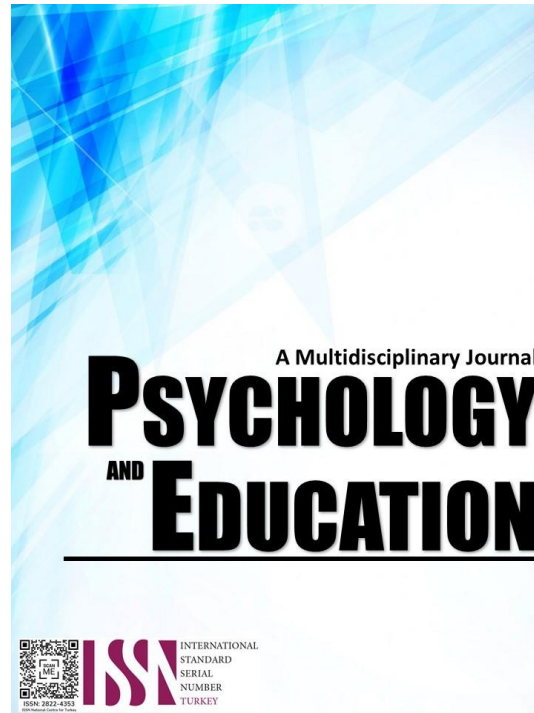


ESP TEACHING DEVELOPMENT RESEARCH IN A LOCAL UNIVERSITY



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

2023

Volume: 11

Pages: 98-106

Document ID: 2023PEMJ944

DOI: 10.5281/zenodo.8180651

Manuscript Accepted: 2023-23-7

ESP Teaching Development Research in a Local University

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Abstract

Globalization in the twenty-first century has a more demanding requirement for graduates with a practical ability to use English in academic research or professional work. Many colleges and universities have conducted ESP (English for Specific Purposes) teaching along with EGP (English for General Purposes) teaching. However, we are facing the problem of the instability of ESP teachers (Liu, 2010). This study is designed to investigate the current state of ESP instruction development in a local university. A qualitative survey design through semi-structured interviews based on a literature review was used as the primary instrument. Altogether 23 teachers, 76 students, and 12 companies responded to this study about their opinions and attitudes toward ESP and other related issues. The research findings highlight the immediate need for ESP teaching development by revealing that students and the social community (mainly companies) have high expectations for ESP courses. At the same time, the university and teachers are not yet prepared. Factors impeding ESP teaching development in local application-oriented universities are mainly from three parts: teachers, students, and universities. For example, the college environment and the living conditions of ESP teachers, the curriculum burden and the thinking pattern, and the lack of students' foundation and learning motivation.

Keywords: *ESP, ESP teaching development, narrative research, teacher development environment*

Introduction

With the deepening of globalization, English has become an increasingly important role in business, information, tourism, sports, medicine, and other areas. There is also a high demand for interdisciplinary talents to master English in China. Many colleges have conducted ESP teaching along with the original EGP teaching (Fu, 2017; Li & Li, 2022).

Development and Reform Committee, Ministry of Education, and Ministry of Finance have also jointly issued a Guide on the Transformation of Common Local Universities to Application-oriented colleges (from now on referred to as Guide) to promote the universities better to cultivate talents for the local area and the demand of industry development. ESP teaching development is becoming increasingly important and urgent. Furthermore, ESP teaching can only do with the cultivation of ESP teachers.

The new college English (CE) teaching reform started in early 2007. One crucial task is the formulation of CE Curriculum Requirements. In the CE Curriculum Requirements, college English teaching requirements are divided into three levels at the undergraduate level (i.e., basic requirements, intermediate requirements, and higher requirements). Some higher vocational colleges pay more attention to ESP teaching to facilitate students' future career development (Zhu & Zong, 2014; Chen, 2017; Li & Liu, 2020), so more

emphasis has been put on constructing the ESP teaching staff in these colleges. However, during the transformation process to application-oriented universities, the typical local universities only perfunctorily set up courses like EST (English for science and technology), Tourism English, Computer English, etc.

