

Dynamic Evaluation of Foreign Language Teachers' Competence Development in Colleges and Universities: Theoretical Model and Practical Strategies

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Abstract: Driven by globalization, the internationalization of higher education has become a major trend in the development of education. In this context, the professional competence of foreign language teachers in colleges and universities plays a crucial role in improving the quality of teaching and the international competitiveness of students. The purpose of this study is to construct a multi-dimensional and interactive theoretical model of dynamic evaluation of teachers' competency development, and to propose corresponding practical strategies to promote the professional growth of foreign language teachers. The model emphasizes that teacher professional development is an actively constructed process, and realizes the continuous optimization of teaching practice through practical strategies such as formative evaluation, self-evaluation and peer evaluation, teaching observation and reflection, so as to provide theoretical and practical reference for educators and policymakers, and promote continuous innovation and development in the field of foreign language education.

Keywords: foreign language teachers in higher education; competence development; dynamic evaluation; theoretical model; practical strategies

1. Introduction

In the context of globalisation and the internationalisation of education, the importance of foreign language education in higher education has become increasingly prominent. As key performers in this educational process, the improvement of foreign language teachers' professional competence is directly related to the quality of teaching and the effectiveness of student learning. However, traditional teacher evaluation systems tend to focus on results rather than processes, ignoring the dynamics and complexity of teachers' professional growth. Therefore, how to construct a dynamic evaluation system that is scientific and reasonable and can comprehensively reflect the professional competence of foreign language teachers in order to promote the professional development of foreign language teachers has become an urgent problem in the field of education.

Dynamic Assessment (DA) was originally proposed by Feuerstein et al. (1980) to reveal an individual's learning potential through an interactive assessment process. In the field of education, the concept has been extended and applied to teacher professional development, emphasising feedback and support during the assessment process to promote teachers' continuous growth. Dynamic evaluation, as a way of evaluating teacher competence that is both continuous, interactive and developmental, is able to reflect teachers' professional development in a more comprehensive and sustained manner, which is important for promoting teachers' lifelong learning and pedagogical improvement.

This study aims to construct a theoretical model of dynamic evaluation of foreign language teachers' competence development in colleges and universities, and to propose practical strategies based on the model, in order to promote teachers' professional growth and provide theoretical support and practical reference for the professional development of foreign language teachers in colleges and universities.

2. Literature review

2.1 Definition and criteria for foreign language teacher competence

Competence development of foreign language teachers in higher education is crucial for improving the quality of teaching and students' foreign language proficiency. Foreign language teacher competence is usually considered to cover several dimensions, including, but not limited to, language knowledge, teaching skills, intercultural communicative competence, and lifelong learning competence. Different countries and regions have different understandings and requirements of what foreign language teachers should be able to do according to their own educational goals and cultural backgrounds.

Western countries tend to emphasise teachers' innovative skills and critical thinking, while Asian countries may focus more on language skills and cultural understanding. The key indicators of competence development usually encapsulate language knowledge, teaching skills, assessment skills, technology application skills, lifelong learning skills, and intercultural communication skills, which is in line with the ideas presented in Lázár's study. Relevant studies point out that the professional growth of foreign language teachers is a multifaceted and multilevel development process, which requires teachers to improve their teaching and professional competence through continuous learning and self-improvement.

2.2 Theories related to dynamic evaluation

Dynamic evaluation is a formative evaluation method that emphasises the ongoing assessment and development of teacher competence during the teaching and learning process. Compared with traditional static evaluations, dynamic evaluations focus more on the evaluation

process and teachers' ability to reflect, which can more truly reflect teachers' teaching practices and professional growth. Dynamic evaluation emphasises the continuity, interactivity and developmental nature of evaluation, which can stimulate teachers' intrinsic motivation and promote self-evaluation and self-improvement. However, there are challenges in the practical application of dynamic evaluation, including the subjectivity of evaluation criteria and the complexity of the evaluation process.

2.3 Status of professional development of foreign language teachers in colleges and universities

Current research on the professional development of foreign language teachers in colleges and universities focuses on teacher training, teaching method innovation and teacher evaluation, but the existing studies have some shortcomings and gaps. Existing studies are mostly designed with qualitative analyses, lack quantitative assessment of the process of teachers' competence development, and focus mostly on theoretical discussions, lacking in-depth analyses combined with practical cases. In addition, there is still room for improvement in intercultural communication competence and technology application competence of foreign language teachers in colleges and universities.

3. Theoretical model construction

3.1 Theoretical basis for dynamic evaluation

The theoretical basis of dynamic evaluation is multidimensional, and it provides insights into the development of foreign language teachers' competence in colleges and universities from several theoretical perspectives. Firstly, constructivist learning theory suggests that knowledge is constructed in social interactions and individual activities, and the development of teachers' professional competence is regarded as an actively constructed process. In addition, dynamic systems theory emphasises the interactions and dynamic changes between elements within a system, providing theoretical support for the dynamic nature of foreign language teachers' competence development. Reflective teaching, as an important component of teacher professional development, promotes continuous reflection and improvement of teachers' own teaching practices. At the same time, dynamic assessment is closely related to Vygotsky's socio-cultural theories, particularly his concept of the 'zone of nearest development', which suggests that learners are able to achieve higher levels of competence within their zones of nearest development through the guidance of the teacher and social interaction.

3.2 Dynamic evaluation model of foreign language teachers' competence development in colleges and universities

In constructing a dynamic evaluation model for the development of foreign language teachers' competence in colleges and universities, a multidimensional and systematic approach ensures that teachers' competence is evaluated in a comprehensive and in-depth manner.

