

Rethinking the Professional Competence of English Teachers: Based on the Perspective of High Quality and Balanced Development of Compulsory Education in Sichuan Province, China

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Abstract

The Outline of the National Medium - and Long Term Education Reform and Development Plan of China (2010-2020) points out that "balanced development is a strategic task of compulsory education". Under the overall framework of high-quality and balanced development of compulsory education in Sichuan Province, China, English teachers should take "subject ability as the foundation, information technology ability as the support, and educational sentiment as the essence", gradually forming an ability improvement path of trinity: "personal development, interscholastic cooperation, and policy response". By participating in mechanisms such as group education, remote education collaboration, and cross regional teaching and research, we aim to transform from a "teacher with single skill" to a "teacher as the role model with composite talents", ultimately serving the high-quality and balanced goal of "running every school well and teaching every student well" in Sichuan Province, China.

Keywords: English teachers; Professional competence; Sichuan province; China; Compulsory education; High-quality and balanced development.

1. Introduction

The Outline of the National Medium - and Long Term Education Reform and Development Plan of China (2010-2020) points out that "balanced development is a strategic task of compulsory education". In this context, Sichuan Province, China, aims to establish a sound mechanism for ensuring the balanced development of compulsory education, requiring that the construction of the teacher team should "optimize the team structure, improve the professional level and teaching ability of teachers", and set the high-quality and balanced goal of "running every school well and teaching every student well". It can be seen that from the perspective of national education development strategy, the balanced development of compulsory education, especially high-quality balanced development, has become an important task. Improving the professional level of English teachers, that is, enhancing their professional abilities, is not only the main content of English teachers' professional development, but also a need for national strategic development. Therefore, clarifying the relationship between the two and identifying the issues and key points of professional competence development for English teachers in the context of high-quality and balanced development of compulsory education has many benefits for the growth of English teachers and educational reform.

2. Literature Review

2.1. Studies Abroad

The research on teacher development began in the late 1960s in the United States. In 1969, American scholar Fuller developed the "Teacher Attention Questionnaire" and proposed a four stage model for teacher professional development. Scriven proposed in the 1990s that a teacher's professional competence should consist of communication, expression, management, and subject design abilities. Scholars advocate measuring teachers' professional competence from four aspects: teaching knowledge, professional beliefs, work motivation, and self-regulation (Kunter, 2013). Teacher professional competence is the ultimate result of knowledge, beliefs, motivation, values, and self-management (Hachfeld, 2015).

2.2. Studies at Home

Scholars have conducted research on the professional competence of teachers from three perspectives, including teachers' attitudes towards their profession, practical hands-on abilities, and classroom teaching abilities (Zhou and Lin, 1994). Ye (1998), believes that the professional abilities that new teachers should possess include the ability to understand and interact with others, management skills, educational research skills, and the ability to use multiple teaching methods. Teacher professional competence is the professional ability of teachers to be competent in education, teaching, and class management work. It is based on certain physiological and psychological qualities of human beings, and is formed and developed as an active force to complete certain tasks in the process of understanding and practice (Luo, Li, et al., 2000).

2.3. Summary

Despite the extensive study home and abroad, certain gaps and opportunities for deeper exploration remain, especially from the perspective of high quality and balanced development of compulsory education in Sichuan Province, China. So, this study will research the professional competence of English teachers from the perspective of high quality and balanced development of compulsory education in Sichuan Province, China.

3. Methods

In this study, the following research methods are adopted. In the first place, the literature review was implemented about the studies home and abroad on the professional competence of English teachers based on the perspective of high quality and balanced development of compulsory education. In the second place, a questionnaire survey was carried out to study the professional competence of 40 English teachers in 8 middle schools in Sichuan Province. Finally, the interviews were conducted with the 8 middle school English teachers to obtain more data in terms of the topic.