The top priority is immediately conducting ESP research on curricula design, textbook development, teaching effectiveness testing, and university teaching staff construction. The study provides the theoretical basis and research procedure for the normalization and systemization of ESP teaching (Sun, 2010). This research's starting point and destination are to study the influential factors for ESP teaching development in local application-oriented universities. In this case, it is necessary to study the present situation of ESP teaching in local universities and the factors limiting the development of ESP teaching. In this study, the researcher aims to take Taishan University in China as an example to investigate its ESP teaching status and limiting factors and provide some references for developing ESP teaching in this university and similar universities.

Research Questions

Based on the status quo of ESP teaching and the change in the needs of the country, society, and students, this study surveys the situation of ESP teaching in one local university in order to offer some

suggestions for the teaching reform of ESP teaching in local universities, ultimately better serving the development of the local economy. This paper will respond to the following two main questions.

1. What is the status quo of ESP teaching in a local university?
2. What are the restricting factors to the current ESP teaching development in the local university?

Literature Review

ESP came about as a result of technical, scientific, and economic development on an international scale. Scholars from abroad and China have devoted efforts to studying ESP and ESP teaching development. In this part, the primary relevant literature is reviewed by the author.

Studies on ESP

ESP is a new branch of English, formed in the 1960s. Hutchinson & Waters (1987) summarized the causes of ESP in three aspects. First, after World War II, science, technology, economy, culture, and other aspects between countries have been developed unprecedentedly; Second, the promotion of linguistic research; third, the development of educational psychology. The most influential works on ESP were published in the late 20th century. Strevens (1977) is known for his work on defining ESP and distinguishing it from General English. Hutchinson & Waters (1987) wrote a seminal book on ESP, emphasizing the importance of needs analysis and communicative competence in designing ESP courses. Robinson (1991) proposed a framework for analyzing the discourse of specific professional genres, which has been widely used in ESP research. Dudley-Evans & St. John (1998) published a book that provided an overview of ESP research and practice, including a discussion of the role of needs analysis and the development of ESP materials. Overall, these works have had a significant impact on the development of the field of ESP and are often cited and used as foundational texts in ESP research and teaching.

Research on ESP Teaching

Compared with ESP teaching research abroad, domestic ESP teaching research started late. In the early days, there were few papers on ESP research, which mainly introduced the theories of ESP abroad and discussed the rationale for the existence of ESP with few empirical studies on ESP. The earliest

introduction of ESP in China was two papers published by Yang Huizhong (1978), which introduced the concept of ESP and recommended the popular ESP textbooks abroad at that time. Since the 1990s, domestic articles on ESP theory and teaching have been increasing. For example, Fan Yi (1995) proposed three motivations for ESP: social demand, logical motivation, and teaching motivation. It also states that ESP and EGP are highly complementary and not mutually exclusive. Wei Naixing and Zhou Junying (1994) introduced ESP's definition, current situation, nature, and characteristics and explained that ESP teaching is an effective way to teach English. Wen Jun (1994) explained the position of ESP in English teaching and its related fields. Liu Runqing (1996) pointed out that in the future, college English teaching will be more and more combined with specific professional knowledge or aspect, and ESP teaching will become the mainstream of college English teaching.

In the 21st century, the number of domestic papers on ESP research has increased dramatically, and there are many types of research related to ESP teaching. Qin Xiubai (2003), based on the present state of English instruction in Chinese universities and universities, elaborated on the nature, category, and teaching principles of ESP and pointed out that it is not only feasible but also necessary to implement ESP teaching in Chinese colleges and universities vigorously. In terms of the ESP curriculum, Cai Jigang (2004), after analyzing the social needs and students' foundation, proposed that the curriculum of college English in China should be adjusted, the focus should be gradually shifted to the development of ESP teaching, and the priority relationship between primary English teaching and ESP teaching should be adhered to. Regarding ESP textbooks, Gao Jiajing (2009) proposed that the learner-centered teaching concept should be taken as the theoretical basis for compiling ESP textbooks. Based on demand analysis and textbook evaluation, authenticity, interest, diversity, and other principles should be emphasized in the selection process, and the content of the textbooks should be improved and updated promptly according to learners' feedback. Wang Yan (2011) proposed that the compilation of ESP textbooks should be based on "learning-centered." After fully understanding the language learning process, we should combine knowledge learning with skill training according to learners' needs. ESP textbooks should focus on content and communication, highlighting the materials' authenticity, applicability, diversification, practicality, and three-dimensional characteristics. Regarding the ESP teaching method, Liu Fagong (2001) proposed the

