

# Non-normal English Majors Coping with National Teacher Certificate Examination (NTCE) in Taiyuan Institute of Technology

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**Abstract:** In order to explore the current situation of non-normal college students coping with the National Teacher Certificate Examination (NTCE) and improve their passing rate, the method of semi-structured interview was adopted to conduct a survey in Taiyuan Institute of Technology in China. It is uncovered that the results of NTCE is affected by students' internal motivation and external engagement. Furthermore, the improvement strategies of enhancing learning initiative, harnessing peer support and providing curriculum support were proposed.

**Keywords:** Non-normal English Majors; Coping with; National Teacher Certificate Examination (NTCE)

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## 1. Introduction

Starting in 2015, the nationwide implementation of a new qualification certificate examination system for primary, secondary, and kindergarten teachers, that is, National Teacher Certificate Examination (NTCE) in China (Huang & Xu, 2020). It indicates that the state has put forward higher requirements for teacher qualification entrance examination (Li & Zhou, 2017). The change of this examination policy provides a more equitable way and opportunity for non-normal students to obtain teacher qualification (Li et al., 2020), and non-normal students are more eager to obtain teacher qualification as a stepping stone for their future teaching career.<sup>[1]</sup>

Taiyuan Institute of Technology (TIT university) is a public non-normal college in Shanxi Province in China, there are not a few students majoring in Non-normal English who are interested in becoming English teachers in the future. Under the background of NTCE, they have a strong need to take the teacher qualification examination and put it into practice.

However, Chinese scholars mainly focus on the influence of the NTCE on the development and reform of teacher education, including exploring the construction of curriculum system and reformation the mode of talent training, and the improvement path of normal majors' NTEC results ( Xu et al., 2017; Peng et al., 2019; Luo et al., 2020), there are few studies on the current situation and problems of the national qualified teacher entrance examination from the perspective of non-normal university students. This study explores from the perspective of students how do non-English major students in TIT prepare for the examination; what kind of problems and difficulties do they face; how should they deal with them better, which address the research gap.

## 2. Research Objectives and Research Questions

The research is to explore the problems faced by non-normal English majors in preparation for NTCE and improve their results of the examination in TIT university. Based on the research purpose, the research objectives are followed: a) to explore how do non-normal English major students prepare for NTCE in TIT university; b) uncover problems faced by Non-normal English majors in studying for NTCE in TIT university; c) seek solutions how to assist Non-normal English majors in preparation for NTCE in TIT university.<sup>[2]</sup>

The following research questions are posed to address the objectives:

How do non-normal English majors prepare for NTCE in TIT university?

What are the problems faced by non-normal English majors in preparing for NTCE and how they cope with the problems in TIT university?

How to assist non-normal English majors in coping with NTCE in TIT university?

## 3. Methodology

### 3.1 Data collection

This descriptive qualitative research used semi-structured questions within three individuals between 30 non-normal English majors in the junior grade to explore their experiment in preparing for NTCE in TIT university. The structure of the interviews involved an introductory statement on each topic, a broad question and more targeted questions, if needed, in order to know non-normal English majors' experiment and perspectives, including: a) the learning process of the NTCE; b) the problems they faced;