

# Exploration of the Path for Local College ESP Teaching to Empower Common Prosperity

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**Abstract:** *In the context of promoting common prosperity and building a Chinese path to modernization, employers generally require college graduates to have a certain level of English language proficiency. However, the satisfaction with the professional competence and English ability of the college graduate applicants is not high. From the perspective of Economics of Language, the cost and benefit ratio of English for Specific Purposes (ESP) teaching, as an economic input to human capital, is far from ideal: human capital has not been well formed, and teaching results have not well served the needs of social and economic development. Therefore, this paper explores the path of serving common prosperity of ESP teaching in local colleges based on empirical research methods. It is proposed that on the basis of cultivating compound and practical capabilities as ESP teaching goal in local colleges, the teaching design of ESP should be guided by the idea of common prosperity and the ESP teaching in local colleges should publicize common prosperity so as to maximize the economic and social benefits of ESP teaching in local colleges as well as forming human capital. It is expected that this study will provide some reference for the ESP teaching in local colleges to provide educational support for achieving common prosperity.*

**Keywords:** *Local Colleges; ESP Teaching; Common Prosperity; Path*

## 1. Introduction

Local colleges have distinct regional characteristics and are tasked with the mission of building high-level applied colleges to serve their local communities. Under the background of common prosperity, the curriculum and teaching of local colleges should meet the needs of local society, serve local economic development, and cultivate talents for realizing common prosperity and building a Chinese path to modernization. The teaching activities of local colleges should fully reflect their historical mission of providing educational support for Chinese-style modernization while fulfilling the fundamental task of cultivating virtuous individuals. The goal of ESP curriculum teaching in local colleges is to cultivate compound application-oriented foreign language talents who not only possess in-depth knowledge in a certain professional field but also have excellent foreign language communication skills, providing talent support for building a demonstration zone of common prosperity. This is the realistic goal and direction of educational reform for ESP curriculum teaching in local colleges.

According to the latest version of the "Guidelines for College English Teaching" issued by the Ministry of Education in 2020, ESP is one of the three compulsory courses in college English curriculum and is a compound course combining English and professional subjects. The shift in foreign language teaching towards ESP is a response to the accelerating development of globalization<sup>[1,2]</sup>. From the perspective of language economics, there are still some shortcomings in the ESP teaching of local colleges in serving local economic development. Therefore, they should adopt development strategies that meet market demands, produce maximum social and economic benefits, and serve economic development<sup>[3]</sup>.

From the perspective of the economics of language, this study explores a path of ESP teaching in local colleges to empower common prosperity. It aims to enhance the teaching effectiveness of ESP in colleges of similar types, help form a human capital that promotes common prosperity and provide ideas for the ESP teaching in Chinese local colleges so as to support the construction of a Chinese path to modernization.

## 2. Literature Review

### 2.1. Economics of Language

Marschak<sup>[4]</sup> first proposed the theory of economics of language, which advocates that language has economic attributes such as costs and benefit and language itself is a form of human capital. Learning a language is an economic investment in human capital with certain economic value and it is the result of various economic incentives, such as trade being one of the important reasons. The research about economics of language mainly involves language as human capital, the relationship between language and economics and trade, immigration and related language policies<sup>[5]</sup>. For example, based on a highly interdisciplinary theoretical framework, Schroedler<sup>[6]</sup> comprehensively elaborated on the value of language skills in the Irish economy. Konara and Wei<sup>[7]</sup> systematically studied how human capital and language capital jointly determine foreign investment. Xu<sup>[8]</sup> systematically introduced the background, development, basic theoretical viewpoints, research objects, and methods of language economics as a new emerging interdisciplinary field. While in China, the research hotspots of economics of language mainly involve the analysis of language production, language evolution, language structure, language phenomena, economic language rhetoric, language industry and economic growth, language economics theoretical research, etc., among which the achievements based on the research orientation of the relationship between language and economics in the framework of human capital theory are the most abundant<sup>[9]</sup>.

