

APPLICABLE ESP WRITING TEACHING METHODS ON
NON-ENGLISH-MAJOR UNDERGRADUAT

A handwritten signature in black ink that reads "Dennis Casella". The signature is written in a cursive style with a large initial 'D' and a flourish at the end.

Approved: |

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APPLICABLE ESP WRITING TEACHING METHODS ON
NON-ENGLISH-MAJOR UNDERGRADUATES

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Abstract

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Under the Supervision of Dennis Ciesielski, Ph. D

The necessity of the development of ESP is no doubt. With the continuous development of the ESP, its category becomes more and more rich. ESP teaching is considered to be one of the directions of future development of the Chinese University English. Professional English writing, as one of the most important branch of ESP teaching, aims to cultivate the complex international talents with solid professional knowledge and English language skills. Obviously, high-quality professionals need to strengthen international communication skills, and also need strong professional and academic writing skills.

Thus, it is necessary to explore how to build and develop ESP writing courses to help students develop their skills from the general writing skills to the professional academic writing skills, and ultimately improve their research capacity and level of academic exchanges. This thesis focuses on exploring the feasibility of improving the teaching and evaluation methods of ESP English Writing by analyzing its problems through data collection and case analysis of the Non-English majors' course requirements.

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Chapter 1 Introduction

The China Department of Higher Education Secretary, Yaoxue Zhang (2002), has pointed out that “our goal now is to make our students to have the capability of international communication”. "International communication" is not a general daily communication, but academic or industry-based communication in the professional content. In the environment of economic globalization, modern society increasingly needs the talented person who possesses professional expertise in both foreign exchange and high-quality to deal with external communication and affairs, especially professional English written communication skills.

This paper is based on the research and design of ESP teaching methods in writing by educational researchers. It focuses on improving the communication skills of non-English majors in professional English writing. The important purpose is to study the reform of teaching methods for ESP writing to change the status quo. Nowadays, the gap of ESP teaching between college study and specialized ability for social needs is very large. This study will explore the possibility of solving this problem.

"University English teaching requirements", the Chinese Ministry of Education promulgated in 2007, put forward three levels of requirements, General requirements, high requirements and higher requirements. "General requirements" is the basic goal of non-English major graduates should reach, including daily communication and aiming at the general theme of the ability to use English, and "high requirements" and "higher requirements" for professional English application ability put forward more

detailed content (Education Department, 2007, p.30). This paper will adapt ESP teaching methods for improving non-English majors' ESP writing skills through analysis of the theory and application of data collection, in order to achieve the high and higher requirements.

Statement of the Problem

The problem expressed as a question is, “How do ESP teachers reform their teaching methods to promote writing skills for non-English-major undergraduates?” For example, a group of scholars put forward the genre analysis, such as the students' center (Cuicui Cheng, 2012). They take full advantage of the effect of the social situation with the actual context on writing learners. They consider that this method can remove the obstacle of language learning for the Non-English majors and promote their professional language expression skills. But some others consider that some activities can give students more vivid writing experience, including group discussion, evaluation, writing reactions and the exchange of learning experience in the professional field. And, of course, there are kinds of teaching methods, how to find the best practices for the ESP writing teaching method is a difficult problem in this paper.

Definition of Terms

What is ESP?

ESP is different from EGP (English for General Purposes). English language taught at school and college level is called EGP. When EGP is offered to

professionals like engineers and doctors and to the students like engineering students, medical students, it is tagged as ESP (Tom Hutchinson & Alan Waters, 1987, p.6).

ESP (English for Specific Purposes) is one important branch of the EFL/ESL (English as a Foreign/Second Language) system that functions as the main branch of English language teaching ELT. Therefore, ESP is not a particular kind of language or methodology, but rather an approach to language learning whereby the content and method are based on the learners' particular needs to learn the language (Tom Hutchinson & Alan Waters, 1987, p.16). They considered that one area of activity has been particularly important in the development of ESP is the area usually known as EST (English for Science and Technology). EST has always set and continues to set the trend in the theoretical discussion, in ways of analyzing language, and in the variety of actual teaching materials (p.9).

As Hutchinson said we still need to acknowledge the pre-eminent position of EST in the ESP story. So we will not illustrate EST in detail in this thesis, but we will describe the development of ESP writing by analyzing the case of teaching method from the specific subject in EST.

Purpose of the Study

This paper focuses on reforming ESP teaching method in order to improve ESP writing skills of non-English majors. The advantages of this teaching method should be brought into full play where the teacher transforms from an EGP teacher to a guide in the learning of ESP writing.

Method of Approach

A brief review of literature on the necessity of ESP writing to non-English-major undergraduates will be conducted. A second review of literature relates factors, including the differences between EGP and ESP writing skills, and the problems existing in teaching practice. A third review of literature on analyzing the teaching methodology that promotes the writing skills will be conducted. A fourth project of ESP teaching design case involves collecting original data from specially subjects, including data sources, data gathering methods, and likely analyses. The findings will be summarized and recommendations made.

