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A RESEARCH REPORT ON THE DEMAND FOR GRADUATES FROM ENGLISH TEACHER EDUCATION PROGRAMS IN THE CONTEXT OF NEW CURRICULUM REFORM

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ABSTRACT

This research report analyzes the current demand for graduates from English teacher education programs in Guangdong Province and explores future development trends, with a particular focus on recruitment for primary and secondary school English teaching positions. As globalization and educational internationalization progress, graduates from English teacher education programs face increasing employment pressure. Through a variety of research methods, including literature review, questionnaire surveys, and in-depth interviews, this report examines employers' expectations for graduates' competencies, with particular emphasis on teaching ability, innovation capacity, and cross-cultural communication skills. The findings reveal that employers place a greater emphasis on graduates' practical skills and comprehensive qualities, especially within the context of the new curriculum reform. The report explores possible reforms in the training of English teacher education program graduates and proposes recommendations for optimizing curriculum design, enhancing practical teaching, and expanding international perspectives. These suggestions aim to improve graduates' employability and professional development potential while advancing the quality of English teacher education program training.

KEYWORDS: *English Teacher Education Program, Demand for Graduates from English Teacher Education Programs, Quality of English Teacher Cultivation, New Curriculum Reform*

1. RESEARCH BACKGROUND AND OBJECTIVES

In recent years, as China's higher education has transitioned from elite education to mass education, the number of university graduates has continued to increase annually, intensifying the challenges of employment. English teacher education program graduates from Zhaoqing University predominantly seek employment in the Pearl River Delta region. However, the initial employment rate of the 2024 cohort of English teacher education program graduates has declined. Currently, the School of Foreign Languages and Cultures at Zhaoqing University is working to enhance the quality of undergraduate English teacher cultivation. To establish a scientifically grounded English teacher cultivation system aligned with market demands, the English major conducted a comprehensive investigation into job market requirements. This included surveys of educational management institutions, employers, and alumni who graduated within the past five years. The investigation seeks to answer the following key questions: What is the current demand for English teacher education program graduates in the labor market? What core competencies should English teacher education program graduates possess in the context of the new curriculum reform? How should undergraduate English teacher cultivation programs in higher education be adjusted, particularly in terms of training objectives, graduation requirements, and curriculum design, to produce high-quality graduates who meet market demands? These questions are critical and form the central focus of this report.

The primary objective of this research is to analyze the current supply and demand situation for graduates of English teacher education programs, especially regarding recruitment for primary and secondary school English teaching positions in Guangdong Province. This study also aims to provide scientific evidence and data support for understanding future trends in the demand for English teacher education program graduates. The findings will assist the education system in responding to changes in the education market, particularly those driven by the new curriculum reform. This reform raises the standards for teachers, especially English teachers, requiring higher levels of comprehensive quality, teaching ability, and innovative thinking. This report offers concrete recommendations for the development of English teacher education programs and English teacher cultivation strategies. Specifically, it aims to provide insights and guidance for enhancing the English teacher cultivation

system of the School of Foreign Languages and Cultures at Zhaoqing University, striving to further improve the quality of its graduates.

2. RESEARCH METHODOLOGY

Employing diverse research methods ensures a well-rounded understanding of the demands placed on English teacher education graduates. This combination of quantitative and qualitative approaches strengthens the reliability and depth of the findings, providing a solid foundation for actionable recommendations.

2.1 Questionnaire Survey

The questionnaire survey served as one of the primary data collection methods for this research. The design encompassed comprehensive surveys targeting graduates, employers, and educational experts. The questionnaire content included basic information such as the educational background, employment status, and job demands of English teacher education program graduates. It also explored employers' specific requirements for graduates' competencies, such as teaching design ability, classroom management skills, and cross-cultural communication capabilities. By analyzing these data, the study aimed to accurately assess English teacher education graduates' actual performance and competency structures in the job market, providing data-based recommendations for subsequent teaching improvements.

2.2 Interview Survey

Building on the questionnaire survey, in-depth interviews were conducted with selected English teacher education graduates, employers, and educational management institutions. These face-to-face exchanges yielded deeper and more specific feedback, particularly on details and underlying issues that questionnaires could not uncover. For instance, many employers noted that while graduates possessed solid foundational language skills, they often lacked adaptability and innovative thinking in real-world teaching contexts. Additionally, frontline primary and secondary school English teachers provided concrete suggestions regarding the core competencies needed for English teacher education graduates under the new curriculum reform. These in-depth interviews supplemented the survey findings, enabling a better understanding of the current state of English teacher education and potential areas for improvement.

2.3 Data Analysis

To ensure the scientific rigor and accuracy of the research findings, the research team used professional statistical software to process and analyze the questionnaire data meticulously. Through data cleaning, descriptive statistics, and regression analysis, the study examined the differences in competency requirements for English teacher education graduates across various groups. Key factors affecting graduates' employment competitiveness were identified. The results of these analyses provided strong empirical support for the recommendations presented later in the report, ensuring objectivity and reliability.

2.4 Research Implementation

To ensure representativeness and comprehensiveness, the research targeted three primary groups: graduates of English teacher education programs, employers, and educational management institutions. To gain a thorough understanding of the quality of English teacher cultivation in Zhaoqing University's English teacher education program, the research team conducted multiple rounds of surveys. These included a questionnaire distributed in April and October 2024 to graduates within the past five years (253 responses) and graduates from five to eight years ago (37 responses), as well as a separate questionnaire targeting the 2024 cohort (120 responses) to assess their attainment of graduation requirements. Multiple rounds of surveys expanded the sample size, enhancing diversity and breadth.

Employers primarily consisted of primary and secondary schools within Guangdong Province, encompassing both public and private institutions. This approach reflected differences in demand for English teacher education graduates across various types of schools. Educational experts selected for the study were scholars and frontline teachers with extensive teaching experience and research backgrounds, ensuring professional analysis of the research questions. The research, conducted in October 2024, employed a variety of methods, including on-site employer evaluations, discussion panels, and questionnaires. In total, ten employers and one educational management institution participated.

