

# Theoretical Exploration on the Construction of Specialized English Curriculum System in Applied Undergraduate Universities

Chuanju Wang\*

College of Humanities, Shandong Management University, Jinan, 250000, China

\*Corresponding author

**Abstract:** Applied undergraduate universities are an important component of China's higher education and an important platform for cultivating applied talents. With the continuous development of the times, the construction of specialized English courses has become a new teaching method in the current teaching work of applied undergraduate universities, providing reliable guarantees for the improvement of the overall teaching level. This paper adopts research methods of literature review and logical deduction to propose that applied undergraduate universities should strengthen demand analysis, adjust teaching models and content appropriately, fully utilize their own unique resources, quickly fill in shortcomings, effectively improve teaching quality, and build a specialized English course system with the characteristics of applied undergraduate universities.

**Keywords:** applied undergraduate universities, specialized English, curriculum system

## 1. Introduction

The new version of the "Guidelines for College English Teaching" released by the Ministry of Education in 2017 explicitly includes English for special purposes as one of the three major types of college English courses. This not only echoes the gradual attention and promotion of ESP teaching in the Chinese college English education community in recent years, as well as the deepening of ESP teaching research, but also drives a wave of ESP courses offered by various universities and colleges across the country [1]. Although there is still a lack of data and reports on ESP courses offered by various universities and colleges across the country, based on rough statistics on the publication of papers on ESP teaching on CNKI, it can be seen that the popularity of ESP teaching practice and research has increased in recent years, and many universities have offered ESP courses, including academic English and vocational English.

With the deepening of China's reform and opening up, and the increasing frequency of foreign exchanges, the demand for English majors is also constantly increasing. As an important talent training base for higher education in China, applied undergraduate universities must strengthen the cultivation of applied talents and improve their teaching level. In this process, in order for applied undergraduate universities to achieve better development and meet the goal of cultivating application-oriented composite talents, it is necessary to promote the deepening of college English teaching reform and achieve improvement in teaching effectiveness. Specialized English courses, as an important part of current teaching work, can better meet the training goals of versatile talents and lay a solid foundation for course construction [2]. After the arrival of the current era of diversification, the construction of specialized English courses has become an important direction for the development of college English teaching. This requires that in the teaching of applied undergraduate universities, it is necessary to comply with the requirements of the current era, start from its own teaching characteristics, clarify the development direction, and implement talent cultivation goals.

## 2. The value of specialized English courses construction

### 2.1 Strengthen the cultivation of high-quality and applied high skilled talents

In the current stage of transformation and upgrading in China, with the upgrading of the manufacturing industry, the demand for high-level skilled talents is constantly increasing. However, the

lack of professional talents has become an important factor hindering industrial upgrading. From the current cultivation of practical and highly skilled talents, employers not only conduct professional foundation assessments, but also require them to possess certain English skills, master English vocabulary related to their profession, and be able to understand relevant technical materials and manuals, in order to better strengthen communication with foreign experts and customers. By promoting the construction of specialized English courses, we can better meet professional needs, enhance the comprehensive literacy of applied high skilled talents, strengthen the connection with practical teaching, and enable students to use English for communication in their professional fields [3]. From this, it can be seen that in the current teaching process of applied undergraduate universities, conducting specialized English course teaching can better enhance students' professional skills, solve various problems encountered in practical work, and meet the needs of industry development.

### ***2.2 Enhancing students' interest and autonomy in learning***

From the current quality of students in applied undergraduate universities, some students have relatively poor English proficiency and have not formed good learning habits. They lack autonomy and interest in English learning, and there are obvious shortcomings in extracurricular learning, which affects the improvement of teaching quality. In the process of carrying out the construction of specialized English courses, we can strengthen the curriculum reform work, adopt more flexible teaching methods, achieve the improvement of students' learning interest and autonomy, meet their future employment needs, and achieve the improvement of professional English proficiency. For example, in the fields of machinery, engineering, and law, introducing professional English vocabulary can not only enrich the teaching content of the subject, but also enable students to master relevant professional vocabulary, allowing them to quickly adapt to job requirements and improve their professional work abilities after graduation [4]. By enhancing students' learning interest and pillars, learning efficiency can be better improved, and students' professional English proficiency can be significantly improved.

