



# A Study on the Construction of Behavioral Medicine ESP Corpus Resources in the Context of Big Data

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**Abstract.** ESP (English for specific purposes) refers to the English based on the theory of Applied Linguistics, which is related to a specific occupation, subject or purpose. It can also refer to the English courses offered according to the learners' specific purposes and special needs. In teaching, esp mode attaches importance to the cultivation of practical language skills, which can solve the professional problems in the future. It is pointed out that “modern vocational education system construction and international vocational education system construction in 2014” should play an important role. In recent years, higher vocational colleges have made some achievements in ESP teaching mode in response to the call of national vocational education, and also carried out some effective reforms. However, due to the existing objective conditions, ESP English teaching mode has not yet developed mature.

**Keywords:** ESP · Teaching · Teacher · Student · Textbook · Strategy

## 1 Introduction

Talent training must be carried out around the future career needs to meet the actual needs of students' knowledge and skills for their jobs after graduation. Higher Vocational English education also needs to implement teaching around students' majors, serve for professional teaching, and improve students' core literacy and professional knowledge application skills [1]. Although higher vocational English course is a humanities course and basic course, English is also a language communication tool, which needs to meet the foreign communication needs of future jobs. Therefore, English Teaching in higher vocational colleges should not only follow the law of language teaching, but also follow the development trend of professional requirements of the society, reflecting the real demand of employment for English. In recent years, China's vocational education has made great achievements, but the effect of English teaching reform in higher vocational colleges is not significant. At present, the teaching mode still follows the EGP mode, and there is a lack of high-quality unified English teaching materials suitable for higher vocational education. Even some colleges are still using their own teaching materials, and the teaching methods and means are mostly cramming teaching, emphasizing vocabulary and grammar learning, Not paying attention to the combination of post needs to

cultivate students' practical application ability, resulting in the students can not skillfully use the English knowledge to solve the professional problems encountered in the post after graduation. Through a careful analysis of senior high school English and higher vocational English teaching, senior high school students have a good English foundation through the middle school English learning, which even exceeds the basic requirements. As a result, there are more repetitions in Higher Vocational English knowledge compared with middle school, students are not fresh, learning interest and enthusiasm are gradually lost, which directly affects the effect of classroom teaching.

## **2 Investigation on the Current Situation of ESP Teaching in Medical Vocational Colleges**

ESP (English for specific purposes) focuses on the practical use of language. It combines language training with the future job needs and the development trend of social development for post ability requirements, so as to cultivate students' ability to solve practical problems in future jobs. In recent years, Heze Medical College has responded to the call of the state and Shandong Province to develop the internationalization of vocational education, actively selected teachers to visit or study abroad, and invited foreign experts to teach regularly [2]. We will cooperate with relevant institutions to provide financial support, select outstanding students to work abroad, and jointly organize Sino foreign cooperative education projects with British universities. The ultimate goal is to absorb foreign high-quality teaching resources, promote the connotation construction of schools, comprehensively improve the teaching level of vocational education, realize all-round education, and provide excellent professional talents for the national economic and social development. In the face of the promotion of international communication, the school proposed to carry out medical ESP teaching measures, in order to adapt to the actual needs of the school's foreign exchange and students' overseas employment practice for English language. Up to now, although we have made some achievements in teaching, we are facing "bottleneck period" and many problems. In order to further promote the medical ESP teaching in Heze Medical College, this study carried out a questionnaire survey among students and interviews with relevant teaching administrators, English teachers and professional teachers, hoping to find the deep-seated problems that plagued the ESP teaching in Heze Medical College, sort out and summarize them, and explore the strategies to solve the problems.

## **3 Analysis of ESP Teaching Problems and Causes in Medical Vocational Colleges**

### **3.1 The Curriculum is not Scientific Enough**

Medical English is a link between medicine and English. The setting and teaching arrangement of medical English course are decided by each department independently, and the teaching of medical subject has its unique rules. However, the current medical English teaching arrangement can not be combined with the overall medical curriculum arrangement to play the role of a link. Moreover, the focus of medical English is different

with different majors. Nursing majors emphasize communication, while medical device majors emphasize reading. The teaching of medical English should be based on needs analysis, and the teaching progress and content should be adjusted [3].

