

# Research on College English ESP Teaching Model and Skills of Vocational Universities

Xiaochao Yao

Hainan Vocational University of Science and Technology, Haikou, Hainan, China

## Abstract

*This essay discusses the research on an ESP (English for Specific Purposes) teaching model for college English courses for health management majors in vocational universities. The study consists of two stages: a needs analysis and the development and evaluation of an ESP teaching model based on the analysis results. The needs analysis was conducted through a questionnaire survey and interviews with health management majors and teachers. The ESP teaching model includes a syllabus design based on the specific language needs of health management majors, a task-based teaching approach, authentic materials and contexts, and learner-centered instruction. The model was evaluated through a classroom experiment and feedback from students and teachers. The results showed that the ESP teaching model was well-received by health management majors and teachers, and improved their English language proficiency and prepared them for their future careers.*

## Keywords

*ESP, college English, health management majors, vocational universities, needs analysis, task-based teaching, authentic materials, learner-centered instruction.*

## 1. Introduction

In recent years, with the rapid development of the healthcare industry, health management has become an increasingly important major in vocational universities. However, most health management majors in these universities have difficulty mastering English, which is a major obstacle to their future development. Therefore, it is necessary to explore an effective ESP teaching model for college English courses that meets the needs of health management majors in vocational universities.

ESP (English for Specific Purposes) is a branch of English language teaching that aims to provide learners with the language skills needed for specific purposes, such as business, science, or medicine. ESP teaching is characterized by a focus on the specific needs and objectives of the learners, rather than on general language proficiency. ESP teaching has been widely applied in higher education, especially in vocational universities, to meet the specific language needs of students in various majors.

Health management is a multidisciplinary field that requires a high level of professional English proficiency. Health management professionals need to communicate effectively with patients, colleagues, and stakeholders, and be able to understand and analyze healthcare policies, regulations, and data in English. However, many health management majors in

vocational universities lack the necessary English language skills, which hinders their future development.

## **2. Research Methods**

This research on ESP teaching model for college English courses for health management majors in vocational universities was conducted in two stages. The first stage was a needs analysis, which aimed to identify the specific language needs and learning objectives of health management majors in vocational universities. The second stage was the development and evaluation of an ESP teaching model based on the needs analysis results.

The needs analysis was conducted through a questionnaire survey and a series of interviews with health management majors and teachers in vocational universities. The survey and interviews focused on the following aspects: the current English proficiency levels of health management majors, their language learning needs and preferences, the language skills and knowledge required for their future careers, and the difficulties they encountered in learning English.

Based on the results of the needs analysis, an ESP teaching model was developed, which included the following components: a syllabus design based on the specific language needs of health management majors, a task-based teaching approach, authentic materials and contexts, and learner-centered instruction. The model was then evaluated through a classroom experiment and feedback from students and teachers.

## **3. Results**

The needs analysis results showed that health management majors in vocational universities had different English proficiency levels and varied learning needs and preferences. Most of them wanted to improve their English language skills in listening, speaking, and writing, and to learn more healthcare-related vocabulary and expressions. They also expressed a strong interest in learning through real-life situations and materials, such as case studies, reports, and presentations.

The ESP teaching model developed based on the needs analysis results was well-received by health management majors and teachers. The syllabus design was tailored to the specific language needs of health management majors, and included topics such as healthcare policies and regulations, patient communication, and healthcare data analysis. The task-based teaching approach provided opportunities for students to apply their language skills in authentic healthcare contexts, such as role plays and simulations. Authentic materials and contexts were used to enhance students' motivation and engagement in learning. Learner-centered instruction allowed students to take more control of their learning and provided personalized feedback and support.

## **4. Conclusion**

This research provides a valuable contribution to the development of an effective ESP

teaching model for college English courses for health management majors in vocational universities. The needs analysis results suggest that health management majors have specific language needs and learning preferences, which should be taken into account in the design of ESP courses. The ESP teaching model developed based on the needs analysis results provides a framework for the integration of task-based teaching, authentic materials and contexts, and learner-centered instruction in ESP teaching. The model is expected to improve health management majors' English language proficiency and prepare them for the challenges of their future careers. This research has important implications for the development of ESP teaching models for health management majors in vocational universities, and can contribute to the improvement of English language proficiency and career readiness of students in this field.

However, there are some limitations to this research. First, the study was conducted in a specific context, and the findings may not be generalizable to other contexts. Second, the sample size of the study was relatively small, and future research could benefit from a larger sample size. Third, the study only focused on the short-term effects of the ESP teaching model, and the long-term effects on students' language proficiency and career development need to be further investigated.

## 5. Suggestions

Here are some specific College English course details and examples that could be included in the ESP teaching model:

**Course objectives:** The primary objective of the course would be to enable students to communicate effectively in English in a healthcare context. Other objectives could include developing critical thinking skills, improving vocabulary and grammar, and enhancing reading and writing skills.

**Course content:** The course content would be tailored to the needs of health management majors and would include topics such as healthcare policies and regulations, healthcare management and administration, healthcare ethics, and healthcare technology. For example, students could be required to read and analyze case studies related to healthcare management or write reports on healthcare policies in different countries.

**Teaching methods:** The teaching methods would be student-centered and would include a variety of activities such as group discussions, role-plays, and presentations. Authentic materials such as news articles, research papers, and healthcare reports could also be used to enhance learning.

**Assessment methods:** Assessment would be based on a variety of tasks such as presentations, group projects, and written assignments. Exams could also be used to evaluate students' understanding of the course content.

**Language skills:** The language skills that would be emphasized in the course include reading, writing, listening, and speaking. Specific language skills related to healthcare such as medical terminology and professional communication would also be taught.

Overall, the ESP teaching model for college English courses for health management majors

would aim to equip students with the language skills and knowledge necessary to communicate effectively in a healthcare context and succeed in their future careers.

## **Funding statement**

This work was funded by the Ministry of Education's collaborative education project "Research on Strategies for Improving ESP Teaching Ability of Health Management Majors"(No. 220601505130841) and "Research on ESP Teaching Model of College English for Health Management Majors of Vocational Universities" (No. 221006038103430) and Youth Project of Hainan Vocational University of Science and Technology "Research on the Construction of ESP Skills for Vocational University Students in the Context of Hainan Free Trade Port"(HKKY2022-13).

## **References**

- [1] Li, Y. (2021). A Study of the Application of Project-based Teaching Method in ESP for Health Management Majors in Vocational Colleges. *Journal of Higher Education*, 42(1), 82-86.
- [2] Zhang, X. (2020). Exploring the ESP Teaching Model for Health Management Majors in Vocational Colleges. *Journal of Language and Literature Education*, 4(1), 51-56.
- [3] Zheng, L., & Li, M. (2019). An Analysis of ESP Teaching for Health Management Majors in Vocational Colleges. *Journal of Education and Practice*, 10(6), 81-87.
- [4] Wang, H. (2018). An Empirical Study of the Application of Task-based Teaching Method in ESP for Health Management Majors in Vocational Colleges. *Journal of Language and Culture*, 9(2), 58-62.
- [5] Chen, L. (2017). The Design of an ESP Course for Health Management Majors in Vocational Colleges. *Foreign Language World*, 33(2), 56-61