

Improvement and Reform of Graduation Thesis in Business English Major of Application-oriented Universities Under the Guidance of New Liberal Arts

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Abstract With the launching and advancement of the "Belt and Road" initiative, international trade exchanges have grown increasingly close, and the role of Business English major in global communication has become more prominent, presenting both opportunities for disciplinary development and new challenges in talent cultivation. Against the background of New Liberal Arts, higher demands are placed on cultivating interdisciplinary competencies and digital capabilities. Graduation theses, as a pivotal component of talent development, face transformative requirements. Current Business English thesis programs in application-oriented universities confront issues including homogenized research topics, insufficient analytical skills, and academic misconduct. This paper takes on a qualitative approach, utilizes descriptive statistics to identify root causes and proposes strategies through six dimensions: authentic topic selection, deepened integration of theory-practice, standardized language expression, obedience to academic norms, improvement of thesis process management and close connection to the new trend. It further establishes innovative collaborative education models featuring "dual-track topic selection, dual-mentor guidance, and diversified evaluation" to explore thesis reform pathways aligned with New Liberal Arts principles. The proposed approaches tend to transform graduation theses into essential vehicles for developing students' comprehensive competencies, thereby fostering well-rounded Business English professionals.

Index Terms New Liberal Arts, application-oriented universities, Business English major, graduation thesis, improvement, reform

I. Introduction

In November 2020, the "New Liberal Arts Construction Declaration" was formally proposed, clarifying the essence and requirements of New Liberal Arts education, emphasizing the cultivation of innovative talents through interdisciplinary integration and modern technological empowerment. The recent years have witnessed abundant researches on educational reform, construction and research under the backdrop of New Liberal Arts. However, few studies have paid attention to the improvement and reform on thesis writing. Thesis writing in second language for Business English majors is a high-stake genre especially in application-oriented universities. Despite of its importance for English majors in the Chinese EFL context, it represents one of the "disciplinary genres that are currently not well represented in the research literature".

Researches into L2 academic writing mainly divide into two schools: Cognitively-oriented L2 writing strategy research has tended to focus on individual writer's mental operations, such as planning, reading, rehearsing, drafting, revising and editing; from the sociocultural lenses, however, writing strategy use is connected to the larger social contexts in which writing is embedded [1]. This paper combines the two and explores the writing problems and their underlying reasons using cognitive strategy while proposes suggestions for tackling problems and conducting future reforms from the perspective of sociocultural dimension.

II. The orientation and functions of graduation thesis in business English major

Writing thesis is about a gate of graduation [2]. Those who are able to pass the gate mean that they have performed several such stages of study as finding a topic, proposing a problem, defending the proposed problem, as the starting point, to a supervisor or academic committee to convince that the topic chosen sounds well and to gain approval to proceed with the actual research [3]; researching; and reporting research [4]. As the concluding phase of Business English education, graduation theses serve dual purposes: assessing students' mastery of theoretical knowledge while requiring them to apply professional theories in solving real-world problems. This process enhances both academic competence and innovative thinking. The 2018

National Standards for Foreign Language and Literature Education also explicitly states: "Graduation theses aim to cultivate students' ability to integrate theoretical knowledge for problem-solving, with topics aligned with program objectives". Within the context of New Liberal Arts, graduation theses should transcend traditional academic training, evolve into a multidimensional platform for developing language application skills, business practice capabilities, and cross-disciplinary research competencies.

II. A. Language application skill

Writing is described as a series of interrelated behaviors [5]. For instance, to produce a thesis, a student might first discuss the issue with friends, later jot down key points, and then write a first draft as research proposal. The ideas might be discussed with others. The draft is revised and it is finally edited and published [6]. The Business English program requires students to write their graduation thesis in English, assessing both their mastery of the language and practical application skills. Students are required to apply language precisely in authentic English context, cultivating English thinking patterns besides ensuring grammatical correctness.

II. B. Business practice ability

The Business English major thesis program requires students to select topics closely associated with business scenarios and real-world demands, focusing on authentic issues in the business world and enterprises. In that way, students are able to get in touch with business and trade before they enter the workplace. To be a qualified potential professional in business, they need to cultivate a sense of "problem-solving" and deeply understand the essence of "workplace result orientation". At the same time, they also need to acquire core practical skills such as data collection and analysis through thesis writing.

II. C. Interdisciplinary research competency

Graduation theses in the New Liberal Arts context emphasize interdisciplinary integration. It refers to the process of combining knowledge, methods, theories, and perspectives from two or more distinct academic disciplines to address complex problems, generate new insights, or create innovative solutions. It transcends the boundaries of traditional disciplines, recognizing that many real-world challenges cannot be fully understood or solved by a single field alone. For instance, Business English majors combine "Linguistics" and "International Business" to explore multilingual communication strategies in cross-border e-commerce and their impact on intercultural negotiations. Students not only need to employ cross-disciplinary perspectives to showcase connections between the two, but demonstrate innovative value in solving complex problems.

