

A STUDY ON THE TRANSFORMATION OF THE TRAINING MODE FOR APPLIED UNDERGRADUATE ENGLISH MAJORS IN CHINA

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ABSTRACT

Public English is being reformed in Chinese universities as internationalisation progresses. The research investigates the current state of public English teaching in colleges and universities through the use of papers and journals, outlining the issues in terms of teaching topic, style, practical teaching, evaluation approach, and faculty team. It is recommended that reform initiatives be launched to address these problems in order to encourage instructional reform by improving the level of professional competence in relation to English. All companies increasingly demand English abilities, particularly the ability to operate in English, as a result of the fast development of economic globalisation and the movement of higher education from elite to popular education. Teachers are crucial to the success of students in improving their practical abilities, and they help determine the direction and growth of local institutions and colleges. This also helps to set higher expectations for professors of English in higher education. Most English instructors will need to adjust their teaching methods and pedagogy to meet the changing requirements of their students and the evolving nature of higher education as a whole. If they want to obtain more practical and industrial experience and assist the growth of teaching methodology, English professors at universities should adapt to the present situation, modify their teaching concepts, and construct the notion of lifelong learning. Using secondary data analysis has been one to understand the transformation of the training mode for applied undergraduate english majors in china.

Keywords: Transformation, Training Mode, Advancement and Development of English, Teachers' Education Alliance, The curriculum system, teaching methods, teaching management, Co-construction, international application-oriented talents, and practical teaching.

INTRODUCTION

Alongside the daily rise in the frequency and intensity of global communication, the importance of the English language, as well as the requirement for ever-greater levels of specialisation, continues to grow (Guo, 2019). As the process of globalisation has advanced, China has begun to modernise its educational system for teaching English-language subjects. Studies currently being conducted with the goal of reforming the English education system have centred their attention on the idea that public English instruction should be provided at applied undergraduate institutions and should be based on professional ability training (Li, 2019). In 2015, the Chinese Ministry of Education, the China Development and Reform Commission, and the Ministry of Finance issued

a document titled "Guiding Opinions on Guiding Some Local Ordinary Undergraduate Universities to Transform into Applied-Typed" to demonstrate that China will prioritise the development of applied technology universities and establish a group of high-level applied-type universities with Chinese characteristics to assist in the development of regional areas (Guo, 2019). This was done in order to facilitate regional growth. Applied-type undergraduate education has helped satisfy China's economic and social progress, fostered high-level applied-type skills, and contributed to the widespread acceptance of higher education in the country. These are all benefits that have resulted from China's progress. This research provides a summary of the current issues in the field, including teaching method, practise teaching, assessment methodology, teacher ability, and a variety of other topics, based on articles, news, and journals of English instruction written by teachers and students (Guo, 2019). The next section of the report discusses potential changes that could be made in a variety of domains. Students' abilities and levels of English application, as well as college English teaching and scientific research, would all benefit from the successful development of great design in college English classroom instruction. This is because all three of these areas are interrelated (Cai, 2010). The flipped classroom is a relatively new concept and method for instructing students that has recently shown encouraging results in the field. As a direct result of the reforms, an unprecedented number of students enrolled in academic programmes at Chinese universities are concentrating their studies on languages other than Chinese (Ying-xian, 2019). Change and execution can be made challenging by a number of factors, including construction, characteristics, curriculum, and staff training. Among these, the transformation of the way talent is nurtured in classrooms teaching foreign languages is an essential reform (Ng, 2022). Researchers on the home front are also investigating the issue in an effort to find solutions that will make the classrooms better. The humanism and competency-based education theories, along with the new educational idea, as well as the actual features of local colleges and universities, provide several vantage points from which to study the training method for applied abilities (Cai, 2010). Foster the development of applicable skills in foreign languages from the point of view of the societal demand for skills, taking into consideration not only the quantity of talents but also how to improve their quality (Ying-xian, 2019). A synthesis of theoretical and empirical research into the personnel training mode of talents, demand analysis, and language application can yield major talents, in particular the capabilities to integrate and analyse, and to design the personnel training plan based on training goals (Cai, 2010). These major talents can be gleaned from an investigation into the personnel training mode of talents. As a result, work that will be done in the future ought to concentrate on researching and analysing the requirements for, as well as methods for developing the essential skills of applied foreign language specialists.

