English For Specific Purpose: English for Bakers

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Abstract

This paper mainly studies the application of ESP in real life. This article takes baking English as the theme, and discusses and explains in detail the theories and corresponding methods required in designing ESP courses. Through this article, it will inspire readers to design ESP courses in the future.

Keywords

ESP; Baking English; Course Design; Need Analysis.

1. Overview of This Course

When designing this course, I use a term called "course rational." Course rational is like a "ruler" because, in general, it guides me to consider what kind of students should enroll in this course. What is the course about? What type of teaching and learning will occur in this course? In addition, in the teaching aspect, the rational assists me in considering what parts I should pay heed to, like difficulties in teaching. Should I simplify or elaborate on teaching materials or processes? Whether my course meets the values or goals (Ponser & Rudnitsky, 1986). Therefore, this course is designed for bakers who expect to improve their English levels and use English to strive for more advanced opportunities. The course will run for two months (an intensive course). This course not only teaches them fundamental knowledge such as baking vocabulary, but also some practical skills such as effective presentation and communication (difficulties for students). Some specific materials will be used, like TED Talks, and some mock situation practices will be deployed once a week to maximize their potential. These practical skills, when combined with fundamental knowledge, can assist students in learning how to present their work in public and illustrate their creative inspirations in fluent English.

2. Background to the Course

The role of English on the international stage is very important, and English is also known as the lingua franca of the world. Because English permeates every aspect of our lives, such as the economy, trade, and education, there is a growing need for people to master English. It is not enough to simply master basic English. People also need to learn and master some special English. Thus, ESP appeared. The full name of ESP is English for Specific Propose. Different people have different purposes for learning English. Some of them may have common goals, like passing examinations. Others may have specific aims, like finding careers. Thus, the ESP course is designed to meet their needs.

In my course, English for Bakers belongs to English for Occupational Purpose (EOP). EOP will mainly focus on some typical career vocabulary and structure, and some expressions will appear in your work (Woodrow, 2018). So in the course of English for Bakers, there will be some baking vocabulary like low-gluten flour, egg beaters, mixers, and so on. Common expressions such as "whipping cream to a foam state" also appear.

Before designing the teaching curriculum, the most important thing for teachers is to analyze the learning situation.Usually, teachers divide the learning levels of students into elementary,

intermediate, and advanced. However, this classification is extremely broad, and teachers cannot assess students' specific levels (Richards, 2017).Thus, there are two international English proficiency tests to solve this problem (TOEFL and IELTS). Through these two tests, teachers can specifically and intuitively understand the current level of students.

Scope and sequence is another vital section that teachers should consider in the background of the course.In this course, I will use simple to complex and whole to part or part to whole sequence to arrange my classes because students will learn the basics of baking English, consolidate their foundation, understand the stylistic characteristics of baking English, and master some proprietary vocabulary of baking English. In the scope aspect, students just understand the fundamental knowledge, but in the practical aspect, students need to master some typical skills like effective presentation because it relates to their future work.

3. Aims of the Course

3.1. The Course is an Intensive Course, and it Will have Different Aims.the Course Will Focus on Basic Knowledge Aspects:

1) Learn basic and frequent vocabulary and expressions for baking English.

2) Read some articles about how to become a successful baker and basic baking skills, and teachers will guide students to discuss these materials.

3) Listen to some lectures from online resources, like some public online lessons, where teachers will guide students to discuss these materials.

4) Write some reflections and a brief summary of each class.

3.2. This Course Will also Focus on Practical Skills:

1) Learn how to negotiate and sell products successfully.

2) Learn how to do an effective presentation when students take part in some baking competitions or present their work in public.

3) They learn some effective communication skills to illustrate their creative inspirations.

At end, this course will combine basic knowledge with practical skills in mock situations to check whether they can deploy this knowledge successfully or not.

4. Syllabus Types

A syllabus is a vital component in designing ESP courses because it is like a "map" to guide teachers' focus on the whole teaching activity and give some feedback to teachers. The learning goals and objectives, learning outcomes, instructional strategies, and an evaluation tool (Mickan, 2012). Different syllabus have different functions. In my course design, I will choose a lexical, situational, and functional syllabus.

Vocabulary syllabuses were among the first types of syllabuses to be developed in language teaching (Richards, 2017). However, how to teach vocabulary effectively is a difficult problem for teachers. If the vocabulary teaching of the ESP course is carried out according to the traditional vocabulary teaching method, the students will quickly lose interest. So, after I am sure I am going to use a lexical syllabus, I am also optimizing my teaching methods. I would look for interesting ways, like finding some movie clips that include some baking English vocabulary to teach my students. The reason why I use this syllabus is that baking English needs students learn some terms that typically belong to baking. If students can not master these words, they can not move next level and may fail this class. Learning basic knowledge is the foundation of this course and this area.

