

Exploring College English Teaching Reform within the Context of Teacher Education Professional Accreditation

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Abstract: Since the Ministry of Education issued the “Measures for the Implementation of Teacher Education Professional Certification in General Higher Education Institutions (Interim)” in 2017, the field of college English teaching has encountered new challenges and opportunities. This paper, using Sichuan Minzu College as a case study, is grounded in the educational philosophies of student-centeredness, outcomes-based education, and continuous improvement. It provides an in-depth analysis of the current state and identifies the shortcomings of college English teaching. The paper proposes innovative reform strategies aimed at modernizing curriculum content, professionalizing teacher qualifications, comprehensively enhancing the evaluation system, and increasing the practicality of educational practices. These strategies are designed to strengthen students’ practical abilities and teaching quality. The anticipated outcome of these reform measures is to foster the advancement of educational initiatives and contribute to the development of high-quality educational professionals.

Keywords: College English Teaching; Teacher Education Accreditation; Current Teaching Situation; Problem Identification; Reform Strategies

1. Introduction

Since the Ministry of Education issued the “Measures for the Implementation of Teacher Education Professional Certification in General Higher Education Institutions (Interim)” in 2017, the construction of higher education, especially in teacher education programs, has ushered in an important development opportunity in China. This accreditation not only provides institutional guarantees for the

construction of the teaching staff but also promotes the process of globalization and internationalization of education. Against this backdrop, the reform of college English teaching has been endowed with a new mission, which is to cultivate students’ ability to communicate effectively in cross-cultural contexts and broaden their international horizons. According to the latest 2020 edition of the “College English Teaching Syllabus,” its teaching objectives have clearly stated the goal of cultivating students’ practical English application skills to meet their needs in study and work [1]. Facing this challenge, Sichuan Minzu College urgently needs to explore new models and methods of English teaching to enhance students’ comprehensive English application abilities. In this context, this article deeply analyzes the current state of English teaching at Sichuan Minzu College, identifies existing problems, and proposes practical reform strategies. The purpose of these strategies is to comprehensively improve teaching effectiveness and cultivate students’ instrumental and humanistic competencies in English.

2. Current Status of College English Teaching in the Context of Accreditation

In the process of building a professional talent cultivation system, high standards for curriculum and teaching quality are the crucial foundation. The accreditation process covers multiple key dimensions, including curriculum content, structure, design, implementation, and evaluation [2]. The core lies in adopting strategies of reverse design and forward implementation based on the cultivation objectives and graduation requirements, to construct an outcome-oriented evaluation system and continuous improvement mechanism, and to comprehensively and objectively assess

the effectiveness of teacher education programs. In the field of college English teaching at Sichuan Minzu College, the advancement of accreditation has revealed some challenges that have impacted the quality of talent cultivation for teacher students. Therefore, against the backdrop of accreditation, we are faced with the key tasks of constructing and optimizing the college English curriculum system and designing teaching content. With the release of the “College English Teaching Syllabus” in 2017 and the deepening of accreditation work, our school has carried out a series of innovations in college English courses.

At present, the transformation of college English teaching at our school is mainly focused on the adjustment of class hours and credits: We have streamlined the curriculum from the original 4 semesters, 16 credits, and 256 class hours to 2 semesters and 6 credits. In addition, the curriculum system has undergone significant changes, with the cancellation of English for Specific Purposes (ESP) courses, retaining only English for General Purposes (EGP). This has, to some extent, limited the deep integration of course content with academic disciplines and affected students’ abilities in professional English academic communication. At the same time, due to various reasons, we have not been able to continue implementing a tiered teaching model and are still using a single-course teaching model, which is difficult to meet the learning needs of different students. In terms of evaluation models, although traditional summative assessments still dominate, with the advancement of accreditation work, the school has begun to gradually introduce formative assessments to more comprehensively evaluate students’ English abilities. This evaluation model places greater emphasis on the process of course evaluation, covering classroom performance, post-class online learning, and participation in post-class English competitions and activities, such as themed speeches, film dubbing, picture description, topic elaboration, drama performance, and English translation, etc. In terms of teaching philosophy, teachers have shifted from traditional rote teaching to focusing on cultivating students’ independent learning abilities and cooperative inquiry skills. Teaching methods have also evolved from traditional chalk and blackboard to the use of multimedia, micro-courses, MOOCs, and other modern teaching aids to meet the needs of education in

the new era [3].

