

Study on the Status Quo of English Normal Students' Professional Quality: A Case Study

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Abstract: Learning English is of great significance to the future development of teenagers. As pre-service teachers, English normal students' professional quality is the essential to improve the quality of English teaching. This paper is to provide suggestions for education and teaching, improve the professional quality of English normal students. Meanwhile, it provides scientific basis for administrators to adjust the talent training program reasonably. This study is to help English normal students find their own defects, improve their self-ability with a clear target. This research adopts a survey method with the help of questionnaires and SPSS to study English normal students' professional quality of 32 students in X University. The research discovers that the status quo of professional quality of English normal students is relatively good on the whole. 1) The research subjects are inclined to be aware of the importance of teachers' morality, they are willing to practice the acquired teaching ethics. 2) They have a high degree of overall recognition of the "educational affections". 3) The research subjects attach importance to their own subject quality, they have mastered the basic knowledge and skills of the subject. 4) They have strong practical ability, their teaching competence is relatively higher than their subject quality. 5) They have strong theoretical knowledge of class management. 6) The research subjects understand the value of subject education and are able to carry out education activities organically combined with subject teaching. 7) They have a high consciousness of lifelong learning and innovation, they can use critical thinking method to analyze and solve education and teaching problems. 8) The research subjects have good communication and cooperation skills. But there are still many problems, such as they lack of flexibility during teaching, lack of the ability to organize targeted activities. These need education administrators to solve and improve during the training of normal students in colleges and universities.

Keywords: English Normal Students, Professional Quality, Status Quo, Case Study

1. Introduction

1.1. Research Background

Nowadays, the world is in a period of great development and adjustment, showing a trend of multi-polarization, economic globalization and informatization. As one of the most widely used languages in the world, English has become an important tool for international communication, in particular, it can enhance the scientific and cultural exchanges. Learning and using English plays an important role in absorbing the achievements of human civilization, learning advanced science and technology from foreign countries and enhancing mutual understanding between China and the world.

Learning English is of great significance to the future development of teenagers. English teachers play a key role as a bridge between students and the English. The professional quality of English teachers will affect the degree of students' love and mastery of this language. Therefore, as pre-service English teachers, the professional quality of English normal students becomes more and more important in the process of cultivating students' all-round development.

On the basis of the National Standards for College English Major Undergraduate Course Teaching Quality of the Training Objectives, English major aim to cultivate English

major students with good comprehensive quality, solid fundamental English language skills, solid knowledge of English language and literature and the necessary professional knowledge. English normal students should not only impart knowledge and educate students, but also learn to develop and practice the ethics of teachers in the future. According to the requirements of The Certification Standard of Middle School Education, English normal students' teachers' morality, educational affections, subject quality, teaching competence, class instructing ability, teaching reflection ability, comprehensive educating ability, communication and cooperation ability have become a very important part of their professional quality.

Normal colleges and universities shoulder the important task of training normal students and have made great contributions to the development of basic education in China. Building an innovative country, implementing the new curriculum reform of basic education and professional development of teachers require teachers to take the lead in all-round development. As future teachers, the cultivation of their professional quality is also the core of improving the quality of teaching. It should be an important task of normal education to cultivate students with good professional quality. At present, China's colleges and universities are relatively backward in the training of normal students, and it is difficult to meet the demand of high-quality teachers for compulsory education. There are the following problems in the training of normal students:

First, English normal students are not familiar with the training program of their major. This kind of "unfamiliarity" is manifested in that English normal students just attend classes and practice step by step, but do not know what level their ability should reach after graduation, let alone their employment direction after graduation.

Second, English normal students pay more attention to form than value in teaching practice classes. In order not to disturb the normal class order of primary and secondary schools, the teaching practice classes of English normal students are finished in the university. The "students" in class are all classmates in their own majors, so the "teachers" often ignored the analysis of "students" in the process of teaching practice, for the teaching contents are relatively easy.

Third, the teaching practice effect is not obvious. English normal students are faced with the problem of specialty mismatch in practice. Due to the uneven faculty in southern Xinjiang, some English normal students gave English lessons in the process of teaching practice, but most of the English normal students gave Chinese, math, etc., it was out of line with their major. This leads to their slight improvement in teaching competence and class management ability after teaching practice, but they do not gain much in professional knowledge ability. The limited teaching chances they have got in teaching probation and teaching practicum falls short of their development aspiration. [9]

In view of the specific problems existing in the training process of English normal students, especially English normal students pay attention to form rather than value in the

teaching practice part. This study will start from the status quo of professional quality of English normal students, investigate the status quo, find problems and solve problems, in order to improve the professional quality of English normal students.