### 2.2. Research of ESP Teaching

The research on ESP dates back to the 1960s. In foreign countries outside of China, ESP research presents multi-disciplinary, multi-perspective, cross-disciplinary, multi-theoretical, and multi-subjectivity characteristics, involving the topics such as vocabulary, grammar, rhetoric, genre, pragmatics, and curriculum design. In recent years, the research on ESP has mainly focused on academic writing research, corpus-based research, teaching method research based on scientific needs analysis, multilingual research, language policy research, and institutional language research<sup>[10,11]</sup>. For example, in ESP vocabulary research, Coxhead's research covers multiple scenarios, including secondary education, pre-college and college education, professional English, and trade, covering ESP vocabulary in New Zealand and other countries, providing reference for ESP research and teaching<sup>[12]</sup>. Based on the corpus, research has been conducted on the learning of medical English vocabulary<sup>[13]</sup>. Analysis of multiple databases revealed that ESP mobile learning programs are mostly focused on vocabulary acquisition and language proficiency<sup>[14]</sup>. Other research has conducted case studies based on the English communication situation and actual needs of global call centers, and developed ESP teaching syllabus and content<sup>[15]</sup>.

In China, the research on ESP is mainly focused on ontology research. ESP teaching research from the perspective of economics of language has made some achievements. Typical research includes exploring the ESP teaching mode<sup>[16]</sup> and discussing how to effectively avoid investment risks in college English teaching by strengthening the cultivation of ESP ability based on the theory of economics of language<sup>[17]</sup>. In addition, based on the analysis of language market demand, language economic value, and language cost-benefit analysis theory, research has been conducted on college ESP teaching. It was proposed that the construction of an evaluation index system for ESP courses should be based on the investigation of dynamic attributes of talents demanded by the market and the optimization research should be based on language economic value and cost-benefit analysis<sup>[18]</sup>. However, there are still many problems in the positioning of ESP teaching, teaching materials, and teaching modes. And the teaching efficiency needs to be improved as well<sup>[19]</sup>.

Overall, the research on ESP teaching from the perspective of language economics tends to be theoretical with relatively few applied studies. The existing empirical research are mainly focused on the needs of learners. Few studies have investigated the social needs for different levels of education and explored how ESP teaching can empower common prosperity in China.

The "14th Five-Year Plan" of Zhejiang Province proposes to strengthen the cultivation of high-level compound and applied talents, and provide accurate services for local economic and social development. In this context, can the curriculum and teaching of local colleges reflect the needs of local economic and social development? To explore this question, the author takes their local university as an example and conducts a questionnaire survey so as to understand the English language ability requirements for employees by the local market. From the perspective of economics of language, this article interprets the

survey results and explores the path for local colleges to empower common prosperity through ESP teaching.

### 3. Materials and Methods

The survey questionnaire is based on the target needs framework designed by Hutchinson and Waters<sup>[20]</sup> and aims to understand the evaluation of the English language ability of college graduates and the English language ability requirements for their employment in the target market. The survey was conducted among 51 enterprises in the college's local area, most of which are in the manufacturing industry including machinery, light industry, filling, and electrical appliances, and 10 foreign trade enterprises. The survey was conducted through an online questionnaire platform during the two-week period starting from March 1 to March 15, 2013. The questionnaire was sent to the management of the enterprises through "sojump", a popular Chinese questionnaire platform.

In addition to the basic information of the surveyed enterprises, the survey covers two main parts: 1) the English language ability requirements of enterprises for college graduates (Table 1); 2) the degree of satisfaction of enterprises with the English language proficiency of college graduates (Table 2). The first part includes 14 multiple-choice questions, and the second part includes three questions using the Likert seven-point scale (7 = strongly agree; 1 = strongly disagree). The answers to the questionnaire were calculated by percentage and sorted from high to low to understand the needs and degree of satisfaction of the surveyed enterprises. The respondents answered the questions directly on the online questionnaire, which were then collected and analyzed online.

