The ESP Translation Learning Mode in the Reform of College English Teaching

Hai-Ying LIU
Chongqing University of Arts and Sciences, Chongqing, China

Keywords: ESP, Translation, Learning Mode, Reform, College English Teaching

Abstract. The Guidance to college English Teaching (2017, China) requires that English for specific purposes (ESP) should be added to college English teaching, with the purpose of enhancing Chinese college students' ability to use English for professional and academic communication and work, improving their academic and professional quality. Therefore, the ESP translation learning mode was designed to meet the need. A survey was held to check the effect of the mode, which shows that, based on the motivation theories, the subjects' motivations were enhanced in ESP translation learning mode.

As students in different majors, their learning interests are also different. Therefore, there is a wide gap in their ESP, as well as a wide gap in the demand for ESP learning. If the same teaching content is adopted in the class, students in different majors will lose the motivation to learn. Therefore, students' individual and professional differences should be fully considered and respected in the aspects of goal setting, material use and evaluation methods so as to improve their English level on the original basis, to stimulate their interest and motivation in learning English, and to improve learning efficiency. In addition, the construction of English curriculum system for students in different majors should be strengthened, and various optional professional materials should be added. Students can choose appropriate materials according to their major development needs and interests. In a word, the current English teaching for students should not only continue to stimulate students' learning motivation, but also help students to turn learning motivation into positive learning behavior and put it into practice. ESP is the critical part of students' knowledge system. ESP translation learning mode can trigger students' motivation for language learning. In this way, the effect of English teaching for students will be significantly improved.

1 Introduction

The Guidance to college English Teaching requires that English for specific purposes (ESP) courses are oriented to the use of English, with the purpose of enhancing students' ability to use English for professional and academic communication and work, improving students' academic and professional quality. Specialized English courses combine specific major content with language teaching objectives. Teaching activities focus on solving language problems encountered by students in the learning process of their major knowledge. ESP curriculum highlights the instrumental characteristics of college English. Colleges and universities should, on the basis of students' demand analysis, set up special English courses according to the standards of talent training and students' needs. It can also be included in the general English system, such as general academic English and professional English.

The ESP course is the English application ability course related to students’ major. Through teaching, students can better master general academic English and certain professional English knowledge, and cultivate students' ability to conduct professional communication and work in English.

Development-level ESP courses aim at high-level students with special needs in academic or vocational fields, helping students use English to improve their ability to learn and work in their major, especially to communicate in English in professional fields.
2 Motivation Theories

Motivation in foreign language learning refers to learners’ desire and motivation to learn a foreign language, which is the most dynamic factor among many individual factors in language learning and one of the most important factors in determining the success of language learning. [1] Foreign scholars have been studying the relationship between learning motivation and second language performance since the 1950s, and have classified second language learning motivations from different perspectives, among which the most representative one is Lambert's and Deci's division of motivations. [2]

Deci divides motivations into internal motivations and extrinsic motivations according to the motivations of learning. External motivations of foreign language learners mean that learners learn a foreign language in order to win praise or avoid punishment. Internal motivations refer to learners' curiosity, interest and other factors, desire to learn a foreign language. Foreign studies have proved that motivation can directly affect learners' frequency of using learning strategies, the size of second language input, the level of goal setting and the size of learning perseverance, etc. [3]

Chinese scholars, since 1980s, have introduced and researched foreign language learning motivations in China, including the research objects, contents, methods and research aspects, such as the depth and breadth, being a rapid growth, but the motives of the existing research are from western classical theory and extension model of motivation types. [4]

Wen Qiufang, from the perspective of educational psychology, divided the motivations of learning English into superficial motivations (surface motivations) for the diploma, good jobs and high salary, and deep motivations (deep motivations) for interest and increasing knowledge. [5] Because it is simple and clear, this method is more suitable for the situation of foreign language education in China, and has been accepted and adopted by scholars. According to Wen Qiufang's classification, this paper studies the effect of the ESP translation learning mode.