## **3. Current situation of specialized English courses construction in applied undergraduate universities**

In the current teaching work, applied undergraduate universities need to adjust their curriculum based on their local economic development situation, promote the construction of specialized English courses, accelerate the update of teaching content, and achieve an overall improvement in teaching level. However, from the current teaching situation, there are still obvious shortcomings in the construction of specialized English courses, and the relevant requirements of "graded teaching" have not been truly implemented. In the process of promoting curriculum reform, more emphasis has been placed on indicating that the emphasis on specialized English courses has not been increased, which has affected the development of various teaching work. In some universities, even using the college English proficiency test as the standard to assess students' English skills is not truly integrated with professional teaching, making it difficult for them to meet the development requirements of professional English. In this situation, most universities adopt the ESP teaching model more in their college English teaching, and there is a significant lag in the construction of specialized English courses, without a clear definition and course positioning, which affects the development of various teaching work.

## **4. Measures for the construction of specialized English courses in applied undergraduate universities**

### ***4.1 Meeting students' professional learning needs***

In the process of promoting the construction of specialized English courses, it is necessary to conduct research on the actual needs of students, and take this as the starting point to carry out curriculum and teaching reform work, in order to better adapt to students' career development needs. Especially for applied undergraduate universities, it is necessary to analyze local development needs to ensure the implementation of various course teaching work and make due contributions to the development of the industry [5]. Therefore, in promoting the construction of specialized English courses, applied undergraduate universities should conduct demand surveys that meet comprehensive requirements, including factors such as students, teachers, and local development. They should use questionnaire surveys, interviews, and other means to collect more accurate data, clarify the content of specialized English courses construction, and then choose appropriate teaching methods to improve teaching effectiveness. In this process, it is necessary to strengthen the construction of the teaching

staff, ensure that their professional qualities meet the needs of the construction of specialized English courses, and lay a good foundation for the implementation of various works.

#### ***4.2 Improving education team building***

In the current process of developing specialized English courses in applied undergraduate universities, due to the lack of teachers' own literacy, the entire course construction work has stagnated. In the current era of rapid development, the construction of specialized English courses requires the formation of a professional team of teachers, the improvement of teacher salaries, the improvement of promotion mechanisms, the attraction of more outstanding talents, and the enhancement of the teaching staff of applied undergraduate universities. In the process of teaching, universities not only need to hire some excellent teachers with high salaries, but also need to strengthen the cultivation of existing teacher teams, encourage current teachers to actively transform, and provide students with higher quality teaching services. In carrying out teaching work, applied undergraduate universities must establish a comprehensive training mechanism for specialized English course teachers, strengthen communication and cooperation among teachers, and achieve the improvement of their professional literacy through continuous communication.

#### ***4.3 Strengthening practical application teaching***

In the process of developing specialized English courses in applied undergraduate universities, it is necessary to change the previous theoretical learning based curriculum construction, strengthen practical application teaching work, and better meet the requirements of combining teaching work with practical needs. In the process of carrying out the construction of specialized English courses, it is necessary to play a guiding role in practical application and improve students' professional English abilities. In course design, reasonable adjustments should be made to the ratio of practical application and theoretical learning to ensure the effective combination of the two. By constructing professional scenarios, a good foundation should be laid for the development of practical teaching work. At the same time, applied undergraduate universities should strengthen cooperation with schools, achieve school enterprise integration, leverage the advantages of enterprises, create more practical opportunities, enable students to apply what they have learned, improve their teaching level, and meet the current industry development needs.

### **5. Discussion**

A brief review and sorting of the development of specialized English teaching in applied undergraduate universities can help to timely summarize the teaching experience of frontline specialized English teachers in applied undergraduate universities. It starting from practical experience, we can rethink some key issues related to specialized English teaching in applied undergraduate universities and deepen our understanding, to further adjust the curriculum and teaching mode of English for special purposes in applied undergraduate universities, and to improve the quality of English for special purposes teaching, we can provide reference and reference ideas.

