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EVALUATION MODEL FOR VIRTUE EDUCATION IN BUSINESS ENGLISH COURSES

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Abstract: Virtue education is an effective way to cultivate youth's values through their day-to-day learning activities. However, it is difficult to evaluate the effectiveness due to the implicit and accumulative property of virtue education, which is coherently consistent with self-efficacy. Thus, a processive evaluation model for Business English (BE) was designed, in which, virtue education is divided into three dimensions, and their coherence with self-efficacy is supported by literature. A 3-level index system was constructed based on CIPP. As a core component of this evaluation system, a bilingual 35-item College Academic Self-efficacy Inventory from Virtue Perspective (CASI-V) was developed, which is derived from CASI. The reliability and validity analysis were then conducted to test the quality of the scale. The results show that the instrument is qualified to be used in subsequent research.

Keywords: virtue education, teaching evaluation, self-efficacy, index system, CASI-V.

Introduction

A. Background to the Study

With the deepened exchanges between Chinese and foreign ideologies, cultures and values, new generations in China are increasingly diverse and changeable in their mindsets, which poses historical opportunities and challenges for education. As an important position and channel of youth values education, colleges are also facing a series of new requirements: how to dynamically combine the cultivation of youth values with teaching activities to enhance the effectiveness of values

education; How to conduct the social mainstreamed value orientation and improve the rationality of values education; How to improve the curriculum design of values education and enhance the systematization of values education. These are all important issues that need to be solved urgently in our values education at present. Colleges and universities are an important field to carry out youth values education and shoulder the important mission of helping and guiding college students to form correct values, improve the level of positive value cognition and establish correct value evaluation standards.

B. Definition of Virtue Education

The Chinese term “Kecheng Sizheng” (“Kecheng” means course, “Sizheng” means ideology and politics, so this term literally translated as “Course Ideology and Politics, shortened as KCSZ in the following) was first proposed in 2014, and it has become one of the most important subjects of teaching reform in colleges and universities at present. There is another similar term “Sizheng Kecheng” (literally translated as “Ideological and Political Course), referring to ideological and political courses in colleges and universities, which occupy an independent module in the whole curriculum. While KCSZ refers to the integration of values education into professional courses, which means a comprehensive educational concept of building a pattern of values education with the overall efforts of all staff, throughout the whole process, and implemented in all courses, forming a synergistic effect between professional courses and ideological and political courses, and taking “cultivating people by virtue” as the fundamental task of education (Cai et al., 2021). Specifically speaking, it is the practice that while delivering knowledge in professional courses, teachers explore, embody and infiltrate ideological and political elements and socialist core values in the teaching activities through ingenious methods, and promote the combination of knowledge enhancement and moral cultivation, that is, the combination of “preaching” and “teaching” (Zhang & Yang, 2021).

At present, KCSZ is often translated as “curriculum ideology and politics”, which is improper in the following two aspects. Firstly, during practice, it usually refers to the teaching-learning activities in a specific course rather than the whole curriculum; secondly, KCSZ is actually a kind of values education conveying the twelve words of core values of socialism, namely “prosperity, democracy, civilization, harmony, freedom, equality, justice, rule by law, patriotism, dedication, honesty and friendliness”, which has a much wider range of meaning than ideology and politics. What’s more, values education is not unique to China. Many countries around the world have similar practices. For example, the United States, as an immigrant country with multi-culture, multi-race, and multi-religion, has formed many beneficial practices in the educa-

tion of youth values in colleges and universities in recent years. One major feature of its values education is to carry on its value guidance and education for the youth relying on the general courses widely offered in colleges and universities and has formed a trinity of youth values education system with conceptual goals, contents & methods, and evaluation (Zhang et al., 2019). The quality evaluation of general education courses in American colleges and universities pays great attention to the questioning of educational value. External evaluation institutions and internal evaluation institutions of colleges and universities develop special tools to evaluate students’ achievement in knowledge, ability and values. Taylor conducted a comparative survey in 1993 and gave a profound overview of values education in 26 European countries, including the “Moral Education and Australian Values” in Australia, values education in India, the five principles of Pancasila in Indonesia, civics and moral education programs in Singapore, Citizenship Culture and Ethics in Slovenia, “spiritual, moral, social and cultural development (SMSCD)” in the United Kingdom, and so on. Liu & Han compared the values education in the United States, South Korea, and Singapore, concluding that four forces matter in the values education, namely the government, schools, society, and the law. KCSZ in China, no difference in the core, is also a kind of moral education, a practice of the educational concept of “moral education” in teaching activities. Besides that, there is another term “labor education” which is usually mentioned synonymously with KCSZ. Decades ago, workers and labor are those kinds of words that are shiny with glory, nevertheless, young generations nowadays, who have grown up in a society with abundant supplies, have little awareness of admiring labor or willingness to take part in working. Therefore, it is just the right time to revive this concept, especially in colleges and universities, where the new working force is trained. And in this research, all these terms are unified as “virtue education”.

