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## **IMPLEMENTATION OF THE COLLEGE ENGLISH FOR GENERAL PURPOSES (EGP) + ENGLISH FOR SPECIFIC PURPOSES (ESP) CURRICULUM AT GUILIN TOURISM UNIVERSITY**

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### **Abstract**

*This study analyzes the implementation of College English for General Purposes (EGP) + English for Specific Purposes (ESP) curriculum at Guilin Tourism University, addressing five key research questions related to curriculum description, curriculum implementation, challenges encountered in the implementation, proposed curriculum enhancement plans, and implications for educational management. The survey findings revealed: 1) the curriculum satisfactorily integrates English proficiency with industry relevance through a balanced EGP and ESP content, and is supported by sufficient facilities and practical teaching materials. 2) Instructors and students are generally satisfied with the implementation of the curriculum. Instructors consider assessment the most satisfactory component (M=3.06), and students feel the teaching-learning process the most satisfactory component (M=3.23). 3) Instructors, students, and alumni all agree that challenges exist in the implementation of the curriculum. Instructors (M=2.93) and alumni (M=2.91) agree that lack of institutional support is the most prominent challenge, while students consider teachers' lack of subject knowledge and heterogeneous class as the greatest challenge (M=2.73). The research proposed five (5) curriculum enhancement plans including EGP+ESP Collaborative Teaching Plan, Immersive Learning Plan, ESP Material Collaborative Compiling Plan, Differentiated Instruction Plan, and ESP Elective Course Plan, which can serve as a basis for the EGP+ESP College English curriculum enhancement at Guilin Tourism University and contribute to the development of educational management policies and practices.*

**Keyword:** College English EGP+ESP Curriculum; Implementation; Challenges; Curriculum Enhancement; Education Management

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### **Chapter1**

#### **THE PROBLEM AND ITS BACKGROUND**

##### **Introduction**

In the rapidly evolving landscape of education, particularly in the realm of English language instruction, the integration of specialized methodologies has become an imperative. This study delves into the critical evaluation of a pioneering educational program, which harmonizes two dynamic paradigms: English for General Purposes (EGP) and English for Specific Purposes (ESP).

The fundamental requirements for College English instruction emphasize the necessity of offering a well-rounded selection of courses. These courses should encompass comprehensive English language proficiency, practical language application, cultural context, ideological and political education, and specialized English for specific majors. It is crucial to integrate English major courses with elective options, ensuring that students of varying proficiency levels receive adequate training and the opportunity for improvement. College English education should prioritize equipping students with the essential knowledge and practical skills in the English language, primarily fostering their ability to interact in English for their future academic, professional, and social engagements.

Furthermore, within the framework of College English curriculum requirements, it is imperative to include professional English as a mandatory component. Cai (2020) astutely pointed out that in the era of increasing cultural diversity, ESP which closely linked to specific academic or professional disciplines is destined to become the inevitable future direction of China's College English education. Simultaneously, the significance of purely language-focused English courses is expected to gradually diminish. Therefore, College English instruction should not limit itself to teaching EGP, which encompasses the foundational language knowledge, but also embrace ESP, which is tailored to the specific fields of study and professions.

The introduction of EGP+ESP College English Model represents a significant departure from traditional pedagogical approaches. This innovative curriculum aims to address students' diverse linguistic needs by encompassing both foundational language skills and specialized domain-specific knowledge.

Consequently, the requirements for the College English curriculum were elevated. To better align with the university's new positioning. In 2015, Guilin Tourism University (GLTU) was upgraded to a four-year undergraduate level institution under the permission of the Ministry of Education. English proficiency expectations for students, the College English teaching team initiated a comprehensive

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reform of the College English curriculum. After conducting preliminary research to deal with the learning needs of students with diverse disciplines, the teaching team decided to integrate ESP into the existing EGP framework. The revised College English curriculum now includes ESP-related content, and the supplementary ESP materials have been developed for different undergraduate majors.

Given the transformative potential of this innovative approach, there arises an imperative need to conduct a thorough analysis of the implementation of the College English EGP+ESP curriculum at GLTU. This analysis serves as a critical step in understanding the description, implementation, challenges, and suggestions for the enhancement of the EGP+ESP College English curriculum. This study is also expected to gain valuable implications to the educational management, particularly in the context of GLTU's unique educational landscape.

### **Statement of the Problem**

This study seeks to describe the EGP+ESP College English Curriculum at GLTU, focusing on key aspects such as curriculum design, course syllabi relevance, facilities, and teaching materials. It also investigates the implementation of the curriculum, examining course aims, contents, conduct, teaching-learning processes, student performance, and assessment. The research aims to analyze the challenges in the implementation of the curriculum and proposes curriculum enhancement plans to address the challenges encountered. Additionally, the study explores the broader implications to educational management. Specifically, this study shall seek to address five key concerns:

1. How is the College English Curriculum described in terms of:
  - 1.1 Curriculum Design
  - 1.2 Relevance of the Course Syllabi
  - 1.3 Facilities
  - 1.4 Teaching Materials
2. How has the College English curriculum, based on the EGP and ESP Model, been implemented in Guilin Tourism University anchored on the following:
  - 2.1 Course Aims and Objectives
  - 2.2 Course Contents and Materials
  - 2.3 Course Conduct
  - 2.4 Teaching-learning Process
  - 2.5 Students Performance
  - 2.6 Assessment

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3. How are the respondents described in terms of the challenges encountered in the implementation of the EGP+ESP curriculum in terms of:
    - 3.1 Subject Knowledge
    - 3.2 Teaching and Learning Experience
    - 3.3 ESP Materials
    - 3.4 Heterogeneous Class
    - 3.5 Institutional Support
  4. What curriculum enhancement plans can be proposed to address the challenges encountered?
  5. What is the implication of the study to educational management?

### Significance of the Study

Since GLTU launched the College English curriculum reform in 2015, There has not been a formal collection of overall feedback from Vice Deans, instructors, undergraduate students and alumni on curriculum description, implementation, and challenges. This study serves as a comprehensive action to probe into the overall development of the curriculum and exert influences on all stakeholders and future research.

To **School Leaders and Administrators**, this study is crucial as it provides data-driven insights that can guide future educational strategies and resource allocation. The systematic evaluation aims to ensure that the curriculum aligns with institutional goals, enhances student outcomes, facilitates instructor development, and meets industrial standards. Furthermore, the study's findings can inform policy decisions and contribute to the continuous improvement of the university's educational management.

To **Curriculum Planners**, the findings will help improve course content, structure, and teaching methods to better meet the needs of different stakeholders, especially students and teachers. They will also guide the curriculum to meet academic and professional language requirements.

To **Instructors**, the research results can help them improve their teaching methods, adopt better practices, and address specific challenges in EGP+ESP teaching. This study advocates for a collaborative approach to curriculum development that promotes instructors' professional growth and teaching excellence.

To **Students**, the findings of this study are particularly important because the reformed curriculum is designed to improve their language proficiency and academic performance by adapting courses to better meet their needs. The improved course content and teaching methods will help students

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succeed academically and prepare them for future careers. This research highlights the commitment to providing students with a high-quality education.

To **Future Researchers**, this study offers a rich foundation for further exploration, serving as a reference example for innovative language teaching frameworks in other institutions. The methodologies and findings can be used to conduct similar investigations in other academic contexts, contributing to a broader understanding of College English EGP+ESP curriculum models in China's tertiary educational landscape.

### Scope and Delimitation of the Study

The study was conducted in the second semester of the 2023-2024 calendar year to analyze the implementation of College English EGP+ESP curriculum at GLTU. Two (2) Vice Deans and forty one (41) current College English instructors as participants are from the School of Foreign Languages, while other participants, including one thousand seven hundred and nine (1709) undergraduate students from Class 2022 and Class 2023, and twenty eight (28) alumni from Class 2015 to 2019 are chosen from other schools of the university.

### Review of Related Literature and Studies

#### EGP and ESP

Cai (2023) argues that we must recognize that learning ESP is also learning a language. Unlike EGP, it involves studying language with a different content, method, and purpose. Specifically, ESP is learning language for practical application, while EGP is learning language for examination purposes.

Another significant difference between EGP and ESP is the use of team teaching. Team teaching is widely used in ESP but less common in EGP. Bracaj (2014) points out that if the ESP teacher lacks relevant technical knowledge in a specific simulation situation, he can seek help from academic colleagues or industry experts to obtain the technical information needed for the simulation. In this way, ESP teachers can ensure that each student participates in communication tasks, monitor student performance, and provide corrective feedback.

Over the past few decades, the goal of English teaching has shifted from simply mastering the structural elements of language to being able to communicate effectively and appropriately in English. To this end, some similarities can be found between EGP and ESP in terms of teaching and learning methods (Larouz and Kerouad, 2017).