"comparative teaching method," which mainly includes four aspects: word meaning comparison; collocation discrimination; highlighting the word-formation of professional words; and classroom case analysis combining theory with practice. Weihua and Daming (2009) summarized three main teaching methods of ESP based on linguistic theory; one is Sentence Pattern Drill; The second is the Communicative Approach, which is based on the theories of functional grammar and sociolinguistics; The third is the "Learner-centered Approach." In terms of ESP teacher development, Li Hong (2001), from the perspective of teaching development, focuses on the qualities that ESP teachers should have. Xiaoyu (2017) pointed out that according to China's unique characteristics and the practical circumstances of teachers, there are four main development models for ESP teachers at present: cooperation model, training model, self-development model, and network model.

In addition, the number of China's empirical research on ESP teaching is also growing. Some of them studied overseas schools. These scholars found that ESP teaching has become the mainstream of college English teaching in many European and American countries because of the high level of English. You Chenjing et al. (2008) investigated 8 Asian American first-year students (from China, Japan, Malaysia, and Pakistan, respectively) who went to the Business School of the University of Nottingham in the UK to study as undergraduates and found that these students were required to participate in the 6-week pre-school EAP (English for Academic Purposes) course provided by the English Language Education Center of the University before the formal opening of school. Zhaoling (2004) researched Linfield College in the United States and found that the college generally offered a special-purpose English course for international students, given their poor English and professional learning abilities. "The purpose is to establish a strong groundwork for students to learn the main courses of American universities and conduct professional research." While learning professional knowledge, we should foster students' language proficiency in listening, speaking, reading, and writing and their vocational aptitude. Research by Mingming (2011) shows that foreign students at the University of Wisconsin Madison need to study academic English for one semester or one academic year according to the English entrance test, mainly to "cultivate students' academic ability."

Countries in Europe, Africa, and Asia for individuals whose first language is not English have the fastest development of ESP because they need to share the

scientific and technological development achievements and educational resources of British and American countries through English as a tool. According to the research of Dingfang et al. (2010), to adapt to the construction of international courses, many universities in Germany have launched advanced language courses combined with all English specialized courses, namely specialized language courses. Ming's research (2009) shows that universities in some African countries (such as Nigeria, South Africa, and Zimbabwe, where English is a second language) set up academic English reading, academic English writing, etc., to improve the learning skills of students of different majors. In Southeast Asian universities (such as Singapore, the Philippines, Malaysia, India, etc.), ESP courses are also widely offered, which is not only conducive to students' professional learning in English but also conducive to improving students' oral and written English expression skills and helping them to engage in related work after graduation. Cai Jigang (2012) found that academic English is the most apparent ESP course in Japanese universities, such as the University of Kyoto University, Tokyo University, Waseda University, etc. The regular courses in public English are academic English writing and academic English reading, and ESP courses combining majors are specially designed for science and engineering students.

Jigang (2018) pointed out that ESP teaching is also prevalent in Hong Kong and Taiwan universities. Universities in Hong Kong, China, basically teach in English. In addition to providing introductory English courses for non-English majors with a poor foundation, these universities also provide highly targeted professional English learning courses for students, aiming to cultivate students' academic English skills required for all English courses and specific English skills required for professional work. Since 2005, Taiwan has set off an all-English teaching craze on the island. Against this background, ESP teaching in Taiwan has experienced rapid growth.