There is a lack of in-depth discussion on the teaching objectives, curriculum setting, teacher training, teaching assessment and other issues of ESP course, and there is no scientific and unified curriculum planning and evaluation method, so it is difficult to effectively ensure the teaching quality and effect. Different majors have different demands. As a discipline closely practicing with medicine, each medical course has its common parts. On the whole, the teaching contents of the common parts of medicine can be arranged in a unified way, and each department will focus on the medical English education of each specialty according to the needs. At the same time, with the rapid development of the world's medical, medical knowledge should be updated at any time, can not pursue "unification", schools should establish a standardized assessment system, so that the teaching objectives can be implemented.

### 3.2 Attribution of ESP Teaching Problems

Due to historical reasons and the lagging development of Higher Vocational English education, there is a lack of in-depth research on ESP teaching theory and practice in China, and ESP teaching in domestic higher vocational colleges is still in its infancy. "Basic requirements" only briefly mentions that only after the completion of basic English can specialized English courses be carried out. However, there is no specific definition of the essence of ESP teaching or whether it is a foreign language course. ESP teaching is more than 10 years later than that of European and American countries, and its theoretical development is not perfect, and it did not begin to develop until this century. ESP teaching is not guided by mature theory and lacks empirical research. However, higher vocational colleges can try to carry out teaching. The reform and opening up has promoted the rapid development of China's economy, and the development of China's vocational education lags behind the economic development. There is no real requirement for the necessary quality of technical personnel. Until recent years, with the promotion of the "belt and road" strategy, the country has gradually liberalized the access of foreign-funded medical institutions, and the demand for medical talents with professional background and solid English skills has gradually increased. Based on the above historical reasons, the orientation of medical ESP teaching is not clear, and its teaching objectives are not clear. Many people classify it as English class.

It is determined by many unknown influencing factors, and this part of the influence is considered as a small influence, which is called random error, and is recorded as  $\mu$ . Therefore, the linear regression equation is as follows:

$$Y = f(x_1, x_2, \dots, x_{p-1}) + \mu \quad (1)$$

The standard deviation between the output value of each input sample and the predicted value of the output should not exceed  $\varepsilon$ , and the regression function should be as smooth as possible. The above problems can be described by the following formula:

$$\min_{w,b,e} J(w, e) = \frac{1}{2} \omega^T \omega + \frac{1}{2} \gamma \sum_{k=1}^N e_k^2 \quad (2)$$

It is impossible to guarantee the appropriateness of the selected teaching materials. All the teachers who participated in the interview said that most of the medical English textbooks on the market are original books and textbooks compiled by the school itself, and there is a serious shortage of high-quality textbooks. The arrangement of teaching materials is too poor, either too difficult or boring, which makes it difficult for teachers to organize teaching. The self compiled teaching materials are lack of clear teaching objectives, the content is difficult to form a system, and can not find a complete exercise, and need to spend a lot of time and energy.

## **4 Strategies of ESP Teaching Reform in Medical Vocational Colleges**

The essence of higher vocational education is to enable learners to obtain a certain professional practical ability and meet the needs of their future jobs. It will be an inevitable trend to carry out ESP teaching in Higher Vocational Education in the future. Due to the late development and immature development of ESP teaching in China, it is necessary to conduct in-depth research and discussion in theory and other aspects, and carry out empirical research. The relevant education departments of the government need to formulate policies and provide financial support at the macro level. Higher vocational colleges are faced with the problems of changing concepts, organizing teaching and building teaching staff. Teachers also need to change the existing backward teaching concepts and update teaching methods and means. Therefore, to carry out EP teaching is a systematic education project full of difficulties, which is related to the government, higher vocational colleges, teachers and students. ESP teaching in foreign countries developed earlier and has rich experience. We should learn from each other to promote the development of ESP teaching in Higher Vocational Colleges in China. The change of concept is the premise. Only by improving the understanding and deeply realizing that English is a tool for communication and problem solving, can we attach importance to ESP teaching and promote its implementation [4].

### **4.1 Overall Promotion and Local Implementation**

The change of concept is the premise. Only by raising awareness can we really pay attention to ESP and face up to the current situation. ESP teaching involves all levels, all levels need to strengthen the understanding of the importance of ESP teaching. At the beginning of 2019, the State Council promulgated the implementation plan of international vocational reform, and the golden period of the development of vocational education has come. As a special educational value, ESP teaching in higher vocational education will be the inevitable trend of the future development of vocational education, which is determined by the essence of higher vocational education. Teachers and students need to have a clear understanding of the orientation of ESP teaching and the importance of future career for students. Foreign language is not only a communication tool, but also a tool to solve the problems in the future vocational field. It emphasizes practicality and conforms to the talent training goal of higher vocational education. At the same time of strengthening management and raising awareness, teachers should face

the problems and difficulties in current ESP teaching, actively deepen the theoretical and empirical research of existing ESP teaching, promote practice with theory, and improve ESP teaching effect. The teaching effect and understanding promote each other. Good teaching effect can promote people's understanding of ESP teaching.

