

The Relationship between Development of University English Teachers' Teaching Ability and Scholarship of Teaching

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Abstract: The article conducted on an empirical study on the relationship between college teachers teaching ability and Scholarship of Teaching. Mixed method was employed with comparative analysis, class observations and teaching journals. By data analysis, it concluded that teachers' teaching ability is largely related to SoT, but high SoT achievements do not predict classroom teaching ability.

1. Introduction

The ability of teaching for university teachers is the foundation of higher education development, and academic development of colleges and universities is the essence of its upgrading. The imbalance of college and university teachers' teaching and academic research has caused trauma to most of the young teachers, to solve the dilemma of college teachers from teaching practice to the sublimation of SoT(Scholarship of Teaching), the study focuses on exploring the way of teaching and academic development in the ecological and cultural environment, aiming to take teachers' teaching as a carrier, forming a two-way dynamic promotion of teachers' teaching ability and SoT, to sustain a long-term ecological and cultural environment for teaching ability and academic development. The study suggests that providing a stable and continuous SOT follow-up power is the guarantee for higher education development, and a helper to achieve teaching and scientific research in a win-win situation.

2. Literature Review

2.1 The Starting Stage of Sot

SoT was proposed by Boyer in 1990s. He constructed his four-dimensional theory which contains discovery, integration, application and teaching. It finally become the original foundation for the development of SoT. The scholars of the studying stage mainly focus on the definition, fundamental elements, requirements and also the standard of assessment [1-5]. Scholars in this period emphasized is extensibility, transformation, and dynamics.

2.2 The Exploration of Implication Stage

Shulman further proposed SoTL(Scholarship of Teaching and Learning). He also proposed SoT Community which led SoT to a practical model [6-8]. The theory emphasized reflection, communication, and transmission of teaching practices. The organization, design, implementation, effects and analysis were all procedures to be required, and the major concern was the sharing of reflective intervention from the theory and academics to the process of teaching. Scholars focused on features of practical teaching, the strategies to guide students' learning, and assessment criteria. SoT was summarized into 3 periods: the preparation stage (Shulman,2001), the forming stage [3] and the outcome stage. To Glassick (2000) [3], sharing, communication and critical comments were crucial factors to achieve SoT. This stage paved the way for future empirical studies.

2.3 The Stage of Empirical Studies

The assessment of potential learning from self-reflection of SoT was proposed [9]. Empirical

Studies constructed multimodal SoT to test the practical effect from the perspective of the procedures, academic engagement, Academic freedom, personal identity and leadership of SoT [10-12].

3. Research Design

3.1 Research Method

Comparative study method. Selected teachers with the prominence of SoT achievements, constructed a comprehensive evaluation of teachers' published papers, teaching research programs, teaching contest awards and teaching assessment scores. heterogeneity of individual teachers' differences is compared and analyzed.

Classroom observation. Randomly observe and record the classes of the research objects, and obtain peer evaluation data.

Teaching journal. The journal was kept by the students to record the teachers' class teaching contents and it also contain the teachers' morale, accountability, professionalism, etc. The journal was kept regularly and submit to the Educational Administration System (EAC) of the university. It is also named as teaching supervision journal. As the qualitative supplementary of data from the perspective of students' evaluation of teaching, to explore more stable and more intuitive field data in the classroom teaching of the research objects.

3.2 Research Objects

Five teachers with outstanding teaching ability and SoT achievements were selected as the research objects, and five teachers who did not meet the above conditions were selected as the reference objects.

The research objects were divided into two categories: ① outstanding teaching ability ② outstanding SoT achievements. The different categories of the research subjects were marked as ① and ② in Table 1. A descriptive analysis of the four categories among teachers was conducted to explore the intrinsic factors of their bidirectional influence.

3.3 Data Collection

First, CNKI was used as a criterion to select teachers with outstanding SoT achievements, teachers with high published works in the latest 10 years(2012-2022) were selected as interview objects. The second criterion of the teacher selection was the text data of students' evaluation of teaching collected by the Educational Administration System (EAC) of the university. With the data of the two database, 8 suitable interview subjects were selected. Before the interview, the researcher contacted the interviewee first to obtain the interview permission. The interview was conducted according to the interview outline prepared. With the consent of the interviewee, the researcher entered the teaching field of the interviewee to conduct classroom observation.

4Data analysis

3.4 The Analysis of teachers' Sot Achievements

The data connection of SoT achievements is quantitative, the data are got from the CNKI and the authoritative resources from the administrative department of the university in the past 10 years. The teachers are selected for their distinctive features that are relevant to the research aim. The general introduction of the ten research subjects is showed in details in Table 1.