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Many scholars believe that methods in the ESP environment are equally applicable to the EGP environment because they use the same concepts and methods. Authenticity is one of the important concepts common to both, and the use of authentic materials in language classes can better meet the needs of learners and promote their active participation. In addition, many scholars also support the use of simulation methods in EGP and ESP teaching. Popescu (2023) believes that although methods such as problem solving, task-based learning, role-playing and simulation, case studies, and oral reports are particularly suitable in ESP situations, they can also be applied in general language courses.

In conclusion, EGP and ESP can be differentiated by how their purposes are defined and implemented. While their goals and objectives may differ, the methodologies employed often do not. The teaching methodology is determined by the learning context. Therefore, the similarities in methodology allow for the integration of EGP and ESP instruction.

Estaji and Nazari (2015) emphasize that ESP teachers should work closely with subject experts and receive specialized training. In addition, general English teachers should form teams with ESP teachers across the country to promote cooperation by establishing ESP forums. The study results coincide with those of Alsolami (2014).

Tang (2016) believes that EGP and ESP are interconnected and complementary. EGP teaching forms the foundation of ESP teaching, while ESP teaching represents the enrichment and extension of EGP. To meet the demands of social and economic development, College English teaching aims to innovate talents with applied and comprehensive skills. Therefore, the integration of EGP and ESP teaching is the ultimate goal of College English education. Approaches for the integration and transition of EGP and ESP include improving the academic level of English teaching staff, mastering scientific teaching methods, reforming existing English teaching materials, designing English curriculum reasonably, and implementing differentiated teaching.

Cai (2019) states that a shift from EGP to ESP teaching in College English curriculum should be implemented in the perspective of educational paradigm. In terms of teaching objective, EGP paradigm aims to help students improve their English proficiency and humanities literacy to meet both "general requirements" and "higher requirements" while ESP paradigm proposes to assist students in acquiring the ability to study and work professionally in English, and also enhancing their scientific literacy and professional competence. In terms of curriculum design, EGP courses encompass listening, speaking, reading, and writing skills, as well as courses in public speaking and cultural studies while ESP specifically purposed English for professional use in their field. In terms of teaching material, EGP content should be interesting, literary, and linguistically authentic with a

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strong emphasis on humanistic aspects, while ESP content should be informative, specialized, and linguistically appropriate, with a focus on scientific and professional aspects. In terms of teacher requirement, EGP teachers have a strong command of listening, speaking, reading, and writing, with some knowledge of literary language, linguistics, and cultural knowledge, while ESP teachers have a command of foundational knowledge in a specific field, primarily understanding how scientific knowledge is constructed and communicated. As for the teaching evaluation, EGP is assessed according to the English proficiency level scale, organize corresponding exams such as the College English Test Band-4 (CET 4) and College English Test Band-6 (CET 6), while ESP is evaluated based on the English language requirements of each profession, such as medical English exams, petroleum English exams, and so forth.

Cai (2023) argues that for college students, the most essential learning revolves around academic and disciplinary cultures. College English is not unrelated to their majors. To meet students' professional study and research demands, College English should primarily focus on providing specialized education deeply integrated into specific disciplines. This means learning the English used in specific subjects and professions. And the university's English curriculum must prioritize meeting the school's educational positioning requirements and society's demands for its students. This entails placing emphasis on ESP teaching. Content from EGP and cross-cultural communication courses can be organically integrated into various ESP courses.

### **EGP+ESP College English Curriculum Model**

China's College English curricula are currently in the third stage of reform, focusing on the transition from EGP to ESP, as well as the application of computer network technology. In line with this trend, the goal of EGP+ESP teaching is to bridge the gaps between College English and professional English, and to promote policy adjustments so that College English can be prioritized.

With the deepening of economic globalization, the number of joint ventures and foreign-funded companies in China continues to increase, and the demand for comprehensive talents who are both proficient in professional knowledge and capable of foreign languages in various fields is growing. Therefore, the need to cultivate compound talents has become increasingly urgent. In this context, a new training model of "professional+English" dual degree education has emerged (Hu, 2015). The characteristic of this model is that it combines EGP with ESP to form a multi-level, modular curriculum system, including "English language skills courses + public basic courses + ESP professional courses" implemented through practical teaching, second classroom and online platform. The purpose of "Major + English" dual-degree education has two aspects. On the one hand, it provides an effective way to cultivate compound talents. On the other hand, it greatly stimulates students'

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enthusiasm for learning English, promotes students' personality development and all-round growth, creates more favorable conditions and broader development potential for them.

In the information society, educational informatization has transformed into information-based education. The importance of modern informatization highlights the necessity of online formative assessment in College English teaching. In response to this educational background, Chen (2017) proposed a College English ESP Massive Online Open Courses (MOOCs) application and sharing model based on electronic portfolios (E-Portfolio). In this model, College English ESP MOOCs developed by various universities are integrated into a platform based on electronic portfolios for application and sharing. These MOOCs will promote the rapid development, application and sharing of teaching resources, promote knowledge coordination and innovation among universities, and enhance professional interaction and cultivate interdisciplinary talents through formative assessment. The E-Portfolio-based platform combined with ESP MOOC features the free sharing and integration of College English teaching resources. The four major features of the platform include: formative assessment, student-centered teaching methods, the connection of teaching activities inside and outside the classroom, and the timely accumulation of student achievements.

After analyzing and reflecting on the existing situation of English instruction in higher vocational colleges, Liu and Peng (2021) proposed a strategy for the transformation of EGP teachers into ESP teachers. Feasibility study model design includes the following three aspects: First, the direction of transformation should be clear, because ESP courses are highly related to professional content. Teachers can choose the direction of transformation based on factors such as personal preference, previous professional background, or second degree. Second, promote self-learning and improvement. EGP teachers should take the initiative to incorporate relevant professional basic knowledge into their own knowledge system by attending professional training, further education, and corporate internships, as a "hardware" support for transformation, and obtain professional qualification certificates in relevant majors. Third, it is recommended to cooperate with professional teachers to complete the transformation. Collaborations between EGP instructors professional subject teachers to optimize ESP teaching by analyzing student needs, providing reading lists, selecting teaching materials, designing teaching content and links, and developing ESP courses.

In recent years, the integration of EGP and ESP in College English curricula has garnered significant scholarly attention. Numerous studies have explored the unique challenges posed by this dual-focus approach. Researchers have highlighted the complexities faced by educators in balancing the broad, foundational aspects of EGP with the specialized, context-driven demands of ESP. These challenges include addressing diverse learner needs, developing relevant and engaging

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course materials, and ensuring that students acquire both general language proficiency and specific professional competencies. The evolving educational landscape and the increasing importance of tailored language instruction underscore the necessity for continuous adaptation and innovation in curriculum design and pedagogical strategies.

Yu and Liu (2018) probed into the issues faced by ESP-oriented curriculum reform and stated that the conceptual change of capable ESP teachers and stakeholders is a key factor in achieving the high-quality ESP courses expected by policymakers. Specifically they explored the following challenges: First, there are huge difficulties in transforming ESP courses from theory to practice. Secondly, further research is needed on the necessity and applicability of English for Specific Academic Purposes (ESAP) in higher vocational colleges.

Suherman (2024) studied the challenges in the implementation of ESP instruction and summarized five different types of obstacles, which include insufficient subject knowledge, lack of teaching skills, shortages of ESP materials, class heterogeneity, and insufficient institutional support. The study also found that EGP teachers had different perceptions in assessing and prioritizing these barriers. In this study, teachers used interviews to provide suggestions for dealing with these barriers. First, teachers solve the teaching obstacle of lack of subject knowledge by participating in relevant training. Secondly, in response to the issue of insufficient institutional support, teachers stated that they improve their ESP teaching skills through self-finance and participation in regular seminars. Third, regarding the lack of ESP materials, teachers are highly dependent on the Internet to obtain ready-made ESP materials and adjust the materials according to the teaching environment. Fourth, in response to the issue of class heterogeneity, teachers emphasized the urgency of conducting placement tests and participating in professional development courses. Regarding the fifth obstacle - insufficient teaching skills, teachers believe that it is very important to introduce subject-specific teachers in ESP teaching. In addition, teachers still hope that relevant training can be further organized and provided.

### **Education Evaluation Models**

Stufflebeam is the pioneer of management-oriented evaluation methods, the evaluation method he proposed is called the context, input, process and product evaluation model (CIPP model). This model has been extensively developed and widely used in multiple fields (Stufflebeam, 2003; Stufflebeam, Gullickson, & Wingate, 2002).

Akpur, U., et al. (2016) used the CIPP model to evaluate the English preparatory course at Yildiz University of Technology. The study calculated the mean and standard deviation by distributing questionnaires to instructors and students respectively. To analyze the differences in opinions

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between teachers and students, the study used independent samples t-test. It is found that instructors and students generally had favorable attitudes toward the course, and that the distinction of teachers' and students' views were not significant on other factors of the teaching plan.

