

There are also differences in the frequency, order, and proportion of usage between English and Chinese in some specific sentence patterns, such as run-on sentences and minor sentences. Winter (1977) and Honey (1983) proposed that "the construction of clause relationships is a cognitive process of reaching consensus between authors and readers, and people need to use context or adjacent minor sentences to explain or generate clause relationships. Li Jian (2018) found through a contrastive analysis of the use of run-on sentences in English and Chinese that there are also significant differences in the use of run-on sentences between the two languages in writing. These differences are reflected in the rules of punctuation, cohesion, and expression structure. In terms of the use of punctuation, the punctuation of English short sentences should follow strict rules and cannot be omitted or overused; But in Chinese, the use of punctuation is always casual. In terms of cohesion, Chinese writing relies more on repetition of meaning, while English places more emphasis on the repetition of form. In terms of expression structure, Chinese writing often uses critical language to express itself, pursuing clarity in meaning; In English writing, there is a greater emphasis on

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form standardization and strict logical order on expression.

Shang Yanhui and Luo Mingjiang (2016) analyzed the differences in the relationship between English and Chinese minor sentences, which has shown that in writing, the differences in thinking styles between China and the West can also be reflected through the relationship between English and Chinese minor sentences: Chinese people prefer concrete thinking, while Westerners prioritize logical thinking; English arranges from unknown information to known information, while Chinese arranges from known information to unknown information; In English sentences, the results are often placed first and the reasons are placed later. However, in Chinese sentences, there is a totally opposite phenomenon; English emphasizes "hypotaxis", while Chinese emphasizes "parataxis".

3.5 Forms of sentences

The specific forms of Chinese and English sentences are like the growth patterns of two plants, while the development of Chinese sentences is like the growth of bamboo knots; English is like a tree, which spreads its branches and leaves around its trunk. Wang Shujie and Yu Song (2018) believed that the characteristics of linear thinking make English sentence structures strictly follow the structural form. It is necessary to first establish a main stem, namely a subject-predicate structure or a main sentence, and then use various relational words, prepositions, participles, etc. to add other components and clauses onto this main stem, which is like the growing process of a large tree with branches and leaves. So, English sentences can be very long, and there are many subordinate components. Curved thinking pattern makes Chinese sentences more meaningful, with the common use of coordinate sentences. This process is like the growth of a bamboo pole, unfolding and extending section by section.

Luo Ping (2014) held that the tree-like structure is a subordinate structure, where various components are subordinate to the subject-predicate structure or main sentence, and this subordinate structure is one of the most important characteristics of modern English. Chinese sentence structures are mostly composed of coordinate sentences, like bamboo poles, which develop sequentially.

3.6 Passive vs. Active

The voice of English and Chinese sentences also reflects the thinking habits and expression preferences of both the East and the West. Luo Ping (2014) found through contrastive analysis that passive voice is more commonly used in English. Chinese, on the other hand, prefers active voice. The reason for this is that passive voice is more objective, making the sentences more logical. The reason why passive voice is not widely used in Chinese is that it implies "unfortunate voice" in the cultural environment of China, which is often used to express the occurrence of unlucky events. Liu Zhe and Li Xuejie (2012) argued that the use of passive voice is a common grammatical phenomenon and expression habit in English, as passive voice can emphasize verb changes, highlight impersonal subjects, and be more objective. Due to the emphasis on human subjectivity in traditional Chinese thinking and expression habits, students are more inclined to use personal subjects and active sentences in English writing. Li Hanqiang (2003) found through sample analysis that students often apply Chinese expression style when writing English compositions. The sentence pattern which matches this style is active sentences, and passive sentences are less commonly used.

3.7 Connecting devices

The implicit connection in Chinese and the explicit connection in English also cause one of the syntactic differences between the two languages. Zhao Ai (2020) used a corpus to analyze the differences in cohesion between English and Chinese texts, and explored the reasons for the differences. Research has shown that explicit connecting devices such as conjunctions, clauses, and compound sentences are commonly used in English to achieve coherence and complete discourse structure. Chinese writing, on the other hand, tends to use implicit means to achieve meaning clarity and coherence in its layout, with relatively loose logical relationships and discrete feature, which often uses clauses and run-on sentences.

Lei Gang (2010) found through sample analysis that most of the conjunctions in English discourse are explicit, while the conjunctions in Chinese discourse are implicit, and the conjunctions in Chinese discourse is significantly less than that in English discourse. In addition, through the analysis of student writing samples, it was found that students are not proficient in the use of conjunctions, finding it difficult to achieve a true cohesive result, and the form of conjunctions used is relatively monotonous. Zhang

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Lan (2012) analyzed the use of connecting devices in college English writing and found that due to the influence of implicit connection mode in Chinese writing habits, students often use less or mistakenly omit connecting elements, and their use of connecting words is too simplistic, which affects the readability and logicality of their discourse.

IV. DISCOURSE LEVEL

4.1 Thinking patterns

The thinking pattern determines the essential differences between Chinese and English bilingualism, and is reflected through vocabulary, sentences, paragraphs, and discourse. Kaplan (1966) found that there are linguistic and cultural particularities in the organization of discourse, as it is a reflection of human thinking patterns. Ye Qin (2010) found through contrastive research that the differences in sentence structure and paragraph structure at the writing level caused by the two thinking patterns of English and Chinese: in terms of sentence structure, the analytical thinking pattern drives English writers to pay more attention to the standardization and completeness of structure. The integrated thinking style in Chinese drives Chinese writers to place more emphasis on the overall expression and understanding of meaning rather than the clarity of language form. In terms of paragraph structure, English discourse always puts forward questions and viewpoints directly, then elaborates on them, and finally emphasizes the viewpoints, which is the general mode of English writing. Due to the influence of integrated thinking, the central argument in Chinese is always drawn after the discussions. The different thinking patterns radiate from sentences to paragraphs, and then from paragraphs to the entire discourse, ultimately resulting in completely different styles of English and Chinese texts. Zhang Juan (2020) also argued that differences in thinking patterns will inevitably be reflected in the carrier of thinking, namely language structure. She believed that thinking patterns can affect the selection of content words and function words, as well as the conversion of parts of speech; It can lead to differences in the pursuit of hypotaxis, parataxis and spatiotemporal view between English and Chinese sentences; Finally, it will create differences in the structural framework and presentation of the main idea in the discourse.

4.2 Different styles of writing

Directly or indirectly presenting arguments deeply affects readers' grasp of the main idea of the article, and Chinese and English show totally different presentation methods. Metalene (1985) pointed out that the excessive citation of classics in Chinese students' articles can deeply confuse Western readers, as they may feel that it is completely unrelated to the theme of the article, which can lead to a lack of logical connections throughout the entire article; He also found that Chinese students generally show a preference for citing classics, and their use of idioms and quotations serves to make the article lively and interesting. However, in the eyes of Western readers, these quotations actually distract their attention.

Cai Jigang (2001) pointed out that Chinese paragraph writing is in the style of "step by step", while English paragraph writing is in the style of "coming straight to the point". The former style is manifested as the beginning of a paragraph, which does not directly clarify the argument and enter the main topic of the article gradually. The "coming straight to the point" style starts by raising questions and viewpoints from the beginning, then discusses them in the main section, and summarizes them in the last paragraph. Ni Hui (2011) also verified this feature in students' writing samples. The result has shown that English writing tends to come straight to the point and get to the topic, while Chinese people usually prefer to lay the groundwork first and then touch on the topic, which leads to the rigidity and ambiguity of students' written English expression. Ye Qin (2010) found through contrastive analysis that Chinese expressions tend to place important information at the end, while English tends to present important information at the beginning.

4.3 Topic sentence

Topic sentences are the core of paragraphs and chapters, and they are the essence of effective information in a discourse. There are certain differences in the status and usage of topic sentences in these two languages. Kaplan (1996) held that the paragraph pattern in English is linear, which can be divided into deductive and inductive paragraphs. In deductive paragraphs, the topic sentence appears at the beginning of the paragraph; In inductive paragraphs, the topic sentence appears at the end of the paragraph. The development of Chinese paragraphs usually adopts a

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roundabout approach. People tend to place the topic sentence in the middle, at the end, or not at all.

Wang Huikai (2004) conducted a contrastive study on the use of topic sentences in English and Chinese argumentative paragraphs, and found similarities and differences in the use of topic sentences between English and Chinese. Research has shown that in both English and Chinese, more than half of the topic sentences in argumentative paragraphs are located at the beginning of the paragraph, which is a deductive paragraph. However, in English and Chinese argumentative paragraphs, the situation where the topic sentence appears in the middle of the paragraph is the least. The difference between the two is that there are two main modes of paragraph development in English argumentative papers: deductive paragraphs and non-topic sentence paragraphs; while in Chinese argumentative papers, paragraph development is diverse: topic sentences can appear at the beginning, end, middle, and non-topic sentences. This research result also reflected the differences in thinking styles between English and Chinese. Liao Kaihong (1999) conducted an analysis of English and Chinese texts and found that 72% of English paragraphs contain topic sentences; In Chinese, it only accounts for 34%. Research has shown that English articles have more paragraphs with topic sentences than Chinese articles, indicating that the expression of the main idea in English discourse relies more on topic sentences.

4.4 Natural order vs. Highlight order

In discourse, the effectiveness of presenting important information is deeply affected by word order. However, under the influence of different thinking modes, the word order in Eastern and Western texts is also different. Liu Xuyan and Hu Xiaoqiong (2011) found after comparing a large amount of language materials that due to the influence of spiral thinking, the word order of Chinese is closer to the order in which humans understand things, and the listing of information reflects the basic thinking process, namely natural order. English, on the other hand, is influenced by linear thinking and tends to prioritize the information that needs to be emphasized, that is, highlight order. Li Ke (2005) found that the important information in Chinese comes later, and the previous information serves to draw the final conclusion, which conforms to the natural order of expression. He also emphasized the importance of

following a highlight order in English writing, that is, focusing on the main idea first, placing important information at the beginning of a sentence or paragraph, and expanding the paragraph according to actual needs.

4.5 Linear vs. Spiral

Different ways of expression lead to differences in the strictness and logic of writing between Chinese and English. After conducting extensive comparisons between English and Chinese expressions, Scollen (2000) found that although Chinese students with good English scores wrote seemingly excellent English articles without language errors and with smooth sentences, native English speakers still found it very difficult to understand. The reason for this phenomenon is the differences in the textual structure between English and Chinese. Kaplan (1996) believed that the organization and development of English discourse is "linear", that is, to state the theme directly and discuss it; The Chinese discourse adopts a "spiral" style, which means indirectly entering the theme, but rather "sidestepping" around the periphery of the theme and finally entering it.

Wang Meng (2015) explored the differences in thinking patterns between English and Chinese writing, and found that the thinking pattern in Chinese is "spiral" while that in English is "linear". This difference also leads to significant differences in discourse layout between English and Chinese writing. The "Cohesion Theory" proposed by Halliday (1976) points out that discourse in English writing emphasizes linear thinking of lexical and thematic coherence. According to scholars' statistics, about 90% of English argumentative articles explicitly state their arguments, and even more than 50% of articles state their main ideas in the first paragraph of the articles; However, Chinese students tend to apply Chinese spiral thinking, which leads to issues such as unclear argumentation and lack of coherence in the context. Chu Zhenli (2005) argued that English articles adopt the author-responsible pattern, that is, the author has the responsibility to clearly express the central idea of the article and directly inform the readers of the author's views; Chinese articles tend to be in reader-responsible pattern, indicating that the central idea of the article is implicit, and the comprehension of main idea of the article depends on the reader's self-understanding and perception.

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V. CONCLUSION

In summary, the differences in writing between English and Chinese mainly involve three levels: vocabulary, sentences, and discourse. These differences are characteristic products formed by different thinking patterns and cultural backgrounds between English and Chinese. Educators can use contrastive analysis and propose corresponding measures based on these differences to help students overcome the negative transfer from their mother tongue, sharply grasp the accuracy of language forms, follow the appropriateness of language use, and output texts that are in line with English thinking patterns and contexts.

VI. PEDAGOGICAL ENLIGHTENMENTS

6.1 Combine reading training with writing training

Krashen's "input hypothesis" emphasizes that a large number of comprehensible language input contribute to second language acquisition. The reason why students' compositions are not standardized and authentic enough is that they read too few English texts. Therefore, this requires learners to input a lot of correct target language in the process of learning the second language. Through a large amount of contact with English texts, students can gradually accumulate language materials for expressing ideas in English and reshape their thinking patterns, so as to master the language application ability to express ideas and the organizational skills of the layout.

6.2 Strengthen the contrastive analysis of English and Chinese sentence structures

Under the guidance of teachers, students can start with daily writing samples, make in-depth contrastive analysis of English and Chinese sentences, and summarize specific differences from typical mistakes. In addition, teachers can constantly strengthen the memory and use of correct English sentence patterns in sufficient Chinese-English sentence translation training.

6.3 Improve the effectiveness of vocabulary teaching

When teaching vocabulary, teachers should make more use of authentic English example sentences, so that students can deeply understand the context in which these words are applicable, and supplement them with Chinese sentences with similar contexts to guide students to compare the differences. At the same time, vocabulary teaching should involve the meaning of words, parts of speech, collocation

and synonym discrimination, so as to help students choose accurate expressions according to context, meaning and English expressing habits.

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The Application of Formative Assessment in High School English Reading Teaching

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Abstracts

Teaching evaluation is a very important part of high school English teaching. Curriculum assessment has an important impact on students' learning effectiveness and achievement. The current research on English reading teaching dominated by summative assessment only focuses on the strategic research on how to promote the improvement of English reading ability in schools, which makes it difficult for students to form good reading habits. Compared with summative assessment, formative assessment can enable high school students to participate more fully in the classroom, and to a certain extent, effectively improve high school students' interest and mastery of English reading, so as to improve high school students' English reading ability. Using formative assessment in the English reading classroom can better help students learn English reading and achieve better classroom results.

Keywords— English Language Teaching; Formative Assessment; High School English Reading

I. INTRODUCTION

The English Curriculum Standard for General Senior Secondary Schools (2017 Edition) proposes that teaching evaluation based on the core literacy of the English discipline should be dominated by formative evaluation and supplemented by summative evaluation. It emphasizes that teachers should actively use formative evaluation in teaching practice, combine quantitative and qualitative evaluation, and pay attention to the plurality of the subject of evaluation. What's more, it also requires the diversification of the form of evaluation and the comprehensiveness of the content of the evaluation, and the multidimensionality of the evaluation objectives. The teaching evaluation that reflects literacy should aim at cultivating students' comprehensive ability, so that students can develop comprehensively and build up confidence. It can be seen that in daily English teaching, teachers should change the use of summative assessment, for example,

using grades as a criterion to measure students' learning mastery, and adopt formative assessment as much as possible to cultivate students' English learning ability. Paying more attention to students' learning process and giving full play to students' subjectivity in teaching can not be ignored. All of this will play an important role in stimulating the positive influence of evaluation on students.

II. THE CONCEPT OF FORMATIVE ASSESSMENT AND THE SIGNIFICANCE OF ITS IMPLEMENTATION

In the 20th century, a formative assessment emerged in the United Kingdom as a solution to the problems that large-scale testing could not solve. As a commonly used assessment system, formative assessment is an evaluation of the learning process of students, which is based on the learning process as opposed to summative assessment. Summative evaluation is aimed at scoring and judging

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whether the standard is reached or not, focusing on the comparison between learners; formative evaluation pays more attention to the learning process, aiming at promoting students' learning and enhancing their self-regulated learning ability(Liu, 2021). B.S. Broom believes that formative evaluation is "a systematic evaluation carried out in the teaching process in order to obtain feedback information about teaching, improve teaching, and enable students to achieve mastery of what they have learned, i.e. an evaluation carried out in order to promote students' mastery of what they have not yet mastered". Domestic experts believe that formative evaluation is an evaluation of students' performance in the daily learning process, their achievements and the development of emotions, attitudes and strategies reflected in them, and it is a developmental evaluation based on continuous observation, recording and reflection on the whole process of students' learning. Formative assessment, as an integral part of the teaching and learning process, describes the overall picture of student progress, provides student feedback to consolidate learning, and helps teachers to understand student learning and to determine the next step in the teaching and learning program for students. This type of assessment can be done in various ways, focusing more on students' performance in class, such as whether they actively speak and participate in discussions, whether they can complete their homework outside class, and their attendance(Han, 2010). Black and Wiliam consider formative assessment to be "an assessment of the student's performance in the day-to-day process of learning, his or her achievements, and his or her reflections of emotions, attitudes, strategies, and other aspects of learning. Black and Wiliam believe that formative assessment refers to the evaluation of "students' performance, achievements, and the development of their emotions, attitudes, strategies and other aspects of their daily learning process"; its purpose is to "motivate students to learn, help them to effectively regulate their own learning process, enable students to obtain a sense of achievement, enhance self-confidence, and cultivate the spirit of cooperation". Formative assessment makes students "change from passive acceptance of assessment to become the subject and active participant of assessment". This means that formative assessment can clarify the problems that exist in students' current learning, and enable teachers

to adjust their teaching programs in time to achieve more ideal teaching results. In other words, the continuity of formative assessment enables teachers to understand the reading characteristics of students and assist them in identifying the weaknesses of students at this stage of learning, after which teachers can adjust their teaching plans to address these weaknesses so that students can adopt appropriate reading strategies.

Assessment of the quality of classroom teaching is a very important part of classroom teaching in our schools. Effective organization and implementation of classroom teaching assessment plays a very important role in promoting the continuous improvement of the quality of classroom teaching process. Teaching assessment in general can be roughly divided into the following two categories, i.e., process formative teaching assessment and process summative teaching assessment. Summative assessment is mainly a general reference to the completion of all the courses are used after the examination and other means to give the final assessment of all learners, it is based on the final conclusions of the assessment and evaluation. It is a test of its learning effect; formative assessment is mainly in the whole process of classroom teaching to make timely and effective teaching reflection, helping teachers at all levels of the school to actively adjust the teaching methods and strategies. In this process, it will improve the interest of all students in learning, and improve the learning of all students, which can promote independent learning of all students enhance the quality of teachers' teaching. The so-called formative assessment, in simple terms, means that teachers, according to the specific requirements of the classroom teaching objectives, adopt various forms of assessment techniques and means to assess the knowledge and ability level of students in all aspects of the assessment, including tracking the whole process of teaching, feedback and analysis of teaching materials. Formative assessment is concerned with the practical performance of a student in the whole classroom educational activities, it is based on a student in the whole classroom educational activities in the process of continuous observation, recording, reflection and other activities to make assessment. Formative evaluation can identify all the existing difficulties and problems in the process of activities, and modify or adjust the activity program in time, pointing out the improvement goals and

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directions of teachers and students, in order to obtain a more ideal classroom teaching effect. The full use of formative assessment in teaching is conducive to the exploration and discovery of each student's strengths and potential to improve each student's self-knowledge, besides improving student learning, it also provide feedback for the teacher's curriculum design and teaching adjustment in each classroom. Teachers apply formative assessment in high school English reading teaching, through students' self-assessment, student-student assessment and teachers' assessment, so that students can accurately understand their own strengths and weaknesses in English reading learning, and improve their English reading ability in a timely manner. Definition of formative assessment in the book Promoting Learning: Formative Assessment in Second Language Teaching: Formative assessment is an assessment-oriented classroom activity paradigm, which is centered on the evaluator's judgmental ability. It requires the evaluator to adopt, adjust, and design a variety of appropriate tasks to systematically collect students' information, and to evaluate, analyze, and interpret the information with the appropriate assessment tools, and then feedback it to the evaluator for adjusting the teaching and learning process to promote students' English reading skills. It is then fed back to the evaluator for adjusting the teaching and learning process and promoting the development of students' language ability.

III. CHARACTERISTICS OF THE FORMATIVE ASSESSMENT SYSTEM

3.1 Student-oriented

The essence of formative assessment lies in the fact that it is student-oriented, with students being the main body of learning, and focuses on the students' main position in the learning process. The whole evaluation system requires the creation of a relaxed learning environment for students, encourages students to carry out active exploration, emphasizes students' self-evaluation and group evaluation, improves the traditional teaching mode dominated by the teacher, and allows students to change from passive recipients to active explorers of knowledge, which effectively enhances students' learning initiative. Therefore, it can be said that , the establishment of formative teaching evaluation is a prerequisite for promoting the overall

development of students, and only by putting students in the main position in the assessment process can we pay full attention to the learning needs of students. By constantly summarizing the problems, the quality of students' English learning will be improved.

3.2 Focus on process

In some classroom assessment practices, assessment is often separated from teaching. When the assessment system is separated from the teaching context, how can assessment for teaching be realized? Classroom evaluation as a kind of evaluation implemented at the level of teachers' daily teaching, in addition to external evaluation, most of the cases use internal evaluation that is closely related to teaching. The most important feature of formative teaching assessment is that it focuses more on the learning process rather than outcome. Summative evaluation is usually through the final exam or quiz to assess the students' knowledge mastery, the test results as a judgment standard of the students' ability, while formative evaluation focuses on the teaching process to constantly find out the situation, summarize the problems, and timely adjust the teaching plan, learning methods, which graetly improve the evaluation process. Therefore, it is necessary to give full play to the function of evaluation, implement formative evaluation in the classroom, contact the real learning situation of students, and better realize the function of teaching and learning.

3.3 Participation in practice

Formative teaching evaluation pays more attention to students' participation in teaching practice and encourages students to acquire knowledge and improve their abilities in actual teaching activities. According to the specific problems and needs shown by students in the process of practice, teaching plans and implementation programs that are more in line with practical needs are formulated(Bai, 2014). In the process of teaching practice, students can fully feel the charm of language learning, so that they can give full play to their own strengths. It helps them overcome their weaknesses and enhance their interest in learning. Their learning results will be improved accordingly.

3.4 Timely feedback

Since formative assessment is a diagnostic analysis of students' learning process, it can provide timely feedback of students' learning to teachers. Teachers can learn the needs

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and conditions of students in the learning process through the feedback, and find out the weaknesses and deficiencies of students in knowledge and skills. When teachers learn about the conditions, they may update teaching contents and improve teaching methods so as to enhance the quality of teaching and improve teaching effects. This learning process facilitates teachers to formulate teaching plans according to the needs of students.

