

## Exploration of Talent Training Model for English Major Under the Background of Normal Professional Certification

Hanjuan Tang<sup>1,\*</sup>, Yaya Sun<sup>2</sup>, Lin Xu<sup>1</sup>, Cuiyi Liang<sup>1</sup>, Yuwa Chen<sup>1</sup>, Ziying Wu<sup>1</sup>

<sup>1</sup>School of Foreign Language Lingnan Normal University, Zhanjiang, Guangdong, China

<sup>2</sup>No.8 Primary School of Zhanjiang City, Guangdong, China

\*Corresponding Author

**Abstract:** This study investigates the optimization of the talent training model for English majors under the framework of normal professional certification, using Lingnan Normal University as a case study. It examines the current state of the university's English program, identifying strengths such as its regional focus and established foundation, alongside key challenges. These include a misalignment between training objectives and local educational needs, a curriculum insufficiently guided by output-oriented principles, limited practical teaching effectiveness, an incomplete evaluation feedback loop, and a teaching staff requiring further adaptation to educational reforms. In response, the study proposes a targeted, five-path optimization strategy: refining training objectives through dynamic regional demand analysis; reconstructing the curriculum system to strengthen output-orientation and integration; innovating practical teaching models and expanding resources; perfecting a closed-loop evaluation mechanism for continuous improvement; and enhancing teacher capacity through training and collaboration. This pathway aims to improve the quality of English teacher training, ensuring graduates better meet the demands of regional basic education, and offers a reference model for similar local universities undergoing certification.

**Keywords:** Normal Professional Certification; English Major; Talent Training Model; Local Universities

### 1. Introduction

With the deepening of China's basic education reform and the improvement of the quality and efficiency of teacher team building, normal professional certification has become a key system to standardize the development of

teacher education and ensure the quality of teacher training. The Communist Party of China Central Committee and the State Council clearly proposed to improve the normal professional certification system and strengthen the quality assurance of teacher training in the "Opinions on Comprehensively Deepening the Reform of Teacher Team Building in the New Era" [1], which provides a fundamental follow for the reform of talent training models for English normal majors. On this basis, the "Implementation Measures for the Certification of Normal Majors in Regular Institutions of Higher Education" issued by the Ministry of Education further clarifies the three core concepts of "student-centered, output-oriented, and continuous improvement", emphasizing that talents trained by normal majors should have solid professional knowledge, excellent teaching skills, and good moral qualities, and be able to meet the demand for high-quality teachers in the development of basic education.

As a core subject in the basic education stage, the quality of English teachers directly affects the effectiveness of foreign language education. Local universities, as the main force in cultivating English normal talents, the scientificity and adaptability of their training models are crucial. Located in western Guangdong, Lingnan Normal University has a long history of establishing the English major. It has always taken cultivating English teachers who meet the needs of local basic education as its core goal, and has transported a large number of English education talents to western Guangdong and even the whole province. Under the background of the comprehensive advancement of normal professional certification, the English major of the university is facing many challenges, such as improving the adaptability of training objectives to social needs, connecting the curriculum system with output orientation, and enhancing the effectiveness of

practical teaching.

Based on this, taking the English major of Lingnan Normal University as a case study, exploring the optimization path of the talent training model for English majors in local universities under the background of normal professional certification is not only a response to the requirements of the national teacher education reform, but also a practical need to improve the quality of English normal talent training in local universities. Compared with English majors in local normal universities in eastern and northern Guangdong, the English major of Lingnan Normal University has a more prominent positioning of serving rural and island education in western Guangdong, and its talent training model has unique regional characteristics and research value.

At present, academic research on talent training models under the background of normal professional certification has achieved certain results. In interdisciplinary research, Chen Huiying constructed a talent training objective system for physical education majors from the perspective of "purpose appropriateness" quality view, emphasizing that training objectives should accurately align with industry needs [2]; Zeng Zao and others focused on chemistry majors in local universities and proposed a "curriculum-practice-evaluation" trinity talent training model [3]; Tang Hongjuan and others integrated the concept of "all-round education" into the training of outstanding English normal students and innovated the practical teaching model [4]; Wang Zhuo and others took Shandong Normal University as an example to explore the interdisciplinary talent training path for English majors, providing reference for curriculum system reform [5]; Xu Jianbo and others analyzed the construction logic of the English normal talent training model from the perspective of professional certification [6]. These studies provide a solid theoretical foundation and method reference for this paper. However, existing studies mostly focus on universities in developed regions or a single reform dimension, and there is a lack of case studies on English majors in local universities in western Guangdong. Therefore, taking Lingnan Normal University as the research object, this paper explores the optimization strategy of its English major talent training model combined with the characteristics of regional basic education, which has certain academic value and

strong practical guiding significance.

