



**AN ENGLISH FOR SPECIFIC PURPOSES CURRICULUM FOR
INDUSTRIAL DESIGN MAJORS AT AN INDUSTRIAL DESIGN
INSTITUTE IN ZHAOQING, CHINA**

By

HUANG ZIZHE

**Thesis Submitted to the School of Graduate Studies, Universiti Putra Malaysia,
in Fulfilment of the Requirements for the Degree of Doctor of Philosophy**

December 2024

FPP 2024 34

All material contained within the thesis, including without limitation text, logos, icons, photographs and all other artwork, is copyright material of Universiti Putra Malaysia unless otherwise stated. Use may be made of any material contained within the thesis for non-commercial purposes from the copyright holder. Commercial use of the material may only be made with the express, prior, written permission of Universiti Putra Malaysia.

Copyright © Universiti Putra Malaysia



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment
of the requirement for the degree of Doctor of Philosophy

**AN ENGLISH FOR SPECIFIC PURPOSES CURRICULUM FOR
INDUSTRIAL DESIGN MAJORS AT AN INDUSTRIAL DESIGN
INSTITUTE IN ZHAOQING, CHINA**

By

HUANG ZIZHE

December 2024

Chairman : Siti Salina binti Mustakim, PhD
Faculty : Educational Studies

The English for Specific Purposes (ESP) curriculum at the Sino-German Industrial Design Institute (IDI) was introduced in 2018 to support Chinese students in adapting to industrial design courses taught in English by German instructors. The program aimed to provide advanced language training, fostering students' abilities to effectively engage in professional learning and integrate into the German teaching culture. Despite its significance, the ESP curriculum had not undergone formal evaluation since its inception, leaving gaps in understanding its design, implementation, and impact.

This study adopted a qualitative case study approach using the Context, Input, Process, and Product (CIPP) evaluation model to assess the ESP curriculum's relevance, implementation, and outcomes. Data were collected through curriculum document analysis, academic performance reviews, and interviews with stakeholders, including instructors, students, employers, and administrators.

The findings revealed that the ESP curriculum provided valuable support for students' academic progress in industrial design courses; however, its full potential was constrained by limited teaching materials and inconsistencies in group work contributions. The teaching methodology, which integrated lectures, independent study, group work, and presentations, fostered diverse learning strategies but was hindered by insufficient teacher-student and peer-to-peer interactions. Furthermore, cultural diversity significantly shaped students' learning experiences, offering opportunities for enrichment while also presenting challenges in adaptation. Although respondents generally expressed satisfaction with the curriculum's outcomes, the study identified areas for improvement, particularly in the enhancement of assessment mechanisms and the availability of teaching resources.

Based on these findings, this study proposes specific recommendations to improve the ESP curriculum, including enhancing teaching materials, fostering interactive teaching practices, and developing strength evaluation systems. These measures aim to optimize the curriculum's design and delivery, ensuring it aligns with the needs of students and the overarching goals of Sino-foreign cooperative educational programs.

Keyword: CIPP Evaluation Model, ESP Curriculum, Industrial Design Students, Sino-Foreign Cooperation Education, Sino-German Institute.

SDG: GOAL 4: Quality Education

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**KURIKULUM BAHASA INGGERIS UNTUK TUJUAN TERTENTU UNTUK
MATA PELAJARAN REKA BENTUK INDUSTRI DI INSTITUT REKA
BENTUK INDUSTRI DI ZHAOQING, CHINA**

Oleh

HUANG ZIZHE

Disember 2024

Pengerusi : Siti Salina binti Mustakim, PhD
Fakulti : Pengajian Pendidikan

Kurikulum *English for Specific Purposes* (ESP) di *Sino-German Industrial Design Institute* (IDI) diperkenalkan pada tahun 2018 untuk membantu pelajar China menyesuaikan diri dengan kursus reka bentuk perindustrian yang diajar dalam bahasa Inggeris oleh pensyarah Jerman. Program ini bertujuan menyediakan latihan bahasa lanjutan, meningkatkan keupayaan pelajar untuk melibatkan diri secara berkesan dalam pembelajaran profesional dan mengintegrasikan diri ke dalam budaya pengajaran Jerman. Walaupun signifikan, kurikulum ESP ini belum menjalani penilaian formal sejak diperkenalkan, yang meninggalkan jurang dalam memahami reka bentuk, pelaksanaan, dan kesannya.

Kajian ini menggunakan pendekatan kajian kes kualitatif dengan menggunakan model penilaian *Context, Input, Process, and Product* (CIPP) untuk menilai kesesuaian, pelaksanaan, dan hasil kurikulum ESP. Data dikumpulkan melalui analisis dokumen kurikulum, senarai semak pemerhatian bilik darjah, semakan prestasi akademik, dan

temu bual dengan pihak berkepentingan utama, termasuk pensyarah, pelajar, majikan, dan pentadbir.

Penemuan kajian menunjukkan bahawa kurikulum ESP memberikan sokongan yang bernilai kepada kemajuan akademik pelajar dalam kursus reka bentuk perindustrian; walau bagaimanapun, potensinya dihadkan oleh kekurangan bahan pengajaran dan ketidakkonsistenan dalam sumbangan kerja kumpulan. Kaedah pengajaran yang menggabungkan ceramah, pembelajaran sendiri, kerja kumpulan, dan pembentangan telah menggalakkan strategi pembelajaran yang pelbagai tetapi terhalang oleh kekurangan interaksi antara guru dan pelajar serta rakan sebaya. Selain itu, kepelbagaian budaya mempengaruhi pengalaman pembelajaran pelajar secara signifikan, menawarkan peluang untuk pengayaan tetapi juga menimbulkan cabaran dalam penyesuaian. Walaupun responden secara umumnya menyatakan kepuasan terhadap hasil kurikulum, kajian ini mengenal pasti bidang untuk penambahbaikan, terutamanya dalam peningkatan mekanisme penilaian dan ketersediaan sumber pengajaran.

Berdasarkan penemuan ini, kajian ini mencadangkan beberapa rekomendasi khusus untuk memperbaiki kurikulum ESP, termasuk meningkatkan bahan pengajaran, menggalakkan amalan pengajaran interaktif, dan membangunkan sistem penilaian yang kukuh. Langkah-langkah ini bertujuan untuk mengoptimumkan reka bentuk dan penyampaian kurikulum, memastikan ia selaras dengan keperluan pelajar dan matlamat utama program pendidikan kerjasama Sino-asing.

Kata kunci: Model Penilaian CIPP, Kurikulum ESP, Pelajar Reka Bentuk Perindustrian, Pendidikan Kerjasama Sino-Asing, Institut Sino-German

SDG: MATLAMAT 4: Pendidikan Berkualiti



ACKNOWLEDGEMENTS

First and foremost, I would like to express my deepest gratitude to my supervisor, Dr. Siti Salina Mustakim, for her support, guidance, and encouragement throughout my doctoral journey. Her exceptional expertise and insightful feedback have been instrumental in shaping both my research and my personal growth. Her guidance has not only enriched my academic experience but has also inspired me to continue pushing the boundaries of knowledge. I truly could not have asked for a better supervisor, and I am forever grateful for her mentorship. I would also like to extend my sincere thanks to my co-supervisor, Dr. Norliza Ghazali, for her valuable guidance and support. Her feedback and contributions have enriched my research and have been crucial in shaping the outcome of this work.

To extend my heartfelt thanks to my family, whose love and support have been my foundation throughout this challenging yet rewarding journey. To my husband, Freddy, I am incredibly fortunate to have you by my side. Your untiring belief in me, your patience, and your selfless care for our family, especially during the most demanding moments of my research, have been invaluable. I could not have accomplished this without your support and sacrifices, and for that, I am forever grateful.

To my parents, thank you for your constant encouragement and love. Your belief in the value of education and your enduring support have been a source of strength throughout my life. You have always been my biggest cheerleaders, and I am deeply grateful for everything you've done to help me reach this milestone.

Lastly, I am truly blessed to have had such incredible people supporting me, and I dedicate this thesis to all those who have made this achievement possible. A sincere thank you to everyone who has been part of this journey; your contributions, whether big or small, have meant the world to me.



This thesis was submitted to the Senate of Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Doctor of Philosophy. The members of the Supervisory Committee were as follows:

Siti Salina binti Mustakim, PhD

Senior Lecturer
Faculty of Educational Studies
Universiti Putra Malaysia
(Chairman)

Norliza binti Ghazali, PhD

Senior Lecturer
Faculty of Educational Studies
Universiti Putra Malaysia
(Member)

ZALILAH MOHD SHARIFF, PhD

Professor and Dean
School of Graduate Studies
Universiti Putra Malaysia

Date: 17 April 2025

Declaration by Members of the Supervisory Committee

This is to confirm that:

- the research and the writing of this thesis were done under our supervision;
- supervisory responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 are adhered to.

Signature: _____

Name of
Chairman of
Supervisory
Committee:

Dr. Siti Salina binti Mustakim

Signature: _____

Name of
Member of
Supervisory
Committee:

Dr. Norliza binti Ghazali

TABLE OF CONTENTS

	Page
ABSTRACT	i
ABSTRAK	iii
ACKNOWLEDGEMENTS	vi
APPROVAL	viii
DECLARATION	x
LIST OF TABLES	xvi
LIST OF FIGURES	xvii
LIST OF PHOTOS	xviii
LIST OF ABBREVIATIONS	xix
 CHAPTER	
 1 INTRODUCTION	 1
1.1 Research Background	1
1.2 Sino-Foreign Cooperation in Operating Schools	1
1.3 An overview of Sino-German Industrial Design Institute (IDI) and ESP Curriculum	4
1.4 The Status Quo of English Courses in Sino-foreign Cooperation in Operating School	6
1.5 The importance of offering ESP courses in Sino-foreign cooperative educational programs in Higher Education	8
1.6 Problem Statement	9
1.7 Research Objectives	17
1.8 Research Questions	18
1.9 Significance of study	19
1.10 Definition of Terms	20
1.10.1 English for Specific Purpose (ESP)	20
1.10.2 Curriculum	20
1.10.3 Evaluation	21
1.10.4 Intercultural	21
1.11 Summary	22
 2 LITERATURE REVIEW	 23
2.1 Introduction	23
2.2 Status of Research on ESP Courses from Abroad	25
2.2.1 Needs Analysis	28
2.2.2 Intercultural Communication	29
2.3 A Review of the Literature on Course Design for English for Specific Purpose	32
2.3.1 Language Course Design Models	33
2.3.2 Research related to the design of English for Specific Purposes courses in China	35

2.3.3	The Construction of an Interdisciplinary English for Specific Purposes Common Core Module Course Design	37
2.4	Evaluation Development and Models	44
2.4.1	An Overview of Program Evaluation Models	45
2.4.2	Research Studies as Examples of the Use of the CIPP Model	54
2.4.3	Why Chose the CIPP Model for this Research Project	57
2.5	Theoretical Framework	58
2.5.1	Hutchinson and Waters ‘Needs Analysis Theory (1987)	58
2.5.2	Byram’s (2020) Model of Intercultural Communication Competence	59
2.5.3	Huang Ping’s Construction of an Interdisciplinary English for Specific Purposes Common Core Module (2020)	59
2.5.4	Stufflebeam's CIPP Model	60
2.5.5	Application of Theoretical Frameworks in This Study	61
2.6	Conceptual Framework	62
2.7	Summary	64
3	RESEARCH METHODOLOGY	65
3.1	Introduction	65
3.2	Research Design	65
3.3	Population and Sample	69
3.3.1	Criterion-based selection	70
3.3.2	Participant Profile and Demographics	73
3.4	Data Collection Procedure	77
3.4.1	Focus Group Interviews and Individual Interviews	78
3.4.2	Validation of Interview Protocol	82
3.4.3	Documentary Review	83
3.5	Data Analysis	84
3.5.1	Phase 1: Familiarizing with the Data	85
3.5.2	Phase 2: Generating Initial Codes	86
3.5.3	Phase 3: Searching for Themes	86
3.5.4	Phase 4: Reviewing Themes	86
3.5.5	Phase 5: Defining and Naming Themes	87
3.5.6	Phase 6: Producing the Report	87
3.6	Validity and Reliability of research instruments	87
3.6.1	Triangulation	88
3.6.2	Translation	93
3.7	Summary	94
4	FINDINGS	95
4.1	Introduction	95
4.2	Research Question 1: What is the context in which the ESP curriculum of the IDI is conducted? (Context Evaluation)	95
4.3	IDI’s Background	98
4.3.1	Industrial Design Institution’s Major Background	98
4.3.2	IDI’s Students’ Status	106

