Research on ESP Course Construction and Teaching Mode—An Example of Fashion English for Science and Technology

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Abstract. ESP stands for English for Specific Purposes, including EOP, EAP and EST. Demand analysis is the starting point for ESP curriculum design. In this article some job positions were investigated in terms of the demand for graduates’ English level. In order to improve students’ ability to access scientific and technical information in English, Fashion English for Science and Technology was offered as a public elective course. Based on the cloud space teaching platform, Fashion English for Science and Technology course was established on the homepage. With the cloud class, the EST online course was carried out, and the ESP teaching mode based on networked self-learning has exerted an active effect on ESP teaching.

Introduction

ESP refers to English for Special Purposes or English for Special purposes. ESP can be divided into the following three types: 1) EOP/EVP—English for Occupational/Vocational Purposes: learners often use English at work and in professional activities, and they have to learn content and skills closely related with their work or career. 2) EAP/EEP—English for Academic Purposes: The learners are mainly non-English majors and other students who need to use English during their studies. 3) EST—English for Science and Technology: All English literature related to science and technology (written or verbal) belongs to the category of scientific English [1-2]. ESP is English that is relevant to a particular occupation, subject, or purpose. According to ESP teaching theory, English learning is no longer just by memorizing several English words, phrases, and several grammatical rules, but by interpreting a professional English article so that the learners could understand an idea, a technique, and a knowledge point [2].

ESP is the product of the development of applied linguistics. Demand analysis is the starting point of ESP curriculum design and one of the key factors for an ESP curriculum. “Requirement analysis” includes two meanings: one is the target demand analysis, which is to analyze the purpose, motivation and goal that learners should achieve by learning English; the second is learning needs, which is to analyze the language and skills that must be mastered in effective communication and learning for the learners in the future. Target needs should focus on the starting point and outcome, while learning needs should focus on the teaching process [3].

Many scholars believed that a major change in English learning in the future may be that it was no longer a simple English learning. English teaching would increasingly be combined with one aspect of professional knowledge or with another subject's knowledge. ESP English teaching would become the mainstream of English teaching in the 21st century [4].

The multimedia and network-based teaching has largely converted the teaching mode of traditional college English teaching-centered. The original words, sentence patterns and texts had been taught in a new way. Some scholars had defined online self-learning as "learners use the network themselves to actively use and regulate their own meta-cognition, motivation and behavior to learn online courses." Network self-learning was a kind of self-learning mode, taking students as the center, provided some supplement of the teaching content with network resources, such as MOOC. The mutual teaching activities between teachers and students were carried on through the network platform. In this model, students' interest in learning could be greatly stimulated. Eventually, students were more willing to make positive contributions to teaching interaction. Nevertheless ESP was a course both professional
and practical, it was difficult to meet the students' demand by relying only on limited class time and knowledge in books [5-7].

To solve this problem, with the help of a powerful network platform and enriched network resources, it is effective to establish a network self-learning ESP teaching mode.

ESP Network Teaching Mode Research

ESP English teaching is positioned in the transitional stage before students begin to learn professional English after completing basic general English learning. General knowledge English learning is the foundation and starting point of ESP English teaching. It is the goal of ESP English teaching to lay a good foundation for professional English learning. Based on this, the ESP English teaching needs are analyzed to define the ESP teaching objectives and content.

The network of teaching has gradually changed the traditional face of English teaching. Teaching both online and offline has expanded the space for English teaching. At the same time, network-based self-learning fully mobilizes students' initiative in learning English. Reasonable planning of teacher-led learning and student initiative learning can achieve an enhanced ESP learning-driven model.

Relying on ESP English teaching networked independent teaching-learning interactive platform, the ESP teaching mode based on networked self-learning could be constructed, which provided a practical application for ESP English teaching.

Making a Questionnaire Survey, the ESP Demand Analysis for Some Specific Majors Were Conducted.

Taking the international trade major and the electron-mechanical major as an example, the demand level of English use ability of graduates in employment was investigated. This survey randomly selected a total of 40 positions in 15 employers, and conducted statistics and analysis on the English application ability requirements of each position. Among them, 15 positions in marketing and 25 positions in technology. The statistics are shown in Table1.