## **2. The Core Connotation of Normal Professional Certification and Its Compatibility with English Major Talent Training**

### **2.1 The Core Connotation of Normal Professional Certification**

Normal professional certification follows the principles of "bottom-line requirements, connotative development, and continuous improvement". Its core connotation can be summarized as "three orientations": first, student-centered, emphasizing taking students' learning outcomes and development needs as the starting point, focusing on students' whole-process growth from enrollment to graduation, and ensuring that the training process can effectively support students to achieve training objectives; second, output-oriented, taking students' professional competence after graduation as the core, reversely designing training programs, curriculum systems, and teaching links to ensure that training objectives are accurately aligned with social needs and professional requirements; third, continuous improvement, establishing a normalized quality monitoring and evaluation mechanism, and continuously optimizing training programs and teaching links through tracking and analyzing the training process and output results, forming a closed-loop management of "evaluation-feedback-improvement". In addition, the certification standards also put forward clear requirements for the training objectives, graduation requirements, curriculum system, practical teaching, teaching staff, and supporting conditions of normal majors, aiming to comprehensively improve the quality of normal talent training.

### **2.2 Compatibility Between Certification Connotation and English Major Talent Training**

As an important part of normal majors, the talent training objective of English major is to cultivate high-quality teachers who have solid basic English language skills, systematic English education theoretical knowledge, proficient English teaching skills, and good moral character, and can adapt to the needs of basic education English teaching. This training objective is highly compatible with the core

connotation of normal professional certification. Core literacy-oriented English teaching refers to the teaching model that takes cultivating students' language ability, cultural awareness, thinking quality and learning ability as the core, which requires English teachers to have the ability of integrating curriculum content, designing contextual teaching and guiding students' thinking development. From the perspective of output orientation, the core output of English normal talents is "possessing the competence for basic education English teaching", which requires the training model to reversely design the curriculum system and practical links around this core output to ensure that students can master the knowledge and skills required for English teaching. From the perspective of student-centered, there are large individual differences among English major students. Some students have problems such as weak language foundation and lack of teaching skills, so the training model needs to have targeted support mechanisms to meet the development needs of different students. From the perspective of continuous improvement, the reform of basic education English teaching is constantly advancing, and core literacy-oriented English teaching has put forward new requirements for teachers. The talent training model of English major needs to establish a dynamic adjustment mechanism to timely align with the needs of basic education reform and ensure that the trained talents can adapt to changes in teaching practice. Therefore, guided by normal professional certification, optimizing the talent training model of English major is an inevitable choice to improve the quality of talent training and realize the sustainable development of the major.

### **3. Current Situation and Problems of the Talent Training Model for English Major in Lingnan Normal University**

#### **3.1 Current Situation Analysis**

##### **3.1.1 Significant professional foundation and school-running achievements**

The English major of the university was established in 1993. It is a provincial characteristic major in Guangdong Province, ranking 8th in the ranking of the best majors in Guangdong universities, and is a three-star major and a well-known major in China. The English major has strong teachers and a reasonable

academic echelon, with 68 full-time teachers, including 12 professors, 28 associate professors, and 35 teachers with doctoral degrees or studying for doctoral degrees. It has high-quality teaching resources such as provincial teaching teams, provincial video open courses, and university-level excellent courses, and has won 2 ministerial-level teaching awards.

Professional teachers have published more than 150 high-level papers in authoritative journals such as "Foreign Language Teaching and Research" and "Modern Foreign Languages", and published 23 monographs in China Social Sciences Press and other publishing houses. In the past 3 years, they have presided over 2 projects of the Ministry of Education, 2 projects of the State Language Commission, and 18 provincial (ministerial), departmental, and university-level projects. They have jointly trained master students in Subject Teaching (English) with South China Normal University and Guangzhou University in 2018 and 2020 respectively. The discipline construction and scientific research strength have been steadily improved.