Delimitations of the Research

The research will be conducted in and through the Karrmann Library at the University of Wisconsin-Platteville, over ninety (90) days. Primary searches will be conducted via the Internet through EBSCO host with ERIC, Academic Search Elite and Google/Google Scholar as the primary sources. Key search topics included “ESP”, “teaching methods”, and “writing skills”.

Chapter 2 Review of Related Literature

Necessity of ESP Teaching in Writing

History has proved that the higher the degree of civilization and the faster the development of science and technology in the country, the national English reading and writing need to be more skilled. This is because more and more frequent international exchanges in science and technology fields, making professional English communication skills are increasingly in higher requirement.

A major contribution of ESP to English teaching lies in emphasis on demand

analysis, the key of demand analysis is to find the distance between the learners' existing language skills and knowledge level and the extent of social expectations what they need to achieve, as well as to find the ways and methods to shorten or eliminate the distance. The process of ESP teaching practice is actually the process of intersection and integration between English and related professional (Kuiyang Chen, 2009, p.46).

The non-English major undergraduates, especially the students in science and engineering have mastered some English grammar and vocabulary knowledge, some English hearing and reading skills, especially need to enhance their ESP writing skills according to their specialized subject. ESP teaching English writing needs flexible, timely reflecting the requirements of the specialized subject by the international business, cultural and academic communication, and other activities. Therefore, ESP courses need to be updated in time, in order to train the necessary working skills of the non-English major undergraduates. Unfortunately, ESP writing textbooks often lag behind the requirements of international exchange. One reason may be the lack of empirical research on international exchange. For example, in today's business environment, cross-cultural business communication is increasingly dependent on the English e-mail. This feature should be reflected in the ESP Writing Teaching.

In addition, the major works, journal articles, research results of the various subjects in the field of international academic always published in English. English education in China has made gratifying achievements, but many Chinese scientific researches has failed to spread throughout the world like the products "made in

China”, in international academic exchanges, Chinese scholars still in the margin. The reasons for this situation are not the lack of their scientific research ability and academic level, but the lack of academic English communicative competence, especially the weakness of academic English writing ability.

Influential Factors of ESP Writing

In fact, we study the influential factors of ESP writing, so that we can find out the existing problems at present ESP writing teaching mode through these factors, and study more effective solutions.

The EGP stressed the overall level of the language listening, speaking, reading and writing, and focus on acquisition and improvement of basic language skills, such as voice, intonation, syntax, and grammar, that is to master the common core of English. ESP is based on specific goal-directed, content with the requirements of learners such as a particular occupation, professional and special activities. ESP textbook emphasizes tailor-made to learners by the pre-demand analysis, to create a special language corpus, then write special materials and design courses for learners (Chun Sun, 2011, p.65). To sum up, we will analyze the following factors to find out the main problems.

a) Syllabus Design;

English writing course is usually taken seriously in the English major; it is often set up to be elective course in non-English majors in China. Some colleges merged two courses, specialized courses and disciplines English class, but due to the lack of experience in language training, the specialized teachers often made writing class

becomes the translation of professional literature course or specialized vocabulary lesson, they cannot give students really help on writing skills. XueSong Liang (2006) found ESP courses is very chaotic in the survey of more than 10 colleges and universities,; there are many problems such as no clear course objectives, confusion of course name, and lack of evaluation system (p.32). "University English teaching requirements" have high requirements for undergraduate writing as "able to write an English summary of the major papers; can write the professional English papers. Therefore, the rationalization of curriculum is an important influence factor to improve Non-English Major College Students' ESP writing skills.

b) Teaching characteristics;

ESP teaching has four main characteristics: (1) to meet the specific needs of the students as the target; (2) combined with specific expertise and occupation in content; (3) to teach a professional vocabulary, syntax as the core, combined with discourse analysis; (4) distinguished from ordinary English Teaching (Flowerdew J& Peacock M, 2001, p.14) .

It is not difficult to find out from these characteristics that the ESP writing courses are different from the EGP in many aspects, such as teaching materials, teaching methods and course evaluation. However, many of the domestic ESP writing courses are very difficult to closely integrate with the students' subjects in China. The teaching content of ESP writing usually repeat the teaching content of the EGP writing, and sometimes it only focus on writing basics and strategies like EGP writing. This kind of "learning" and "using/requirement" disconnection is not conducive to

improving the students' interest and motivation in learning.

c) Teaching method;

At this stage, ESP writing teaching methods is single and easy to neglect that the students' learning is the important status. Many teachers still adopted the traditional methods of teaching, they will explain the textbook, introduce writing skills, analyze essay, lay writing task and ask students to complete writing assignments, at last comment them. This kind of teaching mode like the proportion of the "teaching" greater than "learning" will place the students in the passive state to accept the knowledge. So the students do not proactive analyze and think. The result is the teaching form often precedence over learning content, but creativity and critical thinking cannot to be developed, and the paper they write maybe divorce from reality.

