

Optimizing the Construction of ESP Curriculum System Based on Students Professional Demands*

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In 2016, the Independent College of the author included the ESP curriculum into the college English Teaching Reform Agenda, and the 2016 students in the first semester of their sophomore year began to implement it, emphasis is placed on improving the ability of language application in the process of knowledge learning in order to cultivate practical talents who can meet the needs of the society. Because of the preliminary reform, there are some problems in the course of curriculum design and implementation. This paper analyzes the practical problems and puts forward some suggestions to solve them.

Keywords: ESP course, student selection, course setup

Introduction

According to the spirit of the new “College English Teaching Guide” of the Ministry of Education and the characteristics of the “strong foreign language” in my school, the reform of college English curriculum has made a tentative plan in 2016 to rethink and orientate college English teaching, the purpose of this paper is to design a reasonable proportion of class hours of general English, English for specific purposes and English for cross-cultural communication so that college English teaching can truly serve the major and be implemented from the first semester of 2016 students’ sophomore year.

On the basis of the original series of College English Development Courses, a variety of course modules are added to make college English teaching and professional teaching closely cross-integrated, for the students to reserve the English discourse system related to their major before learning specialized English courses. In the course arrangement, the College English Teaching Department will offer business, finance, management, computer and other special purpose English courses to highlight the instrumentality of college English. At the same time, it will continue to offer cross-cultural communication and other humanities courses, to enable students to further enhance personal accomplishment, improve cross-cultural communication ability. In the course schedule, students choose a special purpose, cross-cultural communication English course in 3 and 4 semesters, each course is 2 hours per week, a total of 32 hours.

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Demand Analysis

In the process of setting up the ESP course and constructing the teaching model, we basically set out from the learners' learning purpose and professional use, meet the needs of the society, make clear the English learning purpose and deepen the students' understanding of the major, and at the same time, to improve learners' motivation and professional skills.

Student Needs

The main task of the students is to study, and the study of professional knowledge is to pave the way for employment and career choice, but the improvement of professional ability is a long-term goal and learning process, it is difficult to see the results in a short time, and professional knowledge is not very easy to understand, need long-term accumulation, in the long run, students in the learning process will appear learning burnout or lack of interest, affect the enthusiasm of learning, form passive learning. Therefore, when setting up ESP courses and selecting teaching materials, we should proceed from the needs of students. When students choose ESP courses, they should pay attention to their English comprehensive ability, pay attention to course selection strategies, and take full account of their English Foundation and interests, and factors such as individual professional needs and career development.

First of all, to understand their own English Foundation, different courses to learn English based on different requirements, elective courses should be based on the degree of difficulty, choose courses suitable for their own, step-by-step learning; second, interest is the best teacher, english courses are rich in content, covering many aspects such as culture, society, economy, science and technology. Everyone has different interests. Finally, the selection of ESP courses should be closely related to one's major, in order to combine their own professional advantages and integration of English learning.

Professional Requirements

At the present stage, the teaching reform in Chinese universities is a revolution in the mode of cultivating talents. The transformation of the goal of cultivating talents will inevitably require universities to carry out the reform of the mode of cultivating talents and the change of the course system, on the basis of basic English, colleges and universities need to develop ESP courses in order to enhance students' ability of using English for professional communication and professional skills. At present, whether the students can speak English and whether their English ability can reach the professional level is still a big problem in college English teaching and Social Employment. The employment in today's Society is obviously characterized by specialization and extroversion. On the one hand, because the social division of Labor is more and more specialized, more and more refined, the professional ability of practitioners put forward higher requirements. On the other hand, with the increasing economic relevance and cultural exchanges in the world, the post requirements are becoming more and more open and international.

Social Needs

The Social Identity of English teaching, ESP in particular, is of great importance to the employment and development of college students. When selecting graduates, enterprises hope that the graduates have strong communication skills and can complete daily communication and foreign affairs reception, such as ESP (Business Intermediate), Esp (finance), ESP (Convention and Exhibition), Esp (tourism), Esp (marketing), Esp

(science and technology), etc., is the need in the teaching process, according to the actual teaching content, combined with professional knowledge, infiltration of learning.