1.2. Research Purposes

The paper aims at studying English normal students' professional quality, in specific, eight dimensions are mainly concerned, including English normal students' teachers' morality, educational affections, subject quality, teaching competence, class instructing ability, teaching reflection ability, comprehensive educating ability and communication and cooperation ability. It is hoped that the research will improve the Talent Training Program (TTP), provide suggestions for education and teaching, improve the professional quality of English normal students, and promote English normal students to serve basic education at a higher level.

1.3. Research Significance

In the new era, the social requirements for the quality of teachers are constantly improving. Normal students are important forces in the future education and teaching, and their professional qualities directly affect the level of education and teaching. The New Curriculum Reform of Senior High School has also put forward higher standards for English teaching objectives and teaching concepts. Teaching professionalization has become the major focus of teacher education reform in China. Hence, this research is sure to influence English normal students' awareness in finding their own weaknesses in professional qualities, to improve their self-ability with a clear target, to clarify their own development direction and plan their career better.

Besides, this research provides scientific basis for optimizing cultivation of professional quality of English normal students. It is conducive for college English teachers to formulating teaching design based on students' abilities, adjusting teaching methods and strategies, and making students accept new knowledge more easily. It is helpful for administrators to recognize the deficiency of TTP, adjust the TTP. It can also provide reference for other majors in local universities to improve the quality of normal students' talent cultivation.

2. Literature Review

2.1. Researches of Professional Quality

Professional quality plays a very important role in personal development, especially in personal employment, the promotion of professional skills, as well as encouraging individuals to form good habits in the subsequent professional activities. The word "professional quality" was first mentioned in the book "Professional Quality" written by San Francisco. The definition of professional quality is that it is the code of conduct that human beings

need to abide by in social activities, the inherent requirement of profession, and the comprehensive quality that a person shows in his career.

Some scholars believe that professional quality is a comprehensive quality. Chen Huixian [2] believes that professional quality refers to the internal norms and requirements of a profession, and is a comprehensive quality shown in the profession process, including professional ethics, professional skills, professional behavior and professional awareness. Based on Chen Huixian's view, he agrees with San Francisco that professional quality is an intrinsic requirement of profession, which inspires people better development. Besides, he thinks that professional quality is a comprehensive quality, so he makes a more specific classification of professional quality.

Some scholars believe that professional quality includes implicit quality and explicit quality. American psychologists Lyle M. Spencer and Signe M. Spencer proposed the quality iceberg model in 1993, the part above the iceberg is explicit quality, which includes the knowledge and skills of employees, the following part of the iceberg is the implicit quality, including the employee's professional ethics, professional awareness. The sum of explicit and implicit qualities constitutes all the professional qualities possessed by a professional person. [3] Based on the quality iceberg theory, Jia Nana [6] divides professional quality into explicit and implicit professional quality. She thinks that professional skills are explicit and easy to be acquired through "training", professional consciousness, professional habits and professional morality are implicit qualities, which are difficult to be changed by the outside world, but they play a very important role in employees' behaviors. In Jia Nana's view, the implicit quality determines the explicit quality, which is manifested by the explicit quality and plays a decisive role in people's professional behavior.

From the above researches, it can be concluded that professional quality is of the features of implicitness, which professional qualities can be the internal drives or intrinsic conditions to help people realize their external performance. Additionally, professional quality can be a concept of general definition, that is to say, it is a definition including different connotations, which can leave a margin for the researchers to construct different dimensions to conduct research about professional quotients of a certain group.

2.2. Researches of Normal Students' Professional Quality

2.2.1. Subject Quality of Normal Students

The subject quality of normal students comes from the purposeful cultivation of colleges and universities and the cultivation of normal students themselves. In some papers, the scholars analyze what factors affect the subject ability of normal students, and give their own suggestions from the perspective of teachers in colleges and universities. Guan Beiguang [5] believes that the cognitive knowledge and technical knowledge of teachers in colleges and universities will affect the subject quality of normal students, and the following solutions can improve the academic ability of

normal students: The school increases case teaching courses and carries out school-based teaching and research activities in colleges and universities to improve the subject quality of teachers. The teacher should strengthen teaching reflection, improve the appeal and effectiveness of their classroom teaching and pay more attention to their demonstration effect. In Guan Beiguang's opinion, the knowledge reserve and the breadth of knowledge of college teachers will affect the subject quality of normal students to a certain extent. Therefore, he also gives his own targeted suggestions to improve the subject quality of teachers.

While in some papers, some scholars explore the cultivation mode of subject quality of English normal students. Yu Kaiming [12] believes that subject quality of English normal students should include three aspects: subject knowledge, teaching knowledge and teaching competence. Based on Yu Kaiming's view, an English normal student with excellent subject quality should have solid basic language skills, the ability to think, extensive knowledge of the world and good teaching design ability, teaching implementation ability, classroom management ability, and the ability to be familiar with the basic laws of English teaching and master information education ability.

