

A Study on the Current Quality Status and Improvement Strategies of Undergraduate Theses in English Teacher Education Major

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ABSTRACT

The undergraduate thesis serves as a core component of talent cultivation in English Teacher Education programs, comprehensively reflecting students' language application competence, academic research literacy, and innovative thinking capabilities. Its quality directly mirrors the effectiveness of talent cultivation and the maturity of professional development in higher education institutions. Taking 268 and 254 undergraduate theses from the 2020 and 2021 cohorts of English Teacher Education major at Hubei Normal University as research objects, this study systematically investigates the current quality status and existing deficiencies of such theses through quantitative analysis of indicators including curriculum objective achievement, thesis grade distribution, and research topic type proportions, complemented by qualitative research methods.

The findings indicate that the overall quality of undergraduate theses in English Teacher Education major is satisfactory; however, inadequacies persist in students' mastery of academic norms, the depth of theoretical application, and the innovation of research methodologies. Drawing on Total Quality Management Theory and Human-Oriented Management Theory, targeted improvement strategies are proposed from four dimensions—students, teachers, curriculum, and institutional systems—providing practical implications for optimizing the quality of undergraduate theses in English Teacher Education major and enhancing the standard of professional talent cultivation.

Keywords: English Teacher Education major; undergraduate thesis; improvement strategies

INTRODUCTION

Research Background

Against the backdrop of the high-quality development of higher education, the undergraduate thesis, as the culminating link in talent cultivation (Qiang, 2023), not only constitutes a comprehensive assessment of students' four-year professional learning outcomes but also serves as a critical indicator for measuring the teaching quality and institutional performance of universities (Liu, 2024). As a traditionally advantageous discipline in higher education, the quality of undergraduate theses in English Teacher Education major is directly intertwined with the cultivation of students' language application ability, academic research competence, and cross-cultural communication skills, exerting a profound impact on their subsequent career development and academic pursuits.

The Measures for the Random Inspection of Undergraduate Graduation Theses (Designs) (Trial) explicitly mandates that universities strengthen the quality management of graduation theses and intensify the assessment of research topic significance, logical structure, professional proficiency, and academic norms. With the advancement of teacher education program accreditation, undergraduate theses in English Teacher Education major place greater emphasis on supporting educational and teaching practice, requiring the organic integration of disciplinary literacy and teaching competence.

As a local normal university, Hubei Normal University's English Teacher Education major undertakes the mission of cultivating qualified English teachers while confronting challenges such as balancing academic rigor

and practical applicability, as well as enhancing students' innovative capabilities. Against this backdrop, it is of significant practical value to systematically analyze the current quality status of undergraduate theses in English Teacher Education major, identify existing problems, and propose targeted improvement strategies.

Research Purposes and Significance

Research Purposes

Taking the undergraduate theses of the 2020 and 2021 cohorts of English Teacher Education major at Hubei Normal University as research samples, this study aims to: first, objectively depict the current quality status of such theses through quantitative data, including curriculum objective achievement, grade distribution, and research topic structure; second, conduct an in-depth analysis of prominent issues in thesis topic selection, writing, and normative compliance; third, propose scientifically sound and feasible quality improvement strategies integrated with relevant pedagogical and management theories, thereby providing a practical foundation for the teaching reform of undergraduate theses in English Teacher Education major across universities.

Research Significance

Theoretical Significance

Focusing on the specific domain of English Teacher Education major, this study enriches the disciplinary scope of research on undergraduate thesis quality. By integrating curriculum objective achievement data with qualitative analysis results, it constructs a targeted quality evaluation and improvement framework, offering a novel perspective for the application of relevant theories in applied disciplines.

Furthermore, this study extends the application of Total Quality Management Theory to the quality control of undergraduate theses, broadening the theory's utility in higher education teaching contexts.

Practical Significance

The research findings can provide direct references for universities to optimize the teaching process of undergraduate theses in English Teacher Education major, assisting teachers in accurately identifying students' weaknesses in thesis writing and refining guidance methodologies; offer clear guidance for students to enhance their thesis quality, strengthen their awareness of academic norms, and improve research capabilities; and present practical pathways for universities to improve thesis management systems and strengthen curriculum linkages, thereby promoting the overall advancement of talent cultivation quality in English Teacher Education major.