Firstly, applied undergraduate universities should establish clear teaching objectives and adopt appropriate teaching concepts based on comprehensive and in-depth needs analysis. The curriculum and teaching design of English for special purposes start with needs analysis and end with meeting needs. Therefore, "needs analysis is the cornerstone of the development of English for special purposes". For applied undergraduate universities, before offering ESP courses, they should conduct a deep, comprehensive, and futuristic analysis of ESP teaching needs from diverse entities such as students, teachers, schools, employers, as well as parents, media, and government. However, from the literature reports, it can be seen that a considerable number of applied undergraduate universities have fallen into various misconceptions due to the short or insufficient perspective of demand analysis in ESP teaching. For example, some universities only conduct needs analysis on students, but as educators, students' understanding of English for specific purposes and their prediction of their future English application needs are inevitably limited. Some universities have designed their own ESP teaching mainly based on the needs of employers for talents' English ability, which seems to conform to the teaching philosophy of ESP learning for practical use, but in fact they have neglected that the fundamental nature of ESP is a language course, which needs to follow the laws of language acquisition and education, and should be oriented to the school's talent cultivation orientation and the long-term needs of students' growth and success, if only based on the small-scale and short-term skill needs of certain or even certain industry employers, it will only play a role in promoting the achievement of teaching objectives.

Secondly, applied undergraduate universities should leverage their own advantages, actively mobilize resources from all parties, and strive to improve the quality of specialized English teaching. The existing research literature often emphasizes the disadvantages of applied undergraduate universities in terms of teachers, students, hardware facilities and teaching research compared with high-level research university in ESP teaching, highlighting the current situation of weak ESP teaching foundation and uneven quality in applied undergraduate universities [6]. However, it should also be noted that applied undergraduate universities have many natural advantages in building specialized English courses. For example, applied undergraduate universities often have industry backgrounds and professional characteristics, and talent cultivation is closely integrated with the industry. Therefore, specialized English teachers can fully utilize the school's professional teachers, professional internship bases, and alumni resources within the industry to understand and organize industry language needs, organize professional corpora, develop industry scenarios, and form scientific and standard ESP teaching materials. In addition, the professional characteristics of applied undergraduate universities are also conducive to English teachers focusing on the discipline in which the school's professional talent cultivation is located, and writing articles around professional characteristics can avoid the problem of scattered disciplines in comprehensive universities and the difficulty of fully covering the ESP faculty. Another major advantage of specialized English teaching in applied undergraduate universities is that their curriculum system emphasizes more practicality, which is consistent with the prominence of specialized English in terms of practicality and instrumentality. Under the curriculum system and talent cultivation mode of applied undergraduate universities, specialized English teaching can fully utilize the school's rich training, experimental, and practical platforms and resources to carry out various forms of ESP practical teaching. Some specialized English teachers have realized that "for ESP courses, practical teaching can consolidate and deepen theoretical teaching achievements, and can improve students' ESP English application ability". It cooperates with professional laboratories, enterprises, and professional teachers to reasonably organize practical teaching of English for specific purposes and make it an important component of ESP teaching. It is an effective way for applied undergraduate universities to improve the quality of ESP teaching.

## 6. Conclusion

In the current teaching work of applied undergraduate universities, we should start from the current social development situation, promote the construction of specialized English courses, and cultivate more high-quality composite talents for the development of the industry. It need to transform traditional teaching methods, innovating the current talent cultivation model, build dynamic development mechanisms, meet social development needs, and deepen curriculum reform work. In this process, it is necessary to actively promote the construction of specialized English courses, starting from the current development status of the industry, strengthen the construction of specialized English, cultivate high-quality composite talents, lay a good foundation for the transformation and upgrading work, and better promote the construction of China's higher education industry.

## Acknowledgements

This work is supported by National College Foreign Language Teaching and Research Project of Shanghai Foreign Language Education Press (No.2022SD0009).

## References

- [1] L. Lin, *Research on the Development direction of ESP course in local applied undergraduate colleges in the new era*. *Journal of Yulin Normal University*, 2018, 39 (4): 135-140.
- [2] H. Huang, *Thinking on EFL teaching in applied undergraduate colleges*. *Higher Education Forum*, 2012, 2(2): 40-47.
- [3] C. Huo, *Study on the construction of Specialized English courses in applied undergraduate colleges and universities*. *Journal of HUBEI Open Vocational College*, 2021, 34(14): 166-167.
- [4] L. Y. Zheng, *Research on new applied undergraduate ESP course based on Demand analysis*. *Journal of Hubei University of Economics (Humanities and Social Sciences Edition)*, 2018, 15 (10): 148-150+160.
- [5] T. Wang, *Exploration on ESP teaching practice in applied undergraduate colleges under the background of the Belt and Road Initiative: A case study of HJ College*. *Overseas English*, 2022, (23): 96-98.
- [6] H. Li, *A new Model of College English Teaching in applied undergraduate colleges from the perspective of ESP*. *Think Tank Era*, 2019, (44): 216-217.