The major has constructed a "university-government-middle school-society" four-in-one collaborative education mechanism, and deepened the training characteristics of "combining English professional literacy with humanistic literacy, emphasizing both English subject ability and educational teaching ability, and integrating English teaching practice ability with research ability". The university has signed talent training cooperation community agreements with educational administrative departments in the province and more than 140 primary and secondary schools, among which 32 are rural and island schools, forming a trinity teacher education collaborative training mechanism covering the whole province with western Guangdong as the core.

In the past 3 years, 61 undergraduate graduates (the average postgraduate entrance examination rate is 18.3%) have been admitted to master's programs in prestigious universities at home and abroad such as the University of Edinburgh in the United Kingdom, the University of Hong Kong, and South China Normal University. The one-time employment rate of graduates has remained above 95%, of which 72% are engaged in English education work in primary and secondary schools. Graduates are widely distributed in primary and secondary schools,

educational consulting institutions, government agencies, translation companies, and well-known foreign-funded enterprises in Guangdong Province, engaging in English education, translation, management, foreign trade and other work. The passing rate of teacher qualification certificate for graduates has reached 92%, and 35 students have won awards in provincial and above English teaching skills competitions. At the same time, the major carries out long-term academic exchanges with universities at home and abroad, and offers paid summer practice programs in the United States and Thailand to expand students' international perspective and practical channels.

### 3.1.2 Training objectives align with regional needs

Based in western Guangdong and serving Guangdong, the English major closely follows the university's school-running orientation of "normal, teaching-oriented, local, and application-oriented", and has established the core goal of cultivating "responsible, capable, and innovative" high-quality English education teachers. It clearly requires graduates to have noble morality, solid English language foundation, systematic educational teaching theories and practical skills, and be able to grow into experienced backbone teachers with educational wisdom in about five years after graduation, adapting to the demand for English teachers in basic education in western Guangdong and the whole province.

### 3.1.3 Basic formation of curriculum system framework

The major has constructed a complete curriculum system covering subject professional courses, teacher education courses, practical courses, and comprehensive courses. Subject professional courses include compulsory and restricted elective courses such as Comprehensive English, English Grammar, and Introduction to Linguistics, which consolidate students' language foundation and subject literacy; teacher education courses cover English Curriculum and Teaching Methodology, Middle School English Teaching Design, Microteaching, etc., to strengthen the training of teaching ability; practical courses consist of educational observation and educational practice (including educational research), focusing on the transformation of practical teaching; comprehensive courses take graduation thesis (design) as the core to cultivate research and

reflection abilities. Achievement evaluation has been carried out for core courses of each grade, and the average achievement of most courses is between 0.7 and 0.95, indicating that curriculum teaching has basically achieved the preset objectives.

### 3.1.4 Initial establishment of evaluation mechanism

The major has constructed an output-oriented curriculum objective achievement evaluation and graduation requirement achievement evaluation mechanism, forming a preliminary closed loop of "evaluation-feedback-improvement". The curriculum objective achievement evaluation targets core courses and is carried out once a semester, adopting a combination of direct evaluation (process performance + final performance) and indirect evaluation (student forums, questionnaire surveys); the graduation requirement achievement evaluation targets fresh graduates and is carried out once a year, with the final achievement calculated according to the weight of 7:3 between direct evaluation (curriculum support matrix + curriculum achievement) and indirect evaluation (graduate self-evaluation, employer evaluation). At the same time, a multi-level responsibility system has been established, with the college's training quality assurance leading group, the professional training objective and curriculum system rationality evaluation working group, and curriculum groups responsible for the implementation and improvement of evaluation.

### 3.1.5 Continuous expansion of practical teaching resources

Relying on the university's advantage as a "Guangdong Provincial Innovation Experimental Zone for National Teacher Education", the major has established stable cooperative relationships with local primary and secondary schools for observation and internship, providing students with real teaching practice scenarios. In 2023, the university initiated the establishment of the National Alliance for Island Education Development and Rural Revitalization, further expanding the geographical coverage and connotative extension of practical teaching. In addition, through activities such as microteaching, teaching innovation competitions, and blended teaching design innovation, students' teaching skills training is strengthened. The average achievement of educational observation and internship remains above 0.85,

and the effectiveness of practical teaching has initially emerged.