2.2.2. Teaching Competence of Normal Students

Teaching competence is the basis and core of English teachers' accomplishment, and determines the quality of students to be trained in the future. In some papers, the scholar reveals the deficiencies in the current teaching competence training mode of English normal students, analyze the causes of the problems, and explore the cultivation strategies of teaching competence. Wang Na, Zhang Xuebing and Xu Ke [10] based on the interpretation of teaching competence contents and characteristics, explore typical problems existing in the current teaching practice of English normal students: English normal students lack awareness of professional development, the teaching concept of learning for application is not outstanding, the practice of the course is not enough. They deeply analyze the causes of the problems, and give advice to improve teaching competence of English normal students from school aspect: school should strengthen the subject consciousness of English normal students' professional development, give full play to the exemplary and leading role of teachers, construct a practice-oriented curriculum system. In Wang Na, Zhang Xuebing and Xu Ke's view, the strategy of training English normal students' teaching competence needs to be explored in multiple dimensions, and its effect depends on speeding up English teaching pace of reform.

2.2.3. Educating Ability of Normal Students

The key point of normal education is to train future teachers in line with the development of era and to pay attention to cultivate students' ability of education. Bell [1] pointed out those educating ability which consist of relationship with students, communication approaches, attitudes towards students and the professional development are elements facilitating the good performance of teachers. While, some

scholars find some problems of educating ability based on some examples, and give their advice to the problem, such as: Qiu Suyun [8] took Hainan Normal University as an example, found that normal students had the following problems in terms of educating ability: Normal students lacked a firm professional faith, teachers' professional ethics consciousness weakened and the professional identity of teachers was low. The solutions are as follows: schools should create a good professional ethics environment for teachers, develop diversified vocational education for normal students, strengthen education in core socialist values among normal students. Jiang Xiaoli [7] believes that there are the following problems in educating ability of normal students: students lack of systematic teacher morality education, students' separation of education and teaching, students' ideals and beliefs of teachers are fade away and their outlook on life and values deviate. The methods are as follows: schools should improve the evaluation system and provide education platform; teachers carry out systematic teacher ethics education by combining subject teaching theory and the school implement the cultivation of educating ability.

To sum up, previous studies have laid some theoretical foundations for exploring English normal students' professional quality. The results have shed insightful lights on improving normal students' professional quality. [11] However, in some papers, the researchers only analyze some professional qualities of the normal students, but do not put forward suggestions about how to improve them. In some papers, the researchers analyze the teaching competence only based on the teaching skills competition, so the data lack universality. And in some studies, in view of the problems existing in normal students' professional qualities, scholars only put forward suggestions from the perspective of teachers and schools, ignoring the requirements of normal students themselves. In fact, the high requirements of normal students themselves can really promote the improvement of their professional qualities.

Considering the limitations of the previous study, the present study aims to investigate the level of English normal students' professional quality from an all-around perspective. It will provide new perspectives for the study of English normal students' professional quality. The research findings can throw valuable lights on improving English normal students' training program and offer English normal students practical suggestions to self-regulate and self-monitor their learning process.

3. Research Design

3.1. Research Questions

Based on the Professional Standards for Teachers issued by the Ministry of Education, the questionnaire survey method is adopted to conduct the current research. The research questions of this study include: What's the status quo of teachers' morality of English normal students? What's the status quo of English normal students' educational affections?

What's the status quo of the subject quality of English normal students? What's the status quo of teaching competence of English normal students? What's the status quo of class instructing ability of English normal students? What's the status quo of comprehensive educating ability of English normal students? What's the status quo of teaching reflection ability of English normal students? What's the status quo of communication and cooperation ability of English normal students?

3.2. Research Subjects

The samples of English normal students in this study are mainly from Class 1, Grade 2018, English Normal Class, School of Foreign Languages, X University. 32 English normal students are involved in this study.

3.3. Research Methods and Instruments

The advantage of questionnaire survey is that it saves time, money and manpower, can carry out large-scale investigation, and the survey results are easy to quantify, convenient for statistical processing and analysis. Through questionnaire survey, we can quickly collect and process relevant data to understand the status quo of professional quality of English normal students.

According to the Professional Certification Standards for Undergraduate Normal University Students, a questionnaire was designed, involving 25 items, all of which were divided into 8 categories, including teachers' morality, educational affections, subject quality, teaching competence, class instructing ability, comprehensive educating ability, teaching reflection ability, communication and cooperation ability. (See Table 1)

Participants are required to respond to these items on a 5-point Likert scale ranging from "not improve at all (1)" to "greatly improve (5)". (See Appendix).

