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College English Language Teaching Reform and EFL Lecturers' Reflection on Teaching: A Case Study in China

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Abstract

With the rapid development of newly improved colleges and universities across China, there was a commensurate need for English as a Foreign Language teaching and learning (EFL). As a result, China's Ministry of Education initiated the College English Language Teaching Reform (CELTR) to improve English language teaching and learning at tertiary institutions in the country. The purpose of this article was to look into EFL lecturers' perceptions of the CELTR and see how much the CELTR had improved their teaching reflection, which in turn influenced the CELTR's effect and implementation. A total of 92 EFL lecturers from a newly renovated university in Nanyang City, Central China, participated in the study. Purposive sampling was used to obtain data for the study, which included a questionnaire and semi-structured interviews with eight EFL lecturers. The findings revealed that EFL lecturers had a reasonable degree of awareness and knowledge of the CELTR, that lecturers' reflection on teaching had improved slightly since the CELTR was implemented, and that EFL lecturers' intents and use of reflection on teaching had increased under the CELTR. They used many ways to undertake reflection on teaching. The findings revealed that EFL lecturers constantly reflected on their teaching contents, methods, and events during the CELTR implementation process in order to improve their teaching practice and better meet the students' specific needs, and they believed that reflection on teaching could not be separated from teaching practice.

Keywords

College English Language Teaching Reform, EFL Lecturer, Reflection on Teaching

1. Introduction

Since the dawn of the twenty-first century, the popularization of education has resulted in the rapid development of higher education systems all over the world, particularly in China (Sun, Gurnam, & Priya, 2020). Over the last two decades, approximately 53% of China's colleges and universities have

been rebuilt or refurbished. In 1999, there were only 573 universities; by 2015, there were 1219 colleges and universities (Xie, 2016).

The rapid growth of post-secondary education has led in an increase in student enrollment at these colleges and universities, particularly those that have recently been renovated or erected (Tang, 2010). Because of China's open door policy, English quickly became a foreign language in most institutions of higher learning, and there was a high demand for EFL lecturers as well as requests for a variety of English language courses or programmes, necessitating a rethink and reflection on College English language programmes. Components and standards of teacher professional development (TPD) should be prepared in such a way that, on the one hand, enable lecturers to understand the various demands of college students in educational, emotional, and social fields, and on the other hand, indicate lecturers' qualifications in professional quality, knowledge, skills, and attitudes, among other things, according to the Office of Improvement of Quality and Strategy (Laei, 2012). With China's rapid development of tertiary education, EFL lecturers are confronted with shifting reforms in teaching ideas, methods, and modes, among other things. College English language is unique as a public education because of the professional expertise and teaching abilities of English language professors (Wang, 2016).

As a result, China's Ministry of Education implemented the Outlines of the National Medium and Long Term Educational Reform and Development Programme (Outlines, 2010), which clearly stated that professors are critical to the Education Project's success. Without exceptional lecturers, quality education cannot be attained, implying that EFL lecturers must always improve their teaching practice and reflection in order to satisfy the current needs of students for their better growth and development. Along with this programme, the Guidelines on College English Language Teaching (Guidelines, 2016) emphasizes the importance of EFL lecturers' traits, abilities, and levels in helping to improve teaching performance. The State Council of China reiterated at the start of 2018 that "hundred years' policy based on education, while education policy focused on lecturers" (Suggestions, 2018). All of this suggests that EFL instructors should take initiatives to improve their teaching reflection and practice in order to improve their teaching results.

Except for the necessities and obstacles posed by the reform, there are corresponding opportunities with the CELTR's guide and push. Lecturers' teaching reflection and practice will improve if they have more possibilities for learning, knowledge, and skills (Khan & Begum, 2012). In Chinese classrooms, English is always taught as a foreign language, and EFL lecturers are encouraged to participate in more training courses or programmes to study and communicate, thereby improving their teaching reflection and practice (Rui, 2011). Without lecturers' teaching practice and reflection, educational and instructional goals cannot be met. Teaching practice is the prerequisite and cornerstone of education and teaching reform, and teaching reflection is an important strategy to improving education and teaching reform effectiveness. As a result, EFL lecturers must learn the most up-to-date worldwide ideas in education and teaching, as well as interdisciplinary knowledge and talents to introduce and spread English language and culture in order to help college students improve and develop in a timely

