Analysis of English for Specific Purposes Based on College English Teaching Model

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Abstract

With the continuous strengthening of global integration, English teaching in higher education is undergoing a transformation, shifting from traditional widely used English to English with a focus on specific purposes. The English for Specific Purposes (ESP) teaching method is centered around meeting the specific needs of students and helps improve their ability to communicate and practice in English within their professional field. This article first explores the current development status and existing problems of the ESP teaching model in college English education, and then deeply analyzes its important role in improving students' comprehensive quality, promoting interdisciplinary learning, and meeting the diverse needs of society. Lastly, a series of specific strategies have been proposed to address the challenges faced by current ESP teaching, in order to provide references for promoting the improvement and development of ESP teaching models in universities.

Keywords

1. Introduction

In the wave of global integration, as international interactions continue to increase, the role of English as a link connecting various parts of the world has become increasingly crucial. As a cradle for cultivating outstanding talents, higher education should also keep pace with the times in its English teaching strategies to meet the needs of social progress. English for Specific Purposes (ESP) is becoming a key trend in the reform of college English teaching due to its high targeting

and practicality. However, in the actual operation process, professional English teaching also faces many challenges and problems, which require us to conduct in-depth exploration and analysis.

2. The current situation and problems of ESP based on college English teaching models

The introduction of ESP teaching mode in current English teaching in universities has encountered many difficulties. In terms of curriculum design, the lack of systematicity and completeness is particularly prominent. Many universities do not establish a unified and scientific teaching outline when offering ESP courses, and the selection and use of textbooks appear scattered and arbitrary. This often leads to teaching content that cannot fully cover the professional development needs of students, and it is also difficult to form an effective knowledge system construction. On the other hand, the lack of professional competence and interdisciplinary ability among the teaching staff has also become a bottleneck restricting the development of ESP teaching. Due to the requirement of ESP teaching, teachers should not only possess a solid foundation in English but also need to understand the professional background of students, which puts higher demands on teachers. However, at present, there is still insufficient teacher training and professional training specifically for ESP teaching, and teachers often find it difficult to effectively integrate English teaching with professional knowledge during the teaching process. In addition, the ESP teaching model is also constrained by resources and evaluation systems. For example, some universities lack the necessary multimedia teaching facilities and rich professional materials when carrying out ESP teaching, which affects the diversity and richness of teaching. Furthermore, the imperfect evaluation system makes it difficult to quantify and evaluate the effectiveness of ESP learning for students, and cannot form effective incentives and supervision for their learning.

Faced with these issues, universities need to improve and innovate from multiple levels. Firstly, a scientific and systematic ESP teaching outline should be developed, with matching textbook resources to ensure the coherence and practicality of teaching content. In addition, enhancing in-service education and professional growth for teachers and improving their skills in interdisciplinary teaching, is crucial for meeting the needs of ESP teaching. Universities should also attach importance to the innovation of teaching methods, such as using interactive teaching methods like case teaching and role-playing, to improve student participation and learning interest. At the same time, universities can explore cooperation with enterprises, providing students with internships and practical opportunities, so that they can apply the knowledge they have learned in a real work environment. In order to further enhance the effectiveness of ESP teaching, universities can establish interdisciplinary teaching teams, with experts from different fields participating in course design and teaching implementation, to ensure the depth and breadth of teaching content. In addition, universities can also use big data to analyze students' learning behavior, provide personalized learning suggestions and resources for students, and thus improve learning efficiency. Lastly, increasing investment to improve the teaching environment and establishing effective evaluation and incentive systems will help promote comprehensive progress in ESP teaching [1].