As Richards (2017) says, a situational syllabus means when learners encounter different situations, and they can use different languages to meet communicative goals. Thus, the reason

why I chose this syllabus is that when my students (bakers in the future) meet some customers in the restaurants or in their own bakery, they will learn how to satisfy customers' needs and how to sell their products. On the other hand, students will encounter different real-life scenarios such as weddings, birthday parties, engagement parties, etc. Different scenes need different styles of pastries and refreshments. Situational syllabus can better meet the social needs of students.

Interactional and transactional language are the two types of functional syllabus (Burns, 1998). In my course, I will focus on the first function. Interactional functions are already triggered when some practice skills are taught to students. For example, when teaching students how to make an effective presentation to the public to express their creative ideas, they need to master the skills of public speaking. Students need to know where and when to improve their voice intonation and interact with their audience. They also need to learn how to negotiate with the judges to get their appreciation, etc. Thus, a functional syllabus is a vital part of my course design.

5. Needs Analysis

Needs analysis refers to educators systematically analyzing what learners' needs are in order to achieve target goals (Woodrow, 2018). One scholar called John Munby designed a way called the Communicative Need Processor (CNP) and it dramatically influences the area of ESP design. However, CNP is not suitable for applying to practice due to its complexity. In my course, I use four practical views.

The first one is called democratic view.In this view, not only students' interests and desires are collected but also various stakeholders' viewpoints. The democratic understanding of needs has three main advantages. For starters, it engages key participants in the development of defining the requirements that will be answered by the ESP program. Furthermore, because there will undoubtedly be a range of multiple perspectives in any program, it is typically best to collect as many solid ideas as possible. Third, conducting an NA that will effectively lead to a defensible curriculum might rely heavily on understanding what individuals think about the English language, ESP, language acquisition, and language instruction (Brown, 2016). Therefore, I use a democratic view to meet needs analysis. To be more specific, students are eager to learn and master baking English and some practical skills to pursue more international careers (student aspect). Meanwhile, as an ESP teacher, I need more response from students via every class to optimize my teaching curriculum and teaching materials (teacher aspect). In addition, as an employer, they wish that students could master more knowledge of baking English and deploy what they learned in the work to create profit (employer aspect).

The second one is called the discrepancy view. It's like a "ruler" to guide analysts to measure their ways. This disparity in needs brings three advantages. First, this viewpoint motivates analyzers to spend time thinking about and establishing performance targets and academic results as early as possible. Furthermore, as a result, this approach naturally fosters the development of instructional objectives as well as a feeling of how far students must develop to reach those goals. Third, this approach to needs motivates needs analyzers to consider the entire ESP course as a whole, from start to finish, including all phases in between (Brown, 2016). Thus, for the first benefit, the goal of this course is to help students master baking English and learn some piratical skills. The students' outcomes may vary via different stages. On stage one, students may learn some basic knowledge, and from stage two to stage three, they will put this basic knowledge into a mimic situation. For the second and third benefits, it can help me to adjust the teaching process, monitor students' needs, and use an overview to consider this ESP course.

The third one is called the analytic view. Needs analyzers are typically interested in the next stage in the hierarchy or procedure of language acquisition for learners; the next phase is typically referred to as x + 1. In order to know more about the hierarchy of learning English, the needs analysts should first discover what the SLA field knows about it (or the moves included in the process). Then they should evaluate what it implies for acquiring the unique ESP at issue, especially for their pupils in terms of where they are in the training hierarchy or procedure. Therefore, in the course of baking English, X represents that students should master basic baking English knowledge such as vocabulary, common expressions, etc. 1. It represents some usage skills that students need to learn, such as how to make an effective presentation to express their design ideas.

The last one is called diagnostic view. Pupils' requirements, according to the diagnostic perspective of needs, are whatever aspects of ESP will inflict the most impact if they are absent. Needs analyzers will be concerned with the pupils' necessities, essentials, and any prerequisites from this standpoint (that they need to fulfill before moving on). This perspective typically leads needs observers to examine the ESP circumstances that pupils are likely to experience, and afterwards, based on what is known about the pupils, to identify potential needs of the students, giving priority to those requirements that are likely to have the most adverse implications if not resolved, and then include less critical needs if time permits. So for the students in the baking English class, English is not very difficult because, as I mentioned before, they have all passed the IELTS test and have a certain foundation in English. For them, change requires mastering some proprietary vocabulary and specific expressions about baking English. And their potential demand is how to use English as a means or medium to help them seek better job opportunities. If students only know some basic knowledge of baking, but do not know how to combine some practical skills such as effective presentation to convey their creative ideas, or do not know how to effectively communicate with customers to meet the baking requirements of different scenarios,

In general, when facing the design and implementation of baking English teaching, I need to combine all four viewpoints. Analyzing students' needs from a single point of view would also fail the class. Different students have different needs.

6. Evaluation and Assessment

Assessment is a more comprehensive phrase that means the process of gathering, evaluating, and interpreting data in order to get a better knowledge of current behavior for a variety of goals (Anthony, 2018). There are some common types of assessment in ESP: diagnostic tests, entry tests, placement tests, exit tests, and high-stakes tests, etc. As Woodrow (2018) says, in ESP assessment, alignment is a major problem for course designers. The degree to which the assessment assignment correctly represents the course's content and learning goals, as well as the intended communication scenario, is referred to as alignment. Thus, in my course, I will use entry tests, achievement and progress tests.