### 3.2 Existing Problems

#### 3.2.1 Insufficient accuracy in the connection between training objectives and needs

Although the training objectives have clarified the positioning of serving local basic education, a standardized analysis report on the rationality and achievement of training objectives has not been formed. The dynamic tracking of the reform of basic education English teaching in western Guangdong is not timely enough, and the research on the demand for teachers in regional characteristic educational scenarios such as rural education and island education is insufficient. For example, aiming at the demand for bilingual teaching in island schools, the existing training objectives do not clearly define the corresponding competence requirements, resulting in the prolongation of the adaptation period of graduates in island teaching positions. Some graduates have insufficient adaptability in meeting new requirements such as core literacy-oriented English teaching and cross-cultural integrated teaching, and there is a certain gap between the expectations of training objectives for graduates' professional abilities and the actual job requirements.

#### 3.2.2 Insufficient connection between curriculum system and output orientation

Firstly, there are unreasonable aspects in the corresponding relationship between curriculum objectives and graduation requirement indicators. The description of the correlation between them in some curriculum syllabuses is not clear enough, and the content of a few courses is disconnected from the practice of basic education English teaching. For example, the practical transformation links of courses such as Cross-cultural Communication and History of Western Civilization are insufficient. Secondly, the curriculum structure needs to be optimized. The proportion of case teaching and research-based teaching in teacher education courses is low (accounting for only about 25%), the integration degree between subject professional courses and teacher education courses is not high, and there is a lack of courses on the development of English teaching materials targeting local culture in western Guangdong. Zhang Hongyu and others pointed out that local universities' English professional curriculum systems should strengthen the integration of regional culture and

teaching practice, and the lack of such courses will affect graduates' adaptability to local teaching scenarios [7]. Thirdly, the process assessment is not standardized enough. Some courses still focus on final assessment (the proportion of final assessment in individual courses exceeds 60%), the evaluation rubrics of process assessment are not detailed enough, and the assessment of students' core abilities such as teaching skills and innovative thinking is not comprehensive.

#### 3.2.3 The effectiveness of practical teaching needs to be enhanced

Firstly, the practical teaching model is relatively single. Educational observation mostly focuses on observation, and students' participation in teaching design and class management is not in-depth enough; although the educational practice lasts for 18 weeks, the teaching tasks assigned by some practice schools are insufficient, and the collaborative guidance mechanism between internal and external supervisors is not perfect, resulting in insufficient dynamic monitoring and personalized guidance of the practice process.

Secondly, the distribution of practical teaching resources is uneven. High-quality practice bases are mostly concentrated in urban primary and secondary schools (accounting for 78% of the total practice bases), while there are few practice bases in rural and island areas with limited guarantee conditions, which is difficult to meet students' practical needs for diverse teaching scenarios.

Thirdly, the connection between teaching skills training and the reality of basic education is not close. Microteaching mostly focuses on classroom teaching skills, and the training of practical skills such as the application of information-based teaching tools, the integration of curriculum ideology and politics, and the tutoring of special students is insufficient.

#### 3.2.4 The closed-loop operation of the evaluation mechanism is not perfect

Firstly, the timeliness and pertinence of evaluation feedback are insufficient. The analysis of weak links in teaching in the curriculum objective achievement evaluation report is not in-depth enough, the improvement measures lack operability, and the evaluation results of some courses have not effectively fed back to the optimization of teaching content and methods. Secondly, the indirect data support for the graduation requirement achievement evaluation is not sufficient. The coverage of

employer surveys is narrow (only covering 15% of cooperative schools), and there is a lack of follow-up surveys on the career development of graduates 3-5 years after graduation, making it difficult to fully reflect the long-term achievement effect of training objectives [8]. Thirdly, the quality assurance system has not been fully closed-loop. The supervision of practical teaching and the second classroom by university and college-level supervisors is insufficient, and the results of peer evaluation and student evaluation account for a low proportion (only 10%) in teachers' teaching improvement, so the dynamic mechanism for continuous improvement needs to be strengthened.

