

# **Research on the Current Situation of College English Courses for Applied Undergraduate Students**

Furong Yang

Humanities College, Liaoning Communication University, Shenyang 110136, China

## **Abstract**

**In order to explore the current situation of the college English course for applied undergraduate students, taking the class I taught this semester as the research object, a student situation survey was carried out through the "Chaoxing" platform. Through this research, the following conclusions are drawn: art students have a weak foundation and insufficient autonomous learning, while liberal arts students have a better foundation and focus on practical needs. Common problems are mainly concentrated in difficulty in vocabulary memorization, weak listening skills and lack of scientific learning methods. Over 80% of the students have plans to take the College English Proficiency Test, and the main demand is to improve their listening and speaking skills. Based on this, I have made adjustments to my teaching this semester, optimizing it through strategies such as stratified teaching, scientific memory methods, and the connection with the content of the College English Test. This research provides a practical reference for adapting college English courses in application-oriented undergraduate programs to students' needs and enhancing teaching effectiveness.**

## **Keywords**

**Applied undergraduate program, College English, teaching reform.**

## **1. Introduction**

College English is a public basic course in higher education. As an English teacher, in teaching, it is not only necessary to enable students to master the basic knowledge of the English language, but also to cultivate students' ability to apply the language in daily life and work. At the same time, it is necessary to combine students' majors and occupations, enabling them to achieve the integration of language learning and tool application with the help of reference books. They should be able to use the English language in their daily lives and understand materials related to their professional knowledge in their future tool positions. Therefore, in specific teaching, teachers should take into account the combination of basic knowledge of the English language, practical application ability and professional-related knowledge. By stimulating students' interest in learning and enhancing their learning ability, they can meet students' needs in daily life and future work.

Taking the classes I taught this semester as the research object, these classes represent students from different majors, and their English foundation, learning motivation and target demands show significant differences. In order to accurately grasp the current situation of the curriculum and identify teaching difficulties, this paper takes the class of "i English 1" in the autumn of 2025 as the research object, conducts a full coverage student situation survey through the "Chaoxing" platform, and systematically collects core data such as student candidate types, learning foundation, interest motivation, and skill demands.

Based on the survey results of students' learning situation at the beginning of the term, this paper deeply analyzes the existing problems of college English courses for applied undergraduate students and the differentiated needs of students, and focuses on exploring the

commonalities and differences in English foundation, learning habits and ability goals among art students and students of academic programs. A personalized teaching model specifically for that day was proposed. This research is dedicated to providing practical evidence for the curriculum reform of college English in applied undergraduate programs, promoting the transformation of course teaching from "uniformity" to "precision", assisting students in achieving a coordinated improvement in English language proficiency, grading goals and career development, and offering a practical reference plan for similar institutions to carry out college English teaching reform.

## **2. Investigation of the Current Situation of Students' Learning Conditions**

This semester, I undertook the teaching work of the textbook "i English 1". To accurately grasp students' academic conditions and meet the learning needs of students from different majors, I launched a special academic situation survey questionnaire through the "Chaoxing" platform. A total of over 100 questionnaires were collected, comprehensively covering core dimensions such as candidate types, learning foundations, interest motivations, and goal demands.

Through this survey, it was found that students have the following characteristics: The foundation of art students is relatively weak, and the participation rate of extracurricular training before the college entrance examination is low; students of academic programs have a relatively good foundation and focus on practical English abilities, but there are problems such as poor vocabulary memory and inflexible grammar application. At the common level, over 80% of students plan to take the College English Test, and 70% of them most want to improve their listening and speaking skills. Vocabulary accumulation, listening comprehension and the lack of scientific learning methods are the main challenges faced by students.

### **2.1. Teaching Plan Adjustment Strategies**

Based on the above research conclusions, I made targeted adjustments to the teaching plan: First, implement stratified teaching. For art students, focus on learning basics such as basic vocabulary and dialogue listening. For students of academic programs, add improvement tasks such as keynote speeches. Second, introduce learning methods to students and enable them to find suitable and effective learning methods through learning practice. Third, it connects the key points of the grading examination, integrates high-frequency vocabulary and writing templates into daily teaching, and conducts writing training every month. In future teaching, we will continue to track students' learning data through the "Chaoxing" system, adjust teaching strategies, and help students improve both their English proficiency and their proficiency test goals.