PROBLEM STATEMENT

As a result of globalisation, increased enrolment, student concerns, and difficulties in coordinating elementary and secondary schools, college English in China has reached the stage of transition of the Training Mode for Applied Undergraduate English Majors (Li, 2019). The theoretical frameworks that are used ought to have ideas such as communicative competence, a learner-centered approach, and learner autonomy as their foundations (Ng, 2022). The improvement of

students' English comprehension and communication skills is the primary objective of the new CE, and as a result, the following sections will concentrate on these facets of the change. They discuss the nature and purpose of the CE, as well as the requirements of the new CE, as well as various methods of instruction, forms of assessment, and administrative procedures (Makhachashvili & Semenist, 2021). The new CE places a greater emphasis on verbal communication and less on reading, with the goal of fostering each student's personal growth through the innovative use of information and communication technology. Along with a greater emphasis on learning, the process, culture, and democracy in the educational system, competency-based education is seen as the driving force behind the change. The instruction of English in China has come a very long way over the course of the last century (Chen, 2012). Even though the study of English is growing at a rapid rate in China at the moment, there are still many questions that need to be answered. These questions include how to make the study of English beneficial to regional and institutional development, how to make the study of English contribute to local construction, and how to integrate training talents with national strategies (Ng, 2022). These are important points to take into consideration. The overarching objective of the study is to figure out how to best foster the requirements of the next generation of application-oriented foreign language professionals (Chen, 2012). This will be accomplished by conducting an analysis of the current mode of training foreign language majors, with the primary focus being placed on the curriculum system, teaching methods, teaching management, and teaching practise.

LITERATURE REVIEW

Since the early part of the twentieth century, universities in China have consistently provided students with opportunities to participate in English language classes. As an alternative to direct instruction, the grammar translation method gained popularity in the twentieth century and remains widely used today. Beginning in the late 1970s, academic exchanges between China and major English-speaking nations such as the United Kingdom, the United States, and others got under way (Chen, 2012). Importantly, universities contributed to the development of English language skills while also learning about international pedagogical theories and practises. The communicative approach was brought into China and studied there throughout the entire decade of the 1980s. The development of skills in intercultural communication has supplanted the acquisition of linguistic information as the primary objective of instruction in foreign languages (Yang & Qu, 2018). Companies have identified a lack of professional orientation, training orientation, and social expectations as the primary cause of the enrolment growth that has been seen since the late 1990s as the primary cause of the growth. The demands of the market are what drive talent cultivation. As a result of this, there are some people in the academic world who believe that students who major in a foreign language ought to develop not only their language skills but also their social practical ability in relation to the requirements of society (Ying-xian, 2019).

China made it abundantly clear in the first decade of the 21st century that "the reform of college English instruction should emphasise on the oral and professional application abilities of the students' majors." It highlights the usefulness of a college education in English as well as the connection between English and students' majors at the collegiate level (Cai, 2010). Mo and Huang

(2012) advocate for doing away with the division between public and professional English and strengthening the integration of the two by conducting an analysis of the current obstacles encountered while instructing English in higher education that impede progress in the classroom. These obstacles are caused by the fact that public and professional English are taught separately (Yang & Qu, 2018). In addition, they highlight the significance of reading and writing exercises as an important component of the movement to improve English-language schools. While some academics are looking at the issue of college English reform from a more macro perspective, others are still conducting research on the subject from a more micro viewpoint. Wan (2017) examined the current state of college English instruction from a linguistics point of view. She identified current issues and offered targeted reform proposals in the five areas of the instructional mode that are listed below: curriculum system, teaching methods, teacher and student roles, and pre-evaluation of instructional supervision. Sun (2017) proposed that in order to achieve the intended teaching feedback and advance English teaching reform, it would be beneficial to stimulate students' learning motivation in English intensive reading classes. This could be accomplished through the discussion of key ideas, the categorization of different types of learning motivation, and the provision of trainings that are stimulating (Yang & Qu, 2018).