The design of research tools emphasized comprehensiveness and specificity, with different questionnaires and interview outlines tailored to each target group. Graduate questionnaires focused on employment status, professional competencies, and career development needs, while employer questionnaires emphasized job

requirements, recruitment criteria, and evaluations of graduates' skills. Interviews with educational experts concentrated on trends in English education, curriculum reform demands, and views on the core competencies required of English teacher education graduates. This detailed design ensured that the research tools comprehensively captured the needs and opinions of all stakeholders.

Data collection and processing formed a central part of the research. After collecting the questionnaires, invalid or erroneous samples were removed to ensure data accuracy. The remaining data were categorized and analyzed systematically. Through multi-level analysis, the research team determined the specific competencies and career demands of English teacher education graduates in the job market, providing detailed data support for drafting the subsequent sections of the report.

3. RESEARCH FINDINGS AND ANALYSIS

The rapid evolution of educational policies and practices necessitates continuous adaptation in teacher training programs. Aligning graduate skills with these shifting demands is critical for fostering high-quality educators who can thrive in dynamic teaching environments.

3.1 Guangdong's Basic Education Reform and Development

As a pioneer of China's reform and opening-up, Guangdong Province has consistently led the country in basic education reform and development. With the accelerated globalization process and the growing degree of educational internationalization, the importance of English education has significantly increased. In recent years, Guangdong has introduced a series of policy measures aimed at advancing basic education reform. These include improving teachers' professional development, enhancing subject curriculum design and construction, and accelerating the application of information technology in education(Guangdong Provincial People's Government, 2021). These reforms have not only improved overall educational quality but have also raised the standards for English teacher education program graduates. Particularly under the influence of a "student-centered" educational philosophy, Guangdong's primary and secondary English education has shifted from exam-oriented approaches to holistic development. This transformation demands English teachers equipped with modern educational concepts and cross-cultural communication skills to support basic education reform.

According to *The Implementation Plan for Deepening Basic Education Curriculum Teaching Reform in Guangdong Province (2024-2027)*, the province outlined six major action plans covering preschool, compulsory, and high school education(Sun, 2024; Guangdong Provincial Department of Education, 2024a). The plan emphasizes optimizing curriculum content, innovating curriculum practice, and utilizing digital technologies to promote changes in educational methods and facilitate students' all-around development in moral, intellectual, physical, aesthetic, and labor education(Guangdong Provincial Department of Education, 2024a). Regarding English education, Guangdong introduced new English textbooks in the fall of 2024, aligned with the *2022 Compulsory Education English Curriculum Standards*. These textbooks focus on integrating themes, texts, language knowledge, and cultural knowledge to enhance students' cross-cultural understanding and language application skills(Sohu News, 2024).

Specific reforms in English education have included initiatives under the "six major actions" plan, such as strengthening provincial coordination in curriculum implementation (Sun, 2024). In primary English education, Guangdong has collaborated with universities to establish specialized English education classes and implemented on-the-job internships and rural teaching programs to improve the professional quality of teaching staff. Furthermore, the province has intensified teacher training efforts, launching comprehensive English teacher training programs and elite teacher development plans, particularly targeting rural areas. These programs aim to help teachers master advanced educational philosophies and teaching methods, promoting balanced development in English education across the province(Guangdong Provincial Department of Education, 2024b; Guangdong College of Foreign Languages and Arts, 2023). The demand for secondary school English teachers in Guangdong is particularly pressing, especially in rural and underdeveloped regions. Currently, there are 42,424 primary school English teachers in the province, yet a shortage of over 20,000 persists, with the deficit being most acute in eastern, western, and northern Guangdong(Guangdong College of Foreign Languages and Arts, 2020). To address this issue, Guangdong has implemented various strategies, including publicly funded targeted training programs to supply teachers for rural schools(Guangdong Provincial People's Government, 2021). Additionally, the province has introduced "tuition reimbursement" policies to attract young teachers to rural areas, advancing balanced allocation of educational resources between urban and rural areas(Guangdong Youth League, 2022).

In Guangdong's *Action Plan for High-Quality Development of Basic Education*, explicit requirements for English education include fostering students' core English competencies, enhancing the integrity and structure of unit

teaching, and achieving deep integration of information technology with English teaching. These reforms have improved students' language skills and facilitated the professional development of teaching staff(Guangdong Provincial Department of Education, 2022). Through these multifaceted reforms, Guangdong is gradually establishing a more robust and modernized basic education system, laying a solid foundation for English teacher cultivation in an increasingly globalized context.

3.2 Demand for Graduates from English Teacher Education Programs Analysis

A detailed analysis of employer requirements sheds light on the essential competencies needed under the new curriculum reform. This alignment between academic training and practical expectations is key to enhancing graduates' readiness for the workforce.

3.2.1 Quantity, Educational Levels, Job Types, and Competency Structure

In terms of demand for graduates from English Teacher Education Programs, interviews with educational management institutions and employers reveal a strong demand for secondary school English teachers in recent years. However, policy influences have led to an imbalance in graduate distribution, with significantly more graduates opting for teaching positions in cities within the Pearl River Delta compared to rural areas. Regarding educational qualifications, employers' requirements for graduates' education levels have steadily risen. All surveyed employers indicated that the minimum requirement for English teacher positions has increased from an associate degree to a bachelor's degree or higher. Moreover, as the education system diversifies, English teacher education program graduates are not only favored for traditional teaching roles but are increasingly employed in education management, research, and educational technology fields. In terms of competency structure, English teacher education program graduates need strong language fundamentals, advanced educational and teaching abilities, innovative teaching design strategies, cross-cultural communication skills, and proficiency in applying information technology to teaching. These competencies are essential criteria for employers when selecting English teacher education graduates.

