



Application of ESP System Analysis Technology in the Construction of English Language Curriculum

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ABSTRACT

With the popularization of internet technology and mobile devices, micro courses, as a new type of learning resource and service model, have received widespread attention. This article explores the development and design of a resource design application model for vocational colleges based on micro courses. Firstly, the concept and characteristics of micro-courses were introduced, followed by an analysis of vocational college students' needs and current situation. Then, an application pattern design framework based on micro courses was proposed, including four aspects: course design, platform design, interaction design, and evaluation design. Finally, the implementation and application effects of the application mode were demonstrated through specific cases.

Keywords: ESP System, Public English, Curriculum Construction

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1. Introduction

Under the background of economic globalization, English is more necessary and universal. The English teaching of Chinese colleges and universities has also assumed a great responsibility for cultivating practical talents for society. It has become a hot topic of language teaching scholars in our country, which also indirectly promotes the reform of public English teaching in our country [1]. The college English courses in our university are divided into English majors and non-English majors according to the different learning subjects; the English courses offered by English majors are called English majors, while the courses provided for non-English majors are public English [2]. Nowadays, more and more researchers have shifted the attention of the study to specialized

use of English, that is, ESP [3]. This is a combination of typical content and language after integrating language teaching [4]. However, there are few studies on the use of specialized English in colleges and universities in our country. The limited research is also devoted to the use of specialized English in the context of teaching the general English language [5].

2. The State of the Art

Objective English for a special purpose (ESP) should combine two stages of English subject content and language integrity for college non-English Majors in China, which should be a kind of English language course [6]. The teaching of specialized English should be divided into two stages. The first stage of the course teaching should be based on professional knowledge and broad-based core language as the main content of teaching and set up two basic courses in specialized English required to be completed in the semester by major categories of professional [7]. The second stage is more experienced; after completing the first stage of the basic course, college students have a certain degree of knowledge and basic knowledge and then continue to take the second stage, two semesters of more professional ESP teaching courses [8]. After the establishment of the specialized English teaching model, it is not entirely emphasized that the curriculum is set from the low to the high ability of the basic knowledge of English, but to analyze the individual needs of different learners, to adapt to the actual situation of each person and their own knowledge reserves and essential ability of the differences, and then extract the level of their teaching content [9]. Based on this premise, the learner's knowledge base is combined to ensure that students can obtain the most valuable English for their future work in limited time and conditions [10]. From the perspective of theoretical and practical application, this paper discussed the specific construction process of college English for specific purpose in China, analyzed the concept of teaching structure and function of language, provided effective theoretical guidance for the construction of the current ESP curriculum in our country, demonstrated the scientificity of the curriculum system and the feasibility of its implementation, which provides the support of learning theory for the application of ESP in the construction of public English curriculum system in colleges and universities and provides an essential theoretical reference for the reform of public English courses in our universities [11].

3. Methodology

Since the reform and opening up, China's international status and the overall level of various industries have been a certain degree of development, the exchange between China and other countries has been increasing, and the economic sectors and trade basins of multiple industries have also begun to change from domestic sales to foreign sales [12]. In this trend, China increased the emphasis on English education (Fig. 1) [13]. The development of English subject education is an essential driving force for the development of various industries in China, which makes our country and neighboring countries or regions maintain a more stable environment, problems such as the increase in the cost of economic and trade transactions between China and other countries because of language differences can be reduced [14]. In this trend, English teaching has become one of the most essential links in developing the school education model in Chinese universities. Since the establishment of English subjects in our country, it has gone through many different reforms. The overall educational model has continuously improved, and teaching efficiency has greatly improved [15].

Quantitative research: aiming at the deficiencies of China's College English teaching model, the purpose of this study is to analyze the influence of ESP system analysis technology in the public course system of College English Teaching in China through quantitative research methods, the related research methods are as follows: firstly,

by reading the relevant literature, this study summarized and analyzed the associated concepts of ESP system analysis technology; through the number of literature, the application of ESP system analysis technology based on the amount of statistics was further discussed.



Figure 1. Live English teaching in colleges and universities

Questionnaire: This study used Internet technology to study the development direction of English courses for non-English Majors in some 985 universities in China, investigated and discussed the relevant information about the construction of ESP public English courses, determined the appropriate design of English courses in these 985 Universities, and explored the shortcomings of the study. 985 colleges and universities in English curriculum design are shown in Table 1:

	Fudan University	Wuhan University	Nankai University	Zhongshan University	Xi'an Jiaotong University	Shandong University	Sichuan University
Course Title	College English preparation level/I-IV	College English	Basic foreign language	College English	College English	College English	College English
Course nature	Public basic compulsory course	Public basic compulsory course	Public basic compulsory course	Public basic compulsory course	Public basic compulsory course	Public basic compulsory course	Public basic compulsory course
Object of instruction	Non - English majors.	Non - English majors.	Non - English majors.	Non - English majors.	Non - English majors.	Non - English majors.	Non - English majors.
teacher	College English Teaching Teacher	College English Teaching Teacher	Teacher in the public English Teaching Department	College English Teaching Teacher	College English Teaching Teacher	College English Teaching Teacher	Teacher of the one or two Department of College English