manner. And, in order to strengthen and grow the professional skills, abilities, and levels of EFL instructors, policies must be in place, as well as the lecturers' own initiative and hard work. Nonetheless, many EFL lecturers at newly upgraded colleges or universities face challenges in conducting teaching reflection in order to support reform, particularly in upgrading and increasing teaching and learning under the CELTR (Sun, Gurnam, & Priya, 2018). In the process of English language teaching and EFL lecturers' professional growth, there are a variety of setbacks and discrepancies, such as severe teaching loads, a lack of awareness of lecturers' self-improvement, and so on (Rui, 2011). As a result, it is necessary to recognise the importance of reflection on teaching and knowledge of the degree of professional development in order to understand the strengths and limitations of lecturers in order to increase their strengths and overcome their deficiencies (Ayyoobi et al., 2016).

1.1 The College English Language Teaching Reform in China

In 2016, the Chinese Ministry of Education began a new reform of college English language teaching, and the National Foreign Languages Teaching Advisory Board drafted and issued *The Guidelines to Facilitate Reform to Improve College English Language Teaching Standard and Quality to Promote EFL Tutors' Professional Development*.

College English is a public and basic course for practically all non-English major students in their first two years of college or university education, according to the Guidelines (2016). The CELTR's main teaching goals are to improve college students' English language skills, such as listening, speaking, reading, writing, and translating, to increase their awareness of intercultural communication and communicative competence, and to help them become self-sufficient language learners capable of meeting personal, social, and national development needs.

The CELTR encourages EFL lecturers to move away from the traditional lecturer-centered teaching method and toward a more popular learner-centered one. As a result, instructors are urged to reconsider and reflect on how they might shift their instructional activities from pure "teaching" to more engaging and "learning" activities. To meet teaching objectives and increase actual teaching efficacy and quality, EFL lecturers and students must use a variety of methods and approaches, including lecturers' teaching methods, students' learning methods, and their coordination and unification (Wang, 2016). Teaching techniques pay greater attention to learning styles and learning activities than they do to teaching styles and teaching activities. Effective classroom teaching and learning must be centred on the learners' participation (Tyler, 2014). As a result, the supporting lecturer-learner interaction is critical for the cultivation and development of teaching and learning in EFL classes. According to Roeser et al. (2012) a supportive lecturer-learner relationship and a harmonious classroom climate can promote learners' feelings of belonging in the classroom and thus increase their levels of participation and engagement in EFL classrooms, especially when learners feel valued members of a learning community, they are positively involved in classroom activities, and thus they can learn more because of their increased engagement and on-task-behavior. Additionally, kids will be less likely to be disruptive, oppositional,

or silently alienated, resulting in fewer disciplinary referrals. According to Wang (2016), teaching means primarily refers to the tools, media, and equipment used in teaching and learning.

Computer network technologies have become a vital modern teaching method in English language teaching and learning, thanks to the rapid development of new internet approaches during the Internet era. The primary goal of modern teaching methods is to promote teaching and learning, with the most essential goal being to ensure the efficacy and quality of teaching, among other things.

With the implementation of the CELTR, EFL lecturers are gradually reflecting on the worth and significance of the changes in teaching and learning approaches and modes in EFL classrooms in China. However, no extensive research (Sun, Gurnam, & Priya, 2018) have looked into lecturers' reflections on teaching from the standpoint of the CELTR. As a result, the primary goal of this article is to look into how the CELTR has aided EFL lecturers in their reflection on teaching in their EFL courses.

1.2 Reflection of Teaching

Reflection on teaching has grown in popularity since the early 1980s, particularly during periods of studying and researching teacher education (Rui, 2011). Today, teaching reflection is becoming increasingly vital for teachers' professional growth and continual quality improvement in teaching standards. Reflection on teaching is defined by (Atilla, Cimer, & Vekli, 2013) as the process through which lecturers consider their teaching practise, analysing how something is taught and considering how the practice could be improved or altered to improve learning and outcomes. Reflection on teaching is a vital strategy for TPD, according to (Carr et al., 2006), as is the intrinsic development in teaching practice throughout one's career for lifetime learning. Reflection on teaching can take several forms, including lecturers' self-reflection through daily reflection logs, peer reflection, and students' feedback or reflections, among others.