Research Objects and Methods

Research Objects

This study focuses on the undergraduate theses of graduates from the 2020 and 2021 cohorts of English Teacher Education major at Hubei Normal University, encompassing 268 students from the 2020 cohort and 254 students from the 2021 cohort across 7 classes.

The research topics cover diverse fields such as educational and teaching research, literary and cultural research, translation studies, and linguistic theory research, ensuring the samples possess strong representativeness.

Research Methods

Literature Review Method

By retrieving domestic and international literature on undergraduate thesis quality research and English major thesis teaching reform from databases including CNKI and Wanfang, this study systematically synthesizes the

current research status, core viewpoints, and theoretical foundations, providing theoretical support for the research design and analysis.

Statistical Data Analysis Method

Quantitative data related to the graduation theses of the 2020 and 2021 cohorts—such as curriculum objective achievement, grade distribution, research topic type proportions, and inter-class achievement differences—are subjected to statistical analysis. Tools including Excel are utilized for data collation and chart visualization to objectively present the quality status.

Text Analysis Method

Undergraduate theses graded as Excellent, Good, Medium, and Pass are randomly selected for text analysis. The analysis focuses on evaluating research value, theoretical support, research methodologies, logical structure, and academic normative compliance, summarizing common problems and individual differences.

Comparative Research Method

A comparative analysis of thesis quality data from the 2020 and 2021 cohorts is conducted to explore trends in achievement, research topic structure, and grade distribution. This analysis provides a basis for identifying the causes of existing problems and formulating improvement strategies.

Concept Definition and Theoretical Basis

Concept Definition

Undergraduate Thesis in English Teacher Education Major

The undergraduate thesis in English Teacher Education major refers to an academic paper with both academic and practical attributes, independently completed by undergraduate graduates under faculty guidance. It comprehensively applies professional knowledge, including English language proficiency, literary and cultural theories, translation theories, and educational and teaching theories. Its forms include academic research papers, educational and teaching practice reports, and translation practice reports, all of which must adhere to academic norms and reflect students' professional literacy and research capabilities.

Graduation Thesis Quality

Graduation thesis quality denotes the degree to which a thesis meets relevant national standards, university training objectives, and academic norms, encompassing two dimensions: intrinsic quality and extrinsic quality. Intrinsic quality primarily involves research topic value, theoretical depth, research methodologies, and innovative insights; extrinsic quality includes logical structure, language expression, format standardization, and reference citation. For English Teacher Education major, thesis quality must also reflect support for middle school English teaching practice and demonstrate strong practical application value.

Theoretical Basis

Total Quality Management Theory

Total Quality Management Theory emphasizes quality as the core, achieving quality improvement through full stakeholder participation, whole-process management, and comprehensive factor control. Its core principles include customer orientation, continuous improvement, and data-driven decision-making. In the context of thesis quality management, this theory requires quality control to permeate all stages—from topic selection and proposal defense to writing, revision, and final defense—involving multiple stakeholders such as students, teachers, and teaching administrators. Through the establishment of a robust quality assurance system, systematic improvement of thesis quality is achieved.

Human-Oriented Management Theory

Human-Oriented Management Theory centers on human development, focusing on mobilizing individuals' enthusiasm, initiative, and creativity. In thesis teaching, this theory mandates full respect for students' dominant role, attention to their personalized needs and ability differences, and stimulation of research interest and innovative potential through optimized guidance methods and personalized support. Simultaneously, it emphasizes the guiding role of teachers, advocating for the improvement of their guidance capabilities and professional literacy through improved incentive mechanisms and training systems.

Analysis of the Current Quality Status of Undergraduate Theses in English Teacher Education Major

Overall Quality Status

Curriculum Objective Achievement

The curriculum objectives for graduation theses in English Teacher Education major at Hubei Normal University include three dimensions: first, mastering English language knowledge and interdisciplinary theories to analyze linguistic phenomena and literary works; second, integrating middle school English curriculum standards and applying relevant theories to conduct teaching design and educational research; third, mastering academic norms and fostering innovative thinking through academic writing training. The total curriculum objective achievement rate for the 2020 cohort is 0.8025, and for the 2021 cohort, it is 0.8094. Both cohorts exceed the expected target of 0.65, indicating that the theses have generally achieved the preset curriculum objectives, and students have been effectively cultivated in professional knowledge application, educational research ability, and academic literacy. From an inter-class perspective, the 2020 cohort's highest achievement rate is 0.8216 (Class 2003) and the lowest is 0.7711 (Class 2012); for the 2021 cohort, the highest is 0.8357 (Class 2101Y) and the lowest is 0.7992 (Class 2103). While certain inter-class differences exist, the overall gap is modest, reflecting relatively balanced thesis teaching across different classes.