3.2.2 Job Competency Requirements Under New Curriculum Reform

The competency requirements for English teacher education program graduates have undergone significant changes under the new curriculum reform, with core competencies becoming a priority. The reform emphasizes that English education goes beyond teaching language skills to promoting students' holistic development. Graduates must possess strong language fundamentals and effective language application skills to adapt to various teaching scenarios. Additionally, the widespread adoption of modern educational philosophies requires English teachers to design and implement effective teaching plans using diverse teaching strategies and resources to stimulate students' interest in learning. Cross-cultural communication skills have also become a fundamental requirement for English teachers under the new curriculum reform. English teacher education graduates need global perspectives and cross-cultural understanding to enable students to effectively communicate and collaborate in an increasingly diverse international community.

This research collected 53 English teacher recruitment advertisements from Guangdong Province in 2024. These included two from Zhaoqing, 13 from Guangzhou, two from Zhuhai, 16 from Shenzhen, six from Foshan, seven from Dongguan, two from Qingyuan, four from Huizhou, and one from Maoming. The most frequently mentioned qualities in these advertisements were "teaching experience", followed by "strong professional competence", "passion for education", "responsibility and patience", and "strong communication skills". These keywords reflect the specific requirements and expectations of the job market for English teachers. With the implementation of *The Action Plan for Deepening Basic Education Curriculum Teaching Reform*, the roles and responsibilities of English teachers are evolving, particularly in developing students' core competencies. Teachers now require greater professional capabilities and more flexible teaching methodologies. Additionally, literature reviews indicate that English teachers should possess political literacy, administrative skills, and academic competencies, further underscoring the need for reforms in English teacher education programs to meet these demands.

3.3 Employers' Expectations for English Teacher Education Program Graduates

Employers increasingly value adaptability, collaboration, and innovation in English teacher education graduates. Addressing these priorities can bridge the gap between graduate capabilities and the demands of modern educational systems.

3.3.1 Core Competency Requirements

Based on questionnaire surveys and interviews, employers have identified four key competencies that graduates of English teacher education programs should possess. First, employers expect graduates to have a strong

foundation in teaching fundamentals, including mastery of subject knowledge, effective classroom management, and the ability to design and implement engaging and impactful teaching plans. They also emphasize the importance of adaptability, requiring teachers to demonstrate flexibility and resourcefulness when addressing unexpected challenges in the classroom. Second, communication skills are regarded as critical, with many employers highlighting the need for teachers to effectively convey information and ideas to students while also maintaining productive collaboration with parents and colleagues. This ensures that teachers can foster a supportive learning environment and address various stakeholders' concerns. Third, teamwork is considered an essential skill, as teachers frequently work with colleagues to plan and coordinate teaching activities, participate in school-wide initiatives, and contribute to a cohesive educational community. Lastly, cross-cultural communication skills are increasingly valued in the context of globalization, as English education often involves engaging with diverse cultural perspectives. Employers expect graduates to demonstrate cultural sensitivity and the ability to navigate multicultural settings effectively, enabling them to prepare students for a globalized world. Despite most graduates meeting basic job requirements, especially in teaching fundamentals, gaps remain in innovative teaching methods and educational research capabilities. Employers frequently noted that graduates lacked sufficient experience in addressing real-world teaching scenarios, managing unexpected situations, and developing innovative teaching resources and methodologies.

To address these deficiencies, this study recommends strengthening practical teaching components in training programs, enhancing graduates' abilities in classroom teaching design and innovation, and encouraging participation in educational research projects. These steps would equip graduates with stronger problem-solving skills and improve their competitiveness in teaching, research, and management roles.

Table 1: Employers' Focus on English Teacher Education Program Graduates' Competencies

Competency Focus	Frequency	Percentage
Job Performance	35	100%
Academic Achievement	24	68.57%
Stress Management	24	68.57%
Personal Moral Character	27	77.14%
Foreign Language and Computer Skills	11	31.43%

Table 1 indicates that employers prioritize job performance most highly, with 100% of respondents highlighting it as the most critical competency. This reflects the education sector's emphasis on practical job performance. For teachers, job performance extends beyond knowledge delivery to include effective communication and collaboration with students, parents, and colleagues. English teacher education program graduates must demonstrate strong classroom management skills, innovative teaching abilities, and the capacity to handle challenges in real-world teaching scenarios. Employers expect graduates to independently manage teaching roles, resolve problems, and adapt to complex teaching environments. Therefore, practical teaching experiences and internships during university studies are crucial for enhancing graduates' job performance capabilities.

Both academic achievement and stress management ranked second, with 68.57% of respondents emphasizing these aspects. This highlights the need for graduates to possess a solid academic foundation and strong psychological resilience. The education sector is highly demanding, particularly when dealing with students of varying levels, heavy teaching loads, and pressures from parents and schools. Stress management becomes an essential skill. Graduates must cultivate strong psychological resilience, and universities should incorporate courses or counseling sessions focused on mental health to better prepare students for the demands of the profession. Similarly, employers' focus on academic achievement underscores the need for graduates to possess a solid theoretical foundation to meet the challenges of complex teaching demands.

Personal moral character was highlighted by 77.14% of employers, underscoring the importance of ethical conduct in the education sector. Teachers must not only demonstrate professional competence but also exhibit a high degree of responsibility and ethics, serving as role models for students. Universities should emphasize moral and ethical training during the cultivation process, offering courses and activities related to teacher ethics and educational professionalism.

Foreign language and computer skills were less frequently cited, with 31.43% of respondents considering them critical. This may indicate that, for certain positions, English teacher education program graduates already meet basic requirements in these areas, or that these skills are not top priorities for employers. However, with the increasing prevalence of educational technology and globalization, the demand for foreign language and computer

skills is likely to grow. Graduates should continue enhancing their competencies in these areas to remain competitive.

3.3.2 Employers' Requirements for Educational Background and Work Experience

Regarding educational qualifications, survey results reveal that employers generally have high expectations for English teacher education program graduates. In the developed Pearl River Delta region, a bachelor's degree has become the minimum requirement, with some key schools favoring candidates with master's degrees. Employers also place importance on work experience. While recent graduates remain competitive, those with relevant teaching practice experience are often preferred. Some employers expressed a desire for universities to strengthen the design of practical teaching components, offering more internship opportunities to ensure graduates are better equipped to meet workplace demands.