Sopha and Nanni (2019) pointed out that the CIPP model has important implications for language teachers and language program managers in a variety of settings. The model is flexible and comprehensive and based on values jointly established by project stakeholders. In addition, it is highly consistent with core elements in current Teaching English to Speakers of Other Languages (TESOL) theory, such as the emphasis on formative assessment, student-centered learning, and support for advocacy concepts. The conceptual framework of this study is partially based on the CIPP model due to its suitability in language program evaluation.

Irawan, S., & Prasetyo, D. (2020) aimed to evaluate the implementation of SMK PGRI Salatiga's online school examinations in the 2019/2020 academic year. Assessment results are presented through the following aspects of the four assessment components: 1) Context: Online school examinations are implemented abiding the notification issued by the Central Java Provincial Office of Education and Culture. 2) Input: Online school examinations are conducted in compliance with the planning standards for school examinations, including preparation of online applications, examination plans and schemes, network preparation, and standard operating procedures as organizers of examination boards. 3) Process: The organization of the online school exams was generally smooth, but candidates encountered some technical issues related to the internet network. 4) Product: Results for online school exams are rated as better, reflected in exam results completed in a shorter time.

Eteng-Uket, S., and Effiom, E. U. (2024) evaluated the Post Diploma Program in Education a venerable linchpin of teacher training. The result revealed that the number of lecturers available is fairly adequate for teaching Post Graduate diploma program in Education. Analyzed result also revealed that all areas of the content of the program were taught by the lecturers, students of this program which were over 90 percent have acquired the relevant methods and techniques in methods of research in the field of education and are well acquainted with these procedures and methods. Results also indicate significant distinctions between groups in their familiarity with these research procedures and methods. It was recommended among others that the institute should continue to focus on providing students with strong methodological training, as this is essential for effective teaching.

### **Conceptual Framework**

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This paradigm is designed to support an evaluative case study of the College English EGP+ESP curriculum at GLTU. Each component and corresponding research points are visually displayed in the figure below.

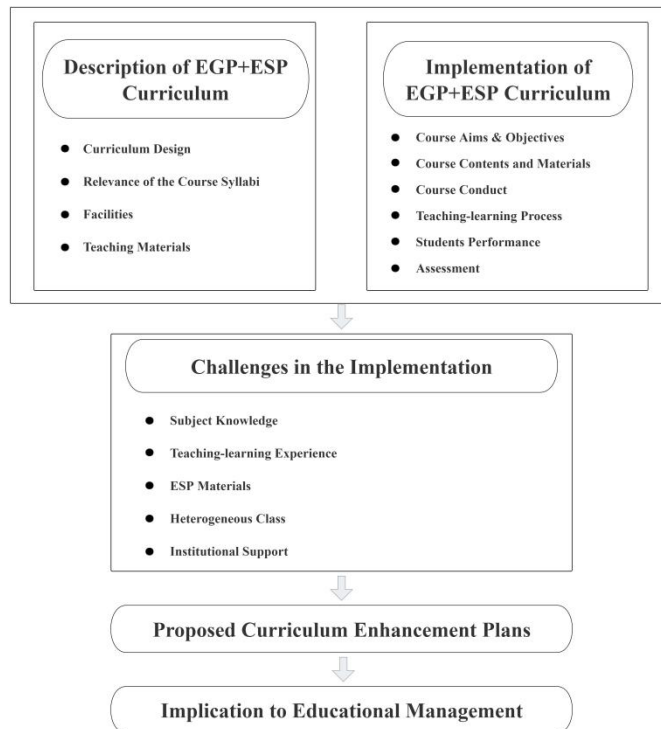


Figure 1 Paradigm of the Study

Firstly, data for the first research question is collected through interviews with Vice Deans. The question consists of the description of the current EGP+ESP College English curriculum at GLTU with particular focus on curriculum design, relevance of the course syllabi, facilities, and teaching materials.

The second research question aims to assess the implementation of the curriculum. Data is obtained through questionnaires administered to current College English instructors and undergraduate students with particular focus on course aims and objectives, course contents and materials, course conduct, teaching-learning process, students performance, and assessment.

The third research question seeks to describe the challenges encountered in the implementation of the EGP+ESP curriculum in terms of subject knowledge, teaching and learning experience, ESP materials, heterogeneous class, and institutional support. Data is collected through interviews with

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Vice Deans, and questionnaires with current College English instructors, undergraduate students, and alumni.

The fourth research question aims to propose some curriculum enhancement plans that aim to address identified challenges in the implementation of the EGP+ESP College English curriculum. Data is collected through interviews with Vice Deans, questionnaires with current College English instructors and alumni.

The fifth research question discusses the broader implications for educational management.

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### **Chapter 2**

#### **METHODS OF STUDY AND SOURCES OF DATA**

##### **Research Design**

Partially based on the CIPP model, this prescriptive research aims to assess the implementation of the EGP+ESP College English curriculum at GLTU. Given the questions this study needs to address, relevant evidence should be collected through a mixed-approach of quantitative and qualitative methods.

For this study, a semi-structured interview was conducted with the Vice Dean of School of Foreign Languages. Also, questionnaires were designed for undergraduate students, current College English instructors, and alumni from GLTU. These respondents are to analyze the curriculum development and challenges encountered in the implementation of the curriculum, providing suggestions for curriculum enhancement.

This use of multi-method, multi-data source is called triangulation, crucial for evaluators because it enables them to base their evaluations on comprehensive information. By using data from multiple sources, triangulation can enhance the validity of conclusions drawn and cross-validate findings, thus minimizing the shortcomings of a single method (Bans-Akutey, 2021).

##### **Locale of the Study**

This case study was conducted in Guilin Tourism University in the city of Guilin, Guangxi Autonomous Region, China. GLTU is an undergraduate institution featuring tourism disciplines. Founded in 1985, the school was formerly known as Guilin Institute of Tourism. In 2015, it was upgraded to an undergraduate institution and renamed.

The school aims to cultivate high-quality applied talents in tourism and related industries, and has opened a number of majors related to tourism management, hotel management, exhibition economics, foreign languages, etc. In addition to tourism-related majors, the school has also developed English, business, computer and other subjects, gradually forming a comprehensive subject layout.

The school attaches great importance to practical teaching and the integration of industry, academia, and research. The school's international education has also been gradually promoted,

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and it has established cooperative relationships with universities and institutions in many countries and actively carried out international exchanges and cooperation.

**Participants of the Study**

Since 2020, the position of Dean of School of Foreign Languages at GLTU has been vacant , and the teaching management work of the School has been completed by three (2) Vice Deans, two of whom are mainly in charge of College English instruction and management. This study included these two (2) Vice Deans since they have been more familiar with the instruction and management of the curriculum, making them ideal subjects for interview.

Forty one (41) College English instructors in the School of Foreign Languages were all included as the participants of survey questionnaire.

Stratified sampling method was adopted in choosing the undergraduate students. Totally one thousand seven hundred and nine (1709) freshman year (Class 2023) and sophomore year (Class 2023) undergraduate students of different majors at GLTU were selected as respondents for survey questionnaire. Besides, twenty eight (28) alumni who graduated from 2019 to 2023 were chosen for survey questionnaire since a) they were involved in the process of the EGP+ESP College English curriculum reform, b) they can provide insight for this study from an application and employment oriented prospective.

**Research Instrument**

**Table 1**

*Data Collection Instruments and Data Sources*

| Type of Instrument | Data Source                                       |
|--------------------|---|
| Interview          | Vice Deans of School of Foreign Languages         |
| Questionnaire      | Current Instructors of College English Curriculum |
|                    | Undergraduate Students                            |
|                    | Alumni  |

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As shown in the table, the research instrument used in this study comprised interviews and questionnaires. To validate the statements in the questionnaires and interview, the initial version were sent to three Filipino experts and two Chinese experts who are familiar with the nature and requirement of questionnaire making, and experienced in teaching College English curriculum. These experts commented on the overall structure of the statement and provide suggestions based on the following criteria: 1) The instructions in various parts of the data collection tool are clear. 2) The tool is comprehensive. 3) Each item is clearly expressed, easy to understand, objective, and focused on a specific idea or concept. 4) The items are clear, and the implicit goals are consistent and systematically arranged in an ideal order. 5) There is no overlap between items. Their feedback was used to adjust and refine each statement.

Overall, all five experts provided positive feedback on the design and content of the interview and questionnaires, noting that the questions were generally well-stated and focused on the research objectives. However, improvements were needed to ensure validity. The following is a summary of their comments and suggestions: 1) The phrasing and translation of the questions should be clearer and more accurate. 2) Add explanations for terminology at the beginning of the questionnaire and interviews. 3) Provide reference information before questions to aid respondents in their thinking. 4) Merge similar questions in the questionnaire and remove redundant or overlapping ones. 5) Include more demographic questions in part 1 personal information section of the interview and questionnaires to gather more comprehensive information. 6) Add follow-up questions to obtain more detailed feedback. These suggestions were all reconsidered and modified accordingly. After second review, rating scores were provided by 5 experts ranging from 4.5 to 5 (in a 5 point scale) as "highly valid".

