

On the application strategies of cooperative teaching in College English Teaching under the background of ESP transformation

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Abstract: With the rapid economic development in recent years, the demand for interdisciplinary talents who understand both English and professional is increasing. Most of the latest technologies are written in English. To master these latest sciences and technologies, one must have both subjective knowledge and knowledge of English. College English education cannot meet this requirement, and the lack of subject knowledge has become an important factor hindering the reform of college English teachers. With the transformation of local universities into applied universities, professional English learning has become an important part of the internationalization of education. Cooperative education has been widely used in English teaching. In the context of English translation for specific purposes, cooperative education plays a very important role in improving the quality of college English classroom teaching.

1. Introduction

With the in-depth development of economic and trade globalization, the requirements of all walks of life on the English level of practitioners are no longer limited to simple daily communication, but pay more attention to the combination of language and subject knowledge [1]. Businessmen should trade with people all over the world, mechanical workers should read English instructions, lawyers should solve international disputes, and these changes make people realize the importance of English in the application of subject knowledge [2]. College English knowledge points are complex and the classroom is boring, which is not attractive to students who have just entered the university campus. College English, as a course rather than a discipline, its credit compression and the idea of de-externalization show that teachers' own career development prospects are not optimistic [3]. English teachers in universities can only get a new life through the hard work of saving themselves. The crisis of college English shows that the original general English teaching content of the course can no longer meet the needs of subject development and social development. Therefore, language learning for the sake of language learning has not adapted to the needs of learners. This is also the reason why public foreign language education is time-consuming and inefficient [4]. With the development of the Internet, College English gradually transforms from the traditional mode to ESP mode, and the teaching mode is more flexible. In this situation, College English teaching needs to gradually explore new teaching methods. Cooperative teaching is a widely used teaching method in recent years. According to the students' learning situation, the correct application will often get twice the result with half the effort. It is of great significance to improve the quality of College English teaching and students' comprehensive quality [5].

2. Cooperative teaching of ESP transformation

2.1. ESP and the concept of cooperative teaching

ESP, called English for Specific Purpose, refers to English related to a specific occupation or discipline, which is an English course offered according to learners' specific purpose and needs, and is a new branch of language teaching, and it is also one of the directions of current college English reform [6]. Cooperative teaching originated in the United States in the 1940s. Cooperative teaching

means that two or more teachers, in order to complete the teaching goals and tasks of a course, through joint planning, jointly constructing course teaching resources, preparing lessons and other teaching links, jointly implement classrooms for the same or more students in the same class Teaching is a new type of teaching mode that explores the laws of education and improves the effect of education [7]. ESP English Teaching in universities has its own uniqueness. Although the education industry at home and abroad attaches great importance to the information-based teaching and has taken some practical actions, due to the lack of understanding of the information-based English ESP course in many universities, the successful ESP English teaching results are relatively less. The MOOCS teaching in College ESP English still needs to be gradually reformed to solve a series of existing problems. ESP content and teaching methods depend on learners' learning needs. Foreign scholars have written several similar "genealogies" for ESP in the form of tree diagram. As shown in Figure 1:

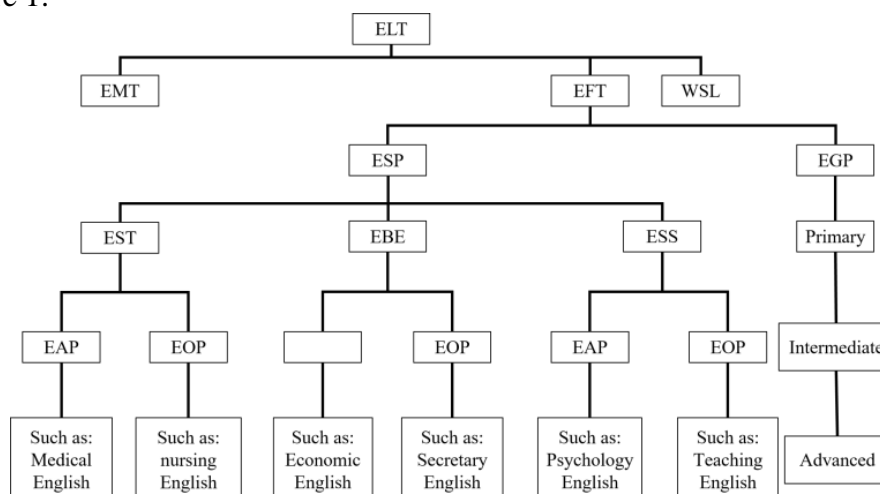


Figure 1 ELT tree diagram

Cooperative teaching requires students to complete their tasks in cooperation. The main steps are group cooperation preview before class, group cooperation analysis in class and group cooperation practice after class. Group cooperation preview before class usually means that teachers put forward a question according to the content of the new lesson, so that students can answer the question together in the form of cooperation to achieve the purpose of preview. It can also be organized by the students themselves, and the group members can preview together. In-class group comprehensive analysis means that each study group conducts in-depth research and discussion on the basis of the preview content. Cooperative exercises after class refer to the process in which group members practice after class to consolidate the knowledge they have learned and complete the exercises prescribed by the teacher.

2.2. The concept of transformation

The so-called "transformation" refers to the fundamental transformation process of the structure, operation model and people's concept of things. Nowadays, looking at the relevant literature of College English teaching, it is found that the traditional college English education based on basic English has been far from meeting the needs of the society and students. All walks of life and students are strongly calling for the reform of College English. Since 2004, the college English curriculum in Chinese universities has entered an important transition period, that is, from the traditional and simple comprehensive English curriculum to the diversified comprehensive, skill, application, culture and professional college English curriculum system group. During this period, Chinese college English teachers need new development in skills, knowledge, attitude and emotion, which are mainly reflected in the following aspects: The improvement of informatization skills, the supplement of non-English professional knowledge, and the enhancement of awareness of life-long development. The language-centered curriculum design method is popular in the early stages of ESP development. Because of its simple design principles, it is familiar and widely used by English

teachers. This method aims to maximize the possible connection between the target scenario analysis results and the ESP course content. The design process is shown in Figure 2:

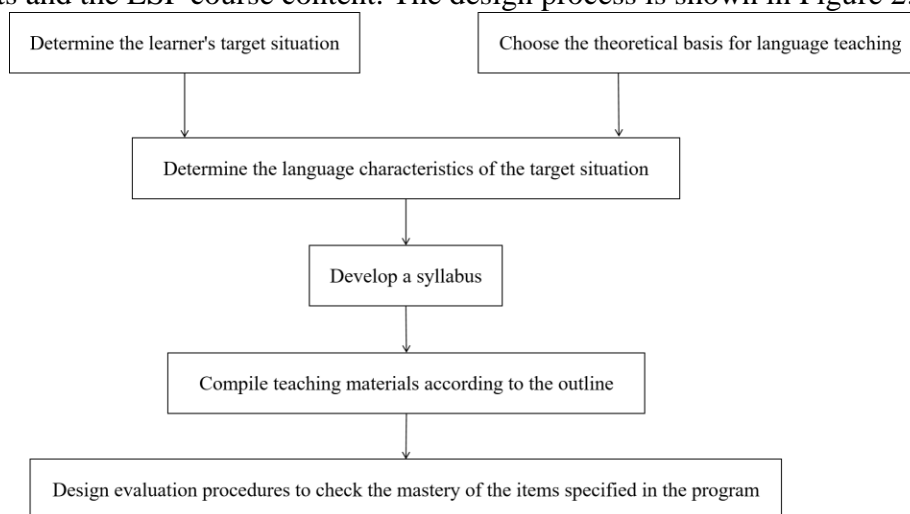


Figure 2 Language-centric curriculum design method

This course design method, starting from the needs of learners, and then through analysis, gradually establishes the syllabus, compiles the teaching materials, and finally evaluates and grasps the contents of the syllabus. Each step is carried out in accordance with the sequence, which has a certain system and logic.

3. Cooperative teaching application strategies in college English teaching under the background of ESP transformation

3.1. Cooperation program

Undoubtedly, ESP English teachers must master certain subject knowledge. However, in the actual teaching staff, ESP English teachers' major is mainly English language and literature, and they have no subject professional knowledge. ESP English teaching faces many subjects and majors, and no teacher can master so much subject knowledge. Therefore, ESP teachers should choose a major that they are interested in as their teaching direction, and cooperate with subject teachers in teaching, learn from each other, and finally achieve a win-win situation. In-depth and detailed analysis of foreign language teaching with a learning-centered curriculum design method can effectively improve the quality of foreign language teaching. The learning process is also a process of internalization. Students are in a dominant position in the learning process. It is emphasized to give full play to students' enthusiasm for learning and advocate providing students with a good learning environment to effectively promote the learning effect. The design process is shown in Figure 3:

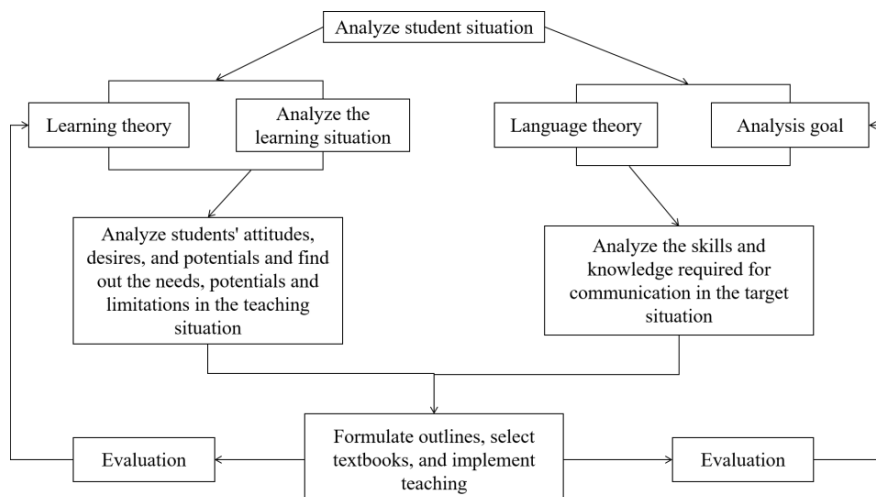


Figure 3 Learning-centered curriculum design method

The cooperation between the two in the teaching process is mainly embodied in four aspects: needs analysis, curriculum development, classroom cooperation and multi-channel cooperation. Grasping the essentials of cooperative teaching and designing practical cooperative teaching activities is an important part of promoting the development of ESP teaching. Cooperative teaching can be carried out from teaching activities such as co-editing teaching materials, co-teaching, co-opening of second classes, academic seminars and other teaching activities. Professional teachers and college English teachers work together to develop academic English textbooks for material English promotion and professional development, and discuss the teaching mode in cooperation. Jointly establish the network teaching platform of the university. Jointly set up ESP teaching and research sections and ESP research institutes within and between schools.

3.2. The Application Strategies of Cooperative Teaching in College English under the Background of ESP Transformation

Teachers are the organizers of classroom teaching. In group cooperative teaching, teachers should have a detailed understanding of the form of group cooperation, give full play to the role of teachers, and guide students according to different teaching contents. Students are the main body of teaching, students' learning situation and personality differences have a certain impact on group cooperative learning. Teachers should communicate with students more, so as to understand the students' situation accurately and in detail. From the literal meaning, the most basic function of cooperative learning is to achieve the purpose of learning through cooperation. In classroom cooperative learning, according to the students' learning situation and personal character characteristics, the learning content of the group can be divided, and different division of labor can be given to the students in the group, so that each student can better adapt to the learning mode of group cooperation, and at the same time contribute to the improvement of personal ability. College students are active in thinking, and have a certain rebellious psychology to the relevant regulations of the school or the arrangement of teachers within the class. They will have a strong willingness to compete in competition and cooperation between groups, and will be less willing to accept their own failures. Some students complain that teachers are unfair. In response to this situation, teachers should formulate scientific and reasonable evaluation standards to restrict students' behavior. Establishing reasonable evaluation criteria can supervise students' cooperation. In the teaching process, teachers need to set reasonable goals for students according to their characteristics, and the goals set should be moderate. Too high goals will make students feel great pressure, but the goals that can be achieved easily lose some challenges.

4. Conclusions

English curriculum must be based on certain foreign language teaching theories. Whether the curriculum is successful or not depends largely on whether it can help students achieve the fundamental purpose of English teaching and whether it can meet the needs of the society and students, so as to realize the dual nature of College English, which is both instrumental and humanistic, and become an important carrier of excellent cultural heritage. The development of ESP English teaching has a long way to go, which is not an independent task for ESP English teachers. It needs a complete English teaching framework, from EGP teaching to ESP teaching to bilingual teaching. Of course, this requires mutual cooperation and cooperation among school administrators, subject teachers, students and even English teachers. Through in-depth research on the concept and importance of cooperative teaching, this article knows that by doing a good job of cooperative teaching and guiding work, combining cooperation and competition, giving full play to the guiding role of teachers, and establishing a reasonable evaluation mechanism, etc. cooperative teaching can be well applied to college English learning and teaching, so as to improve students' English performance, make students' teaching content fit with ESP English transformation background, and promote students' all-round development.

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