3. Problems in University English Teaching under the Background of Normal Professional Accreditation

Under the new requirements of normal professional accreditation, the college English teaching at Sichuan Minzu College is facing unprecedented challenges. Firstly, the inconsistency between the curriculum design and accreditation standards is highlighted, leading to a disconnection between teaching content and international educational trends. Secondly, the singularity of teaching models limits the space for students’ personalized development, lacking targeted differentiated training [4]. In addition, the educational function of the curriculum has not been fully utilized, failing to effectively cultivate students’ comprehensive qualities. The insufficiency of practical teaching links makes it difficult for students to transform theoretical knowledge into practical abilities. The incompleteness of the evaluation system overlooks the importance of students’ learning processes, relying too much on summative assessments [5]. The mismatch between curriculum content and students’ career development needs affects students’ future employability. Lastly, the failure to fully meet students’ personalized learning needs restricts the exploration of students’ potential. These issues not only affect the quality of talent cultivation for normal students but also urgently demand a deep reform of college English teaching to adapt to the trend of educational internationalization [6].

3.1 Curriculum Design Does Not Align with Professional Accreditation Standards

Under the new perspective of normal professional accreditation, it has been observed that there is a significant mismatch between the English courses at Sichuan Minzu College and the professional accreditation standards. The crux of this issue lies in the outdated nature of the course content, which fails to integrate the latest educational concepts, teaching methods, and subject knowledge in a timely manner. According to the 2020 edition of the “College English Teaching Guidelines,” college English teaching should encompass four core areas: General English, English for Specific Purposes, Academic English, and Intercultural Communication, to construct a comprehensive

and balanced curriculum system. However, at present, our college only offers mandatory General English courses in the first year and elective courses in the second year, while English for Specific Purposes and Intercultural Communication courses have not yet been included in the teaching plan. The current state of curriculum design has led most students to regard passing the College English Test Band 4 as the main goal of learning English, which contradicts the goal of normal professional accreditation to cultivate graduates with a global perspective capable of participating in international educational exchanges. Therefore, the design of college English courses must be redesigned based on the knowledge, abilities, and qualities that normal students should possess upon graduation, to ensure that the update speed of the course content keeps pace with the standards of normal education accreditation and effectively cultivates students' abilities in international educational exchanges. Moreover, the closed and rigid nature of the curriculum system, as well as the lack of targeted and flexible approaches, makes it impossible for the courses to meet the special needs of different student groups, especially those from ethnic regions. The insufficiency in interdisciplinary curriculum design also restricts the effective integration of English courses with other subjects, which are issues that need to be given special attention and resolved in our curriculum reform efforts [7].

3.2 The Imperfection of the Evaluation System

At present, the evaluation system of our college's English courses urgently needs transformation. There is an overreliance on summative assessments centered around final exams, while the importance of formative assessments and diverse evaluation methods is neglected. This model often focuses solely on the final grade, ignoring the growth trajectory of students throughout the semester, leading to immense pressure at the end of the term and a deviation from the pursuit of knowledge into the pitfalls of exam-oriented education. Although formative assessments have a certain weight in the final grade, our college still needs to strengthen their implementation in practice. Formative assessments should be integrated throughout the entire teaching process to timely understand students' learning conditions,

provide feedback, and help them adjust their learning strategies, thereby deepening their understanding and application of knowledge. However, challenges include a lack of understanding among some teachers about formative assessments, a deficiency in effective implementation mechanisms and tools, and an insufficient recognition of their potential contribution to improving teaching quality. Moreover, implementing formative assessments may require additional time and resources, which poses a significant challenge for resource-limited schools. Additionally, the singularity of evaluation methods is a prominent issue. Some teachers over-rely on exam scores, neglecting the use of diverse assessment tools such as self-assessment, peer evaluation, classroom observation, learning journals, and online feedback. This singular approach lacks innovation and fails to meet the needs of students with different learning styles and requirements. At the same time, there is a lack of consistent evaluation criteria in our college's English courses, with different teachers lacking unified standards, making it difficult to effectively quantify and compare assessment results.