3. The role of ESP teaching mode in college English teaching

The role of ESP teaching mode in English teaching in universities is increasingly prominent. It not only helps students improve their English proficiency but also enables them to apply English skills to their

professional fields, achieving effective communication and exchange. By combining professional knowledge and language learning, students have significantly improved their overall quality. In the ESP teaching mode, students not only learn basic knowledge of English grammar, vocabulary, etc. but also have a deep understanding of professional terminology and expression methods. This method encourages students to combine their English knowledge with professional skills, thereby enhancing their ability to use English in specific professional fields. Meanwhile, the ESP teaching model also emphasizes the cultivation of critical thinking, encouraging students to engage in independent thinking and innovation within their professional fields, which helps them develop problem-solving and critical analysis skills. In addition, ESP teaching also focuses on cultivating students' cross-cultural communication skills, enabling them to more effectively integrate into a globalized workplace. In the context of globalization, the ESP teaching model should also focus on cultivating students' international perspectives, enhancing their understanding and respect for multiculturalism by comparing professional knowledge and practices from different cultural backgrounds. In addition, the ESP teaching model promotes interdisciplinary learning. During the process of learning English, students not only broaden their professional horizons but also achieve an organic combination of language learning and professional knowledge. By delving into English knowledge in different fields, students can gain a deeper understanding and mastery of their professional courses, thereby enhancing their overall literacy and market competitiveness. Interdisciplinary learning also means that students can discover connections and differences in various disciplinary fields, which is particularly important in today's ever-changing work environment. Lastly, the ESP teaching model meets the diverse needs of society [2]. With the increasing frequency of international exchanges, the demand for high-quality talents with international competitiveness is also increasing. ESP teaching provides strong support for cultivating such talents. By studying ESP courses, students can better adapt to an international work environment and enhance their international competitiveness. The implementation of the ESP teaching model also reflects the response of education to adapting to social changes, constantly adjusting teaching content and methods to meet the constantly changing market demands and career requirements.

4. The application strategy of ESP teaching mode in college English teaching

4.1. Improving the ESP curriculum system

In the process of improving the ESP curriculum system, it is first necessary to establish clear teaching objectives, which should be closely related to the professional needs and future career development of students. For example, for medical students, ESP courses should focus on teaching medical terminology and doctor-patient communication skills. The course content should be based on actual work scenarios, with a focus on case teaching, allowing students to learn and use professional English in simulated medical environments. To ensure the systematic and coherent nature of ESP courses, a graded curriculum system can be developed to gradually enhance students' language proficiency and professional knowledge from basic to advanced levels. For example, basic courses can focus on the accumulation of professional vocabulary and the construction of basic sentence structures, intermediate courses can incorporate more professional literature reading and writing training, and advanced courses can simulate the preparation of international conferences and professional presentations. In addition, the selection and writing of textbooks are also vital. We should select or write textbooks that are closely related to the student's professional background while paying attention to updating the textbooks to reflect the

latest industry trends and technological developments. For example, ESP textbooks for computer science majors can include English descriptions of the latest programming languages and software development processes [3]. During the implementation process, we can collaborate with experts in the professional field to regularly evaluate and update the course content, ensuring the forefront and practicality of the teaching content. For example, collaborating with hospitals to involve doctors in the development of medical ESP course materials and the improvement of teaching methods, in order to enhance the practicality and relevance of the course.