d) Teaching cooperation;

From the survey of ESP teaching cooperation in my university (The South-Central University for Nationalities), I found that the ESP teachers are basically served by English teacher in Foreign Languages Department. None of the ESP teachers mentioned cooperating with professional teachers. It can be said that the ESP courses in the Foreign Language Department are not combined with professional knowledge teaching, most ESP teachers still use the EGP teaching method; While in the professional department, such as Electronic Information Engineering Department where I am working in, the professional teachers in bilingual ESP teaching course, also teach alone without cooperating with the English teachers, but many professional teachers are not confident of their language ability, this leads ESP courses to an

awkward position, not only the students cannot improve their language skills, the ESP course also cannot be compared as important as the specialized courses.

The ESP writing course is often instituted in the Foreign Languages Department, or in the different professional departments. There are many drawbacks to complete the ESP teaching by a single department: Due to the lack of expertise and practicality in the professional knowledge, the Language teachers are often difficult to meet the needs of the students in ESP writing course; and the lack of language teaching experience, the teaching effectiveness is limited by the English proficiency of specialized teachers. In addition, ESP teachers also lack of cooperation, they usually use the former teachers' teaching method, or do it alone. The lack of communication and cooperation with other ESP teachers hinders the development of ESP teaching.

e) Evaluation standards.

Without a doubt, curriculum evaluation standards lead the direction of teaching methods. A very serious problem in the ESP teaching of writing is the lack of diverse and authoritative evaluation standards. In China, EGP has the assessment criteria by CET-4 and CET-6 which are national exams once a year during the undergraduate. So that not only the students can discover their own shortcomings by these exams, but also the teachers can summarize the experience from the students' problems found from the exams, and improve the direction of their teaching methods. However, ESP teachers can only explore the existing problems through their usual teaching experience from class, so they cannot give effective help to students, and they also cannot discover and solve their own problems without delay.

Moreover, students easily focus on the score of the writing, but ignore the revision and assessment from peer classmates in the ESP writing course, and the importance of peer assessment. In addition, the teachers often judge the students' finished paper rather than the process that cannot make effective guidance to the ESP writing process. Therefore, it is necessary to explore a variety evaluation mode which concerned with both process and results.

ESP Writing Teaching Methodology

Tom Hutchinson and Alan Waters (1987) considered that ESP has experienced five stages in the process of development in half a century, register analysis, rhetorical or discourse analysis, target situation analysis, skills and strategy analysis and learning centered approach (p.9). With the deepening understanding of the innate character of language, the study of ESP from the structure of sentence and discourse, and the vocabulary of the special subject turned to the language practical and thinking process and application ability of amalgamating the language knowledge and skills.

According to the above factors, we analyzed and summarized in the following aspects of the ESP writing teaching methods, mainly analyzed by the fifth stage, learning centered approach, to guide students, in order to solve the existing problems of ESP writing better in education system and to enable students improving the level of ESP writing more effectively.

Content of Courses

ESP writing can be divided into two directions by different purpose, ESP for workplace and ESP for academic. The future development of the former learners'

works generally is professionals, such as foreign trade, international tourism, international aviation, doctors and technicians, etc... They often use English at work or professional activities. The content and skills which they need to learn are closely related with their work. Another kind of learner for academic is science and engineering and technical students, researcher and personnel. The main purpose for them to learn English is to obtain the professional required information, and to improve their level of business. Therefore, that we cultivating students' writing skills should include two parts: ESP Practical Writing and ESP Academic Writing.

ESP Practical Writing mainly requires students to complete and simulate short English practical article, such as filling out the form, resume writing, notification and letters, etc... It is mainly directed against the writing which concerns professional English. Considering the students learning level and their future professional employment direction, when teaching a professional English writing, ESP teachers should combine the relevant professional English reading and translation. For example, the subject of electronic and information engineering, my researching direction, ESP writing course can add some document writing and translation, such as applications for jobs, contract and bidding document for electronic company, the structure, performance, specifications and instructions of product.

Aim the learners who want to study ESP Academic Writing, the ESP teachers can use the genre-based teaching method, namely they can select some high level and published articles as the basic teaching materials which are related to the students' professional field. This eliminates the obstacles of language learning from

professional knowledge, and strengthens the level of professional vocabulary, syntax, and discourse from these materials; on the other hand, this helps them to create a more realistic context, to promote the students' professional language expression.

In addition, the practices of design are based on strengthening the interaction between the learners and teaching materials with real situation, which can strengthen the teaching effectiveness. Our research in ESP writing teaching methods advocates learning centered approach. ESP writing teaching for academic has a clear goal. In the EFL context, the goal of Non-English Majors is publishing the research achievement in international journals, so the teaching outline and teaching materials should be based on the requirement of learning.

