

The Construction of ESP Teaching System in Application-Oriented Universities

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Abstract—In recent years, local universities have encountered dilemma in management and development because of following traditional principles. College English teaching, in particular, has long been time-costuming with low efficiency. There is a "two skins" phenomenon that English teaching and major education are totally separated. Against the background of internationalization of higher education, it is urgent for local universities to make reforms in English teaching in order to meet the social needs of high-level applied talents. Based on the theories of discipline-customized ESP teaching, this thesis makes exploration for ESP teaching in application-oriented universities from the following aspects: ESP demand analysis, curriculum setting, teaching model design, teacher cultivation, textbook construction, appraisal system building, etc.

Keywords—*application-oriented universities; college English teaching reforms; ESP teaching*

I. INTRODUCTION

Currently, there is not only the problem of "shortage of senior artisans" in the society, but also the situation of "difficult employment of graduates", the main reason of which is that it is difficult to match the talent cultivation structure of colleges and universities with the market demand. In order to cultivate high-level applied talents with strong international communication ability in the professional field, the transformation of college English teaching to ESP has become an inevitable trend.

II. THE PRESENT SITUATION OF ENGLISH TEACHING IN APPLICATION-ORIENTED UNIVERSITIES AND THE BASIS OF ITS REFORM

In 2017, the Ministry of Education proposed the requirement of "carrying out college English teaching reform centering on improving college students' comprehensive application ability and enhancing their international competitiveness". In 2013, the theme of the fourth annual conference of China Educational Linguistics Research Association was "college English teaching for professional talents in the context of internationalization of higher education". The annual conference makes college English teaching content concrete and defines that "academic English" has become the core content of college English teaching

reform. The essential features of application-oriented college education are locality, applicability, technicality, professionalism and occupation. Application-oriented universities should combine with professional knowledge in the English teaching, and cultivate students' academic English communicative ability to meet the demand of the society for high-level technical professionals with international competitiveness.

III. THEORETICAL BASIS OF SUBJECT-CUSTOMIZED ESP TEACHING

In recent years, the state has made it clear that ESP teaching is the direction of College English education reform, and formulated relevant policies. This view has been recognized by many foreign language experts.

A. Policy Basis for ESP Teaching

The Ministry of Education and the Ministry of Finance clearly require that the reform of college English teaching should "effectively improve the professional English level of college students as well as their ability to directly use English for scientific research [2]". In 2014, the State Council indicated that "at present, China should actively participate in the formulation of international standards for vocational education in terms of vocational education, and develop professional standards and curriculum system in line with international advanced standards [3]". ESP teaching has become the development direction of English teaching reform in this century.

B. Experience Reference of ESP Teaching

The world's advanced ESP teaching practice provides reference for China's ESP teaching. English teaching for non-English majors is basically ESP teaching in the universities of Hong Kong. In English speaking countries including the United States, the United Kingdom and Australia, ESP courses are specially set up in university language learning centers to help learners adapt to the international academic community [4]. ESP courses in the United States are even tailored to learners as required by them. The evidence shows that universities around the world set great store on ESP teaching and develop the course in a three-dimensional and rich way.

IV. THE CONSTRUCTION OF SUBJECT-CUSTOMIZED ESP TEACHING

According to Tyler's Rationale, the design process of traditional ESP course design includes five steps, namely, demand analysis, outline design, textbook design, teaching method design and teaching evaluation. In this paper, the author combines the characteristics of talent cultivation in domestic application-oriented universities, and makes the design on the subject-customized ESP teaching system from six aspects.