Literature Review

A. Evaluation System for Virtue Education

Educational assessment is the systematic process

of documenting and using empirical data on knowledge, skill, attitudes, and beliefs to refine programs and improve student learning (Allen, 2004). While teaching evaluation is an objective standard to evaluate the process and object of teaching activities by analyzing whether the process of teaching activities conforms to the predetermined teaching design, measuring whether the teaching objectives meet the expected standards, and evaluating the level and quality of teaching activities (Zhang & Yang, 2021).

Therefore, with the functions of diagnosis, guidance, regulation and encouragement, the evaluation system of virtue education tests the overall implementation of virtue education (Liu, 2021), and plays an important role in completing the important task of virtue education, improving the teaching effectiveness and teachers' educational ability. As the effective guide of teachers' teaching activities and an indispensable step in virtue education practice, the evaluation system analyzes and evaluates the implementation of virtue education in all aspects of teachers' teaching activities, so as to effectively evaluate the construction and implementation effectiveness of teachers' virtue education (Liu et al., 2022). A reasonable evaluation system can provide a basis for the optimization of teaching objectives, and determining teaching contents and methods, which is conducive to adjusting the existing teaching methods and concepts to be oriented towards the final purpose of virtue education (Zhang & Yang, 2021).

At present, colleges and universities in China are actively carrying out the construction of virtue education, and the evaluation tools for it are also being developed one after another. CIPP (Context, Input, Process and Product) evaluation model is a Program evaluation model which was developed by Daniel Stufflebeam and colleagues in the 1960s, which is a decision-focused approach to evaluation and emphasizes the systematic provision of information for programme management and operation (Robinson, 2002). Xu and Wang (2022), Ma (2020) and Yin (2019) all try to construct an evaluation system from these four dimensions.

Lasswell's model of communication is one of the first and most influential models of communication (Steinberg, 2007). It was initially published by Harold Lasswell in 1948 and analyzes communication in terms of five basic questions:

"Who?", "Says What?", "In What Channel?", "To Whom?", and "With What Effect?". Hu et al. (2021) analyze the evaluation system of virtue education from five basic elements in the process of educational information dissemination based on Lasswell's model. Ni and Liu (2022) and He (2021) pay attention to the achievement of the goal of virtue education and construct an evaluation system based on OBE concept. Tan, Guo, and Wang (2020) constructed the evaluation index system of virtue education from three different levels of courses, majors and colleges based on the theory and method of professional evaluation. Liu, Min, and Liao (2022) and Cao et al. (2020) adhere to the teaching goal of virtue education and determine the evaluation index from three aspects: teaching design, teaching process and teaching effect.

There are many ways to evaluate virtue education, but there is also something in common. First, they emphasize the combination of quantitative analysis and qualitative analysis; second, they attach importance to the combination of process evaluation and final evaluation (Wang, 2020); third, they highlight the combination of students' subject role and teachers' leading role; fourth, they advocate diversified evaluation perspectives. The evaluation system is becoming more and more detailed and novel, and various evaluation systems of virtue education emerge based on different specialties, but there is not enough long-term follow-up, and all these systems need further proof.

B. Virtue Education for Business English Majors

Under the new conditions, integrating virtue education into professional courses has become an inevitable trend and the actual demand of teaching, which is also an opportunity and challenge for the curriculum reform for Business English majors.

Business English (BE) is a branch of ESP, and the quality requirements of its personnel training are highly coupled with the fundamental task of "virtue education". Business English majors should not only focus on students' language skills, business knowledge, and business handling skills but also cultivate students' ability to analyze problems and recognize the essence of

things. Many domestic scholars explore its path and mode in the practice of virtue education reform. For example, Yang (2018) proposed to improve students' professional quality through typical case analysis and cultivate cultural confidence through comparative learning; Shen (2020) pointed out that virtue education should be included in the student assessment system; Huang (2022) analyzes English textbooks from the perspective of virtue education via its discourse function. Li (2022) combines virtue education with the cultivation of students' critical thinking abilities. However, there is not much research on how to carry out the process evaluation for BE majors from the perspective of virtue education.