Establishing a Working Relationship Between Schools and Businesses

Integration of businesses into vocational schools, universities, and traditional undergraduate colleges is necessary in order to complete the transformation of traditional colleges into applied-type institutions (Wang, 2021). The establishment of a framework for the integration of schools and businesses has as its primary objective the satisfaction of the specific requirements posed by businesses, in addition to the production of graduates who are highly skilled in practical matters. It is possible for educators and business leaders to collaborate on the creation of lessons, the provision of a platform for practise, and the employment of "dual-professional" instructors (Ng, 2022). The term "co-construction of teaching materials" refers to the process by which business and government professionals collaborate on the development of educational resources with the aim of increasing the degree to which such resources align with the actual practise of professional expertise. This process was developed with the goal of increasing the degree to which such resources align with the actual practise of professional expertise (Makhachashvili & Semenist, 2021). Businesses need to provide a platform that is not only highly relevant to the students' majors but also strongly cultivates the students' English professional competency in real jobs and industries in order for students to be able to put their English language skills to use on that platform. "Dual-professional" teachers are those who have experience in both the business world and the academic world, and they bring their business and technological expertise into the classroom (Li, 2019). The conventional model of learning in a classroom setting and the model of learning on the job should be combined through the creation of an apprenticeship system at educational institutions like universities (Wang, 2021).

The Design and Construction of a Training Model

A new strategy for education has been proposed by the educational institutions that were surveyed. This strategy "takes students as the major body, instructors as the dominating force, relies on

collaboration forms, focuses on curriculum design, focuses on practical teaching, and actively explores classroom reform," according to the proposed strategy (Wang, 2021). For effective talent development, the development of a talent training programme is essential, and the structure of the specialisation curriculum should be at the core of the programme. The students who major in foreign languages at the local universities need to work toward developing a curriculum structure that is not only scientific but also original. According to Xianyu Yang (2011), the "school standard" is the starting point for determining the goal of talent training, which, in turn, is dependent on the type of school, the development history of the school, and the situation of the teachers. Xianyu Yang's (2011) argument is that the "school standard" is the starting point for determining the goal of talent training (Li, 2019). After that, we should choose the objective and approach of personnel training in a logical manner, putting an emphasis on the qualities associated with personnel training. The instructional practises, instructional administration, and instructional strategies are largely under the purview of the curriculum system's purview (Makhachashvili & Semenist, 2021).

Curriculum Framework

The abilities of educators, as a whole, are to be improved, as is their utilisation of educational resources. As the primary motivating philosophy behind curriculum construction, the focus should be placed on the overall benefit of the curriculum system, the optimization of instructional content, the development of appropriate research capacities, and the ability to adapt to changes in society (Lan & Lam, 2020). Using the capability of language and training in language skills as the primary line, the true demand for talents in society, the advantages of operating schools, and the benefits of running schools comprehensively to construct a solid foundation, increase the calibre, and generate outstanding application submissions (Li, 2019).

to make available educational resources that are relevant to the context. The introduction of new resources, such as revised textbooks, is an essential component of education reform. The process of selecting and making appropriate use of textbooks does not have to be constrained to a select few volumes (Ying-xian, 2019). In order to complement a wide variety of objects that are not part of the teaching materials and to satisfy the learning objectives of the students, we need to make daring choices regarding the teaching materials that are based on the requirements of the teaching and the needs of the students. This study investigates the concerns that surround the utilisation of pedagogical resources and incorporates pedagogical expertise to change the fundamental capabilities of students (Lan & Lam, 2020).

Methods of Instruction

Through the investigation of individualised and pluralistic educational practises, the institution is committed to the goal of encouraging the development of unique identities in its student body. In addition to gaining practical experience, students should be encouraged to participate in self-directed learning, group projects, as well as the development of their curiosity and creative abilities (Lan & Lam, 2020).

Learning through "collaboration" It is generally agreed that the most effective teaching strategies include breaking students up into smaller groups for the purpose of mutual learning, elevating

student achievement, fostering students' cooperation consciousness and team spirit, improving the classroom environment, providing students with more opportunities for practise and communication, ensuring students' autonomy in the learning process, enhancing the classroom environment, providing students with more opportunities for practise and communication, providing students with more opportunities for practise and communication, and providing students with more opportunities for practise and communication (Ying-xian, 2019).

as a means of enhancing the quality of instruction at the primary level and enhancing the teaching of languages. It is absolutely necessary for the development of students' practical foreign language skills to first strengthen their students' linguistic abilities. Children are able to learn and demonstrate proficiency in a language in their own individual ways, provided that their teachers provide them with the appropriate amount of supervision. The actual requirements of the labour market have resulted in the development of professional as well as inter-disciplinary programmes (Lan & Lam, 2020).