Table 1 the General Introduction of the Research Objects. (2012-2022)

Pseudonym of subjects	Gender	category	Published papers (2012-2022)	Programs sponsored by authorities	Teaching contest awards	Teaching assessment score from the EAC
Lee	F	①	28	8	1	94
Lily S	F	①	13	5	1	94

Nee J	F	①	8	4	3	94
Peter	M	①	7	5	1	95
Pan	M	①	26	6	2	94.3
Tae	M	②	2	2	0	94.3
Shen	M	②	0	0	0	94.3
La J	F	②	1	0	0	93
Ray	F	②	2	2	3	95
Floy	F	②	2	3	1	94

4. Male Subjects Were Selected and 6 Females. Papers Published Range from 0 to 28.

Those whose paper published under 5 are defined as low SoT achievements, whereas those above 5 are defined as high SoT achievements. The academic programs they sponsored range from 0 to 8, and those teachers who below 4 in 10 years were considered the low SoT achievements. The teaching contest awards they received were vary, as the table shows No.9 has got 3, a relevant large number. Lastly, Teaching assessment scores from the EAC are with small differences, ranging from 93 to 95 out of 100.

4.1 The Analysis of teachers' Teaching Ability

4.1.1 Class Observation Data.

The peer evaluations were collected first to get to targeted research subjects of a class observation. The peer evaluations were got from colleagues and also class supervisors. Two of them were picked, one with outstanding SoT achievements, and one were not. They were also one female and one male.

Nee J is an excellent teacher both in SoT achievement and teaching ability. She concluded herself that in the past 10 years, she applied several times to studying in other high-ranking universities to be a better teacher and learn to be a better scholar. She also devoted her spare time to teaching techniques and constructed a MOOC course in one semester. Researcher act as a non-participant in the class observation. The regular class was student-centered, short video clips were used in the class to consolidate language points and also raise critical questions. Various activities were designed aiming to convey different points to students. Active participation of students and most of the teacher-students interaction made the class interesting and dynamic. The teacher was also strict and demanding in the teaching procedures.

Shen is a representative of those with low SoT achievements and class teaching ability. In his class, longer video clips were implied, simple question was raised. Most of the students can't follow his instructions, Activities were limited, only a small part of the students participate in the activities. The teacher is flagging sometimes, and lost in thought for once or twice during the class period.

4.1.2 Teaching Journal

The researcher collected the whole semesters teaching journals by students from EAC of the university. This journal collection is a trajectory of the teachers teaching of the whole semester. It has 1.6 million words which recorded from the 1st week to the 16th week. The researcher focused on the recording of Nee J and Shen.

From the journal kept by students, the students are the judges of the teachers' performance in the real class, it is objectivity can be achieved by tracking the 16 weeks' journal and found its consistency.

Nee J's teaching was recorded only for the first 3 weeks which were the 1st, 2nd and 3rd, form the 4th week to the 16th, no record was kept for her. It is a sign that the class was of interest to students in the first few weeks and not as much interesting as first 3 weeks in the following 13 weeks.

The journal kept for Nee J by the students were positive. Comments were as follows: active group discussion was conducted by the teacher; serious and diligent teacher; rich class contents; combine the learning material with our life, active interaction between teacher and students. In this

teacher's class group work and interaction were highly accepted by the students.

Shen's teaching was recorded from the 1st week to the last class. By thematic analysis, the researcher sorted out the high frequency words or phrases from the journal which described the teacher's classes in the whole semester. Comments were as follows:

detailed analysis, clear, meticulous, focused and rich of the teaching contents; combine the learning material with our life, humorous and relaxed teaching atmosphere, easy to get along with and shortened teacher and students' distance; actively respond to students' questions. One special comment was that interaction frequently but should ask more others to participate in. The journal reflected that the teacher is also welcomed by the students and the one special comment recorded implied that most of students have a high intention to participate in the class interaction.

5. Discussion

5.1 The Correlation between SoT and Teaching Ability of Quantitative Study

From Table 1. The teachers' SoT achievements (2012-2022). Data in the table clearly showed that teachers who were outstanding in published papers had got relevantly more sponsored programs. These two items are important standards for teachers' promotion in the university. For the teaching contest awards and teaching assessment score from the EAC which are more closely related to regular class teaching, it is not so obvious that these two items were excellent for those outstanding in the first two items. Teachers' teaching ability is largely related to SoT.

5.2 The Correlation between SoT and Teaching Ability of Quantitative Study

Compare the outstanding teacher in SoT with the opposite teacher, it's interesting to found that the outstanding teacher only got high comments in the starter period, and others comments were reticent which implies something hidden behind the class teaching, but unwellness to throw it to the public. For example, as teacher Ray who got more teaching contest awards and the teaching assessment score are higher than those who were excellent in papers and programs. The teacher with low SoT achievement got mostly positive comments which showed high satisfaction from the students. The fact showed that low SoT achievements do not correlate with high teaching ability.

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