III. Survey Report on Graduation Thesis Writing Problems of Business English Majors in College of Arts and Science of Hubei Normal University

Andang Saehu (2013) classified the problems of thesis writing process into procedural problems, academic problems, non-academic problems and technical problems [6]. Based on what he has suggested, the author conducted a survey on the graduation thesis writing problems of 127 students from the 2020 and 2021 cohorts of the Business English major at the College of Arts and Science of Hubei Normal University. By distributing electronic questionnaires, the author collected 101 valid responses, with a recovery rate of 79.5%. The survey covered: students' motivation and methods for writing graduation theses, difficulties encountered during the writing process and the help they wanted to seek, as well as their understanding of each writing module (Table 1).

The survey results on writing motivation and methods showed that 78.21% of the respondents completed their thesis proposals independently under the guidance of their supervisors, and 64.35% completed the main body of their theses independently. Other respondents admitted to partially relying on AI tools to write thesis proposals or the main body of their theses. This indicates, on the one hand, that students do not have a correct attitude towards graduation thesis writing and lack academic rigor; on the other hand, AI tools have become an important factor affecting graduation thesis writing.

The survey on students' understanding of each writing module showed that if 100 points were assumed to mean "very familiar", the average score given by the respondents was less than 50, which is half of the full score. This indicates that since students are exposed to formal academic thesis writing for the first time, they are relatively unfamiliar with each module of graduation thesis writing and thus hope to receive targeted help and guidance.

The survey on the difficulties encountered in the writing process and the help they wanted to seek showed that 42.57% of the respondents said they did not know how to determine the topic, 46.53% said they were unclear about the methods of finding literature, 34.65% said they did not know how to write a thesis proposal and literature review, 53.47% were confused about how to develop the main body of the thesis, and 43.56% had difficulties in the language expression of academic papers. This suggests that the school urgently needs to offer thesis writing guidance courses before the official start of graduation thesis writing, with teachers providing professional guidance, or organizing lectures for senior students to communicate face-

to-face with junior students about their graduation thesis writing experience, so as to increase students' experience in graduation thesis writing and enhance their writing confidence (Table 2 and Table 3).

Table 1: Problems of thesis writing process [6]

Procedural problems	Getting started to write	
	Building coherence statement	
	Crosschecking experts' ideas with finding	
	Quoting	
	Finding references	
	Concluding remarks	
	Writing abstract	
Academic problems	Lack of receptive and productive skill	
	Lack of rhetorical knowledge and L1 interference	
	Lack of research knowledge and instruction	
	Lack of practice	
Non-academic problems	Physical problems	Fatigue
		Dizziness
		Headache
		Sleepiness
		Strain
	Psychological problems	Anxiety
		Lack of motivation
		Less of self-confidence
	Technical problems	Advisors' activities and business

Table 2: About Students' Graduation Thesis Topics and Writing

Thesis Proposal	Completed Independently	Basically Completed Independently	Completed under Tutor's Guidance	Partially Completed with AI Assistance	Completely Completed with AI Assistance		Total
Number of People	12 (11.88%)	26 (25.74%)	41 (40.59%)	13 (12.87%)	9 (8.91%)		101 (100%)
Literature Sources	Library Materials	China Journal Full-text Database	References from Related Theses	Paper Materials Collected Regularly	AI-generated Literature	Other Sources	
Number of People	29 (28.71%)	46 (45.54%)	59 (58.42%)	37 (36.63%)	11 (10.89%)	14 (13.86%)	
Thesis Main Body	Independently Written	Basically Independently Written	About Half Independently Written	Partially Referring to Others' Theses or with AI Assistance	Mostly Referring to Others' Theses or with AI Assistance	Completely Referring to Others' Theses or with AI Assistance	
Number of People	17 (16.83%)	32 (31.68%)	16 (15.84%)	21 (20.79%)	11 (10.89%)	4 (3.96%)	

Table 3: About Difficulties Encountered in Writing and Help Needed

Difficulties in Clarification Before Writing	How to Determine the Topic	How to Find Literature	How to Write a Thesis Proposal	How to Organize the Thesis	How to Express in Language			
Number of People	43 (42.57%)	47 (46.53%)	35 (34.65%)	54 (53.47%)	44 (43.56%)			
Help Wanted Before Writing	Opening Thesis Writing Courses	Communicating with Tutors	Holding Related Lectures	Exchanging Experience with Senior Students	Learning How to Use AI for Auxiliary Writing	Other Help		
Number of People	47 (46.53%)	52 (51.49%)	31 (30.69%)	47 (46.53%)	24 (23.76%)	19 (18.81%)		