4.2. Strengthening the construction of the teaching staff

The key to strengthening the construction of the ESP teacher team lies in selecting and cultivating teachers with profound professional backgrounds and solid English skills. This process should start from the initial selection of teachers, focusing on their dual advantages of professional qualifications and language skills. For example, in the selection of medical English teachers, in addition to assessing their English language proficiency, the depth and breadth of their medical knowledge as well as their ability to combine medical knowledge with English teaching should also be evaluated [4].In terms of improving the professional competence of teachers, regular professional training and academic exchange activities can be organized to help teachers continuously update their knowledge systems and master cutting-edge teaching methods. For example, cooperation with internationally renowned medical research institutions can provide teachers with the opportunity to participate in international seminars, allowing them to directly communicate with experts in the field, and obtain the latest medical research results and teaching concepts. In addition, the cultivation of interdisciplinary teaching abilities is also an important component of teacher team construction. Encouraging teachers to participate in teaching activities across different disciplines can enhance their teaching adaptability and innovation. For example, ESP teachers majoring in computer science can learn how to adjust teaching methods in different academic backgrounds to meet the needs of various student groups by participating in teaching projects in Business English or Legal English. In order to support the professional development of teachers, special funds such as the Teacher Professional Development Fund can be established to provide financial support for teachers to participate in domestic and international academic conferences, short-term visits, or further education. This can not only promote the personal career growth of teachers but also bring new teaching ideas and academic resources to schools. Lastly, it is important to establish a comprehensive teacher evaluation system, collect opinions and suggestions from students and colleagues through periodic education quality reviews and peer evaluations, and provide opportunities for teachers to continuously improve their teaching. For example, an online teaching feedback system can be developed to enable students and peers to easily submit evaluations of the teacher's teaching performance, ensuring that the teacher can timely understand their teaching effectiveness and make corresponding adjustments. Through these meticulous measures, the professionalism of the ESP teacher team and the continuous improvement of teaching quality can be ensured [5].

4.3. Enriching teaching resources

In the field of English teaching in higher education, expanding the teaching materials of ESP is the core method to improve teaching effectiveness. The first step is to form a curriculum development team that covers multiple disciplines, consisting of language education experts, professional domain experts, and experienced teachers, to jointly develop textbooks that meet the needs of students. For example, for engineering students, an ESP textbook that includes reading engineering drawings, writing technical

reports, and other content can be developed. In addition to traditional paper textbooks, multimedia teaching resources can also be created in various forms such as videos, audio, and animations, which can enhance student participation and the attractiveness of teaching. For example, a series of simulation videos about business negotiations can be created, allowing students to learn relevant business English expressions while watching. The development of online courses is also an important way to enrich teaching resources. Online platforms such as MOOCs (Massive Open Online Courses) can be utilized to provide a range of ESP online courses, allowing students to learn according to their own time and learning progress [6]. For example, an online English course for the legal profession can be offered, covering professional content such as legal document writing and court debates. In addition, a teaching resource library can be established to collect and organize various teaching aids, such as vocabulary lists, grammar exercises, professional literature, etc., for teachers and students to use. For instance, an online database containing medical terminology, case analysis, and other resources can be provided for medical students. During the implementation process, teachers and students can regularly provide feedback on the use of teaching resources, in order to continuously optimize and update the resource library. For example, collecting students' opinions and suggestions on textbooks and online courses through online survey questionnaires, and adjusting the content and form of teaching resources promptly.

4.4. Optimizing teaching methods

In English teaching in universities, improving teaching strategies plays a decisive role in enhancing the effectiveness of ESP teaching. Firstly, the case teaching method can be used to introduce real-life professional scenarios into the classroom, allowing students to learn and apply professional English during the process of analyzing and discussing cases. For example, students can analyze a real business case and discuss how

to write a business plan in English. Project-based learning is also a highly effective teaching method, which encourages students to learn and apply English during the process of completing a specific project. For example, students can participate in market research projects in small groups, from data collection and analysis to report writing, and throughout the entire process, communication and presentation can be conducted entirely in English [7]. In addition, role-playing and simulation practice are also effective strategies to enhance students' learning enthusiasm. For example, it is possible to simulate an international conference scene and have students play different roles, such as spokesperson, host, translator, etc. Through role-playing, they can learn relevant English expression and communication skills. During the implementation process, teachers can continuously adjust and optimize teaching methods based on student feedback and learning outcomes. For instance, by observing students' performance in project-based learning and understanding their difficulties and needs in using English for professional communication, teaching methods can be adjusted based on their performance and feedback, providing more personalized guidance. Meanwhile, modern technological tools such as online discussion forums and learning management systems can be utilized to support diverse teaching methods. For example, online discussion platforms can be used to allow students to continue discussing classroom cases after class or to collaborate and communicate in project-based learning. In short, optimizing teaching methods requires teachers to constantly innovate and adopt diverse teaching methods, and improve the effectiveness and attractiveness of ESP teaching [8].

