

Exploring English for Specific Purposes Course within the Sino-Foreign Cooperative Education Program: Issues and Difficulties

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Abstract

The article discusses about curriculum evaluation that holds a fundamental role in higher education, enhancing scientific education and instructional efficiency. While China has made progress in curriculum assessment, the absence of a comprehensive system calls for innovative approaches. The Sino-German Industrial Design Institute (IDI), a collaboration between Zhaoqing University and Folkwang Art University, introduced an English for Specific Purpose (ESP) course to address language challenges in professional courses taught in English by German fellows. However, implementing the ESP course encountered challenges, including differentiated needs and language proficiency issues among students. The three-semester ESP program significantly impacts the industrial design curriculum, utilizing flexible scheduling and diverse assessments for comprehensive evaluation. The demand for intensive English language instruction in the Sino-German cooperation program prompted the ESP course, emphasizing proficiency for industrial design courses. The assessment illuminates' strengths and weaknesses, ensuring the success of the ESP curriculum in meeting the needs of students and the Sino-foreign cooperative program.

Keywords: English for Specific Purposes, Cooperative, Education, Issues, Difficulties

Introduction

Curriculum evaluation is a crucial component in guaranteeing the quality of education in colleges and universities. It is a methodical approach to gathering and examining pertinent data and information. To evaluate all the teaching and learning activities in relation to curriculum objectives and values, a variety of techniques are used. The ultimate objective is to raise the quality of the curriculum and offer insightful information to support decisions about education. Although China has achieved significant strides in the theory and practice of curriculum assessment, the lack of a thorough evaluation system necessitates the development of novel theoretical and practical approaches to curriculum evaluation in higher education (Zhang, 2018).

China's Zhaoqing University and Germany's Folkwang Art University collaborated to organize the innovative undergraduate education project known as the IDI in 2017. Using English Immersion and small class instruction, the programme emphasizes international openness and innovation, particularly in professional courses taught by foreign fellows. Because of this novel method, students' English competence is tested, which makes the creation of an ESP course necessary to support the industrial design professional programme necessary. The ESP course is essential for eliminating language difficulties, promoting easier understanding of courses taught by German professors, and supporting the Sino-Foreign Cooperation programme.

The implementation of IDI's ESP course has encountered several challenges, including those pertaining to differentiated needs, low student proficiency in the English language, content difficulties, and unique obstacles that final-year students face in terms of job placement and alignment with English language career needs (Zhou, 2021a). Teachers also point out how difficult it is to teach English for some curriculum objectives, highlighting the need for a focused and nuanced approach.

There has been an increase in demand for intensive English language instruction in the Sino-German cooperation programme since IDI introduced the ESP course. This requirement is met by the ESP programme, which offers first-through third-semester English language instruction to students. The main goal of the ESP course is to provide students with strong English language proficiency so they may function well in industrial design professional courses. Considering the significance of this objective, it is essential to conduct a comprehensive assessment of IDI's ESP curriculum to pinpoint its advantages and disadvantages. A crucial component of higher education is curriculum review, especially when it comes to Sino-foreign cooperative programmes that offer English-language courses. Using the CIPP evaluation paradigm, a review of IDI's ESP courses reveals the complex issues that both educators and students must deal with. The results of this assessment can guide specific adjustments to teaching strategies, curriculum design, and overall programme efficacy. This strategy helps make Sino-foreign educational cooperation programmes in higher education successful by creating an atmosphere that is favorable to efficient teaching and learning.

The Current State of English Course in the Program for Sino-Foreign Educational Cooperation

The current state of English course offerings in Sino-foreign cooperative education initiatives is indicative of the initiatives' rapid expansion in China throughout the previous twenty years. The Ministry of Education announced that there were more than 1,100 Sino-foreign cooperative education initiatives in higher education across the country as of May 2021. Through partnerships between Chinese and international academic institutions, this strategy aims to internationalize Chinese higher education while giving domestic students access to top-notch resources from overseas universities without requiring them to leave the nation (Zhou, 2021a). These cooperative programmes, which are governed by laws that were established in 2006, require that foreign partners offer more than one-third of all courses and core courses. This emphasizes the importance that foreign teachers play in providing a significant amount of teaching hours and courses (MOE, 2006).