### 4. Results

A total of 301 valid questionnaires were collected. From Table 1, it can be seen that the surveyed enterprises have a practical and multi-perspective demand for the English language proficiency of college graduates. Although the frequency of English language use by employees in surveyed enterprises varies, all enterprises require college graduates to have a certain level of English proficiency when they are recruited. Among them, 83.33% of the enterprises believe that English is a must for the job position itself, and other requirements are also related to the job position, such as training and promotion. 72.22% of the enterprises require applicants to use English to participate in business activities, and most of them (94.44%) require the ability to communicate with customers in English. Secondly, in terms of the English language skills required for college graduates, sorted by demand proportion from high to low, they are oral communication skills in the workplace (77.78%), reading professional materials (61.11%), and translation skills (22.22%). Most applicants also need to deal with texts directly related to their work, such as technical manuals (77.78%) and product catalogs (66.67%), in business receptions, meetings, and other occasions where they communicate with native English speakers. It can be seen that the English language proficiency requirements for college graduates in the surveyed enterprises are not only necessary but also highly expected to be as proficient as possible.

However, from Table 2, it can be seen that the surveyed enterprises are not fully satisfied with the English language proficiency of college graduates. Most respondents' scores for the questions on whether the English language proficiency of college graduates meets the expected language requirements, their satisfaction with their English communication skills and whether they are qualified to participate in business activities that require English communication are below the average score, with only a few respondents expressing satisfaction with the English language proficiency of applicants.

From the perspective of economics of language, the above survey results indicate that there is a certain gap between the ESP English language proficiency of college graduates in local colleges and the requirements of enterprises. In other words, the social and economic benefits of ESP teaching are not ideal, and the teaching results do not provide ideal human resources for employers as an economic investment in human capital. This leads to the question that how can local colleges better cultivate compound and applied talents with both English communication skills and professional knowledge application abilities, serve social and economic development, and empower common prosperity through ESP teaching? Considering the current situation of the local English language market and the practical demand for English language proficiency in the transformation of enterprises to an outward-oriented economic model in the local economy, we propose the path for local colleges to empower common prosperity through ESP teaching from the following aspects.

*Table 1: Requirement of Enterprises for English Proficiency of College Graduate Applicants*

	No.	Questions	Percentage		
			1	2	3
Part I (multiple choice questions)	1	Why do you need college graduates to have a certain level of English proficiency?	For job position 83.33%	For study 55.56%	For promotion 44.45%
	2	What English skills do college graduates need to possess?	Oral communication 77.78%	Understand documents 61.11%	English translation 22.22%
	3	What working scenarios do college graduates need to communicate in English?	E-mail 100%	Face-to-face 66.67%	Social media 50%
	4	What type of English text will college graduates handle for the work they apply?	Technical manuals 77.78%	Catalogues 66.67%	Informal conversations 50%
	5	What are the areas of English text content that college graduates need to handle?	Business reception, meeting 66.67%	Daily communication 55.56%	Trade 44.44%
	6	What level of English text can college graduates handle?	Technician 61.11%	CET4 55.56%	CET6 44.44%
	7	Who will the college graduates use the language with?	Native English speakers 72.22%	Non-native English speakers 27.78%	
	8	What are the knowledge level of English communication receivers?	Expert 50%	Layman 44.44%	Others 11.11%
	9	What is the relationship between the English communication target and the college graduates?	Clients 94.44%	Colleagues 11.11%	Others 5.56%
	10	What physical environments do college graduates need to use English in?	Office 66.67%	Lecture theatre 33.33%	Workshop 16.67%
	11	What human contexts do college graduates need to use English in?	Business activities 72.22%	Telephone 55.56%	Demonstrations 44.44%
	12	What linguistic contexts do college graduates need to use English in?	Domestic 77.78%	Overseas 77.78%	
	13	When do college graduates need to use English?	After the ESP course study 50%	Concurrently with the ESP course 50%	Others 16.67%
	14	How often do college graduates need to use English?	Frequently 55.56%	Not often 38.89%	Seldom 22.22%