IV. ADVANTAGES OF APPLYING FORMATIVE ASSESSMENT SYSTEM IN HIGH SCHOOL ENGLISH READING TEACHING

4.1 Improve evaluation mechanisms to promote teaching and learning

Teaching is a joint process between teachers and students. In teaching, teachers not only need to deal with a variety of complex situations, but also need to give full consideration to the personal, psychological and social aspects of students to help them learn better. In order to realize the teaching objectives and improve the standard of teaching, teachers need to have a clear understanding of the teaching process and effective monitoring. Learning assessment, as one of the means of monitoring, is not only an important part of the curriculum, but also an important guarantee for realizing the teaching objectives. Properly designed evaluation methods can help students understand the focus of the course and their own learning progress, which in turn helps them master the knowledge and skills they have learned, and can give students a sense of achievement, which in turn stimulates their interest in learning. At the same time, good evaluation methods can also help teachers understand the effectiveness of their teaching, reflect on their teaching, and improve their teaching(Guo, 2003). A formative assessment system is essentially a combination of various assessment methods and forms integrated into the actual teaching of the curriculum. Through the evaluation of the unitized teaching content, the teacher find out the actual problems in the classroom teaching and learning, so as to put forward the improvement and suggestion of the actual implementation of the future stages from different perspectives. The use of formative assessment system in the reading and teaching of English majors lies in its ability to meet the different

learning requirements of schools and students of different majors. It can effectively help students to overcome the difficulties in English learning without changing the framework of subjective teaching. Obviously, it can bring positive teaching help to English reading teaching as much as possible. Therefore, the formative assessment system is to some extent considered to be a further and deeper improvement of the reading and teaching system of English majors in China at the present stage of the education evaluation and management mode, changing the traditional English reading teaching for all, so that teachers can effectively target the problems of individual students' English reading to develop a scientific and reasonable reading program.

4.2 Enhance students' self-monitoring and cultivate their self-cognitive ability

Self-monitoring refers to recording or evaluating one's own behavior. In the process of self-monitoring, students can identify problems and further think about "whether my learning is effective" and "whether I am using the right strategies or methods". In the process of formative assessment, students clearly understand their goals, compare their current level of learning with what they need to achieve, realizing the gap between themselves and their goals. They may tend to take action to narrow the gap. Improving students' self-cognitive ability is a priority that cannot be ignored in a reading program. In traditional classrooms, students are passive in their learning. This important problem can cause students' lack of self-cognitive ability, and most of the treatment of this problem relies on teaching practice and classroom correction, while the application of this formative assessment system can effectively solve the above problems. Formative assessment is not simply a scoring process, but an affirmation of students' performance and learning attitude in the learning process, which is not only conducive to the improvement of the top students, but also helps to mobilize the independent learning consciousness of students with learning difficulties, so that each student can take himself as a reference to witness his own progress and growth(Zhu, 2010). In order for teachers to make up for the shortcomings of students' passive participation in learning, they can consider utilizing assessment teaching, or creating a model for students' self-evaluation, and then giving students better corrections and

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suggestions by understanding the causes of these problems. This enables students to cultivate and form a good habit in self-correction, and solves the detailed problems in professional reading learning, so it is very important to make this formative assessment system become a compass for students to go to the right learning goals and directions.

V. IMPLEMENTATION STRATEGIES FOR FORMATIVE ASSESSMENT

5.1 Focus on diversification of evaluation subjects

Teachers in the process of English reading teaching need to allow students to fully participate in the evaluation process. self-evaluation, student-student mutual evaluation, the teacher's evaluation and the parents' evaluation can be included so as to achieve the diversification of the main body of evaluation.

5.1.1 Student subjects

Students are the main body of learning, and through self-assessment, they can provide intuitive classroom feedback from themselves and clarify their own efforts. With the transformation of evaluation paradigm, under the background of "evaluation for learning" and "evaluation as learning", the student-oriented evaluation has been paid more and more attention by researchers and teachers(Zhou, 2020). Students' self-assessment plays a very important role in reading teaching. It gives full play to students' subjective consciousness, which is not only conducive to the cultivation of students' serious and responsible attitude towards learning, but also promotes students' learning to think correctly(Luo, 2005). After students finish learning an English reading article, self-evaluation can make students understand their strengths and weaknesses. They can keep the part they are better at, and for their weaknesses, students can take advantage of the class time, use the Internet and other resources to supplement their knowledge and deepen their understanding of the reading article.

5.1.2 Classmate subjects

Classmates are an important part of students' campus life, they study and live together and know each other better. Evaluating from the perspective of their peers makes it easy to see each other's strengths and weaknesses. In the process of evaluation, teachers should educate students to uphold an objective evaluation attitude when evaluating each other among classmates, and not to affect the objectivity of

evaluation because of personal feelings. Mutual evaluation between students and pupils can be done by evaluating the classmates around them, reflecting on themselves against their behavior and learning from their strengths. As for the deficiencies of students in the process of learning English reading, they should also reflect on themselves to see if they have such behavior, and if they do, they should correct it and improve their reading ability.

5.1.3 Teacher subjects

Teachers are the organizers and participants of the classroom, and have a certain guidance in classroom evaluation. Teachers should respect students in the evaluation process, allow students to put forward different ideas about their own evaluation, and actively interact with students to listen to the students' true inner thoughts. Teachers' evaluation of students should be based on encouraging evaluation. Students' self-assessment and students' mutual evaluation have already pointed out most of the deficiencies; if there are deficiencies that students have not pointed out, teachers still have to put forward their requirements. However, teachers should use gentle words to give students suggestions for improvement, and help them to improve in a proper manner. Teachers' encouraging comments can bring great encouragement and motivation to students' English reading learning.

5.1.4 Parental subjects

Parents spend more time with their students and have a better understanding of their temperament and behavior. If students are evaluated only from their school life, it is to a certain extent one-dimensional. Teachers should listen to parents' evaluation of students by communicating and exchanging with them to get a more comprehensive understanding of students.Through students' self-assessment, students' mutual assessment, teachers' assessment and parents' assessment, students can be understood comprehensively. Based on this, teachers can integrate the evaluation opinions of each subject to make a reasonable classroom design and improve the efficiency of the English reading classroom.

5.2 Diversification of evaluation forms

Teachers should not only use verbal language to evaluate students' English reading in the process of leading high school students' English reading learning, but they should use diversified evaluation methods, such as

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evaluating students' English reading mastery through facial expressions and body movements, and rewarding methods.

5.2.1 Language evaluation

Teachers should use encouraging words when evaluating students in the form of verbal language. High school students face the pressure of the college entrance examination and are easily frustrated emotionally, so try not to discourage students' learning motivation. If students are deficient in one aspect of the English reading learning process, teachers can use a kind and gentle way to make students feel that the teacher wants to help them improve their English reading ability instead of blaming them. Teachers' blaming words to students may make students feel guilty, bring pressure on them and cause them to be emotionally unstable. The teacher's use of leading methods to make students realize their own deficiencies in English reading can help students gradually solve their problems in English reading.

5.2.2 Facial expression and body language evaluation

In the English reading classroom, if there are students interacting positively with the teacher, the teacher can use facial expressions plus body language to recognize the students' positive cooperation. For the students who actively interact with the teacher, the teacher can smile and make a thumbs-up gesture to the students to show affirmation and praise. Time in the classroom is limited, and this type of facial expression and body language can be used by the teacher to efficiently utilize classroom time, as well as to encourage students who are actively interacting with the teacher, and to increase students' motivation to participate in the classroom. Teachers can also use body language and facial expressions to recognize and praise students after they have answered a question. In the classroom, when students answer questions quickly and accurately, teachers can smile and visibly praise with a nodding motion. This kind of encouraging facial expression coupled with the body movement of nodding can make students feel respect and encouragement, which will drive students' motivation and enthusiasm for learning, make students fully participate in the learning of English reading, and improve students' English reading ability.

5.2.3 Evaluation of incentives

The use of rewards can increase students' motivation to learn English reading. The following are two kinds of rewards that teachers can use in the evaluation: First, the rewards can be in the form of group points. For example, in the process of learning an English reading article, which group members have excellent performance and high points can get the red flag of "the best English reading group" of the class, and the group that gets the red flag can get corresponding rewards; second, the rewards can also be in the process of learning an English reading article with certain difficulty, which can give the reward to several students in the class who have excellent performance and high points. Rewarding can also be to praise several outstanding students in the class when they learn a certain difficult English reading article. Teachers can use a variety of new rewards, such as making red envelopes, putting original English books, exempting three English homework assignments, and obtaining an orange as rewards into the red envelopes, and letting the winning students go up to the stage to "open the red envelopes" one by one. Using this rewarding method of "opening the red packet" can not only encourage the outstanding students to get corresponding encouragement, but also arouse the learning interest and competition consciousness of other students in the class, so that they can fully prepare for the future English reading study and actively participate in the classroom interactions and presentations. Teachers can encourage students' English reading learning by actively communicating with them through diverse forms of assessment. Rewarding students through novel ways can increase students' motivation and interest in English reading learning, so that students are engaged in English reading learning because of love and enthusiasm rather than because of marks.

VI. CONCLUSION

Formative evaluation focuses on feedback in the teaching process, through students' self-assessment, mutual assessment and teacher evaluation, which is conducive to timely communication between teachers and students in the process of learning English reading. It can reflect the shortcomings directly in the course and help learners make timely improvements[6]. The use of formative assessment in English reading teaching, to a certain extent, is conducive to teachers to deal with the relationship between teaching, learning and assessment, achieving the purpose of assessment for teaching and assessment for learning.

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Formative assessment is conducive to cultivating students' good learning habits and promoting the efficiency of students' reading learning. Reading learning is a long-term continuous process, which is more suitable for the use of formative assessment than summative assessment, in order to achieve the purpose of immediate supervision and immediate adjustment. It is easier for students to form good learning habits and learning consciousness in the process of collecting and organizing learning materials for self-assessment and mutual assessment. On the other hand, formative assessment is conducive to increasing students' interest and enthusiasm in English reading learning. English reading study has a certain degree of dullness. if teachers only use tests or exams in the evaluation of students' reading ability, students will easily produce fatigue. Formative evaluation requires the conversion of the evaluation subject, students become active evaluators, so that they pay more attention to the learning process and have a more positive attitude. While increasing students' awareness and ability of self-evaluation and self-reflection, students' self-confidence might be enhanced accordingly. The experience of having more success and pleasure in learning will boost learning motivation. Therefore, teachers should adopt formative assessment as much as possible in the English reading classroom, and use flexible and timely assessment methods to give students timely feedback in order to cultivate high school students' good English reading ability. The study explores the application of formative assessment in high school English reading, and in order to achieve better classroom results. The use of multiple forms of assessment applied in the classroom at the same time is also a direction worth exploring.

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Strategies for Peer Teaching to Promote Collaborative Skills in Primary and Junior High School Students

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Abstract

"Practice, active exploration, and cooperative exchange should be an important way for students to learn knowledge", which is the latest requirement of the New Curriculum Standard, and is an indispensable factor for students to adapt to society in the future and gain a foothold in society. Through peer teaching, students will be guided to work together gradually according to the physical and mental characteristics of primary and secondary school students. They will exchange various ways of thinking and exploring in the process of peer education, and through interaction, cultivate their thinking ability, raise their awareness of collaboration, and enhance their ability to collaborate. Students will learn how to work together and take the initiative to work together to meet the demands of our era and our society.

Keywords— peer teaching, collaborative skills, promotion strategy.

I. INTRODUCTION

Cooperation is a kind of behavior, attitude, or emotion to cooperate for a common goal. Cultivating the cooperation ability of primary and secondary school students is conducive to secondary school students overcoming their self-centered cognition in the process of learning to cooperate with others, and developing a pro-social behavior of negotiation, cooperation, and altruism with others, and at the same time, it also creates a group atmosphere of unity, fraternity, mutual help and cooperation among secondary school students, so that they can better adapt to the school and the social life and improve their social survival ability in their later growth process.

Peer teaching, on the other hand, emphasizes the student's subject position, with learners learning from each other in the form of mutual assistance, and the roles of instructing and being instructed constantly changing

between peers. He has a certain promotion effect on students' academic performance, interest, and attitude. Therefore, the implementation of peer teaching in teaching can strengthen the communication between teachers and students, and at the same time substantially strengthen the communication between students and students, students take the initiative to participate in cooperation, become more cheerful and generous, effectively mobilize interest in learning, stimulate learning potential, and develop the ability to co-operate.

II. THE IMPORTANT VALUE OF COLLABORATIVE SKILLS

At present, whether in the family, in school, or society, you can often see students either do not communicate with others, holding a mobile phone to spend time alone; or squatting in front of the TV, a look at a few hours; even if

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the activities with small friends, will not be modest, and sometimes there are you scramble for me, you snatch me the scene. As students grow older, egotistical, closed, can not be aggrieved, unwilling to communicate with others, parents can do nothing about it. And, to let students experience success and joy to get the joy of cooperation, we can use peer teaching, through the development of colorful activities.

2.1 To create more opportunities for interaction and arouse collaborative consciousness

Collaboration is fundamentally about communication. The use of peer education and the active creation of communication opportunities can bring the ability to collaborate into play in communication. Students use peer education, in the interactive process, learn to collaborate, understand cooperation, and feel the joy of collaboration. At present, most of the current students can not put themselves in the shoes of others, often "self"-centered, coupled with the fact that many students' parents work outside the home, only the elderly at home. To avoid safety hazards, the interaction between students and their peers is greatly reduced. Therefore, the prerequisite for developing students' ability to cooperate is to create opportunities for interaction.

Creating a situation conducive to peer interaction can awaken a sense of cooperation. In their daily lives, students are easily influenced by individual utilitarianism in society, failing to recognize the importance of cooperation, and preferring to do things on their own rather than cooperate with others. Parents (especially those in urban and rural areas) are too busy with their livelihoods to recognize the importance of cooperation and do not know that peer cooperation can make 1+1 far greater than 2, so they cannot talk about using scientific methods to guide students to understand the power and value of co-operation. In the process of peer classroom teaching, teachers use contextual settings and a variety of teaching tools to motivate students to participate in cooperative activities.

For example, to fully attract students' attention and stimulate their interest, when learning about the world's cultural heritage, we first make classroom materials to show various scene fragments that need to be collected, organized, and written hand in hand so that students can find out that

these scenes related to the theme have a common feature - cooperation. Then the class was divided into peer cooperation groups to carry out exercise training. The requirement of the exercise was: to introduce a Chinese World Heritage site of their choice clearly in their own words. After the group work is completed, each group selects a group of peers (2 people) to participate in the presentation of the work. The peers stand face to face, 1 person shows the results of the exercise (or handwritten board or graphic design), and the other 1 person displays, through action, language, and expression as clearly as possible the results of the group's learning. The rest of the class is a booster team if they don't speak clearly. Students were very excited about the cooperative learning and presentation activities and participated actively. Obviously, under the situation created by the teacher, students awakened the desire to cooperate and the sense of cooperation was cultivated.

2.1.1 Lead to learn social skills

On the one hand, it is necessary to change the concept of using peer teaching to give full play to students' ownership, guide students to take the initiative to cooperate with their peers, and let students take the initiative to participate in the activities; on the other hand, it is necessary to teach interaction skills. For example, teachers can guide students to discuss: "How would you like to help your peers learn? How to seek help from peers?" etc. According to the needs, students will be guided to learn the skills of listening and expression, tolerance and humility, respect and understanding, and other skills of interaction.

2.1.2 Offer the topic of communication

The bridge of student interaction is the theme, in the process of trying to learn interaction, according to the actual situation, combined with the purpose of the development of cooperation ability, you can open the "readers, performers, reading and sharing ......" activities, to provide students with opportunities for interaction and cooperation, with the interaction of different contents, students' cooperation ability will also be developed. With the different contents of the interaction, the students' cooperation ability will also be developed. For example, after learning the song of spring, students form a group of peers to go outdoors to search for flowers, willow branches, young grass, and other things that

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reflect the characteristics of spring, and then consult with their peers, discuss the division of labor, and work together to create specimen paintings with the theme of spring. Under the guidance of thematic activities, students participate in cooperation and learn to cooperate, from which they experience the fun of cooperation and enhance their sense of cooperation.

2.1.3 Participate in activities

"Teaching by example is more important than teaching by words." To cultivate the spirit of cooperation among students, teachers should also be involved in the process, forming companions with students and serving as role models for them everywhere. For example, when students tell interesting stories, teachers take the initiative to act as "action companions", for the story rather than action, make expressions, and at the same time, will also put forward their questions, and storytellers to communicate and interact. This kind of cooperation increases the interest in the story and also subtly influences the students.

2.2 Design interaction activities to develop cooperation skills

Interactional activities promote physical and mental development, stimulate participation, and provide support for students to experience cooperation in their activities. Teachers consciously design interaction activities in the peer classroom teaching process, which can cultivate the ability to cooperate.

For example, in Grade 3 pottery class, teachers organize students to form peer groups to complete the activity of "We are masters of playing with clay". Students learned the skills of clay disc building and cooperated to complete a piece of pottery. Activities in the process will find that the group according to the theme, personalized design, a group, a person roll, a tuna, a disk, companions division of labor, with the tacit understanding, after ten minutes, small flowers tea cups, animal pencil ...... a piece of creative ceramic works, on the completion of the work, let a person be amazed.

2.3 Create an atmosphere of engagement and enhance the space for cooperation

The environment can beautify, decorate, and enhance students' living space and cooperation space, and more importantly, it can play an educational function and form a

tacit and subtle influence on students. Therefore, there should be a purpose to create an atmosphere of interaction, so that students are in it, by its inculcation, feel that cooperation is a good habit of behavior, the formation of the initial awareness of cooperation.

For example, the reading of the book bar can be arranged to quiet down the "reading" cues or pictures, placed green plants, play a soft background sound ...... see and learn, such an environment naturally makes the students into the reading of the book bar, softly and slowly, there are problems will be whispered exchanges, mutual consultation, in the atmosphere of the reading of the students into the act of cooperation, and further enhance the sense of cooperation of the students.

2.4 Focus on guidance and evaluation to motivate cooperation

When students carry out peer cooperation, teachers should pay attention to the words and deeds in the process of cooperation, respect the idea of personalized activities, timely detection of problems in cooperation, assist in solving the difficulties arising from cooperative activities, and encourage students to play the initiative of cooperative enthusiasm. Encouraging evaluation after the activity further stimulates students' awareness of cooperation, and desire for cooperation, and strengthens students' cooperative behavior.

2.4.1 Observe and lead effectively

Observe, find the spark of cooperation, and lead effectively. When exploring poetry activities, it is found that many students are more interested in continuing small poems, but it is a bit difficult for them to create independently. Teachers can design a poem-writing solitaire competition when teaching. For example, if the theme of "sun" is a solitaire competition, and peers cooperate in writing the poem, the difficulty can be turned into an easy one. Moreover, peers are also small teachers who can help to deliberate and revise.

Paying attention to the process of the activity, choosing the appropriate opportunity, and the teacher as a peer to participate in the activities of students promptly are some of the most effective and natural methods of guidance. For example, when students are making lanterns and find that they accidentally break and dirty the surface of the pre-

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prepared lanterns, the teacher can seek students' consent and then find suitable items to recreate the lanterns together, to ensure that the activity is completed successfully under the guidance of the teacher!

2.4.2 Seize the opportunity and lead effectively

Students often need to cooperate in activities, but they are seldom aware of it, which requires teachers to seize the opportunity to intervene in time and consciously guide them. For example, the first-grade students carried out the activity of "drawing our classroom", the clean and tidy classroom attracted the students and they drew very seriously. But the teacher inspection also found that the students in the cooperative painting of high enthusiasm, but more or less small problems affected the process of the activity, You pulled my paintbrush under the table, and my paintbrush color stained his hands, clothes, the table, the painting of the paper was made dirty ...... At this time, the teacher should take the initiative to intervene and guide the students on how to use the brushes correctly, how to arrange the learning utensils in an orderly manner, and how to cooperate in drawing ...... The teacher's intervention makes the activity more effective and further stimulates the children's interest in cooperative drawing.

2.4.3 Fair assessment and lead effectively

To strengthen the sense of cooperation, the lower grades carried out a "book sharing activity" in which students introduced their favorite books to their peers and read them together. After the activity, the teacher will guide the students by asking them, "What book did you bring today? What is the story of the book? Who did you read it with? Try to let the students express their cooperative behavior in the activity and their excited mental feelings after cooperation. For good sharing behavior, teachers give timely recognition and reinforcement to promote students' strong desire to cooperate again.

When students are engaged in activities, they sometimes say and do things that are not conducive to the completion of cooperative activities. Teachers should organize timely discussions among students, and guide and promote them through the discussions. For example, most students spend a long time competing for the leading role in classroom drama. Teachers can make use of the class talk time to discuss with students "What should we do if we all have to play the leading roles in the performance activities?" ...... Students speak freely and put forward a lot of ideas, and also realize that everyone must consider the big picture and negotiate with each other to promote the successful completion of cooperation when doing collective activities.

2.5 Focus on resource sharing to enhance the efficiency of cooperation

Home-school-community cooperation provides opportunities for communication and experience sharing between teachers, parents, and students. Parents learn about and share advanced educational concepts, skills, and experiences through educational activities such as parent forums; teachers get more effective information from parents, learn about their understanding and expectations of education, and get support from them, and students get the right way of cooperation from their parents.

For example, when carrying out the thematic learning activity "Good deeds around me", students can seek help from their parents, collect materials in different ways, bring them back to school, and exchange them with their peers to experience the joy of sharing.

In the new era, cooperation is a major trend, and it is imperative to cultivate students' cooperation ability.

III. THE PROMOTION STRATEGIES OF COOPERATION CAPACITY

Cooperative ability, an ability to develop mutual psychological support, cooperation, and coordination of speech and behavior in the process of implementing peer teaching by students, is a core competency for success and a kind of pro-social behavior, which is more the focus of teaching and learning efforts. It coordinates interpersonal relationships, leads peers to get along better, communicate and exchange more effectively, gradually develops team awareness, and enhances mutual trust, mutual understanding, mutual accommodation, and mutual advancement among peers. Therefore, the use of appropriate strategies to implement peer cooperation can enable students to complement each other's strengths and weaknesses in the process of carrying out cooperative learning, improve efficiency, and promote the social development of individuals. Specifically, there are the

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following strategies:

3.1 Built a co-operation group team

Appropriate and reasonable group construction is a key factor in the success of cooperative learning, Teachers need to fully understand the individual situation and needs of students, optimize the group, and group members each have a clear division of labor.

"Heterogeneous grouping" is a conventional practice when forming student cooperative groups. "Heterogeneous grouping", that is, when teachers divide the group, in addition to considering the factors of student seating arrangements, but also combined with the academic performance, personality, strengths, hobbies, and so on, will be different levels of different qualities of students into cooperative learning groups.