#### 3.2.5 Insufficient adaptability of teaching staff to the needs of teaching reform

Firstly, some teachers' teaching concepts are outdated. They have insufficient ability to apply new teaching models such as case teaching and research-based teaching, and have an insufficient understanding of core literacy-oriented English teaching reform, making it difficult to effectively guide students to cope with new changes in basic education teaching practice [9]. Secondly, the proportion of "double-qualified" teachers with front-line teaching experience in basic education is low (only 32%), the practical teaching ability of the teaching team needs to be improved, and the ability of teachers with overseas study experience in the development and application of cross-cultural teaching resources has not been fully exerted. Thirdly, teachers' participation in basic education teaching and research is not in-depth enough, and there are few teaching collaborations and project cooperations with local primary and secondary schools, resulting in insufficient discourse power on regional teaching reform, which affects the accurate connection between curriculum content and practical needs. Fan Lingna and Zhao Yang pointed out that local normal colleges should strengthen the construction of teachers' ethics and professional competence, and the insufficient integration of university teachers with local basic education practice will restrict the quality of talent training [10].

#### **4. Optimization Path of the Talent Training Model for English Major Under the Background of Normal Professional Certification**

##### **4.1 Anchoring Regional Needs and Accurately Iterating Training Objectives**

Construct a dynamic demand research mechanism to establish a four-party linked research network of "university-government-primary and secondary schools-graduates". A research team composed of professional teachers, local teaching researchers, and backbone teachers of primary and secondary schools is established to conduct a special survey on the demand for basic education English teaching in western Guangdong every two years. The survey adopts a combination of questionnaires, classroom observations, and in-depth interviews to focus on the demand for teachers in regional characteristic scenarios such as rural education and island education, as well as the new requirements of core literacy-oriented English teaching for teachers' cross-cultural teaching ability, information-based teaching ability, and curriculum ideology and politics integration ability. Collect feedback from employers on graduates' professional abilities, and form the "Analysis Report on the Demand for Basic Education English Teachers in the Region", which is included as the core basis for revising the talent training program.

Standardize the evaluation of the rationality and achievement of training objectives with reference to normal professional certification standards, and formulate the "Implementation Rules for the Evaluation of the Rationality of English Major Training Objectives". Establish an evaluation index system from three dimensions: regional adaptability, industry compatibility, and student development. Conduct an annual analysis of the achievement of training objectives, and form a standardized achievement analysis report combined with graduate employment quality reports, employer satisfaction surveys, and graduate career development tracking data to clarify the deviations in training objectives and adjust them in a timely manner, ensuring that training objectives are accurately aligned with the expected professional abilities of graduates and the needs of local basic education.

Refine the hierarchical requirements of training objectives. Under the framework of general training objectives, formulate hierarchical objectives for students with different development directions: for students facing basic education English teaching positions, strengthen the training of teaching practice ability and class

management ability; for students facing educational research and further study, increase training related to research methods and academic writing; for students facing positions related to cross-cultural communication, expand the training of cross-cultural communication practice and bilingual translation skills, so as to realize a training objective system of "common foundation + personalized development".

#### **4.2 Closely Following Output Orientation and Reconstructing the Curriculum System**

Optimize the corresponding relationship between curriculum objectives and graduation requirements. Revise the syllabus of each course based on the secondary indicators of graduation requirements, clarify the support weight and specific corresponding relationship of each course to graduation requirements, and form a visual curriculum support matrix. For example, the Cross-cultural Communication course needs to strengthen the connection with graduation requirement indicators such as "subject literacy" and "teaching ability", add teaching content comparing local culture in western Guangdong with western culture, and design practical links of cross-cultural teaching cases; the History of Western Civilization course needs to integrate tasks of developing English teaching materials to improve the practical transformation ability of the course.

Construct a "three-dimensional integration" curriculum module. Firstly, strengthen the integration of subject professional courses and teacher education courses, and offer integrated courses such as "English Linguistics and Middle School English Teaching" and "English Literature and Cross-cultural Teaching", infiltrating educational and teaching theories into the teaching of subject professional courses. Secondly, add a regional characteristic curriculum module, develop characteristic courses such as "English Expression and Teaching Application of Local Culture in Western Guangdong", "Rural English Teaching Practice", and "English Teaching Design for Island Education" to improve students' adaptability to regional education. Thirdly, expand the practical skills curriculum module, add courses such as the application of information-based teaching tools, skills for integrating curriculum ideology and politics, and English tutoring for special students to make up for the shortcomings of existing teaching skills

training.