Table 1. Questionnaire for the Subjects' Professional Quality.

| Categories | Items |
|---------------------------------------|-------|
| Teachers' morality | 1-3 |
| Educational affections | 4-6 |
| Subject quality | 7-10 |
| Teaching competence | 11-14 |
| Class instructing ability | 15-17 |
| Comprehensive educating ability | 18-20 |
| Teaching reflection ability | 21-22 |
| Communication and cooperation ability | 23-25 |

4. Research Results

Likert scale 5 is used in this questionnaire, so the researcher uses Oxford's Likert scale 5 analysis standard for data analysis. According to Oxford's mean grade classification standard, that is, those whose mean is greater than or equal to 3.5 are "often or extremely strong", those whose mean is 2.5-3.4 are "sometimes or relatively strong", and those whose mean is less than or equal to 2.4 are "occasionally or relatively weak".

4.1. Teachers' Morality

Teachers' morality is an important part of the quality of educators, as well as an important connotation of the cultivation of normal students' professional quality, which directly promotes or hinders the growth of teachers. [13]

Based on the TTP used by the research subjects, "teachers' morality" is divided into three dimensions, including "understand and accept the socialist core values", "understand the basic education' principles and policies of the Party and the country" and "establish the concept of teaching by law".

Table 2. Descriptive Statistics of the Subjects' Morality.

| | N | Minimum | Maximum | Average value | Std | Var |
|--|----|---------|---------|---------------|--------|------|
| Understand and accept the socialist core values | 32 | 3.00 | 5.00 | 4.3438 | .70066 | .491 |
| Understand the basic education' principles and policies of the Party and the country | 32 | 3.00 | 5.00 | 4.0938 | .64053 | .410 |
| Establish the concept of teaching by law | 32 | 2.00 | 5.00 | 4.1875 | .85901 | .738 |
| Valid N (list state) | 32 | | | | | |

As can be seen from the above table, the research subjects can understand and accept the socialist core values, with an average value of 4.3438, greater than 3.5, indicating that the research subjects have a very strong understanding of the "socialist core values" of the "teachers' morality" in the graduation requirements of the TTP.

In terms of the understanding of the basic education' principles and policies of the Party and the country, the average value of the research subjects reached 4.0938, greater than 3.5, indicating that the research subjects have a high degree of recognition of the "understanding of the national basic education policy" of the "teachers' morality", which is the graduation requirement of the TTP.

The average value of establishing the concept of teaching by law is 4.1875, greater than 3.5, indicating that the research subjects understand and agree with the belief of teaching by law.

On the whole, the research subjects are inclined to be aware of the importance of morality, they have a high degree of overall recognition of the "teachers' morality" required for graduation in TTP (2017). It shows that through four years of learning, the 2018 English normal students have a strong sense of self-acquisition of the dimension of "teachers' morality" for the graduation requirements of the major setting, which proves that the "teachers' morality" for the major setting have been well achieved.

4.2. Educational Affections

Based on the TTP used by the research subjects, "educational affections" is divided into three dimensions, including "want to be a teacher after graduation", "have the ability to help students set up the correct three views" and "guide students to think independently".

Table 3. Descriptive Statistics of the Subjects' Educational Affections.

| | N | Minimum | Maximum | Average value | Std | Var |
|--|----|---------|---------|---------------|---------|-------|
| Want to be a teacher after graduation | 32 | 1.00 | 5.00 | 4.0312 | 1.17732 | 1.386 |
| Have the ability to help students set up the correct three views | 32 | 3.00 | 5.00 | 4.4063 | .71208 | .507 |
| Guide students to think independently | 32 | 3.00 | 5.00 | 4.2188 | .75067 | .564 |
| Valid N (list state) | 32 | | | | | |

As can be seen from the above table, the research subjects have the willingness to engage themselves into teaching after graduation, with an average value of 4.0312, greater than 3.5, indicating that the research subjects have a high degree of recognition for the "educational affections" in the graduation requirements of the TTP.

The research subjects have the ability to help students set up correct three views, with an average value of 4.4063, greater than 3.5, indicating that the research subjects have a strong understanding of "to be a guide for students to temper their character, learn knowledge, develop innovative thinking and contribute to the motherland" of the "educational affections" in the graduation requirements of the TTP.

The research subjects have the consciousness of independent thinking and can guide students to think independently. The average value reaches 4.2188, greater than 3.5, indicating that the research subjects recognize and understand the importance of independent thinking.

On the whole, the research subjects have a high degree of

overall recognition of the "educational affections" required for graduation in TTP (2017). It shows that through four years of study, the 2018 English normal students have a strong sense of self-acquisition of the dimension of "educational affections", which proves that the "educational affections" of the major setting has been well achieved. While, the above three discrete points, namely, professional belief, value-judgement ability and independent thinking-development ability, are not well balanced, the two practicing abilities are exceeding the professional belief.

4.3. Subject Quality

Based on the TTP used by the research subjects, "subject quality" is divided into four dimensions, including "master the knowledge and skills of English majors and relevant theories systematically", "have a solid foundation and certain knowledge of humanities and social sciences", "have the ability to appreciate the culture and science of English-speaking countries" and "master the learning

guidance methods and strategies”.