4.5. Establishing a scientific evaluation system

The key to establishing a competency-oriented scientific evaluation system is to establish clear and explicit evaluation objectives, ensuring that the evaluation accurately reflects students' ability to use

English in specific contexts. For example, in the field of tourism management, the construction of an evaluation system should pay special attention to students' ability to use English in actual tourism service scenarios, which includes not only language accuracy but also fluency and adaptability in communication. In the implementation process, the design of evaluation tools and methods should be diverse and targeted to adapt to students at different learning stages and skill levels. For example, a comprehensive evaluation system can be developed, including impromptu speeches for oral expression, on-site creative writing tasks, etc. These tools and methods can comprehensively test students' language proficiency. In addition, the design of the evaluation system should also consider the immediacy and continuity of evaluation. The combination of formative evaluation and summative evaluation can provide students with continuous learning motivation and timely feedback [9]. For example, by observing and recording students' language use in the classroom, and tracking their progress trajectory through homework feedback, teachers can have a deeper understanding of their learning situation and provide targeted guidance. In order to further improve the efficiency and accuracy of evaluation, modern technological means can be fully utilized, such as developing an online evaluation platform, achieving automated grammar detection and word suggestions, reducing the workload of teachers, and providing immediate feedback to students. For example, natural language processing technology can be used to develop intelligent writing assessment tools to help students discover and correct errors promptly during the writing process. The establishment and improvement of an evaluation system is a dynamic process that requires continuous adjustment based on feedback from students, teachers, and industry experts. For example, regularly organizing evaluation system review meetings, inviting enterprise representatives, industry experts, and student representatives to participate together, ensuring that the evaluation system is synchronized with industry development and meets the actual needs of the workplace.

4.6. Strengthening school-enterprise cooperation

Strengthening school-enterprise cooperation is an effective strategy to enhance the practicality and professional relevance of ESP courses. By establishing a school-enterprise cooperation committee, the school can establish closer connections with enterprises and jointly participate in curriculum design and teaching plan formulation. For example, business representatives can participate in updating course content and innovating teaching methods to ensure that what students learn is closely aligned with the actual needs of the enterprise. During the implementation process, both schools and enterprises can jointly develop practical projects with industry characteristics, such as the English customer service training project in cooperation with international hotels [10]. Such projects not only provide a realistic work environment but also enable students to learn and apply professional English in practice, enhancing their professional skills. For example, students can receive foreign tourists at the hotel front desk and handle reservations and complaints, and these practical experiences are crucial for their career development. The introduction of corporate mentors is also an important component of school-enterprise cooperation. Enterprise experts, as guest lecturers or mentors, can provide students with valuable industry knowledge and career guidance. For example, a human resources manager from a multinational company can share how to effectively showcase their professional skills and communication skills in English interviews, helping students stand out in the job search process. In addition, establishing internship and employment channels is another important achievement of school-enterprise cooperation. Through the internship program established in collaboration with enterprises, students can engage in several weeks of internship in the enterprise, experience the actual workflow firsthand, and apply the knowledge they have

learned to practical work. This practical experience plays an irreplaceable role in helping students understand theoretical knowledge and improve their professional skills. In order to ensure long-term and in-depth cooperation between schools and enterprises, regular school-enterprise cooperation forums can be held, inviting representatives from enterprises, education experts, and students to participate, discuss the progress and problems of cooperation, and jointly find solutions. This continuous communication and feedback mechanism helps to continuously optimize the cooperation mode and ensure that the cooperation results can meet the development needs of education and industry. Through these specific implementation steps, school-enterprise cooperation can provide abundant practical resources and career development opportunities for ESP courses, help students better prepare for their future careers, and also cultivate a group of potential professionals with professional English skills and practical work experience for enterprises [11].