Teaching Mode

a) Communicative Writing Teaching Model;

Communicative Writing emphasizes the purpose and the readers of the writing. The teacher places the students in the "real" writing environment, constantly to instill the questions in students, "why should I write?" and "who are my readers?" etc..

For example: in the ESP writing class of business management, the teachers can design a background like international business negotiation, to simulate a real environment to help students exercise the business communication by e-mail or other writing forms.

Now we design a service between the China Company and USA Inc. In order to enhance the sense of reality, China Company and USA Inc. can be named with their own cultural features, and the contact information which include address, telephone

number, fax number, e-mail address and company website, must have national recognition. Except the brief introduction of the case, the project design can also provide inquiry, reply to inquiry, complaints and claims. Overall, the design needs to have clear and specific goal. It should give the students real sense, because they are writing to the real readers. At the same time, it can enhance the review of professional knowledge.

b) Genre Teaching Approach;

In ESP writing field, the "genre teaching approach" has very strong practicability. ESP teacher can guide the students to master the schema structure of discourse and stylistic features through analyzing the genre of ESP discourse. In ESP genre teaching approach, both the authentic design of the teaching content, and teaching feedback, should be closely around the learning goals of the students (Xu Jing, 2011, p. 52). For the ESP academic writing, this is a kind of teaching mode which cultivates the students' writing ability step by step, it especially suitable the students whose English level is relatively weak.

In the following example, Swales (1990) used move and step to analyze and summed up the schema features of "Introduction" part of the scientific paper.

Table1. The part of the genre structure of scientific papers (Swales, 1990, p.166)

Move	Step
1. Establishing a territory	1 Claiming centrality(and / or)
	2 Making topic generalization(and / or)
	3 Reviewing items of previous research
2. Establishing a niche	1a Counter-claiming(or)

	1b Indicating a gap(or)
	1c Question--raising(or)
	1d Continuing a tradition
3. Occupying the niche	1a Outlining purposes(or)
	1b Announcing present research
	2 Announcing principal findings
	3 Indicating RA structure

We can find from Table 1 which has strong operability and imitateness, This genre features of introduction is divided into three steps, and lists many common sentence patterns, so that the students will have rules to follow, reference and imitate the structure, and greatly enhance their writing confidence.

The ESP teachers can use the same way to guide the students the ESP academic writing, and collect a large number of model essays to analyze the genre, explain the structure, and study the process of construction and the purpose of communication.

c) DDL (data- driven learning) mode.

After repeated practice, We found the students can easily master and apply the genre model in the macrostructure, but in the microcosmic, the learning of students has many problems, the most prominent problem was inadvisable application of vocabulary and sentence structure, in brief, their choice of words and building of sentence didn't suit the style of science and technology writing. How to make students master and apply EST vocabulary and syntax in limited time, and how to improve the quality of teaching, it is a challenge to the ESP teachers.

Data- driven learning , DDL for short, is a new learning method based on the corpus of language, and its basic principle is to guide students to use the massive corpus of data by observation and summarizing the law of language use, the rules of grammar, the expression of the meaning and pragmatic features, this is a learning method of self-discovery and taking student as the center. At present, the most vocabulary of ESP writing teaching method is data-driven pedagogy, including collocation, colligation and Semantics prosody. (Jiang Ting & Yang Mei, 2006, p.117) Here we take the usage of professional English modal hedges as an example to explore application of DDL in these three kinds of teaching methods.

(1) Collocation;

Generally speaking, as a type of formal written language, both ESP Practical Writing and academic writing should be accurate, clear, objective and rigorous. How to make moderate speculation in ESP writing and how to use the hedges vocabulary tends to the writer, are in order to achieve the pragmatic efficacy like easing the mood and protecting themselves. The aim of using the professional English modal hedges is to leave more room to the author, to reduce their responsibilities, and to make the discourse more objective and credible. Therefore, the use of the modal verb is very important. It is not enough with a limited number of sentences and grammar explained in the classroom. On the contrary, we can use the existing professional English Corpuses, such as JDEST, and select two general Corpuses as the reference corpora, like BROWN and LOB, to help students discover the law of usage in ESP writing.

(2) Colligation;

Colligation is the grammatical collocation. The terminology was advanced by Firth (1957). He called the relationship of grammatical class "Colligation" which embodied "I watched him" in the "first-person pronoun + verb past tense + third-person pronoun" (p.181). The term "class" means the parts of speech or grammatical category. Through the establishment of Colligation, we can find the grammatical pattern of vocabulary. Here we still use modal hedges as an example.

The Modal Hedges do not appear as a separate modal verb in ESP academic articles. Sometimes it appears as a fixed structure with other words. The common Colligation has "it + modal verb + be" and "one + modal verb". We retrieved from the JDEST that "it + modal verb + be" appeared more frequently than "one + modal verb". In the structure "it + modal verb + be", "be verb" often connects with the judgment of adjectives, such as advisable, worthwhile, significant, feasible, possible, desirable, difficult and fair to express the author's attitude of proposition. In contrast, the structure "one + modal verb + verb", the modal verb is usually connected with speculative verb, such as conclude, argue, notice, observe, assume and remark. When we use the modal verbs and speculated verb together, the result of this structure makes the meaning of the words become double speculation and strengthen the uncertainty of a proposition and conjectural attitude.