Multiple-interaction pedagogy that takes into account both the needs of the students and those of the instructors. Instead of trying to impose their own worldview on their students, teachers should respect their students as unique individuals and make an effort to learn from their pupils' points of view. Not only are linguistic facts and skills transmitted, but also the capabilities of independent learning and creative problem-solving are as well. Instruction that is targeted is designed to encourage active participation on the part of the students. Improving one's reading comprehension and language skills will assist one in developing their writing skills. There are now a greater number of resources available to students to help them practise the grammar, vocabulary, and pronunciation of their target language (Wan, 2017).

constructing the "1+1+N" supplementary learning environment and ensuring its seamless connectivity. Instruction in schools is no longer constrained by the constraints of time or location thanks to advancements in networking. Self-directed learning is emphasised, along with a focus on information that is useful and an authentic curiosity about the world. This method is a significant departure from the "teacher-cantered" approach that is typically taken in educational settings. We need to construct a "1+1+N" second classroom education system that is full of diverse forms and material if we are going to be able to help students develop their capacities for professional and independent learning (Ying-xian, 2019).

Management Education

The daily teaching management system is in charge of establishing and enforcing the rules and regulations that are necessary to keep classes running smoothly. This responsibility includes grading students' compliance with the rules and regulations (Wan, 2017).

Encourage students to obtain "one diploma and many certificates," organise and arrange professional pass examinations, business English-related qualification and grade examinations, and so on in accordance with the network evaluation model that promotes learning, training, teaching, and the emphasis on the combination of learning and practise. Encourage students to obtain "one diploma and many certificates." Organize and arrange professional pass examinations (Yang et al., 2020). Certain online courses are applied to a variety of courses in order to foster

students' comprehensive language usage ability and autonomous learning capacity. These courses are supported by the item bank and test paper database, as well as the intelligence and interaction functions of network devices. Unit, particular skills, grading, midterm, and final examinations, with an emphasis on evaluation, diagnosis, coaching, and reward, with the goal of increasing students' learning efficiency and improving the overall quality of instruction (Ying-xian, 2019). Enhance the system that monitors the level of success that teachers are having in their respective classrooms (Yang et al., 2020). Combining leadership and peer evaluation as well as formative and summative assessment, traditional and network evaluation, special evaluation combined with term comprehensive evaluation, teacher and student self-evaluation, mutual evaluation, and the combination of formative and summative assessment are all examples of ways in which evaluation can be combined. A higher level of education can be achieved through the implementation of various strategies, including explicit quality standards, enhanced norms and regulations, the evaluation of educators, and an internal quality assurance system for education (Wen & Xu, 2011). The index for evaluating teachers and the process for evaluating them, as well as the system for receiving feedback on student performance and taking action based on that feedback, both need to be optimised. Additional important metrics to track include the rate at which educational materials are utilised as well as the effects of this utilisation on the learning of students (Yang et al., 2020). In order to expand the ways in which culture can benefit society and to educate the general public. Activities such as the "FLTRP Cup" speech contest, poetry, music, writing words, and rich and colourful varied academic contests held throughout the school year serve to stimulate and improve students' overall capacity to use language. These activities are held throughout the school year (Yan, 2009).

For the purpose of strengthening the "Double Teachers" faculty. The quality of the teachers that are present in a classroom has a direct bearing on the standard of education that can be given to the students (Wan, 2017). It is imperative that we make concerted efforts to bolster the composition of teaching teams and establish a positive pedagogical feedback loop in which "teaching with teaching," "studying with research," and "promoting teaching" all go hand in hand with one another.