3 The Study

3.1 The Subjects

The subjects of this study were 219 sophomores in 4 English teaching classes of Chongqing University of Arts and Sciences in 2019, including 54 students majoring in engineering management, 58 students majoring in environmental management, 54 students majoring in robots, and 53 students majoring in engineering science, aged between 19 and 25.

3.2 Research Process

In order to achieve such a goal, learning ESP, the researcher asked the four classes, in which all students, in their spare time, collected the major-relevant English essay respectively by searching three key words through the search engine. Then they translate the essay sentence by sentence. Finally, three or more classmates form one group, in which they learn, modify, and correct the three final translations. After that the three essays and the translations were submitted to the student in charge of the study of the whole class, forming the file of the class, which was packaged and sent on the class QQ group. The teacher then asked the students to study all the essays and the translations. At the end of the term, the teacher held a test to check the students' learning, in the form of dictating, translating, and reading.

This research is mainly conducted in the form of questionnaire survey, which consists of two parts: the first part is mainly about the research on the question, "I like the ESP translation learning mode", asked on a Likert scale, ranging from "1 = I strongly disagree with this opinion" to "5 = I strongly agree with this opinion" on a scale of 5. The second part is a semi-open-ended question, which is to ask for ideas about the advantages and the disadvantages of the ESP translation learning mode.
At the end of the semester, the English teacher handed out questionnaires and explained the filling methods. After the students filled in, the teacher collected the questionnaire. In this survey, a total of 219 questionnaires were sent out, 209 were collected and 201 were valid. After that, it was input into the SPSS13.0 software, used to recode the question. The results show that the Alpha values of all items meet the statistical requirements, and the mean of the first question is 4.67, which is significantly high.

The second part is the questionnaire survey on four classes, which was open, including the questions: Are there any advantages in the ESP translation learning mode? Second, are there any disadvantages in the ESP translation learning mode? In the four classes, a total of 207 questionnaires were valid, among which 155 had both favorable and unfavorable aspects, accounting for 74.88%. 41 simply had the favorable aspects, accounting for 19.81 %, and 11 simply had the unfavorable aspects, accounting for 5.31 %.

The following statements were listed by the subjects:

- The materials were useful, especially for the future jobs.
- Since this task was a study requirement, it is the duty to complete it.
- I am very interested in the major-related content learning.
- Such professional English learning can lay the foundation for future life and learning.
- The teacher asked me to search relevant professional English articles with my favorite keywords, which met my own needs and reflected my personal satisfaction.

Professional English learning is not like general English learning. It is more professional. I feel proud.

- I am doing this for the first time. It’s the fresh feeling.
- Through the communication between the three students, we helped each other to learn and review the translation. The group activity system was very good.
- It is a meaningful activity. I devoted a lot of energy and adopted many methods, and finally translated relevant articles successfully, which is a challenge.
- The collection and translation of three articles were made by our three students. The mean of each individual's score is the overall score of the group, so I can't lose face or let my classmates down.
- The disadvantages mentioned in the questionnaires are as follows:
  - One student in the group did not translate the article as required. He only collected some phrases rather than an essay.
  - The group member's English level was poor and he did not play a proper role in correcting the translations.
  - Some ESP articles are too difficult to translate.
  - Some students didn't do the translating at all. They just collected the articles and handed them in.

4 Results and Discussion

4.1 The Students’ Motivations Increased

With the ESP translation learning mode, the students have strong interest in the professional content, having a strong desire to learn, deepening the understanding of the major by getting more information, thus to explore the deep meaning, understand the relationship between the relevant content. Students who adopt the ESP translation mode have interest in what they are learning and have intrinsic desire to learn. Their attitude towards learning is not passive, or forced by family. Therefore, they have inherent demand for learning results.

4.2 A Close Relationship between Motivation and Strategy

Students with more high level of deep motivation have higher level of deep strategy application, while students with high level of shallow motivation have higher level of shallow strategy application. However, the use of strategy is not only influenced by motivation, but also influenced by students'
learning methods. The level of deep strategy application of this way is significantly higher than that of learning general English. This shows that even if it is unable to effectively improve students' deep motivation, educators can also change the teaching organization and adopt task-based teaching methods to improve students' deep strategy, which in turn can improve students' deep motivation level and promote students to adopt deep learning methods.