(3) Semantic prosody.

The semantic prosody is a kind of method to create semantic atmosphere in its context. It can be roughly divided into positive, neutral and negative. In the usage, Naixing Wang (2002) considered that the semantic prosody can be divided into three

aspects:

(i) The establishment of colligation which is based on data to summarize and describe the semantics of the keywords;

(ii) The collocation of vocabulary which use data-driven approach to research semantic prosody;

(iii) The establishment of the structure of semantic prosody which is based on the combination of data and data-driven (p.302).

In summary, data-driven learning in the ESP writing is not only to provide rich material for educational activities, but also more importantly to promote the corpus research directly applying to the learning activities. By this kind of discovery learning process, the learning methods of students can be changed from passive acceptance into active exploration, their interesting in learning can be inspired, and their self-learning ability can be taken for exercise.

Evaluate Methods

The ESP writing assessment standard is relatively backward in China. Most of the University still uses EGP evaluation criteria. In the modern teaching environment, in order to improve the students' learning enthusiasm, we can make full use of multimedia resources. Teachers can use the form as a blog, specialized network teaching software or forum to set the writing task requirements online. Students can directly upload the feedback under the task online to facilitate each of them reads and comments. So every student is a participant, and also the person who corrects others' assignment. At the same time, the teachers can observe students' errors more intuitive

to indicate specific revision in time.

The important role of appropriate scoring criteria and evaluation methods is collecting more effective feedback which can help teachers correcting students' mistakes to the point in the ESP writing. Application of professional knowledge, vocabulary and format, all need to be specified in the assessment standard.

If the teachers found the students use the improper specialized vocabulary, the students need to work hard in mastering specialized vocabulary. If the content is ambiguous and not objective enough, may be the quantity of the students' reading is too small, and their professional knowledge is not enough. For this reason, the students should read more professional literatures. If there are too many syntax errors, in the process of teaching, teachers should explain additional semantic prosody, which help the students use appropriate language in the ESP writing.

A Survey of ESP Teaching Project Strategies

Teaching objects

Now I am teaching the junior undergraduates in the College of Electronics and Information Engineering in the South-central University for Nationalities. All of these students who have been learning professional English for one semester are non-English-major undergraduates. There are 30 students in my class voluntarily participate in this project, ESP Writing Enhancement Team. I arranged the job about the ESP writing by several learning materials at the beginning of junior semester. Professional achievements and English foundations of these students are good. All of them urged improving the professional competence and further study in ESP English

writing. After the IRB (IRB Human Participants Research Review Protocol: Teaching Improvement Form) of this project has been approved by the University of Wisconsin-Platteville IRB, I did a survey of the students involved in this project.

Curriculum

The curriculum of ESP writing based on the basic language skills of English, focus on increasing the content of EST (English for Science and Technology), including the scientific literature reading, translation and writing about ESP writing method.

Demand Analysis

After the end of the project, I conducted a survey including all of the participants. One of the questions in the questionnaire is “Do you feel the professional teaching modes are necessary for ESP writing?” All participants considered they are necessary, 100% students of the ESP Writing Enhancement Team expect to improve their ESP level. From Table 2, we can find that they want to publish scientific research or academic papers in English in the seniors’ stage in university. They also expect to have the opportunity to study abroad or participate in international conferences. They all agree on the importance of ESP writing and have a strong interest in ESP writing.

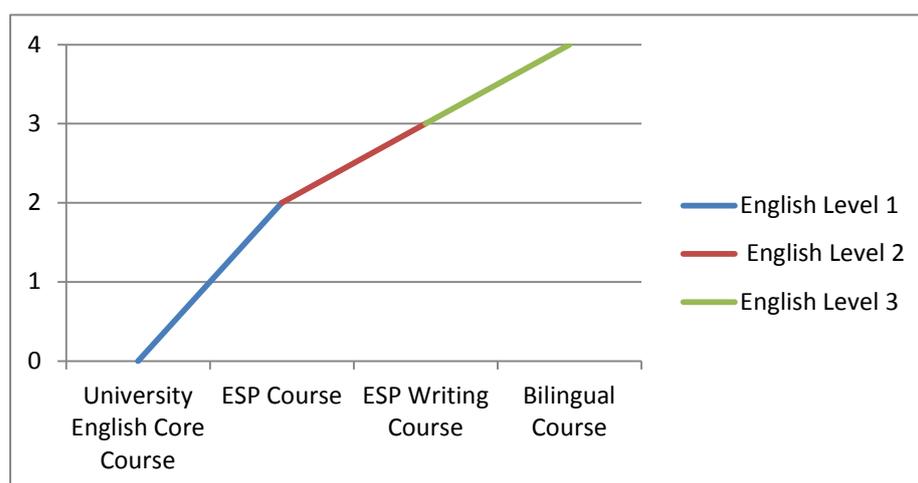
Table 2. Demand analysis of ESP writing

Do you think the ESP writing teaching goals should be_____?				
Answers	A) Students can participate in the International Conference	B) Students can read the original professional literature	C) Students can publish research papers or English academic paper at the University Higher Stage	D) Students can freely communicated with the professional foreign experts
Statistical	6.7%	46.7%	33.3%	13.3%