Teaching Practise

The cultivation of theoretical knowledge in addition to practical abilities is an essential component of holistic talent development. Traditional education suffers from a disconnect between theory and practise, which makes it difficult for teachers to foster students' development of practical skills (Hu, 2009). Even though the results of instruction can be validated and validated by social practise, this does not constitute a restoration of the results of the instruction. The following is what Professor Hu Wenzhong, (2015) proposed for the new training mission that should be implemented. It is important for students majoring in English to return to the norms of the field, which include training elite talents, training thinking students' research capacity, teaching compressed language skills, and integrating technology into content. This will help students strike a better balance between the two. Practicums in professional skills, experimental design

practicums, and graduate-level design practicums are all examples of the types of courses that combine theory and practise (Yang et al., 2020).

The following are the specific implementation measures:

1. The training that students receive in their practical abilities is going to be improved, more practical teaching facilities are going to be built, and a practical teaching system is going to be constructed as the foundation for education (Hu, 2009). The foundation of students' practical education should be the creation of a curricular framework, which should serve as the centre of their training in practical skills. For example, students who major in English might gain something from receiving more in-depth skill training and the incorporation of the study of novel activities and credit options (Jing, 2022).
2. In order to improve both one's theoretical foundations and one's practical capabilities. Training in professional skills should take four years and include not just theoretical knowledge but also active participation in the community. Training should also include both reading and writing. Exam results are incorporated into a more comprehensive evaluation of the students as a whole, as well as the content of the evaluation of the innovation credits (Jiang, 2012). This evaluation takes into account the students' books, simple strokes, classroom language, courseware production, and other factors. The method of education through practical experience is developed and put into practise both inside and outside of traditional classroom settings. Class practise consists of skills, practical speaking, and intensive training for professional tests. Some examples of these tests include simulated interpreting, business negotiation, international trade practise, translation, practise training, and internship practise (Hu, 2009).
3. in order to perfect every facet of hands-on education and to further expand upon the infrastructure already in place for practical training. The Teachers' Education Alliance is working to establish new models of elementary education, inter-school teaching collaboration, and cross-institutional research support as part of their mission. We can assist students in developing their capacity for critical thinking, problem solving, and inventiveness if we work to strengthen the connection between theory and practise in the classroom (Jiang, 2012).
4. It has been decided to move forward with the "dual campus language practise approach." To be in line with the movement toward the internationalisation of higher education that is taking place in the twenty-first century, it is necessary to foster applied English language talents that have an international perspective and to realise the sharing of teaching resources. There has been a push for reform in the methodology of teaching foreign languages, as well as in the content and administration of standardised tests (Jiang, 2012). Revision of instructional materials, improvement of teaching methods, integration of in-class and extracurricular learning, consolidation of elective course work, and increased training in knowledge and skills are all necessary to increase students' English language proficiency (Zhong, 2013). While maintaining a primary concentration on enhancing the quality of education, the overarching objective is to define a robust path, devise a tactic,

validate its usefulness, gradually improve the standard of education offered, and expedite the development of the application-oriented characteristics of the university.

METHODOLOGY

The study of information that has already been made available to the general public is known as secondary data analysis. This is an illustration of a qualitative research strategy, and it depicts the process of reading a book or diary that has already been published. A literature review that draws on well-established critical theory that has previously been published is an illustration of this type of review (Abdulaziz, 2022). For the purpose of determining the level of success that was achieved by earlier accounting strategies, specialists may also make use of quantitative tools, such as an examination of historical financial records. This research method is widely used in scholarly articles, theses, and dissertations due to the fact that it is relatively inexpensive. This method of investigation is both effective and efficient due to the fact that a single visit to a university or public library may yield multiple results. When it comes to putting this information into practise, however, some people might find it more difficult to maintain objectivity and stay on topic.

ANALYSIS

Instructional content that is repetitive, limited in scope, and lacking in imagination: It is not unusual for students enrolled in public English classes at applied-type universities to have the same instructor teach them year after year, utilising the same textbooks and instructional strategies (Yang, 2022). That is to say, there is no academic field that provides a curriculum that is significantly different from the others. It will lead to gains in professional flexibility in the short term, but it will lead to losses in employability in the long term.

Unpredictability in the Application of Advanced Instructional Methods: The teacher-led teaching approach has not been successful in igniting the students' interest in acquiring English in the context of public English instruction carried out in institutions that are of the applied type (Ying-xian, 2019). The majority of teachers structure their lesson plans with the goal of assisting individual students in realising their full potential. Because of the limited capacity of teachers to take in new information, the student-centered teaching paradigm, which has been shown to increase students' motivation to learn, is used only infrequently in classrooms (Jing, 2022).