However, due to differing admission requirements and a lack of consistent regulations, students entering these programmes face difficulties with their English language proficiency. Some programmes only accept scores from college admission exams, which causes students to have a wide variety of English proficiency levels. The projected teaching outcomes are

hampered by this volatility, which affects the seamless execution of professional courses given by foreign teachers (Li, 2020; Ma & Cai, 2018; Liu, 2017). The problem is made worse by the particulars of Sino-foreign cooperative programmes, which frequently demand that students show a high level of language ability to be eligible for exchange programmes and other opportunities.

The curriculum settings, assessment standards, teacher placements, and training are all impacted by the substantial differences between the English language courses offered under the Chinese-foreign cooperation model and traditional English courses. The practical hurdles of introducing high-quality educational resources through international partnership remain, notwithstanding the potential benefits. The main obstacle is that many students lack sufficient foreign language competency, especially at higher education levels when English language instruction presents more of a difficulty for Sino-foreign cooperative programmes. Enhancing students' English proficiency through effective assessment of the becomes a critical challenge that both Chinese and foreign partners must address, especially given the requirement that most professional courses be taught in full or bilingual English (Liu, 2017). It emphasizes how important it is to create plans for language proficiency development to ensure the long-term viability of Sino-foreign cooperative educational ventures within the changing context of Chinese higher education.

Developing a Multidisciplinary ESP Course with Shared Core Modules

In China, there are comparatively few original theoretical research, and most theories are introduced to assist the design of ESP courses, in contrast to the numerous works on curriculum design theory in western nations. Scholars from China, including Shengjiang (2012); Jigang (2018); Ping (2020), concur that the student-centered theory put forth by Hutchinson and Waters (1987) should serve as the foundation for the planning and establishment of the ESP curriculum design model. Ping (2020) developed an interdisciplinary method for building common-core modules for ESP, which is suitable to the design of ESP courses in China. The model was built on a student-centered curriculum design approach.

Prior to exploring into the concept of ESP curriculum design, it is imperative to define the following terminologies. Academic practice, interdisciplinary knowledge, and interdiscursive competence. According to Hyland (2004), interdiscursivity is the utilization of material from other discourses that have customary meanings and social customs in one's own discourse. Because an outline mirrors the norms, values, and applications of surrounding discourses, it plays an interdiscursive role, much like a discourse does. Academic practice focuses on how interactions competence and interdisciplinary knowledge are applied in academic research, whereas interdisciplinary knowledge focuses on common issues between disciplines and interdisciplinary common core knowledge.

The challenges of interdisciplinary competence, interdisciplinary common core knowledge, and the articulation and application of interdiscursive and professional knowledge are what make the ESP curriculum challenging. In 2020, Huang Ping suggested creating an interdisciplinary professional common core curriculum that would investigate the common core genre within the same disciplines and the potential for resolving the common core issue across several professions. Scholars in China have generally acknowledged Huang Ping's work as making a substantial contribution to the comprehension and advancement of language courses. Her suggested framework, which may be used or modified to suit various ESP programmes in China, is also a reference book for the curriculum design of an Interdisciplinary ESP Common Core Module. A few of Huang's framework's components are regarded at in this

article, and it is acknowledged that Huang Ping's multidisciplinary ESP Common core module course design framework offers some guidelines for the methods and processes of evaluating ESP programmes in IDI framework as illustrated in Figure 1.