At the same time, attention should also be paid to the issue of "homogeneity between groups". Pay attention to the "group homogeneity", that is, in the formation of peer groups, in addition to taking into account the heterogeneous grouping of students should be, in addition to making each group as far as possible to form a relatively balanced strength, which is also one of the requirements of the group's fairness, to achieve the goal of enhancing the ability to co-operate and to fully embody the "group co-operation, competition, and promote development" concept. This is also one of the requirements for fairness in the group, to achieve the goal of improving the ability to cooperate and fully embody the concept of "cooperation within the group, competition outside the group, and promoting development".

According to the principle of "heterogeneity within the group and homogeneity between the groups", generally each group should be 4-8 people, and the "parallel line" type, "horseshoe" type, or "field grid" type is the most suitable. Parallel lines", "horseshoe" or "field grid" type is the spatial pattern of group seating arrangement.

According to the feedback from the questionnaire we conducted, the peer grouping method in which students make free choices under the guidance of the teacher is the most effective and the most popular among students. This is because students have different learning and acceptance abilities for different subjects. In practice, it is necessary to give full consideration to the characteristics of the subject,

according to the different learning needs, according to the size of the subject's receptive ability to divide the students into four tiers of ABCD, each group of 1-2 people per tier. Students are encouraged to help each other in the process of peer learning and to show their abilities and strengths.

To ensure the order and effectiveness of peer learning, after the group is established, first of all, we should encourage students to elect a person who can manage and convince everyone to be the "leader" - the leader of the group, who is not only responsible for himself, but also responsible for the group members, who will organize the members to actively participate in peer learning, and guide the members to clearly define their responsibilities and actively discuss and actively cooperate with other members so that each member has the opportunity to perform and learn something. He will organize members to actively participate in peer learning, guide them to clarify their responsibilities, and actively discuss and cooperate with other members so that each member will have the opportunity to perform and learn something.

Secondly, guide the peers to discuss and establish the name of the group, the objectives, the group logo, and their respective responsibilities and tasks. Each peer learning session establishes a group of peers as a spokesperson and recorder, which are not fixed so that each person has the opportunity. Spokespersons and recorders act as facilitators of peer learning activities, learn to listen to peer learning, record the collection of peer cooperative learning process gains and confusion, point out the problem, discuss together, form a unified opinion, as a representative of the peer cooperative learning results. Peer learning exchanges, appropriate care for class D students, guiding class B or C students to be their helping companions, so that they first choose the learning tasks according to their ability to feel the benefits of group learning, so that they can also have something to do every activity, have a gain.

3.2 Clarification of the objectives of cooperation

The direction and guide of cooperation is the goal, which is the evaluation standard of peer cooperation. The clear objectives of cooperation should fully reflect the principles of subjectivity, cooperation, and inquiry in students' learning, and achieve the purpose of promoting students' ability to cooperate.

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Vertically, the first is the learning goal, that is, the correct emotion, attitude, and value requirements, that is, "to obtain the important subject knowledge necessary to adapt to the future social life and further development, as well as the basic subject ideas and methods and the necessary application of skills" and other requirements of the new standard; the second is the ability goal, that is, the peer co-operative learning processes requirements such as communication, listening, communication, expression, communication, expression and other process requirements. Students should be clear that every day not only to complete the task of peer cooperative learning but also to understand that through cooperative learning, to learn the method of cooperation with others, to develop good habits of cooperation, cooperative awareness, and quality of cooperation.

Horizontally, the first is personal growth goals, including academic level goals, knowledge and ability goals, emotional development goals, social growth goals, etc.; and the second is peer growth goals, including common growth goals, peer progress goals, and good star evaluation goals.

3.3 Arranging the content of the cooperation

Teachers should design the content of cooperative learning based on an in-depth study of the teaching materials. The content of cooperation is flexible open and carefully arranged. Practice has proved that not all problems are worth solving by students in a cooperative way. Only those contents that have some value for inquiry and discussion and have a certain degree of difficulty are suitable for the use of cooperative learning. Suitable cooperative learning content should have the following characteristics.

3.3.1 Difficult apt appropriate

The problem of cooperative inquiry should not be too simple, superficial questions have no value to explore. The difficulty of the problem is moderate, with the students thinking to explore the actual match, The results of the investigation should be students "jump a jump can pick the fruit", otherwise it is not easy to mobilize the enthusiasm of the students to cooperate in learning.

3.3.2 Situational novelty

Problems are set in novel situations that can stimulate students' desire to explore. Starting from the topics that

students are interested in, such as the digital life show, imitation PK competition, and class mini-theatre, I also come up with questions ...... Such problematic situations inspire students to think continuously from shallow to deep, or thematic situations that lead students to carry out continuous inquiry activities.

3.3.3 Openness of Results

The conclusions of the cooperative inquiry questions are exploitative and challenging, the answers are not unique, and different results can be obtained from different perspectives using different theoretical knowledge so that the student's passion for inquiry can be greatly enhanced and their needs for self-expression and co-operative inquiry can be satisfied. Improvement of co-operation ability in mutual help and exploration, to achieve the expected teaching effect.

IV. SEIZE THE OPPORTUNITY FOR COLLABORATION

Cooperation enables students to have a clearer and more comprehensive understanding of the problem. Cooperative learning is not available at all times, teachers should accurately grasp the timing of cooperation and reasonably allocate the time for cooperation.

Some studies believe that cooperative knowledge construction will go through two stages: individual knowledge and cooperative joint construction. Only after forming their own individual knowledge construction through independent learning can the collaborators effectively coordinate the differences in individual knowledge structure through cooperative discussion. Therefore, individual learning based on students' independent learning must be carried out before cooperative learning. Students learn independently to complete independent inquiry, the formation of more mature, personalized insights, in cooperative learning and communication before the collision of different sparks of thought, the formation of a deeper understanding. Teachers in teaching must also give students independent learning, thinking, and exploration time, so that students with their initial understanding of the common discussion to improve the effectiveness of cooperation, and timely search for the timing of cooperation, to fully mobilize the wisdom of the

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small group so that the cooperative learning to go smoothly. In general, there are several situations when cooperation can be carried out.

4.1 In the teaching and learning difficulties

Each lesson has its key points and difficulties, which are often difficult for students to grasp and breakthrough when they are learning and understanding on their own. Generally speaking, when students encounter thinking bottlenecks, and can not rely on individual learning to solve and choose the problem, cooperation and communication are meaningful and effective. Seize such a time to carry out co-operation, help to achieve the teaching objectives, and teach breakthroughs in the key and difficult points.

4.2 Mind blurring

Peer teaching process, students independently solve the problems within their reach, face difficult questions think in a fuzzy confused state, unable to make a reasonable judgement, which allows students to carry out in-depth exchanges and discussions, helps students clarify the concepts and deepen understanding.

4.3 Inconsistent answer

Learning process, students for the answers to the questions inevitably produce differences, At this time the teacher does not have to rush to answer, you can let the students combine different answers and contradictions in the debate and analysis, to create an atmosphere of cooperative inquiry, expand thinking, inspiration, collision of thinking sparks, the formation of a unique understanding.

4.4 Complexity of tasks

Classroom time is limited, and sometimes the learning task is more complicated, and complex, guiding students to analyze and simplify the complex into simple, and difficult into easy, the need to collaborate on cooperative learning, to enhance the effectiveness of the school. Such as the eighth-grade language "tree-planting shepherd", this lesson is longer, and more content, and explores the main question "What kind of shepherd is this?" Cutting in, sorting out the vein of the text. In this way, classroom teaching has a soul, cooperation has a direction.

V. TIMELY ADJUSTMENT

The new standards emphasize that students are the masters of classroom learning, and the classroom should fully reflect the status of the main body of students. However, this does not mean that teachers can stand idly by while students engage in cooperative learning. On the contrary, in the process of cooperative learning, teachers should be a leader, timely regulation and leadership. Therefore, teachers should take up the responsibility of "navigation" when students carry out peer cooperative learning.

5.1 The teacher is a regulator.

Peer cooperative learning classroom to carry out peer cooperative learning in the early stages, some cooperative learning groups may lack organizers, resulting in a lack of tacit understanding between the members, and not working together smoothly, and even the discussion of the problem will not talk each other in an embarrassing situation. At this time it is necessary for the teacher as a "regulator", a timely analysis of the specific causes of the problem, leading students to conduct discussions and exchanges, look for methods and countermeasures, the flexible use of measures to activate thinking, encouraging bold expression, to open the cooperation "ice-breaking" journey.

5.2 The teacher is a navigator.

Teacher guidance should be inseparable from effective cooperative learning. In the process of students' cooperative learning, teachers should carry out the necessary "cruising" and "navigation", listen carefully to the student's opinions, understand the results of the cooperation of the group, the focus of the discussion, the difficulty of thinking, the pain point of learning, and give timely guidance to the students' cooperation and communication. Guidance cleverly breaks down the problems that cause students to think and guides students to put forward their thinking and views. When students make mistakes, correct them in time, show them the path, and give them guidance on learning methods and strategies. Only in this way can peer cooperative learning be implemented smoothly and efficiently.

VI. ESTABLISHMENT OF EVALUATION MECHANISMS

According to the results of monitoring and feedback on students' cooperative learning in the classroom, teachers will evaluate the process, results, and performance of

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cooperation, so that students can reflect on their cooperative behaviors and understand the effectiveness of their cooperative learning in time. Therefore, a reasonable evaluation mechanism is an important guarantee of the effectiveness of cooperative learning and an important initiative to improve the ability to cooperate.

The evaluation form is diversified and focuses on combining the evaluation of the learning process with the evaluation of the learning results, the combination of group evaluation, peer evaluation, and individual members' evaluation, In addition to the teacher's evaluation, there is also self-evaluation, peer evaluation, and inter-group evaluation. Based on the development of the "student cooperative learning" good star "evaluation form" (as Table 1) on the construction of peer groups to make qualitative and quantitative provisions of the learning process and learning results of the evaluation of the combination of peer group evaluation and individual members of the combination of evaluation. Such a multi-dimensional evaluation mechanism develops students' emotions, attitudes, and abilities, and encourages students to gain useful insights and understand the value and significance of cooperative ability in the constant collision and integration of interactions, and to pay more attention to the process of improving cooperative ability.

Cooperation Capacity Evaluation Form

Class		Name		Date		
Name of group cooperation program (activity)						
Evaluation						
Item	Content	Self	Peer	Group	Teacher	comprehensive
Speak	The speech was close to the topic, communicated with peers, and the voice was moderate and did not affect other members and the group.					
Hard work	Strive to contribute according to goals, and never slack.					
Duty	Undertake the learning tasks assigned by the group to themselves and their peers, try their best to achieve their goals, and strive to be responsible for themselves and their peers.					
Activity	Actively participate in activities, do not be lazy, do not desert, do not disturb others, and help peers in difficulty.					
Help	Carry out mutual aid activities, collaborate with peers discuss problems, solve problems, and achieve learning goals.					
Share	Share resources, materials, and ideas, exchange learning methods, and share learning achievements and gains with peers.					
Listen	Respect and recognize the efforts of peers, and learn to listen and summarize the views expressed by other students.					

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Cooperation	Activities with peers, both independently and collaboratively as required; Share learning outcomes with peers in groups (classes).					
Assessment	After completing the activity, they can distinguish the advantages and disadvantages, and objectively evaluate the performance and results of the activity process of individuals, peers, and groups.					
Description of qualitative evaluation						
What did you do well in peer cooperative learning in this lesson?						
Have you improved your ability to co-operate with your peers in learning compared to last time? If so, how did this manifest itself?						
What should be improved or strengthened for future peer cooperative learning?						
Total						

（Note: In the quantitative evaluation column, the evaluation is evaluated in grams, with a maximum of 5 stars; in the qualitative evaluation column, the evaluation is filled in with great, good, nice, and try harder.）

Table 1

Of course, students' growth is constantly changing, the problems that arise in the process of peer cooperative learning are not static, and cooperative learning strategies are not fixed, which requires us to explore, think, reflect, and summarise constantly in the practice of peer teaching. "To do a good job, we must first sharpen our tools." Use appropriate strategies to guide students to cooperate in an orderly manner, gradually learn to communicate and express themselves in the process of cooperation, and learn to accept others and accept themselves, to develop themselves and achieve the enhancement of their ability to cooperate.

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A Structural Equation Model on Work Design in Relation to Authentic Leadership, Workplace Spirituality, and Practical Emotional Intelligence of Public Elementary Teachers

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Abstract

The study determined the best fit model for the work design based on authentic leadership, workplace spirituality, and practical emotional intelligence of public elementary teachers. Using e-survey through Google Forms, data was collected from the teachers using a set of modified survey questionnaires that were tested for content validity and reliability. This study used a quantitative descriptive and causal method of research. The statistical tools employed in analyzing the data includes the mean, Pearson-r, and structural equation model (SEM). Results of the study revealed the following: the level of authentic leadership was very high; the level of workplace spirituality was high; the level of practical emotional intelligence was high; and, the level of work design for teachers was high. Moreover, a significant relationship was established between the exogenous and endogenous variables. In addition, authentic leadership, workplace spirituality, and practical emotional intelligence significantly influence work design for teachers. Of the five (5) generated models, Model 5 best fits work design among public elementary teachers with practical emotional intelligence bringing the biggest impact. The model successfully passed all the conventions of a reasonable fit; hence, it is deemed the most parsimonious model.

Keywords— education, authentic leadership, workplace spirituality, practical emotional intelligence, work design, structural equation model, Philippines

I. INTRODUCTION

There are large numbers of poor-quality jobs where attention must be given to influencing practice and policy to promote the effective implementation of enriched work designs. Work-based challenges are insufficient for designing work due to the poor learning environment and development, poor maintenance for maintaining and enhancing employees' physical and mental health, and for achieving control and flexibility simultaneously (Parker, 2019). Poor job characteristics, such as autonomy, workload, role problems, and feedback, have moved away from a sole focus on efficiency and productivity to more motivational job designs, including the social approach toward work (den Broeck & Parker, 2017). Furthermore, teachers' roles in education are considered the basic foundation of the learning process. Their performance and engagement in their job are essential in effective instructional delivery. However, due to the evolution occurring in society, the teaching-learning process is directly affected. Thus, the teachers' personality traits as factors towards coping in the said changes to work effectively in their duties and responsibility is a factor that should be explored. The study aims to discover the personal attributes of the teachers in work performance as basis for self-evaluation and performance improvement (Smith, 2018).

A good work design is crucial for a whole range of outcomes, including employee health and wellbeing, attitudes like job satisfaction and commitment, employee cognitions and learning, and behaviors like productivity,

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absenteeism, proactivity, and innovation. Employee personal characteristics play an important role in job design. It influences how employees themselves perceive and seek out particular job characteristics, helps in understanding how job design exerts its influence, and can potentially change the impact of job design (Center for Transformative Design, 2021).

The first exogenous variable is authentic leadership, a style consistent with a leader's personality and core values, which are honest, ethical, and practical (George, 2022). While the above definition is centered upon the leader or self, it is the leader's actions that are perceived by others that determine if they believe a leader is authentic or not. And their perception is accomplished through the social influence of the leader. One recent definition of leadership is that leadership is a process of social influence, which maximizes the efforts of others towards the achievement of a goal (Mensch, 2022).

Thus, a leader's authenticity emphasizes building their legitimacy through honest relationships and

ethical actions, that in turn, maximizes the efforts of others to achieve the goal. Karada and (2018) concluded that principals' authentic leadership behaviors had positive effects on teachers' perceptions of school culture towards quality service. It further explains that authentic leadership, which is based on self-consciousness and self-awareness, is a process and behavior pattern, which is built on positive psychological competencies and at the same time contributes to the development of these competencies; being formed on transparency, openness and trust basis; guiding meaningful goals and focusing on the development of the followers are strong motivators to influence and gain the trust of others that can gear higher support.

Moreover, Geoge (2022) noted the five dimensions of authentic leaders: (1) pursuing purpose with passion, or the display of purpose and direction, so people want to follow you; (2) practice solid values, or being defined by our values and characteristics; (3) lead with the heart, or engaging the hearts of those you serve and align their interests with the interests of those you lead; (4) establish enduring relationships or enduring relationships that are built on connectedness, and a shared purpose of working together towards a common goal; and, (5) demonstrate self-discipline or converting value into consistent action so that you produce results.

The first indicator is purpose-passion, which means that leaders understand their purpose, which is driven by their passion. Authentic leaders have a sense of purpose, knowing what they are about and where they are headed. Purpose manifests itself as passion. Passionate people are interested in what they are doing, are inspired and

intrinsically motivated, and care about their work. There is the passion for the job by figuring out the best way to accomplish the work and spending a lot of time running reports and brainstorming ways to help the units succeed (Northouse, 2017).

The second indicator is values-behavior, which means that leaders live their values, which is important as others determine a leader's value through their action or behavior (George, 2022). Furthermore, authentic leaders have values, know what they are, and do not compromise on those values. This quality manifests itself through the leader's behavior, authentic leaders acting in accordance with their values. Beth clearly values that work is done according to policy and in the best interest of our clients. She does not let people take shortcuts if they are against policy and will not compromise the rules. Authentic leaders are seen as better leaders than others (Northouse, 2017).

The third indicator is heart compassion, which means that leaders help others see their work's value and deeper purpose (George, 2022). In addition, authentic leaders have a heart, which shows in their compassion. They are sensitive to others' needs and are willing to help them. Beth has done this by noticing when people are stressed about the process, which causes the workloads to increase dramatically and deadlines to shorten immensely. Authentic leaders have a genuine concern for others' wellbeing and want to alleviate as much as they can (Northouse, 2016).

The fourth indicator is relationships-connectedness, or leaders creating enduring and genuine relationships through connections. Furthermore, authentic leaders build relationships with others and have connectedness with their followers. They are willing to share their experiences, listen to others' experiences, and communicate with their followers. Authentic leaders perform them often, talk to colleagues about work and personal life, and listen when employees talk about their lives. In addition, authentic leaders are open about what changes are occurring the thought process behind them and demonstrate respect for all their employees (Powlus, 2017).

The fifth indicator is self-discipline consistency, which means that leaders convert their values into consistent actions that others can rely on. The fourth dimension of authentic leadership is self-discipline, which gives leaders focus and determination: the ability to focus on a goal and move forward towards that goal even in setbacks. This is consistency. Self-disciplined leaders remain cool, calm, and consistent during stressful situations (Northouse, 2017). Beth has demonstrated this a lot in the past month. Implementing our new process has come with a lot of confusion, stress, and situations coming to light that need adjustments. Beth has consistently kept her cool and kept all

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of us on track. She stays focused, adjusts what needs to be changed, keeps us in the loop, and moves forward (Pennsylvania State University, 2017).

The second exogenous variable is workplace spirituality or spirituality at work, which is defined as having compassion towards others, experiencing a mindful inner consciousness in the pursuit of meaningful work, and enabling transcendence. In simple terms, it is about finding meaning, value, and motivation in one's work beyond paychecks and performance. It is about people are finding a sense of oneness and togetherness in an organization as a whole (Petchsawang & Duchon, 2019).

Transformation can begin in the workplace when organizations open themselves to cultivating their own employees' spirituality. This would mean addressing employees as whole human beings regarding their physical, mental, emotional, and spiritual needs (Dehler & Welsh, 2022). Lifting up the whole person in the workplace should not be seen entirely as altruistic. Research has demonstrated that by addressing the spiritual side of human experience, organizations help reduce stress, enhance creativity, and improve problem-solving (Tischler et al., 2022).

By focusing on the spiritual qualities of meaningfulness and joy at work, organizations have found increased job satisfaction (Harung et al., 2016), enhanced job involvement, organizational identification, and work rewards satisfaction (Kolodinsky et al., 2018), greater honesty, trust, and commitment (Krishnakumar & Neck, 2022), and even improved work performance (Duchon & Plowman, 2015). Spirituality at work is not a fringe idea. In fact, spirituality at work addresses human activities such as personal development, learning, compassion, and searching for meaning or a higher purpose. Successful organizations have created programs to bring spirituality to the workplace. The pursuit of self-knowledge and an ability to "listen" rather than control are central features in many spiritual quests. Hewlett-Packard builds spirituality in the workplace through a company philosophy that emphasizes the values of trust and mutual respect, which in tum are believed to contribute to cooperation and sharing a sense of purpose (Burack, 2019).

The first indicator is compassion. Compassion literally means "to suffer together." Among emotion researchers, it is defined as the feeling that arises when you are confronted with another's suffering and feel motivated to relieve that suffering. Compassion is not the same as empathy or altruism, though the concepts are related. Compassion is not the same as empathy or altruism, though the concepts are related. While empathy refers more generally to our ability to take the perspective of and feel another person's emotions, compassion is when those feelings and thoughts include the desire to help. Altruism, in turn, is the kind, selfless behavior often prompted by feelings of compassion, though one can feel compassion without acting on it, and altruism isn't always motivated by compassion. While cynics may dismiss compassion as touchy-feely or irrational, scientists have started to map the biological basis of compassion, suggesting its deep evolutionary purpose. This research has shown that when we feel compassion, our heart rate slows down, we secrete the "bonding hormone" oxytocin, and regions of the brain linked to empathy, caregiving, and feelings of pleasure light up, which often results in our wanting to approach and care for other people (Greater Good Magazine, 2021).

The second indicator is mindfulness. Mindfulness is the essential human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what is happening around us. Mindfulness is a quality that every human being already possesses, and it is not something a person has to conjure up. Only the person has to learn how to access it (Mindful Communications, 2021). Mindfulness can help reduce stress, anxiety, conflict and increase resilience and emotional intelligence while improving communication in the workplace.

In the current economic climate, employees are being asked to do more with less, working long hours with increasingly heavy workloads. Working in a culture where stress is a badge of honor is counterproductive. People can think more efficiently. The neurological benefits of mindfulness have been linked to increased emotional intelligence, specifically empathy and self-regulation. The development of these areas contributes to managing conflict and communicating more effectively. Mindfulness also enables a person to take a step back and consider alternative perspectives rather than simply reacting to events and using the least intelligent area of our brains to make decisions. Mindfulness helps people to flick the switch back to the smart parts of our brain to put us back in control of our emotions, enabling us to choose a more appropriate response (Crossland-Thackray, 2022).

The third indicator is meaningful work. This means work is perceived to be worthwhile, important, or valuable. Energizing work becomes meaningful and comes with distinct qualities of complexity, autonomy, and a clear relationship between effort and reward. Research shows that only 13 percent of employees worldwide are engaged at work, meaning only about one in eight workers is psychologically committed to their job and trying to make positive contributions. It follows that any worker doing rote tasks under the thumb of a controlling manager, where the effort of going above and beyond the base requirements goes unacknowledged, is likely to hate what they are doing and feel it is discouraged from dedicating itself to the job.

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That results in billions of dollars of lost productivity a year and a largely unfulfilled workforce (Damien, 2019).