Table 1. College English courses for non-English majors in seven key universities in China

Statistical analysis: based on the present situation and shortcomings of ESP English curriculum design in our country, the paper put forward a new curriculum model and analyzed the scientific nature of the new curriculum model by using the questionnaire. The survey object is as follows:

	Number of people surveyed	Average Age	Male to Female Ratio
Students of five majors in higher grades	300	19.2	2:1
College English teachers and subject professional teachers	50	31.7	3:2
Newly graduated office workers	50	24.3	1:1

Table 2. Summary of respondents to this questionnaire

4. Result Analysis and Discussion

Some new teaching systems and theories have given our college English teaching a more perfect education system and scale. Especially since 2002, China's Ministry of Education began to put forward college English teaching quality and teaching reform as a priority among priorities of education reform in the next step and put the new round of English teaching reform on the agenda through a series of policies (Fig. 2). In 2007, China's Ministry of Education formally formulated the relevant documents, and applied it to the actual educational reform, and the main goal of the reform of College English teaching defined by the paper is to improve students' overall English proficiency so that they can enhance their competitive abilities in the following intense work, study and life, further promote the students' interest in learning through the application of specific technologies to meet the needs of our society and the times. However, some of the uncoordinated phenomena are exposed in the process of English teaching reform in our country. As English education in our country is seriously influenced by the traditional teaching thought, English teaching is only a simple way of teaching, which has an impact on the improvement of English performance and the development of students' interest in learning and the limitation of the English teacher's level makes certain school's actual investment in English relatively low. These factors directly or indirectly slow down the actual speed of English teaching reform and thus hurt the comprehensive improvement of College English proficiency. Therefore, how to better grasp the relevant opportunities in the era of reform and further promote the continuous improvement of the college English teaching model has gradually become one of the important research topics in the development of the times. In this context, to better promote the improvement of the level of public English teaching in our country, this study studied the curriculum reform in English teaching mode as the research object and analyzed and discussed the application of ESP system analysis technology in Chinese college English teaching course, to determine the practical application value of the technology to the curricula of public English teaching in our country, and then provide some reference for the improvement of the comprehensive level of English students in our country. This study aims to provide scientific basis and theoretical support for developing new English teaching theories and models.

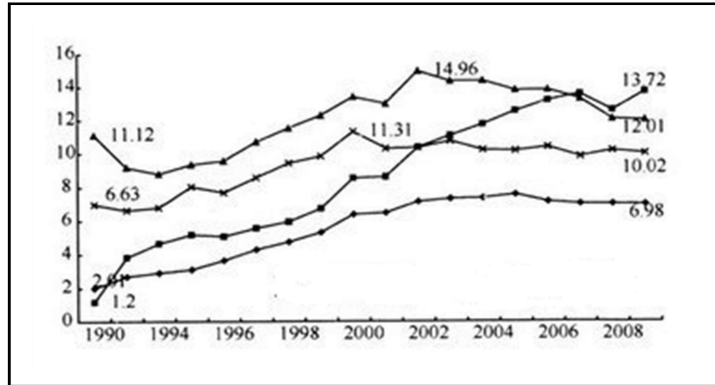


Figure 2. The proportion of English teaching investment in 4 universities in China

ESP is an applied linguistics, and Western linguists first put it forward. With studying English for specific purposes more deeply, the number of papers related to ESP (ESP) has also been increasing rapidly, which shows the trend of ESP research in our country. This article searched the Chinese HowNet for the topic that contain specialized English or ESP and all the literature about ESP published in different years, and searched for nearly 2000 ESP documents (see Figure 3) in 1988 -2015. There are many sources, including the Chinese academic journals network publishing library, the Chinese doctoral dissertations and the full text of the International Conference database. It can be seen from Figure 3 that the number of papers has been slow since 2000. By 2002, the growth rate of the number of documents has increased significantly, increasing from a few articles a year to a few dozens or even hundreds of articles a year. Since 1998, the research on foreign language teaching in China has gradually become more profound, and more and more researchers have begun to explore the practicality of English in in-depth study and research. In the course of discussion and research, many scholars have proposed the direction of English teaching reform, especially the use of specialized English, and that is why the number of ESP papers is increasing. In addition to the significant increase in the number of papers, the depth and quality of the study also increased. After 1985, the master's thesis and doctoral dissertation related to ESP and related monographs have been statistically analyzed. It turned out that before 2000, articles associated with ESP were mainly short articles published in some small journals, and not many related to ESP content. Thus, the ESP-related literature after 2000 was analyzed. The results found that after 2004, every year, there were many ESP-related papers, even in 2011, to more than 15 articles. In 2008, the number of books on the ESP gradually increased, indicating that the status and importance of ESP teaching methods in English Teaching in our country are constantly growing.