4.3.3	The Objective of the ESP Course	114
4.4	Research Question 2: What does the current consist of IDI's ESP curriculum? (Input Evaluation)	134
4.4.1	ESP Curriculum Setting	136
4.4.2	ESP Course Content and Materials	145
4.4.3	ESP Teachers	179
4.5	Research Question 3: How do those who have taught and those who have taken the ESP courses, specifically, the instructors and graduate students evaluate the appropriateness of the ESP curriculum? (Process Evaluation)	188
4.5.1	The Teaching-Learning Process	189
4.5.2	Foreign Teachers' Professional Courses of Study	211
4.6	Research Question 4: How do employers in the design industry view the appropriateness of the English competence possessed by IDI students? (Product Evaluation)	232
4.6.1	The Need for English Language in the Students' Workplace	233
4.6.2	Employers' Perspectives on Essential English Skills in the Workplace	237
4.6.3	Importance of Intercultural Communication Skills in the Workplace	240
4.7	Summary	243
5	DISCUSSION, SUMMARY, IMPLICATIONS AND RECOMMENDATIONS	244
5.1	Introduction	244
5.2	Context	244
5.2.1	Background	245
5.2.2	Students' Status	246
5.2.3	Communication Issues between ESP Teachers and German Instructors	249
5.2.4	Summary the Objective of the ESP Course	250
5.3	Input	257
5.3.1	ESP Curriculum Setting	258
5.3.2	ESP Course Content and Materials	260
5.3.3	Competence of ESP teachers	264
5.4	Process	265
5.4.1	Summarize effective teaching methods for ESP courses	266
5.4.2	Suggestions for addressing language problems encountered by students in professional courses	267
5.4.3	Suggestion for the Needs of English Language in the Students' Workplace	275
5.4.4	Recommendations for teaching content in ESP courses to meet the needs of intercultural communication in workplace scenarios	277
5.5	Product	278
5.5.1	ESP Curriculum Assessment Methods	278
5.5.2	Suggestions of the Effectiveness of the ESP Course	283
5.5.3	Recommendations for Model Improvements	289
5.6	Summary of the Study	293

5.7	Implication	295
5.7.1	Theoretical Implication	295
5.7.2	Practical Implication	298
5.8	Limitations	301
5.9	Recommendations for Future Research	302
5.10	Conclusion	304
REFERENCES	305	
APPENDICES	326	
BIODATA OF STUDENT		348
LIST OF PUBLICATIONS		350



LIST OF TABLES

Table		Page
3.1	Students' Achievement Levels	71
3.2	IDI graduates' Profile According to Gender, ESP Course Academic Performance and Working Experience	73
3.3	IDI's graduates' focus group discussion groupings and focus group discussion dates	74
3.4	IDI Teachers' Profile According to Age, Gender, Nationality, Disciplines Taught, Educational Position and Working Experience	75
3.5	Dean of IDI Profile According to Age, Gender, Position and Working Experience	76
3.6	Design Companies Managers of Profile According to Age, Gender, Position and Working Experience	77
3.7	Focus Group Discussion Group Information	81

LIST OF FIGURES

Figure	Page
2.1 The Construction of an Interdisciplinary English for Specific Purposes Common Core Module	39
2.2 Theoretical Framework of the Study	61
2.3 Conceptual Framework of the Research	64
4.1 Main Theme for the Contextual Framework within the ESP curriculum of the IDI	97
4.2 Student Enrollment	100
4.3 Core Topics and Subjects	101
4.4 Admission Program/ Content and time of the entrance exam/ Application Requirements	103
4.5 Sino-German Industrial Design Institute (2023) of Academic Structure and Degree	106
4.6 Course Aim, Content, Teaching-Learning Process, and Assessment Methods in the ESP Curriculum of the IDI	135
4.7 Students Academic Progress and Professional Preparation aligned in the Curriculum of the	188
4.8 Performance of IDI graduates demonstrated from the ESP curriculum	233
5.1 Enhanced Interdisciplinary English for Specific Purposes (ESP) Curriculum Framework for IDI	290

LIST OF PHOTOS

Photo	Page
4.1 Enrollment Application Form	108
4.2 Entrance Exam Answer Sheet	109
4.3 German Teachers' Interview Evaluation Sample	110
4.4 ESP Module	116
4.5 IDI First-Semester Lessons Schedule	138
4.6 IDI Second-Semester Lessons Schedule	139
4.7 IDI Third-Semester Lessons Schedule	139
4.8 IDI Teaching Plan	140
4.9 Project-based Activities	206

LIST OF ABBREVIATIONS

CIPP	Context, Input, Process, Product
ESP	English for Specific Purpose
IDI	Sino-German Institute of Industrial Design
MOE	Ministry of Education
ZPD	Zone of Proximal Development



CHAPTER 1

INTRODUCTION

1.1 Research Background

Curriculum Evaluation, as an important part of the field of higher education evaluation, is essential to promote scientific education and improve the effectiveness of education. It is an important guarantee for the quality of education and teaching in colleges and universities. Curriculum evaluation is the process of collecting and analyzing relevant information and data, using various methods to evaluate the whole process of teaching and learning activities according to specific curriculum objectives and values, to improve the quality of the curriculum and serve for educational decision-making. Although China has made some achievements in the theory and practice of curriculum evaluation, a complete evaluation system has not yet been established in theory (Zhang, 2018). Therefore, it is a realistic need to promote the innovation of theoretical and practical modes of higher education curriculum evaluation in China.

1.2 Sino-Foreign Cooperation in Operating Schools

Sino-foreign cooperative education in Chinese higher education serves as a key avenue for internationalization and leveraging global academic resources. The 2003 Regulations of the People's Republic of China on Chinese-Foreign Cooperative Education encouraged the introduction of high-quality international curricula and materials. This was further emphasized in the 2010 National Medium and Long-term

Education Reform and Development Plan (2010–2020), which advocated for diverse international collaborations and exemplary cooperative programs.

Over the decade following these policies, Sino-foreign cooperation flourished. The number of cooperative institutions grew from 40 in 2010 to 171 in 2020, while programs expanded from 523 to 2,010. Among these, 172 institutions operate at higher education levels, with significant representation in undergraduate (76.2%), master's (34.9%), and doctoral (14.5%) programs. Popular disciplines include engineering, digital media, medicine, and environmental sciences.

Despite this progress, quality assurance remains a bottleneck. Challenges include an overemphasis on external regulations rather than internal quality improvements, inadequate faculty development, and limited localization of international curricula. Addressing these gaps is vital, particularly in enhancing faculty qualifications and adapting programs to local needs. The integration of English for Specific Purposes (ESP) courses aims to support curriculum improvements and overall educational quality.

The COVID-19 pandemic intensified the demand for study abroad without leaving home, making Sino-foreign programs more appealing. Domestic students seeking global education amid mobility restrictions have driven the popularity of these programs. Strengthening their quality, expanding model courses, and improving teacher evaluation systems are now critical for sustaining and enhancing this form of international collaboration.

The Sino-German Institute of Industrial Design (IDI) studied in this paper is an undergraduate education program in industrial design jointly organized by Zhaoqing College in China and Folkwang University of Art in Germany in 2017. In order to facilitate the smooth implementation of the Sino-foreign cooperation program, to address students' listening comprehension in professional courses taught in full English by German teachers, and to improve students' English proficiency, the Sino-German Institute of Design (IDI) offers an English for Specific Purpose (ESP) curriculum for Chinese students as a supplementary course to the industrial design professional program. However, given that there are various problems in the implementation of IDI's ESP course, has IDI's ESP course achieved the desired effect? This is the problem to be solved in this study, and it is also the motivation for writing this study. Therefore, this paper attempts to use this evaluation model to evaluate the ESP courses offered by IDI in a multidimensional manner in order to find out the problems and expand the meaning of ESP course evaluation, so as to improve the quality of the courses, enhance the teaching effect, and improve the quality of the courses. The CIPP evaluation model was developed by D.L. Stufflebeam (1971), a famous American evaluation expert, in the late 1960s, and its application is quite wide, which is a decision-oriented evaluation model. The evaluation model emphasizes concepts and methods that coincide with the evaluation requirements of project-based courses and has a strong need for realistic research. In recent years, the number of Sino-foreign cooperative educational programs in higher education institutions is increasing, and the quality of English courses in these programs is getting increasing attentions from the society. It is worth studying and solving the problem of evaluating English for Specific purpose (ESP) courses in Sino-foreign cooperative programs to meet the needs of the development of Sino-foreign cooperative programs in higher education.

1.3 An overview of Sino-German Industrial Design Institute (IDI) and ESP Curriculum

The Sino-German Industrial Design Institute (IDI) studied in this paper is an undergraduate level education project for industrial design major jointly organized by Zhaoqing University of China and Germany's Folkwang Art University in 2017. The unique new bachelor teaching course focuses on international openness and creativity, and IDI adopts English Immersion and small class teaching, especially the English Immersion teaching of professional courses by foreign teachers, which is a major feature of IDI teaching, therefore, students' English ability is challenged. To promote the smooth progress of the Sino-foreign cooperation program, the Sino-German Design Institute has set up an English for Specific Purpose (ESP) course for Chinese students as an aid to the industrial design professional course. Therefore, the teaching of English plays a key role in the IDI, a Sino-foreign educational cooperation program. The ESP course for the industrial design major was established to provide advanced training in the English language for the students to more smoothly learn the industrial design professional courses taught by German teachers. It was here that a portion of the issues and challenges with the English for Specific purpose (ESP) courses which the researcher noted rising out of the encounters of the understudies (at various times), the educators, the chiefs and the departmental heads. The details of these issues will be presented later, but in general they include a view that the ESP curriculum are not meeting their causes as viably as they were planned. For example, needs were not fully or sufficiently differentiated; English language proficiency showed disappointingly low levels among students; a proportion of students showed difficulties with course content and education; and students in the final year showed specific challenges they encountered in finding jobs and in accessing the English language needs of their

careers (Zhou, 2021a). Similarly, educators identified that they needed to demonstrate English for reasons specific to the curriculum and that competence was particularly complex. This became evident.