The fourth indicator is transcendence. This is the act of rising above something to a superior state. When a person achieves transcendence, he goes beyond ordinary limitations (Vocabulary, 2021). Transcendence at the workplace comprises three correlated yet distinct dimensions: work as service, self-connectedness, and sense of wellness. It allows to interconnect past experiences and develop trust among employees to lead the organization into a better and more productive environment.

The third exogenous variable is practical emotional intelligence, an awareness of one's actions and feelings – and how they affect those around them. It also means valuing others, listening to their wants and needs, and empathizing or identifying with them on many different levels. These are those who are masters at managing their emotions. They do not get angry in stressful situations. Instead, they have the ability to look at a problem and calmly find a solution. They are excellent decision-makers, and they know when to trust their intuition. However, regardless of their strengths, they are usually willing to look at themselves honestly. They take criticism well and know when to use it to improve their performance (Mind Tools, 2021).

Moreover, practical emotional intelligence is the ability to recognize your emotions, understand what they are telling you, and realize how your emotions affect people around you. It also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively. People with high emotional intelligence is usually successful in most things they do. When people with high emotional intelligence send an email, it gets answered. When they need help, they get it. Because they make others feel good, they go through life much more easily than people who are easily angered or upset. People like this have a high degree of emotional intelligence. They know themselves very well, and they can also sense the emotional needs of others (Coaching Leaders, Ltd., 2022).

Emotional intelligence and its specific dimensions have contributed to the teaching role (Campbell & Habbergas, 2022). Therefore, emotional coping strategies should be part of the development of teachers since this can affect their ability to perform their duty. Teachers with the ability to appraise others' emotions are more attentive to others' needs and more likely to provide emotional support to gain cooperation to achieve a common task.

The first indicator is self-awareness, or the ability to recognize what you are feeling, understand your habitual emotional responses to events, and recognize how your emotions affect your behavior and performance. When you are self-aware, you see yourself as others see you and have a good sense of your own abilities and current limitations (Coaching Leaders, Ltd., 2022). People with high emotional intelligence are usually very self-aware. They understand their emotions, and because of this, they do not let their feelings rule them. They are confident – because they trust their intuition and do not let their emotions get out of control. They are also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas so they can perform better. Many people believe that this self-awareness is the most important part of emotional intelligence (Mind Tools, 2021).

The second indicator is self-management, or staying focused and thinking clearly even when experiencing powerful emotions. Managing your own emotional state is essential for taking responsibility for your actions and can save you from hasty decisions that you later regret (Coaching Leaders, Ltd., 2022). Furthermore, this is the ability to control emotions and impulses. People who self-regulate typically do not allow themselves to become too angry or jealous, and they do not make impulsive careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no (Mind Tools, 2021).

The third indicator is motivation, or the ability to use your deepest emotions to move and guide you towards your goals. This ability enables you to take the initiative and to persevere in the face of obstacles and setbacks (Coaching Leaders, Ltd., 2022). People with a high degree of emotional intelligence are usually motivated. They are willing to defer immediate results for long-term success. They are highly productive, love a challenge, and are very effective in whatever they do (Mind Tools, 2021).

The fourth indicator is empathy, or the ability to sense, understand and respond to other people's feelings. Self-awareness is an essential underpinning of empathy. If you are not aware of your own emotions, you will not be able to read the emotions of others (Coaching Leaders, Ltd., 2022). In addition, it is perhaps the second-most important element of emotional intelligence. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way (Mind Tools, 2021).

The fifth indicator is relationship management, or the ability to manage, influence, and inspire emotions in others. Being

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able to handle emotions in relationships and being able to influence and inspire others are essential foundation skills for successful teamwork and leadership (Coaching Leaders, Ltd., 2022). It is usually easy to talk to and like people with good social skills, another sign of high emotional intelligence. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships (Mind Tools, 2021).

The endogenous variable is work design, which refers to the content and organization of one's work tasks, activities, relationships, and responsibilities. Work design applies to the physical, biomechanical, cognitive, and psychosocial characteristics of the job (Parker, 2019). The way our work is designed affects how we feel about our job and can influence whether we feel motivated, engaged, bored, or stressed at work (Parker et al., 2017). Work design can also impact an organization's outcomes, with well-designed work contributing to increased productivity, financial growth, and lower rates of accidents and incidents (Andrei & Parker, 2018).

Drown (2022) examines which and how trait-relevant work design characteristics moderate the relationship between proactive personality and engagement. Results suggest that proactive personality may be a personal resource when work design characteristics are lacking. However, when decision-making autonomy or feedback from others is high, there is a negative relationship between proactive personality and engagement.

The first indicator is task characteristics or the certain feature attributed to every particular item of work, which can be alternatively called a work package; in short, it is simply a task. Task characteristic makes a task measurable and controllable, so one can clearly anticipate the resources and methods you will need to complete it. When a person describes a task, they need some characteristics to express its profile and its features – these task characteristics make it possible to evaluate and estimate a task (The Task Management Guide, 2021).

The second indicator is knowledge characteristics, or a perception of the specific attributes associated with the given knowledge in terms of expertise demanded of an employee (IGI Global, 2021). Today's knowledge workers must perform in highly dynamic environments where knowledge generation is the key to organizational performance. In this environment, knowledge characteristics are an essential aspect of work and work design because they reflect the inclusion of a major change in the nature of work, referred to as proactive perspectives. Proactive perspectives capture the growing importance of

employees taking the initiative to anticipate and create changes in how work is performed, based on increases in uncertainty and dynamism (Grant & Parker, 2019).

Knowledge characteristics reflect the type of knowledge, skills, and abilities an individual has to have in order to do the job. These characteristics include job complexity, information processing, problem-solving, skill variety, and specialization. Evidence associating each of these knowledge characteristics with job performance is strong. A job with high knowledge characteristics does not necessarily guarantee higher levels of job satisfaction or performance because doing a job one is not prepared for or interested in leads to low satisfaction, low performance, and eventually turnover. Thus, the worker's importance to each knowledge characteristic is also relevant because it offers information about the extent to which she wants to avoid, attain, or retain certain knowledge characteristics. For example, a worker can be placed in a job with high information-processing demands. Still, if they are not happy with these high demands, this lack of fit will lead to low satisfaction and, eventually, low performance and turnover. A familiar concept in this situation is personal salience, which is defined as the strength with which a person wants to avoid, attain or retain that feature; it does denote the extremity of a personal evaluation in terms of undesirability or desirability (Bayona et al., 2020).

The third indicator is social characteristics, or how a job provides social information processing opportunities. Interestingly, the increased emphasis on the social and relational aspects of work is routed with the trend towards team-oriented organizational structures Open in a new window, emphasizing the importance of interpersonal interactions in one's job. O'Reilly and Caldwell (1979) also showed that social cues were important for effective outcomes in the workplace. The authors suggest that task perceptions and attitudes are influenced by social information. Workers actively compare their jobs and situations to those of others; social information appears to be strongest for attitudes, whereas objective task characteristics impact both attitudes and behavior (Ifioque, 2021). With these findings in mind, Morgeson and Humphrey (2019) identify four social attributes of a job: social support, interdependence, interaction outside the organization, and feedback from others, reflecting different ways social interactions are integrated into a career.

The fourth indicator is work context or the concepts that can describe the specific context of different jobs that belong to the same occupation. For example, work context can describe a workplace, types of company, environmental conditions, products, technologies, or business activities (ESCO, 2021). Furthermore, work context factors are a final category of job dimensions. They relate to the work context,

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primarily the forms determining the job's physical boundaries (Morgeson & Humphrey, 2019).

Towsen et al. (2020) cited a positive relationship between authentic leadership and work design. Higher levels of authentic leadership lead to greater levels of work design. The results mean that being aware as a leader and the impact on others, together with being transparent and including others' opinions, creates confident employees who feel they are self-determined and can make a difference in their work while deriving meaning from it. Moreover, Belwalkar et al. (2021) cited that the promotion of workplace spirituality promotes managerial effectiveness, change management, leadership and holistic performance, and growth of organizations and, eventually, work design. Furthermore, Ackerman (2021) cited that practical, emotional intelligence in the workplace improves both individual employees and the organization. Employees with high emotional intelligence found greater happiness and satisfaction, contributing to better job performance and work design. Teachers with higher emotional intelligence also generally perform better with their jobs as they are able to recognize and manage their emotions and others.

The study is anchored on Social Cognitive Theory by Albert Bandura (1977, 1978), Two-Factor Theory of Motivation by Herzberg (2001) and Job Enlargement Theory by Hulin and Blood (1968). Social cognitive theory is based on the underlying assumption that humans' ability to play a role in their own development, or human agency, is a fundamental aspect of being human (Bandura 2001; 2019). Bandura has identified four core characteristics of 20 human agencies: Intentionality, forethought, self-reactiveness, and self-reflectiveness. Intentionality refers to the ability to act and intentionally make choices. Forethought refers to one's ability to set goals, prepare for, and plan expected outcomes. Self-reactiveness refers to one's capacity to shape suitable actions and to self-motivate and self-regulate these actions. Self-reflectiveness refers to one's ability to reflect on one's actions and adjust one's actions as needed. The social cognitive theory proposes a model of triadic reciprocal causation consisting of personal, behavioral, and environmental factors.

Meanwhile, Frederick Herzberg theorized that employee satisfaction has two dimensions: "hygiene" and motivation. Hygiene issues, such as salary and supervision, decrease employees' dissatisfaction with the work environment. Motivators, such as recognition and achievement, make workers more productive, creative and committed. The researcher believes that if you want people to do a good job, give them a good job to do. Herzberg believed that "employee satisfaction can be enhanced through work design–the addition of different tasks associated with a job

that provides greater involvement and interaction with that job.

On the other hand, job enlargement seeks to address this issue by expanding the number of tasks one person is responsible for. For example, instead of performing one task in a series, a worker would be responsible for a series of tasks. Job enlargement needs to be coupled with training to develop competency in performing the additional tasks. If effectively designed, job enlargement can increase satisfaction. Quality may remain high or increase, since there's a greater understanding of dependencies. However, if job enlargement is perceived to be simply an addition of more rote tasks with no emotional return, satisfaction, productivity, and work design will not increase and may in fact decrease further.

This study had four alternative models. Shown in Figure 1 is the conceptual framework of the study, showing the relationships of authentic leadership, workplace spirituality, practical emotional intelligence, and work design. This is illustrated by the single headed arrow pointing from three exogenous variables towards the endogenous work design.

Another exogenous variable is practical emotional intelligence as alluded by Coaching Leaders, Ltd. (2022), defined as an awareness of one's actions and feelings – and how they affect those around them. It also means valuing others, listening to their wants and needs, and being able to empathize or identify with them on many different levels. It is measured in the following: self-awareness, or the ability to recognize what you are feeling, understanding your habitual emotional responses to events and recognizing how your emotions affect your behavior and performance; self-management, or the ability to stay focused and think clearly even when experiencing powerful emotions; motivation, or the ability to use your deepest emotions to move and guide you towards your goals; empathy, or the ability to sense, understand and respond to what other people feel; and relationship management, or the ability to manage, influence, and inspire emotions in others.

Another exogenous variable is workplace spirituality as alluded by Petchsawanga and Duchon (2022), defined as the compassion towards others, experiencing a mindful inner consciousness in the pursuit of meaningful work, which enables transcendence. It is measured in the following: compassion, or the feeling that arises when you are confronted with another's suffering and feel motivated to relieve that suffering; mindfulness, or the basic human ability to be fully present, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what is going on around us; meaningful work, or the work being perceived to be worthwhile, important, or valuable; and, transcendence, or the act of rising above something to

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a superior state. When a person achieves transcendence, he goes beyond ordinary limitations.

The endogenous variable of the study is work design as alluded by Morgeson and Humphry (2019), defined as the content and organization of one's work tasks, activities, relationships, and responsibilities. It is measured in the following: task characteristics, or the certain feature that is attributed to every particular item of work, which can be alternatively called a work package; knowledge characteristics, or the perception of the specific attributes associated with the given knowledge in terms of expertise demanded on an employee; social characteristics, or the degree to which a job provides social information processing opportunities; and, work context, or the concepts that can be used to describe the specific context of different jobs that belongs to the same occupation.

The findings from this study may suggest that classroom management and instructional delivery would benefit from examining a complete array of work design characteristics as moderators. In this way, the researcher may determine which work characteristics and personal attributes are productive or detrimental for proactive employees' performance improvement (The Wing Institute, 2021). The successes of any school lie in its workforce. As such, human factors such as emotional intelligence has become a popular issue on school performance outcome because its operation requires interpersonal interactions to accomplish its goals, and most jobs require the ability to manage emotions which may hamper the effectiveness of teachers in their work performance (Natural HR, 2017).

In general, the vitality of the role of a teacher in today's world has become more complex and diverse.

The balance of giving attention and focus in different dimensions of teachers' professional development, including authentic leadership, workplace spirituality, and practical, emotional intelligence, has been observed as a rapidly growing interest among society and school administrators for this are connected to the work design formulated enhance performances of teachers. However, there has been a regrettable lack of attention on these aspects since much of the focus is geared towards students' development (The Ontario Public Service, 2021).

Therefore, the researcher found it very interesting to conduct this study to identify the teacher factor as an important learning intervention tool for effective teaching-learning. There was a need to complete a survey of work design and determine how authentic leadership, workplace spirituality, and practical, emotional intelligence interplay with it. An action plan was created based on the study's findings, which is to improve the work design of the public elementary teacher, a dissemination plan through a seminar

or the presentation of the study's results in a reputable national or international journal will be initiated, and hence, this study.

The study aimed to investigate a causal model on work design as influenced by authentic leadership, workplace spirituality, and practical, emotional intelligence among public elementary school teachers in Cotabato City during the first quarter of 2022. Specifically, the study aimed to assess the level of authentic leadership in terms of purpose-passion, values-behavior, heart-compassion, relationships-connectedness, and self-discipline-consistency. Second was to ascertain the level of workplace spirituality in terms of compassion, mindfulness, meaningful work, and transcendence. Third was to evaluate the level of practical emotional intelligence in terms of self-awareness, motivation, empathy, and relationship management. Fourth was to measure the level of work design in terms of task characteristics, knowledge characteristics, social characteristics, and work context. Fifth was to determine if there is a significant relationship between authentic leadership and work design, workplace spirituality and work design, and practical emotional intelligence and work design. Sixth was to determine which exogenous variables influence work design among public elementary teachers. Lastly, it aims to identify the best fit model for work design.

The public elementary teachers were able to improve their work design – their tasks, activities, relationships, and responsibilities – as well as their workplace spirituality, authentic leadership, and emotional intelligence. On the other hand, using the study's output, the principals were able to create organizational changes in the school, particularly on the factors that deal with the improvement of workplace spirituality, authentic leadership, and emotional intelligence through seminars and workshops initiated by the school leaders.

Moreover, the Ministry of Basic Higher and Technical Education – Department of Education was able to create more policies for improving the leadership and administrative skills of the teachers in addressing issues related to the study. On the other hand, the researcher was able to improve her overall wellbeing by assessing her leadership skills, spirituality, and emotional intelligence. Lastly, future researchers would be able to find to use the study and its findings as reference material and literature in conducting related studies.

II.   METHODS

1.   RESEARCH RESPONDENT

The study involved 400 respondents who are public school teachers who were chosen through stratified sampling

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technique from a population of 23,569 teachers in the division of cotabato city (ministry of basic higher and technical education – department of education region xii soccsksargen, 2021). The sample size was identified through the online raosoft calculator with 95% confidence interval, 5% margin of error, and 50% response distribution. A stratified sample includes subjects from every subgroup, ensuring that it reflects the diversity of the population. In stratified sampling, researchers divide subjects into subgroups called strata based on characteristics that they share such as race, gender, and educational attainment (thomas, 2023). A typical sample size in studies where sem is used should be at least 300 cases (kline, 2011).to be included in the study, a teacher must be teaching in a public school at the elementary level in cotabato city with at least one year of teaching experience. Teachers with administrative positions, on leave, with less than a year of teaching experience in the public school, and did not signify their intention to join the study were not included in the study. On the other hand, teachers who withdraw during the course of the study, with or without reasons for withdrawal, were removed from the list of respondents. However, teachers who have withdrawn were afforded with the same benefits.

The study was conducted in cotabato city, philippines. Cotabato city is a third-class independent component city in the bangsamoro autonomous region in muslim mindanao, philippines. According to the 2020 census, it has a population of 325,079, making it the most populated city under the independent component city status. Cotabato city was formerly a part and the regional center of region xii. Still, due to the ratification of the bangsamoro organic law, it is now part of bangsamoro and serves as the regional center. Being an independent component city, it is not subject to regulation from the provincial government of maguindanao, where it is geographically located (philippine statistics authority, 2021). The reason for choosing the division of cotabato city only is due to the ongoing conflict between the extremist group and with the philippine army on the other parts of the barmm. Furthermore, teachers were observed to have poor work design particularly those teaching in the elementary level.

1,2. Materials and instrument

In this study, four (4) instruments were used, each of which was adapted to ensure achievement of student objectives. In collecting the primary data, the survey questionnaire was divided into four sections: authentic leadership, workplace spirituality, practical emotional intelligence, and work design. The instrument was modified to make it more objective and appropriate to current and local contexts. The instrument was validated by five professional experts to make it more applicable and credible, and obtained an

acceptable rating of 4.43, which is described as excellent. Pilot testing was carried out after validation. Cronbach alpha was used to test the surveys' validity. The closer Cronbach's alpha coefficient is to 1.0, the stronger the internal consistency of the scale's items, according to Gliem (2003). Overall, the Cronbach's alpha reliability rating of the four instruments was .982, indicating consistency of the measures.

The first questionnaire measures the authentic leadership adapted from Fidler (2016) entitled, "Authentic Leadership Self-Assessment Questionnaire" measured in the following: purpose and passion, values and behavior, heart and compassion, relationships and connectedness, and self-discipline and consistency. The second questionnaire measures workplace spirituality based on the study of Petchsawanga and Duchon (2022) entitled, "Workplace Spirituality, Meditation, and Work Performance" measured in the following areas: compassion, mindfulness, meaningful work, and transcendence. The third questionnaire measures the practical emotional intelligence based on the study of Coaching Leaders, Ltd. (2022) entitled, "The Practical EQ Emotional Intelligence Self-Assessment" measured in the following areas: self-awareness, motivation, empathy, and relationship management. The fourth questionnaire measures the work design based on the "The Work Design Questionnaire (WDQ)" by Morgeson and Humphry (2019) measured in the following areas: task characteristics, knowledge characteristics, social characteristics, and work context.

The scales used to interpret the responses of the study participants on authentic leadership, workplace spirituality, practical emotional intelligence, and work design are as follows: 4.20 – 5.00 is described as very high, and interpreted as always manifested; 3.40 – 4.19, which is high, and interpreted as oftentimes manifested; 2.60 – 3.39, which is described as moderate, and interpreted as sometimes manifested; 1.80 – 2.59, which is described as low, and interpreted as seldomly manifested; and, 1.00 – 1.79, which is described very low, and interpreted as never manifested.

1.3 Design and Procedure

The researcher utilized the quantitative design using the descriptive-correlational and predictive approach. Quantitative research design aims to discover how many people think, act, or feel in a specific way. Quantitative projects involve large sample sizes, concentrating on the number of responses instead of gaining the more focused or emotional insight that is the aim of qualitative research. Furthermore, descriptive research is a type of research that is used to describe the characteristics of a population. It collects data to answer a wide range of what, when, and how questions about a particular people or group (DJS Research,

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2021). The study described the level of authentic leadership, workplace spirituality, practical, emotional intelligence, and work design among public elementary teachers.

Moreover, the correlational design investigates relationships between two variables or more without the researcher controlling or manipulating any of them (Bhandari, 2021). In the study, it measured the relationship of work design and the following: authentic leadership, workplace spirituality, and practical emotional intelligence. Finally, the researcher also employed predictive design. Predictive research is chiefly concerned with forecasting or predicting outcomes, consequences, costs, or effects. This type of research tries to extrapolate from the analysis of existing phenomena, policies, or other entities in order to predict something that has not been tried, tested or proposed before (Wollman, 2019). Under predictive design, the researcher utilized structural equation modeling to define a theoretical causal model consisting of a set of predicted covariances between variables and then test whether it is plausible when compared to the observed data (International Encyclopedia of the Social & Behavioral Sciences, 2001). The study ultimately determined the best fit model for work design.

The best fit model was determined using structural equation modeling (SEM). It postulated relationships, starting with a theoretically based model and then transforming it into a path diagram. Structural equation modeling is a statistical technique that is also used in the social sciences. Despite the fact that structural equation modeling is comparable to linear regression analysis, it has a number of advantages. It reveals relationships among hidden structures that are not directly measured, possible errors in the measurements of the observed variables are taken into account, and it is a very useful method to analyze highly complex multiple variable models and to reveal direct and indirect relationships between variables (Civelek, 2018).

The initial step in data gathering was asking permission from the Dean of the Graduate School of the University of Mindanao, Division Superintendent, and the different principals from participating schools to allow the researcher to conduct the study. The researcher submitted via e-mail to present the purpose and objectives of the study and will assure the data collected will be treated with the utmost confidentiality.

The questionnaire was administered online through the Google Form platform to apply minimum health standards due to the pandemic. The link to the Google Form was sent to different groups via Facebook Messenger. The questionnaire remained online for at least a month to ensure that 400 responses were met. The data was gathered,

analyzed, and interpreted. Finally, the results of the study were documented.

The data was examined and interpreted with mean and standard deviation to characterize authentic leadership, workplace spirituality, practical emotional intelligence, and work design among public elementary teachers in Cotabato City. On the other hand, Pearson-r was used to determine the Correlation between work design and the exogenous following: authentic leadership, workplace spirituality, and practical emotional intelligence. In addition, linear regression determined the predictors of the endogenous variable. The study evaluated whether authentic leadership, workplace spirituality, or practical emotional intelligence significantly influence work design. Finally, structural equation modeling was used to test and evaluate multivariate causal relationships. In the study, it determined best fit model for work design among public elementary teachers in Cotabato City. Shown below is the Goodness of Fit Criteria in identifying the best fit model.

III.   RESULT AND DISCUSSION

In this section, the data collected on authentic leadership, workplace spirituality, practical emotional intelligence, and work design is presented, analyzed, and interpreted in light of the research objectives. The following is the sequence of presentation and discussion: level of authentic leadership; level of workplace spirituality; level of practical emotional intelligence; level of work design; relationship between authentic leadership and work design, workplace spirituality and work design, and practical emotional intelligence and work design; the exogenous variables that best influence work design; and the model that best fits work design for public elementary teachers.