Dewey (1933) a well-known American educator and philosopher, described reflection as "an active, persistent, and deliberate study of belief and behaviour in light of the reasons that sustain it and the consequences that it leads to." The reflective thinker has a critical attitude regarding each notion that is provided. They balance all conflicting viewpoints in order to gather facts and formulate plans to resolve doubts and ambiguities. Dewey investigated the role of reflection in education based on the definition of reflection, which is a specific type of problem-solving and dynamic, meticulous cognitive processing that addresses the demands of doubts. Reflective thinking, in general, solves problems in the real world, allowing for suspicion and doubt before the problems are solved. He also claimed that reflective thinking is more complex than rational and logical problem-solving, involving a combination of intuition, emotion, and passion, and that it is not merely a collection of skills for lecturers to employ. As a result, Dewey highlighted the importance of introspective thinking throughout his time. One of Dewey's goals for education is to help people develop the habit of reflecting, which leads to intellectual activity (Ma & Guo, 2006). Education is simply the habit of being conscious, careful, and thoughtful in one's thinking.

Lecturers require reflection during their teaching practice, which can enable and assist them in better conducting teaching activities with the style of meticulous considerations and precise aims. It is widely assumed that reflection entails critically observing, analysing, and introspecting instructors' own thoughts and behaviours, as well as making logical judgements and choices (Wei, 2005). Teaching is an activity for lecturers in which the teaching subjects assist in guiding the students. Reflection on teaching is the continuous search of reason in teaching practice, and it is a good technique for developing exceptional lecturers and accelerating lecturers' specialisation. It is also an effective conduit for boosting TPD (Liu, 2009).

To summarise, teaching reflection is a process that promotes the rationality of teaching practice while also improving teaching performance and effectiveness, in which lecturers observe, review, and monitor their own individual behaviours and proofs with critical views while combining teaching and learning. In short, using investigation and the quest for solutions to teaching difficulties as the basis, and the pursuit of rationality in teaching practice as the power, teaching reflection increases lecturer quality and effectiveness over time. This type of teaching reflection is vital for determining TPD's direction, modifying teaching tactics, and influencing teaching practice, among other things. It can be claimed that TPD is nearly impossible to attain without comprehensive and ongoing instructional reflection.

2. Method

This case study was done in Nanyang City, Central China, at a newly improved institution. A total of 92 EFL lecturers took part in the study. Males made up 11% of the 92 lecturers, while females made up 89 percent. A mixed method strategy was used to collect data for the study, which included both quantitative and qualitative instruments such as a questionnaire and semi-structured interviews. The questionnaire was evaluated by a panel of specialists, and the results of the pilot study revealed that the questionnaire's reliability was 0.84-0.92. Both of these tests revealed that the surveys were both valid and trustworthy.

In addition, semi-structured interviews were undertaken to get more information from respondents about the findings. The length of each interview varied, ranging from 45 minutes to an hour. This is significant because it enables respondents to contribute more detailed information, ideas, and perceptions about the interview topic (Creswell, 2012). The interview was divided into four pieces, each of which included fourteen unique questions. It started with basic and straightforward warm-up questions like "what course are you teaching?" and "how long have you been teaching this course?" The purpose of these questions was to put the respondents at ease. The questions asked were also plainly worded so that the responders didn't have to think too hard. The second portion looked into lecturers' perceptions of their CELTR and classroom teaching knowledge and understanding. The final portion delved into the respondents' thoughts and opinions on teaching reflection. The respondents were asked to share in-depth insights into planning for their teaching and professional growth in the

final section of the interview. Data from the interview analysis was used as secondary data to supplement and triangulate the information received from the questionnaire. To gain insights and a deep grasp of the respondents' views and opinions regarding their teaching and reflection on teaching, a semi-structured interview methodology was used. All of the interviews were done and recorded on a voice recorder, after which they were transcribed for later study. Before conducting the interviews, a team of experts reviewed and verified the interview questions to determine whether the instruments were valid in relation to the research issue (Creswell, 2012). Two experts were chosen for this study based on their area of knowledge, research experience, academic degrees, and other factors. A professor and an associate professor from University WL's Department of Public Foreign Teaching made up the expert panel. The expert panel agreed that the interview questions were appropriate for investigating the study objectives. Following the interviews, each of the respondents was given a copy of the interview transcriptions to verify and authenticate their accuracy. Member checking is a critical method for validating qualitative data since it allows respondents to express their agreement or disagreement with the data transcribed (Creswell, 2012). Following the semi-structured interviews with the respondents, the data were coded and lassified according to themes based on the study's pertinent issues. Following that, some of the transcribed texts were broken down into categories of various levels, such as words, phrases, and sentences. The findings were conveyed using narratives in which some of the interview data was utilised verbatim to highlight what was actually expressed by respondents on the problems discussed, while also making an interpretation of the results by commenting on the impact of the findings (Creswell, 2012).