In the research design of this study, the internal reliability of the data was obtained through the Cronbach's Alpha coefficient of each factor in the questionnaire via Statistical Package for Social Sciences (SPSS version 26). In social science research, a reliability coefficient is deemed "acceptable" if it reaches 0.70 or higher. Given that the questionnaires in this study lacks authoritative sources, a reliability test was conducted. 5 former College English instructors, 317 undergraduate students, and 5 alumni from GLTU were randomly chosen to be involved in the pilot test. To follow the comments by the experts that the phrasing and translation of the questions should be clearer and more accurate, and to avoid language barrier, all questions were presented in Chinese. As results show, the reliability coefficient of the questionnaires in pilot test are .886, .967, and .934 respectively, all of which are higher than .7. Therefore, the instruments used in this research are considered reliable.

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After confirming the reliability, validity testing followed. The Kaiser-Meyer-Olkin (KMO) and Bartlett's test of Sphericity were adopted to measure correlations between variables to determine whether the data were suitable for factor analysis. Bayram (2004) points out that the closer the P value in the KMO test is to 1.00, the stronger the applicability of factor analysis to that sample. If the P value is below 0.6, factor analysis is not suitable. In this study, the KMO value of the undergraduate questionnaire was 0.949, much higher than 0.6. Second, the significance level of Bartlett's test of Sphericity should be less than 0.05 and The P value of 0.000 meets this criterion. Therefore, the validity of the test, suitability of the sample, and feasibility of factor analysis were confirmed.

Factor analysis is usually a technique suitable for large sample sizes (Hooper, 2012). Tabachnick et al. (2013) state that approximately 150 samples have been considered sufficient in practice. However, given that the sample size for both instructors and alumni were limited to 5 each, insufficient for conducting a factor analysis, no results were obtained from the KMO test for their questionnaires. Consequently, factor analysis was not performed. Instead, expert validation was used as a compensatory measure.

### **Data Gathering Procedure**

The semi-structured interviews with two Vice Deans of the School of Foreign Languages were conducted through Tencent Meeting, a cloud-based video conferencing application that offers virtual meetings. The interviews with two Vice Deans were conducted separately on June 28 and 29, 2024.

The questionnaires were distributed to the current instructors, undergraduate students, and alumni through Questionnaire Star, an online survey and data collection platform with various tools and templates. Before the distribution, the researcher asked for the permission for instructors to conduct the study with them and their students. After obtaining the permission, the researcher further explained to them the purpose and the use of data, ensuring the confidentiality of their identity and answers.

The data collection began on July 8, 2024, and completed on July 19, 2024, lasting for 12 days. All the collected responses on the Question Star platform were deemed real and effective. After retrieving the tool from the respondents, the data were classified, tallied and tabulated using the statistical treatment.

### **Data Analysis**

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The collected scale data were entered into the computer for calculation and analysis. Descriptive and statistical analysis were conducted using SPSS (version 26) to obtain the overall opinions of the respondents on College English EGP+ESP curriculum at GLTU.

**Percentages:** percentages represent the proportion of each category or value relative to the total. It is often used to express frequencies in a more interpretable manner.

$$\text{Formula: } \text{Percentage} = \left( \frac{\text{Frequency}}{\text{Total}} \right) \times 100\%$$

**Means(Average):** The mean is a measure of a data set that is calculated by adding all values and dividing by the total number of observations.

$$\text{Formula: } \text{Mean}(\bar{X}) = \frac{\sum_{i=1}^n X_i}{n}$$

Where

$X_i$  represents each individual value.

$n$  is the total number of observations.

**Standard Deviation:** Standard deviation is a measure of the dispersion, or spread, of a data set relative to the mean. It quantifies the average deviation, or variation, of individual data points from the mean.

$$\text{Formula: Standard Deviation}(\sigma) = \sqrt{\frac{\sum_{i=1}^n (X_i - \bar{X})^2}{n}}$$

Where

$X_i$  represents each individual value.

$\bar{X}$  is the mean of dataset.

$n$  is the total number of observations.

## Table 2

Numerical Equivalent and Descriptive Rating in terms of the Implementation of the EGP+ESP College English Curriculum

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| Weight | Mean Range | Verbal Description  |
|--------|------------|---------------------|
| 4      | 3.25-4.00  | Very Satisfactory   |
| 3      | 2.50-3.24  | Satisfactory        |
| 2      | 1.75-2.49  | Unsatisfactory      |
| 1      | 1.00-1.74  | Very Unsatisfactory |

---

As shown above, in the questionnaires with current instructors and undergraduate students, the questions concerning the implementation of the EGP+ESP curriculum were measured. The intervals of the score range are calculated using the following formula:  $4-1=3$ ,  $3/4=0.75$  (Karatas & Fer, 2009). 3.25-4 means the respondents consider the curriculum are very satisfactorily implemented. 2.50-3.24 means the respondents consider the curriculum are satisfactorily implemented. 1.75-2.49 means the respondents consider the curriculum are unsatisfactorily implemented. 1-1.74 means the respondents consider the curriculum are very unsatisfactorily implemented.

**Table 3**

Numerical Equivalent and Descriptive Rating in terms of the Challenges Encountered in the Implementation of the EGP+ESP College English Curriculum

---

| Weight | Mean Range | Verbal Description |
|--------|------------|--------------------|
| 4      | 3.25-4.00  | Strongly Agree     |
| 3      | 2.50-3.24  | Agree              |
| 2      | 1.75-2.49  | Disagree           |
| 1      | 1.00-1.74  | Strongly Disagree  |

---

In the questionnaires with current instructors, undergraduate students and alumni, the questions regarding the challenges encountered in the implementation of the EGP+ESP curriculum were measured. 3.25-4 means the respondents strongly agree with the challenges encountered. 2.50-3.24 means the respondents agree with the challenges encountered. 1.75-2.49 means the respondents

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disagree with the challenges encountered. 1-1.74 means the respondents strongly disagree with the challenges encountered.

**Ethical Considerations**

To secure the confidentiality of the participants, the researcher made sure that their names would not appear on this paper. The researcher used numbers and letters (A-Z) as codes. Vicars et al. (2015) states that informed consent can be obtained verbally or by signing a consent form. If the participant is unable to read or be physically present, verbal consent is usually used. Participants should choose whether to participate in scientific research on a voluntary basis. In this study, an informed consent form accompanied the interviews for Vice Deans to sign electronically. Other participants received written explanations regarding the study's objectives and procedures, and they all voluntarily agreed to participate in the survey.

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### **Chapter 3 RESULTS AND DISCUSSION**

#### **1. Description of the EGP+ESP College English Curriculum**

##### **1.1 Curriculum Design**

Two questions in this regard were asked to the Vice Deans in the interview: 1) How was the current College English curriculum designed and what were the primary considerations in the curriculum design process? 2) How do you ensure the curriculum stays updated with current educational standards and industry needs?

The first question deals with the foundational concerns in the designing of the College English EGP+ESP curriculum. Vice Dean A provides an immediate, detailed focus on the specific elements that directly impact students' learning experiences, ensuring that the curriculum is practical and suited to students' proficiency levels. Vice Dean B, on the other hand, considers the school's goals, the development of the English subject, and the improvement of teachers from a wider strategic perspective. Both the respondents emphasize the importance of practicality, relevance and adaptability of the curriculum, which can help create a well-rounded, effective, and sustainable College English curriculum that meets the needs of students, supports faculty development, and aligns with institution's strategic direction.

The second question focuses on keeping the curriculum relevant and ensuring that it is aligned with both contemporary educational standards and market needs. Vice Dean A emphasizes that the first priority is to meet industry needs. Equally important, as Vice Dean A proceeds, is the focus on abiding the official education standards and guidelines. Vice Dean B emphasizes that the combination of EGP and ESP is a crucial strategy, as this approach enables the curriculum to include both basic English skills and majors related to specific industries. On the basis of Vice Dean A, Vice Dean B further points out that the course should strictly follow the "College English Teaching Guidelines" of China's Ministry of Education. This not only reflects compliance with official education standards, but also integrates ESP to meet the specific needs of the industry.

In general, both Vice Deans agree that curriculum design integrates the actual needs of the industry with standardized education guidelines, so that the course can provide students with both comprehensive and targeted education.

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### **1.2 Relevance of the Course Syllabi**

Two questions in this regard were asked to the Vice Deans in the interview: 1) How do you evaluate the relevance of the course syllabi to the students' respective fields of study? 2) Can you describe the process for updating and revising the curriculum syllabi?