*Table 2: Satisfaction of Enterprises with English Proficiency of College Graduate Applicants*

	No.	Questions	Percentage of Scores							Mean
			1	2	3	4	5	6	7	
Part II	1	College graduates' English level meets expectancy	5.56	0.00	22.22	27.78	16.67	5.56	22.22	4.56
	2	College graduates' English communication is satisfactory	5.56	0.00	22.22	38.89	11.11	0.00	22.22	4.39
	3	College graduates are qualified for English communication in business activities	11.11	0.00	16.67	27.78	5.56	11.11	27.78	4.61

## 5. Discussion

Local colleges are positioned as application-oriented college, with a firm foothold in the local society and serving the local economy, and to cultivate talents for promoting common prosperity. Therefore, to maximize the economic value of ESP teaching and reflect the utility of language learning as an

investment in human capital, local colleges can start from the following aspects, carry out teaching reforms, and cultivate talents for empowering common prosperity and Chinese-style modernization.

### ***5.1. Targeting the Cultivation of Compound and Application-Oriented Talents to Establish an ESP Curriculum System***

From the perspective of economics of language, the investment in teaching is also an economic investment, and the output should aim to achieve an ideal ratio of economic investment and expected benefits. In order to improve the effectiveness of ESP teaching and contribute to the realization of common prosperity, every aspect of the construction of the ESP curriculum system should be focused on the cultivation of compound and applied talents. In terms of curriculum design, teaching syllabus, analysis and selection of teaching materials, teaching methods, and learning effect evaluation, efforts should be made to "strengthen English language skills and attach importance to professional knowledge and practice," and build an ESP curriculum system with strong pertinence, demand orientation, and mismatched development.

Specifically, first, coordinate and improve the curriculum design and optimize the use of teaching resources. On the one hand, the current ESP courses offered by local colleges are relatively scattered in terms of teaching organization and curriculum design. On the other hand, ESP teachers include both professional teachers and English teachers, resulting in insufficient integration of professional knowledge and language. According to the theory of language economics, this is not conducive to teaching efficiency to a certain extent, that is, the ratio of economic investment and returns is not satisfactory. The ESP curriculum design should not only meet the needs of local economic development for talents but also increase students' competitiveness in the workplace. Based on social demand analysis, it should highlight industry characteristics. For example, the ESP curriculum system for the machinery manufacturing industry should not only involve learning professional English vocabulary but also strengthen training in English listening, speaking, reading, writing, and translation in industry scenarios. Moreover, it should add cultural knowledge courses related to domestic and foreign industries to broaden students' horizons and improve their cross-cultural literacy. Through the integration of teaching resources, strengthening communication among schools and departments, and optimizing curriculum design, the investment and cost-effectiveness of teaching can be improved. For example, the mutual cooperation of professional teachers and English teachers can not only lay a solid foundation for the compound teaching of English skills and professional knowledge in ESP courses, improve teaching quality, but also promote the construction of "dual-title" and "dual-qualification" teaching staff to make up for the lack of theoretical knowledge or language skills in ESP teaching. Furthermore, to improve the ESP curriculum system, it is necessary to avoid the waste of teaching resources caused by overlapped courses offered by different departments. Local colleges should investigate the dynamic demand of society and the language market for English proficiency, understand the local industrial structure, and continuously optimize the curriculum design. Moreover, the ESP curriculum design should also reflect the mismatched development between local colleges and other types of colleges. For example, compared with traditional vocational colleges, ESP teaching has differences in solid professional theoretical knowledge.