4.3 Cultivating Students' Diversified Professional Communicative Competence

There are common problems in English teaching: The original curriculum setting based on intensive general English reading cannot meet the requirements of cultivating students' diversified professional communicative competence. The traditional learning mode aiming at the college English test Band 4 and Band 6 is difficult to achieve the ideal teaching effect, which may lead to the loss of students' interest in learning. The traditional test evaluation system is the lack of rationality, which is often the final exam, leading students not to pay attention to class participation, communication and learning. Poor professional English proficiency has become a great obstacle to the development of Chinese students' scientific research ability, making it difficult for them to go internationally in professional literature review, scientific research and professional paper publishing. The above problems greatly weaken the enthusiasm and motivation of students to learn English and affect the effect of English teaching. The ESP translation mode solves these problems.

4.4 Respecting Students' Needs

Teachers should understand and respect the needs of students to learn English, and maintain and motivate them to learn English on the basis of needs. There are four types of personal needs that generate motivation for foreign language learning: survival needs, development needs, job needs and education needs. If English learning is only a task without the need to be a learner, it will only be a burden. Because of this, the English teachers and related management personnel should, through various channels, understand the students in professional learning, personal interests and the needs of the job for English teaching, linking to make the necessary adjustments, and to satisfy their reasonable needs, making English learning and their interests more closely together, so that they will be stimulated to learn English, taking the initiative to learn English.

4.5 Reforming the Evaluation System of English Learning

We should reform the evaluation system of English learning and improve students' sense of participation in English learning. After getting into universities, their superficial motivation to learn English in order to pass the important exam gradually weakens. As they have accumulated rich examination experience, many students can successfully pass the final examination in the traditional sense as long as they make a short preparation before the examination, so they often do not attach importance to the usual English study. In addition, due to the traditional examination form is relatively simple, multiple-choice questions account for a large proportion of the test questions, resulting in the students' inefficiency of professional oral and written abilities. Therefore, it is suggested to adopt the comprehensive evaluation system for the English teaching, including the final examination and other final evaluation, as well as students' daily performance and mutual evaluation. The assessment should include listening, speaking, reading, writing, translating and other aspects of English. The assessment should focus on the comprehensive application of English, especially including ESP.

5. Conclusion

As students in different majors, their learning interests are also different. Therefore, there is a wide gap in their ESP, as well as a wide gap in the demand for ESP learning. If the same teaching content is adopted in the class, students in different majors will lose the motivation to learn. Therefore, students'
individual and professional differences should be fully considered and respected in the aspects of goal setting, material use and evaluation methods so as to improve their English level on the original basis, to stimulate their interest and motivation in learning English, and to improve learning efficiency. In addition, the construction of English curriculum system for students in different majors should be strengthened, and various optional professional materials should be added. Students can choose appropriate materials according to their major development needs and interests. In a word, the current English teaching for students should not only continue to stimulate students’ learning motivations, but also help students to turn learning motivation into positive learning behavior and put it into practice. ESP is the critical part of students' knowledge system. ESP translation learning mode can trigger students' motivation for language learning. In this way, the effect of English teaching for students will be significantly improved.

References
[1] Wang Chuming, Applied Linguistics [M]. Changsha: Hunan Education Press, 1990.
[2] Guo Jidong, Research on the Relationship between Postgraduate English Learning Motivations, Achievement and Gender [J]. Foreign Language World, 2009 (5): 42-49.
[3] Qin Xiaoqing, Wen Qiufang. Internal Structure of Learning Motivations of Non-English Majors [J]. Foreign Language Teaching and Research, 2002 (1): 51-58.
[4] Gao Yihong, Zhao Yuan, Cheng Ying, Zhou Yan, Types of English Learning Motivations of Chinese Undergraduates [J]. Modern Foreign Languages, 2003 (1): 29-38.
[5] Wen Qiufang, Changes and Characteristics of English Learners' Motivations, Ideas and Strategies [J]. Foreign Language Teaching and Research, 2001 (2): 105-110.