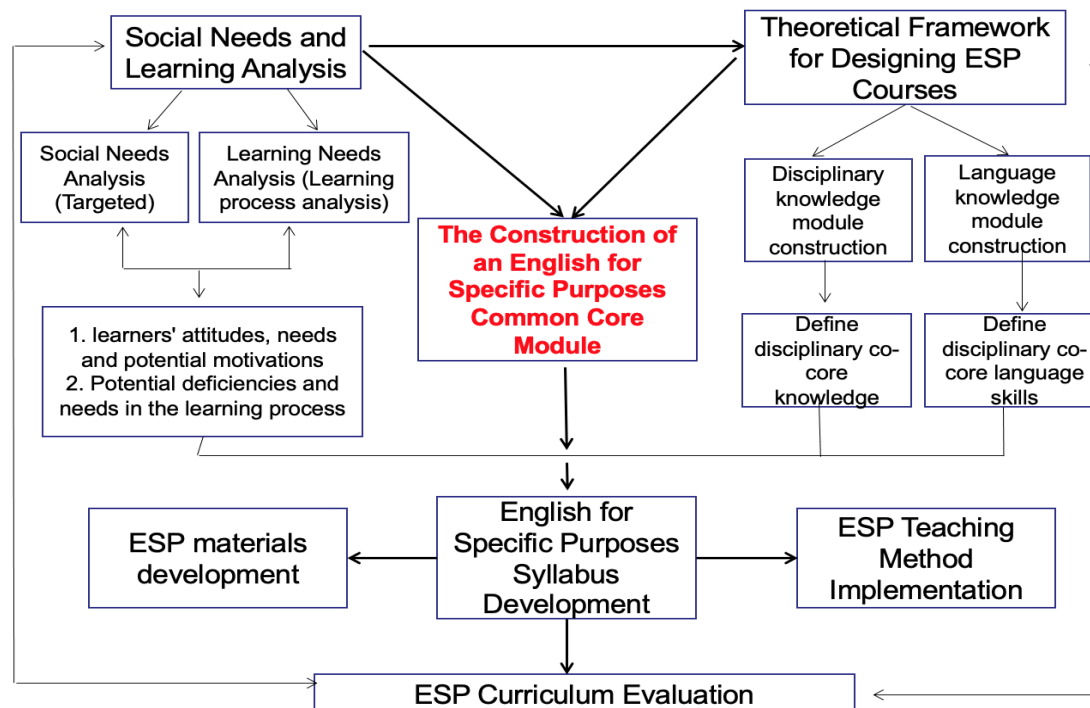


Figure 1: The Construction of an Interdisciplinary ESP

Common Core Module

The needs analysis, theoretical framework for ESP course design, syllabus development, materials development, teaching method implementation, and assessment make up the core module construction system for the multidisciplinary ESP. These components need to be polished and included in the course design, which is a methodical and scientific approach to creating courses that is based on needs analysis rather than being created arbitrarily (Huang, 2020). The elements that comprise the ESP's common core modules involves (1) needs analysis, (2) theoretical framework for ESP course design, (3) teaching methods, and (4) materials.

Needs Analysis

The needs analysis must consider several issues, including the needs of society, the needs of students, and the advancement of science and technology both nationally and internationally. A requirements analysis is the first step in the system of building ESP common core modules. The needs analysis is broken down into two sections, each of which is crucial: the social needs analysis and the learning needs analysis (Huang, Zhang & Pan, 2015). The learning needs analysis examines some of the difficulties of the upcoming major English course, such as the teachers' preparation for the major course and the unique requirements of the students for the course. The social needs analysis considers the percentage of English in the major's social needs and then determines the focus of its training.

Theoretical Framework for ESP Course Design

The framework for building the discipline knowledge module and the framework for building the language knowledge module make up the two main parts of the theoretical framework used to design the ESP module. Since the definition of common core knowledge is tied to the creation of the syllabus and the evaluation of the course, the school should suggest criteria for defining professional disciplinary common core knowledge and professional common core language knowledge criteria prior to the development of the syllabus. The building of interdisciplinary competence and the teacher's capacity to use it in the classroom are essential factors to consider while determining the linguistic common core competencies for professional common core knowledge.

Teaching Method

The ESP course's framework is built around interaction competence and common core knowledge, as well as the application of the four fundamental skills of speaking, listening, reading, and writing as well as the integration of disciplinary knowledge. Projects pertaining to the disciplines are also implemented, and project-based learning activities are created in the classroom.

Materials

The scenarios and cultures that will be encountered in the target context (such as the culture of the target country and the culture of enterprises and institutions) are included in the teaching content of ESP in addition to the disciplinary content and textbook content. To some extent, this influences the effectiveness of the teaching content. The instructional content is provided by specialists, or those with relevant knowledge. The use of authentic materials in learning-centered ESP instruction can offer a prompt and precise solution to the challenges and issues that students face in their work. According to Huang (2020), authentic materials are those that students will use or have access to in the workplace. These materials may include project reports, journal articles, business negotiation reports, recorded speeches, or suggested readings. They are relevant and useful in a manner that officially published materials are not.