IDI's ESP curriculum in Industrial Design is offered over three semesters, the first to third semesters. Each year of IDI's industrial design professional diploma has only one class, with the class of 2017 consisting of 35 students and the class of 2018 consisting of 37 students. The duration of the ESP curriculum varies depending on the semester in which it is taught. In the first semester, students attend a total of 422 hours of classes, of which 104 hours are allocated to the ESP course for 4 credits; in the second semester, students attend a total of 408 hours, of which 64 hours are allocated to the ESP course for 3 credits; in the third semester, students attend a total of 418 hours, of which 95 hours are allocated to the ESP course for 3 credits. Although the ESP course does not take up a large number of credits, it takes up the majority of the semester, so the ESP course has a significant impact on the IDI's entire industrial design program. Classes in the ESP curriculum is flexibly scheduled according to the time available for specialized courses, and classroom activities are usually centered around a language module based on the content of the German teacher's specialized course, prepared by the instructor teaching the specialized English course. The entire ESP curriculum is evaluated in various forms, as it uses both formative and summative assessments to evaluate student performance, which is more authentic and comprehensive in nature. Students will be assessed continuously throughout the semester, with the final assessment being in the form of a presentation and a final exam.

The purpose of the ESP curriculum is to enable students to have a proficient knowledge of English so that they can effectively take professional courses in the industrial design. Due to this important mission of the ESP course, it is important to evaluate the ESP curriculum at the IDI to understand its strengths and weaknesses.

1.4 The Status Quo of English Courses in Sino-foreign Cooperation in Operating School

Sino-foreign cooperative educational program has been developed in China for more than 20 years, and the scale of its development is growing. According to the announcement by the Ministry of Education's (MOE) Sino-foreign Cooperative Education Supervision Work Platform, as of May 2021, there were more than 1,100 Sino-foreign cooperative education projects in higher education nationwide. Sino-foreign cooperative educational program refers to educational and teaching activities organized by Chinese educational institutions and foreign educational institutions in China in accordance with the law, with Chinese citizens as the main enrolment target. As a relatively new mode of school running, Sino-foreign cooperative education can directly and effectively introduce high-quality educational resources from foreign universities, which is conducive to promoting the internationalization of Chinese higher education and meeting the educational needs of some Chinese students who can enjoy high-quality educational resources from abroad without leaving the country (Zhou, 2021a). The Ministry of Education issued a document in 2006 clearly specifying the curriculum model of Chinese-foreign cooperative educational program, requiring that more than one-third of all courses and core courses of Chinese-foreign cooperative education projects be introduced by foreign parties, and that more than one-third of the number of teaching courses and teaching hours be undertaken by teachers from foreign educational institutions (MOE,2006).

At the same time, most Sino-foreign cooperative programs or institutions have different English language entry requirements for students, and there are no uniform and clear regulations. Some of these programs or institutions do not even require students to provide English entrance scores, but only refer to students' college entrance exam results as the entrance requirements for the Sino-foreign cooperative programs (Liu, 2017). As a result, the English proficiency of students varies, so the foreign partner institutions cannot guarantee that the professional courses taught by foreign teachers can be carried out smoothly and achieve the expected teaching effect (Li, 2020; Ma & Cai, 2018; Liu, 2017). In addition, the Chinese and foreign partner institutions provide students with more opportunities for exchange studies, and one of the basic requirements for students to be able to pass the application is to have good language level test results. All of the above makes the English language courses under the Chinese-foreign cooperative model different from the general English language courses, and its curriculum setting, curriculum evaluation criteria, teacher setting and training will all affect the quality of the subsequent professional courses.

However, the operation and development of Sino-foreign cooperative educational program is not always smooth, and one of the biggest problems is that the foreign language proficiency of many students does not meet the requirements of the program, especially at the higher education level where Sino-foreign cooperative program face more English language teaching challenges. To make matters worse, according to the requirements of Sino-foreign cooperative educational program, the majority of professional courses must be taught bilingually or in full English, and many students do not understand the classes (Liu, 2017). Therefore, the issue of how to improve and enhance students' English proficiency through evaluate of the ESP curriculum is an unavoidable one and a challenge that both partners must take into account.

1.5 The importance of offering ESP courses in Sino-foreign cooperative educational programs in Higher Education

At present, an increasing number of scholars believe that ESP teaching is an important element of university English teaching in the new situation of Sino-foreign education cooperation, mainly from the development of society and the needs of the times (Ma & Cai, 2018). Economic globalization has made it necessary for higher education to be international, and this has to be supported by English courses, and the demand for academic and professional English teaching is on the rise. Sino-foreign cooperation in higher education is one of the hallmarks of the internationalization of higher education in China. Compared to general English courses in university, ESP courses can be found to be more significant for Sino-foreign cooperative education, both to meet students' need to study abroad and to meet the English needs of students studying international courses (Yang, 2017). In the programs of Sino-foreign education cooperative, a large amount of English vocabulary and other related knowledge is involved, and to improve students' learning efficiency, English courses with Specific purposes are needed. Cai Jigang (2016) has repeatedly pointed out that with the improvement of the overall English proficiency of university freshmen in China, the teaching of basic English in universities should be shifted to the teaching of Specific -purpose English in due course, and Specific -purpose English should be the development direction of English in universities in China. Lu Siyuan (2011) and Wu Guobin (2018), believe that English teaching in universities should be linked to the profession and English for Specific Purposes (ESP) should become the mainstream of English teaching. This is not only because teaching ESP in universities is the current international trend, but the fundamental reason is that the changing needs of today's society and students, economic globalization leading to the internationalization of education, and the

internationalization of education needs strong support from English in universities, which is manifested in the urgent need for professional English.

Also, ESP courses play the role of bridge courses in Sino-foreign cooperative educational programs. Since many Sino-foreign cooperative educational programs generally report that the English proficiency of students is generally low and cannot meet the requirements of English-only teaching or teaching by foreign teachers, most Sino-foreign cooperative educational programs offer ESP courses in the hope that such courses can effectively improve students' professional English proficiency and so that they can carry out their professional courses more smoothly (Pan, 2015; Liu, 2017; Liu, 2018; Zhou, 2021b).

1.6 Problem Statement

Since IDI's ESP curriculum began in 2018, no formal feedback has been collected from students, teachers, or graduated students regarding the relevance, content, implication, and value of the curriculum, and therefore no curriculum evaluation has been conducted. With the significant growth of Chinese-foreign cooperation in higher education, ESP courses are particularly important because they are related to the smooth running of the entire Chinese-foreign cooperation program (Liu, 2017; Wang, 2017; Jiang, 2016; Wu & Li, 2019; Mao, Wang & Pike, 2024; Zizhe, Mustakim & Ghazali, 2024).

The rapid expansion of Sino-foreign cooperative educational programs has created new challenges for curriculum design, particularly in bridging linguistic and cultural

gaps between students and instructors from different educational systems. The English for Specific Purposes (ESP) curriculum at the Sino-German Industrial Design Institute (IDI) was introduced to address these challenges, aiming to equip students with the language skills needed for professional courses taught in English. However, key issues remain unclear, such as the alignment between curriculum objectives and industry requirements, the impact of teaching methods, and the adequacy of resources. These gaps hinder the optimization of the ESP curriculum and limit its impact on students' academic and professional performance. This study aims to systematically investigate these issues, providing a comprehensive evaluation of the ESP curriculum through the Context, Input, Process, and Product (CIPP) evaluation model.

The basic objective of Sino-foreign cooperative educational programs is to introduce foreign teaching concepts and resources, and while some universities choose to offer bilingual courses in their domestic programmes, more universities choose to bring in selected teachers from foreign partner universities to offer full English classes in their domestic classes. This all-English mode of delivery allows students to receive a more direct access to the pure foreign curriculum and to a fully English-speaking classroom at home, which has a very positive effect on students' ability to adapt to the classroom. However, as the number of universities offer full English courses, it has become clear that there are many problems that need to be solved. The following is a detailed list of problems encountered in the ESP course under the Sino-foreign education cooperative program.

Due to the unique nature of the admissions process for Sino-foreign cooperative education programs, students with varying levels of English proficiency often study

under the same conditions and environment (Pan, 2015; Ma & Cai, 2018). Consequently, ESP courses frequently encounter significant disparities in students' language abilities. This inevitably affects the content and teaching methods chosen by ESP instructors, increasing the difficulty of teaching and impacting the overall learning progress of students (Liu, 2017). As a result, some students with weaker English foundations may feel neglected and develop negative emotions, while those with stronger English skills may find the course insufficiently challenging. This can lead to polarization, with more proficient students feeling under-challenged and less proficient students struggling to keep up (Pan, 2015).

Selecting appropriate teaching materials is a significant challenge for ESP courses in Sino-foreign cooperative education programs. Currently, specialized English education in China is still in its early stages, and the selection of teaching materials faces several issues, such as a high degree of subjectivity, lack of standardization and scientific approach in teaching materials development, and lagging research on teaching materials efficacy (Gao, 2021). The lack of targeted ESP textbooks has been a major issue in course implementation, and there are virtually no textbooks on the market that are truly suitable for specialized English. Choosing the right teaching materials/textbooks is crucial for maximizing the 'bridge' function of ESP courses. However, there is currently no consistent standard for teaching materials /textbook selection in Sino-foreign cooperative education programs or institutions (Zhongxia, 2015; Zhao, 2019).

The faculty of English teachers is one of the key factors that directly affect the success of ESP programs. The English teaching staff in Chinese colleges and universities are

mainly teachers who graduated from English majors, but they lack the teaching background of Sino-foreign educational cooperative programs. At the same time, they lack sufficient professional skills of Sino-foreign cooperative programs and practical experience in enterprises before teaching, so they cannot teach students practical professional skills in teaching (Liu, 2017). Since most English teachers in Chinese higher education universities and colleges do not have the experience of studying abroad, it is difficult to teach students the cultural essence of Western countries in the actual teaching process, which leads to difficulties in cross-cultural adaptation in the communication between students and foreign teachers (Li, 2020). In fact, Chinese teachers who are responsible for teaching ESP courses in Sino-foreign cooperative programs should have rich experience in studying abroad and professional background training in cooperative programs (Hong, 2018; Yu, 2020). However, there are not many teachers who have both conditions, and some of them do not have both conditions. In addition, the universities and colleges have not established good communication and training channels between Chinese and foreign teachers, which makes the ESP courses cannot serve the requirements of the foreign professional courses, and the teachers of the foreign professional courses are not very satisfied with the students' English level (Lin, 2021).

The ESP (English for Specific Purposes) courses in Sino-foreign cooperative education programs across China lack unified teaching standards and practical course objectives. Given the variations in the levels of education, locations, partner institutions, and types of programs among different universities, there is significant inconsistency in the design of ESP courses. There is no unified syllabus, resulting in a lack of standardized guidelines and requirements. Generally, the ESP courses in these programs follow the models of general university English or English major courses,

leading to a broad and unfocused curriculum that lacks clear structure and specific goals. Consequently, ESP courses often become mere language classes or industry-specific vocabulary lessons (Zhongxia,2015; Liu, 2017).

Since ESP courses integrate basic English skills with relevant professional knowledge, both aspects should be reflected in the curriculum. Therefore, it is essential first to clarify the teaching objectives of specialized English and then systematically develop the course. This includes employing teachers capable of delivering specialized English courses, designing course content tailored to specific professional needs, and organizing resources to develop appropriate textbooks (Hong, 2018).

In terms of specific course content, the current ESP curriculum predominantly focuses on basic language skills such as listening, speaking, reading, and writing. These courses tend to offer general English training without sufficiently addressing the transitional content needed to support professional courses, particularly in the realm of academic English. Consequently, the current design of ESP courses fails to adequately meet the needs of Sino-foreign cooperative education programs (Liu, 2017).

Chinese students have traditionally learned English in a teacher-centered model, where instruction is primarily delivered through lectures, and students passively absorb knowledge. Consequently, in the current Sino-foreign cooperative education programs, the ESP courses also often adopt a teacher-centered lecture method. In this approach, instructors provide a one-dimensional explanation of the textbook content, and students are required to memorize highly specialized terminology without truly

understanding its practical significance. The classroom lacks interaction, making this outdated teaching model ineffective in improving students' professional capabilities (Jiang, 2017).

