

ESP Key Concepts and Course Development

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Abstract: With the development of science and technology, the speed and coverage of information dissemination are more and more extensive, and with the deepening trend of globalization, the exchanges between countries become closer. Whether in depth or in breadth, the exchanges between countries are deepening. In the world, the most common way of communication is English. Whether it is international political exchanges, trade exchanges, or residents' tourism and cultural exchanges, English will basically be used as a common way of communication. It is in this era that ESP came into being. Based on this, this paper introduces the relevant overview of ESP's special-purpose English, and then analyzes the problems existing in the current ESP special-purpose English curriculum setting, and then gives suggestions for the reform of ESP-specific English based on professional needs. It is hoped that the content of the paper can give certain suggestions to the development of relevant courses in China, and improve the adaptability of Chinese students to the social use of ESP in English.

1. Introduction

Since the reform and opening up, our country has gradually begun to attach importance to English teaching. At present, English teaching has occupied a very important position in subject education. However, with the vigorous development of English in primary and secondary schools, a very strange phenomenon has emerged, that is, the teaching goal of College English has basically been completed in high school. At the University stage, English teaching is just repeating some high school English learning content. The existence of this phenomenon indicates that the cohesion of English teaching in different stages in China is still relatively poor, and there is a lack of scientific and rational division of labor. The repetition of learning content in senior high schools and universities will largely inhibit the good development of English teaching. This is not only a high waste of learning resources, but also a kind of “slack” for students to learn English. Based on this, many relevant scholars have begun to explore how college English teaching should be carried out. With the emergence of ESP special-purpose English, the problem has been solved to a certain extent. College English teaching has begun to make new changes after the introduction of ESP-specific English. However, there is still a current state of ESP-specific English curriculum. A lot of problems to be solved. Based on this, this paper discusses how to carry out the reform of the ESP special-purpose English course based on professional needs.

2. ESP Related Overview

2.1 Specialized English Concept

In 1964, Halliday proposed English for Specific Purpose (ESP), which is specifically used in English [1]. It refers to English that is closely related to a particular occupation or a particular subject, and carries out an English course in accordance with the learner's fixed needs and specific purposes (Hutchinson and Waters 1987). Generally speaking, the more common ESP special-purpose English is e-commerce English, legal English, and foreign trade English. On the one hand, the students taught by ESP courses will have good English communication skills, on the other hand, they will be able to meet the English knowledge needs of specific industries. Therefore, this kind of students can better meet the professional requirements for employees, and can carry out specific work through English in a certain working environment. ESP English for Specific

Purposes is mainly produced to meet the needs of deepening international exchanges after World War II.

2.2 ESP Type

ESP English for Specific Purposes is usually divided into three types according to the subject type: the first is English for Science and Technology, the second is English for Business, and the third is English for Social Sciences. There are differences between ESP teaching and traditional English teaching. The choice of ESP teaching content and teaching methods is mainly based on the professional needs of learners [2]. Therefore, ESP in the actual teaching, the professional content of the corresponding teaching content and teaching methods will also have significant differences. In the ESP special-purpose English course setting, it must be set in combination with the professional characteristics of the learner, in order to ensure that learners can quickly and accurately learn the English course of their needs.

2.3 ESP Teaching Principles for Special Purpose English

2.3.1 The Principle of “Authenticity”

The key to ESP's special-purpose English teaching is the principle of authenticity. That is to say, in the ESP-specific English teaching, according to the learner's profession, the ESP-specific English teaching content is effectively combined with the learner's professional characteristics, in the teaching process. The application and the learner's professional match scenes are used to create the learning scenario, and the communication scenarios that the learner may encounter in the future work are used as the English course communication scenario. For example, in the teaching of tourism English, teachers need to simulate real tourism scenes in English classes so that learners can be exposed to real scenes to learn English knowledge, which is not only conducive to improving the efficiency of English teaching, but also to enable learners to meet their future professional needs.

2.3.2 The Principle of “Student-centered”

ESP teaching process must be carried out around the students. Because ESP teaching is particularly targeted, basically the learning group is adult, and many learners who have already participated in the work, may not be as good in learning time. In order to enable learners to effectively improve their professional English knowledge in a short period of time, ESP teaching must be carried out according to the actual situation of students.

