"One Center, Two Integrations, Four Dimensions" Course Teaching Model Construction: A Case Study of the "English for Specific Purposes" Course at Inner Mongolia University of Technology

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Abstract: *With the deepening of globalization and changes in vocational education demands, the English for Specific Purposes (ESP) course plays an increasingly important role in higher education, especially in cultivating students' professional English skills and cross-cultural communication abilities. However, traditional ESP teaching models overly emphasize theoretical knowledge, neglecting students' individual needs, which leads to poor learning outcomes. In response, this paper proposes a "One Center, Two Integrations, Four Dimensions" teaching model, centered on students, which integrates professional knowledge with language skills and organically combines online and offline teaching. The aim is to comprehensively enhance students' language proficiency, professional competence, cross-cultural communication skills, and innovative thinking. This paper details the design concept of this teaching model and its implementation path in the "English for Specific Purposes" course at Inner Mongolia University of Technology, as well as a diversified evaluation system and a resource integration plan involving collaboration between teachers and industry experts. This study provides new theoretical and practical references for optimizing the teaching model of ESP courses.*

Keywords: *English for Specific Purposes, teaching model innovation, one center, two integrations, four dimensions, vocational demands*

Introduction

In the context of globalization, the English for Specific Purposes (ESP) course has become an essential component of vocational education for non-English major students, widely applied in various fields such as engineering, management, and medicine. It plays a dual role in developing students' language skills and professional competence. However, existing teaching models exhibit significant limitations. Most ESP courses focus on language theory, neglecting individual student needs and vocational orientation, resulting in a lack of interest and motivation during the learning process. Furthermore, traditional teaching methods often disconnect from actual vocational demands, making it challenging to effectively cultivate students' cross-cultural communication abilities and innovative thinking. Therefore, constructing a more targeted and practical teaching model has become an inevitable trend in ESP teaching reform. This research aims to explore new pathways for enhancing the teaching effectiveness of ESP courses through the construction of the "One Center, Two Integrations, Four Dimensions" teaching model, in order to meet the development needs of vocational education.

1. The Importance of the "English for Specific Purposes" Course and Its Teaching Model Limitations

1.1 The Key Role of English for Specific Purposes in Vocational Education

English for Specific Purposes (ESP) plays a crucial role in modern vocational education. With the intensification of globalization, students not only need general English skills but must also master language skills closely related to their professional fields to effectively use English for professional communication in their future careers. ESP courses are designed to meet the specific needs of various industries and professional fields, such as engineering, management, and information technology, enabling students to communicate, analyze, and solve real problems in professional contexts. Specifically,

at Inner Mongolia University of Technology, the establishment of ESP courses has not only enhanced students' professional English abilities but also increased their competitiveness in the international job market. Through ESP courses, students can effectively bridge the gap between language skills and professional demands, laying a solid language foundation for their future career development.[1]

1.2 Common Issues in Current ESP Teaching Models

Despite the significant role of ESP courses in vocational education, existing teaching models have notable shortcomings. Firstly, the content of ESP courses generally focuses on language theory, neglecting practical applications, particularly in relation to professional scenarios. The main issue faced by the ESP course at Inner Mongolia University of Technology is the lack of flexibility in course design, failing to adequately consider students' individual career needs and learning characteristics. Secondly, traditional teaching models often adopt a teacher-centered lecturing approach, which does not sufficiently cultivate students' active learning and practical application abilities, resulting in a more passive learning experience. Furthermore, limitations in teaching resources and a lack of practical opportunities make it difficult for students to train their language skills through real scenarios or case studies. This singular teaching model fails to meet the current demand for comprehensive language application skills among students in vocational contexts.

1.3 The Impact of Teaching Model Limitations on Student Learning Outcomes

The limitations of the existing ESP teaching model directly affect students' learning outcomes. Firstly, the overly theoretical nature of courses in traditional models prevents students from flexibly applying the language skills they have learned in actual professional scenarios, leading to a widespread phenomenon of "learning without application." For example, students in the ESP course at Inner Mongolia University of Technology often report a disconnect between course content and actual job requirements, hindering their confidence in professional communication. Secondly, the lack of career-oriented course design fails to tailor lessons to students from different professional backgrounds, making it difficult for them to perceive the direct relationship between language skills and their career needs, which reduces their motivation to learn. Additionally, traditional evaluation systems rely solely on written tests, overlooking students' language application abilities in real work situations, further weakening the effectiveness of teaching. The limitations of this teaching model not only restrict the development of students' language abilities but also affect the cultivation of their cross-cultural communication skills and innovative thinking, negatively impacting their future career competitiveness. Through the practical teaching experience of the ESP course at Inner Mongolia University of Technology, it is evident that many limitations in the current teaching model need to be addressed; only through innovative teaching models can we better meet students' personalized learning and career development needs.[2]

2. Innovations in the "One Center, Two Integrations, Four Dimensions" Teaching Model

2.1 Innovation in Student-Centered Teaching Philosophy

In traditional teaching models, teachers often dominate the classroom while students passively receive knowledge. However, with the transformation of modern educational philosophies, the "student-centered" approach has gradually become a vital direction for classroom innovation. In the "One Center, Two Integrations, Four Dimensions" teaching model, the student-centered philosophy serves as the core driving force. The English for Specific Purposes (ESP) course at Inner Mongolia University of Technology has redesigned its course content and teaching methods by focusing on students' individual differences, career development needs, and learning interests.