Influenced by the traditional university English teaching model, the English classes in Sino-foreign cooperative education programs focus heavily on explaining knowledge and imparting methods, without giving students sufficient English-speaking opportunities. This model overly emphasizes the training of basic language skills while neglecting the development of other critical learning abilities, such as problem-solving skills, analytical thinking, creative thinking, and critical thinking. During the learning process, students develop a dependence on teachers and a tendency towards passivity, always seeking answers directly from the instructor (Li, 2020; Liu, 2018).

In a classroom that is supposed to foster an all-English learning environment, both students and teachers often struggle to control the use of their native language. When problems arise, it becomes almost inevitable to switch to Chinese for communication, which hinders the development of English thinking skills (Wu & Li, 2019).

Due to the unique nature of Sino-foreign cooperative education, students must interact with foreign teachers, which involves challenges related to cultural diversity and cross-cultural adaptation. Many ESP courses do not emphasize intercultural aspects in their teaching process, as these ESP courses are often treated as specialized subjects rather than being tailored to the conditions of Sino-foreign cooperative education (Zhou, 2021b). Consequently, students in these programs typically do not need to interact with foreigners during their study phase.

However, in courses conducted under Sino-foreign cooperation, students are required to attend professional courses taught entirely in English by foreign instructors. The cross-cultural adaptation involved in interacting with foreign teachers can present significant obstacles to academic communication (Li, 2020; Zhongxia, 2015). Cultural diversity affects both the content and the teaching methods of professional courses. Therefore, this research will evaluate the integration of intercultural content into the ESP course design, considering the context of Sino-foreign cooperative education.

Currently, the primary objective of English teaching in Sino-foreign cooperative programs in Chinese universities is to develop students' language application skills. However, the goals of English education evaluation often diverge from these teaching objectives, frequently assessing students' language proficiency based solely on written exam scores (Liu, 2015). The prevailing evaluation methods remain predominantly test-based, which contradicts the functional nature of English and the characteristics of English teaching in Sino-foreign cooperative programs.

Furthermore, the evaluation methods employed in current Sino-foreign cooperative English teaching programs are often overly simplistic, lacking in comprehensive content, diverse participant involvement, and varied assessment forms, which hinders an accurate and holistic reflection of the actual teaching and learning dynamics (Mao, Wang & Pike, 2024; Dong, 2017). Firstly, the evaluation participants are limited. The primary evaluators are English teachers, while other evaluation stakeholder, such as study groups, English clubs, and social practice departments, which focus on practical application, are largely excluded. Secondly, the evaluation content is narrow. It mainly

focuses on students' mastery of language knowledge, with little consideration of students' emotions, attitudes, values, and cultural concepts in language learning.

To address the above set of issues encountered in ESP courses under Sino-foreign educational cooperation program, this study uses the ESP courses at Sino-German Industrial Design Institute (IDI) as a case study. The set of issues and challenges encountered in ESP courses is multifaceted, which means that there is a need to provide a variety of different types of high-quality ESP courses. As a result, curriculum design has become an increasingly important issue, especially in ESP courses. As Richards (2017) postulates, a successful curriculum design should usually have a complete set of pedagogical objectives and principles, otherwise it is unlikely to meet the needs of students and society. This raises a series of urgent questions worth considering for such a curriculum: Does the curriculum achieve its goals? What is happening in the classrooms where the curriculum is implemented? Are the people affected by the curriculum (e.g., teachers, administrators, students, parents, employers) satisfied with it? Are the people involved in developing and teaching the course doing a satisfactory job? Does the course compare favorably with other similar courses? Integrating and addressing these questions requires an evaluation of the course.

According to Kiely and Rea-Dickins (2005), evaluation is about the relationships between the different course components, the procedures and epistemologies developed by those involved in the course, and the processes and outcomes. All of these are used to show the value of the curriculum, i.e., the accountability aspect, and the enhancement of the value of the curriculum, i.e., the development aspect. Thus, curriculum evaluation is based on evidence/data obtained from a variety of sources

such as objectives, course, pedagogy, the environment provided for students, professional judgment of faculty, and assessment data. The purpose of the evaluation of the Sino-foreign cooperative ESP curriculum is to make valuable judgments about the subject of the evaluation, from which the faculty can obtain feedback on classroom teaching to improve teaching management and can guide students to improve their learning methods and efficiency. Therefore, it is urgent to establish a set of effective teaching quality assurance system for ESP in Sino-foreign educational cooperative program through the evaluation of ESP courses in Sino-German Design Institute, so that the various problems faced by professional English teaching can be solved and better adapt to the needs of professional talents development, thus improving the level of Sino-foreign educational cooperative program.

1.7 Research Objectives

This study employed the CIPP model to evaluate the ESP curriculum established by the IDI and to assess the impact of ESP curriculum learning outcomes. The CIPP model, articulated by D. L. Stufflebeam (2007), that has been highly regarded in educational evaluation (Galvin, 1983; Lu, 1996). Specifically, the study seeks to:

1. explore the context in which the ESP curriculum of the IDI is conducted.
2. explore perspectives on the ESP curriculum, focusing on specific components such as course aims, content, teaching-learning process, and assessment methods.
3. explore perspectives on how the ESP curriculum aligns with students' academic progress and professional preparation in industrial design.
4. explore employers of design industry companies who currently employ IDI graduates regard the appropriateness of the English skills they possess.

The CIPP evaluation model is particularly well-suited for addressing the research issues identified in this study, as it provides a systematic framework for analyzing the ESP curriculum across four interconnected dimensions: Context, Input, Process, and Product. Specifically, the Context dimension focuses on identifying both external and internal factors that influence the curriculum, including institutional goals and the specific needs of students. Building upon this foundation, the Input dimension examines the adequacy of resources, teaching materials, and curriculum design in meeting the stated objectives of the program. Furthermore, the Process dimension evaluates how the curriculum is implemented, with a particular emphasis on teaching methodologies, classroom dynamics, and areas that require improvement. Lastly, the Product dimension assesses the outcomes of the curriculum by examining students' linguistic and academic development as well as their preparedness for professional environments. By integrating these dimensions, the CIPP model ensures a holistic evaluation of the ESP curriculum, enabling this study to generate actionable insights and practical recommendations for optimizing the curriculum to address the identified challenges and better meet the needs of students and instructors.

1.8 Research Questions

In order to achieve the objective of the study, four research questions are formulated

They are:

1. What is the context in which the ESP curriculum of the IDI is conducted?
2. What does the current consist of IDI's ESP curriculum?
3. How do those who have taught and those who have taken the ESP courses, specifically, the instructors and graduate students evaluate the appropriateness of the ESP curriculum?

4. How do employers in the design industry view the appropriateness of the English competence possessed by IDI students?

1.9 Significance of study

Sino-foreign educational cooperative program is a new education model, which cultivates international composite talents by introducing foreign high-quality educational resources, advanced educational concepts and teaching methods, and gives a strong impetus to the development of internationalization of higher education (Wu & Li, 2019). Quality improvement has become the key word for the development of Sino-foreign cooperative education at this stage, and the quality of talent cultivation is the key to measure the improvement of Sino-foreign cooperative education. The author believes that the key to quality improvement lies in the improvement of the core competitiveness of English courses. As the bridge course of Sino-foreign cooperative education, the English course focuses on cultivating students' language ability and cross-cultural communication ability, which is very important for students to successfully study subsequent professional courses taught in full English, go abroad for further study, and become high-quality international talents. In the popular of Chinese-foreign cooperative education, students' professional English level should never be neglected, so the curriculum evaluation conducted with IDI's ESP curriculum as an example is useful for promoting and facilitating the ESP curriculum required for Chinese-foreign cooperative programs conducted in other majors' contexts.

This study will be useful to curriculum designers, teachers, students, and college administrators of such courses and other similar foreign language courses. This study also provides useful suggestions for colleges and universities wishing to establish

Sino-foreign educational cooperative programs, especially in considering ESP courses. Based on the trend of Sino-foreign educational cooperative programs and the available faculty human resources, research in this area will be useful for existing international cooperative programs in language teaching in domestic universities. Finally, this study addresses aspects of intercultural adaptation, a focus that is valuable not only for this study, but also for other intercultural educational settings domestically and globally.

1.10 Definition of Terms

The definitions of terms used in this study are as follows:

1.10.1 English for Specific Purpose (ESP)

According to Mao, F., & Zhou, J. (2024), a strong demand among students for ESP particularly emphasizing receptive and interactive skills are revealed about both consensus and divergence in ESP needs and implementation challenges. In this study, ESP is a language teaching approach driven by the specific needs of learners. The content and methods of ESP teaching are based on a detailed analysis of learners' needs.

1.10.2 Curriculum

According to Pereira, O. P., & Fillol, E. (2022), incorporating active learning strategies, such as digital technologies and practices like physical activity and volunteering, benefits students' academic achievement and overall well-being, thereby

fostering competencies essential for their professional futures. In this study, the utilization of ESP curriculum and ESP course needs to be distinguished according to the specific context and research purpose. When discussing the overall educational plan, the systematic learning framework, and comprehensive educational objectives, ESP curriculum is more appropriate.

1.10.3 Evaluation

Patton (2014) defines program evaluation as the systematic collection of information about a program's activities, characteristics, and outcomes in order to make judgments, improve program efficiency, and/or inform decisions about future programs. In this study, evaluation refers to providing information that will help develop and improve ESP programs in order to achieve their goals in terms of staff and students in the relevant Sino-foreign cooperative educational programs

1.10.4 Intercultural

Byram (2020) highlights that intercultural communication goes beyond language skills, encompassing a deep understanding of cultural norms, values, and beliefs. In this study, intercultural is more appropriate to describe the intercultural learning and exchange process within the Sino-German cooperative education program. This is because IDI's ESP curriculum not only focuses on language skill development but also on students' ability to adapt and interact in intercultural environments. Through intercultural exchange, students can better understand and adapt to the teaching methods of German teachers and enhance their professional skills in a multicultural context.

1.11 Summary

This chapter provides a comprehensive overview of the needs analysis on the ESP course and the importance of offering ESP courses in Sino-foreign cooperative educational programs in Higher Education. Problems related to the existing situation is also highlighted.



REFERENCES

- Abernethy, M. (2015). Self-reports and observer reports as data generation methods: An assessment of issues of both methods. *Universal Journal of Psychology*, 3(1), 22-27.
- Adekunle, T. (2015). ESP in South Africa: Context-specific curriculum development for vocational training. *Journal of Language Education and Development*, 32(2), 45–60.
- Afrianto, A. (2017). Challenges of using portfolio assessment as an alternative assessment method for teaching English in Indonesian schools. *International Journal of Educational Best Practices*, 1(2), 106-114.
- Ahmed, T. (2023). Enhancing ESP course design through professional relevance: A case study in industrial design. *Journal of English for Academic and Professional Purposes*, 15(2), 67–84.
- Ahmed, T. (2024). Balancing ESP course scheduling: Analyzing workload distribution and student engagement. *Journal of English for Specific Purposes*, 18(1), 55–72.
- Ahmed, T., & Hassan, R. (2024). Corpus-based approaches to ESP teaching: A pedagogical perspective. *Journal of Applied Linguistics and Language Teaching*, 19(1), 67–84.
- Ahmed, T., & Patel, R. (2023). Improving assessment strategies in ESP education: Challenges and solutions. *International Journal of Applied Linguistics*, 17(1), 55–72.
- Ahmed, T., Patel, R., & Wang, F. (2023). Continuous improvement in ESP curriculum: The role of student feedback. *Journal of English for Academic and Professional Purposes*, 18(3), 55–72.
- Akinwumi, D. (2018). Technical English for tertiary students in Nigeria: Challenges and prospects. *African Journal of Education Studies*, 10(4), 88–102.
- Al-Khasawneh, F. (2010). Writing for academic purposes: Problems faced by Arab postgraduate students of the College of Business, UUM. *ESP World*, 9(2), 1–23.
- Alhazmi, K. (2024). Relationship between reading speed and comprehension among EFL learners. *International Journal of Religion*, 5(11), 6512–6527.
- Alkin, M. C., & Vo, A. T. (2017). *Evaluation essentials: From A to Z*. Guilford Press.
- Alsaif, A., & Milton, J. (2023). The impact of vocabulary knowledge on the reading comprehension of Saudi EFL learners. *SSRN Electronic Journal*.
- Anderson, J. R. (2013). *The architecture of cognition*. Psychology Press.