3.3.3 Employers' Feedback on English Teacher Education Program Graduates

Employers expressed overall satisfaction with graduates from Zhaoqing University's English teacher education program, particularly in terms of their teaching fundamentals and classroom management abilities. However, some employers noted deficiencies in graduates' innovative teaching methods, interdisciplinary collaboration, and educational research capabilities.

Additionally, several employers pointed out that some graduates struggled with complex teaching environments. Specifically, graduates lacked innovation and flexibility in teaching design to meet the demands of the new curriculum reform. To address these issues, employers recommended that universities focus more on developing students' practical skills and innovative capabilities during their training. Enhancing these areas would better prepare graduates to tackle future teaching challenges effectively.

Table 2: Employers' Evaluation of the Competencies of Zhaoqing University's English Teacher Education Program Graduates

Competency	Frequency Highlighted	Percentage Highlighted	Frequency Lacking	Percentage Lacking
Comprehensive Quality	27	77.14%	9	25.71%
Educational and Instructional Planning and Execution	25	71.43%	7	20%
Communication and Coordination Skills	14	40%	7	20%
Innovation Ability	12	34.29%	10	28.57%
Research Ability	7	20%	11	31.43%

Employers rated the comprehensive quality of English teacher education program graduates highly, with 77.14% considering it a strength（Table 2）. This suggests that graduates are recognized for their overall competence, professional ethics, communication skills, and career awareness. Graduates excel in teaching, classroom management, and interactions with students and colleagues, reflecting the foundational qualities required to be effective teachers. However, 25.71% of employers identified deficiencies in comprehensive quality, which may be linked to some graduates' insufficient workplace adaptability and readiness for professional challenges. To address this, universities should enhance professional skills training and foster career preparedness to improve graduates' performance in real teaching environments.

Educational and instructional planning and execution was another well-regarded area, with 71.43% of employers rating it as a strength. This indicates that graduates demonstrate practical abilities in instructional design, goal-setting, and curriculum implementation, effectively translating theoretical knowledge into classroom practices. However, 20% of employers noted weaknesses in this area, suggesting that some graduates lack the ability to navigate complex and dynamic teaching environments. This highlights the need for increased investment in practical teaching opportunities, such as internships and hands-on teaching courses, to better prepare students for real-world challenges.

Communication and coordination skills received a 40% rating for excellence and a 20% rating for deficiency. This indicates that while some graduates excel in effectively communicating with colleagues, students, and parents and contributing to teamwork, others perform less effectively in this regard. This may stem from limited opportunities for team-based projects or education management practice during their studies. Universities should incorporate more collaborative projects into their curricula to develop students' communication and coordination

abilities, ensuring they can manage diverse relationships in professional settings and foster team cooperation awareness.

Innovation and research abilities emerged as areas requiring significant improvement. Only 34.29% of employers rated innovation ability as a strength, while 28.57% noted it as lacking. Although some graduates displayed innovative teaching designs, the overall performance in this domain remains insufficient. As the education sector increasingly demands innovative teaching approaches and personalized learning methods, graduates must become more adept at integrating novel strategies and technologies into their teaching.

Research ability was identified as the most significant shortcoming, with only 20% of employers rating it as a strength, while 31.43% considered it lacking. This reflects the tendency of teacher education graduates to focus more on teaching practice at the expense of educational research skills. Universities should include more research-oriented content in their curricula and encourage students to participate in research projects to develop problem-solving skills and innovative thinking.

3.4 Alumni Evaluation of English Teacher Cultivation Quality in the English Teacher Education Program
To gain a comprehensive understanding of the quality of English teacher cultivation in Zhaoqing University's English teacher education program, the research team conducted multiple rounds of surveys. These included surveys in April and October 2024 with graduates who had completed their studies within the past five years (253 respondents) and graduates from five to eight years prior (37 respondents). An additional survey was conducted with the 2024 cohort (120 respondents) to assess their attainment of graduation requirements. Multiple surveys provided a larger and more diverse sample, enhancing the breadth and representativeness of the study.

3.4.1 Achievement of English Teacher Cultivation Objectives (Feedback from Alumni)
Based on survey data from alumni, the achievement of Objective 1 (Teacher Ethics) indicates that 63.10% of respondents believe their training in this area was "fully achieved", while 31.03% rated it as "achieved". Only a very small percentage rated it as "basically achieved" or "partially achieved", with no respondents indicating it was "not achieved". This demonstrates that the university has achieved significant success in teacher ethics education. Most graduates comply with professional ethics standards in their educational practices and possess a strong sense of professional ethical awareness. This finding validates the scientific and effective design of teacher ethics training courses, which have laid a solid ethical foundation for graduates' career development.

For Objective 2 (Educational Commitment), survey results show that 50.34% of alumni believe this goal was "fully achieved", while 38.27% rated it as "achieved". However, 7.93% reported "basic achievement", and 2.75% rated it as "partially achieved". These data suggest that while most graduates possess strong professional dedication and enthusiasm for education, a minority have not fully internalized a passion for teaching or developed their commitment to the profession. This highlights the need for the university to further cultivate students' deep emotional connection to education and foster their educational ideals. Future strategies could include more emotional education, the promotion of educational philosophies, and experiential activities to strengthen students' educational commitment.

Regarding Objective 3 (Subject Competency), 53.79% of respondents reported "full achievement", while 37.24% rated it as "achieved". However, 7.58% reported "basic achievement", and 1.03% rated it as "partially achieved". Although most graduates rated their subject competency highly, indicating a solid grasp of fundamental English knowledge and its application in teaching, some alumni felt their subject knowledge lacked depth or breadth. This suggests that the university should enhance subject competency training by integrating deeper knowledge with practical applications. Greater emphasis should be placed on connecting subject knowledge to real-world teaching scenarios to ensure graduates can understand and apply subject knowledge effectively and confidently.