C. Self-Efficacy and Virtue Education

Students in higher vocational colleges usually lack self-confidence in learning foreign languages. While self-efficacy and virtue education are highly consistent and coupled in the aspects of mindfulness of goals, gradual improvement, implicit cognition, and unquantifiable evaluation. Therefore, we can stimulate students' learning motivation and improve their comprehensive spiritual status by integrating self-efficacy and virtue education.

Self-efficacy theory is a concept put forward by psychologist Albert Bandura (1977), which means that individuals believe that they have the ability to perform necessary behaviours in order to achieve specific results. Self-efficacy judgement (SEJ) emphasizes the role of individual subjective psychological factors in behaviour and

has been widely used in various fields. Academic self-efficacy refers to students' expectations and judgment on whether they have the ability to complete a learning task or carry out a specific learning activity in their learning activities, and it is the performance of self-efficacy in the academic field. On the basis of a lot of research, Bandura summarized many factors affecting self-efficacy into four sources of information, as presented in Figure 1:

1. Performance accomplishment (PA): Experience of success or failure of individual behaviour;
2. Vicarious experience (success or failure experience of others) (VE): The corresponding sense of self-efficacy when student see peers with similar abilities complete a certain task;
3. Social persuasion (SP): Teachers' praise or classmates' affirmation;
4. Physiological and Emotional status (PS): Nervousness and anxiety.

Main approaches may include establishing and setting up professional models to enhance students' career identity through the development of a career idol database; improving students' self-recognition and learning attitude of not being afraid of suffering and striving for perfection through the practice of work-based learning tasks; cultivating students quality in the four functional areas of learning self-efficacy (learning behavior choice, learning effort, thinking mode and difficulty coping) through step-by-step tasks, phased affirmation and gradual skill improvement so that students can be effectively stimulated to improve their English learning ability.

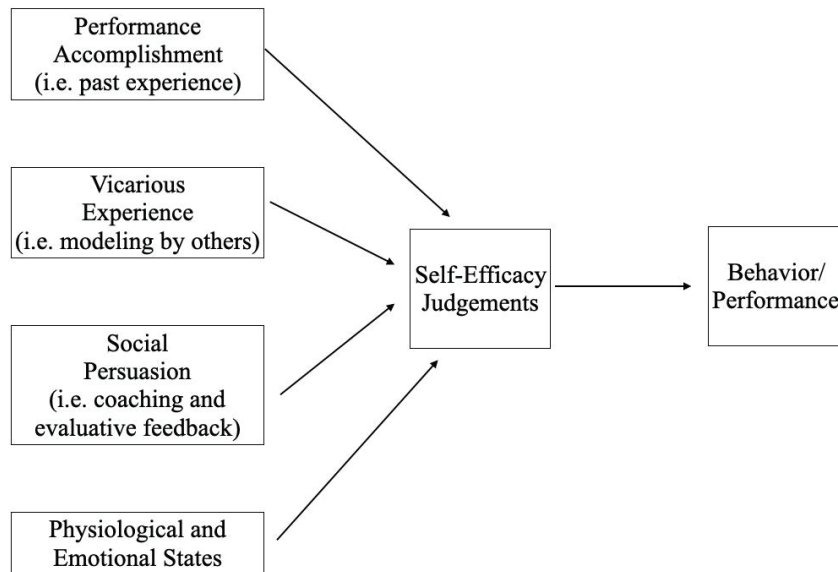


Figure 1. Self-efficacy Theory (Bandura, 1977).

Since the research on the subject of KCSZ is mainly carried out in China, the research chooses CNKI as the database, and search with the combination of keywords of “课程思政 (KCSZ)” and “自我效能 (self-efficacy)” Fig. 2 illustrates the results that there are 109 articles in the last ten years (2012-2022), and the publication time

is mainly concentrated in 2020-2022. According to the keyword frequency sequence and cluster diagram (Fig. 3), it can be seen that self-efficacy was introduced earlier, and “KCSZ” gradually became a research hotspot after 2019. However, there are few studies on the combination of the two fields.

