Research on Integration of College English Teaching and ESP Teaching

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Abstract. There is no unified arrangement and management in College English teaching and ESP teaching. The serious gap between them has resulted in the fact that students' English proficiency development in workplace lags behind. Thus in order to meet the needs of hotel industry development and improve students' English competence in workplace environment and their career competition, our project team has performed a series of reform, integrating College English teaching and ESP teaching in Voda Hotel Class 2015, and has obtained initial results.

Introduction
In order to expand the scale of training applied, compound, and skilled personnel, our country has been striving to develop higher vocational education in recent years. Thus a growing number of secondary vocational technical school graduates can have the opportunity to enter colleges or universities for further study. Under the arrangement of Education Bureau of Liaoning Province, Shenyang University has enrolled undergraduate students from secondary vocational schools ever since 2013, taking on the task of training hotel management talents for the country, in particular, for Liaoning Province. At the early stage of transformation, there still exist such problems as indefinite teaching objectives and inappropriate textbooks in English teaching, which are important components of talent cultivation. Therefore, in the new era, it is the primary task of our vocational English teaching to explore the educational objectives, teaching content, and teaching mode for these students, to study college English teaching system of hotel management based on needs of the industry, and to train and develop students' ability to use English in their working environment.

Analysis of English Teaching and Existing Problems
For a long period of time, English teaching in universities and vocational colleges is usually divided into two parts, that is, College English and English for specific purpose (ESP). On the one hand, College English teaching is accomplished in four semesters by English teachers. On the basis of current teaching syllabus, the goal of College English teaching is to achieve the general standard, namely, to enable students to acquire certain abilities of speaking, listening, reading, writing, and translation. In brief, College English teaching aims to develop students' skills of communication in English. But the fact is not the case. In a class of 40 or 50 students, teachers spend most of the time explaining language points, teaching grammatical rules, translating the texts, or even teaching skills of passing examinations, so students are robbed of opportunities to express themselves in English. This has resulted in the fact that a great majority of students may have got good scores in examinations, but find it difficult to communicate in English even if they have learned English for nearly 10 years ever since their middle schools. On the other hand, ESP courses are usually offered in the fifth term by teachers from different professional schools after the students have finished College English learning. The course time may vary from 32 hours to 64 hours. The teachers are good at their respective specialties, but their English levels may not be satisfactory. Therefore, ESP teaching is not practically performed. In the vast majority of colleges and universities, it is only an empty talk. [1]
In brief, College English teaching is time-consuming, but less effective, while ESP teaching hasn't got enough attention. There is no unified design and management in College English teaching and ESP teaching. The serious gap between the two has resulted in the fact that students' English proficiency development in workplace lags behind.

**The Reform of English Teaching**

In the transitional period of colleges and universities, in order to change the inefficiency of College English teaching and disorder of ESP teaching, our project team has performed a series of reform in English teaching in Voda Hotel Class 2015, based on requirements for hotel development and needs of the students' individual development.

**Analysis of Needs**

**Requirements for Business Development.** With the rising international status of China, there is a growing number of activities of international exchange, which has brought about the boom of hotel industry. The competition between various hotel groups is getting fierce. Therefore, hotel industry has a higher requirement for professionals. Through communication with hotel management, the project team members have come to know that hotel industry is now in great need of diversified and international talents. Students' English proficiency in offering post service and management and their skills of communication in English are important factors that hotel management will take into consideration when choosing staff. Hotels require their employees to be proficient in English communication, and to handle daily affairs in English skillfully. Hotels also require that their senior management should have the ability to use English in handling more complex transactions and accomplishing hotel official document writing.

It can be seen that hotel industry not only needs employees with excellent professional skills and services, but also has a more realistic requirement for their ability to use English in order to achieve its own development. This requirement will progressively upgrade with the position.

**Needs of Students' Individual Development.** According to the survey of some students in Grade Three in hotel management, who have just finished 6 months of working practice before they graduate this summer, we come to the conclusion that most of them had more chances of using English while working, but their English was not good enough to qualify them for the post even if some of them had already got good marks at school. They all agreed that they might be able to understand written English, but the most difficult thing was that they could not understand what the guests said, neither could they express themselves clearly. They all regretted not working hard at class, and they also gave us some good advice. Working experience enables them to understand English does play a very important role in their choice of position, and to some extent will determine whether they can get promotion in the future.

**Integration of College English Teaching and ESP Teaching**

In modern hotel industry, high-quality staff represents the core competitiveness of enterprises, and proficiency in English may determine whether a student can be employed or promoted to a higher position. At present, our students are from vocational schools, and they find it difficult to learn English because of a poor foundation, so they lose interest and confidence. In this case, to provide the students with communicative competence in English in workplace has become an empty talk. So it is urgent to carry out teaching reform. Thus, in order to meet the needs of both business and the students' individual development, we have carried out a series of reform in English teaching in Voda Hotel Class 2015, integrating College English teaching and ESP teaching, rearranging class hours and teaching contents, developing students' English competence in workplace environment, and improving their career competition.
Optimizing the Curriculum and Focusing on Training the Skills Business Posts Need. According to the current teaching plan, Vocational hotel management majors in our university have altogether 244 English class hours, which is made up of 180 hours of College English and 64 hours of ESP. The courses are to be finished in three terms. To make up for the inadequacy of class hours, the project team made the following changes in English teaching of Voda Hotel Class 2015: College English (120 hours/year) + practical training of communication skills in English (60 hours/year) + ESP (64 hours/term) + extracurricular activities (3 years). The purpose of doing so is to strengthen the training of students' basic skills, like pronunciation, intonation, listening and speaking. The rearrangement of class hours aims to ensure students ongoing study of English and therefore skillfulness in using English.