Grade Distribution

Thesis scores for both cohorts exhibit a normal distribution, reflecting the objectivity and rationality of the evaluation process. For the 2020 cohort, 20 students (7.5%) received Excellent, 140 (52.2%) Good, 93 (34.7%) Medium, and 15 (5.6%) Pass; for the 2021 cohort, 17 students (6.69%) received Excellent, 139 (54.72%) Good, 90 (35.43%) Medium, and 8 (3.15%) Pass. The data indicate that over 50% of students in both cohorts achieved a Good grade, the Excellent rate ranges between 6% and 7.5%, and the Pass rate has decreased year-on-year, demonstrating a steady improvement in overall thesis quality.

Plagiarism Check Results

The similarity rate of submitted theses for both cohorts meets the university's requirement of less than 25%, with no instances of academic misconduct. This reflects students' strong awareness of academic integrity and normative compliance, ensuring the originality of the theses.

Sub-item Quality Status

Topic Selection Quality

Topic selection serves as the foundation of thesis quality, directly determining research value and feasibility. The distribution of research topic types for both cohorts is presented in the table below:

Research Topic Type	2020 Cohort (Number / Proportion)	2021 Cohort (Number / Proportion)
Educational and Teaching Research	186/69.4%	176/69.3%
Literary and Cultural Research	53/19.8%	57/22.4%

Translation Research	27/10.1%	17/6.7%
Linguistic Theory Research	2/0.7%	4/1.6%

The data reveal that educational and teaching research topics account for nearly 70% of all topics in both cohorts, significantly exceeding the 50% requirement for teacher education program accreditation. This reflects the institutional characteristics and training objectives of English Teacher Education major, with research topics closely aligned with middle school English teaching practice and demonstrating strong practicality and application value.

Literary and cultural research topics constitute approximately 20%, translation research 6% to 10%, and linguistic theory research less than 2%, indicating a practice-oriented tendency in students' topic selection and relatively limited attention to theoretical research.

Theoretical Application Quality

Text analysis of the theses shows that most students can apply relevant theories—such as English Literature Introduction, Translation Studies, Pedagogy, and Linguistics—to their research, though application levels vary.

Excellent theses skillfully integrate multiple theories for in-depth analysis of research problems, with a tight coupling of theory and practice; Good and Medium theses apply basic theories for superficial analysis but lack depth and pertinence; some Pass theses suffer from insufficient theoretical support and disconnection between theory and research questions, reflecting inadequate mastery and application of theories.

Research Method Quality

The primary research methods employed in these theses include literature review, survey research, and case study. Most students select appropriate methods based on their research themes, but irregular application is a prevalent issue.

For example, some survey-based theses feature unscientific questionnaire design, narrow sample scopes, and lack reliability and validity testing; others rely solely on the literature review method, lacking empirical analysis support, which undermines the persuasiveness of research conclusions.

Academic Norm Quality

Academic norms—including format standards, reference citation rules, and citation practices—are fundamental requirements for graduation theses. Text analysis indicates that most students adhere to these norms, but some theses still exhibit format irregularities, such as incorrect reference formats, non-standard in-text citations, and inconsistent page numbering between the table of contents and main text. Additionally, certain theses have an insufficient number of references, outdated literature, and inadequate attention to the latest research findings; a small number contain unsmooth language expression and improper use of academic terminology.

Quality Difference Analysis

Class Differences

Inter-class variations in curriculum objective achievement exist, as noted earlier. These differences primarily stem from factors such as class learning atmosphere, students' foundational proficiency, and supervisors' guidance styles. Students in higher-achieving classes demonstrate greater enthusiasm for academic seminars and more frequent communication with supervisors.

Research Topic Type Differences

Educational and teaching research theses exhibit relatively higher overall quality, with higher Excellent and Good rates than other types. These theses are closely integrated with teaching practice, featuring specific research problems and strong pertinence and application value. Literary and cultural research theses perform

well in theoretical analysis but often have overly broad topics and lack innovative insights; translation research theses offer in-depth analysis of translation practice but suffer from weak theoretical support; linguistic theory research theses are limited in quantity and uneven in quality, with some exhibiting flawed theoretical understanding and insufficient research depth.

