

# A Study on the Training Strategies of Spanish-English Application-Oriented Talents

Guo Wenzheng

**Abstract**—With application-oriented talents of foreign languages being concerned and acquiring great attention, compound Spanish-English bilingual professionals should follow the trend. It is an important way for the foreign language colleges of universities to meet the requirements of the new external economy. This paper explores the problems of bi-foreign languages majors, and probes into the bi-foreign languages application-oriented professionals cultivating strategies in terms of curriculum, teaching methods, teaching level and students' extracurricular practice, and puts forward the specific suggestions on the discipline construction, reform and innovation according to their own conditions.

**Index Terms**—Spanish, English, application-oriented, training strategies

## I. INTRODUCTION

With the rapid development of multilateral regionalized economy, monolingual foreign language talents have been unable to meet the social demand for foreign language talents, and the cultivation of multilingual talents has gradually become a reform trend [1]. The traditional Spanish graduates usually only have certain basic knowledge and basic skills of English. As a second foreign language, their English competence is not very strong. As a result, graduates majoring in Spanish have a narrow adaptation, and a relative shortage of people who are fluent in both Spanish and other foreign languages.

In view of this, some Chinese universities offer a dual foreign language major of “Spanish+ English” to encourage students to learn both Spanish and English from the outset and graduate with proficiency in both foreign languages. This avoids the previous situation of poor English learning for Spanish majors, and enhances the ability to adapt to society.

However, the “Spanish + English” dual foreign language training mode also has some problems, mainly manifested in the students' language application ability, the curriculum and so on. Especially with the idea of “the training mode of foreign language professionals must be changed to broad caliber, application type and compound type”, how to give full play to the advantages of “Spanish + English” dual foreign language majors and transform to application type has become an urgent problem to be solved.

At present, there are many researches on the cultivation of foreign language applied talents in China, but there are relatively few researches on the cultivation of double foreign language application-oriented talents. In view of this, this paper starts from the positioning and characteristics of

“Spanish + English” application-oriented talents, and focuses on the cultivation strategy of “Spanish + English” application-oriented talents.

## II. THE POSITIONING AND CHARACTERISTICS OF “SPANISH + ENGLISH” APPLICATION-ORIENTED TALENTS

Compared with the academic talents, application-oriented talents refer to a type of specialized talents who can apply their professional knowledge and skills to their occupations [2]. Application-oriented talents have generous basic knowledge, strong practical ability, and innovation ability, and can use the knowledge and skills to solve practical problems. The word application can fully reflect the characteristics of foreign language as a communicative tool, and meet the needs of the development of market economy for the diversification of foreign language talents.

The teaching mode of “Spanish + English” is one type of the talents proposed by the Foreign Language Teaching Committee of Higher Education Institutions of the Ministry of Education. It requires students to master the professional knowledge of both Spanish and English during the undergraduate period, have an insight into the literature, linguistics, society, geography, economy, culture, and other knowledge of the relevant countries, and be able to proficiently use the two foreign languages to engage in related work [3].

“Spanish + English” dual-language application-oriented talents can be positioned as dual-language specialized talents with high level of dual-language ability, who not only have a firm grasp of basic knowledge and cross-professional knowledge, but also have good language application ability and practical ability, have a comprehensive understanding of the basic situation of relevant countries, and can engage in teaching, management, research, translation and other work in schools and foreign departments.

Students majoring in “Spanish + English” should have a solid grasp of the basic knowledge and skills related to the two foreign languages, and should have a solid language foundation, specifically, the students' Spanish ability should reach the level required by the training program; At the same time, students should at least pass TEM-4 or have strong listening, speaking, reading, and writing compacity.

Cross-professional knowledge mainly means that students can master the practical knowledge necessary for a cross-professional direction according to their personal interests, aspirations and market demands, so that they can adapt to the professional needs of the job faster after employment, such as mastering the professional knowledge of international economy and trade, business, tourism and so on.

“Spanish + English” professionals should be proficient in

Manuscript received January 6, 2023; revised February 20, 2023; accepted March 20, 2023.

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listening, speaking, reading, writing, and translating and able to engage in cross-cultural communication activities, teaching, management, translation work. At the same time, students should be able to proficiently use English for oral and written communication, and be able to analyze and solve problems with English as the medium in work and practice.