## **4.2 Training Design**

The Department in charge of teaching should, according to the school's characteristics and social needs, select teachers with high quality and good foreign language skills for further study and training outside the school. At present, ESP teaching in some national key vocational colleges or high-quality vocational colleges has been carried out earlier, and students' satisfaction is high. The school can send teachers to the above-mentioned colleges for long-term and short-term study according to its own professional construction, and expatriate teachers can participate in the course teaching, so as to strengthen the cultivation of professional foreign language ability, In depth study of the basic principles of foreign language teaching and teaching methods. Learn from others, learn from each other, improve their own professional composition and level, improve their own teaching level and quality. According to the actual situation of the college, the school should formulate the ESP teacher qualification standards and improve the teacher training system and methods. According to the characteristics of the school, the relevant departments of the school should focus on the professional needs, closely follow the pace of the development of the times, formulate the teacher promotion plan, give policy and financial support, and implement a variety of training based on the post needs. They should have foresight for the future professional construction, and the formulation of the content should also be based on the demand analysis. Only by meeting the learning needs and requirements of ESP teachers, can they mobilize the initiative of participating teachers and achieve the expected goals.

## **4.3 Training Classification**

In order to promote the professional development of ESP teachers and improve the quality and level of teaching, education management departments and schools can provide support in terms of policies and funds. According to the classification of professional courses, relevant education management departments can encourage colleges and universities with better ESP teaching or relevant academic associations to carry out ESP teacher training from time to time, and invite well-known experts to give face-to-face lectures. For colleges lacking ESP teachers, the school selects teachers with relatively high English level who are willing to engage in ESP teaching to conduct research and training in high-level colleges; for professional course teachers, considering the particularity of language teaching, they should pay attention to the training of linguistic principles and various knowledge of English teaching. Generally speaking, European and American countries carry out ESP teaching earlier, and the best training time is about three months. Teachers can make full use of the language environment to better integrate the curriculum teaching, exchange experience with foreign teachers, pay attention to induction and summary, learn from each other's strong points and retrain other teachers in the school, It is conducive to the overall development of teachers. Under the background of

highly developed Internet and increasingly perfect education informatization, we should also make full use of online training, provide various forms of personalized training for teachers' different needs, and carry out offline experience sharing and case study, so as to make the training system full of sense of hierarchy, which is conducive to the overall improvement of training quality.

## 5 Conclusion

Combined with the three elements of teachers and students' teaching materials, this paper summarizes the problems existing in the teaching of ESP in medical vocational colleges, and points out that the teaching materials, teachers, teaching mode and other aspects need to be improved. The main problems are the lack of high-quality teaching materials, the lack of qualified ESP teachers, the unreasonable and scientific curriculum, the weak English foundation and low learning enthusiasm of higher vocational students, the rigid and conservative teaching methods and means, and the imperfect and standardized assessment system. In order to promote the effective implementation of medical ESP teaching, this study attempts to put forward the following methods: overall promotion, implementation of ESP teaching involves the government, higher vocational colleges, teachers and students and other levels, all levels need to strengthen the understanding of the importance of ESP teaching, fully realize the significance of higher vocational ESP teaching for the realization of higher vocational talent training objectives. After understanding, all levels should actively create a favorable environment for ESP teaching. The government and higher vocational colleges provide policy and financial support. Facing the current problems and difficulties in ESP teaching, teachers actively deepen the theoretical and empirical research of existing ESP teaching, promote practice with theory, and improve ESP teaching effect.

As an effective carrier of classroom teaching content, teaching materials are the three components of language teaching. Higher vocational colleges should make a scientific analysis based on the needs, formulate and design the corresponding syllabus and courses, scientifically set up the ESP courses in higher vocational colleges, apply the appropriate teaching methods and means, and carry out situational teaching to meet the needs of students. As an effective carrier of classroom teaching content, textbook is one of the three components of language teaching. According to the steps of choosing first and then reasonable, we should reasonably choose high-quality teaching materials with "authenticity, effectiveness, interest and scientificity".

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