result				
What did you improve by participating in the ESP Writing Enhancement Team?				
Answers	A) No improvement	B) Can read the original professional literature	C) Can write professional papers in English	D) Can communicate professional content in English
Statistical result	10%	56.7%	23.3%	10%

However, during the period of freshman and sophomore year, their English course was the same as the common English course. The course didn't include ESP writing and the systemic training of language skills. It was lack of ESP writing knowledge, skills and learning strategies. In Table 3, we can clearly see that the ESP class which set up during the junior year is a basic professional course. It is oriented students who achieve a certain level in Basic English. The ESP course lasted two semesters. The University generally sets up the courses of bilingual education programs in the junior and senior year.

Table 3. The course arrangement and goals



Y-axis:

0-1: Fresher; 1-2: Sophomore; 2-3: Junior; 3-4: Senior.

ESP courses should be set up from the stage of Basic English to academic English with more professional knowledge, and then to the bilingual courses. In other

words, before the ESP writing courses, the professional practice courses as background knowledge are very necessary.

The Existing Problems and Solutions

According to the feedback of the students after study in this project, ESP writing course has greatly improved the level of students' writing. However, on the other hand, this project is still in the exploratory stage, there are still a lot of problems. We will also explore the feasibility of solutions in the future.

In our investigation, ESP courses are taught by English teachers currently, their teaching methods focus on the language skills. Both the students and the teachers considered that there are still some problems on how to understand the technical vocabulary and the scientific definition. In bilingual courses, ESP course are taught by professional teachers, despite their professional knowledge is more comprehensive than pure English teachers, but due to lack of English teaching methods and ability of English expression, they still cannot achieve the ideal teaching effect.

In our project, 66.7% respondents hope taught by the pure English teaches. In fact, the system training institutions and the qualification certification of ESP teacher have been set up in Britain and Russia and other countries (Bingbing Chen, 2005, p.76). At present, ESP teacher education subject is vacant in China. Basically there are little qualification certification and professional training. In this environment, the ESP teaching can only combine the professional knowledge with English teaching, and ceaselessly improve the ability of ESP teaching.

In addition, the teaching materials of ESP writing rarely relate to the academic

papers, practical writing. The rate of the participants who considering the teaching materials are suit the ESP writing course is 23.3%. Others think that teaching materials are not rich, and need to be more professional. Therefore, the teaching contents are bound to be reformed in the future to train the students' ability of professional information expression in English. At the same time, the language of the teaching materials must be representative. Especially the professional vocabulary, the syntactic structure and the way of expression in general technical articles can help students improve the ability of research and learning professional knowledge.

Chapter 3 Conclusions

Altogether, the good teaching method can help students improve their learning enthusiasm and efficiency, so reforming ESP teaching methods is an important measure for non-English-majors in the universities. In current situation, raising the level of ESP writing for non-English-majors is able to meet the needs of students in the future occupation. In this paper, the teaching methods of the ESP writing are studied more scientifically. It helps ESP teachers fundamentally change the single teaching mode from teacher-centered or text-centered to student-centered. The ESP teachers should pay attention to developing the learning initiative and creative potential of the learners, and improving their language application ability. Through the practice and investigation, we are sure that, training the non-English-majors not only to master specialized knowledge but also to own excellent ability of academic communication with foreign professionals, cultivating application ability of students to express professional knowledge in English, and practicing their research ability,

gradually improving their ability of international exchange and cooperation, are important goals for our future development.

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Appendix

Questionnaire Survey for English for Specific Purposes (ESP) (i.e. Electrical Engineering) Writing