Undergraduate programmes of an applied nature that are taught in English typically have few pedagogical connections to the public school system. Theoretical classes are offered at a much higher frequency than practical training for professionals (Jing, 2022). Students continue to take in information in an unengaged manner while being subjected to the same stifling classroom environment. Students, because they do not have the opportunity to improve their English in public settings, stray far from the social requirements of the field in which they are specialising (Yang, 2022). There has not been any change in the manner in which public schools rely on the results of final written examinations as their primary criterion for evaluating teachers. Because most undergraduate applied-type colleges do not have applied English proficiency examinations linked to their degrees, it is difficult to determine students' levels of English practical application. There is still room for innovative uses of the methods of instruction and evaluation that are already in place. There is also room for improvement in the areas of internal assessment of learning

(conducted by students themselves) and external assessment of learning (conducted by teachers and peers).

Insufficient Numbers of Teachers Hold "Dual-Professional" Degrees: It is expected of educators who hold the "dual-professional" designation that they have a solid grasp on both the theory and practise of their respective fields. Two of the most important aspects of the transition process are whether or not teachers are actively adapting to the "dual-professional" transformation, and whether or not students have a professional public English foundation to fulfil the demands of companies (Zhong, 2013). The transition process will be successful if both of these conditions are met. The majority of public English teachers who teach in applied-type universities do not have sufficient professional practical experience, which is a barrier to the reform of public English teaching. The programme is lacking in ideas that can be put into action (Marion & Robert, 2011). The coursework does not adequately reflect the situations that may occur in the real world. The fact that most of a student's education is focused on general education and professional courses, while only a small portion of their time is spent in practical education and classes is the primary reason why students do not have sufficient practical skills. At every stage of higher education, one of the most important goals should be to strengthen students' abilities and character. The development of talents requires a focus on the enhancement of students' abilities and humanistic characteristics, as well as on the reformation of curricula in order to improve the quality of staff training (Zhong, 2013).

The process of cultivating talent has become perilously disassociated from the actual requirements of the community. Many graduates are produced as a result of the high number of graduates working beneath the surface, but very few graduates are in a position to legitimately meet the needs of the community (Wu, 2021). Education is the only sector in which personnel training takes place; other sectors, such as the country's social and economic growth, science, and technology, do not have demand for trained workers. In addition, the demand for talented individuals has not increased at a rate that is proportional to the growth of Chinese and international cooperative schools. The educational administration field needs to broaden its focus to include more of the world's population, and it also needs to improve its capacity for international cooperation and communication. The fields need to receive a greater amount of support and attention (Zhong, 2013).

FINDINGS AND RECOMMENDATIONS

The goal of the reform is to better prepare students for the challenges that will be presented by a workforce that is becoming more globalised by making classes more relevant to actual world situations. For applied-type undergraduate schools, whose mission is to foster applied skills and aid in local economic and social development, an increased level of connection between education and students' professional abilities is necessary. After that, the author of the essay moves on to discuss various strategies for enhancing the teaching of English in public schools (Yang, 2022).

When two or more people collaborate to produce educational resources, they frequently combine their respective sets of skills, areas of expertise, and job requirements. Both professional and general English should be included in English textbooks, and the editors and authors of those

textbooks should exercise great caution when deciding which form of English to include and at what level (Jing, 2022). To help students improve their English application skills and the quality of their work as professionals, the instructional content may include job-related documentation, equipment manuals, work procedures, comments, and other items that are closely related to the workplace. Additionally, available are cutting-edge pedagogical resources for the instruction of foreign languages within the framework of vocational education (Wu, 2021). By combining prior knowledge with the current climate in China, it may be possible to collaborate on the development of fresh and applicable instructional materials with Chinese characteristics that place an emphasis on the education of occupational competence.