- Azikuru, L. M. E., Onen, D., & Ezati, B. A. E. A. (2017). Staffing and the quality of teaching in universities. *European Journal of Education Studies*.
- Bailey, K. M., & Nunan, D. (2005). *Practical English language teaching: speaking*.
- Bandura, A. (1977). *Social learning theory* general learning press. New York.
- Bandura, A., Freeman, W. H., & Lightsey, R. (1999). *Self-efficacy: The exercise of control*.
- Barootchi, N., & Keshavarz, M. H. (2002). Assessment of achievement through portfolios and teacher-made tests. *Educational Research*, 44(3), 279-288.
- Basturkmen, H. (2006). *Ideas and options in English for specific purposes*. Lawrence Erlbaum Associates.
- Basturkmen, H. (2010). *Developing Courses in English for Specific Purposes*. Palgrave Macmillan.
- Belcher, D. D. (2006). English for specific purposes: Teaching to perceived needs and imagined futures in worlds of work, study, and everyday life. *TESOL quarterly*, 40(1), 133-156.
- Bell, J., & Waters, S. (2018). *EBOOK: DOING YOUR RESEARCH PROJECT: A GUIDE FOR FIRST-TIME RESEARCHERS*. McGraw-Hill Education (UK).
- Benabdallah, A. (2020). Communicative competence as a sociocultural component in ESP teaching methodology. *Journal of Language and Linguistic Studies*, 16(4), 2023–2035.
- Benson, P. (2013). *Teaching and researching: Autonomy in language learning*. Routledge.
- Bernhardt, E. (2010). *Understanding advanced second-language reading*. Routledge.
- Biggs, J., Tang, C., & Kennedy, G. (2022). *Teaching for quality learning at university* 5e. McGraw-hill education (UK).
- Birbili, M. (2000). Translating from one language to another. *Social research update*, 31(1), 1-7.
- Black, P., & Wiliam, D. (2018). Classroom assessment and pedagogy. *Assessment in education: Principles, policy & practice*, 25(6), 551-575.
- Boulmetis, J., & Dutwin, P. (2014). *The ABCs of evaluation: Timeless techniques for program and project managers* (Vol. 56). John Wiley & Sons.
- Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative research journal*.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.

- Breen, M. P., & Littlejohn, A. (Eds.). (2000). Classroom decision-making: Negotiation and process syllabuses in practice (pp. 272-295). Cambridge University Press.
- Brinton, D. M., & Master, P. A. (1997). New Ways in English for Specific Purposes. TESOL.
- Brookfield, S. D. (2011). Teaching for critical thinking: Tools and techniques to help students question their assumptions. John Wiley & Sons.
- Brookhart, S. M. (2017). How to give effective feedback to your students. Ascd.
- Brown, G. T. (2017). Assessment of student achievement. Routledge.
- Brown, J. D. (1989). Language program evaluation: A synthesis of existing possibilities. *The second language curriculum*, 222-241.
- Bryman, A. (2006). Integrating quantitative and qualitative research: how is it done? *Qualitative research*, 6(1), 97-113.
- Bygate, M. (2005). Oral second language abilities as expertise. In *Expertise in second language learning and teaching* (pp. 104-127). London: Palgrave Macmillan UK.
- Byram, M. (2020). Teaching and assessing intercultural communicative competence: Revisited. *Multilingual matters*.
- Byram, M. (2020). Teaching and assessing intercultural communicative competence: Revisited and revised. *Multilingual Matters*.
- Cai, J. (2010a). Factors Affecting the Shift to the Focus of College English Teaching in China. *Foreign Language Research*, 2.
- Cai, J. (2010b). Reflections on the repositioning of English teaching in China's universities. *Foreign Language Teaching and Research*, 42(4).
- Cai, J. (2016). ESP in China : Yesterday, Today and Tomorrow. *Journal of University of Shanghai for Science and Technology*, 38(2). <https://doi.org/10.13256/j>
- Cai, J. (2016). The reform of English teaching in Chinese higher education: Challenges and opportunities. *Foreign Language World*, 4, 12-18.
- Cai, J. (2018). A Study of the Scientificity and Appropriateness of the English Proficiency Scale of China. *Foreign Language Research*, 5, 39.
- Center for China and Globalization. (2017). Attracting Skilled International Migrants to China: A Review and Comparison of Policies and Practices.
- Charles, M., & Pecorari, D. (2015). *Introducing English for academic purposes*. Routledge.
- Chen, H. (2018). Construction of the Practice Teaching Index System of Business English Major under CIPP Evaluation Mode. 2018 International Conference on

Humanities Education and Social Sciences (ICHESS 2018)).
<https://doi.org/10.25236/ichess.18.154>

- Chen, L., & Li, X. (2023). Integrating authentic materials in ESP teaching: A practical approach. *Applied Linguistics and English for Specific Purposes*, 18(3), 45–62.
- Chen, L., & Liu, P. (2022). Needs analysis for ESP in art and design colleges: Bridging language learning with professional skills. *Journal of English for Academic Purposes*, 55, 101103.
- Chen, L., Wang, X., & Liu, P. (2022). Student engagement and learning fatigue in ESP courses: A workload analysis. *International Journal of Language Education*, 15(3), 210–225.
- Chen, M., & Wu, Y. (2023). Enhancing ESP course effectiveness: A student-centered approach to course design. *Educational Linguistics Review*, 21(2), 78–95.
- Chen, S., & Huang, Y. (2021). A Study on CIPP-based Evaluation of English Courses in Higher Vocational Nursing. *Journal of Jiangxi Vocational and Technical College of Electricity*, 34(6).
- Chen, X., & Liu, P. (2023). Enhancing ESP learners' linguistic proficiency through specialized corpora. *English for Specific Purposes Journal*, 25(3), 33–50.
- Chen, X., & Liu, P. (2023). Evaluating student perceptions of ESP courses in EMI contexts. *ESP Journal of Applied Linguistics*, 22(1), 44–61.
- Chen, X., & Liu, P. (2024). Enhancing student engagement through assessment diversification in ESP courses. *ESP Pedagogy and Research*, 21(2), 88–104.
- Chen, X., & Zhao, Y. (2023). Aligning ESP courses with CEFR: A framework for assessing students' English proficiency. *International Journal of Language and Education*, 19(3), 55–72.
- Chen, X., & Zhao, Y. (2023). The role of motivational orientations in self-regulated ESP learning. *Journal of English for Academic and Professional Purposes*, 19(3), 55–72.
- Chou, M. (2022). The effects of vocabulary knowledge and background knowledge on reading comprehension of Taiwanese EFL students. *Semantic Scholar*.
- Clark, R. C., & Mayer, R. E. (2023). *E-learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning*. John Wiley & sons.
- Cohen, L., Manion, L., & Morrison, K. (2001). *Research Methods in Education*. Fifth edition end.
- Cook, T. D., & Reichardt, C. S. (Eds.). (1979). *Qualitative and quantitative methods in evaluation research* (Vol. 1). Beverly Hills, CA: Sage publications.
- Cooper, H., Steenbergen-Hu, S., & Dent, A. L. (2012). *Homework*.

- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative inquiry and research design: Choosing among five approaches*. Sage publications.
- De Vaus, D., & de Vaus, D. (2013). *Surveys in social research*. Routledge.
- Deardorff, D. K. (2020). *Manual for developing intercultural competencies: Story circles* (p. 116). Taylor & Francis.
- Denzin, N. K. (2017). *The research act: A theoretical introduction to sociological methods*. Routledge.
- DL, S. (1971). The relevance of the CIPP Evaluation Model for Educational Accountability. In Annual Meeting of the American Association of School Administrator.
- Dong Yan. (2017). EAP Course Design and Evaluation in the Sino-foreign Cooperative Education Degree Program[J]. *Journal of University of Shanghai for Science and Technology*, 39(2): 108-113.
- Douglas, D. (2000). *Assessing languages for specific purposes*. Cambridge university press.
- Douglas, D. (2012). ESP and assessment. *The handbook of English for specific purposes*, 367-383.
- Doyle, T. (2023). *Helping students learn in a learner-centered environment: A guide to facilitating learning in higher education*. Taylor & Francis.
- Duan, D. (2017). Research on Undergraduate English-only Curriculum Evaluation on the Basis of CIPP Model in Chinese Research Universities. A case study of H university.
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for specific purposes*. Cambridge university press.
- Dudley-Evans, T., & St John, M. J. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge University Press.
- Dudley-Evans, T., St John, M. J., & Saint John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge university press.
- Esterberg, K. G. (2002). *Qualitative methods in social research* (No. 300.18 E8).
- Fengjun, Y., Zaihui, L., Yonglan, F., & Fei, Y. (2011). A Study on the Curriculum and Teaching of English for Physical Education from the Perspective of ESP -- Based on a Case Study of Teaching English for Physical Education in Chengdu Sports College. *SHANDONG SOCIAL SCIENCES*.

- Ferguson, R. (2014). Learning Analytics: drivers, developments and challenges. *Italian Journal of Educational Technology*, 22(3), 138-147.
- Fitzpatrick, J. L. (2011). Program evaluation alternative approaches and practical guidelines (No. 379.154097 F5).
- Flowerdew, L. (2012). Needs analysis and curriculum development in ESP. *The handbook of English for specific purposes*, 325-346.
- Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. *Review of educational research*, 74(1), 59-109.
- Freeman, D., & Richards, J. C. (Eds.). (1996). *Teacher learning in language teaching*. Cambridge University Press.
- Freire, P. (2020). Pedagogy of the oppressed. In *Toward a sociology of education* (pp. 374-386). Routledge.
- Frye, A. W., & Hemmer, P. A. (2012). Program evaluation models and related theories: AMEE guide no. 67. *Medical Teacher*, 34(5), e288–e299.
- Furnham, A. (1986). Response bias, social desirability and dissimulation. *Personality and individual differences*, 7(3), 385-400.
- Galvin, J. C. (1983). What can trainers learn from educators about evaluating management training?. *Training and development journal*.
- Gao, H., & Li, J. (2021). The impact of class schedule predictability on ESP learning outcomes. *Journal of Applied Linguistics*, 13(4), 102–118.
- Gao, H., Wang, S., & Tan, Y. (2024). The role of oral presentations in ESP learning: Developing professional communication skills. *ESP Pedagogy and Practice*, 20(1), 33–50.
- Gong, S., Wang, Z., Chen, S., & Lu, L. (2020). Design and Practice of English Course for Communication in Hospital Context for Postgraduates in Medical Universities. *Hosp Admin J Chin PLA*, 27(1), 80–83.
- Goodenough, A., & Waite, S. (2012). *Real world research: a resource for users of social research methods in applied settings*.
- Grabe, W. (2009). *Reading in a second language: Moving from theory to practice*. Cambridge university press.
- Grabe, W., & Stoller, F. L. (2019). *Teaching and researching reading*. Routledge.
- Graves, K., & Xu, S. (2000). *Designing language courses: A guide for teachers* (p. 308). Boston, MA: Heinle & Heinle.