1. What is your gender? (请问你的性别是?)
A male (男) B female (女)
2. Are you an English major or Non-English major? (你是英语专业还是非英语专业?)
A English major (英语专业) B Non-English major (非英语专业)
3. Which stage are you in university? (你是大学几年级的学生?)
A Freshman (大一) B Sophomore (大二) C Junior (大三) D Senior (大四)
4. Do you think that ESP writing is more important than reading and speaking? (你认为 ESP 写作比阅读和口语更重要吗?)
A More important (很重要) B Less important (不太重要) C Both are important (都很重要)
5. What do you think of your English writing abilities? (你认为你的英语写作技能怎么样?)
A Excellent (优秀) B Very Good (很好) C. Good (好) D Fair (合格) E. Poor (不好)
6. What do you think of your ESP writing abilities? (你认为你的 ESP 写作技能怎么样?)
A Excellent (优秀) B Very Good (很好) C. Good (好) D Fair (合格) E. Poor (不好)
7. Have you communicated with professional foreign experts by English including e-mail? (你曾经用英文包括电子邮件与外国专家交流过吗?)
A YES (是) B NO (不是)
8. Are you in the habit of writing a diary in English? (你有用英文写日记的习惯吗?)
A YES (是) B NO (不是)
9. Do you need to enhance English professional terms and jargon for ESP writing? (在 ESP 写作过程中, 你认为自己需要强化的技能是专业术语和行话吗?)
A YES (是) B NO (不是)
10. Do you need to enhance English profession knowledge for ESP writing? (在 ESP

写作过程中，你认为自己需要强化的技能是专业业务知识吗？)

A YES (是) B NO (不是)

11. Do you feel the professional teaching modes are necessary to ESP writing? (你认为本项目中专业的教学方式对 ESP 写作必要吗?)

A YES (是) B NO (不是)

12. Do you know ESP genre studies and writing? (你了解体裁 ESP 写作吗?)

A YES (是) B NO (不是)

13. Do you know Data-Driven Learning (DDL)? (你了解数据驱动学习方法吗?)

A YES (是) B NO (不是)

14. Is your ESP teacher a foreigner? (你的 ESP 老师是外教吗?)

A YES (是) B NO (不是)

15. Which one of the following is more suitable to teach ESP course in your opinion? (你觉得是英语老师还是专业课老师教 ESP 课程好?)

A English teachers (英语老师) B Specialized courses teachers (专业课老师)

16. Do you think the ESP curriculum system arrangements are reasonable current? (你觉得目前 ESP 课程体系安排合理吗?)

A YES (是) B NO (不是)

17. Do you think the textbook of ESP writing is abundant? (Multiple Choice) (你觉得 ESP 写作相关的教材如何? (多选))

A Less (很少) B Abundant (丰富) C Suitable (适合) D Inappropriate (不适合)

18. Do you think the ESP estimate measure are appropriate ? (你觉得 ESP 评价和衡量手段完善吗?)

A YES (是) B NO (不是)

19. Do you think the ESP writing teaching goals should be _____? (你认为 ESP 写作的教学目标应该是什么?)

A Students can participate in the International Conference (学生能参与国际会议)

B Students can read the original professional literature (学生能读懂原版的专业文献) C Students can publish research papers or English academic paper at the University Higher Stage (学生能在大学高年级阶段发表科研论文或英语学术论文)

D Students can freely communicated with the professional foreign experts (学生能自如的和本专业外国专家交流)

20. What do you improve by participating in the ESP Writing Enhancement Team?
(参加了 ESP Writing Enhancement Team 后, 你有哪些方面的提高?)
- A No improvement (没什么提高)
 - B Can read the original professional literature (能读懂原版的专业文献)
 - C Can write professional papers in English (能用英语撰写专业论文)
 - D Can communicate professional content in English (能用英语交流专业内容)

University of Wisconsin-Platteville

**IRB HUMAN PARTICIPANTS RESEARCH REVIEW PROTOCOL: TEACHING
IMPROVEMENT FORM**

This protocol is to be submitted to and approved in writing by the IRB prior to the initiation of any investigation

involving human participants. **Approval is valid for one year unless otherwise noted.**

Indicate Status of Protocol: ✓ Original Submission Protocol Modification

Indicate Requested Review Level: Expedited

Submit original and two copies.

Principal Investigator(s)

Name(s): Fiona(Xiao Huang)

Rank/Title(s): Administrative position in university and student in the M.S.E program

Department/Program(s): South-Central University for Nationalities

Email: huangx@uwplatt.edu

Sponsor(s) (if PI is a student)

Name(s): LoGuidice

Rank/Title(s): Professor Emeritus and assignment in China

Department/Program: School of Education

Email: loguidit@uwplatt.edu

Project Title: A Research on ESP Teaching Methods in Writing on Non-English-Major Undergraduates

ESP (English for Specific Purposes) is one important branch of the EFL/ESL (English as a Foreign/Second Language) system that functions as the main branch of English language teaching ELT. Therefore, ESP is not a particular kind of language or methodology, but rather an approach to language learning whereby the content and method are based on the learner's particular needs to learn the language (Hutchinson, and Waters, 1987). (see paper for reference)

Start Date for Data Collection: April 15,2013

End Date for Data Collection: June 30,2013

Note. I am teaching the experimental curriculum of Electrical Measurement and Sensing for the junior undergraduate in my college(Electronic information engineering in South-central university for nationalities), who have been learning professional English for one semester, so I chose 30 voluntary students in my class to participate in my project (ESP Writing Enhancement Team)and Arranged the job about the ESP writing by several learning materials.