Second, the construction of the ESP curriculum system also needs to strengthen the practical part. ESP involves professional knowledge but is different from professional courses as well as other types of courses in college English. Currently, the ESP courses in local colleges include both academic English and business English. The survey results show that local companies require English proficiency in college graduates mainly for business activities in the workplace. Therefore, the academic English teaching in local colleges should also highlight the instrumentality of English rather than "academic" nature. That is, students should be able to use English to communicate professional information or business communication through learning. It is essential to pay attention to students' language use in professional contexts (such as specific occasions, topics, and objects). As indicated by the feedback from companies participating in the questionnaire survey, students are expected to have the ability to communicate with customers in the professional field in English. Improving the application ability requires the creation of learning situations and opportunities that are close to reality. To enhance the teaching effect of ESP courses in cultivating compound and applied abilities, local colleges can create simulation teaching environments on campus as a supplement to course teaching. In addition to the existing training of vocation, innovation and entrepreneurship, practical content should be added to teaching. Furthermore, local colleges actively carry out school-enterprise cooperation and integration of production and education, and extensively use various social resources. These provide realistic conditions and new ideas for the talent cultivation of ESP teaching. Students are supposed to be equipped with not only rich professional knowledge and practical skills but also basic business literacy and English communication

ability. The combination of ESP teaching and practical activities is also a specific manifestation of promoting the comprehensive development of people in talent cultivation in the connotation of common prosperity.

In line with the goal of cultivating compound and applied talents, to begin with, ESP teaching objectives should fully consider how to guide students to realize that common prosperity is the responsibility and mission of contemporary college students so that students can have deeper understanding of the relationship between personal growth and the construction of common prosperity. Secondly, the fundamental goal is to cultivate students' moral character and professional theoretical knowledge, and the primary task is to cultivate students' solid English language skills and professional theoretical knowledge. Thirdly, in the cultivation goals of composite talents, it is also necessary to reflect humanism, "carry out cross-cultural education" and "promote human values, pay attention to the cultivation of comprehensive qualities and comprehensive development"<sup>[21]</sup>. The construction of the ESP curriculum system aims to cultivate application-oriented talents with a solid professional background, international horizon, and communication skills, in order to better serve the construction and development of the regional economy.

### ***5.2. Designing ESP Teaching by Fully Integrating the Idea of Common Prosperity***

Guided by the principles of language economics, the design of ESP curriculum teaching should deeply analyze the existing problems in ESP teaching and, through daily teaching activities, realize the economic value and function of English teaching, improve teaching efficiency, achieve modern education, and lay the foundation for China's modernization with the idea of common prosperity. Local colleges should strengthen the construction of ESP courses, form distinctive advantages, and consolidate their teaching level. The teaching design of ESP should be fully and closely integrated with the local reality, especially the idea of common prosperity, to cultivate students' sense of social responsibility and professional quality, and carry out course political education design. Throughout the various stages of ESP teaching design, the idea of common prosperity should be integrated and implemented in the teaching content, teaching mode, and teaching evaluation.

In terms of ESP teaching content, the idea of common prosperity should be reflected in both subject-specific knowledge and English language. Firstly, at the level of subject-specific knowledge, it is necessary to reflect the cutting-edge development and innovative ideas in the academic field, and to be close to reality. ESP teaching in local colleges covers both academic English and vocational English, and the latter has a greater social demand according to the above survey results. Therefore, in terms of subject-specific knowledge content, it should involve the latest achievements in relevant industries, especially those with strong practicality that are tailored to the local economic reality, and constantly update teaching content. It is important to focus on combining the current state of the local economy and social needs, select industry-specific cases with distinctive features to increase the interest and sense of value in professional learning, cultivate subject-specific thinking and professional quality, and encourage entrepreneurial and innovative awareness to enhance competitiveness. For example, in a business English class, local enterprise cases can be discussed to enhance the internalization of theoretical knowledge. More importantly, students should be guided to pay attention to current events and local economic development, subtly guiding them to serve the local area and fulfill the idea of common prosperity. The connotation of material and spiritual common prosperity, the historical mission of building a demonstration area for common prosperity, and other ideas should be organically integrated into the course political education content, so that the implementation of "curriculum ideology and politics" is close to reality.