A. ESP Course System Setting

The curriculum is based on demand analysis. In terms of foreign languages, what they need is strong English communication skills, especially those related to their major or job [5]. Although the English level of college freshmen has been improved in recent years, freshman of application-oriented universities still has a relatively weak foundation in English. So basic English teaching should be the key point of English teaching in lower grades. ESP curriculum is set up as follows: in the freshman year, small class teaching in the CBI mode (less than 35 students) is adopted to break through students' listening and speaking ability. In the sophomore year, students will learn general academic English. Besides, it is necessary to enhance their extracurricular autonomous learning, and cultivate the ability of information search, information absorption, team cooperation, opinion presentation and other aspects, so as to prepare for learning professional English. In the third and fourth years of university, students should take English for General Academic Purpose course or English for Occupational Purpose course as an elective course to develop their communicative ability in professional English. The test system of the whole ESP course is a three-dimensional evaluation system including process evaluation and final evaluation.

B. ESP Teaching Mode Design

At present, there is a common phenomenon of class hour compression in college English courses. An innovative ESP teaching model is required to ensure the achievement of teaching reform.

1) *Step by step*: Small class teaching is adopted in the freshman and sophomore years. The freshman year uses CBI (Content-based Instruction) teaching method in Comprehensive English teaching, that is, content-based instruction, which combines language guidance with subject guidance. Briton proposed three modes of CBI teaching concept: sheltered model, adjunct model and theme-base model [6]. Based on the college English textbooks classified by subject at present, the CBI teaching in the freshman year adopts the subject teaching mode, and "6T" teaching method. The themes of Comprehensive English, Oral English, Listening and extracurricular autonomous learning tasks should be kept in step to improve students' comprehensive listening and speaking ability. Students mainly study general academic English courses to cultivate interdisciplinary academic English ability in the sophomore year. This period

belongs to the transition stage from GE to ESP. The effectiveness of independent learning of learning center should be especially strengthened and supervised, and the learning effect should be enhanced through abundant second class activities. In the third and fourth year of university, various ESAP or EOP courses are offered in the form of elective courses to guide students to take English for General Academic Purpose course or English for Occupational Purpose course as an elective course as required by their major, so as to prepare for entering the workplace.

2) *Atmosphere creation*: Although the connotation construction of teaching is very important, I believe that the "image" construction is also indispensable because it can promote the development of connotation construction. The atmosphere creation of English learning has a significant impact on learning effects. Therefore, it is necessary to arrange the ESP pilot teaching area. For instance, it will be important to put up English national map, posters or English slogans about English national culture, etc., and arrange one theme for one classroom. This task can be completed by the students under the overall arrangement of teachers. At the same time, the theme of environment can be updated in stages. For example, if the theme of the study is American Presidential Election, it can post posters and slogans for various elections. When encountering traditional festivals in English culture, it will also be important to rearrange the classroom and enable the students to learn the language in the festive atmosphere. In the classroom, "ENGLISH ONLY" should be the standard that everyone must abide by. If someone violate the rules, they should accept "punishment" (such as telling stories in English, etc.) to encourage teachers and students to speak English together. The tables and chairs in the classroom are mobile, similar to the form of a salon, which facilitates the creation of a relaxed classroom atmosphere. In this way can the teachers and students feel a strong English atmosphere when they enter the classroom, and make them have a sense of staying in the real foreign classroom. In addition to the creation of an English classroom atmosphere, it is also possible to add bold and beautiful English public signs throughout the school to enhance the foreign language atmosphere.

3) *Multi-modal teaching*: The application of modern information technology and multimedia equipment can achieve multi-modality of classroom teaching and extracurricular teaching. Modern English textbooks are well illustrated. Teachers should make full use of the multi-modal characteristics of the textbooks, combine multi-modal teaching resources such as extracurricular audio and video, and play a synergistic role between various teaching resources to achieve optimal integration of teaching resources. In terms of classroom teaching methods, they can use physical display, workplace scenario simulation, and simulation training (such as academic forums). The purpose is to make ESP teaching professional and authentic through classroom multimodal teaching.