1.   Authentic Leadership

Presented in Table 1 is the level of authentic leadership among teachers measured by purpose-passion, values-behavior, heart-compassion, relationships-connectedness, and self-discipline-consistency. It recorded an overall mean rating of 4.33, which is described as very high. This indicates that authentic leadership is always manifested. Individually, values-behavior registered with the highest mean rating of 4.38 followed by heart-

The very high level of authentic leadership was due to the ratings given by the teachers on purpose-passion, values-behavior, heart-compassion, relationships-connectedness, and self-discipline-consistency. These were manifested by teachers by knowing their true passion and the direction they must take to achieve them, consulting with the team when facing decisions, and having a team entrusting their

hopes and dreams to them because they know they are reliable vessel.

The very high authentic leadership as viewed by the teachers is congruent to the ideas of George (2022), Mensch (2022), and Karada & Bayir (2018) that teachers have a style consistent with a leader's personality and core values, which are honest, ethical, and practical. It is the leader's actions that are perceived by others that determine if they believe a leader is authentic or not. And their perception is accomplished through the social influence of the leader. One recent definition of leadership is that leadership is a process of social influence, which maximizes the efforts of others towards the achievement of a goal. Additionally, a leader's authenticity emphasizes building their legitimacy through honest relationships and ethical actions, that in turn, maximizes the efforts of others to achieve the goal. It concluded that authentic leadership behaviors had positive effects on teachers' perceptions of school culture towards quality service. It further explains that authentic leadership, which is based on self-consciousness and self-awareness, is a process and behavior pattern, which is built on positive psychological competencies and at the same time contributes to the development of these competencies; being formed on transparency, openness and trust basis; guiding meaningful goals and focusing on the development of the followers are strong motivators to influence and gain the trust of others that can gear higher support.

2. Workplace Spirituality

Shown in Table 2 is the level of workplace spirituality of the teachers measured by compassion, mindfulness, meaningful work, and transcendence. It recorded an overall mean rating of 4.11, which is described as high. This indicates that workplace spirituality is frequently manifested. Individually, meaningful work registered the highest mean of 4.32 followed by compassion with a mean of 4.28. Both indicators were labeled as very

high. The lowest indicator is mindfulness with a mean of 3.67 followed by transcendence with a mean of 4.17. Both indicators were labeled as high. The high level of workplace spirituality is attributed on the teachers' compassion, mindfulness, meaningful work, and transcendence. This is evident when teachers are aware of and sympathize with others, doing jobs automatically, believing that others experience joy as a result of their work, and experiencing happiness at work.

The manifestations are aligned with the views of Petchsawang and Duchon (2019), Dehler and Welsh (2022), and Tiscler et al. (2022) that teachers have compassion towards others, experiencing a mindful inner consciousness in the pursuit of meaningful work, and enabling transcendence. In addition, teachers find meaning, value,

and motivation in one's work beyond paychecks and performance as well as finding a sense of oneness and togetherness in an organization as a whole. Moreover, teachers transform in the workplace when organizations open themselves to cultivating their own employees' spirituality. This allowed teachers to transform as whole human beings regarding their physical, mental, emotional, and spiritual needs. In addition, teachers addressed the spiritual side of human experience, allowing them to reduce stress, enhanced creativity, and improved problem-solving.

3. Practical Emotional Intelligence

Presented in Table 3 is the level of practical emotional intelligence measured by self-awareness, self-management, motivation, empathy, and relationship management. It registered an overall mean of 3.86, which is described as high. This indicates that practical emotional intelligence is frequently manifested. Individually, self-awareness registered with a highest mean of 4.23 followed by motivation and self-management with mean score of 4.20 and 3.42, respectively. Both indicators were labeled as very high. Empathy registered the lowest mean of 3.67 followed by relationship management with a mean of 3.77. Both indicators were labeled as high.

The high level of practical emotional intelligence among the teachers was manifested through their self-awareness, self-management, motivation, empathy, and relationship management. This was demonstrated by the teachers who find it hard to maintain their enthusiasm when they encounter setbacks, getting well with each other in the organization, and finding it easy to read other people's emotions.

The findings jive with the claims of Mind Tools (2021), Coaching Leaders (2022), and Campbell and Habbergas (2022) that the teachers are aware of one's actions and feelings and how they affect those around them. Teachers also value others, listen to their wants and needs, and empathize or identify with them on many different levels. Furthermore, teachers master at managing their emotions. They do not get angry in stressful situations. Instead, they have the ability to look at a problem and calmly find a solution. They are excellent decision-makers, and they know when to trust their intuition. Lastly, teachers have the ability to recognize one's emotions, understand what they are telling you, and realize how your emotions affect people around you. Teachers go through life much more easily than people who are easily angered or upset. People like this have a high degree of emotional intelligence. They know themselves very well, and they can also sense the emotional needs of others.

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4. Work Design

Presented in Table 4 is the level of work design measured by task characteristics, knowledge characteristics, social characteristics, and work context. It registered an overall mean of 4.08, which is described as high. This indicates that work design is frequently manifested. Individually, task characteristics registered the highest mean of 4.27, which is described as very high. This is followed by social characteristics, 4.14; work context, 4.08; and, knowledge characteristics, 3.84. All three indicators were labeled as high. The high level of work design among the teachers was evident through task characteristics, knowledge characteristics, social characteristics, and work context. This further implies that teachers perceive that their job provides them with significant autonomy in making decisions, having a job requiring them to analyze a lot of information, and requiring them to be creative.

The claims are congruent with the findings of Parker et al. (2017), Andrei and Parker (2018), and Grant and Parker (2019) that teachers perceive that their work is designed on how they feel about their job and how they can influence whether they feel motivated, engaged, bored, or stressed at work. Moreover, perceived them to impact an organization's outcomes, with well-designed work contributing to increased productivity, financial growth, and lower rates of accidents and incidents. Lastly, teachers perform in highly dynamic environments where knowledge generation is the key to organizational performance. Proactive perspectives capture the growing importance of teachers taking the initiative to anticipate and create changes in how work is performed, based on increases in uncertainty and dynamism.

5. Correlation between Authentic Leadership and Work Design

Shown in Table 5.1 is the correlation between authentic leadership and work design of the teachers. It can be gleaned on the table that there is a significant relationship

between authentic leadership and work design with an overall correlation coefficient of .545, which is significant at a 0.05 level of significance. It could be stated that there is a significant relationship between authentic leadership and work design.

Specifically, when the indicators of authentic leadership are correlated with work design, all the indicators were found to be significant at a 0.05 level of significance, with purpose-passion having a correlation coefficient of .445, values-behavior with .400, heart-

compassion with .450, relationships-connectedness with .491, and self-discipline-consistency with .462.

There is a significant relationship between authentic leadership and work design as reflected by the p-value of .000 and a correlation coefficient of .545. The result is in consonance with the findings of Towsen et al. (2020) that higher levels of authentic leadership lead to greater levels of work design. The results mean that being aware as a leader and the impact on others, together with being transparent and including others' opinions, creates confident employees who feel they are self-determined and can make a difference in their work while deriving meaning from it.

6. Correlation between Workplace Spirituality and Work Design

Shown in Table 5.2 is the correlation between workplace spirituality and work design of the teachers. It can be gleaned on the table that there is a significant relationship between workplace spirituality and work design with an overall correlation coefficient of .488, which is significant at a 0.05 level of significance. It could be stated that there is a significant relationship between workplace spirituality and work design.

Specifically, when the indicators of workplace spirituality are correlated with work design, all the indicators were found to be significant at a 0.05 level of significance, with compassion having a correlation coefficient of .516, meaningful work with .546, and transcendence with .487.

The finding jives with the study of Belwalkar et al. (2021) that that the promotion of workplace spirituality promotes managerial effectiveness, change management, leadership and holistic performance, and growth of organizations and, eventually, work design. Improving the workplace spirituality in the organization improves the work design.

7. Correlation between Practical Emotional Intelligence and Work Design

Presented in Table 5.3 is the correlation between practical emotional intelligence and work design of the teachers. It can be gleaned on the table that there is a significant relationship between practical emotional intelligence and work design with an overall correlation coefficient of .469, which is significant at a 0.05 level of significance. It could be stated that there is a significant relationship between practical emotional intelligence and work design.

Specifically, when the indicators of practical emotional intelligence are correlated with work design, most of the indicators were found to be significant at a 0.05 level of significance, with self-awareness having a correlation coefficient of .526, self-management with .166, and motivation with .517, empathy with .260, relationship management with .309, and relationship management with .469.

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The finding is congruent with the study of Ackerman (2021) that practical emotional intelligence in the workplace improves both individual employees and the organization. Employees with high emotional intelligence found greater happiness and satisfaction, contributing to better job performance and work design. Teachers with higher emotional intelligence also generally perform better with their jobs as they are able to recognize and manage their emotions and others.

8. Influence of Authentic Leadership, Workplace Spirituality, and Practical Emotional Intelligence on Work Design

Presented in Table 6 is the significance of the influence of authentic leadership, workplace spirituality, and practical emotional intelligence on the work design of the teachers. The analysis shows that the standard coefficient of authentic leadership has the highest beta of .376. It indicates that authentic leadership has the greatest influence on teachers' work design compared to workplace spirituality with .146 and practical emotional intelligence with 204, respectively. Moreover, as indicated by the F-value of 77.753 with a corresponding p-value of 0.000, the regression model is therefore significant. Hence, it leads to the rejection of the null hypothesis. It could be stated that there is a variable that can predict the work design of the teachers.

In addition, an R of .608 signifies that 60.8 percent of the variation in work design is explained by the predictor variables authentic leadership, workplace spirituality, and practical emotional intelligence. This means that 39.2 percent of the variation could be attributed to other factors aside from these three variables. In the singular capacities of the independent variables, authentic leadership, workplace spirituality, and practical emotional intelligence influence the work design of the teachers. The three independent variables need each other to significantly influence the dependent variable.

The result supports the findings of Gavin (2019) that authentic leadership serves as the strongest predictor of work design and can have positive impact on work-related attitudes, happiness, work tasks, activities, relationships, and responsibilities in the organization. On one hand, Malik (2022) cited that workplace spirituality is the chief indicator of work design. When teachers involve the effort to find one's ultimate purpose in life, develop a strong connection to co-workers and other people associated with work, and have the consistency or alignment between one's core beliefs and the values of their organization, there is an improvement on the relationships and on the productivity of the work tasks in the organization. On the other hand, Carrillo et al. (2020) argued that emotional intelligence has the ability to improve employee self-awareness, and

emotional regulation as well as understanding emotions of others, thereby improving job satisfaction, job performance and eventually, the relationships, responsibilities, and work tasks in the organization.

Presented on Table 7 is the summary of goodness of fit measures of the five generated models. Of the five generated models, Model 5 passed the criteria in assessing the best fit model, showing a p-value of 0.968, with CMIN/DF = 1.317, RMSEA = 0.028, TLI = 0.993, NFI = 0.982, CFI = 0.996, and GFI = 0.979.

9. Best Fit Model on Work Design

Shown on Figure 6 is the Best Fit Model, showing the direct causal relationship of the latent exogenous variables, namely authentic leadership, workplace spirituality, and

practical emotional intelligence towards the latent endogenous variable, work design of the public elementary teachers.

As presented in Table 19, Best Fit Model studied using the standard criterion of the following goodness of fit indices: with Chi-square/Degrees of Freedom (CMIN/DF), Root Mean Square of Error Approximation (RMSEA), Normed Fit Index (NFI), Tucker Lewis Index (TLI), Comparative Fit Index (CFI) and Goodness of Fit Index (GFI). As reflected in the table, Best Fit Model passed the accepted values having a CMIN/DF = 1.317 with its p-value = 0.000, RMSEA = 0.028, NFI = 0.982, TLI = 0.993, CFI = 0.996, and GFI = 0.979, which signifies model fit. This means that this is the best model to explain work design of the teachers.

Shown on Table 8 is the direct and indirect effects of the latent endogenous variables to the latent exogenous variable. Among the three latent exogenous variables, practical emotional intelligence has the highest beta equal to 1.097, which means it brings the biggest impact towards work design among teachers. However, authentic leadership and workplace spirituality showed no impacts on the work design, showing a negligible effect on the work design of the teachers.

Shown in Table 9 is the regression weights exhibited by the influence between latent variables and between measured and latent variables. Among the paths presented in this model, the paths between practical emotional intelligence and workplace spirituality as well as the paths between authentic leadership and workplace spirituality obtained p-values less than 0.01. The path between practical emotional intelligence and workplace spirituality indicates the highest beta value of 1.635, which significantly explained the work behavior of the teachers.

Figure 6 showed the hypothesized model which satisfied the criteria for the best fit model. The model apparently showed the interconnectedness between practical

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emotional intelligence on work design; hence, practical emotional intelligence has a direct relationship with work design. These results can be further explained by the idea of the Goleman (2022) that becoming aware on how you feel about your colleagues at work or the work itself, having to adjust emotions to the people around you, and not letting negative emotions affect the way you interact with your colleagues or how you perform at work, then teachers find better work tasks, activities, relationships, and responsibilities in the organization. The above findings affirmed the theory on Social Cognitive Theory by Bandura (1977) that teachers have the ability to play a role in their own development, or human agency as a fundamental aspect of being human. Teachers have ability to set goals, prepare for, and plan expected outcomes as well as the capacity to shape suitable actions and to self-motivate and self-regulate these actions. When teachers

reflect on their emotions, it improves the environmental factors around them.
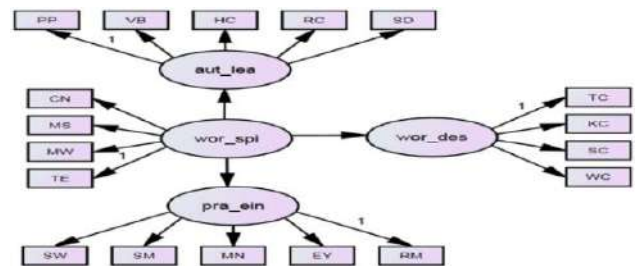
IV. FIGURES AND TABLES

Fig.1: Hypothesized Model 1 on the Direct Causal Relationship of Authentic Leadership, Workplace Spirituality, and Practical Emotional Intelligence on Work Design

Table 1 Level of Authentic Leadership among Public elementary School Teachers

Indicators	SD	Mean	Descriptive Level
Purpose-passion	0.47	4.33	Very High
Values-behavior	0.49	4.38	Very High
Heart-compassion	0.45	4.35	Very High
Relationships-connectedness	0.47	4.31	Very High
Self-discipline-consistency	0.50	4.26	Very High
Overall	0.39	4.33	Very High

compassion, 4.35; purpose-passion, 4.33; *relationships-connectedness*, 4.31; and, *self-discipline-consistency*, 4.26. All indicators were labeled as *very high*.

Table 2: Level of Workplace Spirituality among Public elementary School Teachers

Indicators	SD	Mean	Descriptive Level
Compassion	0.52	4.28	Very High
Mindfulness	1.03	3.67	High
Meaningful work	0.48	4.32	Very High
Transcendence	0.47	4.17	High
Overall	0.42	4.11	High

high. The lowest indicator is mindfulness with a mean of 3.67 followed by transcendence with a mean of 4.17. Both indicators were labeled as *high*.

Table 3 Level of Practical Emotional Intelligence among Public elementary School Teachers

Indicators	SD	Mean	Descriptive Level
Self-awareness	0.49	4.23	Very High
Self-management	0.73	3.42	Very High
Motivation	0.47	4.20	Very High
Empathy	0.65	3.67	High
Relationship Management	0.59	3.77	High
Overall	0.41	3.86	High

The high level of practical emotional intelligence among the teachers was manifested through their self-awareness, self-management, motivation, empathy, and relationship management

Table 4 Level of Work Design for Public Elementary School Teachers

Indicators	SD	Mean	Descriptive Level
Task Characteristics	0.49	4.27	Very High
Knowledge Characteristics	0.37	3.84	High
Social Characteristics	0.44	4.14	High
Work Context	0.39	4.08	High
Overall	0.38	4.08	High

further implies that teachers perceive that their job provides them with significant autonomy in making decisions, having a job requiring them to analyze a lot of information, and requiring them to be creative.

Table 5.1

Authentic Leadership	Task Characteristics	Knowledge Characteristics	Social Characteristics	Work Context	Overall
Purpose-Passion	.412**	.347**	.436**	.418**	.445**
	.000	.000	.000	.000	.000
Values-Behavior	.375**	.290**	.414**	.365**	.400**
	.000	.000	.000	.000	.000
Heart-Compassion	.428**	.341**	.419**	.442**	.450**
	.000	.000	.000	.000	.000
Relationships-Connectedness	.455**	.372**	.473**	.481**	.491**
	.000	.000	.000	.000	.000
Self-Discipline-Consistency	.469**	.325**	.443**	.428**	.462**
	.000	.000	.000	.000	.000
Overall	.519**	.406**	.530**	.517**	.545**
	.000	.000	.000	.000	.000

Table 5.2: Correlation between Workplace Spirituality and Work Design

Workplace Spirituality	Work Design				
	Task Characteristics	Knowledge Characteristics	Social Characteristics	Work Context	Overall
Compassion	.499**	.367**	.516**	.482**	.516**
	.000	.000	.000	.000	.000
Mindfulness	.085	-.001	.082	.036	.059
	.091	.980	.102	.477	.236
Meaningful Work	.538**	.410**	.510**	.517**	.546**
	.000	.000	.000	.000	.000
Transcendence	.475**	.338**	.476**	.469**	.487**
	.000	.000	.000	.000	.000
Overall	.493**	.324**	.489**	.450**	.488**
	.000	.000	.000	.000	.000

Table 5.3 Correlation between Practical Emotional Intelligence and Work Design among Public elementary School Teachers

Practical Emotional Intelligence	Work Design				
	Task Characteristics	Knowledge Characteristics	Social Characteristics	Work Context	Overall
Self-awareness	.551**	.340**	.501**	.497**	.526**
	.000	.000	.000	.000	.000
Self-management	.086	.171**	.223**	.128*	.166**
	.084	.001	.000	.010	.001
Motivation	.440**	.438**	.517**	.489**	.517**
	.000	.000	.000	.000	.000
Empathy	.169**	.245**	.308**	.230**	.260**
	.001	.000	.000	.000	.000
Relationship Management	.193**	.312**	.352**	.278**	.309**
	.000	.000	.000	.000	.000
Overall	.368**	.405**	.510**	.425**	.469**
	.000	.000	.000	.000	.000

Table 6 Significance of the Influence of Authentic Leadership, Workplace Spirituality and Practical Emotional Intelligence on Work Design

Work Design				
Exogenous Variables	*B*	β	*t*	*Sig.*
Constant	1.215		6.449	.000
Authentic Leadership	.367	.373	7.738	.000
Workplace Spirituality	.134	.146	2.528	.012
Practical Emotional Intelligence	.189	.204	3.771	.000

R	.608
R^2	.370
ΔR	.365
F	77.753
ρ	.000

Table 7: Summary of Goodness of Fit Measures of the Five Generated Models

Model	P-value (>0.05)	CMIN / DF (0<value<2)	GFI (>0.95)	CFI (>0.95)	NFI (>0.95)	TLI (>0.95)	RMSEA (<0.05)	P-close (>0.05)
1	.000	12.066	.687	.703	.686	.655	.166	.000
2	.000	9.161	.753	.784	.765	.746	.143	.000
3	.000	8.251	.738	.805	.785	.774	.135	.000
4	.000	7.982	.748	.815	.795	.783	.132	.000
5	.094	1.317	.979	.996	.982	.993	.028	.968

Legend: CMIN/DF – *Chi Square/Degrees of Freedom*   NFI –*Normed Fit Index*
   GFI   – Goodness *of Fit Index*   TLI -*Tucker-Lewis Index*
   RMSEA – *Root Mean Square of Error Approximation*   CFI   – Comparative *Fit Index*

Table 8: Direct and Indirect Effects of the Independent Variables on Work Design among Public elementary School Teachers of Best Fit Model

Variables	Direct Effect	Indirect Effect	Total Effect
Authentic Leadership	-.255	-.760	-1.015
Workplace Spirituality	-	.884	.884
Practical Emotional Intelligence	1.097	-	1.097

Table 9:Estimates of Variable Regression Weights in Generated Best Fit Model

			Estimate	S.E.	Beta	C.R.	P-value
Authentic_Leadership	<--	Workplace_Spirituality	.870	.065	.930	13.302	***
Practical_Emotional_Int	<--	Workplace_Spirituality	1.611	.400	1.635	4.026	***
Practical_Emotional_Int	<--	Authentic_Leadership	-.692	.409	-.657	-1.695	.090
Work_Design	<--	Authentic_Leadership	-.255	.188	-.201	-1.356	.175
Work_Design	<--	Practical_Emotional_Intelligence	1.097	.185	.911	5.918	***
PUP	<--	Authentic_Leadership	1.000		.762		
VAB	<--	Authentic_Leadership	1.049	.062	.766	16.865	***
HEC	<--	Authentic_Leadership	1.017	.065	.803	15.604	***
REC	<--	Authentic_Leadership	1.113	.070	.840	15.849	***
COM	<--	Workplace_Spirituality	1.000		.736		
MEW	<--	Workplace_Spirituality	1.027	.063	.810	16.424	***

TRA	<--	Workplace_Spirituality	.765	.062	.616	12.251	***
SEA	<--	Practical_Emotional_Intelligence	1.000		.761		
MOT	<--	Practical_Emotional_Intelligence	.858	.063	.681	13.662	***
TAC	<--	Work_Design	1.000		.926		
WOC	<--	Work_Design	.783	.036	.902	21.761	***

V.   CONCLUSION

As perceived by public elementary teachers, the level of authentic leadership is very high and is also evident on its indicators such as purpose-passion, values-behavior, heart-compassion, relationships-connectedness, and self-discipline-consistency. The level of workplace spirituality is high where its indicators like compassion, mindfulness, meaningful work, and transcendence obtained high rating. The level of practical emotional intelligence is high where self-awareness, self-management, motivation, empathy, and relationship management obtained high rating. The level of work design is high where task characteristics, knowledge characteristics, social characteristics, and work context obtained high rating. The researcher proposes the recommendations for the teachers in the public sector to continue to strengthen the level of authentic leadership, workplace spirituality, practical emotional intelligence, and work design by revisiting policies centered on these variables. This may result to better a school, teacher, and students' outcomes.

The test of correlation showed that there is significant relationship between authentic leadership, workplace spirituality, practical emotional intelligence, and work design of public elementary teachers. Furthermore, authentic leadership, workplace spirituality, and practical emotional intelligence are significant predictors of work design.