Table 4. Descriptive Statistics of the Subjects' Subject Quality.

| | N | Minimum | Maximum | Average value | Std | Var |
|--|----|---------|---------|---------------|--------|------|
| Master the knowledge and skills of English majors and relevant theories systematically | 32 | 3.00 | 5.00 | 4.0312 | .59484 | .354 |
| Have a solid foundation and certain knowledge of humanities and social sciences | 32 | 3.00 | 5.00 | 3.9063 | .58802 | .346 |
| Have the ability to appreciate the culture and science of English-speaking countries | 32 | 3.00 | 5.00 | 3.9062 | .68906 | .475 |
| Master the learning guidance methods and strategies | 32 | 3.00 | 5.00 | 3.9688 | .73985 | .547 |
| Valid N (list state) | 32 | | | | | |

As can be seen from the above table, the research subjects can systematically master the knowledge and skills of English majors and relevant theories, with an average value of 4.0312, greater than 3.5, indicating that the research subjects have a very strong ability to “master the basic knowledge of the subject” as required for graduation in the TTP.

The research subjects have a solid foundation and certain knowledge of humanities and social sciences, with an average value of 3.9063, greater than 3.5, indicating that the research subjects have a high degree of recognition of “understanding the basic ideas and methods of discipline knowledge system” of the “subject quality” in the graduation requirements of the TTP.

The research subjects have the ability to appreciate the culture and science of English-speaking countries, with an average value of 3.9062, greater than 3.5, indicating that the research subjects have a high degree of recognition of the requirement of “have a certain understanding of learning science related knowledge” of the “subject quality” in the graduation requirements of the TTP.

The research subjects can preliminarily master the learning guidance methods and strategies based on the core literacy of English major, with an average value of 3.9688, greater than

3.5, indicating that the research subjects have preliminarily mastered the methods and strategies of English learning.

To sum up, the research subjects attach importance to their own subject quality, they have a high degree of overall recognition of the “subject quality” required for graduation in TTP (2017). It shows that through four years of study, the 2018 English normal students have a strong sense of self-acquisition of the dimension of “subject quality”, which is the graduation requirement of the major setting, proving that the “subject quality” of the major setting has been well achieved.

4.4. Teaching Competence

Based on the TTP used by the research subjects, “teaching competence” is divided into four dimensions, including “have the consciousness of integrating the basic theories and application methods of pedagogy psychology and English subject teaching method”, “have good teaching design and teaching skills”, “be familiar with middle school English curriculum standards and textbooks” and “be able to select appropriate research methods according to the actual teaching problem”.

Table 5. Descriptive Statistics of the Subjects' Teaching Competence.

| | N | Minimum | Maximum | Average value | Std | Var |
|---|----|---------|---------|---------------|--------|------|
| Have the consciousness of integrating the basic theories and application methods of pedagogy psychology and English subject teaching method | 32 | 2.00 | 5.00 | 3.9687 | .73985 | .547 |
| Have good teaching design and teaching skills | 32 | 3.00 | 5.00 | 4.1250 | .65991 | .435 |
| Be familiar with middle school English curriculum standards and textbooks | 32 | 3.00 | 5.00 | 4.0625 | .75935 | .577 |
| Be able to select appropriate research methods according to the actual teaching problem | 32 | 3.00 | 5.00 | 3.7813 | .65915 | .434 |
| Valid N (list state) | 32 | | | | | |

As can be seen from the above table, the research subjects have the consciousness of integrating the basic theories and application methods of pedagogy psychology and English subject teaching method, with an average value of 3.9687, greater than 3.5, indicating that the research subjects have a very strong awareness of “application of subject teaching knowledge” of the “teaching competence” in the graduation requirements of the TTP.

The research subjects have good teaching design and teaching skills such as classroom teaching and lecture evaluation, with an average value of 4.1250, greater than 3.5, indicating that the research subjects have a high degree of recognition for “having basic teaching skills” of the “teaching competence” in the graduation requirements of the TTP.

The research subjects are familiar with middle school

English curriculum standards and textbooks, with an average value of 4.0625, greater than 3.5, indicating that the research subjects understand and agree with the “subject curriculum standards” of the “teaching competence” in the graduation requirements of the TTP.

The research subjects are able to select appropriate research methods according to the actual teaching problems, with an average value of 3.7813, greater than 3.5, indicating that the research subjects have a high degree of recognition of “preliminary teaching competence and certain teaching and research ability” as the “teaching competence” in the graduation requirements of the training program.

On the whole, the research subjects have a high degree of overall recognition of the “teaching competence” required for graduation in TTP (2017). It shows that through four years of learning, the 2018 English normal students have a

strong sense of self-acquisition of the dimension of “teaching competence” of the graduation requirement of the major setting, which proves that the “teaching competence” of the major setting has been well achieved. In teaching competence, the research subjects are overall strong performance in their teaching.

