

A Probe into the Construction of ESP-based Curriculum System for Special Purpose English in Colleges and Universities

Ying Nie

Foreign Language Department, Qiqihar Medical University, Qiqihar 161006, China

nieyingqmu@126.com

Keywords: college; curriculum; ESP

Abstract: With the globalization and the deepening of China's reform and opening-up, social demand for English talents is diversified and specialized. Inter-disciplinary talents with both high English proficiency and profound professional knowledge have become the main parts of social needs. Therefore, college English teaching needs to make major strategic adjustment. After nearly 30 to 40 years of theoretical and practical exploration, ESP (English for Specific Purposes) has become the mainstream of the English teaching in higher institutions at present and even in future.

1. Introduction

ESP (English for Specific Purposes) (Special purpose English) refers to the English which is related to a particular occupation or subject. An English course offered according to the learners' specific purpose and needs. In recent years, many colleges and universities in China have begun to study and construct the ESP curriculum system. In fact, as early as 1960s, some foreign experts and scholars put forward the theory of ESP. ESP courses are very common in many foreign universities. For example, in Greece, non-English majors no longer study public English, but specially Use English. The University Tokyo, Japan, opened ESP in its first year.

In the 1980's, the embryonic form of ESP-English for Science and Technology appeared in China. The University of Hong Kong started early, offering more than 40 major English courses for students, such as speaking skills for architecture students. Shanghai Foreign Studies University adopts ESP model for foreign language majors (international trade, tourism, management, accounting, foreign secretarial, etc.) other universities adopt English business model. According to social and alumni feedback, ESP teaching is of great practical value, in line with the society's professional knowledge and the need for talented people with strong English skills. The author is engaged in English teaching and teaching management, has made a bold attempt of ESP in our school, and achieved good teaching results. The business English class and the electrical English course we offer are popular with the students, which have increased the employment weight of the students. Dalian Metro and other employers have given a very high evaluation to the professional English level of our school graduates. At the same time, we also think, here, the author is willing to make a deeper study of ESP.

2. Implementation Strategy of ESP Course Reform

The construction of ESP course is a systematic project. Its success depends on many factors and affects the overall English teaching in colleges and universities.

3. Principles of ESP Curriculum Construction

First, the ESP must be need-based based on social needs. Before we set up each ESP course, we studied the current situation and theory of ESP at home and abroad, deeply understood the relevant documents of the Ministry of Education, and made a lot of research. We go through all kinds of canals

Tao made a full investigation of the demand for social talents, visited and interviewed the

employing units one after another, inspected the job fair on the spot, and made it clear.

The society needs what kind of talent, what special skills need talent. Secondly, ESP must be student-centered. Humanism believes that education and teaching should be student-centered, strive to adapt to the needs of students, and give full play to their potential. In order to ensure the smooth implementation of the ESP curriculum, to avoid the phenomenon of "there are temples without monks" and "there are no stars in movies", we pay attention to students' thoughts and attitudes towards ESP in our teaching, discuss with students of different majors, and organize alumni associations. The results show that more than 80% of the students want to compress the basic course hours and increase the ESP course. Besides, ESP must pay attention to idiosyncrasy and difference. Colleges and universities should divide into stages and levels according to their own characteristics. No education reform should ignore the characteristics of localization and school-based doctrine. ESP is no exception. We focus on the talent demand of enterprises, combine the actual situation of our school, give play to the advantages and strengths of our school and steadily carry out the construction of ESP curriculum. According to the English Curriculum Standard of Senior High School formulated by the Department of basic Education of our country, the requirements of English curriculum in senior high school almost meet the requirements of college English curriculum at present. According to the Ministry of Education "College English course Teaching requirements" and its relationship, the guidebook informs universities that they have greater autonomy in college English teaching. The Ministry of Education also made the minimum score for college entrance examination. The author thinks that for the key universities in China, the students have a good foundation of English and can offer ESP courses in the lower grades. However, the ordinary university should set up the ESP course in the senior grade. What ESP courses offered depends on school, specialty and demand. Finally, ESP should ensure system integrality; scientifically ESP course is an organic combination of English and other specialized courses. It is not just about the whole thing. The adjustment and redesign of English courses also affect the setting of specialized courses. Based on the specialty and ESP as the push hand, we have set up several ESP curriculum system modules to form the compound professional English curriculum construction. We have also formulated scientific and reasonable medium-and-long-term planning, and finally completed a complete ESP curriculum system.