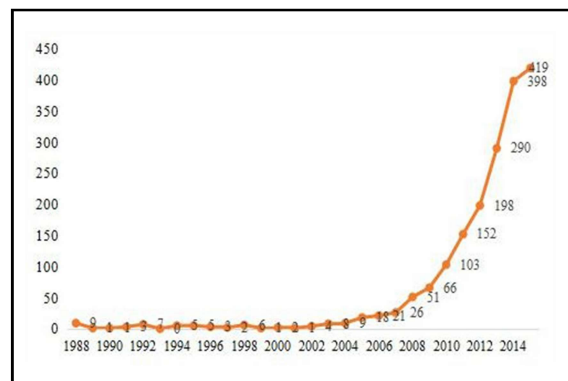


Figure 3. Quantitative chart of ESP papers in China from 1988 to 2015

This paper conducted a questionnaire survey on public university English and ESP and received a lot of data from all kinds of students, English teachers, and recruits who have just graduated from the seven colleges and universities in China. We chose newly graduated college students as the objects of investigation mainly because only after learning English at the university can the students clearly understand the English teaching model at the university. This paper compared and analyzed the English Teaching of ESP courses and university courses gave more reasonable opinions on the new ESP curriculum model and had a rational understanding of ESP courses in universities. This questionnaire was designed for the students in question; there were a total of five questions, which examined the scientific and feasibility of ESP's new teaching model from a student's point of view. The results of the students' choice of questionnaire are shown in Table 3.

Problem	Option	Number of options	percentage
What model do you prefer compared to the current university public English course?	Current university public English	51	18.4%
	University ESP course	226	81.6%
Which model motivates you more to learn English than the current college public English course?	Current university public English	50	18.1%
	University ESP course	227	81.9%
Which courses will you choose in the current college English and ESP courses?	Current university public English	52	18.8%
	University ESP course	225	81.2%
4. As a non-English major, do you think which of the following goals should be put first in College English teaching?	Able to communicate in English and write in English in the target field	144	52%
	Respond to everyday English (such as travel, shopping, etc.)	99	35.7%
	Lay a good language foundation for further studies	10	3.6%
	Read the English professional literature	24	8.7%

5. Do you have much confidence that the University ESP course will help you develop your professional skills in English when you graduate?	100%	10	3.6%
	Above 70%	130	46.9%
	Above 50%	106	38.3%
	50% or less	31	11.2%

Table 3. Results of the University ESP course model based on Opinion survey

Problem	Option	Number of options	percentage
The current college English Curriculum Model and the University ESP curriculum model, which one do you think is more suitable for the development of language ability of non-English major students?	The current college English Curriculum Model	9	18.2%
	University ESP course	39	81.8%
Which of the following educational goals should be placed in the first place in English courses for college non-English majors?	Able to communicate in English and write in English in the target field	27	54.5%
	Respond to everyday English (such as travel, shopping, etc.)	0	0
	Lay a good language foundation for further studies	4	9.1%
	Read the English professional literature	17	36.4%

Table 4. University ESP Course Model Scientific Teacher Survey Results

As seen from Table 3 and Table 4, in selecting the current university public English curriculum model and the university ESP curriculum model, most students and teachers chose university ESP courses; the ratio was more than 80%. This shows that in the view of students and teachers, the teaching mode of ESP is more scientific and reasonable than the current teaching model of Public English courses, and it is more suitable for students to master and apply English courses. When setting up the target for the non-English Majors in the University, 52% of the students chose the term “able to communicate in English and written in English in the target field”, and 54.5% of the teachers also chose this. This directly expresses the basic requirements of most non-English majors on language learning and has a causal relationship with the choice of ESP courses. Therefore, from the student’s point of view or the teacher’s point of view, ESP’s English teaching model is feasible, more scientific and reasonable.

5. Conclusions

The reform of the curriculum system in English teaching mode was taken as the object of study. The ESP teaching model’s application in English teaching in colleges and universities in our country was analyzed and discussed. It was found that ESP’s new English teaching model is a scientific, effective, and feasible teaching method from the point of view of students’ language learning needs or from the background of the new curriculum reform. It also requires that ESP teachers in colleges and universities not only have the basic knowledge and basic skills that language teachers should master but also be the guide and promoter of the positive transfer of students’ professional knowledge and language learning. The school should not only cultivate teachers’ professional knowledge but also put themselves in a position to open up new ways for students’ career development and language learning and encourage students to strengthen their love for their own profession and learn from their beliefs about learning English for life, to meet the requirements of the new curriculum with their demands and actions, which provides a new requirement for the practical application value of the public English teaching curriculum in our country and the promotion of the comprehensive level of English students in our country, and also provides scientific basis and theoretical support for the development of the new English teaching theory and mode.

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