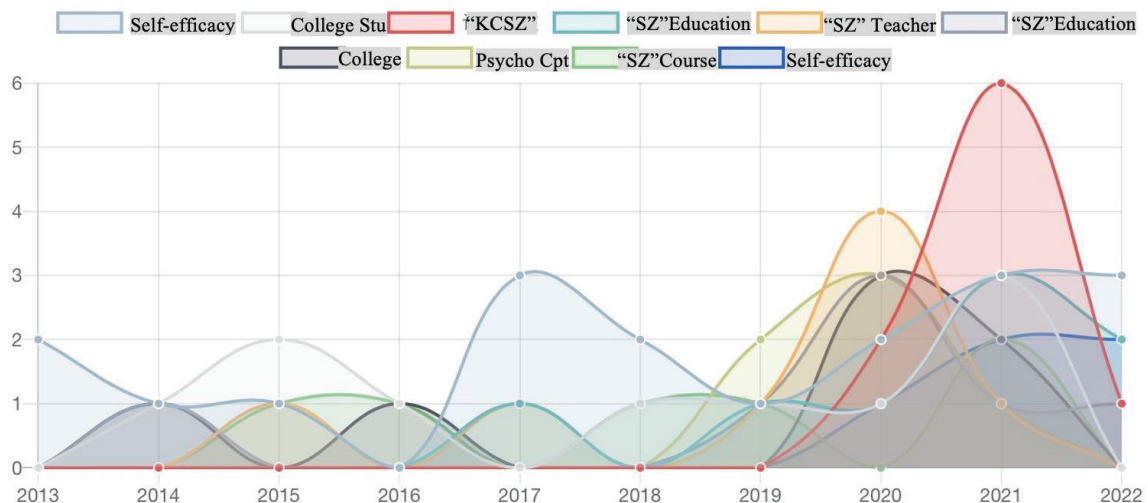


Figure 2. Keywords Frequency via SATI



tent and targets of Business English, this study views virtue education for Business English majors from three dimensions, as shown in Fig. 4:



United States and among Korean college students respectively. While Bandura's team (2001) suggest that cultural confidence may enhance self-efficacy by providing individuals with a sense of belonging and connection to their cultural heritage. Moreover, a study by Park and colleagues (2018) evaluated the impact of a cul-

tural confidence and self-efficacy program on the academic performance and well-being of international students in the United States.

Meanwhile, Kotluk and Kocakaya (2017), and Chang and colleagues (2020) found that higher self-efficacy was associated with better critical thinking skills among university students. Mariano and colleagues (2017) examined the impact of self-efficacy on critical thinking among nursing students and found that students with higher self-efficacy were more likely to engage in critical thinking and problem-solving activities during clinical practice.

Overall, the research suggests a strong relationship between self-efficacy and the cultural dimension of virtue education, which have a positive impact on academic performance, well-being, and social integration in multicultural contexts.

There are more studies in the relationship between self-efficacy and career identification. Lent and Brown (2000), Betz and colleagues (1996) found that self-efficacy was positively associated with career identification among college students. Yao's team (2023) explored the mediating effect of career identification on ideological and moral values and self-efficacy of nursing students, and found that ideological and moral values, career identification and self-efficacy are positively correlated ($r=0.179$, $r=0.698$), and ideological and moral values and professional identity are positively correlated ($r=0.118$). Career identification plays a partial intermediary role between ideological and moral values and self-efficacy of nursing students, accounting for 46.68%. They believe career identification promotes the effect of ideological and moral values education of undergraduate nursing students and can inspire their self-efficacy at an early stage. Wang (2022) found a significant pos-

itive correlation between career decision-making self-efficacy and career values of preschool education students in higher vocational colleges, and he also found that ideological and political education can effectively improve the students' self-efficacy of career decision-making.

As early as 1999, Bandura's team and colleagues (1999) proved that self-efficacy was positively associated with self-identification among college students. Similarly, another study by Lent and colleagues (2005) found that higher levels of self-efficacy were associated with greater clarity of self-concept among young adults. Mohammed H. Abood (2020) defined a statistically significant positive correlation between extroversion, openness to experience, academic self-efficacy and academic adaption in his study among university students in Jordan. Moreover, a study by Lent and colleagues (2000) found that self-efficacy beliefs played a significant role in shaping the vocational identity development of college students. The authors suggest that interventions aimed at improving self-efficacy may enhance self-identification and identity development among young adults. Kim and colleagues (2019) evaluated the impact of a self-efficacy and identity exploration program on the personal and academic growth of college students. The program was found to be effective in improving both self-efficacy and self-identification among the participants.