4. Results and Discussion

In the context of promoting high-quality and balanced development of compulsory education in Sichuan Province, China, the professional competence reconstruction of English teachers has become a key link in improving the quality of education. Based on the policy practice and actual needs of education reform in Sichuan Province, the professional competence of English teachers needs to be reconsidered and optimized from the following aspects

4.1. Deepening of English Subject Literacy and Teaching Ability

4.1.1. The Combination of English Language Proficiency and Cross-Cultural Literacy

Cross cultural communication competence has always been an important competency in the field of English. English teaching has shifted from focusing solely on language proficiency to cultivating communicative competence. English teachers should have a solid language foundation (such as accuracy in pronunciation, grammar, and vocabulary) and cross-cultural communication skills, and be able to help students understand cultural differences behind language through classroom activities. For example, ethnic regions such as Liangshan Prefecture have introduced excellent teacher resources through the "Retired Teachers Program", and those excellent English teachers integrate local cultural elements into their teaching to promote multicultural integration.

4.1.2. Innovation and Adaptability of English Teaching Methods

How to achieve high-quality and balanced development in compulsory education? We need educational innovation. Sichuan Province promotes interscholastic resource sharing through the "school district system" and "group education". English teachers need to master differentiated teaching strategies, such as layered teaching and project-based learning, to meet the diverse needs of urban and rural students. The "Brain-Friendly" curriculum reform project implemented in Yantan District, Zigong City, Sichuan Province (with a normalization rate of 90%) emphasizes student-centered teaching design and can be used as a reference.

4.2. Improvement of Informationization and Digital Teaching Capability

4.2.1. Integration of Distance Education Resources

The essence of education is not to impart knowledge to students, but to ignite their thirst for knowledge. The traditional remote teaching model, due to insufficient interactivity, is difficult to truly enhance students' learning experience. The development of digital classrooms has not only changed the classroom teaching mode, but also promoted the transformation of smart education. The "Sichuan Cloud Education" platform built by Sichuan Province requires teachers to be proficient in using tools such as remote live classrooms and digital resource libraries. For example, Chengdu Shude Middle School, as a "chain master school", shares course resources through the internet, and English teachers need to have the ability to create micro lessons and design interactive online activities.

4.2.2. Integration of Artificial Intelligence and Teaching

With the rapid development of artificial intelligence technology, its application in the field of education has gradually become a global focus of attention. Artificial intelligence technology has brought new modes and experiences to education. Through generative artificial intelligence, teachers can more efficiently design teaching, assign homework, and provide personalized tutoring. At the same time, the emergence of tools such as artificial

intelligence teaching assistants has provided students with more personalized learning paths, truly achieving individualized teaching. The AI assisted tools mentioned by platforms such as Sohu, such as intelligent homework grading and personalized learning analysis, can provide support for English teaching. Teachers need to master data analysis skills, adjust teaching strategies according to students' learning situations, and achieve precise tutoring.

4.3. Integration of English Teacher Development Support System

4.3.1. Professional Training and Construction of Teaching and Research Community

Sichuan Province promotes the professional growth of teachers through hierarchical training systems such as the "Famous Teacher Studio" and the "National Training Program". For example, Yantan District in Zigong City trains over 10000 teachers annually, and English teachers should actively participate in cross school teaching and research activities to form a "teacher growth community". The construction of the English teacher training system in Sichuan Province is guided by teacher needs, with students as the main body, based on normalized theoretical course learning, and diversified communication and training activities as the starting point. It is planned and accurately implemented to stimulate students' initiative, enthusiasm, and creativity, comprehensively enhance students' professional practical ability and comprehensive professional ethics, and effectively promote students' professional development and growth. The spiritual growth of trainees after training has injected an inexhaustible driving force for the sustainable development of English teaching and research in Sichuan Province, promoting the effective improvement of English teachers' practical abilities. Effectively generated a research-oriented and practical "community growth culture", enhancing the professional influence of practical trainers. Organizing trainees to play a demonstrative and radiating role in our school and region, actively promoting the professional growth of English teachers throughout the province through various forms such as demonstration course exhibitions, sending teachers to rural areas, and paired assistance.

