

# A Study on the Training Path of Applied Talents in English Majors in Universities under the Background of Informatization

Jie (John Seaver) Zhou\*

Fiji International University Suva, 999210, Fiji Islands

\*Corresponding author: Jie (John Seaver) Zhou, executive president, zhouj1968@126.com

**Copyright:** © 2024 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

**Abstract:** With the comprehensive promotion of the Education Informatization 2.0 Action Plan, information-based teaching has become an important method for teaching reform in English majors in universities. In the construction of the applied talent training system for English majors, universities should focus on information-based teaching methods, promote the mixed development of teaching methods, the networked development of educational resources, and the guiding development of teacher roles to achieve the goal and effect of building an information-based and efficient classroom. This article conducts research in this context, analyzes the training ideas for English majors in universities under the background of informatization, summarizes the problems faced by the cultivation of applied talents in English majors in universities under the background of informatization and proposes a path for the cultivation of applied talents in English majors in universities.

**Keywords:** Universities; English major; Promotion of information technology; Practical personnel

**Online publication:** August 22, 2024

## 1. Introduction

In the deep integration and development of “information technology + education and teaching,” new teaching methods and models such as micro courses, MOOCs, flipped classrooms and online teaching continue to emerge, becoming an important basis for universities to carry out information and digital teaching reforms. In the context of educational informatization, the cultivation of applied talents in English majors in universities must leverage the auxiliary advantages of network technology and information resources to develop diversified teaching platforms and approaches, comprehensively improve the quality of English teaching and strengthen students’ cross-cultural communication ability and pragmatic expression literacy.

## 2. Training ideas for English majors in universities under the background of informatization

## **2.1. Promote blended learning methods**

In the context of informatization, English majors in universities should reform and develop toward a blended learning model. In offline teaching, teachers should fully utilize the application value of information technology equipment and strengthen English courses' vividness and visual characteristics through audio-visual effects, thereby enhancing students' learning interest. In online teaching, teachers can give full play to the advantages of information resources such as Internet platforms and micro courses, create independent learning spaces for students and provide personalized guidance in combination with students' cognitive characteristics, hobbies and subject basis <sup>[1]</sup>. The hybrid teaching mode not only retains the advantages of strong interaction and high experience in traditional classroom teaching but also highlights the audio-visual and convenient effects of multimedia equipment, electronic projection screen and Internet platform, which is of great value for improving students' enthusiasm and creating a good classroom atmosphere.

## **2.2. Applying information technology teaching resources**

In the reform of information technology education, English majors' university teaching resources have transformed from textbook texts to information-based audio-visual content. Their teaching resources are three-dimensional and rich, which can assist teachers in creating scenarios, presenting cases, and carrying out activities. In addition, with the support of the Internet, the teaching platform can establish a connection with the websites behind the major resource databases. Teachers and students can query and download the resources they need anytime. Even with the support of big data and artificial intelligence, teachers can automatically recommend the resources teachers need to students to improve their learning experience and carry out targeted training activities <sup>[2]</sup>.

## **3. Problems faced by the cultivation of applied talents in English majors in universities under the background of informatization**

### **3.1. Lack of awareness in cultivating applied talents**

Universities have begun to apply information technology teaching models in English major teaching but there are still deficiencies in their awareness of cultivating applied talents. Firstly, in the process of informatization construction, universities lack sufficient infrastructure for the development of students' applied skills, such as a lack of English-related speech laboratories, digital practice resources, translation practice training platforms, online learning tools, etc., resulting in insufficient development of students' applied abilities and practical skills <sup>[3]</sup>. Secondly, some students neglect the development of pragmatic ability in their English major learning. They regard vocabulary accumulation, listening training and other course contents as the main learning focus but fail to pay attention to their language application and expression training. In addition, some English teachers in universities have also neglected the cultivation of applied talents in their teaching design, failing to design corresponding teaching activities for the employment development and industry job groups of English major students, resulting in insufficient teaching quality in English major and difficulty in achieving the goal of cultivating applied talents.

### **3.2. The implementation effect of practical courses is poor**

In information technology education, current universities have introduced various teaching methods such as micro courses, multimedia, MOOCs and online platforms. However, in practical course teaching, they face certain problems and shortcomings. Firstly, some English major teachers only transfer some offline courses to online platforms without constructing targeted practical resource libraries and teaching activities, resulting in students' insufficient English practical application and expression abilities. Secondly, some universities

have failed to pay attention to the synchronous development of students' theoretical and practical abilities in the cultivation of English majors, resulting in limited practical opportunities for students to participate in interpretation, translation, professional communication and communicative expression, leading to slow development of their practical skills<sup>[4]</sup>. In addition, some English teachers have an insufficient understanding of the current growth status of students, resulting in a lack of targeted and interesting curriculum design, which fails to strengthen students' English expression and translation practical skills.