For Objective 4 (Teaching Ability), 48.62% of alumni reported "full achievement", while 39.65% rated it as "achieved". However, 9.65% reported "basic achievement", and 1.37% rated it as "partially achieved". While most alumni believe their teaching abilities are solid enough to handle basic classroom tasks, the data also reveal gaps in practical teaching skills and classroom management experience among some graduates. In particular, these graduates may lack the experience and flexibility needed to address complex teaching situations. This underscores the importance of strengthening practical teaching components in the curriculum. Simulated classroom teaching and field teaching internships should be expanded to help students gain richer hands-on experience.

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Finally, for Objective 5 (Classroom Management Ability), 52.05% of alumni rated their ability as "fully achieved", while 38.27% rated it as "achieved". However, 7.93% reported "basic achievement", and 1.37% rated it as "partially achieved". These results indicate that the university has made notable progress in fostering classroom management skills and students' moral education capabilities. However, some alumni feel inadequately prepared for complex classroom management scenarios or handling emergencies. This suggests the need for increased investment in classroom management training courses, providing students with more opportunities to practice and gain experience in managing classrooms before graduation. This will better prepare graduates to handle classroom challenges effectively in their teaching careers.

3.4.2 Achievement of Graduation Requirements (Feedback from the 2024 Cohort)

Table 5: Achievement of Graduation Requirements (2024 Cohort)

Graduation Requirement	Fully Achieved (0.95)	Achieved (0.85)	Basically Achieved (0.75)	Partially Achieved (0.65)	Not Achieved (0.55)
Teacher Ethics	73 (60.83%)	46 (38.33%)	1 (0.83%)	0	0
Educational Commitment	69 (57.5%)	49 (40.83%)	2 (1.67%)	0	0
Subject Competency	51 (42.5%)	62 (51.67%)	7 (5.83%)	0	0
Teaching Ability	43 (35.83%)	62 (51.67%)	15 (12.5%)	0	0
Classroom Management	42 (35%)	63 (52.5%)	14 (11.67%)	0	0
Comprehensive Education Skills	56 (46.67%)	53 (44.17%)	11 (9.17%)	0	0
Reflective Practice	61 (50.83%)	58 (48.33%)	0	0	0
Communication and Collaboration	62 (51.67%)	54 (45%)	4 (3.33%)	0	0

For teacher ethics, a majority of graduates (60.83%) rated themselves as having "fully achieved" teacher ethics, while 38.33% rated this as "achieved", and only 0.83% considered it "basically achieved". These results indicate that most graduates excel in professional ethics and adherence to teacher norms, reflecting the university's effective emphasis on cultivating students' moral and educational principles. The findings highlight the school's success in both theoretical instruction and practical activities designed to instill strong professional ethics in graduates, meeting employers' expectations for ethical standards in the teaching profession.

For educational commitment, regarding educational commitment, 57.5% of graduates rated themselves as "fully achieved", 40.83% as "achieved", and 1.67% as "basically achieved". These results show that the majority of graduates exhibit strong enthusiasm for and dedication to education, reflecting the university's success in fostering a passion for teaching and professional identity. However, a small percentage of graduates did not rate themselves as having fully achieved this commitment, suggesting that further efforts are needed to strengthen students' sense of educational mission and passion for teaching. Universities can consider introducing additional emotional education initiatives, promoting teaching philosophies, and incorporating experiential activities to enhance educational commitment.

For subject competency, in terms of subject competency, 42.5% of graduates rated themselves as "fully achieved", while 51.67% rated it as "achieved", and 5.83% rated it as "basically achieved". These results indicate that most graduates are confident in their subject knowledge and ability to apply it in teaching. However, a small proportion reported deficiencies in the depth or breadth of their subject knowledge. This finding suggests that the university should continue strengthening the integration of subject knowledge with practical applications, ensuring graduates can confidently navigate complex teaching scenarios.

For teaching ability, 35.83% of graduates rated themselves as "fully achieved", while 51.67% rated it as "achieved", and 12.5% rated it as "basically achieved". While most graduates believe they possess solid teaching skills, the relatively low percentage of "fully achieved" responses highlights room for improvement in practical teaching skills and classroom management experience. The findings suggest that the university should expand opportunities for practical teaching, such as classroom simulations and internships, to provide students with more hands-on experience and improve their confidence in addressing complex teaching situations.

For classroom management, regarding classroom management, 35% of graduates rated themselves as "fully achieved", 52.5% as "achieved", and 11.67% as "basically achieved". Most graduates demonstrate a certain level

of competency in managing classrooms and providing moral education. However, some still lack sufficient experience in handling complex classroom situations or emergencies. To address this, the university should enhance classroom management training by incorporating more case studies and practical exercises, enabling students to gain firsthand experience before entering the teaching workforce.

For comprehensive education skills, in terms of comprehensive education skills, 46.67% of graduates rated themselves as "fully achieved", 44.17% as "achieved", and 9.17% as "basically achieved". Most graduates believe they are effective in fostering students' holistic development, indicating the university's success in promoting comprehensive education. However, a small percentage of graduates struggle with implementing holistic education concepts in practice. Universities should focus on further integrating theory with practice to ensure that graduates can effectively implement comprehensive education strategies in real-world teaching contexts.

For reflective practice, reflective practice received high ratings, with 50.83% of graduates rating it as "fully achieved" and 48.33% as "achieved". Only 0.83% rated it as "basically achieved". Most graduates possess strong self-reflection skills, allowing them to continuously improve their teaching strategies. This demonstrates the university's effectiveness in fostering reflective teaching practices. Future courses should continue to emphasize this skill to ensure graduates can consistently enhance their teaching methods throughout their careers.

For communication and collaboration skills, 51.67% of graduates rated themselves as "fully achieved", while 45% rated this as "achieved", and 3.33% as "basically achieved". These results suggest that most graduates are skilled in team collaboration and effective communication with students, parents, and colleagues. However, a small group reported deficiencies in this area. To address this, universities could introduce more team-based projects and cross-disciplinary activities to enhance students' communication and collaboration skills, preparing them to handle diverse teaching environments and relationships in their professional careers.