3. Problems With ESP Course Development

3.1 There is no Uniform Standard for ESP Specialized English Curriculum

ESP is an emerging course and there are still many problems in the current course. At present, colleges and universities are confused when they are setting up ESP special-purpose English teaching courses, and lack a unified set of standards. Some universities have set this course as a compulsory course, and some universities have set it as an elective course [3]. The main reason for this situation is that most colleges and universities have not yet had a correct understanding of ESP's purpose-use English, and the level of understanding is not enough, and some universities have not paid enough attention to it. There is also a lack of professional English teachers, which leads to the traditional English teaching method for students to learn in the teaching process. This is to let students have a very simple understanding and will not help the actual work.

3.2 ESP Course Syllabus is Different

Because there are differences in the setting of ESP special-purpose English courses in different universities, this leads to differences in ESP's special-purpose English syllabus. Each university has its own “governance”, which leads to the lack of unified learning content and learning objectives for ESP-specific English courses, which will result in a significant discount on the practical utility of ESP-specific English courses, which is undoubtedly not in line with ESP specialization. The goal of

using the English course. At the same time, because ESP specialized English curriculum content does not start from the perspective of students' needs, this leads to the separation of theory and practice in ESP specialized English teaching. Professional teachers generally only guide teaching according to the content of teaching materials, and do not attach importance to the improvement of students' practical ability, which leads to the poor adaptability and practical ability of students, thus making it difficult to meet professional needs [4].

4. Suggestions on the ESP Course Development

4.1 Unified Teaching Materials, Clear Syllabus

College English course is a comprehensive course, which includes listening, speaking, reading and writing. At the same time, these four contents are complementary to each other. Therefore, if you want to introduce ESP concept into the teaching, you also need to organically combine these four contents. If you want to effectively solve this problem, there is no way to accomplish it by one person alone. Therefore, you must set up a special task group. At present, many universities and education bureaus have made unified regulations for ESP teaching syllabus, and require all universities to select teaching materials according to the syllabus teaching content to avoid obvious differences in teaching quality among universities. After the unified syllabus for ESP special-purpose English courses, it is conducive to the clear division of ESP special-purpose English courses, to avoid confusion in the curriculum. In the ESP teaching goal setting, it is also necessary to combine the professional characteristics to carry out targeted setting, which can ensure that the ESP practical teaching can be carried out centering on the teaching goal, so that ESP teaching can be effectively avoided. Blindness [5].

4.2 Paying Attention to Improving Practical Ability of ESP Specialized English Teaching

In the past, ESP teaching only focused on improving students' theoretical knowledge of ESP, but did not attach importance to the cultivation of practical ability, which led to the learners not obtaining ideal results in practical application of ESP after learning. Therefore, when carrying out the ESP special-purpose English curriculum reform, it is necessary to effectively combine the ESP-specific English teaching content with what the learner may have in actual work. In the course of curriculum setting, we must follow the principle of "authenticity" and develop the situational instructional design according to the actual use of ESP's special-purpose English knowledge [6].

4.3 Building Team of Professional Teachers

In order to set up ESP, it is necessary to train an especially professional English teacher team. Although basic English still has its necessary value at present, the transformation of some teachers has become an inevitable trend to adapt to the development of the times. Many universities, especially key universities, have begun to shift the focus of English teaching to ESP. In addition to the psychological and ideological changes required by teachers, it is necessary to provide professional training for English teachers. The main purpose is to enable teachers to grasp the characteristics of ESP and to understand the development methods of ESP teaching. Teaching objectives, in order to improve the teaching level of English teachers [7].

4.4 Using Multimedia in Teaching

Multimedia teaching can help students develop independent and individualized learning to a large extent. Classroom is the main teaching space in traditional teaching mode, which has high limitations. Multimedia teaching can effectively break the space-time limitations of traditional teaching mode and help to build an open teaching space. Students can choose their own learning materials according to their own needs and master their own learning progress. However, the biggest problem in this teaching mode is that it is difficult to control students' self-learning ability. When students' self-learning ability is relatively poor, students will be inefficient. The main reason for the failure of many multimedia teaching experiments lies in this. Brandle (2002) said that teaching on a network-based basis depends not only on the level of teaching and the ability of

students to learn. To solve this problem, a better solution is to carry out graded teaching according to students' English learning level, which can effectively improve students' learning effect [8].

5. Conclusion

ESP courses still have many problems in the setting, so in the future teaching work. Colleges and universities must actively improve the ESP specialized English curriculum, so that the teaching content can better meet the professional needs of learners, better implement the teaching objectives, and continuously improve the practical ability of learners.

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