The efficacy of teaching and learning can be impacted by the destination country's culture in the instructional materials. Raising language awareness is crucial to the effective teaching of ESP since language learning is a social process and attitudes towards learning and perceptions of language are shaped by national, professional, and personal cultures (Dudley-Evans & St John, 1998). To stimulate and develop learning styles and skills that are consistent with their expert areas, the teaching content of ESP courses should fully utilize the major backgrounds of the students (Dudley-Evans et. al., 1989).

The Issues and Difficulties with the ESP Course

While some universities choose to offer bilingual courses in their domestic programmes, more universities choose to bring in selected teachers from foreign partner universities to offer full English classes in their domestic programmes. The fundamental goal of Sino-foreign cooperative educational programmes is to introduce foreign teaching concepts and resources. Students' capacity to adjust to the classroom is greatly enhanced by this all-English style of delivery, which gives them more direct access to the pure foreign curriculum and a fully English-speaking classroom at home. But as more institutions start offering

comprehensive English courses, it's evident that there are a lot of issues that still need to be resolved.

Students and Lectures of subjects

Most students enrolled in local ordinary colleges and universities' Sino-foreign education programmes have lower admission scores than those enrolled in similar majors at this university and generally demonstrate a weak foundation in English due to the specificity of the enrolment target of Sino-foreign cooperative education (Pan, 2015; Ma & Cai, 2018). Because of this, students' language proficiency varies widely in English classes, and these variations are frequently linked to the students' prior educational experiences. This presents serious difficulties for curriculum development, classroom design, and the selection of instructional resources (Liu, 2017). For instance, IDI students must attend more than twenty English classes a week (including General English and ESP courses). This makes the topic extremely boring and can even cause dread, and English teachers frequently become depressed.

Most students' foundation in English is too weak, which causes them to fall behind in specialized course sessions and do poorly on exams. This results in the same enormous obstacles in the courses taught by foreign language specialists, which are directly related to the English ability of the pupils. Most students still struggle greatly in the classroom to learn, even though IDI employs Chinese teaching assistants in every specialist course that is taught in a foreign language. The fully English-taught specialized courses are much more challenging than the English-taught courses because in addition to solving a language puzzle, students must comprehend and become experts in the subject matter. The ESP course in the Sino-foreign cooperative educational programme faces a double challenge and double pressure, which urgently needs to be strengthened and improved. This is because students' inability to comprehend full English professional lectures frequently pushes the root of the problem to the English courses (Pan, 2015).

Teaching Materials Selection

For ESP courses in the Sino-Foreign Educational Cooperation Programme, choosing teaching materials is also a challenge because there are currently no materials on the market that are truly suitable for the ESP curriculum, and poorly targeted teaching materials have been a major issue in the implementation of the ESP curriculum. In particular, the high requirements for listening, speaking, reading, and writing; the prerequisites for basic academic English for the foreign professional course; and the practical requirements for students to study and live abroad in the future make it crucial to select the appropriate teaching materials to bridge the gap between the ESP course and the professional courses (Wu & Li, 2019).

Nonetheless, there are inconsistent norms for the selection of teaching materials in the existing Sino-foreign cooperative education programme or institutions. Foreign Language Teaching and Research Press university English textbooks are used by some universities, while IELTS and TOEFL texts are used by others. The improvement of students' language, intercultural, and professional abilities is influenced by the selection of instructional materials. University English teaching materials depart from the features of Sino-foreign cooperative programmes in terms of training objectives; IELTS and TOEFL teaching materials are beneficial for raising students' language test scores, but not for improving professional course skills (Zhongxia, 2015; Zhao, 2019).

English Teachers

One of the main elements that directly influences how effective ESP programmes are is the faculty of English instructors. Most English instructors at Chinese colleges and universities are English majors with no prior teaching experience in Sino-foreign cooperative education programmes. They are unable to impart practical professional skills in teaching to pupils because they lack the necessary professional skills from Sino-foreign cooperative programmes and prior practical experience in businesses (Liu, 2017). It is challenging to teach students the cultural essence of Western countries in the actual teaching process because most English teachers in Chinese higher education universities and colleges have not studied abroad. This makes it difficult for students and foreign teachers to communicate across cultural barriers (Li, 2020).