The generation, development and change of a language has its profound historical origin and cultural accumulation. Students majoring in “Spanish + English” should have relevant humanistic knowledge and extensive social, economic, and cultural knowledge. Dual-language application-oriented talents should have high humanistic quality and professional quality, strong interpersonal and communication skills, and have the spirit of teamwork, enterprising, willing to contribute.

### III. ANALYSIS OF THE PROSPECT AND DEMAND OF SPANISH MAJORS

Under the background of global integration, China needs to actively participate in international competition, being the core fulcrum of inland regions integrating, and expand the international market. It is in urgent need of training and continuous need of many talents with Spanish-English application ability. According to the current survey results, the employment of Spanish personnels is mainly concentrated in foreign trade enterprises in the fields of transportation equipment, mining machinery, agricultural machinery, etc., and they are mainly engaged in Spanish, English and Chinese translation work and business representatives and management in Spanish speaking countries.

Enterprises value the comprehensive quality of Spanish graduates. More and more enterprises pay more attention to the quality of Spanish graduates. Many enterprises, on the one hand, examine their professional educational background, but pay more attention to people’s social ability and non-intellectual quality, dedication, spirit of hardship, discipline, responsibility and so on.

Enterprises emphasize that Spanish graduates should have strong bilingual language ability in Spanish and English. According to the guiding ideology that professional construction should serve local economic construction, compared with the characteristic industries of Henan Province, from the research situation of related enterprises: Enterprises emphasize that graduates majoring in Spanish should be competent in Spanish and English, and be able to communicate fluently, accurately, and efficiently with customers in foreign trade business, especially graduates’ spoken-Spanish and spoken-English compacity.

Occupational analysis is as follows:

1. Basic quality and professional quality objectives
  - a. Good political and ideological quality, moral quality, and legal awareness;
  - b. Strong intercultural communication skills;
  - c. Have certain humanistic and scientific literacy, and form a solid professional thought and a good attitude towards life;
  - d. Good interpersonal skills, team work spirit and objective service awareness;
2. Professional knowledge objectives
  - a. Solid knowledge of Spanish and English languages;

- b. Practical knowledge of international trade;
  - c. Basic knowledge of the relevant field;
3. Professional skill objectives
    - a. Solid spoken and written communication skills in both Spanish and English;
    - b. Strong intercultural communication skills;
    - c. Proficient in computer and network application;

### IV. ESTABLISHMENT OF A MODULAR SYSTEM FOR TRAINING APPLICATION-ORIENTED SPANISH-ENGLISH PERSONNELS

The “Spanish + English” applied curriculum system is a scientific and organic optimization combination. It is a curriculum system or curriculum module with two foreign languages and another interdisciplinary major as the direction. With the characteristics and advantages of clear objectives, reasonable system and optimized structure, it aims to ensure the systematization and continuity of students’ learning process and the integrity of knowledge structure [4].

The construction of the modular curriculum system for the cultivation of Spanish and English bilingual talents should be based on the occupational characteristics of the demands for bilingual talents determined by the Spanish major. The matrix of the cultivation of Spanish and English bilingual talents for the Spanish major should be divided into several relatively independent ability units, and the teaching theme (or content) and teaching activities of each unit should be reconstructed according to the modular design method. The modular curriculum with Spanish and English as the main line is constructed, and the modular curriculum system of Spanish and English for Spanish major is formed.

The curriculum design of Spanish and English dual foreign language competence module should be in accordance with the OBE education model, adhere to the student-centered, take the cultivation of Spanish and English dual foreign language competence as the core, and take the cultivation of Spanish and English dual foreign language competence as the goal. First, we should adhere to the student-centered approach. We should not only pay attention to the all-round development of students, but also pay attention to the professional development of students’ dual foreign language ability. The main characteristics of internationalization of higher education include internationalization of educational objectives, internationalization of educational content, internationalization of educational cooperation, etc. [5]. From the perspective of stimulating students’ initiative of independent inquiry, we should construct module teaching plan and formulate examination and evaluation management methods. Second, we should adhere to the cultivation of Spanish and English dual foreign language ability as the main line. In terms of ability training requirements, it is necessary to clarify the level requirements of double foreign language ability training. In the evaluation method, we should pay attention to the combination of formative evaluation and terminal evaluation, and establish a standardized evaluation system of learning results [6]. Thirdly, the design of teaching activities should embody the design concept of integration of theory and practice, arrange Spanish and English teaching activities according to the design idea of integration in and out of class, and incorporate the second class of Spanish and English and off-campus practice into the overall design of

modular curriculum. The following diagram shows the construction of Spanish dual foreign language competence module:

1. Comprehensive proficiency in Spanish

**Basic Spanish**

**Advanced Spanish**

Able to understand multiple language materials, grasp the main points and logical relations, analyze, judge, and evaluate the opinions, attitudes, and hidden meanings of materials [7]. Be able to effectively convey information and express opinions in familiar work communication, with coherent, appropriate, and smooth expression, in line with relevant stylistic norms and style requirements.