4.3.2. Exchange Rotation and Resource Sharing

Sichuan Province is making every effort to promote teacher exchange and rotation work. We always adhere to the principle of putting people first. Through the exchange and rotation of English teachers, mutual learning, we promote the rapid development of the English teacher team, facilitate close communication between schools, help English teachers grow, and achieve resource sharing and high-quality balanced development of education. The reform of "county management and school recruitment" requires English teachers to have the ability to adapt to cross school teaching. For example, Liangshan Prefecture solves the problem of structural shortage of teaching staff through teacher rotation, and English teachers need to flexibly adjust their teaching strategies in different teaching environments in urban and rural areas to promote educational equity.

4.4. Educational Equity and the Ability to Care for Special Groups

4.4.1. Differentiated Teaching and Psychological Support

The balanced allocation of educational resources is the key to achieving educational equity. Schools should strive to provide equal educational resources and facilities for every student, ensuring that they are not limited in their learning process due to resource scarcity. For left behind children and migrant children in ethnic areas, English teachers need to design low threshold and high participation classroom activities in conjunction with the "controlling student dropout and ensuring compulsory education" policy. For example, the integrated education model in Fucheng District, Mianyang City emphasizes personalized support for students with special needs, and English teachers can learn from its experience.

4.4.2. Localized Course Development

Emphasizing the development of local curriculum is a characteristic of curriculum that emphasizes the inheritance and practice of regional culture. Its core lies in the organic combination of local resources, cultural traditions, and educational goals. Schools in ethnic minority areas of Sichuan Province have created characteristic courses through the "Folk Culture into Campus" program. English teachers can integrate local cultural elements (such as traditional stories of the Yi ethnic group) into their teaching, enhancing students' cultural identity and learning interest.

4.5. Educational Research and Policy Response Capability

4.5.1. Research Topic and Achievement Transformation

Conducting educational research is a key path for teachers to enhance teaching practice, promote personal growth, and drive educational innovation. The research on grassroots teachers often focuses on pain points and issues in real educational scenarios, such as the difficulties in implementing the new curriculum standards and the implementation path of differentiated teaching. These research results can provide vivid practical basis for policy makers. English teachers need to pay attention to educational policy guidance (such as "double reduction" tasks and high-quality balanced evaluation indicators), and conduct research projects based on teaching practice. For example, teachers in Yantan District, Zigong City can promote teaching reform through provincial-level research projects, and English teachers can explore research directions such as "homework design optimization" and "classroom efficiency improvement".

4.5.2. Ability to Interpret and Implement Educational Policies

Sichuan Province requires the teacher team to "combine morality and ability", and English teachers need to deeply understand the requirements of "improving teachers' professional quality and ability" in the "Chinese Outline of the Plan for Building an Education Strong Country", and translate policy goals into specific teaching actions. For example, the control of workload in the "double reduction" policy cannot be achieved through simple work deployment. Teachers need to strengthen the establishment of processes and mechanisms in the policy implementation process, so that teachers can gradually move towards self-awareness, from recognizing the need to reduce students' burden to consciously achieving it.

Conclusion

The reason why the high-quality and balanced development of compulsory education advocates for the balanced allocation of teacher resources and the reasonable flow of teachers is to use the power of others and teams to promote the improvement of teachers' professional abilities. The high-quality and balanced development of compulsory education is a new stage of educational development. It is not only about the balance of material resource allocation, but also emphasizes the balance of spirit and teaching. The balance in teaching is manifested in the differential and balanced treatment of all students by teachers, that is, teaching according to the characteristics and abilities of students. Under the framework of high-quality and balanced development of compulsory education in Sichuan Province, English teachers need to take "subject ability as the foundation, information technology ability as the support, and educational sentiment as the core" to form a three in one ability improvement path of "personal development inter school cooperation policy response". By participating in mechanisms such as group education, remote education collaboration, and cross regional teaching and research, we aim to transform from a "teacher with single skill" to a "teacher as the role model with composite talents", ultimately serving the high-quality and balanced goal of "running every school well and teaching every student well".

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Biography

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