Help Wanted During Writing	How to Find Literature Materials	How to Write a Thesis Proposal	How to Write a Thesis Abstract	How to Write a Literature Review	How to Write a Thesis Outline	How to Write the Thesis Main Body	Language Polishing of the Thesis	Format of References
Number of People	38 (37.62%)	34 (33.66%)	35 (34.65%)	46 (45.54%)	44 (43.56%)	43 (42.57%)	44 (43.56%)	57 (56.44%)

In general, through the survey, the author found that there are many potential risks and problems in the graduation thesis writing of the Business English major in this university. Therefore, the author will analyze the problems and their causes, try to find the root causes from the phenomena, and thus contribute strategies to help improve the quality of students' graduation thesis writing.

IV. The prominent problems of graduation thesis in Business English major of application-oriented universities

Viewed from the duration of learning English, students are seemingly able to write well because they have been studying English since they were at the first grade of Junior High School to University [6]. However, this may not be the truth. Having supervised thesis projects for five cohorts of Business English graduates, I have identified persistent issues in the academic writing process at application-oriented universities: inappropriate topic selection, detachment from real-world practice, lack of interdisciplinary integration, and insufficient adherence to academic standards. These problems run counter to the objectives of New Liberal Arts education, severely hindering the enhancement of talent cultivation quality in this discipline. Through conducting the survey and reviewing recent graduation theses from Business English program in College of Arts and Science of Hubei Normal University over the past two years, I have identified the following key challenges:

IV. A. The selection of topics is homogenized, emphasizing theory over practice

From the sources and directions of thesis topics in Business English, student papers can generally be divided into three categories: Business English translation, cross-cultural business communication, and international trade. In the Business English translation direction, students primarily employ theories from intercultural communication, linguistics, and translation studies for analysis and discussion. Examples include "A Study on Film Subtitle Translation under Functional Equivalence Theory: A Case Study of 'The King's Speech '" and "A Preliminary Analysis of Chinese-English Cosmetic Instructions Translation from a Purpose Theory Perspective." Most studies adopt the purpose theory and functional equivalence theory to analyze mutual translations between Chinese and English business texts. For the cross-cultural communication direction, topics like "Cultural Differences Between China and America as Reflected in 'Bankrupt Sisters 'and' Joyful Melody '" and "Analysis of Social Etiquette Cultural Differences Between China and the West Based on Hofstede's Cultural Dimensions Theory" predominantly utilize cultural dimensions theory or high-low context theory to examine cultural disparities. It is evident that both the research themes and theoretical applications in student theses tend to be monotonous and outdated. The majority of topics focus on theoretical analysis rather than survey research or practical production processes, with academic papers dominating the field (Figure 1).