Indeed, professional background training in cooperative programmes and extensive study abroad experience is essential for Chinese educators tasked with instructing ESP courses in Sino-foreign cooperative programmes (Hong, 2018; Yu, 2020). Though some teachers might not meet all requirements, very few teachers have both conditions. Furthermore, the lack of effective channels for training and communication between Chinese and foreign educators in universities and colleges means that ESP courses are unable to meet the requirements of foreign professional courses, and instructors in those courses are dissatisfied with students' proficiency in English (Lin, 2021).

Curriculum Design

Nationwide ESP courses are devoid of realistic course objectives and cohesive teaching standards. Many ESP courses provided by Sino-Foreign Educational Cooperative Programmes lack clear objectives and end up being nothing more than language sessions or industry-specific English vocabulary classes (Zhongxia, 2015; Liu, 2017). Given that ESP is a course that mixes professional knowledge with basic English, course instruction should take this into account. As a result, it's essential to first define the ESP course's learning objectives before methodically developing the curriculum and preparing instructors for it, among other things (Hong, 2018). Regarding the mode of instruction, ESP courses in Sino-foreign educational cooperative programmes are currently taught primarily through a single lecture based on the textbook; students are expected to memorize highly specialized terms but often do not understand their true meanings; there is also a dearth of classroom interaction; as a result, this antiquated mode of instruction is not very effective in enhancing students' professional competence (Liu, 2017).

The Sino-Foreign Cooperation is the focal point of the Sino-foreign educational cooperative programme. In this programme, foreign instructors take professional core courses and Chinese teachers often take general education, English, and some professional foundation courses. Most curricula fulfil the Ministry of Education's requirements, but they do not always demonstrate the qualities of collaboration in terms of teacher exchanges and training between Chinese and foreign educators (Zhao, 2019). It is challenging to implement a complementary and cohesive teaching system in the classroom when Chinese and foreign teachers are not communicating with each other in a timely and efficient manner during the Sino-foreign cooperative education process.

Students' English Learning Status

Chinese students learn English in a teacher-centered system from a young age through explanations and lectures from their teachers. As a result, students are typically very passive

learners who primarily pick up grammar and vocabulary, with little to no ability to apply their newfound language skills in real-world situations (Jiang, 2017). For instance, German cooperative universities provide general support for teachers and the curriculum of IDI, and they also serve as the foundation for the evaluation criteria and real manner of instruction. Many students are finding it difficult to learn the specialized courses, and they are not really learning very well or efficiently.

Students experience various irregularities in the real learning process because of the restricted acceptability of the lecturers and teaching materials offered by German cooperative universities. This phenomenon will eventually cause students to lose their drive to learn (Li, 2020; Liu, 2018). However, because IDI students have a weak foundation in speaking and listening to English, they find it challenging to comprehend the material that German teachers are teaching in professional courses. As a result, the real classroom experience is not very satisfying. Due to their inability to fully absorb the professional knowledge of German teachers in the classroom and develop effective communication with foreign teachers, students' curiosity turns to laziness during the Sino-foreign cooperative education process, which lowers their practical application of English significantly below the requirements of the relevant professional courses (Wu & Li, 2019).

Intercultural Adaptation

Students must engage with foreign teachers because of the unique requirements of Chinese-foreign cooperative education, raising questions about intercultural adaptability and variety. Since many universities offer ESP courses as specialized subjects and do not base them on the requirements of a Sino-foreign cooperative education, few ESP courses have a cultural focus in the curriculum. As a result, none of the students are required to interact with foreigners during their study phase. However, students enrolled in courses offered as part of Chinese-foreign cooperation programmes are required to attend professional English-only classes taught by foreign instructors. Cultural variety affects the content and delivery of professional courses, and students' cross-cultural adaptation in their interactions with foreign teachers may present specific challenges to their academic communication (Li, 2020; Zhongxia, 2015).

The intercultural adaptation component of the curriculum design for evaluation is based on the context of Sino-foreign cooperative education. Nevertheless, following the author's research on the design of ESP courses in China, it was discovered that no scholars in China had included intercultural adaptation as part of the curriculum design for research. The author will incorporate the intercultural adaptation component in the curriculum design for evaluation in the context of Chinese-foreign cooperative education-based programmes, even though no Chinese scholars have examined intercultural adaptation as part of the curriculum design, according to the findings of the author's research on the design of ESP courses in China. It also considers how much intercultural adaptation affects how foreign education courses are delivered (Zhou, 2021b). Individuals are impacted by cultural diversity in both positive and bad ways. Textbooks do not have an intercultural component.