Therefore, the evaluation system of our college's English courses must shift from a singular focus on summative assessments to a greater emphasis on formative assessments and diverse evaluation methods to fully reflect students' learning processes and progress, stimulate their enthusiasm for learning, promote in-depth understanding and application of knowledge, and ultimately enhance the quality of teaching. Such a transformation will help us cultivate high-quality talents with a more international perspective and cross-cultural communication skills.

3.3 Disconnection between Educational Practice and Actual Needs

In the context of normal professional accreditation, a significant challenge faced by our university's English teaching is the disconnection between educational practice and actual needs. This challenge is primarily manifested in the failure of educational practice to keep pace with the latest development trends and specific needs of basic education in ethnic regions. Although normal students receive systematic professional knowledge education during their studies, their teaching skills and

classroom management abilities are often not fully exercised and improved due to the scarcity of practical opportunities or isolation from real teaching scenarios. Moreover, the content of educational practice may be too traditional or not in line with the cultural background and learning characteristics of students in ethnic regions, making it difficult for normal students to effectively apply their knowledge and skills in real teaching environments [8]. This disconnection is also reflected in the lack of guidance during educational practice; normal students may lack professional guidance and timely feedback from experienced teachers during their internships, which limits the development of their teaching abilities and the innovation of teaching strategies. At the same time, the evaluation system for educational practice may fail to fully reflect the teaching performance and professional growth of normal students, neglecting the introduction of formative and diversified evaluation methods. College English teaching lacks targeted educational practice and is not designed to meet the special needs of ethnic regions, such as language environment, cultural differences, and local education policies. To address these issues, we need to redesign and adjust the educational practice components to ensure they are consistent with the educational needs and development trends of ethnic regions.

4. Reform Strategies for College English Teaching

Under the background of globalization and internationalization of education, teacher professional certification has put forward higher requirements for college English teaching. As the cradle of training future educators, the formulation and implementation of college English teaching reform strategies in Sichuan University for Nationalities is particularly important. The following are some suggestions for college English teaching reform in Sichuan University for Nationalities:

4.1 Enhancing Teacher Professionalism

Teachers are the direct implementers and key drivers of educational reform. At Sichuan Minzu College, the professional quality of college English teachers not only affects the quality of teaching but also directly relates to students' learning outcomes and future development. Enhancing the professional quality of teachers is

central to teaching reform and is key to improving teaching quality and student learning outcomes. To this end, the school and college can take the following measures:

Firstly, provide professional training. Regularly organize teachers to participate in academic exchanges and training both domestically and internationally to renew their teaching philosophies and master advanced teaching methods and technologies. This includes, but is not limited to, attending educational technology seminars, language teaching workshops, and online course development, ensuring that teachers can keep pace with the times and adapt to new teaching environments and requirements. Secondly, encourage academic exchanges. Support teachers in engaging in educational research, publishing academic papers, and enhancing their academic influence and professional level. By participating in academic conferences, collaborative research projects, and writing and publishing teaching research papers, teachers can exchange experiences with peers from home and abroad, absorb new teaching concepts and methods, thereby improving their own teaching and research capabilities.