- Green, A., & Meyer, R. (2021). Stewarding university data: Accountability, transparency, and protection. *Journal of Higher Education Policy and Management*, 43(5), 483–499.
- Gu, Z. (2022). Research on ESP Reform in China under the New Guideline. *Journal of University Shanghai for Science and Technology*.
<https://kns.cnki.net/kcms/detail/31.1853.c.20220120.1309.003.html>
- Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. *Handbook of qualitative research*, 2(163-194), 105.
- Gudykunst, W. B. (2003). *Cross-cultural and intercultural communication*. Sage.
- Gudykunst, W. B. (2003). *Cross-cultural and intercultural communication*. Sage.
- Hall, E. T. (1976). *Beyond culture*. Anchor.
- Han, P., Zhu, W. Z., & Wei, H. (2003). Changing teaching philosophy and establishing a new model of professional English teaching. *Foreign Language*, (2), 24-27.
- Hanchell, V. F. (2014). A program evaluation of a christian college baccalaureate program utilizing Stufflebeam's CIPP model. Gardner-Webb University.
- Harlen, W. (2014). *Assessment, standards and quality of learning in primary education*. York: Cambridge Primary Review Trust.
- Harlen, W. (2021). Assessment to support learning. In J. Gardner (Ed.), *Assessment and learning* (2nd ed., pp. 15–28). SAGE Publications.
- Harmer, J. (2007). *The practice of English language teaching* 4th edition. Harlow: England Pearson Education.
- Harmer, J. (2014). *The practice of. Modern English Teacher*, 21(2).
- Hassan, R. (2023). Aligning ESP curriculum with industry expectations: Addressing gaps in course design. *English for Academic Purposes Journal*, 26(1), 33–50.
- Hassan, R. (2023). Contextualized language learning: A situational approach to ESP. *Language and Intercultural Communication*, 27(4), 102–118.
- Hassan, R., & Wang, F. (2023). The role of feedback in improving ESP curriculum effectiveness. *Educational Innovations in Applied Linguistics*, 19(3), 77–94.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of educational research*, 77(1), 81-118.
- He, P. (2019). Research on the Application of CIPP Evaluation Model in the Curriculum System of Business English Program. *Journal of HUBEI Open Vocational College*, 32(24).
- Hedge, T. (2001). *Teaching and learning in the language classroom* (Vol. 106). Oxford: Oxford university press.

- Henry, G. T., Campbell, S. L., Thompson, C. L., & Townsend, L. (2022). Does placement predict performance? Associations between student teaching placements and teacher performance. *Journal of Teacher Education*, 73(5), 506–520.
- Hofstede, G. (1980). *Culture's consequences: International differences in work-related values*. Sage.
- Hofstede, G. (1984). *Culture's consequences: International differences in work-related values* (Vol. 5). sage.
- Hong, J. (2018). On the English Curriculum Setting and the Teaching Implementation in the Joint-diploma Program in the Vocational Colleges. *Education Modernization*, 26.
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern language journal*, 70(2), 125-132.
- Huang, P. (2020). *Interdisciplinary ESP common core module design: A framework for constructing effective curricula*. [Publisher information missing].
- Huang, P. (2020). *The Development and Practice of English for Specific Purposes Studies in China*. Science Press.
- Huang, Y., & Tan, J. (2023). AI-assisted learning in ESP: Enhancing self-directed language acquisition. *Educational Innovations in Applied Linguistics*, 21(1), 78–95.
- Huang, Y., & Zhao, M. (2023). Intercultural competence in ESP: Practical approaches to course design. *International Journal of English Language Education*, 14(2), 78–95.
- Hughes, R. (2004). Testing the visible: literate biases in oral language testing. *Journal of Applied Linguistics*, 1(3).
- Hunkins, F. P., & Ornstein, A. C. (2016). *Curriculum: Foundations, principles, and issues*. Pearson Education.
- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge university press.
- Hutchinson, T., & Waters, A. (1987). *English for Specific Purposes: A learning-centred approach*. Cambridge University Press.
- Hyland, K. (2004). Graduates' gratitude: The generic structure of dissertation acknowledgements. *English for Specific purposes*, 23(3), 303-324.
- Hyland, K. (2019). English for specific purposes: Some influences and impacts. *Second handbook of English language teaching*, 337-353.
- Hyland, K. (2019). *Second language writing*. Cambridge university press.

- Hyland, K., & Rodrigo, I. H. (2007). English for academic purposes: An advanced resource book. *Miscelánea: A journal of english and american studies*, (35), 99-108.
- Janjua, F. Y. (2013). *Sustainable Learning: Inclusive Practices for 21st Century Classrooms*. Cambridge University Press.
- Jenkins, J. (2007). *English as a lingua franca: Attitude and identity*. Oxford University Press.
- Jiang, L. (2016). Exploring the Teaching Model of English Courses in Higher Vocational Sino-Foreign Educational Cooperation Programs under ESP Theory. *Journal of Higher Education*, 13.
- Johns, M. (2013). *The handbook of English for specific purposes*. B. Paltridge & S. Starfield (Eds.) London.
- Johnson, D. (2024). The impact of presentation-based assessments in ESP courses. *ESP Research and Application*, 19(2), 55–72.
- Johnson, D. (2024). The role of student feedback in optimizing ESP course schedules. *International Journal of English Teaching*, 19(2), 88–102.
- Johnson, D. W., & Johnson, R. T. (1989). *Cooperation and competition: Theory and research*. Interaction Book Company.
- Jonassen, D. H., & Grabowski, B. L. (2012). *Handbook of individual differences, learning, and instruction*. Routledge.
- Jones, M., & Patel, A. (2021). Rethinking student-centered learning: A review of recent advancements in pedagogy. *Studies in Education and Development*, 16(4), 67–81.
- Jordan, R. R. (1997). *English for academic purposes*. Cambridge University Press.
- Kagan, S., & Kagan, S. (1994). *Cooperative learning*. San Clemente: Kagan.
- Kelly, A. (2009). *The curriculum: Theory and practice*.
- Kennedy, G. (2014). *An introduction to corpus linguistics*. Routledge.
- Kiewra, K. A. (1991). Aids to lecture learning. *Educational Psychologist*, 26(1), 37-53.
- Kim, H., & Park, J. (2023). The impact of student autonomy in corpus-assisted ESP learning. *International Journal of English for Academic Purposes*, 17(2), 88–102.
- Kim, H., & Rodriguez, L. (2024). Integrating online resources and interactive learning in ESP courses. *Journal of ESP Instruction and Innovation*, 20(1), 44–61.

- King, A. (2002). Structuring peer interaction to promote high-level cognitive processing. *Theory into practice*, 41(1), 33-39.
- Knight, P. T. (2002). Summative assessment in higher education: practices in disarray. *Studies in higher Education*, 27(3), 275-286.
- Knowles, E. S., & Nathan, K. T. (1997). Acquiescent responding in self-reports: cognitive style or social concern? *Journal of research in personality*, 31(2), 293-301.
- Kogoya, G. (2024). *Cross-Cultural Currents: English Language and Cultural Diversity*.
- Kolb, D. A. (2014). *Experiential learning: Experience as the source of learning and development*. FT press.
- Kramsch, C. (2014). Language and culture in second language learning. In *The Routledge handbook of language and culture* (pp. 403-416). Routledge.
- Krashen, S. (1982). *Principles and practice in second language acquisition*.
- Kumar, R. (2018). *Research methodology: A step-by-step guide for beginners*. Sage.
- Kumar, R., & Patel, A. (2023). Professional language tasks in ESP: Bridging theory and practice. *Linguistics and Education*, 22(1), 88–104.
- Kumaravadivelu, B. (2008). *Cultural globalization and language education*. Yale University Press.
- Larsen-Freeman, D. (2000). Second language acquisition and applied linguistics. *Annual review of applied linguistics*, 20, 165-181.
- Larsen-Freeman, D., & Anderson, M. (2013). *Techniques and principles in language teaching 3rd edition-Oxford handbooks for language teachers*. Oxford university press.
- Lee, C., & Huang, M. (2024). Corpus-driven vocabulary learning in ESP: Implications for self-directed study. *ESP Research and Applications*, 20(1), 55–72.
- Lee, C., & Miller, S. (2024). Enhancing assessment fairness and transparency in ESP education. *Linguistics and Education*, 22(4), 67–85.
- Lee, C., & Park, J. (2022). Speaking practice in ESP: Improving student confidence through interactive activities. *Applied Linguistics Review*, 17(3), 112–130.
- Lee, C., & Park, J. (2023). Balancing flexibility and structure in ESP course scheduling. *Educational Research in Applied Linguistics*, 17(3), 67–81.
- Leung, C., Harris, R., & Rampton, B. (2009). The Idealised Native Speaker, Reified Ethnicities, and Classroom Realities. *Linguistic anthropology: A reader*, 137-140.

- Li, D. (2020). Teaching Reform of College English under ESP Theory Model --- Taking Sino-foreign Cooperative Education Program of Yulin University as an Example. *JOURNAL OF YULIN UNIVERSITY*, 30(6).
- Li, H. (2001). The Development of English for Specific Purposes and Collaborative Teaching of Professional English. *Foreign Language Education*, 22(1).
- Li, J. (2012). *Cultural foundations of learning: East and West*. Cambridge University Press.
- Liang, X., Chen, L., & Lu, Y. (2006). 英语专业 ESP 课程教学中的几个突出问题. *The Journal of English Studies*, 4(1).
- Lidz, C. S., & Gindis, B. (2003). Dynamic assessment of the evolving cognitive functions in children. *Vygotsky's educational theory in cultural context*, 99, 116.
- Lin, L. (2021). *EGP+ESP Teaching Study or Arts & Design Major of Sino-foreign Cooperation*. Tonghua Normal University, Tonghua 134002, 1.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. sage.
- Liu, J. (2017). Exploration and Practice of Improving the Effectiveness of English Teaching in Sino-foreign Cooperation Programs. *The Science Education Article Collect*, 397.
- Liu, N. (2018). Constructing Curriculum System of Business English Majors Based on CIPP Evaluation Model. *Journal of Taizhou University*, 40(1). <https://doi.org/10.13853/j.cnki.issn.1672-3708.2018.01.013>
- Liu, P., & Ahmed, T. (2024). The role of ESP training in preparing students for global career opportunities. *ESP Research and Applications*, 22(2), 44–61.
- Liu, W., & Cao, Z. (2017, April). Exploration of Problems and Countermeasures in the Higher Education International Class Teaching. In *7th International Conference on Education, Management, Information and Mechanical Engineering (EMIM 2017)* (pp. 468-471). Atlantis Press.
- Liu, Y. (2017). Research on the Reform of English Teaching in Sino-Foreign Cooperative Universities. *Journal of Changchun Normal University*, 36(9).
- Liu, Y. (2018). Study on the Effectiveness of English Teaching under the Background of Chinese-Foreign Cooperation in Running Schools --- Taking the Environmental Specialty Group as an Example. *www.Gdchem. Com*, 45(21).
- Liu, Y., & Lu, R. (2015). The Interpretation of the New Framework for College English Teaching in China ESP English for Special Purposes.
- Liu, Y., & Zhao, H. (2023). Effective course sequencing strategies for ESP programs. *Linguistics and Education*, 22(1), 45–61.
- Long, M. H. (Ed.). (2005). *Second language needs analysis*. Cambridge University Press.