In this model, teachers shift from being mere transmitters of knowledge to facilitators and guides of learning, encouraging students to engage in self-directed learning, critical thinking, and participation in course design. For instance, in the ESP classroom, teachers provide contextualized tasks related to students' future career fields, allowing them to enhance their language application skills and problem-solving abilities through practical tasks. This approach not only boosts students' motivation to learn but also increases their confidence and adaptability in using English in real work situations.

2.2 The Bidirectional Integration of Professional Knowledge and Language Skills

Traditional ESP teaching often separates language learning from professional knowledge, resulting

in students lacking an organic connection between language and specialized knowledge when applying their skills. In the "One Center, Two Integrations, Four Dimensions" model, the bidirectional integration of professional knowledge and language skills becomes a key innovation in teaching.

The ESP course at Inner Mongolia University of Technology deeply integrates English teaching with students' professional backgrounds through interdisciplinary teaching. For example, in engineering-related ESP courses, students not only learn technical terminology but also engage in language practice through specific engineering cases, such as writing technical reports and participating in project discussions. This bidirectional integration allows students to apply their professional knowledge to solve practical problems while mastering the language, achieving the goal of "learning for application." As a result, students enhance their communication skills in their professional fields and boost their competitiveness in the international job market.[3]

2.3 Organic Integration of Online and Offline Teaching

With the advancement of information technology, blended teaching—combining online and offline learning—has become an important means of educational innovation. The "One Center, Two Integrations, Four Dimensions" model combines online and offline teaching organically, breaking the time and space constraints of traditional classrooms and enhancing the flexibility and extensibility of teaching.

The ESP course at Inner Mongolia University of Technology actively incorporates online learning platforms and digital resources to construct a blended teaching system. In offline classrooms, teachers primarily facilitate discussions and interactions while guiding students in completing complex tasks. Online, students can independently review course content, complete online tests, and receive instant feedback through the learning platform. This model not only meets the needs of students with varying learning paces but also enriches and diversifies teaching resources. For example, students can access professional English lectures, participate in online discussions, submit assignments, and receive feedback through online platforms, effectively enhancing their English learning outcomes. This organic integration of online and offline elements extends and strengthens the teaching process, promoting students' autonomous learning and personalized development.

2.4 Comprehensive Development of Language, Professional, Cross-Cultural, and Critical Thinking Abilities

Another important innovation of the "One Center, Two Integrations, Four Dimensions" teaching model is its comprehensive cultivation of four key competencies: language ability, professional ability, cross-cultural communication ability, and critical thinking ability. In the ESP course at Inner Mongolia University of Technology, the teaching design is not limited to enhancing students' language skills but also emphasizes professional communication and critical thinking in cross-cultural contexts.

Firstly, in language ability development, the course utilizes various forms of listening, speaking, reading, and writing training to comprehensively enhance students' English expression and communication skills. Secondly, in professional ability cultivation, the course integrates practical occupational scenarios, allowing students to apply English in professional environments and improve their integration of language and specialized knowledge. Thirdly, cross-cultural communication skills are developed through the introduction of international cases and cross-cultural training, equipping students with effective communication skills in a globalized context. Finally, critical thinking ability is fostered through open-ended questions and discussions, encouraging students to engage in critical thinking and enhance their logical reasoning and innovative capabilities. This comprehensive development across four dimensions equips students with the core competencies needed to navigate the dynamic job market while enhancing their language learning experience.[4]

3. Implementation Path of the "One Center, Two Integrations, Four Dimensions" Teaching Model in English for Specific Purposes

3.1 Curriculum Content Optimization Based on Career Needs

Optimizing the curriculum content of the English for Specific Purposes (ESP) course based on career demands is crucial for reforming the teaching model. At Inner Mongolia University of Technology, the ESP course is designed by conducting in-depth research into the career requirements of various industries, ensuring that the curriculum closely aligns with students' future career development. Different

professional fields present distinct language application needs, necessitating targeted course design. For instance, in engineering-related ESP courses, the curriculum not only emphasizes language skills such as writing technical reports and participating in project discussions but also includes essential workplace communication skills for effective coordination within cross-cultural teams. This demand-oriented content optimization enhances the practicality of language learning, enabling students to acquire urgently needed English skills relevant to their future work.