Defining Teaching Objectives and Integrating Course Contents. We used to take New Horizon College English (preliminary level volumes 1 and 2), published by Beijing Foreign Language Teaching and Research Institute, as students' textbooks for College English. It is difficult for our students, and most of the texts are outdated and have nothing to do with students' future workplace situation. Considering the students' actual level of English and the needs of businesses and professions, following the principle of offering practical, fun and informative materials, we integrated the course contents. Outdated materials were deleted, and some appropriate job-related materials were chosen. Then we compiled a series of textbooks, focusing on training skills of listening, speaking, reading, writing, and translation. It is used to accomplish the 120 hours of task-based teaching for College English. For the 60 hours of practical training of communication skills in English, we just organized different kinds of class activities, such as telling stories, role-play, situational dialogues, topic discussion, presentation, job interviews, and so on.

Innovating Teaching Process and Using Blended Learning Modes. Traditionally, teachers act as the main body of classroom. They depend too much on blackboard and chalk in explaining the language points and grammatical rules, and their teaching is mainly text based. We have made full use of multimedia and network technology in the course of reform. According to the characteristics of language learning, we design situational activities. Guided by various teaching theories, we perform blended teaching and learning modes, using different teaching resources, teaching environment, teaching methods and teaching styles. We weaken the detailed explanation of language points, and strengthen the practical use of language instead. We take full advantage of the newly built situational language training room, simulating workplace environment. Viewing students as the center of classroom activities, teachers try every means to arouse students' interest in learning English and to improve students' participation in classroom activities. Teachers become the designers and directors in classroom activities, while students become participants and actors. Students are divided into certain cooperative learning groups, thus they can help each other and make progress respectively.

Paying Attention to Learning Process and Improving Assessment. We first combined process evaluation with final evaluation, and then took listening and speaking tests, increasing the proportion of process evaluation. Thus a more comprehensive, systematic and scientific evaluation system has been established, which evaluates students' daily performance, the results achieved, their feelings, attitudes, strategies and other aspects reflected in their learning process, therefore manages and guides students' learning process. It can cultivate and improve students' interest in learning English. It also helps students to correct their attitude towards learning, master the correct way of learning and improve their ability of self-learning. Meanwhile, in order to stimulate the students, and improve teaching effectiveness, oral tests can be repeated within the specified time, and teachers just take the best results.

Organizing Extracurricular Activities and Promoting English Learning. According to the original teaching plan, the students in our school used to have altogether 360 class hours of College English learning, which were accomplished in four terms. At present, the students in Grade 2015 only have 180 class hours of College English learning, which are accomplished in two terms. Their class hours are cut in half, but teaching standard is not declining. Facing the current dilemma, we organize
various extracurricular activities. We establish WeChat groups, sending listening and reading materials regularly. We organize students to participate in a variety of extracurricular activities, or group learning. We encourage and counsel students to take part in various vocational skills competition. In this way, students can have a continuous learning of English. In April this year, one of the students in this class was rewarded the First Prize in English Guide Contest of Liaoning Province.

Existing Problems in Reform

The Lack of Qualified Teachers. Our teaching reform puts great emphasis on "student-centered" and provides some materials concerning hotel management, which actually sets higher requirements for College English teachers. According to Dudley Evans and St. John, [2] a qualified ESP teacher should meets the following requirements: 1) First of all, he should be a qualified English teacher. 2) He should be a course designer and materials provider. 3) He should be a collaborator of both specialized teachers and students. 4) He should be a qualified researcher. 5) He should be a good evaluator of ESP tests. After nearly a year of teaching reform, we deeply feel that teachers' English communication skills are essential in guiding and controlling classroom activities. The teaching of ESP at next stage of our reform is bound to be a big challenge for College English teachers, while the English proficiency of specialized teachers may not be satisfactory. As a consequence, training qualified and competent ESP teachers is the key to the success of our reform.

Calculation of Teachers' Working Hours. In general, teachers' working hours are calculated based on their routine work, which includes the preparation of teaching plans, lesson planning, classroom teaching, correcting homework, answering questions, developing assessment programs, setting assessment items, offering assessment results, analyzing and summing up teaching work. This teaching reform takes too much of teachers' spare time since there are various extracurricular activities. The teachers also need to spend much more time designing classroom activities, and selecting appropriate teaching materials. Besides, some teachers may need to go further study while teaching. Then how to properly calculate the working hours of teachers so that it can encourage teachers to participate in teaching reform is an issue the school management needs to consider.

Conclusion

College English Teaching and ESP teaching have always been separated. At the early stage of university transformation, the project team takes advantage of unified management of English teaching in School of Applied Technology, integrating College English teaching with ESP teaching. The reform has got certain initial results so far: pronunciation of the students in Voda Class 2015 has greatly improved, their interest in learning English has been aroused, their participation in class has greatly increased, their problem-solving skills have been enhanced, and, to a certain degree, they are becoming more confident. "The future of English teaching is increasingly combined with expertise or a particular aspect of a certain discipline, which will become the mainstream of 21st century English Teaching". [3] The integration of College English teaching and ESP teaching is the need of university transformation and development. And how to properly integrate the two is the responsibility of our English teachers.

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References