To sum up, the research subjects have strong practical ability, their teaching competence is relatively higher than their subject quality. However, the ability to “select appropriate research methods according to the actual teaching problem” is relatively lower than others. It shows that the

English normal students lack of flexibility during teaching.

4.5. Class Instructing Ability

Based on the TTP used by the research subjects, “class instructing ability” is categorized into three dimensions, including “follow the growth and development laws of contemporary middle school students”, “have good expression ability and strain ability” and “organize moral and mental health education activities according to the characteristics of students in the class”.

Table 6. Descriptive Statistics of the Subjects' Class Instructing Ability.

| | N | Minimum | Maximum | Average value | Std | Var |
|---|----|---------|---------|---------------|--------|------|
| Follow the growth and development laws of contemporary middle school students | 32 | 3.00 | 5.00 | 4.2812 | .72887 | .531 |
| Have good expression ability and strain ability | 32 | 2.00 | 5.00 | 4.0625 | .75935 | .577 |
| Organize moral and mental health education activities according to the characteristics of students in the class | 32 | 2.00 | 5.00 | 3.8437 | .88388 | .781 |
| Valid N (list state) | 32 | | | | | |

As can be seen from the above table, the research subjects can follow the growth and development laws of contemporary middle school students, with an average value of 4.2812, greater than 3.5, indicating that the research subjects have a strong recognition of “understanding the principles and methods of middle school moral education” of the “class instructing ability” in the graduation requirements of the TTP.

The research subjects have good expression ability and strain ability, with an average value of 4.0625, greater than 3.5, indicating that the research subjects have the potential to be a qualified head teacher.

The research subjects can effectively organize moral and mental health education activities according to the characteristics of students in the class, with an average value of 3.8437, greater than 3.5, indicating that the research subjects have a high degree of identification with “organize moral and mental health education activities” of the “class instructing ability” in the graduation requirements of the TTP.

On the whole, the research subjects have a high degree of recognition of the “class instructing ability” required for graduation in TTP (2017). It shows that through four years of

study, the 2018 English normal students have a strong sense of self-acquisition of the dimension of “class instructing ability”, which proves that the “class instructing ability” of the major setting has been well achieved.

All in all, the research subjects have strong theoretical knowledge of class management. However, the ability to “organize moral and mental health education activities according to the characteristics of students in the class” is relatively lower than others. It shows that some English normal students lack of the ability in the practice of organizing targeted activities.

4.6. Comprehensive Educating Ability

Based on the TTP used by the research subjects, “comprehensive educating ability” is categorized into three dimensions, including “understand the law of physical and mental development and learning characteristics of middle school students”, “be able to integrate ideological and political elements into English teaching activities” and “pay attention to practical education”.

Table 7. Descriptive Statistics of the Subjects' Comprehensive Educating Ability.

| | N | Minimum | Maximum | Average value | Std | Var |
|--|----|---------|---------|---------------|--------|------|
| Understand the law of physical and mental development and learning characteristics of middle school students | 32 | 3.00 | 5.00 | 4.2812 | .72887 | .531 |
| Be able to integrate ideological and political elements into English teaching activities | 32 | 2.00 | 5.00 | 4.0625 | .75935 | .577 |
| Pay attention to practical education | 32 | 2.00 | 5.00 | 3.8437 | .88388 | .781 |
| Valid N (list state) | 32 | | | | | |

As can be seen from the above table, the research subjects understand the law of physical and mental development and learning characteristics of middle school students, with an average of 4.0625, greater than 3.5, indicating that the research subjects have a high degree of recognition of “understanding the law of physical and mental development and cultivation education of middle school students” in the graduation requirements of “comprehensive educating ability” in the TTP.

The research subjects are able to integrate ideological and political elements into English teaching activities, with an average value of 4.0625, greater than 3.5, indicating that the research subjects have a very strong understanding of the “value of discipline education” of the “comprehensive educating ability” in the requirement for graduation in the TTP.

The research subjects pay attention to practical education, the average value is 4.1563, greater than 3.5, indicating the

importance of the combination of theory and practice.

On the whole, the research subjects have a high degree of overall recognition of the “comprehensive educating ability” required for graduation in TTP (2017). It shows that through four years of learning, the 2018 English normal students have a strong sense of self-acquisition of the dimension of “comprehensive educating ability”, which proves that the “comprehensive educating ability” of the major setting has been well achieved. In short, the research subjects understand the value of subject education and be able to carry out education activities organically combined with subject teaching.

4.7. Teaching Reflection Ability

The concept of “reflection” was first proposed by American educator Dewey [4] in his book *How We Think*. Dewey regarded reflection as a special form of thinking, and reflective thinking as the dynamic source of new knowledge. Therefore, teachers with good teaching reflection ability is also a very key step to improve the quality of teaching.