### **3.3. The blended curriculum needs to be optimized**

There are still deficiencies and problems in the design of blended courses in English major teaching in universities. Firstly, in the allocation of online and offline class hours, there are not only relatively few online class hours but also a lack of online free practice courses, such as translation application training, online interpretation training, online human-computer interaction, etc., which limit the development of students' application skills. Secondly, in English major teaching, online courses often focus on vocabulary teaching, grammar teaching, listening training, reading cultivation, translation theory, etc., without designing corresponding practical activities based on theoretical teaching content, limiting students' ability to apply English to solve practical problems<sup>[5]</sup>.

## **4. The path of cultivating applied talents in English majors in universities under the background of informatization**

### **4.1. Top-level design: Building a digital campus and establishing a training system**

At the top-level design level, universities should adapt to the background of information technology construction, promote the construction and service of digital campuses and thus build a teacher training system to create favorable conditions for the cultivation of applied English professionals.

At the level of digital campus construction, universities should promote the popularization and implementation of hardware facilities and provide institutional guarantees for the comprehensive construction of digital campuses through human, material and financial support.

- (1) Based on the current situation and the need to cultivate applied talents in English majors, educators should construct smart campuses, create digital resource platforms and form an integrated teaching service platform and information network structure to guarantee information-based teaching<sup>[6]</sup>.
- (2) An open and shared system for cultivating applied English professionals and an open "education cloud" platform should be established to provide diversified support for teacher teaching activities and curriculum design.

Universities should enhance teachers' ability to cultivate applied talents at multiple levels as they construct the teacher training system.

- (1) Comprehensively implement specialized training courses for English majors and establish multiple teaching and research forums such as phonetics teaching, translation teaching, listening and speaking teaching, and reading teaching to strengthen teachers' English professional teaching abilities.
- (2) At the same time, experts in the field of English can also be invited to give lectures and share their experiences in talent cultivation. Secondly, universities should actively hire excellent English teachers. For example, for translation courses, translation experts can also be invited to serve as translation practice courses and translation software and information systems can be used to enhance students' translation skills<sup>[7]</sup>.
- (3) English teachers should also establish personalized training and growth plans based on their career development, such as regularly participating in specialized training, actively participating in online forums and research activities and mastering the ability and skills to download and produce online

resources<sup>[8]</sup>.

- (4) Teachers can also incorporate tools and resources such as search engines, translation tools, business communication cases, and hot news into English teaching to enrich the content and form of English classes and improve students' application skills.

## **4.2. Teaching reform: Integrating teaching resources and innovating teaching methods**

At the level of teaching reform, teachers need to integrate resources as the basis and upgrade teaching methods to create an efficient classroom for English majors.

- (1) Integrate teaching resources for English majors. To cultivate application-oriented talents for English majors, colleges and universities should widely collect teaching resources based on the Internet platform and establish a resource database to provide teachers and students with information function services such as downloading, storing, encrypting, and uploading resources to improve the utilization rate of teachers' resources<sup>[9]</sup>.
- (2) Enrich classroom teaching content. In the new era, English teachers should, based on information technology and the Internet, introduce resource content, hot information, industry consultation, etc., with the characteristics of the times into teaching activities. For example, in the translation course "Winning is not everything," teachers can use multimedia to use explanatory videos, interview videos and introduction videos on sports such as figure skating, table tennis, or basketball from sports competitions such as the Winter Olympics, Olympics, and Asian Games as resource content to organize students to carry out interpretation or translation activities, thereby increasing their interest and enthusiasm for participation<sup>[10]</sup>.
- (3) Innovate teaching methods. In the reform of information technology education, methods such as micro courses, MOOCs and flipped classrooms have become important means to transform the teaching form of English major courses. In practical teaching, teachers should integrate and apply various information technology teaching methods to construct a blended learning system. Before class, teachers can use micro lessons or MOOC videos to carry out preview activities and guide students to understand the key knowledge related to the course. In class, teachers can use multimedia devices to carry out audio-visual teaching and set up group discussions, group practice, scenario creation, role-playing and other activities around the questions raised by students in the preview stage<sup>[11]</sup>. After class, teachers can use online platforms to assign homework and training tasks while providing students with post-class consolidation and expansion course resources, further enriching their learning experience and practical skills. In addition, teachers can also introduce live teaching activities and use teaching platforms to offer live classes. Through online real-time interaction, practical training activities such as communication, expression and translation can be carried out<sup>[12]</sup>.

## **4.3. Course system: Improve course offerings and create resource platforms**

At the curriculum design level, universities need to optimize the structure of their curriculum system and promote corpus construction to support students' English practical skills.

- (1) The curriculum should be optimized based on the current situation and problems of English major teaching, with the direction of information technology teaching reform and the goal of cultivating applied talents. The proportion of course hours should be adjusted with the increasing online teaching hours and practical course hours<sup>[13]</sup>. At the same time, organize discussions among backbone teachers, education management personnel and industry experts to continuously analyze curriculum design issues and optimize the design of curriculum system, teaching content, curriculum structure, etc.

- (2) A corpus of teaching materials for English majors should be established. For example, a multimedia corpus can be established to integrate English-related resources such as text, audio, and video, thereby creating diverse contextual contexts. By observing factors such as language expression, facial expressions and body movements during the learning process of students, the learning ability and performance of students can be scientifically analyzed <sup>[14]</sup>. In addition, interactive learning tools, translation memory tools and artificial intelligence-assisted translation platforms can be developed based on corpora to enhance students' English application abilities.