In identifying the best fit model, the use of structural equation model strengthened the reliability and thoroughness of this research because the analysis goes through the steps of model specification, model estimation and model evaluation. With the five (5) generated models, Model 5 best fits work design of teachers. It is the most parsimonious model as it successfully passed all the convention of a reasonable fit. The success of teachers' work behavior can be related to a variety of factors. Other studies may have proposed these as signs of work behavior in the field of education. It is possible that other factors which manifest more extensively in the respondents were not among those included in the study. According to Chaudhary and Singh (2017), the model fit in the study is in consonance with the capacity to make a positive and vivacious effect on others by passing on thoughts and data plainly and powerfully. It entails arranging and organizing readily available approaches while employing relational skills to aid in the formation of appealing working relationships with others. Thus, the knowledge of work design that are dominant in a specific culture and environment would support organizers, administrators and professionals to create techniques in prosperity in a well-being management of a multi-cultural workforce.

It is also recommended to create and design professional development open opportunities for teachers to enhance the authentic leadership, workplace spirituality, and practical emotional intelligence. Empowering teachers in enhancing the said variables will give them a chance to show and express their creativity. Further, development activities may center on the development of 21st century skills for them to easily adapt to the present time.

Additionally, teachers may be sent to several trainings and seminars for them to connect to emergent technologies to deliver better learning pedagogies designed for the future. They may be exposed to strategies or approaches in meeting or implementing the 21st century skills as required in various integrations.

he administrations must also look into programs on maintaining teachers' authentic leadership, workplace spirituality, and practical emotional intelligence to develop and to strengthen teachers' commitment to the organization and ultimately, to better work design in the organization.

Further, intense monitoring and evaluation may be regularly conducted on teachers' work design particularly on their weaknesses in order to address their challenges in the classroom and the organization itself.

Lastly, for future researchers, to conduct more research with other teacher populations, specifically public schools to corroborate the results of this study. They may also employ other variables or factors that may influence teachers' personal effectiveness apart from the variables being used in this study.

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Improve Operational Efficiency at Cam Thuy District Culture, Information, Sports and Tourism Center, Thanh Hoa Province

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Abstract

In 2019, the Center for Culture, Information, Sports and Tourism of Cam Thuy district was established by reorganizing public service units under the People's Committees of districts and towns—communes and cities operating in the fields of Culture, Sports, Tourism, Radio and Television. After nearly five years of operation, the Center has overcome some difficulties due to the merger and exceeded the tasks and goals compared to the plans set out for each year. However, in the current period, the development of the Center in the coming time will still be complex due to the old-fashioned way of thinking; the Center's activities are solitary, and cultural propaganda work needs to be coordinated. Change and attraction service activities have yet to be focused on. Therefore, studying the limitations in the Center's operations and proposing several solutions to improve the Center's operational efficiency in the future is necessary.

Keywords— activities, centers, culture, sports, tourism, Library

I. INTRODUCTION

In 2019, the birth of the Center for Culture, Information, Sports and Tourism of Cam Thuy district marked a significant turning point in restructuring public service units under the People's Committees of districts and towns. And cities, especially in Culture, Sports, Tourism, and Radio-Television. The merger activity has created a unique combination, promoting comprehensive and multi-dimensional development in the fields of culture, information, propaganda, and sports... of Cam Thuy District, by the requirements of Cam Thuy District— demand in the new situation.

When first established, the Center for Culture, Sports, Sports and Tourism of Cam Thuy district faced significant difficulties and challenges. This includes overlap in personnel in performing work, typically some administrative and personnel jobs such as Treasurer, accounting, general...

Table 1: Summary of job positions after the merger

N	Job position	Number of employees of 3 units before merger			Number of personnel needed	If there is a surplus, other jobs must be arranged
1	Treasurer	1	1	1	1	2
2	Accountant	1	2	2	2	3
3	Administrative Clerical	1	1	1	1	2

Source: Center for Culture, Information, Sports and Tourism

For management positions, the merger leaves a surplus of 07 officers at the Head of Department level and ten officers at the Deputy Head level.

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In addition, the operating and work management style could be more consistent, and the working culture is also different between the three old units. In addition, evaluating work results, linking the Center's activities, and synthesizing reporting forms pose many challenges.

However, the Center's leaders have tried to overcome difficulties by clearly defining the role of the leader, stabilizing the organization, and building a motto of action. This has created a solid basis for innovating leadership methods, managing professional work, and improving activities' quality. This continuous effort has achieved results when the Center for Culture, information, Sports and Tourism of Cam Thuy district has completed and even exceeded its tasks and goals compared to the plan set out each year (in 2021, service revenue will exceed 15% compared to 2020 and reach 110% of the program, in 2022 service revenue exceeds 7% compared to 2021 and reaches 109% of the set project). The Center not only provides public services to meet the needs of culture, sports, and tourism but also actively contributes to improving people's knowledge and cultural creativity of the community in the District.

The Center has gradually eliminated duplication and overlaps within the organization through continuous improvement in operating and work management style. This has created favorable conditions for the Center's professional activities. After nearly 5 years of operation, the Center for Culture, information, Sports and Tourism of Cam Thuy district has completed and exceeded the tasks and goals set for each year. The Center not only organizes

and provides diverse public services to meet the diverse needs of culture, arts, physical education, and sports of the local community but also has raised people's knowledge, promoted creativity, and helped people enjoy culture freely and with pride. This article will evaluate in more detail the limitations of the Center's operations in the current period and propose specific solutions based on Research and technical analysis, aiming for continuous improvement and improvement. Sustainability of the Center for Culture, Information, Sports, and Tourism of Cam Thuy district in the coming time.

II.   CONTENTS

Cam Thuy District Center for Culture, Information, Sports and Tourism still needs to work on connecting departments to carry out cultural activities and promote cultural causes in the current period. Previously, the three units operated independently; each team had a different function, worked alone, and the units deployed themselves in implementation. After the merger, the cohesion between departments still needs to improve. Therefore, the connection between departments to perform this task still needs to be improved.

The Center's activities in the field of culture and art are mainly aimed at children, without investment, and meeting the needs of other subjects such as young people, working people, and people no longer of age. Labor.

Statistics on participants in cultural and sports activities at the Center

Table 2. Participants in classes at the Center

No	Age	2020		2021		2022	
		+/-	%	+/-	%	+/-	%
1	Under six years old	280	69,83	310	71,76	325	74,03
2	From 7 -12	53	13,22	60	13,89	55	12,53
3	From 12 -17	40	9,98	44	10,19	46	10,48
4	From 17 -22	23	5,74	18	4,17	13	2,96
5	From 22 -30	5	1,25	0	0,00	0	0,00
6	From 30 and up	0	0,00	0	0,00	0	0,00
	Total						

Source: Center for Culture, Information, Sports and Tourism

The survey found that the number of people aged 17 to 60 participating in activities at the Center for Culture, Information, Sports and Tourism of Cam Thuy district is very small. This is a group of people who, although they have little time, have diverse entertainment

needs and high requirements for entertainment activities. Besides, they have strong financial capacity and enough ability to pay for entertainment activities. Entertainment services that they consider appropriate and attractive. This proves that the Center still needs to diversify its activities,

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and there needs to be a thorough understanding and evaluation of the subjects wishing to participate...

The Center's activities follow a routine and have not positively affected the people. The reason is that propaganda forms still need to be more varied. Specifically, the propaganda programs of the Center for Culture, Information, Sports and Tourism of Cam Thuy district are still mainly through banners, slogans, bulletin boards, panels, radio programs, television... With forms that have little change, especially in the way and form of expression, ensuring the attractiveness of information content.

The content of news and articles is statistical and informative, there are few interviews with people responsible for specific social security issues on the radio, and promotional music could be more varied and exciting. Too heavy on orientation, the program structure has a fixed pattern. This monotony is a reality that makes the communication effectiveness of the Center for Culture, Information, Sports and Tourism of Cam Thuy district challenging to accept. Meanwhile, people's aesthetic tastes are changing every day, and the monotony of content and method of expression is the factor that makes the cultural and artistic activities of the Center for Culture and Information, Sports, and Tourism in Cam Thuy district not receive much attention from people.

The content of the activity is focused on the enlightenment function but is light on entertainment. With the development of information technology, people have many different sources of information and knowledge to receive, so more than the Cultural Center is needed to meet educational needs. Besides, the forms of information transmission are not lively, so they do not attract people to participate

III.   SOLUTIONS

First, Regarding management organization

Center leaders need to focus on building long-term and directional plans. It focuses on integrating the Center's activities in the direction of workflow. Including the department responsible for content and content control (currently the Professional Department), the Library and Children's Cultural House, and Sports Centers... will carry out cultural activities: culture, sports, and direct propaganda. The radio station will be a tool for propaganda and dissemination on a large scale throughout the District. Clear orientation according to the workflow will help the Center manage and deploy work more effectively.

The Center is a revenue-generating public service

unit. In addition to performing tasks under the direction of the People's Committee, the Center also carries out external service activities such as training and cultural and artistic activities.... Therefore, Center leaders must focus on building symbols, logos, and slogans for the Center's activities in the coming time. To implement this issue, the Center needs to request the policy of the District People's Committee to carry out implementation.

In addition, it is necessary to research, innovate, develop, and promulgate framework regulations to manage the Cam Thuy District Center for Culture, Information, Sports, and Tourism activities to be open, non-binding, rigid, and management-oriented. Consistent with nature and innovation, high-quality service. The management organization needs to innovate the Center for Culture, Sports, Sports and Tourism management mechanism of Cam Thuy district, shifting towards public service. These are activities that serve the needs of the people. This non-profit activity is not for commercial purposes, operating according to national standards and regulations. The function of directly providing public services is currently mainly undertaken by non-commercial public organizations. Cam Thuy District Center for Culture, Information, Sports and Tourism needs to develop a project and plan to switch to a non-commercial, public service mode of operation to meet the needs of a healthy, fair, and famous cultural life. And local cultural markets.

Second, Link the Center's activities with communes, towns, villages, and hamlets.

In addition to general activities throughout the District, the Center needs to develop thematic cultural activities associated with each specific area on contents such as people, history, cultural celebrities, and prevention. Fighting social evils, setting an example of good people doing good deeds...

At the same time, coordinate with forces outside society to organize competitions to learn about local cultures, such as Dao ethnic culture, Khai Ha festival, and Dragon Pagoda cultural festival...

In addition, the Center needs to build a mechanism to vigorously develop cultural and information collaborators in communes and towns and focus on promoting the collaborative role of cultural artisans and influential people in these areas. Communes and towns collaborate to develop the Center's activities. The Center should also build local cultural groups to attract people to participate in activities. Having this team of collaborators will help the Center make quality programs and provide quick and accurate information.

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Third, Change thinking in propaganda activities.

In today's society, propaganda must have the correct orientation and content and be highly attractive. To accomplish this, the Center must focus on improving the qualifications of radio staff and attracting human resources to do good communication work. At the same time, build a flexible communication activity framework suitable for modern trends, avoid following the beaten path, follow the direction of statements, and gradually shift to multi-interactive activities to attract and communicate. Communicate more positively. The Center needs to promote interview and conversation articles about local information, culture, sports, and tourism content to attract listeners/ In addition, the Center needs to quickly research directions for building the District's cultural information channel on digital platforms such as YouTube, Facebook, Zalo, and Tiwters.

Fourth, Develop new services at the Center.

Linking the Center's activities with constructing new services to serve society such as art classes, life skills, sexual health education, radio and television MCs, child models, entertainment storytelling... In the past, the Center often targeted children but ignored other audiences, such as young, middle-aged, and older people. Therefore, the Center needs to deploy cultural, information, and sports activities to these subjects in the coming time. The Center can target courses: Content on job orientation, content on health education, etc... Research into building local product orientation programs, cultural values, local culture, improving production and business efficiency, and preserving traditional culture...

Currently, the Center's activities are often spontaneous, without long-term plans. Therefore, the Center needs to build a schedule to organize cultural communication activities and communicate well on organizational goals and content so that people can understand and participate.

In the past, the District Library was often just a place for people and people interested in reading and learning about books. In the coming time, the Center needs to gradually transform the Library into a cultural activity center; in Reading, culture still plays a key role. In addition, the Library must carry out activities to mobilize social resources to increase the number of books to serve readers.

IV.   CONCLUSION

In 2019, the Center for Culture, Information, Sports, and Tourism of Cam Thuy District was established

on the basis of merging a number of related functional units of Cam Thuy District. During its operation, the Center encountered challenges and difficulties such as differences in working culture, duplication and overlap in personnel, and subjects participating in activities at a single center.

Under decisive leadership and unremitting efforts, the Center has completed a series of important tasks, even exceeding the goals set for each year. The Center not only provides public services to meet the needs of culture, sports, and tourism but also has actively contributed to improving the intellectual and cultural creativity of the community in Cam District. Water.

However, with the current situation, developing the Center in the coming time will still need help. The old-fashioned way of thinking, single activities, lack of change and attraction in cultural propaganda, and insufficient focus on service activities are necessary challenges. Be overcome.

To maintain and improve the Center's effectiveness, the Center needs to focus on building long-term plans and clear directions to align the Center's activities. Workflow and development of action guidelines will help improve management and more effective implementation. Besides, developing new services is an integral part of meeting the community's diverse needs. The Center needs to improve the qualifications of radio staff, promote creativity, and change how information is presented to attract people's attention. At the same time, linking the Center's activities with localities needs to be promoted through cooperation with organizations and teams of cultural and information collaborators in society. This will help the Center reach and serve customers and the community more effectively.

These measures, when implemented, will help the Center for Culture, Information, Sports and Tourism of Cam Thuy district maintain and improve service to the community in the future in the task of cultural management. , propaganda, sports, and tourism locally.

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The Application of Self-evaluation in English Reading Teaching

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Abstract

Self-evaluation is an important part of formative evaluation. Students' self-evaluation can not only enable students to find the problems in their learning and timely understand the weak links in their learning, but also enable teachers to clearly grasp the true ideas of students and implement targeted teaching according to the feedback given by students.

Keywords—English Teaching, Reading, Self-evaluation.

I. INTRODUCTION

In English teaching, reading is always an important part of teaching. One of the aims of English teaching is to focus on developing reading ability, developing students' effective strategies for understanding and using English skills, and implementing the main approaches of communicative practice. In addition, classroom teaching should be student-centered, and students should be promoted to develop a comprehensive, healthy and personalized English curriculum evaluation system to cultivate and develop students' core abilities. In particular, it points out the importance of self-assessment and independent learning. Teachers should make students realize the significance of self-evaluation for the development of learning ability and learn the methods of self-evaluation.

1. The concept of self-evaluation

Self-evaluation refers to the evaluation and value judgment made by the evaluation subject on various aspects of themselves according to the evaluation objectives and evaluation criteria, and involves the adjustment, evaluation and regulation of the learners' self-learning process(Falchikov & Boud, 1989).

Self-evaluation can make learners take responsibility for their own learning, so that they can be more active, more effective and more lasting, and play a very important role in their learning activities. Through students' self-

knowledge and self-reflection, teachers can grasp students' true thoughts more clearly, and find weak teaching links from the feedback of students' self-evaluation to help them make teaching decisions.

II. THE THEORETICAL BASIS OF SELF-EVALUATION

The theoretical basis of self-evaluation is meta-cognitive theory and constructivism theory(Wang Xuefeng,2015).

2.1 Meta-cognitive theory

"Meta-cognition" was first proposed by American psychology professor Freville in 1976. He pointed out that meta-cognition refers to the knowledge activities or cognitive activities that take a certain aspect of various cognitive activities as the research object or regulate it.

Since then, the relevant research on meta-cognition has set off a upsurge in the field of psychology and education, and the analysis and research on meta-cognition have been deepened day by day, forming some representative views. For example, there is a view that meta-cognition refers to the process of positive cognitive reflection explicitly related to an individual's cognitive activities. Another view points out that meta-cognitive activity is the understanding and control of the relevant knowledge in the cognitive domain of the individual.

In general, meta-cognitive theory enables learners to timely and effectively understand and master their own

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thinking activities and learning process, and monitor their input, processing, storage and output of information, so as to realize the adjustment and monitoring of their learning process.

2.2 Constructionist theory

Constructivism theory regards learning as the process of building new knowledge and emphasizes learner-centered, opposing "spoon-feeding" and passive acceptance of knowledge by students. Moreover, it focuses on students' active exploration, cooperation and communication, and knowledge construction. Constructivism theory holds that knowledge learning is a process of learners' own active construction. If students can continuously accumulate their knowledge reserves through active construction, they can not only truly master knowledge and improve the knowledge system, but also cultivate their independent learning ability and improve their innovative thinking ability.

The constructivism theory should follow the following principles in teaching: (1) emphasize the student-centered, pay attention to the important role of students in knowledge construction, and regard teachers as the guides of learning activities. (2) Attach importance to the creation of teaching situations and the coordination and cooperation of students in the learning process. (3) Emphasize that the design of learning environment and the ultimate goal of learning is to complete meaning construction.

III. PROBLEMS IN ENGLISH READING TEACHING

3.1 Chinese classroom teaching is mainly based on exam-oriented education.

Most teachers believe that the main purpose of teaching should be to obtain better results in the reading part of the exam, rather than focusing on improving the comprehensive reading ability of students, so teachers ignore the main position of students in learning.

3.2 Lack of interest in English class.

In the traditional English classroom, teachers usually adopt the teaching method of irrigation.When analyzing the text, the model of guiding students to understand the content, language, grammar and viewpoint of the text is often adopted, so that students can learn knowledge by understanding every sentence, grammar and structure of the text, which is not only inefficient, but also boring in class, and gradually lose their passion and motivation for English learning.

3.3 Lack of communication and interaction between teachers and students.

After teaching, both teachers and students fail to give feedback and evaluation to the reading class, which leads to certain deviations in students' reading ability and reading strategies.

IV. The implementation of self-evaluation in reading teaching

4.1 Classroom reading teaching based on self-evaluation form

Self-evaluation form refers to the form in which learners evaluate the learning tasks they have completed according to the specific learning content. The KWHLAQ (Know-Want-How-Learning-Apply-Question) model can be adopted in the teaching mode of reading class, which aims to cultivate students' reading strategies in the process of reading, so as to facilitate students' self-assessment in learning. Students use the six questions in this model to self-assess and write in the evaluation form after the teacher teaches. KWHLAQ is an extension and variant of the KWL model (Barell, 2003), which is widely applicable to non-fiction texts. After the practice of localization, its teaching steps are summarized as follows:（徐国辉，2019）

- What I Know: Activate students' knowledge of the topic of the text through clues such as titles and pictures, and let students share known and pre-learned topic vocabulary with their peers.

- What I Want to Know: Stimulate students' curiosity and guide students to ask questions about the topic of the text.

- How Will I Find Out: Through topic sentences, comments, construction of discourse structure diagram, etc., students can conduct multiple readings to verify and predict, have in-depth conversations with the text, extract and construct structured topic information, and then share and optimize it with their partners.

- What I Learned: Share thematic information (summary, monitoring, inference) by means of overview, analysis, evaluation, etc., or ask questions independently in small groups. Each group chooses the best questions and then takes turns answering them in the form of gallery walks.

- How Will I Apply This Knowledge: Establish a relationship with life, and transfer the text theme information to a new context through multi-modal

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methods such as multi-subject dialogue, commentary, imitation writing, continuous writing, creative writing, situational interview, creative performance and mutual evaluation.

- Questions I Still Have: Questions that need to be explored or remain unresolved are put forward for the text, which provides students with the opportunity to reflect on the learning effect and explore independently. Teachers can also reasonably select some links to carry out theme teaching according to text study and learning situation analysis.

4.2 Portfolio assessment

Portfolio evaluation is organized, purposeful and planned by teachers to ask students to collect relevant materials according to the teaching objectives and learning plans of a certain subject, which can prove the progress and growth of students in a certain period. Most of the materials needed for portfolio evaluation come from daily teaching activities and student assignments, and students will attach more importance to these activities and assignments. However, portfolio evaluation should be carried out under the guidance of teachers to avoid students' self-evaluation being too high or too low.

4.3 Learning reflection journal

Reflection journal can help students find their shortcomings and adjust them in time in the process of continuous learning. In the process of writing, students need to think about their learning effect, whether the learning strategy is scientific and reasonable, and whether they need to strengthen their reading and writing ability. Through reflection, students can not only grasp their own learning rules, but also get their own motivation and confidence to improve.

V. CONCLUSION

The application of self-assessment in English reading teaching can change learners' reading styles and habits, and promote them to think positively and give feedback in the reading process. Moreover, evaluation in the teaching process should help students overcome difficulties, lack of familiarity, reflection and regulation, restore self-confidence and improve learning ability.

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PNLD 2020 and the teaching book of the final years of Portuguese language: a critical analysis on the inclusion of LIBRAS

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Abstract

The objective of this article is to analyze enunciative elements referring to the criteria for choosing the textbook from the Call for Proposals for the Registration and Evaluation Process of Didactic Works for the PNLD 2020 National Book and Teaching Material Program (BRASIL, 2018) , in a critical perspective regarding the effective inclusion of the Deaf and Deaf in the Brazilian educational political-pedagogical context, observing what has been produced as school material to support Portuguese Language classes. The hypothesis of this analysis is that the choice of the textbook will be permeated by the discourse of diversity, the inclusive look, the respect for identities through the bias of compliance with Law 10.436 / 2002 - Libras Law - in elementary school books II, 6th to the 9th year, as well as the recognition of the "Deaf Bodies" and their places as social subjects of law, proposing critical discursive reflections on the spaces historically denied in textbooks, at school, in the classroom, even reflecting on the BNCC / 2017 - diversified part. The methodology used is presented through bibliographic analysis dialoguing with national official documents, in order to broaden new horizons in the Brazilian educational construct, pointing out other ways for new selection criteria and choice of books, in addition to hegemonic impositions. Therefore, a dialogue is proposed between Foucault (2013; 2004), Azevedo; Piris (2016), Piris; Azevedo (2018), Pennycook (2003; 1998), Bakhtin (2003, 1998, 1999), Volochinov (2017); Orlandi (2003); Strobel (2009), Grigoletto (2011) and other bibliographies referring to the conceptions of voices, speeches, bodies and power, whose final perspective is to open reflections for new discussions.