The first question concerns the way in which the relevance of course syllabi to students' majors is assessed. Vice Dean A ensures from a macro level that the course content generally meet the core needs of various industries, which is crucial to maintaining the overall relevance and practicality of the course so that students can master industry-specific knowledge and skills. Vice Dean B adopts a more detailed and systematic strategy, stipulating a certain amount of class hours in the teaching syllabus, and making personalized teaching adjustments based on the students' academic background.

The second question focuses on the revision and optimization process of the course syllabus. Vice Dean A points out that the course syllabus should be updated and revised in a timely manner according to the latest needs and language changes of various industries. Vice Dean B emphasizes that the update of the course syllabus is mainly based on changes in the learning environment, and the development of artificial intelligence technology is a specific example.

Both Vice Deans emphasize the need to not only regularly update and revise the course syllabus to ensure that it keeps pace with changes in industry needs and the learning environment. But they also recognize the impact of external changes such as industry demands and technological advances on the course update process.

### **1.3 Facilities**

Two questions in this regard were asked to the Vice Deans in the interview: 1) What facilities are currently available to support the College English curriculum? 2) How do you plan to upgrade or improve these facilities to better support the curriculum?

For the first question on the existing supportive facilities for the implementation of the curriculum, differences of opinion can be interpreted from the following perspectives: First, for technological integration, Vice Dean A emphasizes advanced classroom technologies and digital assessment tools, suggesting a modernized approach to the educational environment. Vice Dean B highlights a mix of traditional and digital resources, reflecting a more balanced approach between physical and virtual learning. Second, for learning mode, Vice Dean A prioritizes interactive and efficient classroom experiences, along with digital assessment methods, which could enhance the immediacy and flexibility of learning and evaluation. Vice Dean B highlights a range of resources to support learning both inside and outside the classroom, catering for a variety of learning styles and

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needs. Third, in terms of resource availability, Vice Dean A mentions an environment full of modern technology, but does not specifically mention traditional resources such as libraries. Vice Dean B offers a more comprehensive response by including not only traditional academic resources, but digital tools. The answers from both Vice Deans emphasize the need to support diverse learning.

For the second question on the enhancement plan of the existing facilities, different opinions are provided by both respondents. Vice Dean A depends on the institutional financial support on the upgrade of facilities and proposed a comprehensive upgrade plan covering all aspects of language learning and teaching support, with a special focus on investing in new software and hardware through technology to promote the development of students' comprehensive skills and independent learning. Vice Dean B focuses more on enhancing the utilization effectiveness of the existing facilities and proposed a more specific strategy in improving the existing resources such as libraries and online content, reflecting the concept of full utilization and efficient use of existing resources. In addition, the continuous improvement of the item bank was mentioned, which reflects the emphasis on student course evaluation.

### **1.4 Teaching Materials**

Two questions in this regard were asked to the Vice Deans in the interview: 1) Do the materials cover all parts of competence requirement in the curriculum? 2) What criteria are used to evaluate the effectiveness of all teaching materials? The questions in this section aim to determine if the teaching materials are inclusive of all the necessary skills and knowledge areas that students need to develop. They also seek to understand whether the materials are achieving their intended educational outcomes, including relevance to industry needs, suitability for students' academic and professional development, and their overall impact on learning.

For the first question, both Vice Deans confirm that the teaching materials fully cover all parts of the competence requirements outlined in the curriculum. The agreement between them indicate a consistent belief in the sufficiency and comprehensiveness of the materials.

For the second question, both Vice Deans recognize the importance of aligning teaching materials with professional and market demands. Vice Dean A makes it clear that this is the primary criterion for evaluating teaching materials to ensure the relevance and practicality of the materials to students' future careers. Vice Dean B proposes a more detailed evaluation criteria, including the pertinence of the content, the applicability of the language, and the richness of auxiliary resources, providing a more specific framework for evaluating the effectiveness of teaching materials. This multi-dimensional assessment method ensures that teaching materials are both relevant and well-structured, improving students' overall learning experience.

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**2. Implementation of the EGP+ESP College English Curriculum**

The second research question for the study is “How has the College English curriculum, based on the EGP and ESP Model, been implemented in Guilin Tourism University anchored on the course aims and objectives, course contents and materials, course conduct, teaching-learning process, students performance, and assessment?” examining these specific aspects, the research question is to analyze the implementation of this integrated curriculum model, hoping to identify strengths, weaknesses, and areas for improvement within the implementation of the curriculum.

To address the research question, questionnaires were administered to current College English instructors and undergraduate students. As comparisons are made between ratings of these two groups, a comprehensive analysis of the implementation of the curriculum is achieved.

**Table 4**  
*General Descriptive Analysis of the Implementation of College English EGP+ESP Curriculum*

| Components                    | Instructor<br>N=41 |                    |      | Undergraduate Student<br>N=1709 |                    |      |
|-------------------------------|--------------------|--------------------|------|---------------------------------|--------------------|------|
|                               | Mean               | Verbal Description | Rank | Mean                            | Verbal Description | Rank |
| Course Aims and Objectives    | 2.87               | Satisfactory       | 4    | 3.06                            | Satisfactory       | 5    |
| Course Contents and Materials | 2.79               | Satisfactory       | 5    | 3.08                            | Satisfactory       | 4    |
| Course Conduct                | 2.95               | Satisfactory       | 2    | 3.09                            | Satisfactory       | 3    |
| Teaching-learning Process     | 2.88               | Satisfactory       | 3    | 3.23                            | Satisfactory       | 1    |
| Students Performance          | 2.66               | Satisfactory       | 6    | 2.93                            | Satisfactory       | 6    |
| Assessment                    | 3.06               | Satisfactory       | 1    | 3.15                            | Satisfactory       | 2    |

The above table presents the overall description of the implementation of the College English curriculum, based on the EGP+ESP model at GLTU, focusing on components including course aims and objectives, course contents and materials, course conduct, teaching-learning process, student

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performance, and assessment. The results of this research questions within the groups of instructors and undergraduate students can be summarized from the data in the above table.

The table concludes that both instructors and undergraduate students generally consider the implementation as “Satisfactory” for all components. Still, there is room for development since no mean rating falls within the “Very Satisfactory” range. For instructors, the highest-ranked component is assessment with a mean of 3.06. The following components in rankings are course conduct (2.95), teaching-learning process (2.88), course aims and objectives (2.87) and course contents and materials (2.79). The lowest-ranked component by instructors is student performance (2.66). For undergraduate students, the highest-ranked component is the teaching-learning process with a mean of 3.23. The following components in rankings are assessment (3.15), course conduct (3.09), course contents and materials (3.08), and course aims and objectives (3.06). Similar to instructors, students also ranked student performance the lowest (2.93).

Differences are identified in the mean ratings between two groups in the areas of course aims and objectives, course contents and materials, teaching-learning process, and student performance, where students generally hold more positive views than instructors. Notably, instructors and students have varied opinions on the most satisfactory component in the overall implementation of the curriculum. Instructors consider that the assessment the most satisfactory component mainly due to the fact that the assessment is generally satisfactorily designed with formative and summative approaches and the process assessment are documented in details, making the assessment a fair and validate tool to judge student performance during the implementation of the curriculum. On the other hand, students rank teaching-learning process as the most satisfactory component in the implementation of the curriculum, showing strong approval of how the learning activities are structured and delivered. Both groups have reached consensus on the least satisfied component as student performance, indicating that these two groups think it crucial for the enhancement in student performance in the curriculum learning process.

In conclusion, students' more positive view may stem from their immediate and practical engagement with the curriculum, while instructors' more critical perspectives are shaped by their more holistic evaluation criteria and familiarity with the curriculum.

### **3. Challenges Encountered in the Implementation of the EGP+ESP Curriculum**

The third research question for the study is “How are the respondents described in terms of the challenges encountered in the implementation of the EGP+ESP Curriculum in terms of subject

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knowledge, teaching and learning experience, ESP materials, heterogeneous class, and institutional support?" It aims to identify and understand the specific challenges faced by various stakeholders, namely Vice Deans, instructors, undergraduate students, and alumni in implementing the curriculum. The following presentation, analysis and interpretation provide a comprehensive understanding of the barriers encountered in the implementation of the College English EGP+ESP curriculum at GLTU.