According to Richards (2017), a curriculum that is successful is likely to suit the needs of both students and society if it possesses a comprehensive set of pedagogical aims and principles. This brings up some important issues that need be considered for such a curriculum: Does the curriculum accomplish its objectives? What goes on in the classrooms while the curriculum is taught? Are those who will be impacted by the curriculum; teachers, administrators, parents, and employers, for example; happy with it? Are those responsible for creating and instructing the course performing up to par? Is the course comparable to

other courses of a similar nature? It is necessary to assess the course to integrate and respond to these inquiries.

Evaluation, according to Kiely and Rea-Dickins (2005), is about the relationships among the many course components, the processes and outcomes, and the procedures and epistemologies produced by individuals involved in the course. These are all meant to demonstrate the importance of the curriculum that is, the accountability component as well as how the curriculum may be improved on the development component. Therefore, evidence and data from a range of sources, including the course objectives, pedagogy, student environment, faculty professional judgement, and assessment data, are used to evaluate curricula.

The assessment of the Sino-foreign cooperative ESP curriculum aims to provide insightful conclusions about the topic, from which the faculty can learn how to better manage instruction in the classroom and help students become more proficient and efficient learners. As a result, it is critical to develop an efficient system of teaching quality assurance for ESP in the Sino-German Design Institute through the evaluation of ESP courses in the Sino-foreign educational cooperative programme. This will enable professional English teaching to address a variety of issues and better meet the demands of the development of professional talent.

Discussions

The People's Republic of China's Regulations on Chinese-Foreign Cooperative Education were released in September 2003. They state that the state supports Chinese-foreign cooperative education that incorporates foreign educational resources of the highest quality and encourages Chinese-foreign cooperative education institutions to offer courses and materials that are both cutting edge and urgently needed in China. sophisticated curricula and instructional resources (MOE, 2003). The State released the National Medium and Long-term Education Reform and Development Plan 2010-2020 in March 2010. It suggested investigating different approaches to utilizing foreign, high-quality educational resources, encouraging schools of all kinds and levels to engage in international collaboration and exchange, and operating several model Sino-foreign cooperative schools and projects (MOE, 2013).

Following the National Medium and Long-term Education Reform and Development Plan 2010-2020 (MOE,2010), China's number of Sino-foreign cooperative education programmes has steadily grown and taken shape thanks to the direction and encouragement of pertinent national policies, the strong support of local governments, and the active cooperation of businesses and universities. First, in response to the growing need for diverse and high-quality educational options, China is aggressively bringing in international education resources. The number of Chinese-foreign cooperative education institutions in China has increased from 40 in 2010 to 171 in 2020, a more than threefold increase, and the number of Chinese-foreign cooperative education programmes has increased from 523 in 2010 to 2,010 in 2020, a nearly threefold increase, in the ten years since the National Medium and Long-term Education Reform and Development Plan 2010-2020 was implemented. Second, regarding educational levels, there are currently 172 Chinese-foreign cooperative institutions in China that offer higher education. Of these, 131 institutions can offer instruction at the undergraduate level and above, making up 76.2% of the total; 60 institutions can offer instruction at the master's level, making up 34.9% of the total; and 25 institutions can offer instruction at the doctoral level, accounting for 14.5%. Furthermore, 1,080, or 53.5%, of the 2,020 Sino-foreign cooperative programmes that have been established in China are at the undergraduate level

or above (Chanjuan, 2021). Since 2010, the professional structure of Chinese and foreign cooperative education institutions and programmes has expanded in terms of the disciplines and specialties covered. Specialties such as electronic information, material chemistry, electrical engineering, industrial design, energy and environment, digital media, medicine, biology, and mechanics have become more and more popular.