Overall, it can be further inferred that the three dimensions of virtue education in Business English have a coupling effect with their academic self-efficacy. This relationship involves what Bandura called an inevitable exchange between personality factors and behaviour. Fig. 5 illustrates the above question in a more visualized way:

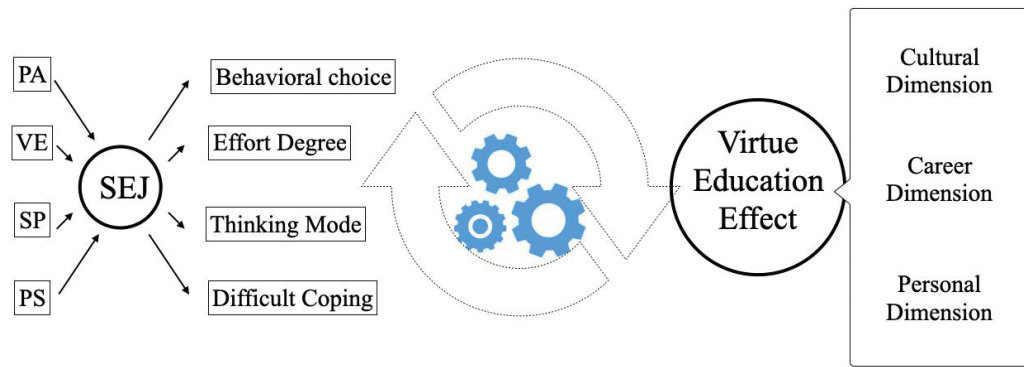


Figure 5. Coupling Effect between SE and Virtue Education

Evaluation Model For Virtue Education

Based on the above study, the present research will then construct an evaluation model for virtue education based on the approach of developing students' self-efficacy, which will include three items: 1. A processive evaluation model for virtue education; 2. An index system for virtue education; and 3. A virtue education self-efficacy scale for students.

A. A Processive Evaluation Model

The educational effect is mainly reflected in following aspects: students' sense of their own cultural consciousness, their critical thinking on their own values, their understanding of socialist core values, their firmness in and hardworking and professionalism, their dedication to the

career and their self-confidence. As a result, the abstractness of the educational effect puts high demands on specific evaluation methods. What's more, students' cognition achievement comes from implicit psychological changes and always develops along with dynamic changes. In addition to evaluation of the improvement of students' language skills by traditional testing methods, this research also designs an evaluation system of students' own quality and moral development potential from four dimensions, namely students' learning behaviour choice, willingness to make effort, thinking mode and difficulty coping attitude. The evaluation will be carried out through an AI system, peer evaluation, teachers' and employers' observation, and so on, thus forming a complete evaluation system of virtue education effectiveness, as shown in Fig. 6.