Keywords— *PNLD, BNCC, Textbook, LIBRAS, Inclusion.*

I. INTRODUCTION

Textbooks (TB) are presented in school spaces as a great resource to support teachers in the classroom, but also as a complex didactic instrument of symbolic violence, which is filled with ideological discourses, where the power of voice is conceived unilaterally, highlighting the denial of counter-discourse. When it comes to language and human activity, in a representation of diversity and differences, in particular about Deaf Bodies, it is necessary to analyze the Call Notice for the Registration and Evaluation Process of Didactic Works for the National Program of Book and Teaching Material PNLD 2020 (Brazil, 2018), to understand the proposal for the inclusion of Law 10,436/2002 - Libras Law - and the recognition of Deaf Bodies and their places as subjects of law, meeting the required minimum by the National

Common Curricular Base – BNCC (2017). Furthermore, it is necessary to draw a brief historical overview of the education of Deaf people based on the (non)representation of their Bodies in textbooks, as well as to discuss LD and the selection criteria from the perspective of Applied Linguistics. (LA) and Discourse Analysis (AD).

The methodology used for this article is based on a bibliographical nature, as a strategy for critical analysis of the aforementioned document, seeking, based on the statements of this notice, to identify fragments referring to the inclusion of Libras, hoping, with this theoretical-critical analysis, a greater expansion of new horizons within the school space, pointing out ways for new criteria for selection and choice of textbooks, in addition to external discursive impositions. According to Grigoletto (2011, p. 67-68), "one of the ways of disseminating power

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resulting from the production, circulation and functioning of discourses in the school sphere is in the LD, which functions as one of the discourses of truth" which is "one that illusorily establishes itself as a place of completeness of meanings", in addition, the textbook "is constituted, in the discursive space of the school, as a closed text, in which the meanings are already established (by the author), to only be recognized and consumed by its users (teachers and students)".

The school is the great territory of/for diversity. It is necessary to broaden the perspectives so that the multiplicity of "Bodies" is contemplated, since, "on the notion of pedagogical relationship, they are also productive in the sense that they raise the discussion about the asymmetry in the relationship of knowledge-power between the participants of a pedagogical situation, especially the teacher and the student". (Piris; Azevedo, 2018, p. 130). The asymmetry intensifies in the power relationship, because, according to Foucault (2004, p. 28), "every manifest discourse would secretly rest on something already said", that is, there is an ideology of power between the lines of the discourse, and, in a dialogical proposal, what predominates is unilateral discourse, although "every word serves as an expression of the 'one' in relation to the 'other'" (Foucault, 2004, p. 28).

There is also a contract in the power relationship, there are "power devices" that fit into the context of the denial of the other that is emphasized in this Foucauldian construction: "the power device is always inscribed in a game of power, always being, however, linked to one or more configurations of knowledge that arise from it, but which equally condition it". (Foucault, 1979, p. 256, apud Azevedo; Piris, 2016, n.p.). On the other hand, speeches have a subject of enunciation, holder of their place of speech, builder of their space, for conscious action of any and all direct social conditions, critical and capable of seeing many other speeches, because: "[...] evidence, in language, is the construction of ideology. It is the ideology that passes off as evident what is the object of interpretation: that is, it is only like that, for that subject, in that situation, with that memory, taken by the effects of the imaginary that summons him." (Orlandi, 2003, p. 150).

II. DIALOGUE ANALYSIS: THE TEXTBOOK AND THE SPEECHES

The choice of TB is historically based on the perspective of hegemonic discourse, emphasizing the discourse of power over the condition of "minorities", without the responsive act of becoming effective as living bodies, that is, it is a unilateral discourse constructed by a society without the recognition of differences. From an

analytical perspective, the notice brings with it essential characteristics so that the choice of TB is, in fact, carried out, based on what is stated in the National Common Curricular Base – BNCC (Brazil. BNCC, 2017). It is noteworthy that, regarding Libras in the BNCC, this proposal falls within the diversified part, excluded from the 60% of the mandatory base, including defining Libras as a "language" and not as a language as it actually is, as per item 4.1. Area of Languages: "Human activities take place in social practices, mediated by different languages: verbal (oral or visual, such as Libras, and written) body, visual, sound and, at the same time, digital". (Brazil, 2017, p. 63). The discussion does not end merely by the use of the expression 'language', but by the way Libras is presented within this context. All of this makes up the diversified part of BNCC (40%), which reiterates all the statements above. It is clear, therefore, that both the BNCC and the LD emphasize "the order and linearity of discourse as this is a way of achieving the ordering and unification of the subject" (Grigoletto, 2011, p. 74).

Another quote that refers to inclusion and deserves to be highlighted is below with several possibilities for discursive analysis:

[...] education systems and networks and school institutions must plan with a clear focus on equity, which presupposes recognizing that students' needs are different.

In particular, planning with a focus on equity also requires a clear commitment to reversing the situation of historical exclusion that marginalizes groups [...]. Likewise, it requires a commitment to students with disabilities, recognizing the need for inclusive pedagogical practices and curricular differentiation, as established in the Brazilian Law on the Inclusion of Persons with Disabilities (Law nº 13,146/2015). (Brazil, 2017, p. 16-17 emphasis in the document). Note the use of the expression "equity" as a proposal for recognizing differences. However, the socio-politically "excluded" remain in the same context, including in this official document, when it classifies them as a "diverse part", and it is up to teachers to practice inclusion, knowing that, as they are a diverse part, there may be a political-pedagogical relaxation of educational activities, prioritizing only the mandatory 60%. Furthermore, the textbook has been building, in its historical construct, the denial of differences and "the disciplinary power of textbooks also extends to teachers, as the book functions as a form of control over teacher behavior" (Grigoletto, 2011, p. 75).

The principle of exclusion is then observed. But, after all, what is the BNCC and how is it defined based on the *Call Notice for the Registration and Evaluation Process of Teaching Works for the National Book and Teaching*

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Material Program PNLD 2020? The National Common Curricular Base – BNCC (2017) is understood as:

"Normative document that defines the organic and progressive set of essential learning that all students must develop throughout the stages and modalities of Basic Education, approved by MEC Ordinance No. 1,570, of December 20, 2017. (Brazil, 2018, p 23 my emphasis)."

In the case of essential learning, Libras is the language used by the Deaf, their first language (L1), *essential and necessary* for the practice of symbolic and contextualized communication acts. Although they were born in Brazil, whose official language is Portuguese, for these Corps, this language is recognized as a second language (L2) since, as they are Deaf, there are no auditory mechanisms for oral reproduction. However, knowing its inclusion in the school curriculum, based on Law 10,436/2002, there is still a lot to be done for schools to adopt Libras as a possibility of practice, as linguistic recognition that takes effect as an act of power, as a space-visual language with its linguistic structures. In this way, parallel to this context, the LD is basically composed of an oralist proposal, valuing listeners and placing Deaf people as mere simplified "quotes" in some texts, or random fragments, claiming there is already one (pseudo) inclusion, therefore denying the real and ideal linguistic structure. Bakhtin (2003, p. 261), states that "all the diverse fields of human activity are linked to the use of language. It is perfectly understandable that the character and forms of this use are as multifaceted as the fields of human activity, [...]" and that "the use of language takes place in the form of concrete and unique utterances (oral and written), uttered by members of this or that field of human activity". Pennycook (2003, p. 25), says that "critical thinking is used to describe an instrument that provides a more rigorous analysis for problem solving or textual understanding, sometimes identified as an artifice to develop a 'more critical distance'.". (Pennycook, 2003, p. 25). Here it is possible, between Bakhtin (2003) and Pennycook (2003), to perceive perspectives for a critical analysis that establishes links in the way of thinking, which are combined through the development of critical thinking, as a proposal for reflection on political and social situations. Seeking this critical thinking and the use of language requires political participation capable of directing social practices towards paths that facilitate transformation. Within the scope of LD, the discourse of power is effective, where the author is the master of speech, without opening spaces for dialogism. In this way "one of the fundamental challenges for LAC, therefore, is to find [...] ways of understanding a relationship between concepts of society, ideology, global capitalism, colonialism, education, [...], second language acquisition,

media texts" (Pennycook, 2003, p. 26). In other words, critically analyze what is established and defined as truth and the LD, in turn, brings into its structure an entire conjecture of inherent power since its selection process, involving authors, publishers, in a mix of sovereign society and disciplinary society, strengthening the ideal of masses as samples, which turns subjects into inhuman beings, composing a discourse of truth, full of ideology, which "is inserted into the work in a given social situation. The work becomes linked to the entire content of consciousness and is perceived only in the context of this current consciousness" (Volóchinov, 2017, p. 213). Thus, according to the Notice (Brazil, 2018), the object for the TB selection process is described as follows:

This notice aims to call on editors to participate in the process of acquiring didactic and literary works intended for students and teachers in the final years of elementary education (6th to 9th year) in public basic education schools, in federal, state, municipalities and the Federal District, in accordance with the conditions and specifications contained in this notice and its annexes. (Brazil, 2018, p. 1).

Initially, it is observed that the call is made to editors (read a multitude of economic interests), who must pass through criteria listed throughout the document. There is, therefore, a generalization of subjects as if one body represented all bodies, notably in the expression "students" (which ones?), in addition, of course, to the generalization of LD at a national level. Some aspects must be analyzed carefully: a) are all students the same? - b) are the cultural aspects similar? - c) Are students hearing and deaf? - d) when it comes to hearing and deaf people of TBs address L1 and L2 equally? - e) Are the Bodies all the same? Questions that do not cease, because Bodies are "humanized-concrete" texts made up of memories and symbols, active in different contexts, and can, from the perspective of exogenous power, be silenced. Furthermore, in the TB there is a "preservation of a model required by the country's military dictatorial government as a way of exercising ideological control over teachers and students" (Grigoletto, 2011, p. 69). On the other hand, these same Bodies, through counter-discourse, can denounce the possible ideologies of silencing, prejudice and exclusion, breaking with the "pathologizing" historicity (here specifically referring to the Deaf), which recurs to this day through medical-social construct, because "there is also a utopia that is made to erase bodies" (Foucault, 2013, p. 8), as well as to "naturalize the senses, to present them as transparent, [...] very It is difficult for a less attentive reader to make the opposite move, to denaturalize the meanings, and propose another interpretation" (Grigoletto, 2011, p. 71). Based on this analysis of the "Denied

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Bodies", it is necessary to realize that throughout the document, in item 2. Characteristics of the Works, the division is made as follows: 2.1. Didactics aimed at the Final Years of Elementary School and 2.1.1. Didactic works for the final years of elementary school will be of three types: Disciplinary, Interdisciplinary and Integrative Projects. See the table below:

Table.1: Table caption above the table

Tipo	Componente Curricular	Livro do Estudante Impresso	Manual do Professor Impresso	Manual do Professor -Material Digital
		Máximo de páginas	Máximo de páginas	Tamanho máximo total
Disciplinar	Língua Portuguesa	1280	1584	4 DVDs 4,5 GB cada
	Arte	832	976	4 DVDs 4,5 GB cada
	Educação Física *	-	240	1 DVD 4,5 GB
	Língua Inglesa	832	976	4 DVDs 4,5 GB cada
	Matemática	1216	1488	4 DVDs 4,5 GB cada
	Ciências	1024	1232	4 DVDs 4,5 GB cada
	Geografia	1216	1488	4 DVDs 4,5 GB cada
	História	1024	1232	4 DVDs 4,5 GB cada
Interdisciplinar	Linguagens (Língua Portuguesa e Arte)	1600	1920	4 DVDs 4,5 GB cada
Projetos Integradores	6º e 7º anos**	112	448	1 DVD de 4,5 GB
	8º e 9º anos**	160	512	

* Volume único
** Volume único e, no mínimo, dois componentes curriculares.

It is evident, in the proposal above, that there is no reference to the prospect of including Libras as an inclusion proposal, because, immediately afterwards, there is a description of the requirements imposed upon presentation of the TB proposals, as stated below (Brazil, 2018, p. 4 emphasis added):

2.2.5. When pre-registering and registering, copyright holders must indicate:

The. The language (Portuguese or English);

B. The category;

w. The theme(s);

d. The literary genre.

From these reflective analyses, it is expected that there will be new paths for responsive actions, allowing the voice of the other to be announced based on their physical, social and cultural characteristics, in a dialogical construction between different bodies, thus respecting diversity and plurality on school grounds. And it is precisely on this ground that textbooks will be used from the teacher's perspective as a mediator of discursive actions that actually allow the reach of the diversity that circulates there.

III. CONCLUSION

The history of the production of textbooks from the perspective of oralism, segregating deaf people in accessibility to the Portuguese language as L2, is evident from what constitutes the basic proposal in force at BNCC, as well as in the notice. Textbooks, in turn, which should attend to all differences, deny learning spaces, excluding equal possibilities and disregard the heterotopias (other spaces) presented by Foucault (2013, p. 21). The image and representation of Deaf Bodies in the current hegemonic discourse in the textbook are completely absent, valuing and valuing the hearing society, excluding all possibilities of accessibility, including in the acquisition of the second language (L2), as well as its legal representation, reinforced by Law 10,436/2002. Thus, analyzing the textbooks, as well as the selection criteria based on the national notice, is an opportunity to reorganize, inside and outside the school, through more critical and dialogical actions for the selection of this material, completely avoiding external influences and knowing that, for this, it will be necessary to train teachers, in addition to the entire school team, with regard to the choice of this teaching resource from an inclusive perspective, beyond what the hegemonic and exogenous power manual states. Finally, it is extremely urgent to seek, in literature, justifications that can deconstruct the various discourses constructed by the hegemonic bias of a society that "normalizes" itself as superior through its physical characteristics. To this end, it is necessary to seek in the history of humanity, the first genesis of concepts and definitions constructed from the discourse of the "other", which called, on Deaf Bodies, pathological characteristics that are perpetuated to the present time, including in the textbook (TB).

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Nurse Competencies in Home Care for Dependent Elderly People

Competências do Enfermeiro na Assistência Domiciliária aos Idosos Dependentes

Camila Rodrigues Ribeiro dos Santos, Silvia Francischini, Elisabete Calabuig Chapina Ohara

Resumo

*O envelhecimento populacional é hoje um fenômeno mundial, que pode ser visto tanto em países desenvolvidos quanto em países em desenvolvimento. Tem se verificado a verdadeira revolução demográfica desde o início do século e estima-se que o número de idosos no mundo, com 60 anos ou mais, duplique até 2050 e mais do que triplique até 2100, passando de 962 milhões em 2017 para 2,1 mil milhões em 2050 e 3,1 mil milhões em 2100. Descrever as competências do enfermeiro na assistência domiciliária aos idosos dependentes. Elencar os principais diagnósticos de enfermagem e as intervenções de enfermagem aos idosos dependentes com necessidades de assistência domiciliária. Tratou-se de uma revisão integrativa de literatura, para a obtenção da coleta de dados e seleção dos artigos foi realizado um levantamento bibliográfico no portal da Biblioteca Virtual em Saúde (BVS) que nela está contida as seguintes bases de dados: Literatura Latino-Americana e do Caribe em Ciências da Saúde (LILACS), BDENF enfermagem (Brasil) e Ministério da Saúde; os Descritores utilizados: Envelhecimento, Enfermagem, Assistência Domiciliária e Competências. Os **artigos incluídos:** Artigos nacionais**;** Artigos em português**;** Artigos publicados na íntegra **e** Artigos publicados nos últimos 05 anos (2018 a 2023). A revisão contou com 50 artigos; entre as competências na assistência os autores destacam a liderança, o trabalho em equipe, relação interpessoal, educação permanente, gestão, tomada de decisão e ética. Os principais diagnósticos de enfermagem: falta de adesão, proteção ineficaz, síndrome do idoso frágil, deglutição desequilibrada: menor que as necessidades corporais, Interação social prejudicada, Risco de quedas, dor Crônica. Entre as intervenções de enfermagem: Estabelecer uma relação interpessoal de confiança com o paciente. Estimular a integridade familiar; transmitir empatia, com o intuito de promover a verbalização de dúvidas, medos, preocupações e os motivos de sua insatisfação. Auxiliar o paciente a não se ver como desamparado, ajudando-o a identificar pontos importantes e vantagens pessoais. Auxiliar o paciente a identificar o que ele pode fazer por si, para não se sentir mais limitado. Criar um ambiente seguro para o paciente. Remover perigos ambientais. Conclui-se que o perfil de diagnósticos de enfermagem identificado pode contribuir para o incremento de indicadores sensíveis à prática de enfermagem, com o planejamento e implementação de medidas assistenciais direcionadas as reais necessidades dos idosos dependentes impactando na maior autonomia, independência e consequentemente na qualidade de vida.*

***Palavras chaves**— idosos, enfermagem, dependência*

Abstract

Population aging is now a global phenomenon, which can be seen in both developed and developing countries. There has been a real demographic revolution since the beginning of the century and it is estimated that the number of elderly people in the world, aged 60 and over, will double by 2050 and more than triple by 2100, rising from 962 million in 2017 to 2. 1 billion in 2050 and 3.1 billion in 2100. To describe the nurses' skills in home care for dependent elderly people. List the main nursing diagnoses and nursing interventions for dependent elderly people with home care needs. This was an integrative literature review, to obtain data collection and selection of articles, a bibliographic survey was carried out on the Virtual Health Library (VHL) portal, which contains the following databases: Latin Literature -American and Caribbean Health Sciences (LILACS),

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*BDENF nursing (Brazil) and Ministry of Health; the Descriptors used: Aging, Nursing, Home Care and Skills. Articles **included:** National articles ; Articles in Portuguese ; Articles published in full **and** Articles published in the last 5 years (2018 to 2023). The review included 50 articles; Among the assistance skills, the authors highlight leadership, teamwork, interpersonal relationships, continuing education, management, decision- making and ethics. The main nursing diagnoses: lack of adherence, ineffective protection, frail elderly syndrome, unbalanced swallowing: less than body needs, Impaired social interaction, Risk of falls, Chronic pain. Among the nursing interventions: Establish an interpersonal relationship of trust with the patient. Stimulate family integrity; transmit empathy, with the aim of promoting the verbalization of doubts, fears, concerns and the reasons for their dissatisfaction. Help the patient not to see themselves as helpless, helping them to identify important points and personal advantages. Help the patient identify what they can do for themselves, so they no longer feel limited. Create a safe environment for the patient. Remove environmental hazards. It is concluded that the profile of nursing diagnoses identified can contribute to the increase of indicators sensitive to nursing practice, with the planning and implementation of care measures aimed at the real needs of dependent elderly people, impacting greater autonomy, independence and consequently in quality of life.*

Keywords— elderly, nursing, dependence.

I. INTRODUÇÃO

O envelhecimento populacional é hoje um fenômeno mundial, que pode ser visto tanto em países desenvolvidos quanto em países em desenvolvimento. Tem se verificado a verdadeira revolução demográfica desde o início do século e estima-se que o número de idosos no mundo, com 60 anos ou mais, duplique até 2050 e mais do que triplique até 2100, passando de 962 milhões em 2017 para 2,1 mil milhões em 2050 e 3,1 mil milhões em 2100[1].

No Brasil, a população está cada vez mais velha. Dados divulgados pelo Instituto Brasileiro de Geografia e Estatística (IBGE) afirmam que, em 2030 o número de idosos será de 66,5 milhões, o que vai ultrapassar o total de crianças entre zero e 14 anos. As estimativas são que a no perfil da população acontecerá em 2030, quando o número absoluto e o porcentual de brasileiros com 60 anos ou mais de idade vão ultrapassar o de crianças de 0 a 14 anos[2]. Os fatores que explicam esse crescimento da população idosa são o declínio das taxas de fecundidade e mortalidade.

Conforme dados estatísticos da Organização Mundial de Saúde (OMS), entre 1950 e 2025, a população de idosos no país crescerá 16 vezes contra 5 vezes o crescimento populacional total, colocando nosso país como a sexta população em contingente de idosos no mundo3.

Com o envelhecimento populacional no Brasil vários são os impactos nas formas de

cuidar. O processo de envelhecimento pode influenciado por vários fatores (biológicos, econômicos, psicológicos, sociais, culturais, entre outros) conferindo a cada um que envelhece características particulares; sendo um processo dinâmico e progressivo[4].

É importante garantir a funcionalidade do idoso mesmo com suas limitações ou doenças típicas nessa fase de vida e mantendo sua qualidade de vida[4].

Com o aumento dos idosos dependentes, vem crescendo a necessidade de capacitar o familiar cuidador, que nem sempre se encontra preparado para essa prática, apesar da família assumir um papel de grande importância do cuidado para com o idoso. Mas, atualmente, a família também não está encontrando tempo para desempenhar esse papel de cuidador. Além da falta de preparo e conhecimento de como fazer os cuidados com o idoso com necessidades especiais[3].

É fundamental a capacitação adequada para realizar o cuidado com segurança os cuidados com o idoso dependente[5].Cerca de 40% dos idosos que apresentam idade entre 75 e 84 anos e mais da metade da população de 85 anos e mais apresentam algum grau de incapacidade[5]. O acaba gerando um quadro de sobrevivência de idosos na dependência de pessoas para suprirem suas incapacidades, e, na maioria das vezes, essas pessoas são os familiares sem preparo e sem acompanhamento de profissionais qualificados[6].

Partindo dessa premissa, foi estabelecida como estratégia norteadora deste trabalho de revisão integrativa de literatura a busca de estudos que enfocam nas competências do enfermeiro na assistência domiciliária de pacientes dependentes.

II. OBJETIVOS

2.1 OBJETIVO GERAL

Descrever as competências do enfermeiro na assistência domiciliária aos idosos dependentes.

2.2 OBJETIVOS ESPECÍFICOS

Elencar os principais diagnósticos de enfermagem e as intervenções de enfermagem aos idosos dependentes com necessidades de assistência domiciliária.

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III. METODOLOGIA

3.1 Tipo de pesquisa

A revisão integrativa de literatura é um método que tem como finalidade sintetizar resultados obtidos em pesquisas sobre um tema ou questão, de maneira sistemática, ordenada e abrangente. A revisão integrativa inclui a análise de estudos e pesquisas que dão suporte para tomada de decisão, permite a síntese do estado do conhecimento de um determinado assunto, além de apontar lacunas do conhecimento que precisam ser preenchidas com a realização de novos estudos. Considerado um método valioso na área da enfermagem, e permite a síntese de múltiplos estudos publicados e possibilita conclusões gerais a respeito de uma particular área de estudo [5,6,7].

O processo de elaboração da revisão integrativa encontra-se bem definido na literatura; entretanto, diferentes autores adotam formas distintas de subdivisão de tal processo, com pequenas modificações. No geral, para a construção da revisão integrativa é preciso percorrer seis etapas distintas, similares aos estágios de desenvolvimento de pesquisa convencional [8,9,10,11,12].

3.2 Bases de dados

Para a obtenção da coleta de dados e seleção dos artigos foi realizado um levantamento bibliográfico no portal da Biblioteca Virtual em Saúde (BVS) que nela está contida as seguintes bases de dados: Literatura Latino-Americana e do Caribe em Ciências da Saúde (LILACS), BDENF enfermagem (Brasil) e Ministério da Saúde.