Analysis of Existing Problems and Their Causes

Main Existing Problems

Insufficient Topic Innovation

While most research topics align with professional training objectives, insufficient innovation is a prominent issue. Educational and teaching research topics are predominantly focused on the application of common teaching methods and curriculum design, failing to promptly address emerging educational trends such as the “New College Entrance Examination,” “Core Competencies,” and “AI + Education”; literary and cultural research topics have a high repetition rate, centered mostly on the analysis of classic literary works and lacking novel research perspectives; translation and linguistic theory research topics largely draw on existing findings, with little original research.

Inadequate Depth of Theoretical Application

Some students have a shaky grasp and understanding of professional theories, leading to superficial theoretical application in thesis writing. First, theory selection is mismatched with research problems, failing to identify appropriate theoretical support for the research theme; second, theoretical analysis lacks depth, with only brief introductions to theories and no in-depth application to research questions; third, a disconnect between theory and practice exists, with insufficient integration of theoretical knowledge with educational practice, literary analysis, or translation practice.

Irregular Use of Research Methods

Research methods are critical to the scientific rigor of graduation theses, but many students encounter problems in their application. First, method selection is overly simplistic, lacking diverse research perspectives; second, empirical methods are applied irregularly—survey research often features unreasonable questionnaire design and insufficient sample representativeness, while case studies suffer from non-typical case selection and inadequate analysis; third, the description of research methods is unclear, failing to specify implementation processes and operational steps, which impacts research replicability and credibility.

Weak Awareness of Academic Norms

Some students do not attach sufficient importance to academic norms, resulting in format irregularities and improper reference citation.

First, thesis formats are disorganized, with fonts, font sizes, and line spacing failing to meet university requirements, and format errors in the table of contents, charts, and references; second, reference citations are non-standard, including incorrect formats, missing citations, and misquotations, with some theses having an insufficient number of low-quality references; third, language expression is non-standard, featuring grammatical errors, typos, and improper use of academic terminology, which compromises the academic nature and readability of the theses.

Lack of Innovative Thinking Capabilities

Innovation is a core value of graduation theses, but it is generally insufficient in these undergraduate theses. First, research perspectives lack innovation, with overreliance on traditional approaches and insufficient interdisciplinary and cross-cultural perspectives; second, research content is repetitive, with little exploration of new problems and phenomena; third, research methods lack innovation, with limited application of new methodologies and technologies.

Analysis of the Causes of Problems

Student-Related Factors

Unsound Professional Foundation

Some students have an inadequate grasp of professional knowledge—including English language proficiency, literary and cultural theories, and educational and teaching theories—and lack a systematic knowledge framework, making it difficult to apply theories to solve practical problems in thesis writing. Additionally, insufficient cultivation of academic writing and research capabilities, coupled with a lack of systematic training in academic paper norms and research methods, hinders thesis quality.

Weak Quality and Innovation Awareness

Some students view the graduation thesis merely as a prerequisite for graduation, demonstrating insufficient attention to quality, a perfunctory attitude, and inadequate investment of time and energy. Furthermore, students' weak sense of innovation, lack of independent and critical thinking skills, and over-reliance on existing research findings make it difficult for them to propose original viewpoints.

Unreasonable Time Management

Undergraduate thesis writing is primarily concentrated in the senior year, a period when students face multiple pressures—such as employment, postgraduate entrance examinations, and internships—with limited time and energy to dedicate to thesis work. Poor time management leads to hasty writing, compromising quality.

Teacher-Related Factors

Insufficiently Targeted Guidance Methods

Some supervisors adopt a one-size-fits-all guidance approach, failing to provide personalized support based on students' foundational level, interests, specialties, and research topic types. Additionally, supervisors lack effective tracking and supervision of the research process and provide insufficient in-depth guidance on key thesis writing stages, leading to problems in topic selection, theoretical application, and research methods.

Need for Improved Guidance Capabilities

Some supervisors' academic research and teaching guidance capabilities require enhancement. They pay insufficient attention to educational hotspots, new research methods, and technologies, limiting their ability to provide effective academic guidance. Moreover, heavy teaching and research workloads leave supervisors with limited time and energy for thesis guidance, affecting the quality of support.