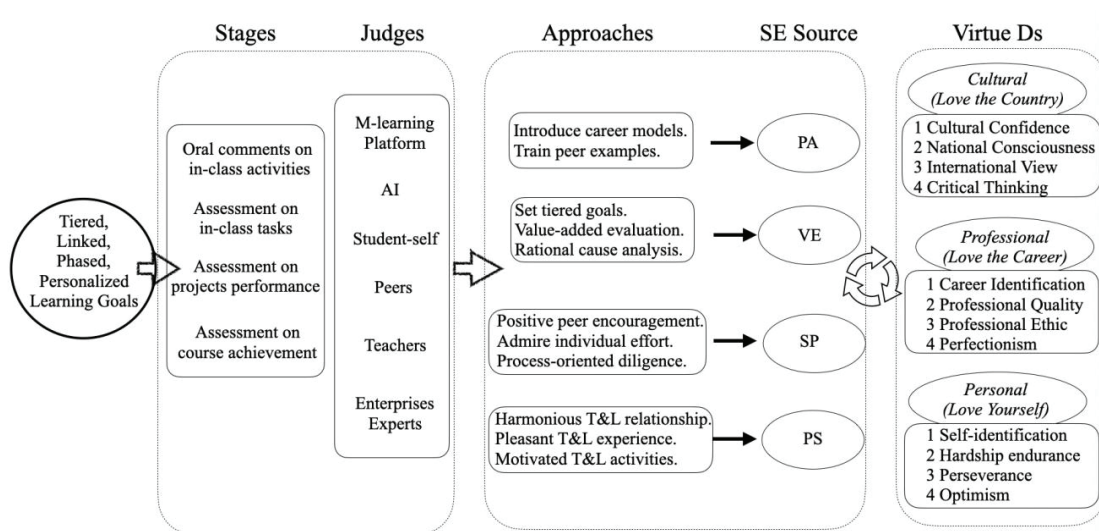


Figure 6. Processive Evaluation Model for Virtue Education in BE

(a). Subjects: Multiple

In order to ensure the rationality and objectivity of the evaluation system, it is necessary to construct an evaluation system involving teachers, students, teaching supervisors, and employers.

Teachers, as the direct implementers of virtue education, are the first responsible persons. They have their own personal experience and feelings about the implementation process and the effect of virtue education. Their evaluation focuses on the inherent logic of virtue education, and their dominant position is highlighted in the evaluation system, which can show the fairness and professional characteristics of virtue education evaluation.

Students are the first perceivers and beneficiaries of teaching and have the most direct feelings about the effect of virtue education, so they have the most powerful say in the effect of virtue education and can make suggestions based on their own feelings.

The teaching management department is the key organization to ensure all teaching activities are carried out in an orderly way, and it can objectively evaluate the teaching quality and effect of virtue education from the perspective of a third party.

Employers are the final organizations to receive college graduates, and the quality of students directly determines their performance in employers. It is more in line with the perspective of development and objectivity for employers to test the teaching effect of virtue education.

(b). Objects: Teachers and Learners

The receptors of virtue evaluation are the evaluation objects, so it should include the main participants in teaching and learning activities. Teachers are the first person in charge of virtue education. In order to continuously improve professional teachers' virtue education awareness and teaching ability, it is necessary to conduct a comprehensive investigation on whether teachers integrate virtue education into professional

knowledge and skills teaching and whether they complete the task of virtue education at a high standard, so as to vigorously promote teachers' consciousness, enthusiasm and professionalism in carrying out virtue education.

Students are the direct recipients of the teaching, and they should have the most intuitive response and feedback. Evaluating students' learning status and specific behavior after virtue education can further determine whether virtue education has enabled students to perceive the core concept and improve their professional ability and overall quality.

(c). Methods: Processive and Sustainable

On the one hand, the evaluation method should reflect the whole process, pay attention to the value-added changes in the learning process, integrate virtue education into the whole process of professional teaching, and avoid limiting the evaluation to the final assessment. On the other hand, the requirements of students' virtue education should be constantly adjusted with the development of society and the change of the external environment's demand. We should make the evaluation criteria not only suitable in the college, but also extend to the workplace, which is beneficial to students' career growth.

(d). Instruments: Both Quantitatively and Qualitative

Evaluation instruments should combine quantitative and qualitative methods. As mentioned above, one of the reasons why it is difficult to evaluate the effect of virtue education is that its development is potentially hidden and difficult to quantify. Nevertheless, some quantitative tools should be used to increase the transparency of evaluation testability. For example, by means of tech-integrated teaching, students' classroom participation and self-study after class become explicit and recordable, and at the same time, some scales can be developed to evaluate students.

Based on the above principles, the final three-level index system is shown in Table 1:

Table 1.

Index System For Virtue Education Effectiveness

Level 1	Level 2	Level 3	Objects	Subjects	Instruments
Context	Course setting	Has formed a complete virtue education system in line with the characteristics of the course.	Teacher Student	Supervisor Teacher	Questionnaire Interview

