

# A Study on the Construction Path of English Majors under the Background of Applied Undergraduate Universities

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**Abstract:** With the continuous development of the economy, the demand for English professionals in related industries is also constantly changing in society. Applied undergraduate universities should promote the development of English majors and construct a more advantageous English major curriculum system from various perspectives.

**Keywords:** applied undergraduate universities, English majors, construction

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## Introduction

With the continuous development of the society, the teaching quality of the existing applied undergraduate colleges and universities in English professional training gradually fails to meet the needs of the society. The construction of English majors in applied undergraduate colleges is of great significance to the development of society. English majors of applied undergraduate colleges and universities should constantly reflect on their own teaching mode and make improvements in teaching content.

### 1. The current situation of English majors in applied undergraduate universities

With the continuous development of the economy, related industries put forward higher requirements and increasing demand for the English professionals. In recent years, although applied undergraduate universities in China that offer English majors have been continuously expanding their enrollment scale, which promotes the popularization of higher education, however, further improvement is needed in terms of teaching quality. At present, undergraduate universities still focus on the application of English-related basic knowledge in their English teaching, then related courses need to be further developed to improve the overall teaching quality.<sup>[1]</sup>

### 2. Strategies for the construction of English majors in applied undergraduate universities

#### 2.1 Innovating teaching modes and content

When English teachers in universities carry out teaching activities related to courses, the selection of course content and teaching methods greatly affects students' interest. Only when teachers set up the course content appropriately and adopt teaching methods that are more in line with the development development of students, can they promote in-depth learning of English majors among students. Therefore, English teachers should constantly adjust their penetrating points in curriculum teaching based on the learning status of students, and continuously learn and improve the teaching mode of the curriculum. The dominant position of students in the classroom is needed to be determined, teachers are expected to change the traditional teaching mode of English courses, and make full use of multimedia technology to integrate excellent

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online materials into course teaching. The traditional teaching model of oral storytelling on the blackboard may undermine students' enthusiasm for learning, passively accepting knowledge and memorizing it, which is not conducive to students' subjective initiative in English classrooms.<sup>[2]</sup> Based on this, teachers need to apply network information technology to improve teaching modes. In terms of the design of teaching content, teachers can carry out relevant teaching around the textbook based on teaching objectives and utilize information technology to extend the content taught outward. In terms of the selection of teaching content, the teaching content should not only follow the textbook and teaching objectives, but also need to be adjusted in accordance with the job requirements for English majors in society. There is also a need to cultivate students in the application of English language skills and promote the integration of education and industry. When preparing daily lessons and formulating teaching plans, classrooms should also constantly pay attention to changes in industry demands and corresponding instructions, combining basic knowledge of English majors with some language skills to improve students' ability to apply the knowledge taught in English majors to practical work. Applied undergraduate universities need to better promote the development of their English major courses, enhance students' professional abilities, and increase students' recognition in the human resources market. It is necessary to continuously strengthen the foundation of students' learning and exercise their practical abilities in English through course teaching. Therefore, in response to the demand for English professionals in the human resources market, universities should offer more flexible course formats to help students develop their job skills and language proficiency. Students can be encouraged to engage in corresponding social practices during the summer in the form of rewarding credit hours, enriching the originally single teaching system and enhancing students' enthusiasm for participating in related internships. Universities should also cooperate with corresponding enterprises to build a communication bridge between employers and individual students, and carry out corresponding social practice activities, which enables students to have an understanding of the positions they may pursue in the future while studying, moreover, practical training courses online or offline in the universities are supposed to carry out to improve students' work skills.

## **2.2 Utilizing digital resources for teaching English majors**

Universities can establish corresponding online platforms, where teachers upload their daily teaching resources and materials, such as exercises, lesson plans, and students browse the resources related to English courses uploaded by teachers on this platform and learn from them. Teachers are able to share teaching resources and exchange teaching experience with other teachers through the platform, thus improving their teaching level. This sharing of teaching resources is beneficial for improving the quality of courses. Teachers on this platform can also distribute corresponding learning tasks to students and provide them with some English learning resources for students to explore related topics, thereby improving their comprehensive quality in English learning.