2. Spanish speaking and listening skills

**Spanish listening**

**Spoken Spanish**

**Advanced Spanish audiovisual speaking**

Ability to understand informative spoken Spanish related to one's field of expertise, and to respond and comment appropriately to others; Be able to understand the normal speed of the office dialogue, understand the speaker's views and intentions, and adjust the expression strategies and ways according to the communication scene, express personal views.

3. Spanish literacy

**Spanish reading**

**A selection of Spanish newspapers**

**Basic writing in Spanish**

**Practical writing in Spanish**

**Academic writing and research methods**

When reading different types of materials with complex language and related professional fields, I can grasp important relevant information, evaluate the language and content, infer the author's emotional attitude, and analyze the author's viewpoint. Be able to write in common style with correct format, appropriate language expression and text structure in line with stylistic characteristics [8]; Master the basic principles and methods of Spanish professional paper writing, can independently consult literature, and complete the paper writing and defense.

4. Spanish translation ability

**Translation theory and practice**

**Interpretation theory and practice**

Be able to translate indicative texts and communication texts in familiar fields, such as signs, activity schedules, letters, product operation instructions and usage instructions, with accurate and complete translation, clear meaning, and appropriate terminology; Be able to conduct liaison interpretation on familiar topics, and translate important information and key details in the source language according to the communicative occasions and background knowledge. The target language is logical and coherent, and the expression is appropriate and smooth.

5. Spanish subject knowledge and literacy

**Spanish grammar**

**Introduction to linguistics**

**Spanish literature**

**Latin American literature**

With a good command of grammar, I can properly use vocabulary, grammar, and syntactic structure to organize information according to communicative purposes and

workplace needs, and express myself smoothly and naturally. Master the history of Spanish literature, various literary schools in different periods, have a certain ability to appreciate and analyze Spanish literary works; Have a good Spanish discipline literacy and humanities literacy.

6. Comprehensive English application ability

**Second Foreign language (English)**

**Overview of English-speaking countries**

**Applied business English translation**

Be able to understand different types of language materials, communicate on topics such as study and work in familiar occasions, express opinions, and attitudes, and have a strong comprehensive application ability of English listening, speaking, reading, writing, and translating.

7. Intercultural communication ability

**Overview of Spain**

**Country Profiles in Latin America**

**Cross-cultural communication**

**Comparison of Chinese and Western etiquette**

**A brief history of China-Latin America relations**

Basic knowledge of geography, history, politics, economy, science, culture, and social life in major Spanish-speaking countries. Have a certain international vision and Chinese feelings, can combine the specific cultural context, the use of intercultural communication knowledge and strategies, successful communication activities.

In order to learn both languages in a more systematic way, relevant schools should adjust the professional Spanish curriculum: the professional skills curriculum and the professional knowledge curriculum and the professional practice curriculum [9]. The professional skills course includes listening, speaking, reading, and writing training in both languages, which lays a solid foundation for students to master phonetics, vocabulary, grammar and concluding structure. Professional knowledge courses are designed for students to understand the culture behind Spanish and English. Courses such as national overview, literary appreciation, film, and television analysis can be set up to enable students to fully understand the relationship between language and culture, and allow students to experience the local customs of another culture and the political, economic, historical, and other cultural phenomena of another country. The courses of writing, translation and linguistics enable students to analyze and solve problems with what they have learned, and practice their bilingual skills. Based on the theory of language transfer, the interdisciplinary talents training of double foreign language major is discussed, it is possible for the breeding model to succeed [10].