Firstly, the competency standards are the basis of the evaluation model, which defines the professional competencies and teaching skills that foreign language teachers in higher education should possess. Competency standards should be consistent with the educational objectives and student needs in the context of internationalisation and be able to reflect teachers' professional development in terms of language knowledge, teaching methods, assessment skills and intercultural communication. Yang (2017) proposed to construct a performance evaluation system and model for the professional development of university English teachers, which emphasises the multidimensionality of the evaluation of teachers' professional competence and provides us with a reference for constructing a multidimensional evaluation system of teachers' professional competence. Therefore, the competence standards should not only include traditional foreign language teaching competence, but also cover interdisciplinary competence, international perspective, technology application competence and lifelong learning competence. These standards aim to ensure that teachers can adapt to the globalised educational environment and make effective use of emerging technologies to enhance teaching effectiveness.

Secondly, teaching practice is at the centre of teacher capacity development. Teachers' teaching practice includes not only classroom instruction, but also curriculum design, student assessment, reflection on teaching and professional development activities. Through continuous teaching practice, teachers are able to transform theoretical knowledge into practical teaching competence. Zhang and Long (2021) studied the professional development initiative of experienced English teachers in colleges and universities from the perspective of activity theory, pointing out that teachers should actively participate in teaching practice to promote their own professional competence. In the dynamic evaluation model, the teaching practice element emphasises that teachers should actively participate in and adopt innovative teaching methods, such as catechism, flipped classroom and virtual reality technology. These methods not only enhance the interactivity and practicality of teaching, but also promote students' critical thinking and problem-solving abilities.

Third, the feedback mechanism is key to the dynamic evaluation model. This requires teachers to collect feedback from students, peers and educational administrators during the teaching process and use this information for self-evaluation and teaching improvement. An effective feedback mechanism can promote teachers' professional growth. Jiang (2017) reviewed and reflected on the research and application of dynamic evaluation in foreign language education, and put forward the importance of building a scientific feedback mechanism. Feedback can be formal or informal, and the key is to provide teachers with timely, specific and constructive comments. Feedback mechanisms can be built either by providing immediate feedback through artificial intelligence-based multimodal data analysis tools or by building collaborative networks of teacher communities that facilitate mutual support and growth among teachers with the help of peer review and knowledge sharing.

4. Practical strategies for dynamic evaluation

4.1 Theoretical basis for practical strategies

The practical strategy of dynamic assessment is based on constructivist learning theory and is aligned with the dynamic assessment

model, which emphasises the development of teacher competence as an actively constructed process. Constructivist learning theory emphasises learners' active exploration and meaning construction in authentic contexts, while dynamic evaluation provides teachers with a platform for continuous self-improvement and development. The feedback mechanism, as a key element of dynamic evaluation, promotes the continuous improvement of teachers' professional competence. Through formative evaluation, self-evaluation and peer evaluation, as well as teaching observation and reflection, teachers are able to gain insights into their teaching practice and adjust their teaching strategies accordingly. The congruence between the dynamic evaluation model explored in the previous section and the practice strategy is reflected in the multi-dimensional consideration of teachers' competence, including teaching skills, reflective skills, and technology application skills.

4.2 Implementation pathway for dynamic evaluation of capacity development

The implementation path of dynamic evaluation includes formative evaluation, self-evaluation and peer evaluation, and teaching observation and reflection. Firstly, formative evaluation is an important part of dynamic evaluation, which focuses on the continuous evaluation of the teaching process, pays attention to the continuous progress of the teachers' teaching process, and promotes the enhancement of teachers' professional competence through timely feedback. Secondly, self-evaluation and peer evaluation provide teachers with opportunities for reflection and mutual learning. Self-evaluation enables teachers to reflect on their own teaching practice, while peer evaluation provides teachers with professional feedback from their peers. Together, these two forms of evaluation promote communication and collaboration among teachers, and help them to examine and improve their teaching practices from different perspectives. In addition, teaching observation and reflection are important ways for teachers' professional development. Teaching observation enables teachers to examine their own teaching behaviours more objectively, while reflection prompts teachers to think deeply about the problems in the teaching process. Through observation and reflection on teaching practice, teachers are able to identify strengths and weaknesses in their teaching practice, so that they can formulate targeted improvement measures and continuously optimise their teaching strategies. Through these practice strategies, foreign language teachers in colleges and universities can achieve the continuous development and improvement of their own abilities under the guidance of the dynamic evaluation model, thus promoting their professional growth.

5. Conclusion and Recommendations

Through systematic analysis, this study constructs a multidimensional dynamic evaluation model aimed at promoting the professional development of college foreign language teachers. The model is constructed around competency standards, teaching practices and feedback mechanisms, and covers practical strategies such as formative evaluation, self-evaluation and peer evaluation, as well as teaching observation and reflection, with a view to providing teachers with a comprehensive evaluation and development framework that effectively promotes their professional growth and the continuous improvement of teaching practices.

In order to promote further research and practical application of foreign language teachers' competence development in colleges and universities, it is recommended that future studies verify the validity of the present model through empirical methods, explore its application in diverse educational environments, and combine quantitative and qualitative data in order to obtain more comprehensive assessment results and ensure the credibility and validity of the evaluation tool. In addition, with the rapid development of educational technology, future research should consider how to effectively integrate technologies such as artificial intelligence and big data analysis into dynamic evaluation in order to enhance the efficiency and accuracy of evaluation.

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