

College English teaching reform based on intersubjectivity teaching model

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The teacher-centered teaching model and student-centered teaching model are two conventional teaching models that have been developed for a long time, while nowadays, educators gradually realize that both of these two models have gone to extremes to reach ideal teaching effects. Instead of negating these two models, the intersubjectivity teaching model absorbs their advantages and develops further, highlighting equal communication, and multi-integration, etc. (Vashishtha & Panda, 2019; Dennen et al., 2023). It breaks the limitation of the binary opposition approach and demonstrates Bakhtin's Dialogue Theory (Beraldo et al., 2018). Since intersubjectivity is crucial in primary and secondary school and higher education (Di Gesù, 2021), it drives the college English teaching reform as the dominant theoretical underpinning. Under the guidance of the intersubjectivity teaching model, Nanjing Normal University on the Chinese mainland has carried out a series of college English teaching reforms in the last decade or so and has made impressive achievements. Against this backdrop, Professor Yongxiang Wang and his colleagues have systematically recorded and demonstrated these applicable attempts in their monograph, "*College English Teaching Reform Based on Intersubjectivity Teaching Model*". This monograph, with a significant reference value, includes 26 chapters that are subsumed under eight separate sections, providing a timely contribution to further college English teaching reforms in China and invigorating English teaching in higher education.

The first section lays the theoretical foundation, in which the authors make an in-depth interpretation of the intersubjectivity teaching model and Bakhtin's Dialogue Theory. The second section elaborates on the construction of college English textbooks and course groups at Nanjing Normal University in recent years. The blended teaching practices at Nanjing Normal University are introduced as a luminescent spot, covered in the third section. In Section 4, the authors discuss the application of the subject immersion approach to college English education. The fifth section focuses on the teaching reform of the public English curriculum for postgraduate students at Nanjing Normal University. The sixth section emphasizes the



application of theory and technology in college English teaching. From the perspectives of concept and implementation approach, the authors introduce a flexible combination of English teaching and ideological and political education in the seventh section. The eighth section introduces the construction of the multi-level and multi-dimensional college English curriculum system at Nanjing Normal University, which is conducive to satisfying students' diversified learning demands.

On the whole, this is a well-organized and well-written monograph with several distinctive features. First, it combines theory with practice. Besides the achievements and conclusions, the authors are also dedicated to clarifying underlying ideas and experimental studies when promoting the innovative and high-quality reform measures of college English teaching at Nanjing Normal University. Hence, their arguments are sufficiently convincing and compelling. Second, this monograph keeps up with the times and cites a large number of programmatic guidance documents issued by the Ministry of Education of the People's Republic of China. Instead of being merely designed for tests, the textbook designs and course designs in this monograph align with the educational objectives proposed in the official documents, managing to meet students' actual needs comprehensively. Thirdly, the authors attach great importance to the language in use while teachers are conducting their teaching practice. Multiple reform approaches mentioned are committed to enhancing students' capacity for international scientific research. However, this monograph is not without limitations. For example, appropriate introspection should be added further to improve the completeness and comprehensiveness of this work. In addition, some authentic teaching activities can be imbedded in the monograph so that language teachers can follow suit in their own instruction practice.

To sum up, *College English Teaching Reform Based on Intersubjectivity Teaching Model*, with its provoking theories, profound reflection on modern college English teaching, and valuable practices, does make a significant contribution toward China's college English teaching reform. Compared with former relative studies, this monograph internalizes intersubjectivity in the reform measures conducted at Nanjing Normal University, endowing the college English reform with advancement, instruction, and universality. This illuminating monograph written by Yongxiang Wang, and his colleagues deserves to be highly recommended to English teachers, textbook developers, and teacher educators in order to further implement and improve the ideas in this monograph.

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