Additionally, many scholars in China have conducted empirical research on the current situation of ESP teaching in universities and vocational colleges in mainland China. Hongxia (2017) and Chen Cuicui (2017)'s survey report on ESP instruction in domestic colleges shows that ESP courses are offered randomly in various universities and colleges. Schools are offering ESP courses from the first grade to the third grade. Most are only open for one semester, and the class hours are seriously insufficient. Moreover, the positioning of ESP courses is relatively vague, ranging from general elective courses and mandatory courses

to specialized electives and required courses within their field of study. Cuicui's (2017) survey also found that most surveyed institutions did not establish dedicated departments or research units for ESP instruction, nor did they facilitate collaboration and communication among ESP instructors through organized teaching and research initiatives. As a result, there was a dearth of established evaluation and assessment mechanisms for ESP teachers within the department or school, contributing to a lack of coherence and consistency in ESP instruction.

Compared with overseas ESP research, most of China's scholars' research on ESP is empirical research on ESP teaching status in professional universities or colleges. Through the above research, we have a further understanding and understanding of ESP teaching. Their research indicates that ESP instruction in Chinese vocational colleges and universities is fraught with significant issues regarding the curriculum, pedagogical methods, and language of instruction. Moreover, the management of ESP instruction in these institutions is plagued by disorganization and a lack of coordination. These empirical studies highlight the disconcerting state of ESP instruction in Chinese higher education. However, there remains a dearth of research on ESP instruction in local applied universities both domestically and internationally, which is incongruent with the mission of such institutions to serve regional economic development.

Methodology

Based on the data obtained from the survey, the author analyzes the status quo and existing problems of the ESP teaching development in a local university and analyzes the restricting factors from three aspects: teachers, students, and universities. A qualitative research design is used in this study. The primary instrument used for data collection was semi-structured interviews, which are commonly associated with qualitative research. The study collected data from four groups: ESP learners, ESP teachers, employers, and network recruiting information. The participants were assigned specific codes to maintain anonymity and facilitate data analysis. To address the research questions, the study conducted interviews with 23 ESP teachers (G1), 76 ESP learners (G2), and 19 employers from institutes and companies (G3). Additionally, data from network recruiting information was also included as a data source.

Participants

Data sources for this study come from four groups, ESP learners, ESP teachers, employers, and network recruiting information. For a clear understanding, we have encoded all the participants differently (in Table 1). G1(1-23) is the serial number of the ESP teachers from Taishan University (a local university). We try to ensure that all the teachers are ESP teachers or at least have experience teaching ESP courses. G2(1-76) represents the serial number of the learners from Taishan University. All the learners have studied ESP courses for at least one semester (because of the paucity of ESP teachers, some ESP courses are only offered for one semester), whose learning needs, interests, learning expectations, satisfaction levels, and suggestions are all considered. G3(1-19) stands for 19 employers from institutes and companies. All employers need ESP knowledge, i.e., tourism corporations, foreign enterprises, joint ventures, foreign trade companies, environmental protection departments, engineering departments, etc. G4(1-15) is some recruiting information from recruitment websites, such as <http://www.51job.com>, <http://www.chinahhr.com>, and <http://www.ganji.com/zhaopin/> (2022. 10). These companies cover areas of mechanics, tourism, fashion design, marketing, software engineering, receptionist, clerk, scientific researcher, etc.

Research Instrument

This research mainly adopts qualitative methods. Interviews are the main instruments used in this study. The authors first reviewed relevant literature and identified five principal dimensions of the survey: 1. Administrative policy (Organizations and management, reward system, attitude, and attention); 2. Academic research (Relevant policies, attitude, time, and energy); 3. Teaching conditions (Teaching workload, teaching methods, course syllabus, teaching facilities); 4. Needs and expectations (Social needs: requirements, evaluation, suggestions, students' needs, interests, satisfaction, difficulties, suggestions); 5. Teachers' factors (Subject knowledge, teaching skills, willingness, living condition) then, based on the interview lists from Lian (2013) and Yinglan (2020), the authors selected a certain number of items and compiled the interview outlines. Semi-structured interviews were conducted among selected ESP teachers, learners, and potential employers for graduates.