4. ESP Curriculum Construction Measures

Develop a scientific and reasonable curriculum. The outline is the soul of curriculum construction, the guiding document and the caliper to test the teaching effect. In drawing up the outline, we emphasize the accurate orientation, that is, the ESP outline must meet the specific needs of society. At the same time, we also stress that the outline should emphasize the importance Points and features, that is, through the integration of English into the major, English as the carrier, the completion of professional information input and output, to propose. Upgrade to professional level. In addition, we consider the characteristics of schools and students, emphasizing the operability, practicability and usefulness of the implementation of the syllabus. We discuss the nature of the course, requirements, hours, teaching methods, assessment methods and so on. For inspection and improvement

ESP teaching effect, we have developed a set of flexible, real, diversified evaluation system, using the combination of system evaluation and evaluation outside the system. The evaluation in the system is mainly in the way of process evaluation. Through the daily evaluation of teachers, the self-evaluation and mutual evaluation of students, and the group evaluation, the result of process evaluation obtained, which accounts for 60% of the course, and 40% of the summative assessment. Outside the system, evaluation is if the student learns through the ESP to obtain the authority to approve the qualification certificate may exempt from the examination, is regarded as through this door as P class. The construction of teaching materials should carry out methodically.

The teaching material is the concrete embodiment of the outline and the key to ensure the teaching effect. The ESP teaching material has the characteristics of intersecting, that is, the construction of the English and specialty crossing. ESP textbook construction is very high, the

English must express the specific professional meaning, the specialized aspect knowledge, the inside Prong, cases, etc. should reflected in English; even some ESP classes are essentially the space-time shift between the classroom and the workplace, that is, the real.

4.1 Work environment and task in the classroom simulation practice.

The author thinks that the teaching material should not only keep up with the international frontier, but also accord with the characteristics of talents cultivation in our school, and also consider the actual situation of the students. The corpus of teaching materials should be true and the design of teaching activities should be practical and feasible. The textbook should embody diversity, combining text, icon, case and practice. The teaching material also pays attention to the interest and the expansion.

In view of this, we maintain a cautious and responsible attitude. Teachers have compiled handouts and instructions in the light of existing teaching materials.

It will be supplemented, revised and perfected at any time, and will be published as soon as it is mature.

4.2 Construction of a high level of teaching staff

The training of specialized application talents must have a high level of ESP teachers. We have created a "trinity" pattern based on English teachers, professional teachers and cooperative enterprises to promote the successful transformation of English language teachers to ESP teachers.

We set up the ESP English Teaching and Research Office to set up new requirements for teachers to transform or upgrade themselves quickly. Teachers are required to recognize the situation, change their concepts, set up a sense of crisis, expertise, learning, and omnipotent and team consciousness, strengthen the research in a certain professional field based on excellent English proficiency, and learn from other teachers in school. The school provides teachers with the opportunity to visit, study and experience in the field of social industry, encourage teachers to participate in various seminars and exchange activities, and train a group of excellent ESP teachers. At the same time, we are looking to the society to recruit Rich practical experience of talent as ESP teacher. Through the way of internal and external quotation, we should strengthen the construction of ESP teachers.

4.3 Correctly handle the relationship between ESP courses and other professional courses

ESP and English majors, non-English majors

English major students focus on culture, human knowledge, enhance listening, speaking, reading, writing and translation. The core of ESP courses offered by English majors is to build up students' solid language, culture, society and scientific knowledge.

Therefore, English majors focus on academic English EAPs (Culture of English for Academic Purposes or Business English EPP (English for Professional Purposes. After finishing the general English course and some specialized courses, the students of non-English major can learn more widely through ESP, and make more use of their professional knowledge for practical training, to lay the foundation for mastering the practical skills needed for future work. Therefore, non-English majors focus on EOP (English for Occupational Purposes. "In ESP, language is not the main thing, but something learned in the process of acquiring completely different knowledge or a set of skills."