**Table 5**

*General Descriptive Analysis of the Challenges Encountered in the Implementation of College English EGP+ESP Curriculum*

|                                  | Instructor<br>N=41 |                       |      | Undergraduate Student<br>N=1709 |                       |      | Alumni<br>N=28 |                       |      |
|----------------------------------|--------------------|-----------------------|------|---------------------------------|-----------------------|------|----------------|-----------------------|------|
|                                  | Mean               | Verbal<br>Description | Rank | Mean                            | Verbal<br>Description | Rank | Mean           | Verbal<br>Description | Rank |
| Subject Knowledge                | 2.49               | Disagree              | 4    | 2.73                            | Agree                 | 1.5  | 2.45           | Disagree              | 3    |
| Teaching and Learning Experience | 2.43               | Disagree              | 5    | 2.65                            | Agree                 | 4    | 2.32           | Disagree              | 5    |
| ESP Materials                    | 2.70               | Agree                 | 3    | 2.61                            | Agree                 | 5    | 2.38           | Disagree              | 4    |
| Heterogeneous Class              | 2.71               | Agree                 | 2    | 2.73                            | Agree                 | 1.5  | 2.79           | Agree                 | 2    |
| Institutional Support            | 2.93               | Agree                 | 1    | 2.68                            | Agree                 | 3    | 2.91           | Agree                 | 1    |
| Grand Mean                       | 2.65               | Agree                 |      | 2.68                            | Agree                 |      | 2.57           | Agree                 |      |

This table provides an overall descriptive analysis of the five aspects of challenges encountered by instructors, undergraduate students, and alumni in the implementation of College English EGP+ESP curriculum. Generally, all participant agree that challenges exist during the implementation of the curriculum, rating them very closely at 2.65, 2.68, and 2.57, respectively.

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In terms of subject knowledge, instructors and alumni generally do not think it as a significant challenge, with ratings of 2.49 and 2.45 respectively, and are relatively low in the rankings. Their perceptions is in accordance with Vice Dean B that given the fact that we are a tourism-oriented university, the ESP knowledge in tourism is relatively manageable. However, undergraduates considered this an important challenge, with an average score of 2.73, and ranked it as the most important issue they faced in the curriculum. This suggests that students feel the impact of unfamiliarity with subject knowledge more than faculty and alumni.

When assessing the challenges of the teaching and learning experience, both faculty and alumni rated it not a significant challenge, with ratings of 2.43 and 2.32, respectively, and ranked lowest among challenges. However, undergraduate students agree that it is a challenge with mean score of 2.65, though it is not their highest concern.

As for the evaluation of the challenge in ESP materials, instructors agree that it is a challenge by rating it at 2.70, and rank it third. Undergraduate students also agree that the challenge exists with a mean score of 2.61, but they rank it as the least significant issue. Alumni, on the other hand, disagree with it being a major challenge, which suggests they might have a different perception of the materials after joining the workforce.

With the challenge of heterogeneous class, all three groups agree that managing a heterogeneous class is a significant challenge by rating it at 2.71, 2.73, and 2.79, respectively. It is ranked as the top or second most significant issue by all groups, indicating a consensus on the difficulties associated with teaching and learning in diverse classroom settings.

As for the challenge in institutional support, all groups agree that it is a challenge by rating it at 2.93, 2.68, and 2.91, respectively. It is ranked as the most significant challenge by instructors and alumni, and third by students. This highlights the importance of institutional resources and support systems in the effective implementation of the EGP+ESP curriculum.

The overall findings suggest that while there is agreement on some key challenges, especially in heterogeneous class and institutional support. There are also areas where instructors, undergraduate students, and alumni perceive challenges differently. This information is of value for educational management in prioritizing areas for improvement, particularly in addressing the needs of diverse classrooms and enhancing institutional support, which could contribute to a more balanced and satisfactory curriculum implementation.

#### **4. Proposed Curriculum Enhancement Plan**

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The fourth research question for the study is “What curriculum enhancement plans can be proposed?” Questions in this regard were asked to Vice Deans and instructors. The author first analyzed their insights and suggestions, then proposed five enhancement plans on the basis of the findings of the challenges encountered in the curriculum implementation. Two questions for the Vice Deans and instructors were: 1) Currently, popular curriculum models in Chinese university English teaching include multidimensional and hybrid English training model, “major+English” dual-degree education model, E-portfolio-based models for the application and sharing of college English ESP MOOCs, etc. Based on your teaching experience, which curriculum model do you believe would best support the implementation of the EGP+ESP College English curriculum at Guilin Tourism University? If you have other solutions, please describe them. 2) What steps would be necessary to transition to your proposed curriculum model to address the current challenges faced?

**Vice Deans’ Opinions:** From Vice Dean A’s perspective, due to the diversity of student needs and the changing market demands, flexibility, adaptability, and teacher initiative are emphasized. This suggests a dynamic approach where teachers must remain adaptable and continuously enhance their skills to cater to varying student needs and external conditions. Clearly adaptability and a teacher-centred strategy is pivotal in Vice Dean A’s approach. In comparison, Vice Dean B advocates for a more integrated and curriculum-centred model, where College English courses are designed in conjunction with certain disciplines. This model also combines EGP and ESP to address both general language skills and specific professional language application. To be more specific, EGP helps students overcome language barriers in their professional studies, while ESP provides practical examples of language use in professional context. Vice Dean A emphasizes teachers’ subjective initiative while Vice Dean B emphasizes the importance of integration of EGP and ESP. Although the Vice Deans have different opinions on the curriculum model, the core is the same, which is to improve the professional quality of teachers and their teaching methods. They all regard teachers as the most important link in improving the quality of curriculum implementation.

The second question aimed to identify the specific steps needed to implement the curriculum model proposed by the Vice Deans, and aimed to collect feasible strategies to address current challenges in implementing the College English EGP+ESP curriculum. Vice Dean A does not provide new steps but refers to the previous statements, continuing on the importance of flexibility, adaptability of the curriculum model and teachers’ initiative. On the contrary, Vice Dean B outlines clear and actionable steps for transitioning to the proposed integrated curriculum model. First is careful design of EGP: this step involves meticulous planning and structuring of the general English component to ensure it effectively addresses language barriers. The second step is the collaboration

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with subject teachers: this step requires collaboration with teachers from various majors to select relevant professional knowledge that can be integrated into the curriculum. Third, effective teaching activities follows as it involves designing teaching activities that facilitate learning language in specific industry environments, making the learning experience more relevant and practical. By synthesizing these insights, the institution can develop a hybrid strategy that involves creating a flexible curriculum framework with adaptability and continuous teacher improvement, while also incorporating specific steps to ensure effective integration of professional knowledge and practical learning activities.

**Instructors' Opinions:** In answering the first question, the responses from instructors reveal a diversity of preferences and ideas for improving the College English curriculum. The majority of respondents favor a hybrid teaching model. This suggests a recognition of the flexibility and accessibility of online resources, while still valuing the in-person interaction and structure of traditional classroom settings. The emphasis on a multi-dimensional approach indicates a desire for varied and comprehensive training methods. A significant number of teachers support integrating English studies with students' primary fields of study, highlighting the importance of English proficiency in professional and academic contexts, which suggests that teachers see value in equipping students with strong language skills that complement their specialized knowledge. Some teachers advocate for the use of MOOCs and electronic portfolios for ESP. This model emphasizes self-paced, specialized, and customized learning and the use of technology to document and share progress. It reflects a trend towards personalized and flexible learning pathways.

Three additional suggestions were proposed by instructors. First, a preference for small class sizes suggests a belief in the benefits of a more personalized and interactive teaching environment. This approach may enhance student engagement and provide more opportunities for individual feedback. However, given the realistic concerns regarding budget and teaching resource allocation, it is challenging for the university to adopt this method. Second, since a lack of solid foundational English skills among eligible college students has become a common concern among instructors, the foundational knowledge-based teaching underscores the importance of strong foundational skills in English. Instructors who favor this approach likely believe that a solid grasp of the basics is crucial for advanced language proficiency. Third, the integration of artificial intelligence in language learning points to innovative and forward-thinking teaching strategies. This model aims to leverage technology to boost language skills and foster independent learning. This approach requires more funding for the continuous development of software infrastructure.

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In answering the question regarding steps to achieve the ideal curriculum model, instructors provide valuable insights they believe are necessary to address the challenges faced by the curriculum. From the instructors' perspectives, addressing the challenges in the College English curriculum requires a multi-faceted approach where several key steps must be taken: 1) Increase instructional time to ensure the curriculum is covered adequately, allowing students more opportunities to engage with the teaching materials. 2) Help students comprehensively improve their English ability by strengthening the core skills. 3) Increase investment in teacher training and EGP+ESP teaching resources, and develop teaching materials suitable for different professional characteristics. 4) Integrate technology to modernize the learning experience through blended learning models, online resources and improved technology infrastructure. 5) Establish effective and scalable assessment systems to ensure assessments are meaningful and support learning objectives. 6) Promote cross-departmental collaboration and enrich teaching and research content to promote more innovative and effective educational practices. 7) Pay attention to student needs, implement application-oriented and employment-oriented teaching methods, provide differentiated teaching and personalized support, and ensure that courses can meet the diverse needs and expectations of all students. By implementing these measures, GLTU can create a more effective and adaptable College English curriculum that better prepares students for their academic and professional futures.