Thirdly, establish a professional development system. Encourage teachers to implement innovative teaching models and methods, such as project-based learning and case teaching, to enhance the interactivity and practicality of teaching. Support teachers in carrying out teaching reform projects and encourage them to try new teaching methods, such as flipped classrooms and blended learning, to increase student engagement and learning outcomes [9]. Fourthly, strengthen teachers' cross-cultural communication skills. In light of the trend towards educational internationalization, teachers need to possess good cross-cultural communication skills to better guide students in understanding and adapting to communication and learning in different cultural contexts. The school can enhance teachers' cross-cultural communication and teaching skills through organizing cross-cultural training and international cooperation projects.

Fifthly, promote teachers' self-reflection and continuous learning. Encourage teachers to reflect on their teaching practices, regularly evaluate their own teaching, and formulate personal professional development plans. Through self-reflection and continuous learning, teachers can continuously optimize teaching

methods and improve teaching effectiveness. By implementing these measures, teachers can continuously learn and grow in practice, enhance their professional quality, and make greater contributions to cultivating high-quality students. At the same time, encouraging teachers to adopt innovative teaching models and methods will improve the interactivity and practicality of teaching, thereby better adapting to the trend of educational internationalization. The college English teaching reform at Sichuan Minzu College will provide students with a richer, more efficient, and international learning experience, laying a solid foundation for their future.

4.2 Optimizing the Curriculum

In the context of teacher education accreditation, optimizing course settings is a key strategy to enhance the quality of education and meet the personalized needs of students. We can discuss this from three aspects: updating course content, adjusting course structure, and building course resources.

Course Content Update: Firstly, course content should keep pace with the times, covering the latest international events, technological advancements, and cultural phenomena to broaden students' international perspectives. Secondly, the update of course content should particularly emphasize the cultivation of cross-cultural communication skills, by establishing specialized course modules such as cross-cultural business communication and international etiquette, helping students understand communication styles and behavioral norms in different cultural backgrounds. Additionally, the update of course content should be student-oriented, adjusting the content based on research into students' interests, hobbies, career plans, etc., to make it more aligned with students' actual needs and future development.

Course Structure Adjustment: Building a modular course system is key to optimizing course structure. College English courses can be divided into different modules such as Basic English, General English, English for Specific Purposes (ESP), and elective English, with each module further divided into sub-modules like listening, speaking, reading, and writing to meet the learning needs of different students. Providing a variety of course options, such as Literature English, Science and Technology

English, Tourism English, etc., is an important means to meet students' personalized development. The adjustment of course structure should also allow for flexible course combinations, where students can choose to delve into specialized modules or broaden their horizons with elective modules after completing the basic module studies.

Course Resource Development: Firstly, developing high-quality electronic teaching materials that include a rich array of multimedia elements such as audio, video, and animations can enhance students' interest and learning outcomes. Integrating online course resources and introducing high-quality online English courses from both domestic and international sources provides students with a broader range of learning resources and more flexible learning methods. The application of multimedia teaching tools, such as language labs, simulation teaching software, and interactive whiteboards, can enrich teaching methods and improve teaching effectiveness [10]. Additionally, constructing a centralized teaching resource platform that integrates a textbook library, case library, video library, and test bank, etc., facilitates easy access and utilization by both teachers and students.

Through these measures, the reform of college English teaching in the context of teacher education accreditation can better adapt to the demands of the times and meet the personalized needs of students. This not only improves students' English application skills but also cultivates their international perspective and cross-cultural communication abilities, laying a solid foundation for their comprehensive development and future careers. At the same time, it also requires educators to continuously explore and practice to adapt to the ongoing deepening and development of educational reform.

4.3 Enhancing Teaching Practicality

In the context of teacher education accreditation, enhancing the practicality of college English teaching is one of the core objectives, aimed at cultivating students with a solid language foundation and application abilities. Here are several suggestions for enhancing the practicality of teaching:

Innovation in Teaching Methods: Innovation in teaching methods is crucial for improving the practicality of teaching. For instance,

Task-Based Language Teaching (TBLT) promotes students' natural use of English through the design of language tasks with practical significance, effectively enhancing their language practical abilities. Another example is the flipped classroom model, which combines classroom lectures with independent learning, requiring students to learn new knowledge through videos and reading materials before class, and then deepening their understanding and application through discussions and group cooperation in class. Collaborative learning encourages students to discuss issues and share perspectives in groups, which not only increases student participation but also cultivates their teamwork and critical thinking skills.