#### **4.4. Teacher-student relationship: Emphasize interaction design and create an interactive platform**

At the level of the teacher-student relationship, universities should utilize interactive teaching activities and online interactive platforms to deepen the teacher-student relationship.

- (1) In interactive teaching design, teachers should encourage students to actively participate in practical activities and demonstrate their thinking patterns, translation abilities and expression effects during the interactive process, enhancing the innovative and interactive features of the curriculum. For example, chat groups can be established where students can ask teachers questions at any time through chat software. Teachers can also share learning materials such as English animations, movies, etc.
- (2) An interactive learning platform can be created to provide students with a learning space for cross-temporal and spatial interaction, and practical case content can be introduced. For example, foreign friends, international students, foreign teachers, etc., can be invited to participate in learning and interaction. This can provide language interaction training with students, answer their learning questions, and create cross-cultural communication situations to enhance their cross-cultural communication awareness <sup>[15]</sup>.

## **5. Conclusion**

In summary, under the background of information technology education, cultivating applied talents is an important way to promote the high-quality development and construction of English majors in universities. Universities should build digital campuses through top-level design, establish training systems, integrate teaching resources through teaching reforms, innovate teaching methods and use strategies such as improving curriculum settings, creating resource platforms, emphasizing interactive design, and creating interactive platforms to create an information-based teaching system for English majors. This will enhance the interactivity and efficiency of English teaching and cultivate students' English practical skills and application literacy in a targeted manner to achieve the goal of cultivating applied talents in English majors.

## **Disclosure statement**

The author declares no conflict of interest.

## **References**

- [1] Chen X, 2024, Research on the Training Path of Applied Talents in English Translation Majors in Universities Under the Background of Informatization. *Journal of Higher Education*, 10(12): 166–169.
- [2] Wang Q, Lin W, 2024, Exploration and Practice of Talent Training for English Majors in Local Applied Universities

Under the Background of New Liberal Arts. *Research and Practice of Innovation and Entrepreneurship Theory*, 7(5): 128–131.

- [3] Xin Z, 2024, Exploration of Talent Training Model for Business English Majors in Applied Universities Under the Background of Digital Economy. *China Management Informatization*, 27(5): 195–198.
- [4] Liu M, 2023, A New Exploration of the Teaching Model of Translation Training Classroom for English Majors in Universities Under the Applied Talent Training Model: Taking Sichuan University of Business and Economics as an Example. *Knowledge Window (Teacher's Edition)*, 2023(11): 51–53.
- [5] Liu L, 2022, A Comparative Study on the Training Plans for English Applied Talents Between Honghe University and Thai Universities from the Perspective of Needs Analysis Theory. *Innovative Research on Foreign Language Education and Translation Development*, Sichuan Western Literature Compilation and Research Center, (12):3.
- [6] Zheng X, 2022, Cultivation of English Majors in Application-Oriented Private Colleges and Universities in the Context of the “Belt and Road Initiative.” *China-Arab Science and Technology Forum (Chinese and English)*, 2022(5): 193–196.
- [7] Chen Y, 2022, Design and Optimization of Training Programs for Business English Majors in Applied Universities in Henan. *Modern English*, 2022(7): 123–126.
- [8] Chang Z, Zhu N, 2021, Research on the Cultivation of Business English Talents in Colleges and Universities Under the Background of Internet Plus. *Journal of Hubei Open Vocational College*, 34(19): 188–189.
- [9] Wang C, 2021, Investigation and Research on Talent Training for Business English Majors in Applied Universities. *Science and Education Guide*, 2021(26): 190–192.
- [10] Li G, 2021, Construction of Practical Teaching System for Business English Majors in Applied Undergraduate Universities. *Journal of Harbin University*, 42(6): 122–124.
- [11] Zuo D, Chen X, 2021, A Brief Discussion on Cultivating English Applied Talents in Private Universities in Jilin Province. *Cultural and Educational Materials*, 2021(11): 171–172.
- [12] Zhang Z, 2021, Exploration and Practice of Cultivating Applied English Majors in Local Universities in the New Era. *Modern English*, 2021(7): 124–126.
- [13] Wang Y, 2021, Research on the Collaborative Education Model of Political School Enterprise Cooperation for English Majors in Local Undergraduate Universities. *Journal of Anshan Normal University*, 23(1): 71–74.
- [14] Ji J, 2021, Research on the Practical Teaching System of Cultivating Applied Talents for English Majors in Colleges and Universities in the Context of the “the Belt and Road Initiative”: Taking Binhai Foreign Affairs College of Tianjin International Studies University as an Example. *Campus English*, 2021(2): 9–10.
- [15] Jiang X, 2020, Research on the Development of English Majors in Teacher Education in Applied Undergraduate Universities from the Perspective of Professional Certification. *Journal of Zhaoqing University*, 41(6): 70–75.

**Publisher's note**

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.