4. ANALYSIS OF THE EFFECTIVENESS OF THE ENGLISH TEACHER EDUCATION PROGRAM CURRICULUM

In recent years, the English teacher education program at Zhaoqing University has generally succeeded in meeting societal demands for high-quality English teaching professionals. This is evident from graduates' employment performance and feedback from employers. Employers commonly acknowledge that graduates possess solid foundational English knowledge and strong teaching abilities, enabling them to meet the demands of primary and secondary school teaching positions. Graduates demonstrate high adaptability and professional competence, particularly in addressing reforms in basic education curricula and navigating changing educational environments. Additionally, the university has achieved significant success in instilling teacher ethics and professional morality, with most graduates exhibiting strong professional conduct and responsibility. These attributes align with societal expectations for teacher ethics and a strong commitment to nurturing students, affirming that Zhaoqing University's curriculum effectively addresses practical and societal needs, providing a steady supply of qualified English teaching professionals for the field of basic education.

However, while the curriculum has received overall recognition, certain areas in its implementation and details require improvement and optimization.

First, there are limitations in innovation and classroom adaptability. While students generally exhibit solid subject competency and teaching fundamentals, some graduates lack innovation and the flexibility to handle complex classroom scenarios effectively. This suggests that the current curriculum may overly emphasize theoretical knowledge at the expense of practical skills and classroom adaptability. Particularly in the context of new curriculum reforms, the university should place greater emphasis on practical teaching and the enhancement of innovative capabilities. Strengthening connections with frontline education and providing students with more classroom internships and practical teaching opportunities would help bridge the gap between theory and practice, improving students' adaptability and innovation in classroom teaching.

Second, professional courses lack sufficient depth and applicability. Feedback from students indicates a lack of depth and real-world applicability in some professional courses. Certain course content and teaching methods are overly simplistic, failing to stimulate students' learning interest or meet their practical needs in teaching. Some practical courses, in particular, lack depth and fail to provide students with sufficient hands-on opportunities or innovative learning experiences. As a result, graduates may lack the necessary experience to handle complex teaching scenarios effectively. Future curriculum reforms should aim to balance theory and practice more effectively, ensuring students acquire a solid academic foundation while also providing ample practical

opportunities and exposure to innovative teaching methods. This will better prepare students to meet the diverse demands of modern teaching environments.

Third, course arrangements and sequence require optimization. Students frequently report that course arrangements lack rationality, and some courses do not offer sufficient depth. This shortcoming leaves some graduates feeling inadequately prepared to apply their professional knowledge effectively after graduation. There is a need to improve the systematic and sequential design of the curriculum to ensure that students build a strong foundation, progressively deepen their knowledge, and ultimately achieve the competency required for comprehensive teaching roles.

In summary, the English teacher education program at Zhaoqing University has achieved notable success in English teacher cultivation, effectively addressing the current societal demand for English teachers. However, as educational reforms deepen and the expectations for teachers' comprehensive competencies continue to rise, the university must further refine its English teacher cultivation program. Enhancements should focus on strengthening practical teaching components, diversifying teaching methods, and improving students' comprehensive skills. These steps will ensure graduates are better equipped to excel in teaching roles, possess stronger competitiveness, and demonstrate greater potential for career development in an evolving educational landscape.

5. CONCLUSION

This research has provided a comprehensive and in-depth understanding of the current demand for English teacher education program graduates in Guangdong Province. The findings reveal that as globalization accelerates and the new curriculum reform advances, the requirements for cultivating English teacher education talent are undergoing significant changes. Employers not only expect graduates to possess a solid foundation in subject knowledge and language proficiency but also to demonstrate adaptability in complex and dynamic teaching environments, cross-cultural communication skills, proficiency in educational technology, and innovative teaching abilities. These evolving demands underscore the necessity for higher education institutions to integrate theory with practice more effectively to meet the diverse needs of the modern education market.

The research highlights an urgent and growing demand for high-quality English teacher education program graduates, particularly in the Pearl River Delta region. In the field of basic education, the core competencies of English teachers—such as subject knowledge, teaching innovation, classroom management, and cross-cultural communication—have become key criteria in recruitment. The new curriculum reform emphasizes holistic educational development, requiring English teachers to go beyond language instruction to nurture students comprehensively. Therefore, universities must further optimize their curricula, prioritize practical teaching, and enhance students' adaptability and innovative teaching abilities in real-world educational contexts.

Looking forward, the development of English teacher education programs should emphasize internationalization, integration, and practicality. First, universities should enhance the internationalization of their curricula by incorporating content on cross-cultural communication and global trends in English education. This would broaden students' global perspectives and improve their teaching capabilities in multicultural settings. Second, the cultivation of comprehensive qualities should be a central goal, including professional ethics, teamwork, and communication skills. These attributes will enable graduates to excel in complex teaching environments and become well-rounded, high-quality educators. Finally, strengthening practical teaching components is crucial to improving graduates' competitiveness. Universities should establish close partnerships with primary and secondary schools and other educational institutions to build robust internship systems, enabling students to gain hands-on experience and develop the skills needed to meet diverse teaching demands.

The findings also suggest that future training objectives for English teacher education programs should emphasize the development of innovative and educational research capabilities. In the current educational landscape, English teachers must not only meet traditional teaching requirements but also adapt to new curriculum reforms and advancements in educational technology. Therefore, it is recommended that universities introduce more courses related to educational research, encouraging students to engage in research projects to develop problem-solving and innovative thinking skills. Additionally, fostering reflective and self-improvement skills in educational activities is essential to help graduates sustain their professional growth throughout their careers.

This study has illuminated the current demand and future trends for English teacher education program graduates in Guangdong Province, providing valuable insights for English teacher cultivation in this field. Higher education

institutions must actively adjust training objectives and curriculum design to ensure graduates are equipped to face the challenges of the future education market. By producing high-quality English teachers with global perspectives, innovative capabilities, and practical skills, universities can provide robust support for basic education, contributing to improved educational quality and the advancement of educational reform.