Secondly, in terms of English language, content that helps to improve practical English skills, broaden international horizons, and cross-cultural communication abilities should be added. Local college teachers should pay attention to the accumulation of teaching materials, cooperation and exchanges among teachers and professionals. Specifically, professional knowledge teachers can cooperate with English language teachers, and ESP teachers can cooperate with local enterprises, actively working together to develop new forms of ESP teaching materials that are in line with the college's educational level. With distinctive local characteristics, these ESP materials should be more targeted and practical, reflecting the idea of common prosperity and meet the requirements of educational modernization.

In terms of ESP teaching modes, blended learning mode can be utilized by taking advantage of the technological advantages of the digital age. In addition to a large amount of rich teaching resources, online teaching platforms are an effective way to inherit culture and spread ideas. Compared with traditional offline teaching modes, the advantages of blended learning modes have been widely verified.

From the perspective of economics of language, the blended learning mode can not only expand the interactive language learning space but also create a virtual context for the application of professional knowledge. Through the flexible and diverse setting of online and offline learning tasks before, during, and after class, it can help improve the efficiency of ESP teaching. To students, this learning mode helps expand their knowledge through information technology, stimulate their learning interest and guide them to open up their way of thinking. With enriched spiritual world, students objectively recognize the positive role of network technology and their understanding of the connotation of common prosperity gets deepened. This is also a practice of integrating digital technology with traditional education, promoting the comprehensive development of students, and reflecting the spiritual wealth in the idea of common prosperity. It is not only an important way for local colleges to participate in digital education transformation in teaching activities but also a means to promote the modernization of higher education.

Moreover, in the context of integration of industry and education, sharing of college-enterprise resources can be achieved. On the one hand, relevant industry experts can be invited to interact and communicate with students through practical activities to enhance students' understanding of the target industry. On the other hand, experiential teaching methods can be introduced to organize students to visit enterprises and talk to relevant industry personnel to achieve "learning by doing"<sup>[22]</sup>. Such a teaching mode can encourage students to apply theoretical knowledge in the real world, cultivate skills such as planning, communication, and team-building, and improve their ability to solve specific problems.

Regarding ESP teaching evaluation, students' social practice activities should be included in the multi-dimensional evaluation and assessment system, which is also a reflection of the idea of common prosperity. For example, in the business English course of public elective courses, when teaching the topic of entrepreneurship, teachers can guide and organize students to conduct market research, find entrepreneurial ideas based on their own professional knowledge and interests and develop business plans. This form of assessment can cultivate students' practical skills and guide them to pay attention to local economic and industry situation. And the practice of their academic projects may even lay the foundation for their future performance in their workplace.

In summary, guided by market demand and employment-oriented in all aspects of daily teaching, the use of ESP teaching resources should be reasonable and efficient so as to promote the formation of human capital and provide quality human resources for the promotion of common prosperity. Through the course design typical of "curriculum ideology and politics" fully integrated with the idea of common prosperity, the external economic benefits of college English language learning can be realized. This can help promote the connotative development of local college and also reflect the educational support of local colleges for the construction of Chinese path to modernization.

### ***5.3. Emphasizing China's Soft Power, Advocating for Common Prosperity, and Deepening the Application of ESP Teaching Achievements***

Firstly, the accumulation and summary of ESP teaching experience, research of ESP teaching and the promotion of research achievements should be strengthened. Taking the opportunity of the construction of new liberal arts, innovative research should be conducted to develop distinctive ESP teaching and deepen teaching research. And the research achievements should be transformed into teaching resources to promote teaching and learning, and to enhance the communication of ESP teaching experiences and enable mutual improvement among local colleges, actively building first-class undergraduate courses. This is beneficial for the sustainable development of local colleges, and local colleges can provide more effective educational support for the building of Chinese path to modernization with common prosperity.