When students choose courses, it is necessary for them to have a systematic and in-depth understanding of ESP professional knowledge. Students should know clearly their professional direction, job requirements, what kind of professional knowledge they need, and which ESP course to choose in order to meet their own development. As more and more students realize the importance of ESP, they are willing to accept new courses and new challenges as well. Therefore, it is necessary for the college graduates to have English communication ability, professional knowledge and cross-cultural accomplishment.

Problems and Solutions

Course Setup

The ESP extension course is an elective course. It has 32 hours and 2 credits per week. The course is arranged in the first semester of sophomore year. There are 1370 non-english majors in grade 2016, the course schedule is ESP (Business Intermediate) 8 classes, ESP (finance) 8 classes, ESP (convention and Exhibition) 4 classes, ESP (tourism) 4 classes, ESP (marketing) 4 classes, ESP (technology) 4 classes, the course schedule is conducted in multimedia. The number and types of courses offered are accredited by the relevant experts of the school. After repeated integration with the simulated course selection of the academic affairs office, we ensure that most students can choose courses that suit their needs before they can open the course selection function, but does the variety of courses match students' actual English level. At the same time, teaching task is the choice of teaching materials. Whether the teaching material can meet the needs of students, whether the difficulty level is appropriate.

Students' Learning Cognition

Students are blind in choosing courses. They lack proper guidance. According to the arrangement of teaching administration for selecting courses, the Teaching Secretary will arrange courses in consultation with the registrar in the middle of the semester. According to the teaching arrangement, the course structure will be set up, and then negotiate with the students in the college schedule schedule, inform students to choose courses. As a result of course selection in the form of a radish, a pit, so students choose courses, there will be three situations: First, selected the courses are not interested in; Second, course selection found that the remaining courses have been studied; third, the selection of courses is too difficult, the corresponding textbook is too difficult.

The ESP course is an examination course, and it will only be offered for one semester, and the next semester there will be a cultural outreach course. Most students are indifferent to the examination course and treat it as a course, rather than linking the curriculum to professional knowledge, systematic learning. The examination course is a classroom examination. According to the nature of the subject, the examination is divided into open-book and closed-book. The average score is 60% + the final score 40% = the final score.

Professional Skills of Teachers

Although most of the students have passed CET4, there are also a few students who are in the lower grades. Before the class starts, most English teachers did not know the contents of the textbook or the students' professional knowledge before the ESP course was offered, teachers are also learning and teaching to improve

themselves, so the ESP courses offered are very limited, the number of teachers who can accept the challenge is not much, basically under the pressure of teaching pressure and the pressure of class hours, had to accept teaching tasks.

Most College English Teachers said in an interview that they were already familiar with teaching materials, teaching methods, courseware and so on because they had been engaged in basic English teaching for many years, and most of them had both work and family responsibilities, so most people say they don't want to make too big a change in the content of their jobs, otherwise they will have to spend time and energy learning and teaching new things. Besides, college English teachers are not very clear about the purpose of ESP, they are less practical than professional teachers.

Due to the lack of professional teachers, universities often take large classes to teach, it is difficult to create a good language learning environment and atmosphere. In addition, the current situation and development of college ESP teachers are not particularly optimistic. Building A High-Quality ESP teacher team is not a matter of a short time. Therefore, it is necessary to optimize the integration of teaching resources, through improving the treatment of teachers and other means to attract experienced teachers as subject leaders, leading other teachers progress. Interaction among teachers and resource sharing among sister institutions can also be enhanced through enhanced teacher training and professional knowledge learning.

Conclusion

Students who are trained through ESP are generally more accurate and effective than those who are only taught in general English in their professional and technical fields and in their social activities. ESP Course is the focus of the reform of college English teaching, which aims at training high-level applied undergraduates. Teachers have to constantly enrich the curriculum options, students choose courses with their hearts, schools and departments from the concept, system, teachers, management and other aspects to improve cognition, so that students' interest in learning and teachers' condition can be reasonably optimized, only by constantly improving and satisfying the needs of different majors and career development, can students have English professional ability, enhance their employment competitiveness, and have international vision and cross-cultural communication ability.

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