Even though China's Sino-Foreign Cooperative Education has seen impressive outcomes since the National Medium and Long-term Education Reform and Development Plan 2010-2020 (MOE, 2010) was put into effect, the country's educational system still has a lot of issues with managing school quality. The problem of maintaining school quality has turned into a roadblock that prevents Sino-foreign cooperative education operations from developing further. While China has started to focus on the quality supervision of Chinese-foreign cooperative education, the current quality construction of Chinese-foreign cooperative education has revealed that the emphasis is placed more on the external guarantee than the internal construction, the emphasis is placed more on the access conditions than the effectiveness of the school's operation, and the emphasis is placed more on the institutional and project management than the curriculum and faculty construction and teaching reform (Weiyang, 2017). China must specifically strengthen the faculty composition of Chinese-foreign cooperative education, guarantee a certain percentage of highly qualified full- and part-time teachers from partner schools, and guarantee the quality of instruction in cooperative education programmes and institutions; enhance internal quality construction; concentrate on the adaptation and localization of foreign curricula and teaching materials; and strengthen the structure of Chinese-foreign cooperative education majors and model courses. A flawless curriculum evaluation of ESP courses can help further improve the quality of Sino-foreign cooperative education in running schools, even if the ESP courses examined in this research are designed to support and enhance the curriculum creation of Sino-foreign cooperative education programmes.

In light of the COVID-19 pandemic's ongoing severity and the impending fall semester of 2021, China's Ministry of Education has released a news release announcing that it will keep assisting Sino-foreign educational cooperative institutions and programmes, as well as cooperative institutions and programmes between the mainland and Hong Kong, Macao, and Taiwan, in an effort to lessen the challenges faced by Chinese students who are unable to enroll independently and study abroad due to the pandemic. The desire of domestic students to study abroad without going abroad has led foreign universities to aggressively initiate pertinent steps to conduct various types of educational collaboration with Chinese universities. Experts claim that the pandemic's effects and shifts in global circumstances have had an impact on study abroad and student mobility. Sino-foreign cooperative education programs have also attracted more interest than usual. The Development Research Institute of Southwest University of Finance and Economics and the Centre for China and Globalization (CCG) collaborated to research and compile the China Study Abroad Development Report (2020–2021). The report reveals that the number of Chinese students studying abroad is growing at a slower rate, in part because Chinese-foreign cooperative education programmes, which offer top-notch international education without leaving the country, are becoming more developed. In addition, the epidemic's access limitations have made local study in Chinese-foreign cooperative education programs increasingly popular (CCG, 2020). China must so expeditiously fortify the establishment of Sino-foreign cooperative education programmes and model courses, enhance the assessment of teachers' quality of instruction,

and establish additional high-caliber and model Sino-foreign cooperative education institutions and programmes.

Conclusion

Any educational setting or institution's curriculum is designed to adapt over time to the needs of its students, both now and in the future. Thus, the creation of high-quality learning opportunities in any discipline may be thought of as a continual growth or progression, which is what is meant to be understood by the phrase curriculum development. Any curriculum must be developed and improved for all stakeholders by regularly analyzing its current methods and material, since change is inevitable. Several things might lead to curriculum development or adjustment, including district policy changes, updated textbooks, new learning objectives and priorities, problem-solving techniques, or just creating new possibilities. Before new changes are made to an existing curriculum, it goes through multiple stages of development, making the process extremely thorough and intricate. The process often comprises viewpoints obtained from stakeholders directly involved in curriculum development, as well as the foundation for planning, executing, and assessing the process. Some curriculum development models have been created as foundations or frameworks that give the steps of the full curriculum development process, in response to the revolution in revamping existing curricula to enhance their individual educational contexts.

ESP curriculum development has also been expanding in China in recent years. The creation of English for Professional Communication and International Academic English courses are two examples. In response to the demands of national growth, the demands of the labor market, and the academic criteria of the university's Master of Public Foreign Languages programme, English for Professional Communication was introduced as a degree course in 2012. Graduate education can only become international if certain conditions are met. English for Professional Communication is provided in this setting, considering the needs of the working world, the English language proficiency of the students, and their potential career advancement. The university has developed a group of young and middle-aged teachers who are willing to implement teaching reforms, and it has created curriculum-based materials with the features of teaching English to graduate students based on the graduate English course syllabus and real-world classroom teaching experience. As a result, for the ESP course, which is based on the Sino-foreign cooperation setting in this article, to develop and be implemented successfully, it urgently needs demand analysis and improved systematic course evaluation.

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