Entry tests

The entry examination mainly tests whether the basic English level of students can meet the requirements of the registered courses. I chose the entrance test because baking English belongs to the EOP, and my teaching focus is on baking English instead of basic English during the valid time. If a student does not have a moderate level of English to enroll in such a course, he or she will fail miserably. Therefore, the entrance test for baking English is the IELTS test, and students need to achieve a score of 6 (5.5) to take this course.

7. Achievement and Progress Tests

Achievement and progress tests are administered during the student's learning process, for which students receive timely feedback to adjust their learning methods. For myself, I can adjust my own teaching plan and syllabus through the feedback of students' grades. If students lack knowledge in a certain area, I can adjust the plan in time to make up for it. So in the course of baking English, there are two parts to the stage test of flavor. In the first eight weeks of the foundation phase, I plan to use some in-class exams to check the students' mastery of the basics of baking English. For example, word dictation, using the learned baking expressions to score the role-play scene, etc. In the second part of practical skills, I will have students demonstrate (via presentation or report) each week to check whether students have mastered the application of some skills. Meanwhile, every week, students must complete an online quiz that serves as a progress assessment.

A summative assessment is a sort of assessment activity used to determine whether or not a student has met the course's objectives. It gives a picture of student progress. Formative assessment, on the other hand, is intended to help students learn more effectively. Therefore, in baking English, I intend to use both types of assessments. As written in my course framework, students have weekly written assignments (diaries). Through it, they can summarize what they have learned and ask new questions. Through their diary feedback, I can judge if students are meeting teaching goals. As for the formative tests, as I mentioned above, I have weekly in-class tests to check students' progress.

Anthony (2018) says that to guarantee the success of an ESP course or project, ESP administrators play as significant a role in assessing teachers as teachers do in evaluating students. Despite the fact that the elements are fundamentally the same, the character of the connection between administrators and instructors needs a significantly different method than that which happens in the classrooms. Before a teacher is hired, the program executive should seriously review and evaluate the teacher who teaches this course, and comprehensively look at whether the teacher is competent for the course. Therefore, in my course framework, I had a plan to invite some experienced students and teachers as part of my teaching when the baking English class is in the second half of the whole course. I need to investigate these students; investigate their work background (whether they are engaged in baking-related work); examine their professional knowledge; and examine some skills (communication or presentation). For some experts or teachers, I want to investigate their comprehensive ability (related academic certificates and work awards). Once a teacher joins a program, supervisors can work with them more closely to discover their advantages and limitations, and even assist them in what they need to do to qualify for a certain session (Anthony, 2018). Thus, in my free time, I audit this part of the course. When I encounter problems, I will communicate with these experienced students and teachers in a timely manner. When they have some good teaching methods and teaching methods, I will humbly ask them and learn. Finally, at the end of the course, I will ask them for their overall opinions and improvement methods for the course, and I will discuss with them in-depth some important issues in the course and express my gratitude to them.

Individual teachers might utilize course evaluations to enhance their educational materials and approaches in a formative manner. When assessing the overall effectiveness of a multi-instructor course or a whole ESP project, it is critical to examine all of the different stakeholders' demands and decide how effectively they're met. Educators, supervisors, systemic representatives, and possibly even external stakeholders, such as possible future thesis supervisors and future employees in an EAP setting, or clients and customers in an EOP context, are all required to contribute to a reliable, valid, and functional assessment (Anthony,

2018). Thus, for Baking English, I will design ten interview questions and interview some students to evaluate this whole course.

This form is for interview questions:

Table 1. Questions for Interviews (a)

1. What do you think of the baking English course? What are the advantages and disadvantages of this course?   2. What do you think you have learned through this course?   3. Do you think you have achieved it for each week's teaching plan and goals?

Table 2. Questions for Interviews (b)

4. Do you think the weekly study materials are arranged reasonably?   5. Do you think the weekly assignments are arranged reasonably?   6. Has the baking English course met your expectations for taking this course?   7. Do you think the design of the syllabus is reasonable?   8. Do you think the practical skills taught in Baking English classes are useful to you?

Through these interview questions and answers, I will carefully analyze the needs and deficiencies of the course. It would be worthwhile to recombine my teaching materials and procedures to analyze which parts (marked with red pen to share with other teachers later). At the same time, I will also analyze which parts need to be improved or adjusted. I will seriously think about which step has a problem and will communicate with other teachers on how to improve.

8. Conclusion

Through the course of baking English, students can not only learn some basic knowledge about baking English but also learn some practical skills to face different work situations in the future. Baking English is a good foundation for students' future career development. At the same time, through designing this course, I also have some knowledge about the course planning and design of ESP. Therefore, by designing the course of baking English, I have a better understanding of the charm and difficulty of the ESP course.

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