Compared with the Vice Dean's proposals that focused on improving instructors' abilities and promoting the integration of EGP and ESP teaching, College English teachers were more focused on the improvement of the curriculum, hoping to enhance the curriculum model through organizational support and resource allocation. The suggestions from two groups respectively emphasize the internal and external factors which deserve comprehensive consideration by policymakers. In order to promote the effective implementation of the curriculum, not only should the pace of reform be accelerated according to the proposed curriculum model, the Vice Deans and instructors also emphasized the importance of training programs, the need for collaborative curriculum development, and the criticality of keeping up with professional development and market needs. In addition, teachers highlighted the importance of reasonable workloads, improved technological resources and a supportive work environment in promoting effective teaching.

Based on the afore research results and findings, the researcher put forward the following five enhancement plans aiming to address the challenges encountered during the implementation of the EGP+ESP curriculum.

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**Table 6**

Proposed Curriculum Enhancement Plan

| <b>Problems/<br/>Challenges</b>  | <b>Proposed<br/>Plan</b>                   | <b>Objective</b>   | <b>Strategies</b>   | <b>Activities</b>   | <b>People<br/>Involved</b>  | <b>Time<br/>Frame</b> | <b>Expected<br/>Outcome</b>   |
|--|--|--|---|---|---|-----------------------|---|
| Instructors lack of ESP knowledge and confidence in teaching the EGP+ESP curriculum. | <b>EGP+ESP Collaborative Teaching Plan</b> | To enhance College English instructors' competence in EGP+ESP teaching.                          | Form collaborative teaching teams with both English language knowledge and specific disciplinary knowledge. | Form collaborative teaching teams;<br><br>College English instructors attend professional lectures, seminars, etc. to learn the general trend and information of the industry;<br><br>College English and subject teachers collaborate in ESP teaching. | College English Instructors<br><br>Subject Teachers<br><br>Industry Experts                                 | Year Round            | Enhanced ESP knowledge for College English instructors;<br><br>Improved ESP teaching effectiveness. |
| It is challenging to balance the dual demands of EGP and ESP instruction.            | <b>Immersive Learning Plan</b>             | To enhance EGP+ESP learning efficiency;<br><br>To ensure students' safety in practical learning. | Build immersive learning laboratory and develop EGP+ESP practical course contents                           | Establish a virtual simulation laboratory suitable for immersive learning;<br>College English instructors may cooperate with existing online teaching platforms to develop EGP+ESP practical course contents;   | College English Instructors<br><br>Technicians from online teaching platforms<br><br>Undergraduate Students | Year Round            | Improved EGP+ESP learning efficiency with ensured safety.   |

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|   |  |   |  |  |  |            |  |
|---|--|---|--|--|--|------------|--|
|   |  |   |  | Practical courses need to be reasonably arranged to ensure that all undergraduate majors have equal access to immersive learning in the laboratory.  |  |            |  |
| The existing ESP instructional materials do not adequately address the specific needs of students from different disciplines. | <b>ESP Material Collaborative Compiling Plan</b> | To enhance the authenticity and practicality of the ESP teaching materials. | Form collaborative ESP teaching material compiling teams with both English language knowledge and specific disciplinary knowledge. | Form collaborative compiling teams;<br><br>Standardize the ESP teaching material compiling process and requirement;<br><br>College English instructors and subject teachers co-develop the ESP teaching materials. | College English Instructors<br><br>Subject Teachers  | Year Round | Enhanced authenticity and practicality of the ESP teaching materials.      |
| Students' diverse academic backgrounds are challenging for effective ESP instruction.   | <b>Differentiated Instruction Plan</b>           | To improve learning results for students with diverse learning levels.      | Implement differentiate College English teaching at college level with customized teaching.  | Form a Class A at school level;<br><br>Form a Class A at college level in a selected college;<br><br>Form Class A at all colleges in the school.   | School/College level Management<br><br>College English Instructors<br><br>Undergraduate Students | Year Round | Improved learning effectiveness for students with diverse learning levels. |

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|  |                                 |  |                             |   |   |                        |  |
|--|---------------------------------|--|-----------------------------|---|---|------------------------|--|
| The school provides insufficient ESP elective courses. | <b>ESP Elective Course Plan</b> | To enhance the continuity of the EGP+ESP College English Curriculum. | Offer elective ESP courses. | Integrate ESP elective courses with professional English courses currently offered;<br><br>Divide ESP courses into two tracks: occupational-oriented and academic-oriented. | College Management<br><br>College English Instructors<br><br>Undergraduate Students | Junior and Senior Year | Improved language services tailored to students' diverse needs for employment and academic pursuits. |
|--|---------------------------------|--|-----------------------------|---|---|------------------------|--|

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### **5. Implications to Educational Management**

The fifth research question of this study is “What is the implication to educational management?” The answer to this question derives from the findings of the previous statement of the problem related to curriculum description, curriculum implementation, challenges encountered, suggestions for improving the curriculum, etc.

A key need identified by the participants, especially instructors, in the study was the provision of comprehensive faculty professional development opportunities. Currently, College English teachers face many challenges in maintaining the cutting edge of subject knowledge and teaching methods, especially in the field of ESP. Providing regular and targeted training programs can significantly improve teachers' capabilities. These projects should focus on the latest developments in ESP, advanced teaching strategies, and the application of technology in teaching. Learning new ESP teaching methods through workshops, and seminars can help them acquire the necessary skills to design more relevant and engaging courses.

Resource allocation is crucial in the effective management of College English curriculum. Ensuring that facilities and equipment are modern and adequate is vital to creating a good learning environment. In the interviews, the Vice Deans emphasized the need for modern classrooms equipped with the latest educational technology. The school's upgrade of undergraduate and qualification assessment needs to meet the hardware supporting facilities conditions set by the Ministry of Education.

In terms of software resource allocation, instructors in the research proposed that a management system that effectively collects students' learning processes should be provided to reduce teachers' non-teaching workload. Regrettably, due to the backward concepts of some school administrative, many daily teaching management have not been paperless and standardized yet, resulting in teachers having to perform a lot of repetitive and redundant work, which greatly increased their workload. The author believes that the adoption of modern learning management platforms should be established to help organize and distribute course materials, simplify communication between teachers and students, record students' learning processes, and propose personalized plans to improve learning effects.

Effective assessment of student learning performance is important for the success of the implementation of the College English curriculum. Both teachers and students in this study emphasized the importance of diverse and equitable assessment tools. Traditional assessment methods tend to focus only on test scores and ignore students' performance and progress in the learning process. Therefore, educational management should introduce a variety of assessment tools to evaluate student performance more comprehensively. The combination of procedural and summative assessment can not only provide continuous feedback, help students to identify strengths and areas for improvement, but also make sufficient preparations for tests and assessments. On the other hand, this comprehensive assessment method can utilize objective data to help teachers summarize diverse learning styles of students during teaching activities, promptly discover and deal with the problems faced by students, and then improve their learning performance. Compared with the established EGP assessment system, the ESP evaluation system is not yet mature. In order to ensure that ESP teaching evaluation is consistent with the overall aims and objectives of the College English curriculum, formative and summative evaluation system for ESP teaching should be established to comprehensively evaluate students' language abilities in professional-related fields so as to reveal their overall learning outcomes.

Overall, the study describes and analyzes the implementation of the EGP+ESP College English curriculum at GLTU, it can provide insightful implications for the school administrators on the enhancement of the curriculum management.

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### Chapter 4

#### SUMMARY, CONCLUSION AND RECOMENDATIONS

##### Summary of Findings

##### 1. Description of the EGP+ESP College English Curriculum

###### 1.1 Curriculum Design

Vice Dean A provides an immediate, detailed focus on the specific elements that directly impact students' learning experiences. Vice Dean B considers the school's goals, the development of the English subject, and the improvement of teachers from a wider strategic perspective. Both Vice Deans agree that curriculum design needs to integrate the actual needs of the industry with standardized education guidelines, so that the course can provide students with both comprehensive and targeted education.

###### 1.2 Relevance of the Course Syllabi

Vice Dean A ensures from a macro level that the course content generally meet the core needs of various industries, and points out that the course syllabus should be updated and revised in a timely manner according to the latest needs and language changes of various industries. Vice Dean B adopts a more detailed and systematic strategy, emphasizing that the update of the course syllabus is mainly based on changes in the learning environment, and the development of artificial intelligence technology is a specific example.

###### 1.3 Facilities

On technological integration, Vice Dean A emphasizes advanced classroom technologies and digital assessment tools. Vice Dean B highlights a mix of traditional and digital resources, reflecting a more balanced approach between physical and virtual learning. On learning mode, Vice Dean A prioritizes interactive and efficient classroom experiences, along with digital assessment methods. Vice Dean B highlights a range of resources to support learning both inside and outside the classroom. On resource availability, Vice Dean A mentions an environment full of modern technology. Vice Dean B offers a more comprehensive response by including not only traditional academic resources, but digital tools. Both Vice Deans emphasize the need to support diverse learning.

Vice Dean A depends on the institutional financial support on the upgrade of facilities and proposed a comprehensive upgrade plan covering all aspects of language learning and teaching support. Vice Dean B focuses more on enhancing the utilization effectiveness of the existing facilities, and the continuous improvement of the item bank.