In addition, qualitative data was gathered through face-to-face interviews with eight respondents, who were a subset of the 92 professors that took part in the study. The eight respondents were given pseudonyms and referred to as Respondents C1 through C8 in accordance with research ethics. Respondent C1M denoted Candidate number 1, a man, and Respondent C2F denoted Candidate number 2, a female, in this study. All quantitative data was analysed with SPSS Version 20.0, which included descriptive and inferential statistics. To answer the research question provided in this study, the qualitative data was processed thematically.

3. Result and Discussion

The key components examined were EFL lecturers' opinions on CELTR, including their awareness and understanding of the program's goal, as well as the amount to which CELTR has influenced their teaching reflection. Respondents were asked to answer to several things on a 5-point Likert scale, with 1 indicating strong disagreement, 2 indicating disagreement, 3 indicating neutrality, 4 indicating agreement, and 5 indicating strong agreement. Table 1 and Table 2 summarise the findings.

Table 1. EFL Lecturers' Perspectives of the CELTR (n=92)

Items	Mean	SD
I read articles about Reform on College English language teaching to know the trend of it.	3.54	0.857
I understand clearly the key points of CELTR.	3.29	0.734
I constantly improve teaching ability to meet the demands of CELTR.	3.92	0.50
I read some books about the Reform and theories of college English language teaching.	3.57	0.760
I discuss my understanding about College English language teaching with other lecturers.	3.89	0.687

Overall: mean=3.64, SD=0.523

(Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

Table 1 shows that EFL instructors, on average, have a reasonable degree of understanding and knowledge of the CELTR (M=3.64, SD=0.523). They also took constructive steps toward acquiring a better grasp of CELTR by reading books (M=3.57, SD=0.760) and articles in order to gain a comprehensive comprehension of the reform. More importantly, they discussed CELTR with their colleagues and improved their comprehension (M=3.89, SD=0.687). Their knowledge and grasp of the CELTR, on the other hand, was moderate, with a mean score of 3.29 (SD=0.734) for understanding essential concerns. Nonetheless, they were recognised as actively involved in enhancing their teaching abilities to fulfil the demands of the CELTR (M=3.92, SD=0.650) and taking constructive steps to improve their reflection and practice in EFL teaching.

The qualitative findings from the interviews with the professors backed up the conclusions from the quantitative data. The interview session also delved into their thoughts on the CELTR, including the program's goal and lecturers' duties.

The EFL professors' grasp of the CELTR's goal was one of the primary topics evaluated. Overall, respondents had a fair knowledge of the goal and the improvements it hoped to bring about in EFL classrooms. The snippets from three respondents demonstrate this.

"First and foremost, I must ensure that the pupils comprehend the goals of College English study, hum." They must or must pass CET-4 (College English Test Band 4 for college students after the first two years of English learning), which is one of the most evident and direct objectives. (C7F)

"I believe that the most important goal in college English instruction is to cultivate the students' skills to listen, talk, read, write, and translate." They can learn about culture and other topics while learning a language through the teaching materials and exercises." (C8F)

"My main responsibility is to introduce the culture and the use of new words, which is the textbook's language and knowledge... To help them understand, I introduce the language points and analyse the phrases. "We should have more CELTR conversations." (C1M)

The CELTR's main goal is to improve college students' ability to use English, particularly their listening and speaking skills, as well as their intercultural communication awareness and competence,

and to develop them into self-sufficient language learners capable of meeting future personal, social, and national development needs (Wang, 2016).

According to the instructors' claims, they were aware of the CELTR's fundamental goal. As a result, they were better able to guide college students in learning College English with a clear direction and purpose, as well as assist them in completing teaching assignments and achieving teaching objectives, which was beneficial to the students' overall growth.

