

## **New Chances of Reforming Pedagogical Approach In Secondary English Class in China under the New English Curriculum and National College Entrance Examination Reform**

**Authors :** Yue Wang

**Abstract :** Five years passed since the newest English curriculum reform policy was published in China, hand-wringing spread among teachers who accused that this is another 'Wearing New Shoes to Walk the Old Road' policy. This paper provides a thoroughly philosophical policy analysis of serious efforts that had been made to support this reform and reveals the hindrances that bridled the reform to yield the desired effect. Blame could be easily put on teachers for their insufficient pedagogical content knowledge, conservative resistance, and the handicaps of large class sizes and limited teaching times, and so on. However, the underlying causes for this implementation failure are the interrelated factors in the NCEE-centred education system, such as the reluctant from students, the lack of school and education bureau support, and insufficient teacher training. A further discussion of 2017 to 2020's NCEE reform on English prompt new possibilities for the authentic pedagogical approach reform in secondary English classes. In all, the pedagogical approach reform at the secondary level is heading towards a brighter future with the initiation of new NCEE reform.

**Keywords :** English curriculum, failure, NCEE, new possibilities, pedagogical, policy analysis, reform

**Conference Title :** ICEPACR 2021 : International Conference on Educational Policy Analysis and Current Reforms

**Conference Location :** New York, United States

**Conference Dates :** October 07-08, 2021