In addition to achieving the multi-modality of classroom teaching, ESP teaching mode still pays attention to extra-curricular multi-modal teaching, which can mainly be reflected in the multi-modality of students' self-learning and teachers' tutoring. According to the theme required by the CBI teaching model, students use the rich library resources and network resources to learn independently and complete the relevant learning tasks arranged by the teachers, and internalize the knowledge they have learned into their own comprehensive qualities. For instance, it is necessary to regularly organize theme English activities, such as prize-winning quiz, English talent show, English salon, etc., to provide a stage for students to fully display and exercise themselves. Teachers can specifically open a blog that is purely for teaching services, updates teaching resources in real time, shares teaching experience, and forms good interaction with students. In addition, QQ, WeChat and other information means can also achieve barrier-free communication between teachers and students.

C. ESP Teacher Ability Training

Teachers are the main body of teaching reform implementation, and teachers' ability is the key to success of teaching reform. At present, the biggest problem that ESP teaching reform faces in applied technology colleges is the lack of ESP teachers. There are two main reasons: First, the introduction strategy of colleges puts more emphasis on "education background" rather than "skills", which leads to that teachers with high academic qualifications lack teaching experience and even many of them have no social experience; Second, the willingness of teachers to reform ESP teaching is not high. They prefer to do a familiar work with ease and teach basic English courses or general English courses. To realize the reform of ESP teaching, it is necessary to strengthen the construction of the "double-professionally-titled" teachers team. First, it needs to change the concept of teachers, train and guide teachers to understand that ESP teaching is the mainstream of college English education. Investigate the successful reform colleges of the ESP teaching pilot program and learn from its successful experience. Second, it is necessary to strengthen teacher training. "double-professionally-titled" teachers are required to have practical experience in enterprises (industries). English teachers should regularly participate in the production and research activities of enterprises (industries), and improve professional practical skills through practical operations. Third, it is necessary to build a teaching staff with full time and part time. The construction of ESP teaching staff should not only rely on the training of existing teachers, and it should increase the proportion of industry experts or enterprise backbones. At present, the common problem in applied colleges is that they employ a large number of university teachers with senior professional titles rather than senior technical personnel. Fourth, it can promote the ESP teacher team building, establish the ESP Teaching and Research Center and build a team of teachers with the ESP curriculum as the core to form an effective teamwork system.

D. Construction of ESP Teaching Materials

At present, the textbooks on English for Occupational Purpose (EOP) in China can be found, but there are almost no textbooks on English for General Academic Purpose (EGAP). Teachers compile handouts or school-based textbooks by themselves based on students' level, and gradually perfect them into publishable EGAP textbooks. There are many ESAP teaching materials, but they are not necessarily suitable for application-oriented universities. Teachers can integrate teaching materials resources and develop school-based teaching materials that are suitable for students and have professional characteristics based on the university's professional characteristics and the talent training goal of serving local development.

E. Construction of ESP Evaluation Mechanism

A reasonable teaching evaluation mechanism can guide and motivate ESP teaching. For teachers, the evaluation standard should focus on the following aspects: teaching should be "student-centered", practical in content, and emulational in teaching situation. For students, the dynamic evaluation method combining process evaluation and summative evaluation is adopted to focus on the evaluation of learning motivation, classroom performance, autonomous learning effect, second class activities, enterprise practice and other factors, so as to weaken the command role of CET-4 and CET-6. Besides, attempts should be made to establish a dual evaluation model for university-enterprise cooperation.

V. CONCLUSION

ESP teaching has been carried out in key universities in China in full swing, but the practice and research of ESP teaching in application-oriented universities are relatively weak. At the fourth annual conference of China Educational Linguistics Research Association in 2013, Xia Jimei proved that academic English was not only applicable to 211 and 985 key universities, but also could be popularized in the second-tier universities by using a successful case of academic English pilot teaching in a second-tier university in Dali, Yunnan Province. She uses "academic style" to express what college English should teach. ESP teaching reform in application-oriented universities is to meet the needs of the times for talents. The exploration of ESP teaching deserves more scholars' attention.

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