Reform in Teaching Evaluation: Reforming the teaching evaluation system is equally important for enhancing the practicality of teaching. Establishing a diversified evaluation system, including traditional written exams, oral tests, writing assignments, and project reports, comprehensively assesses students' mastery of language knowledge, language application abilities, and cross-cultural communication skills. By combining formative and summative assessments, teachers can timely understand students' learning progress and provide personalized guidance and feedback.

Optimization of Teaching Environment: Optimizing the teaching environment is fundamental to improving the practicality of teaching. Improving teaching facilities, such as constructing language labs and simulated classrooms, provides students with learning environments that closely resemble real language use scenarios. Language labs are equipped with advanced speech recognition and feedback systems to help students practice pronunciation and listening skills. Simulated classrooms can mimic real teaching scenarios, allowing students to practice teaching skills in simulated teaching, enhancing their teaching abilities. At the same time, utilizing multimedia and online resources, such as online learning platforms and virtual communication communities, provides students with a wealth of learning materials and interactive platforms, enhancing the interest and effectiveness of learning.

4.4 Strengthening Intercultural Communication Skills

In the era of globalization and the internationalization of education, the development of intercultural communication skills has become a crucial aspect of college English instruction. The following are several recommendations for enhancing the cultivation of intercultural communication skills within the context of college English teaching reform at Sichuan Minzu College:

Enhancing the Cultivation of Intercultural Awareness: Course content should be updated to emphasize the development of intercultural communication skills. Specialized modules such as intercultural business communication and international etiquette should be established to assist students in understanding communication styles and behavioral norms across various cultural backgrounds. **Improving the Curriculum System and Teaching Methods:** A comprehensive intercultural curriculum system should be constructed that integrates content related to intercultural communication into college English courses. Teaching methods should be innovated by employing multimedia platforms and internet technologies, thereby infusing new energy into both the content and methods of instruction. **Enhancing Teachers' Intercultural Competence:** The intercultural communication and teaching capabilities of educators can be enhanced through the organization of intercultural training and international cooperation projects. This is especially important for guiding students in understanding and adapting to communication and learning within different cultural contexts.

By implementing these reform measures, college English teaching will place greater emphasis on the cultivation of students' practical abilities, ensuring that they can apply the knowledge they have learned more effectively in their future educational work, thereby enhancing teaching effectiveness.

5. Conclusion

With the continuous deepening of globalization and the ongoing advancement of internationalization in education, college English teaching plays an increasingly important role in cultivating high-quality talents with an international perspective and cross-cultural communication skills. The implementation of teacher education accreditation provides a new perspective and standards for the reform of college English

teaching, prompting us to deeply consider and explore from aspects such as teacher professional quality, curriculum settings, and teaching practices. Taking the college English courses at Sichuan Minzu College as an example, this paper discusses the paths and strategies for college English teaching reform under the background of teacher education accreditation. By analyzing the current teaching situation and existing problems, specific reform measures including innovation in teaching methods, reform in teaching evaluation, and optimization of the teaching environment are proposed to improve teaching quality and achieve talent cultivation goals. Implementing these reform measures will make college English teaching pay more attention to the cultivation of students' practical abilities, ensuring they can apply the knowledge they have learned more effectively in their future educational work, thereby enhancing teaching effectiveness. At the same time, this also requires educators to continuously explore and practice to adapt to the continuous deepening and development of educational reform. In summary, the reform of college English teaching under the background of teacher education accreditation is not only an optimization and innovation of the existing teaching system and methods but also a comprehensive enhancement of educators' educational concepts and teaching abilities. Only by continuously advancing teaching reform can we cultivate more high-quality teachers with a solid language foundation and application abilities, making a greater contribution to the development of the educational cause.

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