Secondly, local colleges should cooperate with relevant departments such as enterprises, communities, and villages, and establish social media platforms to promote common prosperity and tell China's story. For example, online, students can present relevant stories about the construction of common prosperity demonstration areas they have seen and heard in social practice in bilingual form. Students can also share their understanding of the theory of building a modern China with common prosperity and how they support the construction of Common Prosperity Demonstration Areas through their actions. Offline, students can spread Chinese culture and the concept of common prosperity while participating in foreign practice activities and undertaking translation projects, which helps assist in the development of the "humanistic economy"<sup>[23]</sup> and contributes to spiritual prosperity in the pursuit of common prosperity. By leveraging the composite disciplinary characteristics of ESP teaching and utilizing language advantages, China's achievements in reform, innovation, and modernization can be promoted worldwide to enhance cultural confidence and increase international recognition. In ESP teaching, students should be guided to convert learning outcomes into a sense of service and actions to promote world development and build a

community with a shared future for mankind. This reflects the instrumental role of ESP teaching, which is beneficial for students to become familiar with and adapt to the social and economic environment, feel the warmth of common prosperity, and promote common prosperity at the spiritual level of the people in the areas where local colleges are located. Furthermore, it can also make the spirit of common prosperity pass on from generation to generation and become deeply rooted in the heart of the people in the world.

Furthermore, ESP teachers and students from local colleges should actively participate in local social services, providing vocational training, language training, technical consulting, cultural promotion, and public welfare activities in multiple ways and channels for local employees or residents and enhancing their cultural literacy and theoretical knowledge level to promote local economic development. By providing more educational support and assistance to local residents, educational equity can be promoted, and the process of common prosperity can be advanced together with the local community. This is not only the responsibility of local colleges to serve the local economy, improve the level of education, and advance the modernization of higher education but also a concrete manifestation of ESP teaching's participation in and promotion of common prosperity.

Thirdly, the promotion of ESP MOOCs on domestic and international course construction platforms should be strengthened, reflecting the unique role of local colleges in accelerating higher education development. This can maximize the economic value of language and further enhance the economic and social benefits of English learning, reduce the marginal cost of learning, improve the utilization rate of teaching resources, and promote social education equity. In ESP MOOCs, industry-specific cases that exemplify China's common prosperity should be introduced, promoting Chinese culture, facilitating international exchange, benefiting society, and contributing to the world. Through intelligent education and strengthened international cooperation, the development of human civilization can be promoted. In conclusion, local colleges should attach importance to the openness of ESP teaching, which is beneficial for achieving social, economic, and cultural benefits, and expanding China's international discourse power in higher education.

## 6. Conclusions

Education should be aimed at meeting social needs and serving the market, cultivating talents for national economic development and international competition. Course teaching in colleges plays a crucial role in the modernization of higher education development<sup>[24]</sup>. Different from other empirical studies that focus on learning needs analysis<sup>[25]</sup>, this study is based on target needs analysis and focuses on ESP teaching in local universities. This study discusses how ESP teaching in local colleges can empower common prosperity based on their educational level and social and economic needs. From the perspective of economics of language, the effectiveness of ESP teaching has great significance and important role in the process of students' growth and career development, reflecting the "use value and strategic value"<sup>[26]</sup> of the course. Based on the fundamental goal of cultivating composite and application-oriented talents, local colleges should optimize the ESP curriculum resources allocation, improve the ESP curriculum system, promote teaching reform, enhance teaching effectiveness, with comprehensive consideration of the local industrial structure, enterprises' changing demand and the educational positioning of colleges, highlighting the instrumental function, social and economic benefits of ESP courses to empower common prosperity. Through the combination of language and professional knowledge in ESP teaching, ESP learners can be encouraged to participate in social services. In this way, the benefits of the courses can be expanded and local colleges better fulfill the social function of serving local economic development and help cultivate English composite talents that meet social needs, contributing to the formation of human capital. Also, it is the historical mission of local colleges to participate in the construction of Chinese path to modernization with common prosperity. In addition, by opening-up to the public of ESP course MOOCs resources, local colleges can strengthen educational communication with the outside world, promote disciplinary and professional exchange, not only assisting China's digital transformation and modernization of higher education but also enhancing China's soft power and international influence. In conclusion, local colleges carry out innovative reforms in ESP teaching from multiple dimensions to empower common prosperity.

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