Is federal or other extramural funding being sought? Yes ✓ No

Name of potential supporting agency:

Assurance of Departmental/Program Review:

If a departmental/program HSR exists, the signature of the HSR Chair assures the IRB that the protocol has

been approved and a copy is on file in the department. If no HSR exists, the signature of the

Department

Chair assures the IRB that s/he has been informed of the project and a copy is on file in the department.

Signature/Date:

_____ / _____

Indicate Title: HSR Chair Department Chair

Assurance to IRB: I I/we have read the UW-Platteville IRB Manual of Policies and Procedures for Research

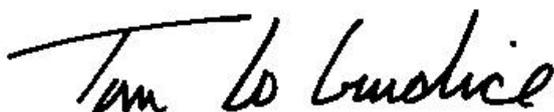
Involving Human Participants and will comply with the informed consent requirement and conditions. Further, I/we

will inform the IRB if significant changes are made in the proposed study.

Signature of PI(s)/Date: Xiao Huang (Fiona) March

29,2013 _____ / _____

Signature of Sponsor(s)/Date: April 1,2013



_____ / _____
IRB USE ONLY

Date Received _____ Approval Date _____ Protocol

Signed _____ Reapproval

Date _____

Review Level: Full Board Expedited

(Subcommittee): _____

2

Template for Teaching Improvement Projects*

Note: For detailed instructions, refer to pages 25-26 of the IRB Manual.

A. PERSONNEL: Junior students in **South-Central University for Nationalities**

Identify any personnel involved in your project who were not already identified on the cover page.

Also, indicate if and how they are affiliated with UWP (e.g., faculty member, graduate student). For

those not affiliated with UWP, indicate their relevant affiliations (e.g., Platteville Public Schools, UWExtension).

B. RESEARCH QUESTION:

1. Describe your project and its overall goal(s). If a survey or questionnaire is used, please attach a copy.

This paper focus on reforming ESP teaching method in order to improve ESP writing skills of non-English majors.

2. What do you expect to find?

I expect to find what kind of teaching method is the most useful for non-English majors to improve their ESP writing skills.

3. Where might you present or publish your findings? Will any formal papers or reports result from your project and with whom will they be shared?

These findings will be a project in the form of data with the table format in the paper for quantitative analysis.

C. PARTICIPANT SELECTION:

1. Number of participants:30

2. Human participant pool:

a. Will all participants be members of the UWP student body? No Yes

If not, who will serve as your participants?

members of the **South-Central University for Nationalities student**

b. Will all participants be at least 18 years of age? No* Yes

c. Will any participants come from protected groups (i.e., fetuses or people who are minors,

prisoners, developmentally disabled, or psychologically impaired)? No Yes*

D. PROTECTION OF THE RESPONDENTS AND THEIR RIGHTS:

1. If your participants are students and will be given course credit for participating, is there an

alternative option for earning that credit?

No Yes Not applicable

2. Is any of the information that you will be collecting of a confidential/protected nature?

(**Note:** If yes, describe that information in the space provided.)

No Yes

3

3. Would there be any negative effects for your participants (legal, financial, social, or personal) if

the information contained in your data set or in your project files was somehow exposed to the

public? (**Note:** If yes, describe that information in the space provided.)

No Yes

4. How will the information be recorded and/or secured so as to protect the participants' identities?

Anonymous questionnaire

5. Informed consent:

a. If individually identifiable student grades, GPA, or other confidential/protected information

provided by any source other than the respondent are part of your data set, then written/signed consent is required. Does your data set include student grades, GPA, or other

confidential/protected information provided by any source other than the respondent?

No Yes

If yes to 5a, attach a copy of your written/signed consent form.

(See Appendix B, pages 27-31, of the IRB Manual for sample consent forms.)

b. If written/signed consent is not required, is informed consent still secured? No

Yes

If yes to 5b, attach a copy of your informational/unsigned consent form.

(See Appendix B, pages 27-31, of the IRB Manual for sample consent forms.)

c. Under very rare circumstances the requirement for informed consent can be waived.

(Convenience of the investigator is never sufficient reason.) If you believe informed consent

should be waived for your project, write a justification for your recommendation based on the

Federal criteria given in Section VII, page 15, of the IRB Manual. Realize that the IRB must

agree with your recommendation before the requirement for informed consent is waived.

6. Are participants given any untruthful or misleading information? No Yes

If yes to 6, at what point are the participants debriefed? Explain the inaccurate information which

was provided to the participants, and how your debriefing corrects the inaccurate information

and explains why it was necessary.

7. Does the project present any more risk to participants than would normally be encountered in

daily life or during the performance of routine physical or psychological examinations or tests?

No Yes*

Notes: If you checked any of the response options marked with an asterisk (*), a standard protocol is

automatically required for full board review. Further, depending on your responses to the preceding

questions, it may be necessary for you to complete our standard protocol; we will contact you if that is

necessary for your project.