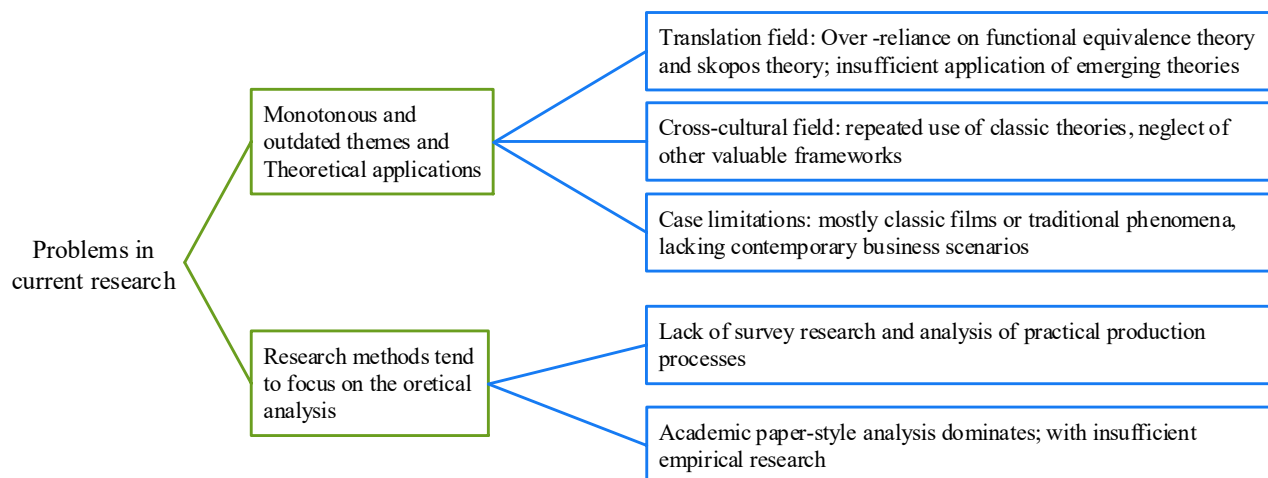


Figure 1: Problem on Topic Selection

IV. B. Lack of research ability and academic expertise

The aims of writing the thesis for students are to make them able to compose and write a scientific paper, in accordance with the field of science, to understand, to analyze, to describe, and to explain the issues that are related to the field that is studied [7]. This requires developing a complete cognitive process of "discovery-analytical-resolution". However, contemporary undergraduates in application-oriented universities commonly face research competency deficiency in thesis composition. These deficiencies manifest in three key areas: First, topic selection—failing to connect theoretical frameworks with real-world issues or falling into superficial, hollow topic traps. Second, ambiguous research frameworks—such as unclear train of thought and messed research sequences and methodologies. Third, inadequate academic standards—dependant tendency for literature searches, improper citation practices, and unscientific data collection and analysis processes (Figure 2).

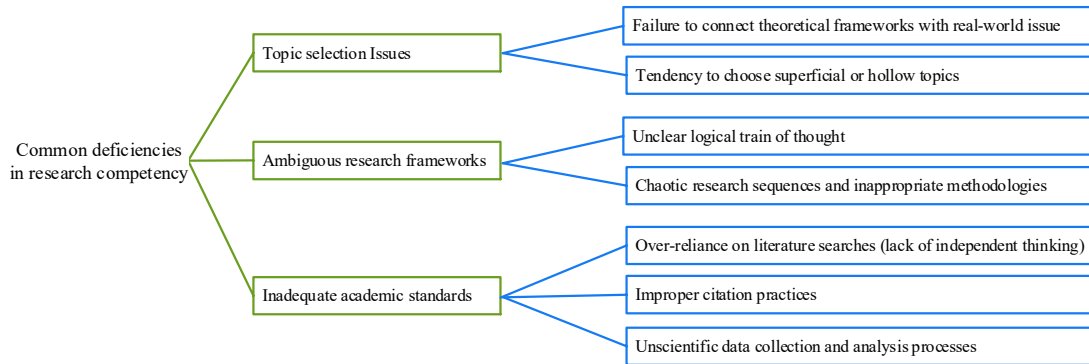


Figure 2: Deficiency in Research Competency

IV. C. Weak language skills and non-standard expressions

Compared with regular universities, students at application-oriented universities typically demonstrate weak foundational knowledge, insufficient proactive learning motivation, and underdeveloped self-management skills. These limitations manifest as multiple shortcomings in thesis writing: First, linguistic expression challenges. Limited vocabulary and inadequate professional terminology, monotonous syntactic structures with frequent tense and voice errors, and poor semantic coherence. Second, structural composition issues. Theses lack coherent organization, with disorganized chapter divisions that fail to reflect logical reasoning or the "problem identification-analytical-solution" framework. Third, formatting problems. Detailed guidelines including font specifications, line spacing, and reference formats are always neglected. Common issues such as missing citation markers, chaotic paragraph numbering, and mismatched table of contents are all directly compromising thesis standardization (Figure 3).