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Appendix 1

Employer Satisfaction Survey Questionnaire

1. What is the name of your organization?

2. What educational level does your organization cover? [Single Choice]

- •Primary school
- •Middle school
- •High school
- •Comprehensive school
- •Nine-year school
- •Twelve-year school

3. How would you evaluate the various competencies of our graduates? ( ) [Rating Question] Rate on a scale of 1 (poor) to 5 (excellent):

- •A. Comprehensive quality
- •B. Ideological quality
- •C. Cultural quality
- •D. Professional quality
- •E. Physical and mental quality
- •F. Vocational quality

4. Do you think the curriculum design of our undergraduate program is reasonable? [Single Choice]

- •Very reasonable
- •Basically reasonable
- •Moderately reasonable
- •Basically unreasonable
- •Very unreasonable

5. Compared to graduates from other universities, which aspects of our graduates' qualities or skills are more prominent? ( ) [Multiple Choice]

- •Comprehensive quality
- •Ability to plan and execute educational and instructional activities
- •Skills in singing, playing, speaking, dancing, and drawing
- •Management skills
- •Learning ability
- •Innovation ability
- •Practical and hands-on ability
- •Communication and collaboration skills
- •Dedication
- •Flexibility and adaptability
- •Reflective teaching ability
- •Research ability
- •Others (please specify):

6. Compared to graduates from other universities, which aspects of our graduates' qualities or skills are lacking? ( ) [Multiple Choice]

- •Comprehensive quality
- •Ability to plan and execute educational and instructional activities
- •Skills in singing, playing, speaking, dancing, and drawing
- •Management skills
- •Learning ability
- •Innovation ability
- •Practical and hands-on ability
- •Communication and collaboration skills
- •Dedication
- •Flexibility and adaptability
- •Reflective teaching ability
- •Research ability
- •Others (please specify):

7. How would you rate the overall performance of the graduates you have hired from our university? ( )

- •Excellent, exceeded expectations
- •Satisfactory, met job requirements
- •Basically satisfactory

•Unsatisfactory

Appendix 2

Workplace-Oriented Demand for Graduates from English Teacher Education Programs Interview Outline

I. Basic Information

•Organization name:
•Location:
•Your organization is:
–A. Education management institution
–B. Primary school
–C. Middle school
–D. High school
–E. Nine-year school
–F. Twelve-year school
–G. Educational institution

II. Survey on Demand for English Teacher Positions

1. What is your opinion on the overall demand for English teachers in basic education in your area?
2. How many English teachers does your organization plan to recruit in the next year?
3. What is the minimum educational qualification required for English teachers at your organization?
•A. Associate degree
•B. Bachelor's degree
•C. Master's degree
•D. Doctoral degree
4. What are the main responsibilities of English teachers at your organization? (Multiple Choice)
•A. Classroom teaching
•B. After-school tutoring
•C. Research activities
•D. Student management
•E. Others (please specify):
5. What are the key criteria your organization considers when recruiting English teachers?
6. Compared to graduates from other universities, in which areas do you think our English program graduates excel?
7. In which areas do you think our English program graduates need improvement?
8. What training and development opportunities does your organization offer to English teachers?
•A. Training programs
•B. Advanced study programs
•C. Degree programs
•D. Others (please specify):
9. What suggestions do you have regarding the objectives, graduation requirements, curriculum design, or educational management reforms for our undergraduate English program?

Appendix 3

Survey on Achievement of English Teacher Cultivation Objectives in the English Program (Graduates)

Personal Information

•Name: _____
•Graduation Year: _____
•Major: _____
•Current Employer: _____
•Title/Position: ____
•Phone: _____

General Questions

1. Are you satisfied with your career development? [Single Choice]
–Very satisfied
–Satisfied
–Neutral
–Dissatisfied
–Very dissatisfied
2. Are you satisfied with the match between your job and your qualifications? [Single Choice]

–Very satisfied
–Satisfied
–Neutral
–Dissatisfied
–Very dissatisfied

3. Is your current job or position related to your major? [Single Choice]
–Closely related
–Somewhat related
–Unrelated
–Not sure

Objective 1

To foster a love for the teaching profession, cultivate high ethical standards, uphold the principles of moral and character education, and instill a strong sense of professional identity and social responsibility, while familiarizing students with national educational strategies, policies, and regulations.

1. Do you think Objective 1 has been achieved? [Single Choice]
–A. Fully achieved
–B. Achieved
–C. Basically achieved
–D. Partially achieved
–E. Not achieved
2. Do you think your education at your alma mater contributed to achieving Objective 1? [Single Choice]
–A. Very helpful
–B. Helpful
–C. Moderately helpful
–D. Slightly helpful
–E. Not helpful

Objective 2

To cultivate strong English subject knowledge, solid foundational language skills, and the ability to integrate knowledge into practice. Graduates should be capable of instructional design, implementation, and evaluation using modern educational technology, guide students in inquiry-based learning, deliver school-level or higher public lessons, and coach students in academic competitions.

3. Do you think Objective 2 has been achieved? [Single Choice]
–A. Fully achieved
–B. Achieved
–C. Basically achieved
–D. Partially achieved
–E. Not achieved
4. Do you think your education at your alma mater contributed to achieving Objective 2? [Single Choice]
–A. Very helpful
–B. Helpful
–C. Moderately helpful
–D. Slightly helpful
–E. Not helpful

Objective 3

To fulfill the mission of moral education, excel in classroom management, and possess comprehensive educational abilities. Graduates should implement diverse evaluations, prioritize students' mental and physical health, and guide students in career planning to foster well-rounded development.

5. Do you think Objective 3 has been achieved? [Single Choice]
–A. Fully achieved
–B. Achieved
–C. Basically achieved
–D. Partially achieved
–E. Not achieved
6. Do you think your education at your alma mater contributed to achieving Objective 3? [Single Choice]
–A. Very helpful
–B. Helpful
–C. Moderately helpful
–D. Slightly helpful

–E. Not helpful

Objective 4

To develop research capabilities in English education, actively participate in research training, teaching exchanges, and research activities, keep up with trends in secondary English education, and reflect on teaching practices. Graduates should use professional knowledge to address teaching challenges and explore technological tools to enhance teaching efficiency.