4.7. Promoting ESP teaching philosophy

Promoting the concept of ESP teaching is a systematic task that requires multiple perspectives to ensure that the concept is deeply rooted in people's hearts. Firstly, in addition to organizing a series of lectures and seminars, themed competitions and debate competitions can also be held to stimulate students' interest and enthusiasm for professional English. For example, a debate competition on the role of professional English in career development can be held, allowing students to deeply reflect and experience the value of ESP teaching during the preparation and participation process. In terms of campus media and social media promotion, the content and form of promotion can be further enriched. For example, a series of short videos can be created to showcase students' actual learning scenarios and achievements in ESP courses. Through vivid stories and cases, teachers and students can experience the practicality and fun of ESP teaching [12].

In addition, campus broadcasting can also be used to regularly broadcast practical expressions and industry information in professional English, allowing students to continuously engage with and learn professional English in their daily lives. Holding an ESP teaching achievement exhibition is an important way to showcase students' practical application skills. The format and content of the exhibition can be further enriched. For example, in addition to simulating international trade negotiations, professional English speech competitions, career planning workshops, and other activities can be held to allow students to showcase their professional English skills in different scenarios. At the same time, industry experts and business representatives can be invited as judges to provide professional evaluations and feedback to students. Conducting teacher training programs is an effective means to enhance teachers' sense of identification with the ESP teaching philosophy. Further enriching the training content and format, for instance, senior teachers with rich ESP teaching experience can be invited to share their teaching experience and insights, so that other teachers can gain inspiration and reference from it. In addition, teachers can be organized to participate in actual enterprise projects, allowing them to understand industry needs in practice and improve the pertinence and effectiveness of teaching. Through these specific implementation steps, the ESP teaching philosophy can be comprehensively promoted, allowing teachers and students to fully recognize the importance of professional English education, and improving their sense of identification and participation in the ESP teaching model.

4.8. Encouraging self-directed learning

Motivating students to engage in self-directed learning not only requires providing necessary learning resources and guidance but also creating an encouraging learning atmosphere that allows students to appreciate the importance and joy of self-directed learning. For this purpose, a dedicated self-learning

space can be established, such as the self-learning area of the library or an online virtual learning community, to provide students with a quiet and focused learning atmosphere. In order to better integrate ESP content, universities can also develop a series of professional English reinforcement courses, which directly correspond to the professional needs of students, such as medical English, engineering English, or legal English [13]. Through these courses, students can not only learn professional terminology but also master practical application skills of English in their professional field. In the setting of self-directed learning spaces, in addition to providing basic English learning resources, ESP-related learning materials should also be specially added, such as English journals, technical documents, and industry reports in professional fields. These resources will help students understand and master the context and usage of professional English. When formulating personalized learning plans, teachers should consider the characteristics of ESP and provide students with English learning strategies and skills related to their profession. For example, for students majoring in computer science, teachers can recommend English writing methods for learning software engineering documents and how to use English for technical demonstrations. When using technical tools, attention should also be paid to the integration of ESP content. The learning management system and mobile applications can include professional English vocabulary exercises, industry scenario dialogue simulations, and online tutoring functions for professional English writing. Students are encouraged to showcase their learning achievements in the field of professional English, such as professional reports or case studies written in English, during self-directed learning sharing sessions. This can not only improve students' professional English expression skills but also enhance their confidence in applying English to practical work. Through these measures, ESP teaching will be more closely aligned with students' professional practice, helping them to deepen their

mastery of professional English knowledge through self-directed learning, and enhancing their professional competitiveness in the context of globalization [14].