Lecturers as instructors should concentrate on enhancing students' overall levels and abilities in English language learning, which includes improving students' listening, speaking, reading, writing, and translating abilities. Each of these skills, as well as the application of these talents in settings, must be developed by students as part of their English language acquisition. Some respondents claimed that English was a foreign language to Chinese students, and that they needed to practice more language outputs in order to master the foreign language. Without frequent language outputs, students found it difficult to remember what they had learned. The following are extracts from two of the responders.

"This is the standard strategy for teaching college English. The ultimate goal is to strengthen the students' capacity to utilise English language skills and their awareness of cross-cultural communication." (C6F)

"I believe that the most important aspect of College English language instruction is to increase students' overall skills and abilities, which include listening, speaking, reading, writing, and translating." I should supply more learning approaches and skills as a lecturer to assist students in their development." (C5F)

During the interviews, participants stated that lecturers should provide complete guidance to students. More outputs could be included in the guidance, such as inspiring students to speak English in class and reading actual texts and English resources to assist students in making progress and achieving their goals in English language acquisition. Respondents also stated that lecturers should effectively use intrinsic motivations to motivate students' efforts and interests in learning English language, such as praising students during class and never diminishing their efforts, finding topics that students were interested in through fun-learning, focusing more on student-centered learning and activities. Gardner (2001) emphasised the importance of motivation to language learners; it is the desire to learn a language, the strength of drive, and attitudes toward learning that language. Lecturers, on the other hand, must oversee and guide students based on their current levels, as well as teach various methods and skills in English language acquisition for students of various needs and levels. In response, lecturing has been considered as a negative tool to be employed by lecturers, demonstrating that lecturers should use the scaffolding technique to find the specific inputs that students required at their current levels to grow, based on their language talents and levels. The following are extracts from three respondents' interviews and reflective journals.

"I believe we should motivate pupils, and I believe it is acceptable if they are able to open their mouths and speak English." There are no strict requirements; it is fine if kids like to talk. They

don't speak, don't practise, and don't even read the texts, I'm afraid. As a result, I frequently motivate pupils; there are less criteria and more drive. They make progress and achieve some goals if they practice. "I feel like I didn't have a complete comprehension of this previously." (C3F)

"We should guide, supervise, and encourage them to study more effectively during their studies." I asked the students to read the text ahead of time, but barely 10% of them did so. We should think about ways to better steer kids' learning. This is quite significant." (C2F)

"I am a teacher who teaches students. They recall the event, but not in its entirety, as I had anticipated. However, we are aware that the information is extremely beneficial to their comprehension of the text. As a result, I spend some time explaining everything to them. Some students who have read the book ahead of time ask me questions, to which I respond with answers and explanations. I merely bring out specific language points and ask them to consider and answer questions when there are no questions." (C4F)

Lecturers should also develop positive and harmonious relationships with students, according to respondents. The content relationship may encourage students to participate actively in class learning. Furthermore, language acquisition is tedious, therefore teaching in an engaging manner will help to keep students' attention in class and enhance their interest in learning English. Indeed, lecturer motivation is critical as a source of energy for students to build their interests in foreign language learning and acquisition.

Overall, the EFL professors had quite clear perceptions and understandings of College English Language Teaching, according to the data (CELTR). CELTR, they believed, was the process of nurturing and stimulating students' enthusiasm in learning English as a second language. The instructors' advice to students was critical to the success of English language learning. The lecturers' observations of students during the interviews helped them gain an understanding of the various levels and abilities of students, which determined the efforts and levels of guidance that the lecturers should provide to each student, as well as introducing appropriate English language learning methods to students to effectively improve their learning results.

According to Rui (2011) in order for any new reform to be effective, educators must have a thorough comprehension of the subject and a positive attitude. The lecturers demonstrated commensurate modifications under the guidance of the CELTR, the most essential of which was to update their knowledge and comprehension of the CELTR. The following is the EFL lecturers' reflection on teaching under the CELTR.