7. Do you think Objective 4 has been achieved? [Single Choice]
•A. Fully achieved
•B. Achieved
•C. Basically achieved
•D. Partially achieved
•E. Not achieved
8. Do you think your education at your alma mater contributed to achieving Objective 4? [Single Choice]
•A. Very helpful
•B. Helpful
•C. Moderately helpful
•D. Slightly helpful
•E. Not helpful

Objective 5

To develop coordination, management, communication, and teamwork skills, equipping graduates to engage with school leaders, colleagues, students, parents, and the community effectively.

9. Do you think Objective 5 has been achieved? [Single Choice]
•A. Fully achieved
•B. Achieved
•C. Basically achieved
•D. Partially achieved
•E. Not achieved
10. Do you think your education at your alma mater contributed to achieving Objective 5? [Single Choice]
•A. Very helpful
•B. Helpful
•C. Moderately helpful
•D. Slightly helpful
•E. Not helpful

Suggestions for Current Students

11. In your opinion, which areas of knowledge should current students strengthen? [Multiple Choice]
•□ Professional practical skills
•□ Interpersonal communication skills
•□ Social awareness
•□ Learning methods and innovative thinking skills
•□ Others (please specify): _____

Appendix 4

Survey on Achievement of Graduation Requirements in the English Program (For 2024 Graduates)

Personal Information

•Name: _____
•Graduation Year: _____
•Major: _____
•Current Employer: _____
•Title/Position: ____
•Phone: _____

Graduation Requirement 1: [Teacher Ethics]

Possess a strong commitment to moral education and lawful teaching. Implement the core socialist values and enhance ideological, political, theoretical, and emotional identification with socialism with Chinese characteristics. Follow the educational guidelines of the Communist Party, take moral education as a mission, and abide by professional ethics for primary and secondary school teachers. Be determined to become an exemplary teacher with ideals, ethics, solid knowledge, and compassion.

1. How do you evaluate your alma mater's contribution to achieving Graduation Requirement 1? [Single Choice]
–A. Excellent

–B. Good
–C. Average
–D. Passable
–E. Poor

Graduation Requirement 2: [Educational Commitment]

Demonstrate a noble commitment to education and a strong willingness to teach. Love the education profession, recognize the significance and professionalism of English teaching, and possess positive emotions, attitudes, and values. Display humanistic and scientific literacy, respect students' personalities, and show care, responsibility, attentiveness, and patience. Act as a guide for students to develop character, acquire knowledge, think innovatively, and contribute to the nation.

2. How do you evaluate your alma mater's contribution to achieving Graduation Requirement 2? [Single Choice]
–A. Excellent
–B. Good
–C. Average
–D. Passable
–E. Poor

Graduation Requirement 3: [Subject Competency]

Possess systematic knowledge of English and professional skills. Demonstrate high English language proficiency and teacher professionalism. Understand the foundational ideas, methods, and knowledge systems of the English discipline. Master fundamental knowledge, theories, and skills of English and understand its connection with related disciplines and social practices. Display interdisciplinary literacy and integrated application abilities.

3. How do you evaluate your alma mater's contribution to achieving Graduation Requirement 3? [Single Choice]
–A. Excellent
–B. Good
–C. Average
–D. Passable
–E. Poor

Graduation Requirement 4: [Teaching Ability]

Demonstrate effective English teaching skills and research capabilities. Understand secondary school English curriculum standards, textbooks, and students' learning needs. Create English language learning environments aligned with outcome-based education principles. Apply instructional knowledge to design, implement, and evaluate English lessons using various educational technologies. Gain teaching experience and demonstrate English teaching research abilities.

4. How do you evaluate your alma mater's contribution to achieving Graduation Requirement 4? [Single Choice]
–A. Excellent
–B. Good
–C. Average
–D. Passable
–E. Poor

Graduation Requirement 5: [Classroom Management]

Exhibit flexible moral education methods and classroom management skills. Embrace the principle of prioritizing moral education. Understand domestic and international theories and methods of moral education in secondary schools. Master class organization and development principles, integrate English subject characteristics into classroom management, and implement strategies for guiding moral and psychological health activities.

5. How do you evaluate your alma mater's contribution to achieving Graduation Requirement 5? [Single Choice]
–A. Excellent
–B. Good
–C. Average
–D. Passable
–E. Poor

Graduation Requirement 6: [Comprehensive Education Skills]

Understand adolescent development and the principles of education, recognizing the value of English education in cultivating students. Exhibit the ability to guide students through thematic education and extracurricular activities that foster holistic development.

6. How do you evaluate your alma mater's contribution to achieving Graduation Requirement 6? [Single Choice]
   –A. Excellent
   –B. Good
   –C. Average
   –D. Passable
   –E. Poor

Graduation Requirement 7: [Reflective Practice]

Possess a reflective mindset and problem-solving skills. Commit to lifelong learning and professional development. Stay informed about advances in English education reform and critically engage with international educational ideas. Reflect on teaching practices and propose innovative solutions and strategies based on reflective experiences.

7. How do you evaluate your alma mater's contribution to achieving Graduation Requirement 7? [Single Choice]
   –A. Excellent
   –B. Good
   –C. Average
   –D. Passable
   –E. Poor

Graduation Requirement 8: [Communication and Collaboration]

Demonstrate teamwork and interpersonal communication skills. Understand the role of learning communities, foster a spirit of collaboration, and organize group learning effectively while gaining positive learning experiences.

8. How do you evaluate your alma mater's contribution to achieving Graduation Requirement 8? [Single Choice]
   –A. Excellent
   –B. Good
   –C. Average
   –D. Passable
   –E. Poor

Note: Before graduation, each cohort of students receives this questionnaire to evaluate the achievement of graduation requirements. Responses are rated on a five-point scale: "Excellent, Good, Average, Passable, Poor", corresponding to scores of 0.95, 0.85, 0.75, 0.65, and 0.50, respectively. The results are quantitatively analyzed by the Graduation Requirements Evaluation Committee.