Based on the TTP used by the research subjects, “teaching reflection ability” is categorized into two dimensions, including “update their theoretical and practical knowledge of English learning constantly”, “have certain reflective critical ability and innovative consciousness”.

Table 8. Descriptive Statistics of the Subjects' Teaching Reflection Ability.

| | N | Minimum | Maximum | Average value | Std | Var |
|---|----|---------|---------|---------------|--------|------|
| Update their theoretical and practical knowledge of English learning constantly | 32 | 2.00 | 5.00 | 4.0313 | .69488 | .483 |
| Have certain reflective critical ability and innovative consciousness | 32 | 2.00 | 5.00 | 4.1875 | .73780 | .544 |
| Valid N (list state) | 32 | | | | | |

As can be seen from the above table, the research subjects can constantly update their theoretical and practical knowledge of English learning, with an average value of 4.0313, greater than 3.5, indicating that the research subjects have a high degree of recognition of “lifelong learning and professional development consciousness” of the “teaching reflection ability” in the graduation requirements of the TTP.

The research subjects have certain reflective critical ability and innovative consciousness, with an average value of 4.1875, greater than 3.5, indicating that the research subjects have a strong understanding of “having a certain innovative consciousness, using critical thinking methods, and learning to analyze and solve educational and teaching problems” of the “teaching reflection ability” in the graduation requirements of the TTP.

On the whole, the research subjects have a high degree of overall recognition of the “teaching reflection ability” requirement for graduation in TTP (2017) version of the

training program. It shows that through four years of learning, the 2018 English normal students have a strong sense of self-acquisition of the dimension of “teaching reflection ability” in the graduation requirement of the major setting, which proves that the “teaching reflection ability” of the major setting has been well achieved.

In general, the research subjects have a high consciousness of lifelong learning and innovation, they can use critical thinking method to analyze and solve education and teaching problems.

4.8. Communication and Cooperation Ability

Based on the TTP used by the research subjects, “communication and cooperation ability” is categorized into three dimensions, including “master the basic skills of teamwork”, “participate in teaching and research activities” and “have good communication and communication skills”.

Table 9. Descriptive Statistics of the Subjects' Communication and Cooperation Ability.

| | N | Minimum | Maximum | Average value | Std | Var |
|--|----|---------|---------|---------------|--------|------|
| Master the basic skills of teamwork | 32 | 3.00 | 5.00 | 4.2500 | .62217 | .387 |
| Participate in teaching and research activities | 32 | 2.00 | 5.00 | 3.9375 | .94826 | .899 |
| Have good communication and communication skills | 32 | 3.00 | 5.00 | 4.1250 | .79312 | .629 |
| Valid N (list state) | 32 | | | | | |

As can be seen from the above table, the research subjects have mastered the basic skills of teamwork, with an average of 4.2500, greater than 3.5, indicating that the research subjects have a high degree of recognition of “teamwork spirit” in the graduation requirement of “communication and cooperation ability” in the TTP.

The research subjects can actively participate in teaching and research activities, with an average of 3,9375, greater than 3.5, indicating that the research subjects have a very strong understanding of “the role of learning community” of the “communication and cooperation ability” in the graduation requirements of the TTP.

The research subjects have good communication and communication skills, with an average value of 4.1250, greater than 3.5, indicating that the research subjects have basic communication and cooperation skills.

On the whole, the research subjects have a high degree of overall recognition of the “communication and cooperation ability” required for graduation in TTP (2017). It shows that through four years of learning, the 2018 English normal students have a strong sense of self-acquisition of the dimension of “communication and cooperation ability”, which proves that the “communication and cooperation ability” of the major setting has been well achieved.

All in all, the research subjects have good communication and cooperation skills, but the second discrete points – “actively participate in teaching and research activities” is relatively lower than others, indicating that the subjects do not realize the significance and importance of teaching and research activities for teaching.

5. Conclusion

As one of the most widely used languages in the world, English has become an important tool for international communication, in particular, it can enhance the scientific and cultural exchanges. Learning English is of great significance to the future development of teenagers. Normal colleges and universities shoulder the important task of training normal students and have made great contributions to the development of basic education in China. As future teachers, the cultivation of normal students' professional quality is also the core of improving the quality of teacher. It should be an important task of normal university to cultivate students' professional quality well. It is hoped that the research will improve the TTP, provide suggestions for education and teaching, and promote English normal students to serve basic education at a higher level. So, this research adopts questionnaire method with the help of questionnaires and SPSS to study English normal students' professional quality of 32 students from X University. This study is to explore the status quo of professional quality of English normal students, the research questions of this study include eight dimensions: 1) teachers' morality; 2) educational affections; 3) subject quality; 4) teaching competence; 5) class instructing ability; 6) comprehensive educating ability; 7) teaching reflection ability; 8) communication and cooperation ability.