	Teachers	Understand the requirements of virtue education, fully explore the relevant elements, and properly integrate into the teaching.			
		Familiar with the development trend of related disciplines of the courses.			
		Familiar with the learning situation of students and adjust the teaching strategies according to individual differences.			
	Students	Understand the requirements of virtue education.			
		Understand the course requirements and learning objectives and observe the classroom order.			
Input	Resources	The syllabus meets the requirements of the subject and is integrated with virtue education.	Teacher	Supervisor Teacher	Portfolio
		The teaching objectives are in line with the personnel training objectives and the needs of enterprises.			
		Textbooks and other teaching resources have correct values.			
		There are real-time updated online teaching resource database and enterprise teaching resource database.			
		The choice of teaching resources conforms to the characteristics of vocational education and students' study habits.			
	Environment	Teaching hardware can meet the needs of classroom teaching activities.			Portfolio
		The teaching environment is suitable for inquiry learning and interactive learning.			
		The preparation of educational technology is adequate and reasonable.			
Process	Content	Teaching content is organically integrated with virtue education elements.			
		The teaching content covers the frontier information of scientific development and that from enterprises.			
	Design	The design of teaching activities reflects the correct guidance of values.			
		Create a student-centered classroom and realize harmonious interaction between teachers and students.			
		Consciously cultivate students' professional consciousness and quality.			
		The teaching process is complete, standardized and well designed, forming an effective closed loop.			
	Methods	Rich teaching methods can effectively implement moral education.			
		Teaching methods serve teaching objectives and effectively improve classroom efficiency.			
		Teaching methods are in line with stu-			

	Assessment	dents' preferences and reflect new technologies and new thinking.			
		Can reflect the assessment of the sense of acquisition in terms of virtue education.			
		The evaluation process is open, transparent, fair, and equitable.			
		Evaluation attaches importance to process evaluation and value-added evaluation.			
		The evaluation means are diversified and the evaluation subjects are diversified.			
Product	Effect	Students' English communication ability and language application ability have been trained and improved.	Student Teacher	Students Teacher Supervisor Employer	Questionnaire Portfolio Interview
		Students' problem-solving ability, learning ability and innovation ability are trained and improved.			
		Positive changes of students' attitudes, emotions and values towards the culture, the career, the team, and themselves.			
		The promotion of students' career development potential.			
	Performance	Students have high attendance rate and positive learning attitude.			
		Students are interested in participating in classroom activities.			
		Students actively carry out regular off-class autonomous learning.			
		Students practice professionalism and abide by professional norms in project-based training.			
	Satisfaction	Students' satisfaction with teachers is high.			
		Teachers are highly satisfied with their students.			
		Graduates are highly satisfied with their majors and schools.			
		Employers are highly satisfied with graduates.			

B. A College Academic Self-efficacy Inventory from Virtue Perspective

(a). Instrument Development

The present research chose CASI (College Academic Self-efficacy Inventory) by Owen and Froman (1988) as the original instrument. Its 33 items were tested with the pilot sample of 40 students to measure reliability correlation, coefficients were measured in accordance with the total degree (0.26 – 0.67). All correlation coefficients were statistically significant. Reliability

was measured by internal consistency according to Cronbach's Alpha, on the independent group of 40 (0.81). The overall potential ranges from 33 points for the highest amount of confidence to 165 points for the lowest.

The adaptation process consists of translation, experts review, virtue dimensions integration, and back-translation. the CASI needs to be translated (Hambleton et al., 2004; Schweizer & DiStefano, 2016) into the local language (Chinese) for better understanding. This process is carried out to maintain the validity of the CASI,

wherein the “meaning” of each item must be understood in the same context as in the original language (Geisinger, 1994; Hambleton et al., 2004). While, at the same time, the adaption process should be carried out objectively, to avoid cultural biases (Canino & Bravo, 1999; Jones et al., 2001).

And then, a panel of experts reviewed the translated scale and screened the item to delete those are not suitable for target students.

The next step is to integrate the three dimensions of virtue education for Business English into the screened scale. And this version was later proceeded with the back translation from Chinese into English. According to Brislin (1980), back translation is the process where someone

who is considered bilingual to translate the scales from the target language (Chinese) to the source language (English).

The final stage is to compare the quality of the original instrument in English to the translation results, which is also in English. Both of these instruments were compared using the language for each item. To avoid bias that might arise and get the aimed results, the researchers asked independent third parties to conduct the examination.

Thus, the CASI was developed into a bilingual 35-item College Academic Self-efficacy Inventory from Virtue Perspective (CASI-V) for students. Table 2 lists all the items:

Table 2.