4.9. Establishing a feedback mechanism

Establishing an effective feedback mechanism, especially in ESP teaching environments, requires special attention to the specific needs and challenges of students using English in their professional fields. Therefore, the design of feedback systems should focus more on evaluating students' abilities in the application of professional English, such as technical report writing, mastery of professional terminology, and industry communication skills. In the implementation process, a feedback section for simulating the use of professional English can be added, allowing students to use English in a simulated work environment and receive feedback from teachers and peers. For example, activities such as simulated court debates, medical case discussions, or business planning presentations can be organized to allow students to practice English in professional settings and collect feedback on their language use. In addition, technology platforms can be used to collect and analyze data on student interaction and performance in ESP courses, in order to more objectively evaluate their language skills. For example, tracking the number and quality of posts posted by students in online discussion forums through a learning management system and analyzing their participation and language accuracy in professional English discussions. In order to make feedback more accurate, industry experts can be invited to participate in the evaluation process, providing students with feedback based on actual work scenarios. This approach not only enhances the professionalism and applicability of feedback but also enables students to have a more intuitive understanding of the application of professional English in practical work [15]. When constructing a feedback system for ESP courses, teachers should pay special attention to using feedback to stimulate students' critical thinking and problem-

solving skills. For example, reflective questions can be designed to encourage students to not only describe the problems they encounter but also propose possible solutions in their feedback. In addition, to make the feedback mechanism more comprehensive, an evaluation of cross-cultural communication skills can be introduced. In the context of globalization, ESP teaching not only teaches professional English knowledge but also cultivates students' cross-cultural communication skills [16]. Therefore, feedback mechanisms can include an evaluation of these skills, such as the performance of students in communicating with people from different cultural backgrounds. Through these measures, the feedback mechanism of ESP teaching will be more comprehensive and in-depth. It can not only capture and solve the problems that students encounter in professional English learning but also continuously improve teaching strategies, enhance educational outcomes, and ultimately help students better adapt to the needs of the future workplace.

4.10. Continuous tracking and evaluation

Continuous tracking and evaluation are key to ensuring the effective implementation of the ESP teaching model. Firstly, it is necessary to develop a detailed evaluation plan, specifying the objectives, methods, timeline, and responsible persons for the evaluation. For example, three time points can be set at the beginning, middle, and end of each semester to monitor students' learning progress and teaching effectiveness through different evaluation tools [17]. During the implementation process, by using a teaching management system to collect and analyze student learning data, such as attendance records, homework submission status, and exam scores, teachers can better grasp students' learning progress. These data provide valuable information for teachers to adjust their teaching methods in a timely manner. For example, if it is found that students in a certain class have general difficulties in understanding a certain professional term, teachers can arrange additional tutoring time or provide supplementary materials. In

addition, the evaluation should also include an in-depth analysis of student learning outcomes, such as project reports, oral reports, etc. Through meticulous evaluation of student performance, teachers can understand their performance in practical applications and provide specific feedback. For example, a review team can be organized to rate and comment on student engineering project reports, pointing out strengths and areas for improvement. To ensure the continuity and effectiveness of the evaluation, it is necessary to establish a regular evaluation reporting mechanism [18]. For example, at the end of each semester, teachers need to submit a detailed teaching evaluation report, summarizing the teaching situation, student learning outcomes, and existing problems of the current semester, and proposing improvement plans for the next semester. Through these specific implementation steps, it can be ensured that the implementation effect of the ESP teaching mode is continuously tracked and evaluated, thereby continuously optimizing teaching strategies and methods and improving teaching quality.

4.11. Utilizing technology to enhance ESP teaching interactivity

With the rapid development of information technology, integrating digital tools into ESP teaching has become an important means to improve interactivity and learning efficiency. Through online collaboration platforms, students can collaborate with peers in a virtual environment to complete professional projects, while teachers can monitor team progress in real time and provide guidance. For example, using cloud document editing tools, students can jointly edit technical reports, which not only trains their writing skills but also strengthens their teamwork skills. In addition, virtual reality (VR) and augmented reality (AR) technologies provide an immersive learning experience for ESP teaching. In medical ESP courses, students can practice professional skills in a risk-free environment through VR simulation of surgical operations. This simulation training helps students