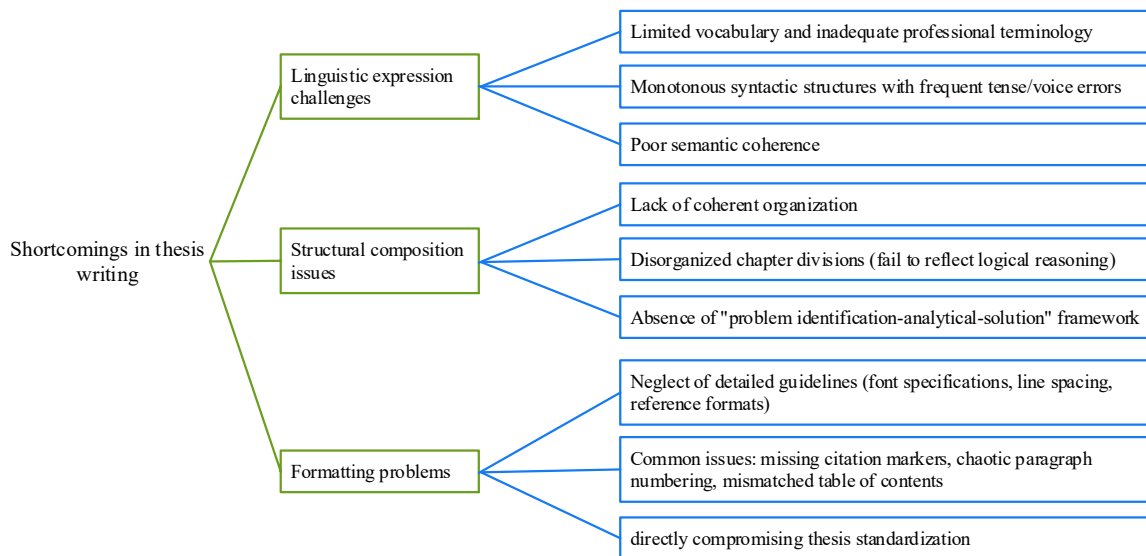


Figure 3: Shortcomings in Writing Skills

V. Cause analysis of thesis writing problems in business English major

V. A. *Utilitarian writing caused by cognitive bias*

Many students lack sufficient understanding of the nature and significance of graduation theses, treating them as merely "the final step to obtain a degree" rather than a comprehensive evaluation of professional competence. This perception leads to utilitarian tendencies in thesis writing. Furthermore, students often overlook the academic value of graduation theses as "preliminary research projects," equating them with routine coursework and handling them carelessly. Additionally, they fail to recognize the connection between graduation theses and career development, which manifests through disconnected topic selection from professional practice and a lack of systematic thinking and problem-solving skills in thesis composition.

V. B. *Structural defects caused by guidance deficiency*

In the context of improving thesis quality in Business English majors, the guidance deficiency has become a critical factor hindering students' research capability development. Constrained by limited resources and institutional frameworks, application-oriented universities face severe limitations in research resources. Mentors must juggle multiple responsibilities including teaching, research, and corporate practice, resulting in superficial thesis guidance and marginalized instructional investment. Moreover, most thesis advisors are full-time faculty members at their own institutions, predominantly lecturers and teaching assistants, with few industry mentors involved. They not only lack enough practical experience in thesis guidance but also fail to provide industry-specific perspectives. Another significant problem is the communication problem between students and supervisors which involves internal and external factors. Internal factors focus on difficulties caused by students' lack of understanding of thesis components, references and citation styles. Meanwhile, external factors focus on students' difficulties in the thesis writing process which depends on the direction of the supervisor, where some lecturers still provide online thesis guidance, where students agree that online counseling is not effective [8].

V. C. *Problems caused by incomplete curriculum system*

The current thesis writing curriculum in application-oriented universities fails to effectively support students' research development. Surveys reveal that only general English writing courses which primarily focus on argumentative writing of around 300 words are offered. Specific courses dedicated to "Academic Paper Writing" are not available. Under the New Liberal Arts framework, Business English majors still need interdisciplinary writing skills integrating language, business, and technology. However, existing curricula remain confined to traditional academic paper formats, lacking practical training for professional scenarios.

V. D. *Other subjective and objective factors*

Subjectively, psychological factors play an influential role in leading individuals to take determined measures to perform activities [9]. Among the psychological tendencies, students' self-efficacy, as a core motivational construct, has been well documented to intensify motivation and behavior [10]. However, the students' weak foundational knowledge and skills, coupled with an imbalanced knowledge structure and inadequate language proficiency, make it challenging to improve thesis quality within a short timeframe. Objectively, graduates are preoccupied with job hunting or preparing for postgraduate entrance exams during the writing phase, which diverts their time and energy and consequently affects the quality of their papers to varying degrees.

VI. Strategies for improvement and optimization of graduation thesis in Business English major

In view of the specific problems in the writing of graduation thesis in application-oriented universities, the author will discuss the improvement and optimization strategies of graduation thesis from six aspects: thesis topic selection, theoretical selection, language application, academic norms, process management and research trend.

VI. A. *The topic focuses on real problems and avoids "fake, big and empty"*

First and foremost, it is crucial to identify the typical characteristics of "hollow grandiose" research topics: These studies often have overly broad scopes without specific focus. For instance, "Research on Translation Techniques in Business English" fails to clarify concrete application scenarios for business English translation. Abstract and vague research questions lacking clear focal points are common, such as "Differences in Negotiation Habits Between China and the United States," which neglects defining specific research issues and significance. The dangers of "hollow grandiose" topics should also be emphasized, as "fakeness" may lead to a lack of original perspective, "big scope" fails to reach a reasonable conclusion, and "emptiness" leads to the lack of academic value.

To identify "real issues", three principles should be followed: First, relevance to reality – research topics must originate from industry practices, corporate needs, or social phenomena; Second, relevance to discipline – the problem must be analyzed by professional theories and methods; Third, research feasibility – the research must be supported by sufficient data and

information. To determine the topic, the "4W1H" (What, Where, Who, Why, How) method can be applied to break down the issue before formulating a title. Taking subtitle translation as an example, the target is translating culturally loaded terms in subtitles for a specific film or TV work targeting Chinese audiences, aiming to explore translation techniques for these terms through purpose-oriented methodology. The original broad question becomes a refined title — — "A Study on Translation Techniques of Culturally Loaded Terms in Subtitles of 'White Snake: A Floating Life' Under the Skypos Theory" (Figure 4).

