

# Practical Reflections on the Portfolio Evaluation in International Chinese Language Education

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**Abstract:** Portfolio Assessment is a management evaluation model derived from the United States. Through the exploration of the practice of international Chinese education reform, this paper summarizes the application of the management method of archives in the teaching method of international Chinese education, takes the process examination instead of the original final examination, focusing on the students' learning process and learning quality, application-oriented self-learning ability.

**Keywords:** Portfolio assessment method, International Chinese education, Practical thinking

## 1. INTRODUCTION

With the development of global economic integration, political multipolarization, the development of cultural diversification, and the sustained development of Chinese economy and society in the past three decades, the international community has given universal attention to China, including Chinese and Chinese Cultural concern, not only concern, it is demand. Facts also show that the international value of Chinese and Chinese culture has become increasingly prominent. Chinese language has never been widely valued by the international community as it is today, and the demand for Chinese language has never been as urgent and intense as it is today. In the face of such a status and development trend of Chinese teaching, as the mother tongue of Chinese language, in addition to policy, measures, human, material and other aspects of investment, but also to lead the construction of Chinese and foreign language as a foreign language teaching discipline to support the international development of Chinese teaching. Without the support of strong disciplines, the pace of Chinese going to the world will be limited. Only by studying the structural rules of Chinese, the rules of combination and the rules of expression can only be combined with the characteristics of Chinese and Chinese characters, combined with different teaching environment, teaching object and teaching needs, to study and explore a variety of teaching methods and teaching methods in order to obtain high quality, high efficiency of the teaching effect, in order to speed up the process of internationalization of Chinese.

With the deepening of the reform of international

Chinese education and teaching, the assessment of student achievement and the evaluation of teachers have also made great efforts. In the continuous practice, we found that the archives management method originated from the United States is an effective teaching management method. In the evaluation of students' learning, it changed the quantitative pursuit of the final evaluation of the final results, the comprehensive and true reflection of student growth learning plan and summary, learning outcomes, classroom learning practice, self-reflection records, learning diaries as evaluation the basic components, teaching evaluation which transferred to focus on learning quality and process characteristics of the evaluation method, and as a guide to stimulate students to learn the subjective initiative to improve the learning effect to avoid the final exam finals chances.

## 2. THE MAIN PROGRESS OF INTERNATIONAL CHINESE EDUCATION RESEARCH

Discipline research is more sophisticated, opened up a new field of research. International Chinese education subject, the scope of the study continues to expand, and increasingly sophisticated. Chinese as a second language acquisition research, Chinese classroom teaching skills research, suitable for domestic and foreign Chinese textbook research and development and innovation research, Chinese culture and its communication research, cross-cultural communication research and different countries and regions of Chinese teaching classroom teaching case study are flourishing. In recent years, especially interdisciplinary research and interdisciplinary research around international Chinese education has been strengthened. Modern educational technology has been widely used in Chinese teaching. Multimedia Chinese teaching, network Chinese teaching and distance Chinese education have developed by leaps and bounds. The Chinese as a second language / foreign language teaching research and psychology, education integration, learning theory and second language acquisition research to achieve new results, learner language research, second language acquisition model, acquisition order, acquisition rules, acquisition characteristics of the research results significantly. But the learner individual factors due to

start late, still relatively weak.

The establishment of the international Chinese language education in the field of standards, subject research to further scientific and standardized. Cultivating qualified Chinese teachers is the key to the development of international Chinese education. International Chinese teachers should not only have both Chinese and foreign languages, but also compatible with Chinese and foreign cultures; both to love the international Chinese teaching and Chinese culture, but also an international perspective and cross-cultural communication skills; both to understand the language teaching the general law, but also have to adapt to different teaching environment, according to local conditions, individualized teaching ability to adapt. To cultivate qualified international Chinese teachers, in addition to a set of scientific training programs, there must be complete, reasonable and standardized evaluation criteria. International Chinese teacher standard, from the language teaching and language learning, Chinese teaching method, Chinese culture and intercultural communication, Chinese teaching classroom teaching organization and management, Chinese teacher quality and self-development and other aspects of teachers. This standard can be used to provide Chinese teacher certification, but also as a standard to assess the quality of teaching, but also can be used to assess classroom teaching and management. With the international standard of Chinese proficiency, learners can expect their own Chinese proficiency according to their own tasks. With the syllabus, there is a scientific basis for word, word, language, topic content teaching, and normative control of writing materials.

Pay more attention to the study of Chinese international communication strategy. Confucius Institute is mainly to meet the local community to learn the needs of Chinese diversification; foreign university is to cultivate Chinese language professionals; various types of Chinese schools are Chinese children to cultivate the object. In these three levels should have a different Chinese communication strategy. In order to adapt to the new changes in the development of international Chinese education, to serve the national development strategy research, to adapt to different levels of teaching needs, carried out on different countries, different regions, different language and cultural background of Chinese education research. In order to cope with the new situation of international Chinese education, this paper has carried on the research on the younger age of learners of international Chinese education, the study of learners' learning motivation diversification, and the diversification of teaching environment. In general, the research of teachers, teaching materials and teaching methods has become the focus of research.

Seek their development from comparative research.