The research discovers that the status quo of professional quality of English normal students is relatively good on the whole. 1) The research subjects are inclined to be aware of the importance of teachers' morality, they are willing to practice it. 2) They have a high degree of overall recognition of the “educational affections”, but their practicing abilities are exceeding the professional belief. 3) The research subjects attach importance to their own subject quality, they

have mastered the basic knowledge and skills of the subject. 4) They have strong practical ability, their teaching competence is relatively higher than their subject quality, but they lack of flexibility during teaching. 5) They have strong theoretical knowledge of class management, but lack of ability in the practice of targeted organizational activities. 6) The research subjects understand the value of subject education and be able to carry out education activities organically combined with subject teaching. 7) They have a high consciousness of lifelong learning and innovation, they can use critical thinking method to analyze and solve education and teaching problems. 8) They have good communication and cooperation skills, but they are unwilling to take the initiative to participate in teaching and research activities, indicating that the subjects do not realize the importance of teaching and research activities for teaching. During the training of normal students in colleges and universities, education administrators can set up relevant courses to optimize and improve the relative shortcomings, such as more opportunities to conduct researches about the classroom can be provided for the normal students. This study is to help English normal students find their own defects, improve their self-ability with a clear target, and plan their career better. Meanwhile, it provides scientific basis for optimizing the professional quality training of English normal students, also it is helpful for administrators to adjust the TTP reasonably. Besides, it can also provide reference for other majors in local universities to improve the quality of normal students' talent cultivation.

Appendix

Hello, students! In order to fully understand the students' development and growth during the four years of university, so I will conduct a survey on your professional quality, your feedback will become an important basis for the improvement of the future Normal English major training program, sincerely hope that every student cooperate actively, thank you for your support!

Please evaluate your improvement in the following abilities and qualities during your time in school [matrix scale questions]*.

Table A1. A survey on Professional Quality of English Normal students in X University.

| | Not improve at all | Uncertain | Slightly improve | Improve | Greatly improve |
|---|--------------------|-----------|------------------|---------|-----------------|
| Understand and accept the socialist core values. | ○ | ○ | ○ | ○ | ○ |
| Understand the basic education' principles and policies of the Party and the country. | ○ | ○ | ○ | ○ | ○ |
| Establish the concept of teaching by law. | ○ | ○ | ○ | ○ | ○ |
| Want to be a teacher after graduation | ○ | ○ | ○ | ○ | ○ |
| Have the ability to help students set up the correct three views | ○ | ○ | ○ | ○ | ○ |
| Guide students to think independently | ○ | ○ | ○ | ○ | ○ |
| Master the knowledge and skills of English majors and relevant theories systematically | ○ | ○ | ○ | ○ | ○ |
| Have a solid foundation and certain knowledge of humanities and social sciences | ○ | ○ | ○ | ○ | ○ |
| Have the ability to appreciate the culture and science of English-speaking countries | ○ | ○ | ○ | ○ | ○ |
| Master the learning guidance methods and strategies | ○ | ○ | ○ | ○ | ○ |
| Have the consciousness of integrating the basic theories and application methods of pedagogy psychology and English subject teaching method | ○ | ○ | ○ | ○ | ○ |

| | Not improve at all | Uncertain | Slightly improve | Improve | Greatly improve |
|---|--------------------|-----------|------------------|---------|-----------------|
| Have good teaching design and teaching skills | ○ | ○ | ○ | ○ | ○ |
| Be familiar with middle school English curriculum standards and textbooks | ○ | ○ | ○ | ○ | ○ |
| Be able to select appropriate research methods according to the actual teaching problem | ○ | ○ | ○ | ○ | ○ |
| Follow the growth and development laws of contemporary middle school students | ○ | ○ | ○ | ○ | ○ |
| Have good expression ability and strain ability | ○ | ○ | ○ | ○ | ○ |
| Organize moral and mental health education activities according to the characteristics of students in the class | ○ | ○ | ○ | ○ | ○ |
| Understand the law of physical and mental development and learning characteristics of middle school students | ○ | ○ | ○ | ○ | ○ |
| Be able to integrate ideological and political elements into English teaching activities | ○ | ○ | ○ | ○ | ○ |
| Pay attention to practical education | ○ | ○ | ○ | ○ | ○ |
| Update their theoretical and practical knowledge of English learning constantly | ○ | ○ | ○ | ○ | ○ |
| Have certain reflective critical ability and innovative consciousness | ○ | ○ | ○ | ○ | ○ |
| Master the basic skills of teamwork | ○ | ○ | ○ | ○ | ○ |
| Participate in teaching and research activities | ○ | ○ | ○ | ○ | ○ |
| Have good communication and communication skills | ○ | ○ | ○ | ○ | ○ |

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