better understand complex concepts and improve the accuracy of operations [19]. To further enhance the learning experience, customized mobile applications can be developed to enable students to access learning materials and participate in discussions anytime, anywhere. These applications can include professional vocabulary databases, grammar exercises, and interactive language games to enhance students' learning motivation. In order to further enhance the interactivity of ESP teaching and fully utilize technological means, teachers can explore methods that closely integrate cutting-edge information technology with teaching content. For example, by integrating intelligent teaching software, teachers can create interactive courses that can adaptively adjust difficulty and focus based on students' learning behavior and progress. In addition, by establishing online learning communities and forums, students can discuss and exchange ideas on specific topics at any time and anywhere. The establishment of this community promotes collaborative learning among students, enabling them to share knowledge, resources, and experiences. Teachers can also provide timely feedback and guidance through these platforms, enhancing interactivity in the learning process. In course design, multimedia and interactive elements such as videos, podcasts, and interactive timelines can also be introduced, which can help students understand complex concepts and processes more intuitively. Through these measures, the ESP teaching model will become more vivid, efficient, and able to meet the needs of 21st-century learners. The interaction between teachers, students, and teaching techniques will become closer and more effective [20].

4.12. Promoting cultural sensitivity and ethical considerations in ESP teaching

In the wave of globalization, the ESP teaching model not only carries the teaching of language skills but should also be deeply rooted in the cultivation of cultural sensitivity and ethical considerations.

Exploring how to integrate cross-cultural awareness and professional ethics education in ESP teaching, and shaping professional talents with a global perspective and sense of responsibility, is essential. Firstly, universities should incorporate cultural differences and ethical issues into the core content of ESP courses. Through carefully designed courses and discussion sessions, students will learn how to effectively communicate in a multicultural environment and understand values and behavioral norms in different cultural backgrounds. Interactive teaching methods such as case studies, role-playing, and simulated cross-cultural negotiations will enable students to apply them in practice and cultivate a deep understanding and respect for cultural diversity. At the same time, teachers should actively expand their international perspective and design teaching activities that include multicultural elements. Inviting industry experts from around the world as guest lecturers to share their experiences and insights, or organizing students to participate in international academic conferences and seminars, can enhance their cross-cultural communication skills and global competitiveness. In addition, the cultivation of professional ethics and a sense of responsibility should be particularly emphasized in ESP teaching. By delving into ethical dilemmas and challenges within the professional field, students are guided to think about how to uphold integrity, fairness, and professionalism in their careers. This type of education is not only related to shaping personal characters but also a manifestation of social responsibility. Furthermore, universities should encourage students to participate in community services, international volunteer projects, and cross-cultural internship opportunities, closely integrating ESP teaching with social practice. These activities will help students apply language skills to the real world while enhancing their understanding of global issues and social differences, and cultivating their sense of social responsibility and leadership. Lastly, a feedback and evaluation mechanism is established to monitor and enhance the implementation effectiveness of

cultural sensitivity and ethical considerations in ESP teaching. Through regular teacher training, student feedback, and course evaluation, we continuously optimize teaching methods and content to ensure that ESP teaching is up-to-date and meets the needs of a globalized society. Through these comprehensive measures, the ESP teaching model can be effectively promoted to a deeper level of cultural and ethical education, providing students with a comprehensive, in-depth, and inspiring learning environment, helping them become outstanding individuals with professional skills, cultural intelligence, and moral responsibility on the global stage.

5. Conclusion

In the field of higher education, the promotion of the ESP model is a necessary path to adapt to the current social development trend. The implementation of this model not only requires detailed planning and adjustment of curriculum settings but also continuous professional training for the teacher team to ensure teaching quality. Meanwhile, the diversification of teaching resources and innovation in teaching methods are also key factors driving the development of ESP models. With the continuous deepening of education reform and the accelerating process of globalization, the ESP model is expected to play a more vital role in future English teaching. The in-depth application of this model will help cultivate more high-quality talents with international perspectives and the ability to engage in cross-cultural exchanges. In the process of implementing the ESP model, universities need to constantly explore and practice to ensure that teaching content and methods can keep up with the pace of the times. In short, the promotion and application of the ESP model is an important component of the reform of English teaching in higher education. Through continuous efforts and innovation, we have reason to believe that the ESP model will make an important contribution to cultivating globally competitive talents.

Disclosure statement

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