Table 2. Lecturers' Reflection on Teaching under the CELTR (n=92)

Items	Mean	SD
I reflect on teaching contents to improve teaching practice.	3.98	0.611
I reflect on teaching methods to improve teaching practice.	4.07	0.530
I reflect on the events in teaching to improve teaching practice.	4.05	0.652
I reflect on my teaching through writing reflective journals or blogs.	2.67	1.039
I deepen reflective cognition through reading theory books.	3.13	0.963
I share and exchange teaching practices or ideas with other lecturers.	3.77	0.772
Reflection on teaching cannot be separated from teaching practice.	4.25	0.689
I use the teaching theories to evaluate and reflect on my teaching.	3.47	0.845

Overall: mean=3.67, SD=0.464

(Scale: 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree)

The aggregate mean score for the eight questions was 3.67 (SD=0.464), indicating that the lecturers' teaching reflection had probably improved with the implementation of the CELTR, but the change was likely minor. Reflecting on teaching techniques to improve teaching practice (M=4.07, SD=0.530), and reflecting on teaching events to improve teaching practice (M=4.05, SD=0.652) are two areas where particular mean scores of the eight items indicate that reflection on teaching has been strengthened under the CELTR. The majority of respondents also stated that teaching reflection and practice are inextricably linked (M=4.25, SD=0.689). Nonetheless, the lowest mean score is 2.67 (SD=1.039), indicating that lecturers rarely write reflective journals or blogs about their teaching.

The qualitative findings from the interviews with the professors backed up the conclusions from the quantitative data. The EFL professors' reflections on teaching under the CELTR were also discussed throughout the interview session. With the introduction of the CELTR, the majority of the respondents in this survey stated that their reflection on teaching had improved.

According to Rui (2011), EFL instructors' comprehension of the CELTR can assist them clarify their roles and improve their teaching as well as the learning and development of their college students. Faced with the pressures and challenges of implementing the CELTR, lecturers began to reflect on the problems in their teaching and students' learning, and they began to take positive measures and steps to change and solve the problems in order to continuously improve their teaching reflection and practice.

The following were the primary two themes based on the findings from the interview session.

(1) teaching reflection's perspective (2) teaching reflection's methodologies and accomplishments. The excerpts below show EFL lecturers' perspectives on teaching reflection.

"I think on my teaching every day; I devote a lot of time to each class, and I strive to make teaching excellent." (C8F)

“After class, I usually reflect on my teaching flaws, and then I think about how to improve by writing reflective diaries.” This type of reflection was far too straightforward. And next term, I’ll keep writing reflective diaries; in the process of writing, I’m able to better understand the true difficulties and, after careful study, I’m able to come up with better answers, and I’m actually taking some steps.” (C1M) *“By completing certain experiences and lessons, I discover the flaws and challenges in teaching in order to improve teaching practice and increase my professional development.” (C3F)*

“I believe I think about the faults or flaws in teaching and then try to figure out how to improve our teaching approach.” (C4F)

According to the responses, EFL lecturers gradually developed a viewpoint on teaching and attempted to conduct reflection on teaching. C1M, C3F, and C4F attempted to reflect on the faults and inadequacies in their classroom teaching.

In fact, EFL lecturers rarely perform teaching reflection prior to engaging in the current study. They began to investigate what reflection on teaching was and how to undertake reflection on teaching after reading some literature about the CELTR. According to the data gathered, the scenario of performing teaching reflection varied from lecturer to lecturer.

Some respondents stated that they did not often reflect on their teaching, while others stated that they did so on a daily basis, as evidenced by the reflective journals collected from the eight respondents, which revealed that some respondents did long and continuous reflection on teaching with critical points identified, evaluated, and solutions provided, while others wrote short reflection on teaching with no critical reflection included. Nonetheless, all respondents acknowledged that the major themes of the teaching reflection were to reflect on the lecturers’ teaching inadequacies in order to help them improve their future teaching and delivery of lectures.

The following excerpts show how respondents approached and achieved reflection about teaching.

“I didn’t do a good job. I constantly think about things through the eyes of a teacher. As you may be aware, there is another peer perspective. What would a different teacher do if he were in charge of this class? This was something I was completely unaware of. “Without real behaviour or activity, there are essentially no communal preparations of instructions.” (C1M)

“In addition, I can reflect from the standpoint of experts, although this is more challenging.” Because we lack relevant experiences, information, and experience, it is really challenging. I’m not sure how to reflect from the standpoint of experts. Probably, we won’t be able to locate the issues, and we won’t be able to recognise them. Experts, for example, can detect abnormalities from a single pixel. However, we have a low degree of recognition, a general lack of knowledge about theories, and we only read a few books about theories. Experts were not invited to present the theory. “I believe I lack sufficient expertise and comprehension of teaching reflection.” (C1M)