V. IMPROVEMENT AND EXPLORATION OF THE TEACHING METHODS AND CONTENT

In order to provide more teaching and learning guidance for teachers and students' learning, the Spanish Teaching and Research Office should provide guidance manuals and teaching manuals for the cultivation of bilingual Spanish ability for students. Guide manual and teaching manual to change the idea, voice, really around the Spanish major student-based, better serve the growth of students. At the same time, in teaching, adhere to the principle of OBE concept. The guide manual for Spanish Language majors

clarifies the status and role of the relevant courses and teaching links in the Spanish and English dual foreign language competence module in the personnel training system, and clarifies the degree of support and contribution to the training objectives or graduation requirements. In addition, the teaching contents of relevant courses of Spanish major should be arranged in a scientific and reasonable way, coordinated, and connected with each other, to promote the course teaching contents to meet the requirements of vocational positions, promote the integration of knowledge points in course teaching and reduce repeated imparts.

For example, *Basic Spanish (I)*, as the core course of Spanish major, is described as follows: *Basic Spanish (I)* is a compulsory course for all Spanish undergraduates. It is offered in the first semester of Spanish major with 6 class hours per week and six credits in total. It mainly trains students on the aspect of language skills. The course content includes Spanish pronunciation, basic grammar points, common vocabulary, text content explanation, dictation training, cultural knowledge expansion, practice consolidation, etc., which not only cultivates students' comprehensive language ability but also improves students' cultural elements, laying a solid foundation for students to engage in related industries in the future.

The course describes the ability to develop: the ability to use the knowledge of the Spanish phonological system, to pronounce accurately and to use natural intonation; Preliminarily acquire vocabulary knowledge and the ability to use some simple common words in Spanish; Preliminarily equipped with syntactic knowledge, master the usage of various articles, prepositions and pronouns in Spanish, and be able to accurately use declarative present tense, imperative tense and other tenses to narrate and comment; Understand the sociocultural knowledge of Spanish-speaking countries [11].

In addition, the instruction manual for Spanish and English majors should also clearly specify the allocation and main composition of class hours in teaching, practice and independent learning for teachers and students of Spanish majors. Take *Basic Spanish (I)*, the core course for Spanish majors, as an example, as shown below:

1. Teaching content (five credit hours) :

Sounds: vowels a, e, i, o, u; Consonants l, ll, m, p, s, t; Syllabic rule (I); Linking between words;

Grammar: common nouns and proper nouns; The number of nouns; The nature of a noun; Nominative personal pronoun; The conjugation of ser in the present tense;

Orthography: case rules; The writing of question marks and exclamation marks;

Sociocultural knowledge: Spanish and Spanish-speaking countries;

Communication: greetings; Introduce yourself; Introduce people.

2. Practical Content (five credit hours):

Vowel a, e, i, o, u pronunciation training; Consonants l, ll, m, p, s, t; Pronunciation training;

Relevant grammar exercises;

Oral practice, learn greetings, simple self-introduction, and introduction to others.

3. Self-study requirements (10 credit hours):

Preview relevant grammar points;

Practice vowels a, e, i, o, u and consonants l, ll, m, p, s, t;

Preview and understand the content of the text;

Complete relevant exercises after class;

Familiar with Spanish and Spanish speaking countries. A symbolic system combining sound and meaning, so different languages can undoubtedly be compared [12].

## VI. DEEPENING THE INTEGRATION OF PRODUCTION AND EDUCATION

The off-campus practice based on the integration of industry and education and the cooperation between schools and enterprises is an important part of Spanish and English bilingual teaching and an important link to strengthen students' bilingual professional knowledge and ability. The establishment of high quality and stable off-campus practice base for students to quickly transform professional knowledge into practical operation ability provides an important guarantee [13]. Off-campus practice base is not only an important place to cultivate students' bilingual practice ability, but also a link for students to contact and understand the society. The establishment of high-quality off-campus internship bases provides an important guarantee for students to transform their professional knowledge of Spanish into practical operation. After four years of university bilingual learning, how to use two languages to serve the society, serve local economic development, and solve problems in practice has become a concern of students. Appropriate off-campus practice bases should be established, to strengthen contact with relevant institutions. On the other hand, long-term off-campus practice bases can give students the opportunity to practice, learn well in practice, and use Spanish and English well.

## VII. CONCLUSION

Based on the current situation of the training mode for talents of Spanish-English majors, this paper reveals the existing problems and focuses on the objective, content, and feasibility of the training module for international talents of "Spanish + English". On the other hand, it's necessary to master the social and cultural knowledge of Spanish-speaking countries, have a strong intercultural communication ability. Meanwhile, it's important to improve the students' ability of applying both English and Spanish, forming a sustainable professional ability and comprehensive training mode, better serving the economic development.

## CONFLICT OF INTEREST

The authors declare no conflict of interest.

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