Moreover, the curriculum emphasizes contextualized teaching, where instructors simulate real-world work scenarios, such as delivering speeches at international conferences or collaborating with multinational companies. This approach allows students to use English in environments that closely resemble their future workplaces, thereby enhancing the applicability and relevance of their learning experiences. The integration of project-based learning and task-driven teaching methods enables students to exercise their language skills while tackling specific tasks.

3.2 Practical Application of Diverse Teaching Methods

The successful implementation of the "One Center, Two Integrations, Four Dimensions" model relies on the flexible application of diverse teaching methods. At Inner Mongolia University of Technology, various innovative teaching approaches have been adopted in the ESP course to enhance student engagement and learning outcomes.

Firstly, task-driven teaching methods are widely employed, with instructors designing task-based activities such as writing industry reports, participating in simulated meetings, and engaging in project discussions. These activities guide students in improving their language abilities and professional skills through practical task completion. By participating in these tasks, students practice their English in realistic professional scenarios, effectively transforming theoretical knowledge into practical competencies.

Secondly, case-based teaching plays a significant role in the classroom. Instructors introduce a wealth of real-world industry cases, allowing students to learn how to effectively apply English to solve practical professional problems through analysis, discussion, and problem-solving. Additionally, situational simulation teaching is a core method within this model. By simulating real workplace situations, such as cross-cultural negotiations and project communications, students can apply English in specific contexts, boosting their language proficiency and confidence in professional settings.[5]

To further enhance learning outcomes, Inner Mongolia University has also adopted a blended teaching model that combines online learning with offline interactions. Students can engage with course resources, such as video lectures and online assessments, through an online learning platform outside of class, while also participating in discussions and submitting assignments. Instructors can provide immediate feedback, enriching the learning resources and significantly enhancing students' autonomy and flexibility in their learning.

3.3 Construction and Application of a Multidimensional Evaluation System

The design of a multidimensional evaluation system is a key component for ensuring the effectiveness of the teaching model, as it comprehensively assesses students' language application abilities, professional qualities, and practical skills. In traditional language courses, evaluations typically focus on final exams, neglecting students' practical abilities and continuous improvement throughout the learning process. The "One Center, Two Integrations, Four Dimensions" model at Inner Mongolia University constructs a multidimensional evaluation system based on both process-oriented and outcome-oriented assessments to comprehensively gauge students' learning effectiveness.

Firstly, process-oriented evaluations consider various aspects such as daily assignments, classroom participation, and task completion to assess students' learning progress. This approach ensures that students remain actively engaged and committed to learning throughout the course. Instructors provide periodic feedback based on students' classroom performance, homework, and project task completion, helping students adjust their learning strategies and methods in a timely manner.

Secondly, project presentations and practical ability assessments become important components of the evaluation system. Students demonstrate their language skills and professional qualities through industry-relevant project presentations and simulated workplace tasks. These practical activities not only enhance their English application abilities but also prepare them to navigate actual challenges in their future careers. Furthermore, peer evaluation and instructor feedback are incorporated into the evaluation

system, allowing students to provide feedback to one another and gain insights from their peers' performances, thereby further improving their learning capabilities.

Additionally, to cultivate students' cross-cultural communication and critical thinking skills, situational simulations and cross-cultural case analyses are introduced as part of the assessment process. By simulating authentic cross-cultural workplace scenarios, students' abilities to communicate across cultures, their linguistic flexibility, and their logical reasoning skills are effectively evaluated.[6]

3.4 Collaboration Between Teachers and Industry Experts for Resource Integration

To ensure the professionalism and practicality of the ESP course content, collaboration between teachers and industry experts has become an important avenue for integrating teaching resources. In the course design at Inner Mongolia University of Technology, teachers not only need to draw from their academic knowledge but also engage with industry professionals to stay updated on current industry trends and specific language requirements. This collaboration enriches the curriculum with real-world insights and ensures that the content remains relevant and applicable to students' future careers.

Conclusion

Through the exploration and practice of the "One Center, Two Integrations, Four Dimensions" teaching model, this paper demonstrates its significant impact on enhancing the effectiveness of the English for Specific Purposes (ESP) course. The student-centered teaching philosophy ensures that course design aligns closely with students' career needs and individual development. The bidirectional integration of professional knowledge and language skills effectively improves students' ability to apply English in real work scenarios. The organic integration of online and offline teaching provides students with more learning resources and flexible study options. Moreover, the multidimensional cultivation of language, professional, cross-cultural, and critical thinking skills has led to a notable enhancement in students' overall competencies. Future research directions may further expand the application of this teaching model to other professional courses, particularly by adjusting and optimizing specific teaching implementation strategies to cater to diverse disciplinary backgrounds and occupational needs.

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