Chinese as a second language / foreign language teaching, has its own particularity, not only should study the discipline teaching and learning law, but also from the perspective of comparative education, and other languages as a second language teaching comparative study, but also the world different schools of Chinese as a second language teaching comparative study. There is a comparison, in order to have to identify, to continue to innovate. We should study Chinese as a foreign language teaching with regular things to study the things with universal guidance. There is no need to say that personality is to reflect the characteristics of Chinese pronunciation, vocabulary, grammar and its writing system unique characteristics of Chinese characters. Only to master the common law of Chinese as a foreign language teaching, when we go to the world around the Chinese teaching can be combined with the local situation to carry out targeted teaching, the formation of local Chinese teaching characteristics to create a vigorous development of international Chinese teaching grand situation.

### 3. THE ORIGIN OF PORTFOLIO EVALUATION

Originally used in the form of archives management is the European and American painters and photographers, they choose to collect their own works to show the client. The provider of the portfolio is also the creator of the collection of works. The introduction of this evaluation method in the learning effect management is a systematic collection of information about the learning process constructed by the students through the planning and reflection process in a certain period of time, aiming to improve the quality of students' learning. It should be noted that there is no uniform standard for what information should be collected in the portfolio. It can include a variety of information, such as learning management portfolio can include the beginning of the study plan, stage learning summary, extracurricular self-study materials, classroom interactive process records, the end of the results and learning problems and teachers to communicate letters and so on. Moreover, the portfolio is not only a collection of materials, but also should be the teacher to check the teaching effect, students and others to share their own learning method of a process.

### 4. THE BASIC IDEA OF PORTFOLIO ASSESSMENT

As a new teaching management method, the portfolio evaluation method provides a kind of innovative teaching evaluation method for the teachers, and also provides a more effective language learning method for the students. The focus of the evaluation is shifted from weight to weight Heavy quality; both pay attention to student learning results also pay attention to the learning process. Based on the application of ability to cultivate professional English teaching is to focus on students through this course of study, after the job can do, so each student's portfolio is built

around this idea, by each student to build their own learning Management of the portfolio, the end of the year by the teacher evaluation results. The introduction of archives in English teaching, teaching activities to break through the classroom restrictions, self-learning has the meaning of renewal. At the same time, the role of teachers is critical throughout the implementation of the portfolio assessment process. From the creation of the portfolio, the enrichment of the content data, and the final performance assessment, the teacher's instructions, the Fan and the recommendations are indispensable.

#### 5. THE PRACTICAL THINKING OF ARCHIVES ASSESSMENT METHOD IN THE INTERNATIONAL CHINESE EDUCATION

In the beginning of the beginning of the construction of the portfolio, to explain the portfolio of students' assessment methods, the construction of the portfolio and the teaching process closely, requiring teachers and students to synchronize the construction of teaching archives, the entire construction process is divided into the following three steps:

At the beginning of the semester, students will be informed of the teaching planning and learning content of this semester. The teaching plan is written by the teacher and placed in the teacher's teaching portfolio. According to the following teaching content requires students to combine their own learning objectives and competency level to write this semester study plan, the study plan into their own learning evaluation portfolio. The study of teaching materials is mainly done through classroom instruction, and the study of extracurricular reading materials is performed by teachers every week. Extracurricular listening exercises, by the students according to their own hearing level to choose their own listening materials, classroom lectures in accordance with the student number in turn, each class two lectures, speech content is not limited, the rest of the students asked to listen carefully and ask questions.

Students are required to put weekly learning activities into the portfolio. Including: a written teaching materials on a weekly teaching unit of the summary of the study (the study summed up teachers have to write their own and put into the teaching portfolio); weekly selected hearing or listening exercise record once a week to take turns to do the students The presentation material used.

Write the end of the summary, into the portfolio. At the end of the study period, students will be guided by the study plan developed at the beginning of their own semester, combined with a semester of learning to write the end of the summary, the content should include the main knowledge learned in this semester and progress, and lack of learning and lack of learning process. This summary requires teachers to write with students and put them in their respective portfolio.

Assess the final results based on the completeness of the content of the document being constructed and the degree of achievement of the learning objectives. Because the degree of achievement of the learning goal is subjective, the evaluation of the final grade is based on the integrity of the contents of the portfolio. In the process of building the archives, students will be able to learn the learning process and teachers and students in addition to the learning materials and learning outcomes required by the teachers, so as to prepare for future visits and learning can reflect the individual innovation of the portfolio.

It is important to note that each student's learning objectives and plans are not the same. Some students are studying for the purpose of continuing their studies. Some students are studying for graduation. At the same time, each student's learning level is different. At the beginning of the study period, the teacher should guide the students to formulate practical learning plans according to their actual situation and teaching content. Teachers should also arrange appropriate written assignments for students' different learning purposes and learning programs (which can be used to give different students different reading articles when specifying the reading materials) and to consider the achievement of the learning objectives the situation is given.

#### CONCLUSION

From the perspective of student learning evaluation archives, we can see an innovative teaching reform practice: we have focused on improving students' learning ability and learning in the whole semester Of the interaction, students take the initiative to arrange their own learning process to become the main way of international Chinese learning. In the future teaching, we should gradually focus on the teaching reform in the process of teaching management, so that students put forward their own needs in the international Chinese learning, which can really effectively improve the students' international Chinese application ability.

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International Journal of Teaching and Research. 2015 (02) ,11-24.