<table>
<thead>
<tr>
<th>No.</th>
<th>Job Title</th>
<th>Job Category</th>
<th>Academic Requirements</th>
<th>English Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Marketer</td>
<td>Marketing</td>
<td>College</td>
<td>--</td>
</tr>
<tr>
<td>2</td>
<td>Sales clerk</td>
<td>Marketing</td>
<td>College</td>
<td>CET-6</td>
</tr>
<tr>
<td>3</td>
<td>Marketing</td>
<td>Marketing</td>
<td>College</td>
<td>CET-4</td>
</tr>
<tr>
<td>4</td>
<td>Business representative</td>
<td>Marketing</td>
<td>College</td>
<td>Good business English</td>
</tr>
<tr>
<td></td>
<td>(import and export trade)</td>
<td></td>
<td></td>
<td>foundation</td>
</tr>
<tr>
<td>5</td>
<td>Design, process engineer</td>
<td>Technology</td>
<td>College</td>
<td>Good English</td>
</tr>
<tr>
<td>6</td>
<td>Mechanical engineering</td>
<td>Technology</td>
<td>College</td>
<td>English proficiency</td>
</tr>
<tr>
<td>7</td>
<td>Nondestructive testing</td>
<td>Technology</td>
<td>College</td>
<td>Good English reading and</td>
</tr>
<tr>
<td></td>
<td>engineer</td>
<td></td>
<td></td>
<td>writing skills</td>
</tr>
</tbody>
</table>

Table 1. English Requirements Survey.

<table>
<thead>
<tr>
<th>Required level</th>
<th>CET-6 or above</th>
<th>CET-4(proficiency)</th>
<th>Average</th>
<th>No request</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing</td>
<td>14.30%</td>
<td>28.60%</td>
<td>12.30%</td>
<td>44.80%</td>
</tr>
<tr>
<td>Technology</td>
<td>17.70%</td>
<td>40.70%</td>
<td>11.20%</td>
<td>30.40%</td>
</tr>
</tbody>
</table>

Table 2. Statistics in summary.

It can be seen from the above statistics in Table2 that foreign-funded or joint-venture enterprises had higher requirements for post English, and were required to reach the level of college English Band 6 or above; the level of English required to meet the requirements of the post was higher than that of college English Band 4 or more proficient, accounting for an average of 35% or so. Among them,
professional and technical positions had the highest requirements for English, and most of the positions require English proficiency and professional knowledge.

**Setting-up Fashion English for Science and Technology as Public Elective Course**

Scientific English is a specialized subject of English language and is a kind of English for Specific Purposes. Scientific English is not only used as a tool for scientific and technological exchanges, but more importantly, it has been used as a carrier of modern scientific and technological information, reflecting the achievements and dynamics of world scientific and technological research and development in the form of English language. Mastering scientific English to acquire scientific and technical information has become one of the essential skills of contemporary university students.

As a transitional course from basic English to professional English, Fashion English for Science and Technology was selected as a public elective course. This course is a comprehensive English improvement course that introduces technical English materials and integrates listening, speaking, reading, writing and translating multiple language skills. This course selects the scientific and technological application in fashion life as the learning material, and pays attention to the combination of scientific and fashionable, knowledgeable and interesting. Through this course, students would develop students’ access to scientific and technological information, understanding of scientific and technological applications, the ability to enhance innovative thinking, and a rigorous academic learning attitude.

From this course, students were able to understand the application of technology in life and the charm of technology leading fashion, to master the knowledge of science and technology English, technical English translation, and to gain the ability to obtain cutting-edge scientific and technological information in English.

And what’s more, the scientific and technical styles introduced in this course were the regular examination styles of the CET-4 and CET-6 examinations. After studying this course, students could grasp the scientific and technical style so that their employment competitiveness could be improved.

**Establishing ESP Teaching Mode for Networked Self-learning.**

This course was based on students and used the task learning method to develop students' ability to think independently, to analyze problems and to solve problems. It fully mobilized students' initiative and creativity. The latest technological developments were demonstrated through multimedia courseware, so that students could gain intuitive feelings and strengthen their understanding of technology by strengthening students' understanding of English listening by means of a large number of audio input. Some teaching methods, such as pair work and group work, were taken to guide students to speak English Expression. For the teaching content, the characteristics of scientific and technical terms and scientific and technical styles were introduced and explained, and students could gradually master the translation methods of scientific and technical styles and improve their ability to understand English for science and technology. In terms of the process of teaching, students were assigned certain learning tasks, through selecting a certain topic, to finding information and summarizing. Consequently, a classroom report was formed and presented. All of this was intended to improve students' ability of searching information and communicating in English.

This course used a combination of online and offline teaching methods. Relying on the cloud space and the cloud class as teaching platforms, the column of Fashion English for Science and Technology was opened on the cloud space homepage. Some teaching materials were uploaded, including teaching videos, audio, PPT and also the technical videos and scientific articles. Learning materials, as a useful supplement to classroom teaching, were developed and an interactive teaching platform was open up for teachers and students. There were certain spaces for after-class tasks to be assigned, students’ homework to be checked, and students’ questions to be answered.
Summary

Teaching evaluation was conducted with a variety of methods, ranging from group evaluation, teachers evaluation to students self-evaluation. Through collecting and analyzing a series of data, such as learning time, learning frequency, homework participation, test scores and the like. Teaching effectiveness received correspondingly feedback. Some measures were taken, covering adjusting the amount of teaching contents, the coverage of learning skills and the motivation of self-learning. With these improvements, the ESP teaching mode based on networked self-learning has made a great progress in practical application.

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References