"I create reflective journals to examine what I taught so that I can identify teaching weaknesses and problems, and then I try to resolve the issues and improve my teaching practice." (C8F)

"Depending on the student's feedback and emotional state when a class is over, it may have a significant impact on your feelings about the class. Anyway, I believe that after each session, I essentially think about each lecture. What are the teaching priorities and challenges I'll be discussing in this class? Is there anything explicit about what the students are saying? What effect do the students' emotions and mental status have on my teaching? This is how I understand it." (C2F)

According to the statements, lecturers in this study used a variety of strategies for doing teaching reflection. The majority of professors reported that they reflected on their teaching through peer reflection, which consisted of thinking about how other lecturers handled situations, listening to lectures taught by other lecturers, or meeting with other academics to discuss teaching-related issues. Writing reflective journals was another strategy that the respondents frequently utilised to provide an assessment of what had been taught and how courses had been handled, as well as to identify difficulties and problems that needed to be addressed and improved in the near future. One responder in the study, on the other hand, employed reflection on teaching based on students' responses and feedback, and this was done in order to monitor students' reactions and behaviours in order to determine whether the class was run smoothly and knowledge was received by students. Also, one respondent engaged in teaching reflection based on expert's experience and information, such as obtaining knowledge from books and articles, which assisted lecturers in finding solutions to problems they had encountered throughout their teaching.

These findings backed up (Loues, Meirink, & Veen's, 2017) assertion that lecturers' reflection on teaching or reflective teaching aids them in making continuous improvements in their teaching practice by allowing them to identify weaknesses and areas for improvement after reflecting on their previous teaching practice. As a result, this might be seen as a tool that lecturers use to further their professional development.

Overall, the findings revealed that a majority of English language lecturers at University WL had increased intentions for teaching reflection under the CELTR. Despite the fact that some lecturers admitted to infrequently reflecting on their teaching, others claimed to do so on a daily basis. Lecturers must recognise that one of the primary goals of performing teaching reflection is to uncover flaws and difficulties in EFL teaching and learning so that they can address them and improve their teaching practice in the future.

Obtaining comments and responses from students, peer reflection, writing reflective journals, and seeking thoughts and perspectives from professionals with experience and knowledge were all frequent strategies for lecturers to reflect on their teaching. Nonetheless, lecturers believed that performing research and video recording in the classroom aided in the development of stronger teaching reflection techniques. As a result, it can be argued that the CELTR has improved the ways in which lecturers

conduct their teaching reflections to some extent. Nonetheless, the data revealed that lecturers at University WL had obstacles and had some concerns about reflection on teaching, such as family duties and expectations that left them with limited time to do so. Others believed that effective reflection necessitated a thorough grasp and understanding of the field's theoretical and pedagogical competence.

4. Conclusion

Overall, this case study revealed that EFL lecturers had a moderate level of knowledge and understanding of the CELTR in terms of improving their teaching abilities to meet the CELTR standards and requirements, discussing their teaching experiences with other lecturers in order to seek improvements from other lecturers, and reading related materials about the CELTR in order to gain a better understanding of the trend of College English language teaching and learning. Nonetheless, some EFL lecturers' low levels of CELTR viewpoints show that they did not properly understand the CELTR's principles and essential elements, and this could be one of the concerns that could cause their teaching efficiency to suffer under the CELTR. With the adoption of the CELTR, EFL professors' reflection on teaching improved slightly, and there were more intentions and use of reflection on teaching by EFL lecturers under the CELTR. They used many ways to undertake reflection on teaching.

The findings revealed that EFL lecturers constantly reflected on their teaching contents, methods, and events during the CELTR implementation process in order to improve their teaching practice and better meet the students' specific needs, and they believed that reflection on teaching could not be separated from teaching practice.

Reflection on teaching, on the other hand, is a constant process of self-development and improvement that involves reflecting on previous experiences to discover areas for progress and strengths to keep.

All of this demonstrates that the CELTR's deployment has aided lecturers' reflection on teaching to some extent.

Finally, the conclusions of this study cannot be applied to the entire population of students in other Chinese institutions due to the small sample size, which included only a few samples from one university. Despite this, the research has provided some light on the impact of the CELTR on lecturers' instructional reflection. It is hoped that the outcomes of this study would encourage more institutions or colleges to do research on the effects of the CELTR's implementation.

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