3.3 Descritores

Foi realizada uma busca dos artigos utilizando-se os descritores em português conforme DeCS (Descritores em Ciências da saúde): Envelhecimento, Enfermagem, Assistência Domiciliária e Competências. Os critérios de inclusão foram: artigos nacionais; artigos em português, artigos publicados na íntegra; publicados nos últimos 05anos (2018 a 2023); artigos disponíveis gratuitamente on-line; artigos em que o texto estivesse completo e a artigos referentes ao tema e objetivos propostos. Os critérios de exclusão foram: artigos duplicados e artigos em língua estrangeira.

3.4 Procedimentos para seleção dos artigos

Ao pesquisar nas bases de dados foram necessárias combinações com os descritores: Enfermagem AND Assistência Domiciliar, Enfermagem AND Envelhecimento, Enfermagem AND Competências. Todos os artigos que preencheram os critérios de inclusão serão submetidos à pré-seleção para avaliar a pertinência em relação aos objetivos do estudo obedecendo à seguinte ordem:

- Leitura do título, resumo e havendo dúvida foram realizadas leituras na íntegra do artigo para verificar se os estes atendiam aos objetivos da pesquisa.

IV. RESULTADOS

Foram encontrados, a partir dos descritores, Enfermagem AND assistência domiciliar, 152.982 artigos científicos, aplicando os critérios de inclusão e exclusão descritos no estudo chegamos em 38 artigos para análise. Com os descritores, Enfermagem AND Envelhecimento, foram encontrados 557 artigos científicos, aplicando os critérios obtivemos 26 artigos; com os descritores Enfermagem AND Competências, foram encontrados 5.360 artigos; sendo utilizados para análise 16 artigos. Desse modo, esta revisão integrativa constatou de 50 artigos científicos.

V. ANÁLISE E INTERPRETAÇÃO DOS DADOS

5.1. Competências do enfermeiro na Assistência domiciliária ao Idoso Dependente Com o aumento da população idosa ocorre também o aumento da demanda de assistência domiciliar, pois os idosos possuem necessidades de saúde relacionadas tanto a condição de envelhecimento como de possuir uma doença crônica, impactando nas atividades de

vida diária e causando dependência [13,14,15,16,17,18]. A cultura brasileira no que se refere ao

dever filial, mantém como priorização dos cuidados com idoso dependente a não institucionalização, o que os remetem a cuidados domiciliares [19,20,21,22,23,24]. Dessa forma, o cuidado no domicílio tem se mostrado como uma opção para reduzir o número de hospitalizações, assim como o tempo de permanência no hospital[25,26, 42, 56].

Alguns estudos demonstram não apenas a fragilidade dos pacientes, mas também a de seus cuidadores, que na maior parte são membros da família, sendo esse público mulheres na faixa etária de 36 a 50 anos, casadas, com filhos. Esses cuidadores informais se sentem despreparados para assumir responsabilidades pelo cuidado do outro, surgindo o sentimento de insegurança no que tange a realização de procedimentos e identificação de fatores que podem limitar os cuidados prestados, o que pode acarretar em uma sobrecarga física e psíquica, devido a integralidade de sua responsabilidade com ente querido [28,29,40,42,43]. Além disso, quando os próprios cuidadores sofrem também de doenças crônicas, a qualidade de vida diminui significativamente [44,45,46,48,50]. Em famílias nessa situação, os enfermeiros

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exercem um papel importante, implementando intervenções familiares. Dessa forma, cabe ao profissional de enfermagem uma visualização de todo o contexto, com uma postura frente as necessidades e particularidades de cada indivíduo, estabelecer vínculos e uma comunicação efetiva, para uma educação permanente que agregue benefícios a saúde [27, 30, 31, 32, 33, 41, 47].

Cuidadoras com idades entre 60 e 79 anos, necessitam de apoio em tarefas específicas como cuidados com higiene e medicação, em sua grande maioria recebem auxílio de familiares, cuidadores informais e até mesmo de empregadas domésticas. A cuidadora idosa visualiza o programa de atenção domiciliar como um instrumento de importante auxílio, pois além de obter orientações é acompanhada por uma equipe multiprofissional disponibilizada para o atendimento domiciliar, tornando-se de grande importância esse suporte a idosa cuidadora, em específico a enfermagem que atua no processo orientação do cuidado [51, 54].

É possível observar que o cuidador familiar de pacientes portadores de IC, pode desenvolver um quadro de depressão, isso pode decorrer de múltiplos fatores tais como falta de apoio familiar, relação conflituosa, tempo gasto com as atividades assistenciais e entre outros. Desta forma, é possível identificar a influência desta condição na qualidade do atendimento prestado, podendo impactar de forma negativa, como o aumento de internações hospitalares. Portanto é de fundamental importância a saúde física e mental do cuidador na recuperação e manutenção da saúde do dependente [52, 55].

O desarranjo familiar provocado pela sobrecarga da demanda dos cuidados ao idoso dependente demonstram a necessidade de recursos assistenciais a saúde, que contribuam com o suporte emocional e o processo de aprendizagem, necessitando de um investimento de políticas públicas de saúde, no que tange a assistência interdisciplinar que envolva os cuidadores familiar como parte deste processo [45].

Percebe-se que os cuidadores demonstram maior segurança em suas ações, tendo como referência ações realizadas por enfermeiros, o que impacta positivamente no aspecto prático do cuidar e no enfrentamento das situações adversas, tornando assim uma ação que pode modificar um cenário depressão, frustração e sofrimento [34, 36].

Doenças crônicas degenerativas caracterizam pessoas parcialmente ou totalmente dependentes, que são em sua grande maioria pessoas de idade muito avançada, esses pacientes possuem diferentes e elevadas demandas de cuidados a serem atendidas, sendo assim é cabível investimento governamental de forma a garantir o fortalecimento das AD, desta forma prestar um atendimento

integral ao usuário. É necessárias ações de políticas públicas que garantam uma assistência efetiva ao paciente idoso priorizando suas necessidades específicas, que possibilitem ações seguras para o paciente, familiar e profissionais de saúde [39, 50].

O avanço da idade é um fator que influência também o desenvolvimento de Lesões por Pressão (LPP), pois são verificadas mudanças na pele com o envelhecimento e costumam ocorrer em idosos frágeis com mobilidade física prejudicada. Além disso, verifica-se que o aparecimento de LPP impacta negativamente a funcionalidade desses idosos e o seu convívio social. De modo, torna-se indispensável a assistência domiciliar, na qual é um componente substitutivo e/ou complementar ao modelo hospitalocêntrico [28].

Com relação a pacientes que necessitam de cuidados que utilizem terapia de oxigênio domiciliar, o profissional de enfermagem deve ser responsável por avaliar o quadro clínico do paciente, possíveis mudanças, alterações e orientar pacientes e cuidadores sobre os cuidados necessários para o uso correto da oxigenoterapia domiciliar para que seja efetiva e segura [29].

Em pacientes oncológicos, o planejamento não é direcionado apenas a ele, mas aos cuidadores também, pois muitos deles são assistidos por suas companheiras, o que acarreta em uma sobrecarga, levando essas mulheres a colocar as necessidades de seus parceiros como prioridade, o que demanda tempo e as levam a negligenciar as suas próprias necessidades incluindo o autocuidado com sua saúde. Quando se trata também de pacientes portadores de DCNT, é mais do que clara a importância da construção de vínculo seja ela com o seu cuidador e outros que participam de seus cuidados. As intervenções de enfermagem relacionadas ao estado emocional do cuidador demonstram uma melhoria no bem-estar do mesmo, o que nos remete a necessidade de um olhar mais ampliado ao cuidador sendo ele um integrante de grande relevância no processo do cuidar [37, 57, 59, 61, 63].

Nos cuidados paliativos, a enfermagem atua além do planejamento da educação em saúde, pois o mesmo deve-se utilizar de outras competências tais como: uma comunicação efetiva, escuta ativa, empatia, compreensão da totalidade e profundidade na construção do conhecimento por meio da valorização individual de cada ser humano. O profissional de enfermagem sabe quais são os cuidados prestados para manutenção da vida em seu final de ciclo vital. O que demonstra a necessidade de uma revisão das práticas assistenciais a pacientes em cuidados paliativos, visando a priorização do bem-estar do paciente [35, 44].

As ações de enfermagem relacionadas a pacientes críticos

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em estado de delirium são primordiais no que se refere a identificação de fatores de risco, podendo ser alterações cognitivas, sensoriais e físicas, adotando medidas no controle ou prevenção dos agravos [65, 69].

No processo saúde-doença-cuidado de pacientes hemofílicos é possível determinar a prestação de cuidados e promoção à saúde, a partir do diagnóstico, tornando possível materializar o cuidado prestado, com planejamento adequado, almejando o sucesso das ações implementadas [70].

Além das doenças, é muito comum ocorrer quedas que acometem pessoas idosas, causando um quadro de dependência, acarretando a modificação de vários fatores no âmbito pessoal e familiar. Nesse contexto, a enfermagem tem um papel de relevância dentro deste contexto, podendo oferecer o apoio no enfrentamento desta condição [40].

É atribuição da enfermagem a transmissão de conhecimento dada pela educação em saúde, tornando possível a melhora na qualidade de vida dos pacientes. Deve-se estabelecer planos de cuidados por parte dos profissionais que atuam nos serviços de atenção básica que englobem não somente os cuidados com o idoso, mas como o todo, avaliando fatores sociodemográfico, a saúde física e mental, contexto familiar e seus cuidadores, utilizando como ferramentas as redes de apoios identificadas de forma a garantir os cuidados em sua integralidade [43, 46, 48].

Acima de oferecer orientações contínuas ao paciente, seus cuidadores e familiares na execução e manutenção dos cuidados aos pacientes afim de evitar possíveis complicações, a enfermagem deve obter uma visualização mais ampla considerando valores subjetivos no que permeiam suas crenças e valores [49].

Pensando na prevenção e promoção a saúde é necessário a utilização das tecnologias educacionais com a finalidade eliminar ou minimizar possíveis danos à saúde. Deve-se utilizar instrumentos de medidas educativas frente a nova realidade de vida, como utilização de vídeo de curta duração de linguagem simples e sucinta pode ser eficaz na orientação de cuidadores nas estratégias de comunicação, práticas alimentares, nutrição e socialização da pessoa idosa o que possibilita um ganho na qualidade de vida [38, 58, 60].

Ao realizar uma assistência baseada na realidade de cada indivíduo, deve-se proporcionar um cuidado individualizado e humanizado, desta forma é possível que o enfermeiro planeje, gerencie, coordene, execute e avalie os cuidados prestados, dentro da atenção domiciliar, atuando como articulador entre os serviços de saúde, paciente, família e cuidador. Desta forma fica evidente a responsabilidade do enfermeiro no desempenho do cuidado na modalidade do atendimento domiciliar [53].

Os profissionais de saúde que atuam na assistência domiciliar devem estar aptos para a realidade de cada família podendo ser diversificada, respeitando suas crenças e valores, devendo atuar na comunicação interpessoal, oferecendo suporte, auxílio e confiança, sobretudo criando um vínculo com as famílias cuidadas gerando uma melhoria nos cuidados prestados [62].

As práticas assistenciais devem ser realizadas de forma consciente e intencional, baseado em seu conhecimento teórico, avaliando as exigências presentes no domicílio como fatores físicos materiais, ambientais e instrumentais, de acordo com a realidade do paciente, proporcionando a melhor assistência, buscando a garantia de um cuidado efetivo [64].

É visto de forma positiva por parte da enfermagem a integração da família na prática do cuidar, onde ocorre uma característica de feminilização no processo, já que em sua grande maioria as mulheres apresentam atitudes mais favoráveis no que diz respeito aos cuidados familiares. A enfermagem deve-se utilizar-se de tais recursos como ferramentas na prestação de uma assistência efetiva [66].

Durante a pandemia foi possível evidenciar o desenvolvimento da compaixão culturalmente como competente em um processo dinâmico, contínuo e subjetivo nos enfermeiros, que repercutiu em uma reflexão profunda no desenvolvimento de estratégias de cuidado, caracterizado por um cuidado holístico, que estão relacionados a consciência, conhecimento, sensibilidade e competência cultural [72].

Pode-se observar que a prática de enfermagem na saúde da família impacta de forma benéfica determinando um maior suporte face à família que se traduzem em ganhos na qualidade dos cuidados, haja visto que os cuidados são prestados ao longo do seu ciclo vital. Para garantir uma assistência de qualidade prestada dentro da estratégia de saúde da família é necessário que o profissional esteja apto as alterações sociodemográficas reconhecendo a dinâmica familiar, aprimorando seus conhecimentos investindo em uma formação especializada, almejando o aprimoramento de suas ações e em suas práticas baseadas em evidências contribuindo com ganhos em saúde para a população [76].

As estratégias que priorizam a promoção em saúde, prevenção de doenças e agravos, devem estar relacionadas ao trabalho em equipe, contendo o conhecimento das práticas, desta forma devemos destacar a importância da atuação dos técnicos de enfermagem, que devem estar engajados no planejamento e desenvolvimento das ações em saúde atribuindo seus valores sociais, ambientais, culturais e econômicos enquanto membro da equipe [73].

O enfermeiro exerce em suas funções o atributo de liderança sendo ele um influenciador, obtendo uma comunicação efetiva que garanta a confiança de seus liderados,

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garantindo um clima de satisfação e segurança entre a sua equipe. No processo de liderança é fundamental que o enfermeiro reconheça o desempenho de todos os papéis garantindo a eficácia do processo, dessa forma o líder deve possuir uma visão de longo prazo, focando nas pessoas, inovando suas ações pré-disposto a riscos [71],[77].

Diante das práticas qualificadas do enfermeiro de ESF é importante salientar as competências gerenciais de enfermagem que fortaleçam a autonomia das práticas investindo em: educação permanente mediante cursos de especialização, atualização e aprimoramento, interação com outros profissionais e compartilhamento da vivência prática na enfermagem, de forma a contribuir com a melhoria na qualificação da gestão [75].

O desenvolvimento das práticas avançadas de enfermagem na atenção primária à saúde, envolvem competências como: cuidados à saúde, liderança, comunicação, relação interpessoal, educação permanente, gestão, tomada de decisão e ética, para que dessa forma seja ofertado serviço de atenção integral promovendo a saúde até a reabilitação [74].

Na construção da formação do enfermeiro deve estar o reconhecimento de suas competências sendo possível medir sua percepção em relação aos seus conhecimentos, comportamentos, capacidades, habilidades, técnicas e/ou atitudes em que se sustenta o desempenho profissional, que influenciam na qualidade dos cuidados, impactando na satisfação do paciente [67],[68].

5. 2 Diagnósticos de Enfermagem e Intervenções de Enfermagem na Assistência Domiciliária ao Idosos Dependente

Domínio	Diagnósticos de Enfermagem	Intervenções de Enfermagem
Promoção da Saúde	Estilo de vida sedentário	Encorajar o paciente a realizar atividades conforme seu nível de capacidade. Auxiliar o paciente a identificar preferências por atividades. Informar os benefícios das atividades. Orientar o paciente como fazer atividades/exercícios prescritos.
	Falta de adesão	Conhecer a condição social que o paciente se encontra inserido e adaptar a orientação de acordo com seu nível de cognição.
	Proteção ineficaz	Monitorar alterações no estado mental (ex: confusão, desorientação, ansiedade).
	Síndrome do idoso frágil	Promover assistência no autocuidado, alimentação, banho, higiene, vestir-se e controle da dor.
Nutrição	Deglutição prejudicada	Garantir a posição adequada do paciente para facilitar a mastigação e a deglutição. Alimentar o paciente sem pressa/lentamente. Providenciar canudinho para bebida.
	Nutrição desequilibrada: menor do que as necessidades corporais	Perguntar ao paciente sobre preferências de alimentos. Monitorar a ingestão diária de alimentos calóricos. Monitorar o peso do paciente rotineiramente.
	Risco de desequilíbrio eletrolítico	Monitorar a ocorrência de manifestações de desiquilíbrio eletrolítico. Monitorar a ingestão e eliminação. Monitorar volume hídrico.
	Risco de volume de líquidos deficientes	Monitorar a ingestão e eliminação de líquidos. Monitorar o peso. Monitorar volume hídrico.
Eliminação e	Eliminação urinária	Monitorar a eliminação urinária, incluindo a cor, quantidade e

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troca	prejudicada	gravidade específica da urina. Orientar o paciente a beber bastante líquido. Manter o paciente sempre com uma
		higiene íntima adequada. Orientar a evitar de reter a urina.
	Risco de constipação	Monitorar os sinais e sintomas de constipação. Monitorar os ruídos hidroaéreos. Identificar fatores. Encorajar o aumento da ingestão de líquidos. Orientar ao paciente/família sobre dieta com elevado teor de fibras. Avaliar a ingestão registrada quanto ao conteúdo nutricional. Anotar a data do último movimento intestinal.
Atividade/repouso	Capacidade de transferência prejudicada	Determinar o nível de capacidade do paciente para transferir-se. Selecionar a técnica de transferência adequada. Manter o corpo do paciente no alinhamento correto durante os movimentos.
	Deambulação prejudicada	Orientar o paciente quanto ao uso de auxiliares de deambulação (ex: muletas, andadores, cadeira de rodas). Auxiliar o paciente a deambular usando o corpo como muleta humana. Auxiliar o paciente a usar calçados que facilite a deambulação. Encorajar a sentar na cama ou poltrona. Encorajar a deambulação independente dentro de limites seguros.
	Mobilidade física prejudicada	Auxiliar nas atividades de vida diária e autocuidado. Auxiliar da deambulação. Incentivar o uso dispositivos auxiliares de deambulação. Encorajar a sentar na cama e deambular. Manter o ambiente seguro, prevenindo contra quedas.
	Fadiga	Determinar a percepção das causas da fadiga pelo paciente. Determinar quais as atividades são necessárias para desenvolver a resistência. Monitorar a ingestão nutricional para garantir recursos energéticos. Monitorar padrão e quantidade de horas de sono. Monitorar a resposta cardiorrespiratória a atividade. Auxiliar nas atividades físicas regulares (ex: deambulação, transferências).
	Déficit no autocuidado para alimentação	Monitorar a capacidade de deglutir do paciente. Oferecer assistência física. Colocar o paciente em posição confortável para comer. Abrir os alimentos embalados.
	Déficit no autocuidado para banho	Auxiliar banho do paciente em cadeira de banho, na banheira, no leito, de pé no chuveiro ou em banho de assento. Banhar em água com temperatura agradável.

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	Déficit no autocuidado para higiene íntima	Remover as roupas básicas para possibilitar a eliminação. Auxiliar na higiene íntima após a eliminação.
	Déficit no autocuidado para vestir-se	Estar disponível para ajudar o paciente a se vestir. Ajudar amarrar, abotoar e usar fechos.
Percepção/Cognição	Confusão aguda	Manter um ambiente seguro. Orientar para a realidade. Manter paciente orientado quanto ao tempo e espaço. Não apoiar a confusão.
	Memória prejudicada	Manter uma rotina coerente. Estimular a memória repetindo o último pensamento expresso pelo paciente. Colocar objetos familiares e fotografias no ambiente. Reforçar ou repetir informações. Pedir para o paciente repetir as informações.
	Comunicação verbal prejudicada	Ouvir o paciente com atenção. Usar palavras simples e frases curtas. Fazer gestos com as mãos ou usar figuras conforme apropriado. Encorajar o paciente a repetir as palavras.
Autopercepção	Desesperança	Avaliar o grau de desesperança. Fornecer apoio emocional e espiritual. Estimular o desenvolvimento e prática da espiritualidade/religiosidade.
Papéis e Relacionamentos	Interação social prejudicada	Estabelecer uma relação interpessoal de confiança com o paciente. Estimular a integridade familiar.
ento / Tolerância ao estresse	Sentimento de impotência	Transmitir empatia, com o intuito de promover a verbalização de dúvidas, medos, preocupações e os motivos de sua insatisfação. Auxiliar o paciente a não se ver como desamparado, ajudando-o a identificar pontos importantes e vantagens pessoais. Auxiliar o paciente a identificar o que ele pode fazer por si, para não se sentir mais limitado.
Segurança/ Proteção	Risco de quedas	Criar um ambiente seguro para o paciente. Remover perigos ambientais (ex: tapetes, mobília). Retirar objetos prejudiciais do ambiente. Oferecer dispositivos de
		adaptação (banquinhos, corrimão de apoio). Colocar ao alcance objetos de uso frequente.
	Risco de úlcera por pressão	Realizar mudança de decúbito. Estimular movimentação. Promover posição confortável ao paciente. Elevar membros inferiores. Usar dispositivos sobre a cama. Garantir a ingestão adequada de alimentos. Observar surgimento de áreas avermelhadas. Hidratar a pele. Arrumar a cama com as dobras para os dedos dos pés.
Conforto	Dor aguda	Realizar uma avaliação da dor, incluindo local, características, início, duração, frequência e intensidade. Observar a ocorrência de indicadores não verbais a pacientes incapazes de se comunicar. Utilizar medicamento adequado para dor.

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		Promover repouso.
	Dor crônica	Assegurar que o paciente receba cuidados precisos de analgesia.
		Realizar técnicas não farmacológicas (ex: massagem, aplicação de calor/frio).
		Controlar fatores ambientais capazes de influenciar a resposta do paciente ao desconforto (ex: temperatura, ruídos).
	Risco de solidão	Identificar as causas possíveis para risco de solidão. Incentivar prática de atividades e exercícios ao paciente, promovendo sua socialização.
		Incentivar participação em atividades de lazer/recreação.

VI. CONSIDERAÇÕES FINAIS

Com o envelhecimento populacional no Brasil, o número de idosos dependentes vem crescendo, logo, o familiar torna-se o cuidador principal desse idoso, mas nem sempre ele se encontra preparado para essa prática, sente-se sobrecarregado pela demanda dos cuidados e desta maneira, acaba impactando na qualidade de vida de ambos. O objetivo deste trabalho foi conhecer as competências e habilidades desenvolvidas pelo enfermeiro no atendimento ao idoso dependente no domicílio e também ao seu cuidador. Prestar um cuidado de qualidade exige do enfermeiro conhecimento e preparo técnico científico, planejamento e intervenções. O profissional de enfermagem deve ter uma visualização de todo o contexto, possuir um olhar holístico, ter conduta frente as necessidades de cada indivíduo, estabelecer vínculos, proporcionar um cuidado humanizado, orientar e transmitir segurança ao cuidador informal. Dessa forma, o cuidado no domicílio tem se mostrado como uma ótima opção para reduzir o número de hospitalizações, reduzir a sobrecarga do cuidador informal, além de proporcionar qualidade de vida ao idoso, sua família e satisfação dos próprios.

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