###### 1.4 Teaching Materials

Both Vice Deans confirm that the teaching materials fully cover all parts of the competence requirements outlined in the curriculum, and recognize the importance of aligning teaching materials with professional and market demands.

##### 2. Implementation of the Curriculum

###### 2.1 Course Aims and Objectives

The grand mean of instructors' and students' ratings regarding the course aims and objectives in the implementation of EGP+ESP College English curriculum is 2.87 and 3.06, with both the verbal description as SATISFACTORY.

###### 2.2 Course Contents and Materials

The grand mean of instructors' and students' ratings regarding the course contents and materials in the implementation of EGP+ESP College English curriculum is 2.79 and 3.08, with both the verbal description as SATISFACTORY.

###### 2.3 Course Conduct

The grand mean of instructors' and students' ratings regarding the course conduct in the implementation of EGP+ESP College English curriculum is 2.95 and 3.09, with both the verbal description as SATISFACTORY.

###### 2.4 Teaching-learning Process

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The grand mean of instructors' and students' ratings regarding the teaching-learning process in the implementation of EGP+ESP College English curriculum is 2.88 and 3.23, with both the verbal description as SATISFACTORY.

### 2.5 Student Performance

The grand mean of instructors' and students' ratings regarding the student performance in the implementation of EGP+ESP College English curriculum is 2.66 and 2.93, with both the verbal description as SATISFACTORY.

### 2.6 Assessment

The grand mean of instructors' and students' ratings regarding the assessment in the implementation of EGP+ESP College English curriculum is 3.06 and 3.15, with both the verbal description as SATISFACTORY.

## **3.Challenges Encountered in the implementation of the Curriculum**

### 3.1 ESP knowledge

The grand mean of instructors', students', and alumni ratings regarding the subject knowledge in the challenges encountered in the implementation of EGP+ESP College English curriculum is 2.49, 2.73, and 2.45, with the verbal description as DISAGREE, AGREE, and DISAGREE.

### 3.2 Teaching and Learning Experience

The grand mean of instructors', students', and alumni ratings regarding the teaching and learning experience in the challenges encountered in the implementation of EGP+ESP College English curriculum is 2.43, 2.65, and 2.32, with the verbal description as DISAGREE, AGREE, and DISAGREE.

### 3.3 ESP materials

The grand mean of instructors', students', and alumni ratings regarding the ESP materials in the challenges encountered in the implementation of EGP+ESP College English curriculum is 2.70, 2.61, and 2.38, with the verbal description as AGREE, AGREE, and DISAGREE.

### 3.4 Heterogeneous Class

The grand mean of instructors', students', and alumni ratings regarding the heterogeneous class in the challenges encountered in the implementation of EGP+ESP College English curriculum is 2.71, 2.73, and 2.79, with all the verbal description as AGREE.

### 3.5 Institutional Support

The grand mean of instructors', students', and alumni ratings regarding the institutional support in the challenges encountered in the implementation of EGP+ESP College English curriculum is 2.93, 2.68, and 2.91, with all the verbal description as AGREE.

## **Limitations of the Study**

Although this study brings many valuable insights, several limitations need to be recognized. First, although the sample is diverse, it may not fully represent the entire group of all stakeholders at GLTU. The study focuses on the perspectives of Vice Deans, current College English instructors, undergraduate students and alumni. While these groups provide valuable insights, the study does not include other potential stakeholders, such as administrative staff, external educational experts, employers or parents whose perspectives might also be critical in understanding the full scope of the curriculum's effectiveness and areas for improvement.

Secondly, the study captures a snapshot of the current state of the College English curriculum implementation but does not account for changes over time, given that the two-year teaching duration of the curriculum. Longitudinal studies, including needs analysis, feasibility research, implementation research, and impact research would be beneficial to understand how perceptions and outcomes evolve as the curriculum and teaching practices develop.

Lastly, the contextual factors unique to GLTU may limit the applicability of the findings to other institutions with different demographic, cultural, or institutional characteristics. Therefore, caution should be exercised when attempting to generalize the study's conclusions to other settings.

## **Conclusions**

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This study has provided a comprehensive description and analysis of the College English curriculum at GLTU, focusing on its integration of EGP and ESP. Based on the results and findings, the following conclusions were drawn.

1. In describing the College English EGP+ESP curriculum, Vice Deans emphasize the alignment with industry standards and the importance of continuous improvement mechanisms. There is general agreement on the relevance of the course syllabi and teaching materials, but there is room for improvement. Adequate resources are crucial for an optimal learning environment, and while current provisions are satisfactory, enhancements are needed.
2. Regarding the implementation of the curriculum, the integration of EGP and ESP is positively received by both instructors and undergraduate students, and students have higher satisfaction levels in course contents and materials, teaching-learning process, and students performance. Instructors consider assessment the most satisfactory ( $M=3.06$ ), while students feel the teaching-learning process the most satisfactory ( $M=3.23$ ).
3. Instructors, undergraduate students, and alumni generally acknowledge that they have encountered challenges in the curriculum. Instructors, students, and alumni all agree that challenges exist in the implementation of the curriculum. Instructors ( $M=2.93$ ) and alumni ( $M=2.91$ ) agree that lack of institutional support is the most prominent challenge, while students consider teachers' lack of subject knowledge and heterogeneous class the greatest challenge ( $M=2.73$ ).
4. Based on the afore findings in the challenges encountered in the implementation of the curriculum, five curriculum enhancement plans were proposed, targeted to enhance the EGP+ESP curriculum at GLTU. These five plans are EGP+ESP Collaborative Teaching Plan, Immersive Learning Plan, Collaborative ESP Material Compiling Plan, Differentiated Instruction Plan, and ESP Elective Course Plan.
5. Several implications for educational management are drawn. Administrators at GLTU may take the implication from the findings of this research and put on the management work on enhancing faculty professional development, improving hardware and software resources, and completing student assessment system

### Recommendations

Based on the findings and conclusions, some recommendations are put forward in this section.

1. **School leaders and administrators** may provide comprehensive faculty professional development opportunities. Currently, College English teachers face many challenges in maintaining the cutting edge of subject knowledge and teaching methods, especially in the field of ESP. Providing regular and targeted training programs can significantly improve teachers' ESP literacy. These projects should focus on the latest developments in ESP, advanced teaching strategies, and the application of technology in teaching. Learning new ESP teaching methods through workshops, and seminars can help them acquire the necessary skills to design more relevant and engaging courses. Another key aspect of instructor support is promoting interdisciplinary collaboration among teachers. Researches have found that teachers often face difficulties when integrating EGP and ESP due to a lack of coordination between colleges. It is understood that the current cooperation between College English instructors, professional teachers, and industry experts is basically short-term cooperation based on personal relationships, and there has been insufficient progress at the school level educational management policies and inter-college cooperation projects. This current situation will be detrimental to the further advancement of the College English EGP+ESP curriculum reform and the transformation of College English teachers. Therefore, relevant policies for teacher cooperation and development should be formulated from the school administrative and colleges should actively implement them.
2. **Curriculum planners** may aim to integrate EGP and ESP in the development process of GLTU College English curriculum. Ensuring coherence between the two is critical to achieving a smooth transition from general English proficiency to domain-specific professional language skills. Both ESP and EGP have high requirements for authenticity and authority in teaching materials. In addition, the professionalism and industry characteristics of ESP also require teaching materials to keep pace with the times. Only through regular updates of course content and teaching materials can students'

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language application abilities be truly and effectively improved. In addition, a comprehensive assessment system of EGP+ESP College English curriculum is crucial to assess students' learning performance. Both teachers and students in this study emphasized the importance of diverse and equitable assessment tools. Therefore, educational management should introduce a variety of assessment tools to evaluate student performance more comprehensively. The combination of procedural and summative assessment can not only provide continuous feedback, help students to identify strengths and areas for improvement, but also make sufficient preparations for tests and assessments. On the other hand, this comprehensive assessment method can utilize objective data to help teachers summarize diverse learning styles of students during teaching activities, promptly discover and deal with the problems faced by students, and then improve their learning performance.

3. **College English instructors** may promote students' active learning and engagement. In the survey, both teachers and students ranked student performance the lowest in the implementation of the curriculum. In addition to regular activities such as role-playing, power point presentations, and daily reports, teachers should make full use of Internet technology, actively think about classroom activities suitable for students' academic characteristics, motivate students' enthusiasm for learning, and improve students' practical application of language during the activities.

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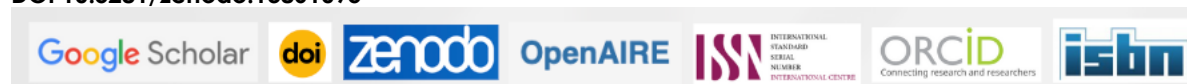


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