4.3.1 ESP and EGP

EGP and ESP belong to language teaching in nature, and their goal is to improve the language competence of college students. In language teaching system, the two levels constructed for the same teaching objective. ESP teaching is the continuation or extension of EGP teaching is a prerequisite for ESP. To set up ESP, first, we should grasp tents' EGP situation accurately and avoid the appearance of "don't walk and want to run". "When we make the overall plan of ESP, not all majors have to offer ESP courses, some of them are finished. EGP will be able to cope with the needs of future work.

4.3.2 ESP and the study of bilingual courses

ESP is a transitional course for both Basic English and bilingual courses... Foreign language teachers should mainly undertake ESP teaching, and professional teachers can teach bilingual courses as a preparation for bilingual courses. For most non-English majors, the opening of ESP is full.

5. Significance and Influence of ESP

ESP can promote the innovation of educational idea, and even influence the development direction of higher education in our country. With the internationalization of products, industries, capital, knowledge, culture and so on, talents are becoming more and more international. Colleges and universities should formulate policies in time, adjust the training programs and Train mode, make the talented person that trains and the society is in line.

ESP has brought new pressures and challenges to teachers, how English teachers change their roles. How to change from "walking on one leg" to "walking on two legs" has put on the agenda. ESP has provided opportunities and space for the development and future of teachers themselves.

The improvement of the quality of teachers triggered by ESP is bound to promote the improvement of the overall level of education in China. ESP promotes the quality of talent training in colleges and universities, thus realizing the optimization of educational resources, the maximization of educational benefits and the socialization of educational objects.

6. Conclusion

College English teaching should be oriented to serve the internationalization of higher education in China. According to this goal, our college English teaching curriculum requirements, teacher training, teaching evaluation and so on will need a revolutionary adjustment. This is actually a fundamental reform that the college English world has long been looking forward. The new English teaching documents, notices and guidelines for senior high schools and universities in China point out the way for the future development of English teaching in colleges and universities. Establishing and perfecting ESP teaching system rapidly can meet the needs of the society, meet the needs of students, and ensure the survival, development and growth of the school. Of course, the ESP still has a lot. The author is willing to work with many experts, scholars and educators to find a scientific and effective way to construct ESP curriculum system.

Acknowledgments

Research Program for Economic and Social Development in Heilongjiang Province 2017 fund project (WY2017066-C).

References

- [1] T. Hutchinson & A. Water, English for specific purposes, Cambridge University Press, 1987.
- [2] Yang X xi, On English teaching in Greece, Foreign Language Teaching Abroad, vol. 3, pp. 61-65, 2004.
- [3] Chen Z j, Z F x Analysis on the demand of ESP teaching mode in public English Teaching in higher vocational colleges, Chinese Journal on ESP, 02(1), 2011.
- [4] Li L y, On the current situation and teaching strategies of English for special purposes in colleges and universities, Education and Vocation, vol. 20, 2013.
- [5] Wang H ting, Tao J h, Research on the development and cooperation mode of the "three in one" ESP, Contemporary Education and Culture, vol. 3, pp.-2, 2010.
- [6] W j m, Discussion on the construction of the compound specialty curriculum from the ESP

English curriculum model. Journal of Xi'an International Studies University, 2010, 18(4).

[7] Graham J. G. & R. S. Beardsley, English for specific purposes: Content, language, and communication in a pharmacy course model. TEZEL Quarterly, vol. 20 (2), pp. 227-245, 1986.

[8] Zhou En, Ding Ni q, The connection between College English teaching and bilingual teaching: Present situation and thinking, Foreign Language World, vol. 4, pp. 68-75, 2012.

[9] C J Gang, ESP and the development direction of College English teaching. Foreign Language World, vol. 2, pp. 27, 2004.

[10] S Di fang, The internationalization of higher education and the goal and orientation of College English Teaching, Foreign Language Teaching and Research , vol. 1, pp. 137-144, 2011.