35-item CASI-V

	Item	Dimension	Corrected Correlation
1	Taking well-organized notes during a lecture.	ASE	0.763
2	Listening carefully during a lecture on a difficult topic.	ASE	0.832
3	Writing a high-quality assignment.	ASE	0.778
4	Earning good marks in most courses.	ASE	0.872
5	Attending class regularly.	ASE	0.461
6	Studying enough to understand the content thoroughly.	ASE	0.868
7	Understanding most ideas you read in your texts.	ASE	0.904
8	Understanding most ideas presented in class.	ASE	0.887
9	Making good use of the library or online learning resources.	ASE	0.891
10	Participating in competitions related to your subject.	ASE	0.844
11	Participating in extracurricular events (sports, clubs).	Cultural	0.728
12	Spreading out studying instead of cramming.	Cultural	0.916
13	Having a good idea about the reason you take the course.	Cultural	0.868
14	Exploring different cultures in different countries.	Cultural	0.875
15	Being proud of introducing traditional Chinese cultures to foreigners.	Cultural	0.812
16	Challenging what you read or browsed in a book or on the internet.	Cultural	0.874
17	Having a clear judgment on the right or wrong of an action.	Cultural	0.808
18	Applying lecture content to a social activity or training program.	Career	0.884
19	Knowing major local industries, brands, and enterprises.	Career	0.840
20	Participating in volunteer activities, social practice, or summer internship.	Career	0.819
21	Visiting a company or a factory related to your subject.	Career	0.790

22	Talking to a professional privately to get to know him or her.	Career	0.818
23	Gaining good results in a professional accreditation or a competition.	Career	0.870
24	Looking for a working opportunity in relating fields.	Career	0.869
25	Looking for an opportunity to practice what you have learned.	Career	0.905
26	Having a good idea about what you will do after the graduation.	Career	0.849
27	Having a good idea about what you need to learn for your future job.	Career	0.883
28	Participating in a class discussion.	Personal	0.859
29	Answering a question in class.	Personal	0.853
30	Asking a teacher in class to review a concept you don't understand.	Personal	0.832
31	Helping another student in study.	Personal	0.848
32	Performing English role-play, presentation, or other activities in class.	Personal	0.872
33	Talking to a teacher privately to get to know him or her.	Personal	0.871
34	Challenging a teacher's opinion in class.	Personal	0.841
35	Going on with a task (working or learning), even though you know it is challenging.	Personal	0.843

(b). Sampling

The researcher then chose a random sample of 158 students from Grade 1 and Grade 2 of Business English major in a higher vocational college. Table 3 represents the distribution of the samples. In order to avoid misunderstanding, the questionnaire is bilingual, and was distributed via “WenJuanXing”, an online survey platform based in China, to ensure the efficiency. And data such as learners' demographic information, learning characteristics, academic self-efficacy scale and virtue awareness are collected and analyzed. Obtained data were then analyzed to test the CASI-V' validity and reliability.

(c). Validity Analysis

Validity analysis is used to study whether the question effectively expresses the conceptual information of the research variables or dimensions. Generally speaking, it indicates whether the design of the research question is reasonable or whether the question represents a certain variable. In order to improve the quality of the questionnaire and the value of the whole study, it is necessary to analyze the validity of the scale.

Conclusion

With the deepening of the research on virtue education in China, the theoretical logic and historical logic of it are gradually clear. What's more,

some practical problems have been effectively coped, and the practices such as the construction of virtue education system, development of teachers' awareness, curriculum and teaching reform, and the construction of teaching resources tend to be more systematic. However, the construction and improvement of the evaluation system of the implementation effect of virtue education has not been completed, and the self-improvement mechanism of virtue education has not yet been formed. Based on the theory of self-efficacy, this study attempts to explore the processive evaluation system of professional ESP courses from the perspective of virtue education. Through the imperceptible integration of virtue education in the daily teaching activities, students' self-efficacy in English learning can be aroused, so as to further enhance the effect of virtue education. On the practical level, this project constructed 1. a processive evaluation model for virtue education; 2. an index system for virtue education based on CIPP model; and 3. a virtue education self-efficacy scale for students developed from CASI. The processive evaluation model starts from tiering the learning objectives, dynamically monitors and cumulatively manages the progress process through an objective multi-dimensional evaluation system, and probes into the virtue evaluation model based on information technology integration. However, as far as the current research is concerned, the sample size of

this questionnaire is too small, and only a simple reliability and validity test was carried out and the dimensions of the questionnaire need to be further clarified. So, the follow-up research will continue to optimize the questionnaire and to conduct ANOVA analysis to examine the variances among different dimensions. Besides that, measurement tools such as semi-structured interviews with teachers and students will be developed to complete the evaluation kit for virtue education and try to improve its popularization.

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