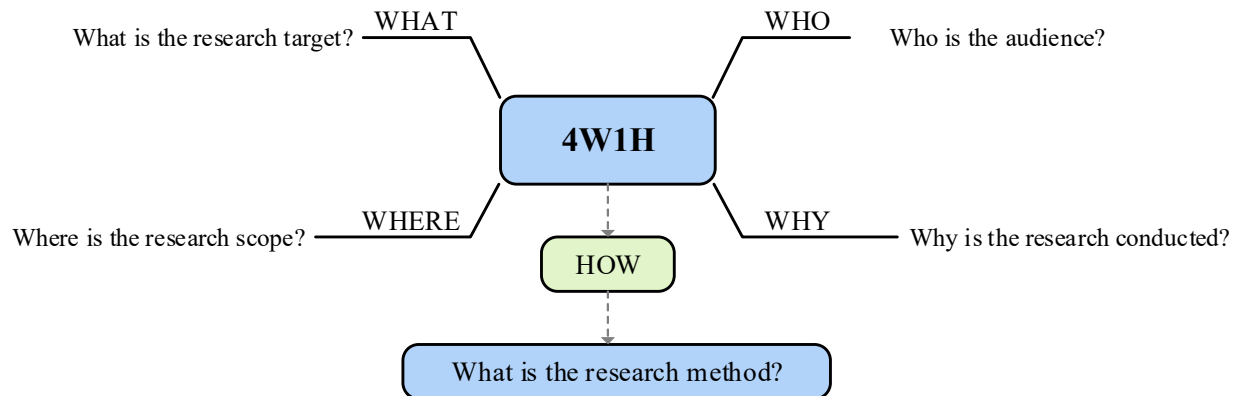


Figure 4: The "4W1H" Method for Formulating a Title

VI. B. Deepen the integration of theory and practice and reject the "two separate skins"

The "two separate skins" phenomenon is manifested in the disconnect between theory and practice. Academic papers require research grounded in established theoretical frameworks. When a paper extensively cites a particular theory but fails to substantiate its conclusions through rigorous analysis or case studies, such theories become mere decorative labels rather than substantive contributions.

To resolve the "two separate entities" dilemma, students must implement a strategy of moving from fragmentation to integration. First, during the topic selection phase, students should anchor their work on real-world problems to ensure theoretical perspectives align with practical issues. Next, in the argumentation stage, students need to combine the selected theory with argumentation and establish a closed loop from theoretical frameworks to research hypotheses and data validation. Throughout the writing phase, students should base the argumentation on cases to make theories more vivid and accessible. Try to avoid "theoretical theorizing for its own sake".

VI. C. Put an end to "spoken language" and achieve "professional + academic"

In business English thesis writing, colloquial expressions not only undermine academic rigor but also compromise scholarly precision. Common issues include overusing casual everyday terms like "about" for "approximately" and "use" for "utilize", along with excessive reliance on fragmented sentence structures. The excessive use of subjective phrases such as "I think/believe" creates an impression of subjective assumptions that lack credibility. Furthermore, neglecting logical connectors like "therefore" or "besides" results in unclear logical connections between paragraphs and sentences.

To avoid such issues, systematically collect and organize relevant business English terminology around the research topic before writing. Refer to authoritative business English dictionaries, industry standards, and academic literature to ensure accuracy and standardization of terminology. After completing the initial draft, consciously replace colloquial expressions with more formal and academic language. During revision, minimize subjective statements while adding logical connectors and transitional sentences to enhance coherence and logic. However, the most fundamental approach is to systematically study academic writing norms under the guidance of professional instructors. Extensively read high-quality business English academic literature to analyze their linguistic expression, logical structure, and argumentation methods, thereby learning professional academic writing styles and techniques. Simultaneously, strengthen writing practice by repeatedly revising and refining the initial draft to gradually improve academic writing skills.

VI. D. Avoid the trap of academic norms. "The details make or break you."

In academic writing, pitfalls often lurk in the details of thesis composition. A single oversight may trigger misconduct disputes. Therefore, mastering common pitfalls and maintaining meticulous attention to detail are crucial for upholding academic standards. First, citation issues include missing reference elements (volumes/issues, pages, DOI), mixing APA and MLA formatting, and failing to specify access dates for online sources. Indirect citations without "quotation from" labels, or using others' work as primary references, are all considered violations. Second, formatting standards demand strict adherence from page layout to terminology usage. For instance, formatting must specify spacing, fonts, and sizes, while terminology should

clearly distinguish disciplinary boundaries without confusion. In academic writing, special attention should be paid to these details to ensure that the graduation thesis conforms to the standard of academics.

VI. E. Improve thesis process management and enhance self-regulation

Due to the demanding requirement for undergraduate completion, students often experience thesis-writing anxiety that invariably paralyzes them from progressing and wrapping them in academic procrastination. What follows are some techniques for progressing. First of all, divide the writing process into several stages according to the structure—topic selection, literature review, research design, data collection, data analysis, writing and revision. Each stage can be broken down into quantifiable sub-tasks, which can be further refined into micro tasks within a time unit. In this way, writing will be a natural outcome rather than a huge task resisted by your brain.