Inadequate Teacher-Student Communication

Insufficient and infrequent communication between some supervisors and students prevents timely understanding of writing progress and emerging problems, leading students to encounter unnecessary difficulties. Simultaneously, students' lack of initiative in communicating with teachers and delayed feedback on writing issues undermine the pertinence and effectiveness of guidance.

Curriculum System-Related Factors

Insufficient Linkage Between Preparatory Courses and Theses

Preparatory courses for English Teacher Education major—such as Advanced English, Academic Thesis Writing and Research Methods, and Advanced Reading and Writing—have insufficient connection to thesis writing and fail to lay a solid foundation for this task. For example, Academic Thesis Writing and Research Methods lacks systematic training in empirical research methods and academic norms, leaving students ill-equipped to apply scientific research methods and standard writing formats.

Inadequate Integration of Practical Teaching and Theses

Practical teaching components—such as educational internships and educational research—are not closely integrated with thesis writing. Students fail to fully utilize these practical opportunities to identify research problems and collect data, and practical teaching lacks guidance on thesis topic selection, resulting in some topics being disconnected from teaching practice and lacking practical value.

Management System-Related Factors

Imperfect Quality Monitoring System

The thesis quality monitoring system is inadequate, lacking effective oversight of the entire writing process. For instance, the topic selection stage lacks strict review of innovation and feasibility; the proposal defense stage has insufficient quality control of research proposals; the writing stage lacks dynamic monitoring of progress and quality; and the final defense stage features overly general evaluation criteria and perfunctory procedures.

Inadequate Incentive Mechanisms

The absence of robust incentive mechanisms—including insufficient recognition and rewards for supervisors and students of excellent theses—limits the motivation and initiative of teachers and students. Additionally, the lack of effective restraint mechanisms for students with low-quality theses contributes to insufficient attention to thesis quality.

Quality Improvement Strategies for Undergraduate Theses in English Teacher Education Major

Student Level: Strengthen Subject Awareness and Enhance Comprehensive Literacy

Consolidate Professional Foundation and Improve Academic Capabilities

Students should prioritize the acquisition of professional knowledge, construct a systematic knowledge framework, and strengthen their mastery of English language proficiency, literary and cultural theories, and educational and teaching theories. Additionally, they should proactively participate in academic lectures, research projects, and other activities to enhance academic literacy and research capabilities. Systematic training in academic writing—including proficiency in writing norms and research methods—is essential to improving thesis quality.

Enhance Quality and Innovation Awareness

Students must recognize the significance of the undergraduate thesis, establish a sound quality consciousness, and invest sufficient time and energy in writing. Simultaneously, they should cultivate innovation and critical thinking skills, dare to propose original viewpoints, pay attention to disciplinary frontiers and educational hotspots, and select topics with innovation and feasibility.

Manage Time Effectively and Improve Writing Efficiency

Students should develop a reasonable thesis writing plan, allocate time and energy effectively, and balance thesis writing with employment preparation, postgraduate entrance examinations, and internships. Early topic selection and data collection are recommended to avoid hasty writing and ensure quality. Proactive communication with supervisors—including timely feedback on progress and challenges—is crucial to seeking guidance and support.

Teacher Level: Optimize Guidance Methods and Improve Guidance Quality

Adopt Personalized Guidance Approaches

Supervisors should provide tailored guidance based on students' foundational level, interests, specialties, and research topic types, developing targeted guidance plans. For students with weak foundations, emphasis should be placed on professional knowledge and academic writing norms; for those with strong interests and research

potential, encouragement for innovative research and advanced academic guidance are recommended. Additionally, supervisors should strengthen whole-process tracking and supervision to promptly identify and address writing issues.

Enhance Own Guidance Capabilities

Supervisors should engage in continuous learning, stay abreast of disciplinary frontiers and educational hotspots, master new research methods and technologies, and improve their academic research and teaching guidance capabilities. Active participation in thesis guidance training and exchange activities—drawing on advanced experiences and methods—is essential to enhancing guidance quality. Reasonable arrangement of teaching and research workloads ensures sufficient time and energy for thesis guidance.

Strengthen Teacher-Student Communication

Supervisors should establish effective communication mechanisms with students, conducting regular interactions to understand progress and challenges and providing timely, targeted guidance. Encouraging students to communicate proactively, creating an open and equal communication environment, and utilizing a combination of online and offline communication methods can enhance communication efficiency and stimulate students' writing enthusiasm.