- Lu, S. (2011). Random Remarks on ESP/EST. *Journal of University of Shanghai for Science and Technology*, 33(2).
- Luo, J., & Chen, P. (2023). Enhancing professional communication through ESP panel discussions. *Educational Research in Applied Linguistics*, 21(2), 61–79.
- Ma, H., & Cai, R. (2018). *The Study of English Teaching in Chinese and Foreign Cooperative Programs*.
- Macalister, J., & Nation, I. P. (2019). *Language curriculum design*. Routledge.
- Madaus, G. F., Scriven, M. S., Stufflebeam, D. L., & Stufflebeam, D. L. (1983). The CIPP model for program evaluation. *Evaluation models: Viewpoints on educational and human services evaluation*, 117-141.
- Mao F, Zhou J (2024) A needs analysis of ESP courses in colleges of art and design: Consensus and divergence. *PLoS ONE* 19(6): e0305210.
- Mao, F., & Zhou, J. (2024). A needs analysis of ESP courses in colleges of art and design: Consensus and divergence. *PLOS ONE*, 19(6).
- Mao, Y., Wang, H., & Pike, L. K. (2024). Research on English Teaching in Sino-Foreign Cooperative Education Institute: Applying the Teaching Excellence Framework to the Case of ZJE. *Frontiers in Educational Research*, 7(5).
- Marshall, C., & Rossman, G. B. (2014). *Designing qualitative research*. Sage publications.
- Mayer, R. E. (2014). Incorporating motivation into multimedia learning. *Learning and instruction*, 29, 171-173.
- McConachy, T., & Spencer-Oatey, H. (2021). Cross-cultural and intercultural pragmatics. In M. Haugh, D. Kádár, & M. Terkourafi (Eds.), *The Cambridge Handbook of Sociopragmatics*. Cambridge University Press.
- McDonough, J., Shaw, C., & Masuhara, H. (2013). *Materials and methods in ELT: A teacher's guide* (Vol. 2). John Wiley & Sons.
- McDonough, S., & McDonough, S. (1997). Research methods as part of English language teacher education. *English Language Teacher Education and Development*, 3(1), 84-96.
- Mendoza, R., & Roberts, D. (2023). Bridging theory and practice: The effectiveness of project-based learning in professional education. *Applied Learning in Higher Education*, 25(2), 33–50.
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
- Mertens, D. M., & Wilson, A. T. (2018). *Program evaluation theory and practice*. Guilford Publications.

- Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). *Qualitative data analysis: A methods sourcebook*. Sage publications.
- Miller, S. (2023). Customizing ESP course structures to meet diverse learning needs. *English for Specific Purposes Research*, 14(2), 110–128.
- Miller, S., & Hassan, R. (2024). Selecting cross-cultural content for ESP courses: A practical framework. *Journal of Intercultural Communication Studies*, 19(1), 90–107.
- Mills, G. E., & Gay, L. R. (2019). *Educational research: Competencies for analysis and applications*. Pearson. One Lake Street, Upper Saddle River, New Jersey 07458.
- Milne, J. (1999). Questionnaires: Advantages and disadvantages. *Evaluation cookbook*.
- Ministry of Education of the People's Republic of China. 2007. Jiaoyubu guanyu jinyibu guifan Zhong-wai hezuo ban- xue zhixu de tongzhi (Notice of the Ministry of Education regarding further standardization of procedures in Sino-foreign cooperative education). http://www.moe.edu.cn/publicfiles/business/htmlfiles/moe/moe_862/201005/87664.html (accessed June 28, 2016).
- Mok, K. H. (2021). Education market with the Chinese characteristics: The rise of minban and transnational higher education in China. *Higher Education Quarterly*, 75(3), 398–417.
- Morgan, D. L. (2014). Pragmatism as a paradigm for social research. *Qualitative inquiry*, 20(8), 1045–1053.
- Nguyen, T. M. (2017). The role of ESP in the tourism industry in Vietnam. *Journal of Language and Tourism*, 15(3), 123–135.
- Oliva, P. F. (2005). *Philosophy and Aims of Education. Developing The Curriculum*, 6.
- Olsen, W. K., Haralambos, M., & Holborn, M. (2004). Triangulation in Social Research: Qualitative and Quantitative Methods Can Really Be Mixed. In *Developments in sociology*. Causeway Press Ltd.
- Paltridge, B., & Starfield, S. (2016). English for specific purposes. In *Handbook of research in second language teaching and learning* (pp. 56-67). Routledge.
- Pan, H. (2015). English Teaching Reform Based on ESP for China-foreign Cooperative Programs. *J. ZheJiang Univ of Wat. Res & Electric Pow.*, 27(1).
- Patel, R., & Ahmed, T. (2024). Motivating ESP learners: Strategies for student engagement. *English for Academic and Professional Purposes*, 18(2), 33–50.
- Patel, R., & Kim, H. (2024). Personalized learning in ESP: The impact of AI-driven tutoring. *ESP Pedagogy and Research*, 20(2), 88–104.

- Patel, R., Kim, H., & Wang, F. (2023). Interdisciplinary approaches to ESP course design: Bridging language and professional education. *Journal of English for Academic and Professional Purposes*, 18(4), 78–95.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. SAGE Publications, inc.
- Patton, M. Q. (2014). *Qualitative research & evaluation methods: Integrating theory and practice*. Sage publications.
- Peacock, M. (2009). The evaluation of foreign-language-teacher education programmes. *Language Teaching Research*, 13(3), 259-278.
- Peng, C (2021). Achievements, Problems and Prospects of Cross-border Education in China--- Review of Implementation of Outline of the National Medium-and Long-Term Education Reform and Development Plan (2010-2020). *JOURNAL OF HEBEI NORMAL (UNIVERSITY (Educational Science))*, 23(4).
- Pereira, O. P., & Fillol, E. (2022). Trends of active learning in higher education and students' well-being: A literature review. *Frontiers in Psychology*, 13, 844236.
- Pilbeam, A. (1979). The language audit. *Language Training*, 1(2), 593.
- Petraki, E., & Khat, A. (2020). The role of needs analysis in ESP course design: A case study. *English Language Teaching*, 13(9), 1–15.
- Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of educational Psychology*, 95(4), 667.
- Poehner, M. E. (2008). *Dynamic assessment: A Vygotskian approach to understanding and promoting L2 development* (Vol. 9). Springer Science & Business Media.
- Polit, D. F., & Beck, C. T. (2006). The content validity index: are you sure you know what's being reported? Critique and recommendations. *Research in nursing & health*, 29(5), 489-497.
- Read, J. (2015). Issues in post-entry language assessment in English-medium universities. *Language Teaching*, 48(2), 217-234.
- Reeve, J. (2012). A self-determination theory perspective on student engagement. In *Handbook of research on student engagement* (pp. 149-172). Boston, MA: Springer US.
- Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge university press.
- Richards, J. C. (2017). *Curriculum development in language teaching*. Cambridge, UK: Cambridge University Press.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching*. Cambridge university press.

- Robinson, P. C. (1991). *ESP today: A practitioner's guide*. Prentice Hall.
- Rodriguez, L., & Hassan, R. (2023). Enhancing professional communication in ESP: The impact of project-based learning. *ESP Pedagogy and Research*, 20(1), 67–84.
- Rodriguez, L., & Hassan, R. (2024). The future of ESP teaching: Integrating digital tools and self-directed learning strategies. *International Journal of Language and Education*, 22(4), 44–61.
- Rodriguez, L., & Kim, H. (2024). Aligning ESP courses with industry needs: An assessment perspective. *Journal of English for Occupational Purposes*, 23(3), 90–107.
- Rodriguez, L., & Zhao, X. (2023). Data-driven learning and corpus linguistics in ESP instruction. *Linguistics and Education*, 22(4), 44–61.
- Rodriguez, L., Kim, H., & Zhao, X. (2024). Interactive learning strategies for language and professional skills development. *Educational Technology and Learning*, 19(1), 78–95.
- Rodriguez, N. M., Ryave, A., & Ryave, A. L. (2002). *Systematic self-observation: A method for researching the hidden and elusive features of everyday social life* (Vol. 49). Sage.
- Romm, N. R. (2013). Employing questionnaires in terms of a constructivist epistemological stance: reconsidering researchers' involvement in the unfolding of social life. *International Journal of Qualitative Methods*, 12(1), 652-669.
- Rost, M. (2013). *Teaching and researching: Listening*. Routledge.
- Ruan, J. Z. (2005). Objectives and teaching principles of university business English courses. *Higher Education and Economics*, (4), 30-34.
- Rudolph, J. (2018). Leedy, PD, & Ormrod, JE (2015). *Practical research. Planning and design*. Boston, MA: Pearson. *Journal of Applied Learning and Teaching*, 1(2), 73-74.
- Saldaña, J. (2021). *The coding manual for qualitative researchers*. sage.
- Salih, H., & Eldin, A. (2014). ESP courses for aviation: Contextualized needs and solutions in the UAE. *International Journal of Applied Linguistics*, 24(1), 98–115.
- Savelsbergh, E. R., Prins, G. T., Rietbergen, C., Fechner, S., Vaessen, B. E., Draijer, J. M., & Bakker, A. (2016). Effects of innovative science and mathematics teaching on student attitudes and achievement: A meta-analytic study. *Educational Research Review*, 19, 158-172.
- Savery, J. R. (2015). Overview of problem-based learning: Definitions and distinctions. *Essential readings in problem-based learning: Exploring and extending the legacy of Howard S. Barrows*, 9(2), 5-15.

- Savin-Baden, M., & Howell-Major, C. (2013). *Qualitative research: The essential guide to theory and practice*. *Qualitative Research: The Essential Guide to Theory and Practice*. Routledge.
- Schmitt, N., & Schmitt, D. (2020). *Vocabulary in language teaching*. Cambridge university press.
- Scriven, M. (1974). *Standards for the evaluation of educational programs and products*. *Evaluating educational programs and products*. Englewood Cliffs, NJ: Educational Technology Publications.
- Scriven, M. (1991). *Evaluation thesaurus*. Sage.
- Seidlhofer, B. (2013). *Understanding English as a lingua franca*. Oxford University Press.
- Shan, S. (2012). *Teaching English for Specific Purposes from a Linguistic Perspective*. Heilongjiang Social Sciences, 3.
- Slavin, R. E. (1996). Research on cooperative learning and achievement: What we know, what we need to know. *Contemporary educational psychology*, 21(1), 43-69.
- Slimmer, V. M. (1983). Evaluating programs in higher education: A conceptual process. *Assessment and Evaluation in Higher Education*, 8(1), 52-65.
- Smith, T., & Zhang, W. (2023). Reducing student fatigue in ESP courses: The impact of course duration and intensity. *Educational Journal of Applied Linguistics*, 28(4), 55–70.
- Sowell, E. J. (2005). *Curriculum: An integrative Introduction* (3rd ed). New Jersey: Pearson.
- Soykurt, M. (2011). *Project-based learning in teaching English: project-based learning in teaching English as a foreign language*. (No Title).
- Spencer-Oatey, H., & Franklin, P. (2009). *Intercultural interaction: A multidisciplinary approach to intercultural communication*. Springer.
- Spencer-Oatey, H., & Franklin, P. (2021). *Intercultural Politeness: Managing Relations across Cultures*. Cambridge University Press.
- Stake, R. E. (2000). Case studies. In N. K. Denzin, & Lincoln, YS (Eds.). *Handbook of qualitative research*.
- Stake, R. E. (Ed.). (1975). *Evaluating the arts in education: A responsive approach*. Merrill Publishing Company.
- Stevens, P. (1977). *New orientations in the teaching of English*.
- Stufflebeam, D. L. (1971). *The relevance of the CIPP evaluation model for educational accountability*.