Data Collection and Analysis

The first step was to hold interviews with ESP teachers and learners. Some respondents (23 ESP teachers and

76 ESP learners) were invited and agreed to participate in interviews, enabling the researchers to explore the teachers' and learners' responses. All the interviews were recorded and later transcribed. The second step was to interview the potential employers for graduates and the analysis of website resources by the literature analysis method to obtain information on recruitment regarding requirements for graduates. Altogether 12 employers were interviewed. The inductive and analytical methods were adopted to analyze the information from websites, which offers some supplementary information to this study. All the recordings were collected materials from the ESP teachers, ESP learners, and enterprises or institutes. Transcribing the text documents was done to conduct thematic analysis (Agar & Hobbs, 1983) in the following part according to Freeman's data processing model (defining themes, classifying, finding relations, and describing these relations and themes) in 1998.

Results

This study aimed to find the restricting factors to the current ESP teaching development in the local university. According to the discussions in Tables 1, 2 and 3, the results are presented as follows:

Support from the university

The interview questions for ESP teachers are the primary data sources for this part. Two sub-themes (hardware and professional training/requirements) are identified in terms of support from the university.

Schools are supposed to provide advanced equipment for ESP teaching as adequate hardware and supportive administrative policies as the right software for ESP teachers' professional development. However, at the same time, ESP teachers are not satisfied with the teaching conditions, such as the lack of multi-media classrooms and language labs (78.2%). ESP teachers are the practitioners of ESP teaching. However, the narrative analysis shows ESP teachers are disadvantaged in college English teaching without a formally organized professional community (82.6%) or a standard assessment system (73.9%).

Table 1. *Narrative Theme of Support from the School (N=23 teachers)*

<i>Theme (Level 3 coding)</i>	<i>Topic overview (coverage rate of level 2 coding, %)</i>
Hardware/ equipment	Badly in need of highly-equipped classrooms and language labs (78.2).
	ESP teaching facilities are poorly maintained (47.8).
	Welfare benefits and hardware/equipment support ignore teaching faculties, including ESP researchers (82.6).
Professional Training and Requirements	The development of ESP teachers is not emphasized (69.6).
	The disadvantage in professional title promotion compared to administrative staff (78.2).
	The promotion of professional titles is mainly decided by academic research (69.6).
	Lack of a standard assessment system for ESP teaching (73.9).
	No formally organized research team or learning communities for ESP teaching or research (82.6).
	Fewer opportunities to join ESP seminars and short-term or long-term training (65.2).

Self-evaluation of ESP Teachers

Four sub-themes are identified regarding ESP teachers' self-evaluation of ESP teaching and research.

Over half of the ESP teachers express their interest in ESP teaching and the importance of ESP courses. However, the ESP teachers transformed from EGP teachers are short of professional knowledge (81.7%), which is a great challenge to the new ESP teachers. Many teachers (43.5%) are less motivated in ESP teaching.

Academic research is an essential qualification for the promotion of professional titles. However, more than 80% of ESP teachers suffer from a lack of support. They also state dissatisfaction with some non-curricular activities and their expectations for ESP teaching and researching.

Over half of the ESP teachers stay in a dilemma, which results from both internal causes and external causes. Take an interview as an example.

Table 2. *The Narrative Theme of Self-evaluation of ESP Teachers (N = 23 teachers)*

Theme (Level 3 coding)	Topic overview (coverage rate of level 2 coding, %)
Personal conditions	Multiple roles (as parents, sons and daughters, husbands and wives, and teachers) take up all the spare time (43.5).
	Lack of subject-matter knowledge in ESP teaching ESP teaching is the trend of ESP teaching reform (82.6)
Attitude to ESP	Enjoy the process of ESP teaching (56.5).
	Less enthusiasm for ESP teaching and researching (43.5).
Status quo	Having the courses in both EGP and ESP, the transformation is challenging (65.2).
	Heavy teaching workload (65.2).
	Little time for co-teaching Priority is given to ESP teaching (82.6).
Hope for improvement	To strengthen the management of the ESP curriculum (73.5).
	To establish a standard assessment system of ESP teaching (73.9).