Curriculum System Level: Improve Curriculum Design and Strengthen Linkages

Optimize Preparatory Course Design

Strengthen the connection between preparatory courses and thesis writing, and refine the teaching content and methods of courses such as *Advanced English*, *Academic Thesis Writing and Research Methods*, and *Advanced Reading and Writing*. *Academic Thesis Writing and Research Methods* should include systematic training in empirical research methods and academic norms to enhance students' academic writing and research capabilities. Integration of thesis-related content into other professional courses can foster academic thinking and writing awareness from an early stage.

Strengthen Integration of Practical Teaching and Theses

Closely integrate practical teaching components—such as educational internships and educational research—with thesis writing, guiding students to identify research problems and collect data through practice. A thesis topic selection guidance module should be incorporated into practical teaching to help students select topics closely aligned with teaching practice. Encouraging students to integrate practical experiences and insights into their theses can enhance practicality and application value.

Offer Themed Lectures and Workshops

Targeted lectures and workshops on key thesis writing challenges—such as topic selection, theoretical application, research methods, and academic norms—should be provided to offer systematic guidance and training. Inviting internal and external experts and scholars to share research experiences and writing skills can broaden students' academic horizons.

Management System Level: Improve Quality Assurance Systems and Strengthen Process Management

Enhance the Quality Monitoring System

Establish and improve a comprehensive quality monitoring system for thesis writing, with effective oversight of all stages. In the topic selection stage, implement a review mechanism involving experts to ensure topic innovation, feasibility, and professionalism; in the proposal defense stage, strengthen quality control of research proposals, requiring clear research objectives, content, methods, and progress; in the writing stage, establish a progress tracking mechanism, with regular submission of progress reports and timely feedback from supervisors; in the final defense stage, refine evaluation criteria and streamline procedures to ensure defense quality.

Improve Incentive Mechanisms

Establish robust incentive mechanisms to recognize and reward supervisors and students of excellent theses, enhancing motivation and initiative. Incorporate thesis guidance quality into teachers' performance evaluations, with preferential treatment for effective supervisors in professional title promotion and merit selection. Simultaneously, implement corrective measures for students with low-quality theses, requiring revisions until standards are met.

Strengthen Informatization in Thesis Management

Leverage information technology to enhance thesis management, establishing an online management system to facilitate the online administration and monitoring of topic selection, proposal defense, writing, revision, and final defense. This system should enable students to submit materials and access guidance, supervisors to provide online guidance and track progress, and administrators to conduct real-time quality monitoring, thereby improving management efficiency and effectiveness.

CONCLUSIONS AND PROSPECTS

Research Conclusions

This study systematically investigates the current quality status, existing problems, and their causes of undergraduate theses in English Teacher Education major through a mixed-methods approach, using the 2020 and 2021 cohorts at Hubei Normal University as research objects. The findings indicate that overall thesis quality is satisfactory, with high curriculum objective achievement, reasonable grade distribution, and research topics closely aligned with professional training objectives and teaching practice. However, deficiencies persist in topic innovation, theoretical application depth, research method standardization, academic norm awareness, and innovative thinking capabilities. These issues arise from the combined influence of student, teacher, curriculum system, and management system factors.

To improve thesis quality, comprehensive measures are required across four dimensions: students should strengthen subject awareness, consolidate professional foundations, and enhance quality and innovation awareness; teachers should optimize guidance methods, improve guidance capabilities, and strengthen communication; universities should refine curriculum design, strengthen links between preparatory courses and theses, and enhance integration of practical teaching and theses; and management systems should be improved to strengthen quality assurance, process management, and incentive mechanisms.

Research Prospects

This study is limited to the English Teacher Education major at Hubei Normal University, and the generalizability of its findings requires further verification. Future research could expand the scope to include English major undergraduate theses from universities of different types and levels, conducting comparative analyses to explore quality differences and their causes and propose more universally applicable improvement strategies. Additionally, with the rapid advancement of information technology, future research could explore the application of technologies such as AI in thesis teaching and management—including plagiarism detection, format review, and academic norm guidance—to enhance quality and management efficiency. Furthermore, research on thesis quality evaluation systems should be strengthened to construct a scientific, reasonable, and operable evaluation index framework, providing theoretical and practical references for the quality assessment of undergraduate theses in English Teacher Education major.

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