First, in view of the differences in disciplinary foundation and learning objectives between art students and students of academic programs, stratified teaching is implemented for college English courses [1], and the teaching effect is improved according to the learning needs of different students. For the group of art students, the teaching takes reducing the difficulty and learning the basic knowledge as the core orientation. Considering that the English foundation of art students is relatively weak, the teaching focus focuses on three major modules: basic vocabulary, basic sentence patterns and understanding dialogue listening. Vocabulary teaching selects high-frequency basic words that appear in the textbooks and combines them with relevant example sentences for art majors to assist in memory, avoiding the learning pressure brought by difficult words. The sentence structure explanation mainly focuses on simple sentences, and through the practice of exercises after class, it helps students master the basic expression structure. Listening training takes dialogues as the main material, focusing on cultivating students' ability to grasp the general meaning, such as the approximate time, place, characters and other key information in the dialogue. It downplays complex reasoning question types, guiding students to understand the general content of the listening materials and

gradually building their confidence in learning English. For the group of students of academic programs, teaching aims at deepening understanding and flexible application, taking into account both the acquisition of knowledge and the requirements of grade examinations. Vocabulary teaching expands from basic vocabulary to grading tests, supplementing core vocabulary and common collocations for grading tests to help students build a systematic vocabulary system. Sentence structure teaching introduces complex sentences and other contents. Through activities such as theme discussions, it exercises students' oral communication and sentence structure application abilities. At the same time, in combination with the examination syllabus of the grading test, incorporate specialized content such as reading and problem-solving skills, guide students to apply the knowledge they have learned to complete the training of the grading test question types, and achieve the teaching effect of laying a solid foundation and preparing for the grading test.

Secondly, in the stratified teaching of college English, strengthening effective learning methods is the key path to improving learning efficiency. Therefore, combining the learning characteristics and demands of art students and students of academic programs, help students explore learning methods suitable for themselves.

For art students, the learning methods should be concise, clear, easy to master and practical, and students should have no pressure when studying. In the teaching of word memorization, introduce the root and affix memory method to students [2], and screen out high-frequency basic roots and affixes. For example, the prefix un- indicates the meaning of "negation, opposite", and derivatives: unhappy (adj.) unhappy = un- (not) + happy. Example: She felt unhappy. Unhealthy (adj.) Unhealthy, for example, un- (negative prefix) + healthy (adj.) Eating too much junk food is unhealthy. The suffix -er/or (indicating person or tool). For instance, the derivative word: teacher (n. teacher) = teach (to teach) + -er (represent person); actor (n. actor) = act (performance) + -or (representative), example: My mother is a teacher and my father is an actor. For students of academic programs, while introducing learning methods to students, it is necessary to take into account their grading requirements. The goal is to enable students to learn the basic knowledge, be able to apply the learned knowledge flexibly, and be able to meet the grading requirements during their school years. In the teaching of root and affix memory methods, in addition to the basic content, the core rules of roots, affixes and derivative words for the grading examination are expanded for students. Students are guided to learn independently, be able to distinguish the meanings of words, and when reading, be able to deduce the meanings of new words based on the meanings of roots and affixes. For instance, the root "port" (to move or carry), Example 1: transport = trans- (to cross) + port (to move), refers to moving across regions. Trains are the main means of transport for travel. Example 2: import = im- (entry) + port (transportation), which refers to the transportation of goods and the like into the country. This shop imports coffee beans directly from Brazil.

Third, goal-oriented, bridging the College English Test. Integrate the key points of the grade examination into daily teaching [3], such as explaining the high-frequency vocabulary of the grade examination in combination with the content of the text during teaching, explaining writing templates [4], setting corresponding tasks for students with different goals, and making adjustments every month based on the learned content and mastery situation.

## **2.2. Teaching Plan**

### **2.2.1. Teaching Plan for Art Students**

Teaching objectives: They are divided into short-term goals and long-term goals. Short-term goal: Lay a solid foundation, starting with vocabulary. Master 400 key words in the textbook and 400 core high-frequency words in the CET-4. Be able to understand simple conversations at a speaking speed of 120 words per minute. Long-term goal: Pass the College English Test, have basic English application skills, and be able to conduct simple daily communication.