This new method of education is distinguished by the fact that it combines passive instruction with active learning, that it couples curricular frameworks with professional projects, and that it integrates on-campus teaching with off-campus practises. All three of these features contribute to the overall effectiveness of the method (Wu, 2021). Because it supplements what is learned in the classroom, off-campus work experience ought to be regarded as an essential component of English language instruction. It is essential to assist children in improving their language skills such as reading, writing, and speaking in order for them to be able to put what they learn into practise. Students are able to study and use business English in the simulated environment and strengthen their foreign-related business communication skills while completing a specified assignment by combining extensive off-campus practise with the construction of professional simulation circumstances in the classroom. This is accomplished by combining extensive off-campus practise with the construction of professional simulation circumstances in the classroom (Guo, 2019). The curriculum system and professional projects are currently being merged, and as a result, the English skills that were acquired during the course of research for the professional projects will eventually make their way into the curriculum system (He, 2015). In order to broaden the perspectives of the students and hone their professional abilities, knowledge instruction and training based on projects will be combined. It is possible that a hybrid approach to teaching and learning could completely mobilise the passion of students and encourage them to actively embrace knowledge rather than passively receive it. This could be accomplished by modifying the evaluation process (Xu, 2018).

A combination of continuous and summative testing, learning, and the development of skills should be the goals of reformative assessment so that the conventional evaluation method can be utilised to its full potential (Cheng, 2013). Daily performance in practise, project performance, and learning status ought to be regarded as major components of daily assessment in the classroom. Additionally, the number of final examinations ought to be drastically reduced, and students ought to be encouraged to prioritise daily accumulation and professional competency exercises (Xu, 2018). In order to balance out the weight that will be placed on grammar and vocabulary in the general knowledge examination, the daily assessments and the final test ought to be combined and refocused on professional competence evaluation. Students should be evaluated using a strategy that takes into account both formative and summative indicators of their growth as they progress through the coursework that they are required to complete. Evaluations ought to become more

objective and specific if they make use of comparisons between the characteristics of various fields of study and the techniques that are utilised to cultivate talent in those fields (Cheng, 2013).

The faculty team can be strengthened by recruiting a variety of English teachers, including public English teachers, professional English teachers, and part-time enterprise teachers (Xu, 2018). The group is going to investigate how well general English and professional English work together in the integrated teaching and research system for the purpose of developing skills of an applied nature. The only way to establish a line of contact between the students that will enable them to assist one another in becoming more skilled professionals is to do so in this manner (He, 2015).

CONCLUSION

In conclusion, it is suggested that an increased emphasis should be placed on students' opportunities for professional development while they are teaching English to speakers of other languages in applied undergraduate institutions (Cheng, 2013). The reform of the educational system should incorporate the most recent information technology in order to share educational resources, make the most of the organisation of the curriculum, and improve English language instruction. Encourage the development of the students' ability to use English for business in their day-to-day lives. It is difficult for today's private undergraduate institutions to maintain a high standard of education because English instruction is influenced by a number of factors that make it difficult to maintain a high standard (Dai, 2013). Therefore, application-focused universities need to fully recognise the challenges brought about by changing times to their own English teaching, combining this information with their current English teaching situation, implementing targeted strategies, and generally improving the quality of English instruction. In order to more effectively cultivate the employable skills that are demanded by society, college English teachers should revise their pedagogical tenets as part of the reform that is being implemented at practice-based educational institutions (He, 2015). It has been said that even a small number of steps can result in a distance gain of hundreds of miles. It is heartening to see the English department transform into a university that focuses on application because this shift is founded on the principle of prioritising the needs of the students and their education above all other considerations. In order for China to participate in international trade and other global economic, political, cultural, and technological interactions, it will need to be able to communicate in English. As economic globalisation continues to advance, China will devote more resources to improving its English-language educational system to meet the changing demands of the country (Dai, 2013). As evidenced by the continuation of some practical difficulties in public English teaching, one potential avenue for reforming public English instruction in applied-type institutions is to strengthen its connection to professional needs and competencies and to increase the degree to which it is integrated with those requirements. The educational process should thoughtfully incorporate students' major life demands, professional goals, and societal expectations (Dai, 2013). As a result, it is absolutely necessary to initiate a change in the educational system that incorporates features such as diversity and specialisation in order to cater to the requirements of modern society. Every pedagogical decision ought to be based on professional competence standards and the learning outcomes for specific fields of study (Xu, 2018). Given the current climate of higher

education reform and expansion in China, the teaching of foreign languages in China's colleges and universities has emerged as a contentious issue that needs to be addressed. This is one of the challenges that must be overcome in the field of higher education.

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