

Study on the Teaching and Research Competence of College English Teachers by Using Teaching Portfolio

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Abstract. This paper takes teachers' e-teaching portfolio as an evaluation and incentive mechanism to promote college English teachers' active participation and positive reflection on teaching and research by self-evaluation and other evaluation methods. According to the academic ranks of teachers, the teaching portfolio is divided into three types: the process-oriented teaching portfolio, the result-oriented teaching portfolio and the display-oriented teaching portfolio. Different content elements are set for different types of teaching portfolio to achieve the goal of improving teaching and research ability.

Keywords: Foreign Language Teaching Competence; Teaching Portfolio; College English Teacher.

1. Introduction

A teaching portfolio is not a simple course portfolio, but rather a brief summary of the curriculum, teaching and the impact it has on students, based on practice and reflection. Teaching portfolio first appeared in Canada and were called Teaching Dossiers, but it was widely used to promote the professional development of university teachers later in America. Teacher portfolio evaluation is of great significance to the development of teachers' career development.

2. Classification of Teaching Portfolio

The teaching portfolio is a systematic collection constructed by teachers through teaching and research reflection, cooperative learning and teaching activities in a certain period of time, which is a strong evidence of teachers' teaching knowledge and research ability, and a true reflection of teachers' teaching and research work. Based on the research purpose, the content of this portfolio mainly divided into three aspects.

According to the academic ranks of a teacher, the teacher portfolio is divided into three types: process teaching portfolio, result teaching portfolio and display teaching portfolio. Different types of teaching portfolios for teachers at different levels can give full play to the role of teacher portfolios, promote the common growth of teachers at all levels. According to the academic ranks, the instructor, associate professor, and professor were matched to three kinds of teacher portfolios.

The main purpose of the process-oriented teaching portfolio is to reflect the performance of the teacher in a certain period, and to evaluate the progress of the teacher. This kind of teaching portfolio is mainly aimed at new teachers, to help them to adapt to the role of a teacher as soon as possible, and steadily grow into a qualified teacher.

The results-oriented teaching portfolio is designed to show the results of the achievement of the desired objectives in a given period. Teachers set up a certain goal, and strive towards this goal. This kind of teacher portfolio is mainly for teachers with the title of associate professor, and encourages them to devote themselves to teaching and researching in their posts, identify personal career development goals, and achieve rapid career growth.

The display-oriented teaching portfolio is to show teachers' achievements in teaching or scientific research, mainly for teachers who have obtained professor titles. On the one hand, it shows their

teaching concepts and achievements, and plays a guiding role for young teachers. On the other hand, it can also be used for self-improvement, mutual learning and so on.

3. Contents of Teaching Portfolio

The contents of teaching portfolios should not only reflect teachers' achievements in teaching and research, and also focus on reflecting teachers' reflections in many aspects, such as values cultivation, teaching competition, teamwork, research results, examination and evaluation, etc. According to different types of teaching portfolios, the contents are also different, which should mainly include the following elements: First, personal information; Second, the teaching part-- the role of teacher; Thirdly, the research part-- the role of a scholar; Fourth, the aspect of learning and further education -- the role of a learner; Fifth, the reflection on teaching and research; Sixth, evaluation -- the role of teachers as evaluators. The specific content is shown in Table 1:

Table 1. Contents of teaching portfolio

The process-oriented teaching portfolio	The results-oriented teaching portfolio	The display-oriented teaching portfolio
<ul style="list-style-type: none"> • personal Information • annual target • teaching reflection • further study • peer evaluation 	<ul style="list-style-type: none"> • major achievements on teaching • annual target • teaching reflection • research plan • further study • peer evaluation 	<ul style="list-style-type: none"> • major achievements on teaching • major achievements on researching • annual target • teaching reflection • research plan

4. Benefits of Teaching Portfolio

4.1. A Guidance to Professional Development

Many new teachers have insufficient awareness of professional development and pay less attention to new ideas and research trends. One of the important functions of the teaching portfolio is to strengthen the awareness of teachers' career development. New teachers would set annual objectives in the portfolio and the unreasonable ones would be corrected in time, so as to point out a right direction for each teacher's professional development.

4.2. A Promotion to Teaching and Researching Innovation.

Reflection is a key point throughout the teaching portfolio and an important way for teachers to make progress. Only by constantly questioning and thinking about our own teaching and research work can we inspire innovative ideas in work. The reflection on teaching and research should be taken as the core of teaching portfolio evaluation. It should be carried out through a variety of incentive and management measures to promote teachers' innovation.

4.3. An Expansion of Professional Development Paths

As one of the important methods to evaluate teachers' teaching and research ability, the teaching portfolio helps teachers discover many possibilities in their work. Through the different functions of

different teaching portfolios, the teaching team will play a more obvious role. Different from the traditional way to facilitate a teacher's career development, the teaching portfolio has a clear content, wide coverage and large amount of information. The method it helps and guides young and middle-aged teachers is more extensive and comprehensive. In this way, young and middle-aged teachers can learn more from more senior teachers, not only the knowledge of teaching and researching, but also have a deeper understanding of their future professional development direction and path, and can give full play to the role of the teaching team.

5. Conclusion

As an evaluation method to promote the professional development of teachers, teaching portfolio emphasizes the principal position of teachers in the evaluation. It helps teachers to constantly self-reflect by recording their own teaching process and their reflection. In this process, teachers adjust their teaching methods and means again and again, and make self-summary and self-evaluation in time, so as to effectively improve their researching ability and teaching quality.

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