Improve the process assessment system. Formulate the "Implementation Measures for Process Assessment of English Major Courses", clarify that the proportion of process assessment is not less than 40%, and design differentiated assessment plans according to course types. For subject professional courses, adopt the assessment method of "class performance + homework completion + phased tests + project practice"; for teacher education courses, introduce formative evaluation of "teaching design + simulated teaching + teaching reflection"; for practical courses, establish a full-process assessment system of "observation logs + internship lesson plans + teaching videos + teaching evaluation". At the same time, refine the evaluation rubrics of process assessment to ensure that the assessment content fully covers the curriculum objectives and relevant indicators of graduation requirements.

#### **4.3 Strengthening Practice Orientation and Improving the Effectiveness of Practical Teaching**

Innovation of practical teaching model: Construct a "three-stage progressive" practical teaching system. Freshmen carry out cognitive observation, organizing students to observe excellent teachers' classrooms and participate in auxiliary work of class management, forming a preliminary understanding of English teaching. Sophomores carry out simulated practice, strengthening the training of basic teaching skills through microteaching, teaching skills competitions, and teaching design training. Juniors and seniors carry out comprehensive practice, arranging 18-week full immersive educational practice, requiring students to independently complete the whole process of teaching work such as teaching design, classroom teaching, homework correction, and class management. Implement the "double tutorial system", where internal tutors are responsible for teaching theory guidance and teaching reflection comments, and external tutors are responsible for teaching practice guidance and classroom skills polishing, establishing a collaborative guidance log system for internal and external tutors to realize weekly communication and monthly feedback.

Expand diversified practical teaching resources: Relying on the National Alliance for Island Education Development and Rural

Revitalization, add 5-8 practice bases in rural and island primary and secondary schools within 2 years, adopting a co-construction and co-management model, and the university and practice schools jointly formulate practice plans and allocate teaching resources. Cooperate with local educational administrative departments to build an "English Teaching Practice Innovation Center", introduce virtual reality (VR) teaching simulation systems, and provide students with simulation training opportunities in diverse teaching scenarios such as rural small-class teaching and island bilingual teaching. At the same time, expand the second classroom practice platform, organize students to participate in voluntary teaching services, English summer camps, cross-cultural exchange activities, etc., extending practical teaching to extracurricular. Strengthen the quality monitoring of practical teaching: Formulate the "English Major Practical Teaching Quality Evaluation Standards", and establish evaluation indicators from three dimensions: practice preparation, practice process, and practice results. Establish a dynamic monitoring mechanism for the practice process, and timely find and solve problems existing in students' practice through random checks of practice logs, mid-term teaching inspections, on-site classroom observations and evaluations. After the practice, organize internal and external tutors and leaders of practice schools to conduct a comprehensive evaluation of students' practice performance, and the evaluation results will be used as an important basis for the achievement of graduation requirements.

#### **4.4 Improving the Closed-loop Mechanism and Optimizing the Evaluation System**

Improve the timeliness and pertinence of evaluation feedback: After the completion of the curriculum objective achievement evaluation, the course leader shall form a detailed evaluation report within two weeks, clarify the weak links in course teaching, and put forward specific and operable improvement measures, such as adjusting teaching content, optimizing teaching methods, and improving assessment methods, which shall be implemented in the course teaching of the next semester. The college's training quality assurance leading group shall track and inspect the course improvement situation every semester to ensure that the evaluation results effectively feedback to

teaching.

Improve the data support for graduation requirement achievement evaluation: Expand the coverage of indirect evaluation data, extend the scope of employer surveys to primary and secondary schools at all levels and relevant educational institutions in western Guangdong, with the sample size not less than 30% of the total number of graduates; establish a graduate career development tracking mechanism, conduct regular follow-up visits to alumni who have graduated for 3-5 years, collect data on their career promotion, teaching achievements, professional development, etc., to fully reflect the long-term achievement effect of training objectives [3]. At the same time, add the dimension of peer expert evaluation, invite experts from English normal majors of universities inside and outside the province to conduct a third-party evaluation of the achievement of graduation requirements, so as to improve the objectivity and professionalism of the evaluation.