Secondly, combine writing process with time management techniques. Complete corresponding modules daily and identify personal "inspiration bursts" like morning, afternoon, or late-night sessions can significantly enhance efficiency and enable the entire paper to be finished on time.

Thirdly, improve self-regulation because this is what allows students to make progress while writing their thesis. Goal-setting plays a crucial role in self-regulation for it can be used by the students to internally control what goals to be achieved in a certain period [11]. Besides, it is claimed that the students who seek help when needed tend to be inspired to conduct revisions to their writing [12]. These two types of self-regulation were used to help them stay on track and make progress [13].

VI. F. Follow the new trend of the industry and integrate into "digital intelligence"

The wave of digital intelligence is reshaping the development patterns of Business English and its related field. First, digital intelligence empowers innovative thesis topics. While traditional Business English theses often focus on classic themes like trade negotiations and cross-cultural communication, the digital era has spawned numerous emerging directions. For instance, studies such as "Application of AI Translation Tools Like ChatGPT in Cross-border E-commerce Contract Drafting" or "Strategic Optimization of Social Media Big Data Analysis in International Brand English Marketing." Second, digital intelligence revolutionizes research methodologies. In data collection, it breaks through limitations of traditional questionnaires and interviews by using Python web crawlers to extract English product descriptions and user reviews from e-commerce platforms, or employing corpus analysis software like AntConc to compare lexical features and syntactic structures across industries. Third, digital and intelligent writing tools enhance thesis creation. For example, ChatGPT's natural language processing capabilities enable dynamic, interactive learning experiences, providing real-time feedback and personalize suggestions. Grammarly, a widely used AI writing assistant, has been useful in improving students' academic writing skills [14] (Figure 5).

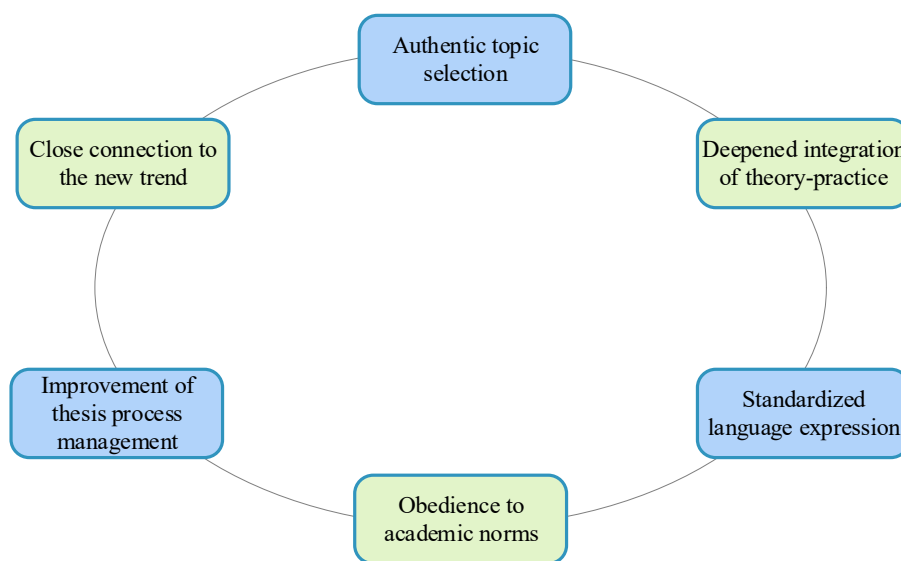


Figure 5: Six-dimensional Strategies to Improve Graduation Thesis Writing

VII. The reform paths of graduation thesis in Business English major of application-oriented universities under the guidance of New Liberal Arts

Under the guidance of the New Liberal Arts, graduation theses of Business English majors in application-oriented universities

should closely focus on the core of "application", refine specific reform paths from four aspects based on the characteristics of application-oriented undergraduate education, so as to realize the deep convergence between thesis quality and talent training objectives through mechanism innovation.

VII. A. Optimize the topic selection mechanism and explore interdisciplinary ideas

Establish a dual-track system for research topic selection that integrates corporate needs and academic hotspots. On one hand, colleges collaborate deeply with enterprises in fields like international trade, cross-border e-commerce, and financial services to gain insights into practical challenges encountered by businesses in operations management, market expansion, and cross-cultural communication. These points are then transformed into thesis topics and incorporated into the corporate needs database. On the other hand, in developing the academic hotspot database, colleges should form interdisciplinary teams composed of senior faculty members. The selection process of academic database emphasizes cross-disciplinary integration while also introducing emerging topics aligned with current trends.