Teachers can appropriately integrate micro lessons and flipped classroom teaching models into the classroom when carrying out relevant teaching activities. Teachers are able to assign relevant learning tasks to students, and students can search for relevant materials for the task through the internet, and integrate these materials to form their own opinions. Teachers can introduce online audio and video related to teaching topics by using relevant information technology in their daily classes, making English major courses more vivid, easy to learn, and easy to stimulate students' interest. When integrating relevant teaching resources, teachers should pay attention to highlighting the key aspects of teaching. Teachers can also improve their teaching methods through multimedia and other technologies.<sup>[3]</sup> For example, dividing students into small groups in class and assign corresponding tasks to each group, students then spontaneously search for relevant resources online to complete the tasks. During group cooperation, students can fully utilize their strengths to facilitate the completion of tasks and contribute their efforts to the tasks assigned by the teacher. Students can exchange their opinions with each other in the process of group cooperation to promote progress in tasks. Throughout entire task completion process, students not only improved their ability of cooperating and communicating with others, but also enriched their English knowledge reserves.

### **2.3 Optimizing teaching evaluation methods**

The selection of teaching evaluation methods plays an important role in driving the learning of related courses. Teachers can reflect on their classroom teaching methods and content through teaching evaluation, thereby continuously improving the quality of English courses. Students can also learn about their English development level through teaching assessment methods, in order to make up for their shortcomings. Due to the benefits of teaching evaluation methods for the development of English majors in applied undergraduate universities, both teachers and universities need to promote the diversification of teaching evaluation methods and evaluate English major teaching from multiple perspectives. Most universities measure students' level of learning in the classroom through final exams, and a single paper-based exam cannot accurately measure the development of students' comprehensive English literacy. Therefore, universities are supposed to conduct multidimensional assessments and evaluations of students, and also assess their practical, innovative, and teamwork abilities in English majors to a certain extent. Through more objective and multidimensional evaluations, students can promote their development in comprehensive quality. Universities and enterprises should also be included in the main body of teaching evaluation, promoting the innovative construction of relevant courses and improving the accuracy of evaluation results.

### **2.4 Optimizing the teaching staff**

The construction of the teaching staff also greatly affects the teaching quality of English majors. In order to improve the quality of English major teaching and cultivate talents that meet social requirements, universities should optimize the construction of their own teaching staff. Both rich reserves of English knowledge and practical experience are needed by English teachers in order to better promote the cultivation of applied English professionals. Firstly, universities ought to engage in cooperation with social enterprises. Despite having rich teaching experience and knowledge reserves in English teaching, many teachers in universities lack understanding of the English talents required for the operation of enterprises. Therefore, they need to regularly receive training in relevant enterprises to enhance their understanding of enterprise related projects.<sup>[4]</sup> On the other hand, universities are able to establish corresponding reward mechanisms to encourage teachers to improve their teaching level and actively engage in external information for continuous learning, in this way teacher can actively participate in training and assessment, therefore the construction and development of applied and efficient English majors can be promoted.

## **3. Conclusion**

With the development of society, relevant employers have also put forward higher requirements for English majors. In order to promote the construction and development of English majors in applied undergraduate universities, teachers are expected to innovate traditional teaching methods and continuously optimize teaching content, integrating digital resources into the teaching of English majors and optimizing teaching evaluation methods and teaching staff, thus continuously improving the teaching quality of English majors courses.

### **Conflicts of interest**

The author declares no conflicts of interest regarding the publication of this paper.

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**Fund project**

Hubei Provincial Education Science Planning Project: Research on the "Double Characteristics" Construction of Applied Undergraduate Universities. (No.:2022GB165)