Weekly teaching schedule: Lesson 1: Short video listening and speaking practice. The content is selected from the textbook. The question types include information selection, correct or incorrect judgment, filling in the blanks, and answering questions, etc. Students can complete them under the teacher's explanation. Lesson 2: Vocabulary explanation, such as root and affix memorization methods, associative memory methods, etc., and the ability to complete corresponding exercises under the teacher's explanation. Lesson 3: Text Explanation. Under the teacher's explanation, students can understand the content of the text in the textbook, such as vocabulary, phrases and other knowledge points, and understand the writing characteristics of the article. Lesson 4: Practice Exercises. Under the teacher's explanation, be able to complete the exercises of this unit and understand the application of vocabulary and knowledge points. Supporting resources: Introduce high-frequency vocabulary for grade examinations to students.

### **2.2.2. Teaching Plan for Students of Academic Programs**

Teaching objectives: They are divided into short-term goals and long-term goals. Short-term goal: Enhance students' oral expression skills and reading and writing application abilities, master 1,200 high-frequency words at the CET-4 level, and be capable of translating and understanding the texts within the textbook. Long-term goal: Pass the College English Test and possess academic English proficiency, such as English literature reading and professional-related English writing.

Weekly teaching schedule: Lesson 1: Short video listening and speaking practice, selected from the textbook. The question types include information selection, correct or incorrect judgment, filling in the blanks, and answering questions, which can be completed under the teacher's prompt. Lesson 2: Vocabulary explanation, such as root and affix memorization methods, associative memory methods, etc. After the teacher's explanation, students can independently complete the corresponding exercises. Lesson 3: Text Explanation. With the help of reference books, students can understand the content of the text in the textbook by themselves, such as vocabulary, phrases and other knowledge points, understand and master the writing characteristics of the article, and be able to apply them in writing. Lesson 4: Practice Exercises. With the help of reference books, most of the exercises in this unit can be completed. A few difficult exercises can be understood and completed under the teacher's explanation.

Supporting resources: Introduce high-frequency vocabulary for grade examinations to students. The writing template for the grade examination.

## **3. Results**

The college English course in application-oriented undergraduate programs plays the role of a language tool in talent cultivation, presenting a pattern where opportunities and challenges coexist. From the perspective of teaching practice, for the courses based on the "i English 1" textbook, incorporate the examination syllabus contents such as roots and affixes of the College English Proficiency Test during teaching. Through methods such as vocabulary dissection and example sentence application, strengthen students' language foundation and lay a solid foundation for the English application ability of applied talents. However, there are still deficiencies in the implementation of the course. The construction of AI smart courses is still in the exploratory stage [5], and the integration of technological empowerment is insufficient.

In future teaching, the college English course for applied undergraduate students should focus on cultivating students' practical application abilities, deepen the reform of teaching materials, innovate teaching models with the help of AI technology, incorporate the content of proficiency tests in language teaching, and achieve the combination of "knowledge imparting" and "ability cultivation", which is in line with the talent cultivation requirements of applied undergraduate colleges.

## 4. Conclusion

This research conducts a systematic analysis of the current situation of college English courses for applied undergraduate students, focusing on four core dimensions: course objectives, teaching content, implementation paths, and reform directions. The research finds that the current college English course for applied undergraduate students takes the "i English 1" textbook as the carrier, and the teaching content has gradually aligned with the requirements of the College English Proficiency Test syllabus. For example, the teaching of roots and affixes helps students master the scientific method of vocabulary memory through the disassembly and example sentence application of roots such as un "not" and port "transport", Improve the efficiency of preparing for grade examinations. However, there are still three prominent problems in the practice of the course: First, the teaching mode is outdated. In the classroom, some teachers still mainly focus on lecturing, and the cultivation of students' oral practical ability is insufficient. Second, the integration of AI technology is still in the exploratory stage and a collaborative education mechanism of "language + technology" has not yet been formed. In response to the above issues, targeted improvement strategies have been proposed: In terms of teaching content, the textbook should be the main focus, while also taking into account the key points of the grade examination. In terms of teaching methods, online learning platforms can be utilized to enhance teachers' teaching efficiency and students' learning outcomes. Through various measures, we will promote the high-quality development of college English courses in applied undergraduate programs, providing strong support for cultivating high-quality applied talents.

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