This dual-track system offers three benefits: For students, it enhances problem-solving skills through exposure to real-world issues and helps improve their employment competence; for colleges, it optimizes talent development programs, aligning Business English education with market demands and enhancing professional influence; for industries, students' researches provide innovative solutions for business development, deepening industry-university-research cooperation and driving innovation in Business English.

VII. B. Strengthen the practice orientation and enhance the application value of the paper

Regarding the format of graduation theses, the National Standard explicitly states: "Various formats such as academic papers, translated works, practical reports, research reports, and case analyses may be adopted." In practice, universities should implement diversified thesis formats tailored to students' individual development needs, thereby fully leveraging the pivotal role of graduation theses in talent cultivation. Students planning postgraduate studies or those aspiring to pursue careers in research or education tend to favor academic paper writing. Those aiming for employment or entrepreneurship, particularly those interested in translation or business fields, may opt for more practical projects like business text translation, marketing proposals, business plans, case analyses, and research reports. When developing marketing proposals and business plans, students must conduct thorough market research, integrate industry trends with corporate needs, and formulate feasible, innovative strategies. Case analysis and research reports also enhance students' problem-solving capabilities. They can analyze real-world cases involving cross-cultural business collaborations or international trade disputes. Through data collection, information organization, and problem analysis, they can propose actionable recommendations and solutions that provide valuable references for enterprises and industry development.

VII. C. Innovate the guidance mode and deepen the cooperation between schools and enterprises

To ensure the effective implementation of diversified graduation thesis formats, universities need to improve corresponding guidance systems. Specialized mentor teams should be established according to different thesis formats. For example, the "dual mentor system" can be implemented, where campus academic mentors leverage rich academic resources and profound theoretical foundations to undertake the core task of strengthening students' academic foundation. Corporate practice mentors, with their extensive industry experience and precise grasp of market demands, inject practical vitality into students' theses. To continuously enhance the guidance capabilities of mentor teams, universities should regularly hold joint seminars between campus and external mentors; organize academic mentors to participate in business negotiations and cross-border e-commerce operations to strengthen practical guidance skills; invite practical mentors to attend academic conferences to learn thesis guidance norms and research methods, thereby improving the professionalism of guidance.

VII. D. Implement multiple evaluation and meet the requirements of New Liberal Arts

Under the guidance of the New Liberal Arts, the traditional thesis evaluation standard centered on literature has become inadequate for cultivating business English professionals in application-oriented universities. To address this, a comprehensive reform of the evaluation system is required, incorporating criteria for topic innovation, practical application value, and interdisciplinary integration. This approach will guide students to move beyond mere literature compilation toward research with greater real-world significance and innovative value.

The evaluation system employs a multi-dimensional framework integrating "student self-assessment + institutional mentors + industry mentors + peer review" to holistically assess both academic rigor and practical relevance. Students must submit a self-evaluation report analyzing their research motivation, innovative approaches, and structural integrity and show their self-efficacy for thesis writing. Academic mentors evaluate the paper's academic standards, logical coherence, and theoretical accuracy, providing feedback on content that includes key research skills such as gaps in the literature, gaps in theoretical understanding and coverage, irrelevance of the thesis, wider significance the work, gaps in the justification or explanation of arguments [15]. Industry mentors assess the feasibility and practicability of the proposed solutions in real-world contexts.

Peer reviewers conduct cross-group evaluations and deliver actionable feedback. The final weighted composite score reflects the comprehensive assessment (Figure 6).

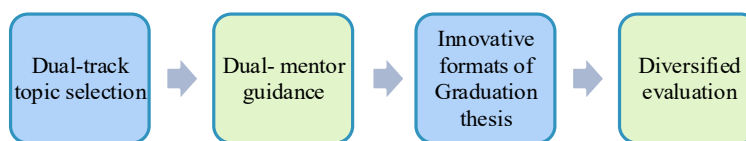


Figure 6: Four-step Reform Path for Business English Graduation Thesis

VIII. Epilogue

The improvement and reform of thesis writing in Business English major in application-oriented universities represent an essential response to contemporary talent cultivation. By tackling the problems in graduation thesis writing, it helps improve the quality of theses and the quality of Business English talents. By establishing a new thesis system characterized by "problem-oriented approaches, industry-education integration, and digital intelligence empowerment," application-oriented universities can effectively address existing challenges in talent cultivation and improve the education quality. To meet the elevated professional standards and talent requirements of the New Liberal Arts movement, application-oriented universities should pay high attention to interdisciplinary development and digital intelligent investment, and provide more alternatives for the reform of thesis writing, putting a satisfactory ending to students' undergraduate academic careers. All in all, the measures and reforms will help foster the cultivation of comprehensive Business English professionals within the New Liberal Arts framework.

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