...We cannot join ESP seminars, relevant short-term exchanges, or advanced studies. Nowadays, college English teaching focuses mainly on EGP teaching, so GE is still the mainstream in college English teaching. EGP teachers have more opportunities to study further. While some ESP teachers have never participated in some seminars on ESP theoretical studies...I hope to get some guidance on how to teach ESP courses and what to teach in ESP courses... our school leaders have never expressed concern about ESP teachers' development and teaching... (G1:16, 2022.10.18)

Expectations from Students and Employers

Table 3 describes the needs of the students and recruiting units for ESP teaching with three sub-themes: the status quo and significance of ESP teaching and their expectations for ESP teaching and ESP teaching development.

Table 3. *The Narrative Theme of Expectations from Students (N1 = 76) and Employers (N2 = 12)*

Theme (Level 3 coding)	Topic overview (coverage rate of level 2 coding, %)
	ESP teachers lack professional knowledge (N ¹ 53.9).
	The students cannot understand the contents (N ¹ 25).
Status quo	Only vocabulary and grammar are taught in the courses (N ¹ 27.6).
	ESP students are not good at writing (N ² 66.7).
	Graduates lack communicative skills even with certificates of CET4 or CET6 (N ² 50).
	The students study ESP only for the credits (N ¹ 21).
Significance	There is no direct relationship between ESP learning and the postgraduate entrance examination, CET-4 or CET-6 (N ¹ 67.1).
	There is no relevant certificate to prove students' ability in ESP (N ² 34.2, N ² 25).
	ESP teachers should know the relevant profession (N ¹ 56.6).
Expectations	The ESP contents should be related to future jobs or further study (N ¹ 67.1).
	The school should enhance cooperation with recruiting units (N ¹ 40.8, N ² 58.3).

Based on the need analysis of students and employers, we conclude that ESP teachers should change the traditional EGP teaching methods and improve their professional abilities; schools should reform teaching to foster the interconnection between learning and application for students.

Discussion

Based on Merriam's suggestion (1998), the collected data is classified to ensure the classification's validity, exhaustivity, correlation, sensibility, repellency in classified content, and conceptual integrity. Here the researchers analyze the data of teachers, students, and

enterprises or institutes, respectively. They carefully read all the materials, captured the participants' native concepts, and encoded all the texts. And then, they analyze all the codes under the five dimensions, administrative policy, scientific research, teaching circumstance, teachers' factors, and needs (from learners and enterprises or institutes), which results in 218 topic sentences as the level 1 coding (open coding). Secondly, the researchers establish relative concepts and categories by comparing and clustering leads to 52 as level 2 coding. Finally, through further selective analysis, we obtain level 3 coding with nine explanatory themes under three themes: university support, ESP teachers' self-evaluation, and expectations from students and employers.

According to the English teacher development context model by Barkhuizen (2008), connecting the relationship between the concepts of each dimension, we analyze factors inhibiting ESP teaching development in this local Chinese university. "Thematic analyses are mainly concerned with the content of narrative data" (Barkhuizen et al., 2014). Based on the analysis of the codes to the narrative data, this study designs the following most prominent themes. From the aspect of the university, their management or inaction led to the marginalization of the course. For ESP teachers, they are reluctant to take ESP courses. Some students do not have a clear understanding of ESP courses and have high expectations for both ESP teachers and the university, who are supposed to refine and improve ESP courses to the extent that they could better meet the student's needs in their future studies or work. For potential employers, many have specific requirements for graduates' English regarding whether they have certificates like CET4 or CET6. Students' reading and writing ability is especially required, which makes it essential for ESP courses to attach importance to improving students' writing ability.