Build a full-process quality assurance closed loop: Strengthen the supervision functions of university and college levels, set up a special supervision group for practical teaching, focusing on supervising the teaching quality of practical links such as educational observation and internship. Improve the four-in-one teaching evaluation system of "leadership evaluation, peer evaluation, student evaluation, and supervisor evaluation", increase the proportion of peer evaluation and student evaluation in teachers' teaching improvement to 30%, and link the evaluation results with teachers' performance appraisal and professional title promotion to stimulate teachers' internal motivation for teaching improvement. Establish an evaluation result application mechanism, revise the talent training program, curriculum syllabus, and teaching management methods every year according to the curriculum objective achievement report and graduation requirement achievement report, forming a complete closed loop of "evaluation-feedback-improvement-re-evaluation".

#### **4.5 Focusing on Ability Improvement and Building a High-quality Teaching Team**

Strengthen teachers' teaching concept and teaching ability training: Organize no less than 40 class hours of special teacher training every year, covering aspects such as normal

professional certification concepts, core literacy-oriented English teaching, case teaching methods, and research-based teaching methods. Select 15-20 teachers every year to participate in academic exchanges in universities at home and abroad, seminars on basic education teaching reform, and take temporary positions in high-quality primary and secondary schools to learn advanced teaching experience. Carry out activities such as teaching innovation competitions and micro-class teaching competitions to promote teaching through competitions and improve teachers' ability to apply new teaching models.

Increase the training and introduction of "double-qualified" teachers: Formulate a training plan for "double-qualified" teachers, support teachers to obtain primary and secondary school English teacher qualification certificates and professional qualification certificates related to English education, encourage teachers to teach part-time in primary and secondary schools or participate in teaching research projects, and require teachers to have a cumulative practical experience of no less than 6 months in front-line basic education every five years. At the same time, carry out special recruitment for 3-5 excellent English teachers in primary and secondary schools and experts from educational research institutions every year to optimize the structure of the "double-qualified" teacher team and improve the practical teaching guidance ability.

Deepen university-local teaching and research collaborative cooperation: Co-build an "English Teaching Research Center" with local primary and secondary schools, jointly carry out research on basic education English teaching reform projects and development of teaching resources, and encourage teachers to cooperate with primary and secondary school teachers to publish teaching research papers and compile school-based textbooks. Regularly organize university-local teaching and research activities, invite excellent primary and secondary school teachers to enter the campus to carry out teaching demonstrations and special lectures, promote the deep integration of university teaching and basic education practice, and improve teachers' discourse power and participation in regional teaching reform. This is not only in line with the requirements of teacher team building in local normal colleges, but also helps to narrow the gap between university

teaching and basic education practice.

## **5. Conclusion**

Normal professional certification provides a clear value orientation and operational norms for the reform of the talent training model of English normal majors in local universities. As the core base for cultivating basic education English teachers in western Guangdong, the optimization of the talent training model of the English major in Lingnan Normal University needs to closely follow the certification concepts of "student-centered, output-oriented, and continuous improvement", take the needs of regional basic education as the anchor point, and carry out systematic reconstruction from five dimensions: training objectives, curriculum system, practical teaching, evaluation mechanism, and teaching staff. By accurately iterating training objectives, reconstructing the output-oriented curriculum system, improving the effectiveness of practical teaching, improving the closed-loop evaluation mechanism, and building a high-quality teaching team, the continuous improvement of talent training quality is realized, and more "responsible, capable, and innovative" high-quality English education teachers are transported to basic education in western Guangdong and even the whole province.

The optimization path of the talent training model for English normal majors in local universities constructed in this study not only fits the school-running reality and regional characteristics of Lingnan Normal University, but also provides referenceable practical experience for other similar local universities to cope with normal professional certification and improve the quality of English normal talent training. In the future, it is necessary to continuously track and evaluate the optimization effect in practice, dynamically adjust the talent training model according to the changes in basic education reform and normal professional certification standards. At the same time, it can further explore the application of AI technology in English teaching skills training, optimize the practical teaching evaluation system, and promote the high-quality and sustainable development of English normal majors.

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