- Stufflebeam, D. L. (1971). The use of experimental design in educational evaluation. *Journal of Educational Measurement*, 8(4), 267-274.
- Stufflebeam, D. L. (2000). Lessons in contracting for evaluations. *American Journal of Evaluation*, 21(3), 293-314.
- Stufflebeam, D. L. (2001). The metaevolution imperative. *American journal of evaluation*, 22(2), 183-209.
- Stufflebeam, D. L. (2003). The CIPP model for evaluation: An update, a review of the model's development, a checklist to guide implementation. In *Evaluation models* (pp. 31–62). Springer.
- Stufflebeam, D. L. (2007). CIPP evaluation model checklist.
- Stufflebeam, D. L., & Shinkfield, A. J. (2007). CIPP model for evaluation: An improvement/accountability approach. *Evaluation theory, models and applications*, 325-365.
- Stufflebeam, D. L., & Shinkfield, A. J. (2007). *Evaluation theory, models, and applications*. Jossey-Bass.
- Stufflebeam, D. L., & Shinkfield, A. J. (2007). *Evaluation theory, models, and applications*. Jossey-Bass.
- Stufflebeam, D. L., & Webster, W. J. (1980). An analysis of alternative approaches to evaluation. *Educational evaluation and policy analysis*, 2(3), 5-20.
- Stufflebeam, D. L., & Zhang, G. (2017). *The CIPP evaluation model: How to evaluate for improvement and accountability*. Guilford Publications.
- Sulaiman, N. F. (2015). Literature in English: Evaluating its Suitability for Semester 1, PISMP (Bachelor of Education Programme) TESL. *Jurnal Personalia Pelajar*, 18(2).
- Swain, M., & Lapkin, S. (1995). Problems in output and the cognitive processes they generate: A step towards second language learning. *Applied linguistics*, 16(3), 371-391.
- Swales, J. M., & Feak, C. B. (2004). *Academic writing for graduate students: Essential tasks and skills* (Vol. 1). Ann Arbor, MI: University of Michigan Press.
- Sweller, J. (1988). Cognitive load during problem solving: Effects on learning. *Cognitive science*, 12(2), 257-285.
- Taba, H., & Spalding, W. B. (1962). *Curriculum development: Theory and practice* (Vol. 37). New York: Harcourt, Brace & World.
- Tan, J., & Park, J. (2023). Dynamic assessment in ESP: A framework for student development. *ESP Learning and Evaluation*, 19(2), 55–72.

- Tan, J., & Park, J. (2024). The integration of industry-relevant content in ESP curricula: A case study in design education. *Applied Linguistics and English for Specific Purposes*, 21(1), 88–104.
- Tan, Y., & Huang, X. (2022). The effect of flexible ESP course scheduling on student learning outcomes. *Applied Linguistics and Language Education*, 20(3), 95–112.
- Tan, Y., & Huang, X. (2024). Authentic materials in ESP: Enhancing student engagement through real-world applications. *ESP Teaching Journal*, 16(1), 44–61.
- Taylor, F. W. (1911). *The principles of scientific management*. Harper & Brothers.
- The Ministry of education in People's Republic of China. *The Ministry of education on Further Regulating Sino-foreign Cooperation Program*, 2013.
- The national medium- and Long-Term educational Reform and Development Guideline (2010–20). 2010 [or Outline of China's national Plan for medium- and Long-Term educational Reform and Development (2010–20)]. Beijing: Beijing People's Publishing House.
- Tom-Lawyer, O. (2015). Developing the Basic English Language Skills in Nigerian Colleges of Education: A Case Study of Three Colleges of Education. *International Journal of Applied Linguistics and English Literature*, 5(3), 99–112.
- Tomalin, B., & Stempleski, S. (2013). *Cultural Awareness-resource Books For Teachers*. Oxford University Press.
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners*. Ascd.
- Tompkins, P. K. (1998). Role playing/simulation. *The Internet TESL Journal*, 4(8), 143–150.
- Topping, K. (1998). Peer assessment between students in colleges and universities. *Review of educational Research*, 68(3), 249–276.
- Triristina, Y., & Khabib, M. (2021). Student engagement and feedback in ESP courses: A case study. *Semantics Scholar Research Papers*, 15(2), 78–95.
- Tsui, A. (2003). *Understanding expertise in teaching: Case studies of second language teachers*. Cambridge University Press.
- Tunc, F. (2010). Evaluation of an English language teaching program at a public university using CIPP model (Master's thesis, Middle East Technical University).
- Tyler, R. W. (1950). *Basic principles of curriculum and instruction*. University of Chicago Press.

- Tyler, R. W. (2013). *Basic principles of curriculum and instruction*. University of Chicago press.
- Ujir, H., Salleh, S. F., Marzuki, A. S. W., Hashim, H. F., & Alias, A. A. (2020). Teaching Workload in 21st Century Higher Education Learning Setting. *International Journal of Evaluation and Research in Education*, 9(1), 221-227.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Wang, B. L. (2004). A survey of ESP teaching at Tongji University. *Foreign Languages*, (1), 35-42.
- Wang, Y. (2017). A study on the causes and countermeasures of English learning motivation decline among students in Sino-foreign cooperative education programs. *Jiangsu Foreign Language Teaching and Research*, 3, 36-38.
- Wang, F. (2024). Overcoming scheduling challenges in ESP courses: Best practices for sustainable learning. *ESP Pedagogy Journal*, 16(1), 23–39.
- Wang, F., & Liu, P. (2024). Multi-dimensional course design in ESP: Fostering motivation and learner autonomy. *ESP Research and Applications*, 18(2), 67–84.
- Wang, F., & Miller, S. (2024). The influence of ESP training on career readiness. *ESP and Workplace Communication*, 25(1), 78–95.
- Wang, F., & Zhang, Y. (2022). Constructivist approaches in ESP teaching: Integrating corpus linguistics for authentic learning. *Educational Innovations in Applied Linguistics*, 19(3), 77–94.
- Wang, F., Patel, R., & Kim, H. (2024). Diagnostic assessments in ESP: Improving student placement and instructional design. *ESP Teaching and Assessment Journal*, 25(2), 33–50.
- Wang, F., Zhao, H., & Liu, Y. (2022). The effectiveness of real-world materials in ESP learning. *English for Specific Purposes Journal*, 25(4), 101–119.
- Wang, M., & Zhang, K. (2023). 3 The The role of English enhancement courses in the English-medium instruction program in China Voices of students, subject teachers, and language teachers. *English-Medium Instruction Pedagogies in Multilingual Universities in Asia*.
- Wang, X. (2010). *Education in China since 1976*. McFarland.
- Wang, X. (2017). Motivating autonomous learning in online environments: A case study of higher education reform. *Modern Education Journal*, 9(3), 34–41.
- Wang, X., & Zhang, M. (2023). Cross-cultural competence in ESP: Aligning course content with professional needs. *International Journal of Applied Linguistics*, 31(3), 67–85.

- Weigle, S. C., & Malone, M. E. (2016). Assessment of English for academic purposes. In *The Routledge handbook of English for academic purposes* (pp. 608-620). Routledge.
- Weimer, M. (2013). *Learner-centered teaching: Five key changes to practice*. John Wiley & Sons.
- Weir, C. J., & Roberts, J. (1994). *Evaluation in ELT*.
- Willingham, D. T. (2021). *Why don't students like school?: A cognitive scientist answers questions about how the mind works and what it means for the classroom*. John Wiley & Sons.
- Wilson, D., & Conyers, M. (2016). *Teaching students to drive their brains: Metacognitive strategies, activities, and lesson ideas*. Ascd.
- Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC journal*, 37(3), 308-328.
- Wu, H., Zhu, H., & Yang, X. (2022). The effects of providing peer feedback on learners' genre awareness in English as a foreign language business letter writing. *Frontiers in Psychology*, 13, 1059555.
- Wu, S., & Li, M. (2019). Research on English pathway program for Chinese-Foreign jointly projects in universities. *Journal of Hebei University of Engineering (Social Science Edition)*, 36(2).
- Yamashita, N. (2016). ESP for academic writing: A Japanese perspective. *Asian Journal of Language Teaching*, 9(1), 56-75.
- Yanow, D. (2007). *Qualitative-Interpretive Methods in Policy Research* in Fischer, F., Miller, G. and Sidney, M.(eds.) *Handbook of Public Policy Analysis: Theory, Politics, and Methods*.
- Yin, H., Zhang, J., & Li, M. (2024). Measuring the effectiveness of ESP instruction: Student feedback and learning outcomes. *International Journal of Language and Education*, 19(4), 88-104.
- Yin, R. K. (1994). Discovering the future of the case study. *Method in evaluation research*. *Evaluation practice*, 15(3), 283-290.
- Yu, C. (2020). Exploring the Reform of English Teaching in Sino-foreign Cooperative Running Schools for Engineering Majors. *Course Education Research*, 10.
- Zainal, Z. (2007). Case study as a research method. *Jurnal kemanusiaan*, (9), 1-6.
- Zhang, F. (2016). On application of CIPP evaluation system in college students' independent study in network English courses. *Journal of Hunan Posted Telecommunication College*, 15(3).
- Zhang, G., Zeller, N., Griffith, R., Metcalf, D., Williams, J., Shea, C., & Misulis, K. (2011). Using the context, input, process, and product evaluation model (CIPP)

as a comprehensive framework to guide the planning, implementation, and assessment of service-learning programs. *Journal of Higher Education Outreach and Engagement*, 15(4), 57-84.

Zhang, H., & Gao, L. (2021). Needs-based course design in ESP: A focus on professional relevance. *Journal of Applied Linguistics and English for Specific Purposes*, 14(2), 77-94.

Zhang, H., Wang, S., & Li, X. (2023). Content-Based Instruction in ESP courses: Enhancing language and professional competencies. *English for Specific Purposes*, 50, 78-92.

Zhang, J. (2018). The Process, Theme and Prospect of Research on Curriculum Evaluation over the Past 40 Years of Reform and Opening-up in China. *CURRICULUM, TEACHING MATERIAL AND METHOD*, 38(10). <https://doi.org/10.19877/j.cnki.kcjcf.2018.10.009>

Zhang, L. (2018). Innovative approaches to English language reform in universities: Fostering self-directed learning through technology. *Journal of Education Research*, 28(5), 45-53.

Zhao, Y. (2019). Analysis of the Present Situation of College English Teaching in Sino-foreign Cooperative Education.

Zhou, M. (2021a). Construction of an Evaluation System for English Academic Writing Projects for Postgraduates: A study based on the CIPP model. *Journal of Graduate Education*, 2.

Zhou, Y. (2021b). Exploration and Countermeasures of Problems Existing in Sino-foreign Cooperation in Running Schools under Higher Education.

Zhu, N. (2017, February). The Teaching Reform and Practice of Industrial Design Professional English. In 2016 2nd International Conference on Education, Social Science, Management and Sports (ICESSMS 2016) (pp. 618-621). Atlantis Press.

Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into practice*, 41(2), 64-70.

Zina, O. (2021). *The essential guide to doing your research project*. Sage.

Zizhe, H., Mustakim, S. S., & Ghazali, N. Exploring English for Specific Purposes Course within the Sino-Foreign Cooperative Education Program: Issues and Difficulties.