The first main question of this study focuses on the status quo of ESP teaching in a local university. To provide a comprehensive discussion, it is important to reference relevant studies that have explored the current state of ESP teaching in similar contexts. Here are some important recent studies that are related. Fu (2017) examined the integration of English for Specific Purposes (ESP) and English for General Purposes (EGP) teaching in a specific context, providing insights into the challenges and benefits of combining these two approaches. Li & Li (2022) explored the development of the English for Specific Purposes (ESP) curriculum in Chinese higher vocational colleges, shedding light on the curriculum

design, implementation, and challenges faced in integrating ESP into the existing English curriculum. Zhu & Zong (2014) investigated the integration of English for Specific Purposes (ESP) and English for General Purposes (EGP) teaching in China, examining teachers' perspectives, challenges, and strategies for effective integration.

From the aspect of the university, ESP teaching has no unified curriculum requirements and teaching pressure, which has led to a series of reduced investments, and advanced hardware and software are badly needed for ESP teaching and ESP teaching development. For ESP teachers, heavy teaching workload, little time in co-teaching ESP courses, difficulty in publishing papers on ESP, lack of unified teaching and research offices and activities, and family reasons lead to their reluctance to ESP teaching and pursuing academic studies on ESP. ESP learners lack communicative skills and are not good at writing. They have no credit requirements, no relevant certification of ESP study, and no direct relationship with their future work. All this is why they are not motivated to learn ESP courses, which is also why it isn't easy to carry out ESP courses in local universities. All of the above deserve consideration for ESP teaching development. ESP teaching development still has a long way to go.

The second main question addressed in this study is the restricting factors to the current ESP teaching development in the local university. To enhance the discussion on restricting factors, it would be helpful to include studies that have examined similar factors in the context of ESP teaching. Here are some relevant studies: Liu (2010) researched the instability of ESP teachers in Chinese colleges and universities. The study identified factors such as the college environment and the living conditions of ESP teachers that impede ESP teaching development. This research can provide insights into the factors restricting ESP teaching development, which may apply to the local university discussed in the paper. Chen (2017) investigated the status of ESP instruction in domestic colleges in China. They identified factors such as curriculum issues, pedagogical methods, and lack of coordination that restrict ESP teaching development. These findings can be relevant to the local university and add insights into the restricting factors faced in ESP teaching development. Xiao (2017) explored ESP teacher development models in China, including the cooperation model, training model, self-development model, and network model. This research can provide insights into the restricting factors related to ESP teacher development in the local university and offer potential solutions or strategies to address these

factors.

Conclusion

The paper described the status quo of ESP teaching and found the restricting factors to the current ESP teaching development in the local university. Based on the results, this study provides insights into the current state of ESP instruction in a local university in the hope of probing into the restricting factors impeding ESP teaching development, from which we can see that ESP teaching in the local university still has a long way to go. Responses from students and potential employers indicate that both parties are in urgent need of ESP courses, which can help them cope with problems in academic learning and occupational occasions. However, ESP teachers in the local university do not fulfill their roles of addressing the unique needs of different student populations from the aspect of ESP teaching to a large extent. Based on the above problems, it is evident that long-term efforts from both educational institutions and ESP teachers are urgently needed for ESP teacher development. Besides, students and social communities are also factors in ESP teaching development. All four parties are interrelated in creating a sustainable state of dynamic equilibrium. In conclusion, educational institutes should improve policies conducive to teachers' cooperative learning and guide teachers to communicate equally and voluntarily. Besides, ESP teachers should adopt a new attitude towards ESP teaching and use the platform created by the school authorities to impart knowledge to students and enhance their values, ability to think critically, and desire to learn. Finally, specific needs and expectations of students and society, especially potential employers, should be considered when educational policies concerning ESP are issued. Thus, a win-win situation could be created, and a virtuous professional development cycle for ESP teachers could be sustained for all parties concerned.

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