ORIGINAL

DEVELOPING AN ESP-BASED CURRICULUM FOR ENGLISH TRANSLATION IN SPORTS E-COMMERCE

Tiantian Jiang

Business Foreign Languages Department, Shandong Foreign Trade Vocational College, Qingdao, 266100, China.
E-mail: jiangtiantian@sdwm.edu.cn

ABSTRACT

Teaching English Translation in E-Commerce, particularly within the sports industry, demands a specialized approach grounded in ESP (English for Specific Purposes) theory. This discipline requires students to become adept in specialized communication tailored to the e-commerce landscape of sports, where jargon, cultural nuances, and marketing strategies play crucial roles. Despite the availability of updated research findings in ESP, there is a noticeable gap in practical teaching methodologies specifically tailored for translating sports-related content. This paper aims to address this gap by highlighting the essential need for ESP students to master technical vocabulary relevant to the sports industry and enhance their communicative abilities. The study explores the differing perspectives of students and teachers on key issues related to the effective translation of sports e-commerce content. It proposes the development of a dynamic curriculum that equips ESP practitioners with innovative strategies to teach terminology effectively, facilitating the translation from source to target language. To achieve this, the paper calls for a comprehensive examination of both the specific goals of sports e-commerce translation and the learning environments in which these skills are developed, aiming to create a robust framework for teaching English translation that meets the unique demands of the sports sector.

KEYWORDS: Curriculum Design, Teaching English Translation, E-Commerce, ESP Theory

1. INTRODUCTION

In the age of globalization, the field of e-commerce has seen exponential growth, which has significantly increased the demand for specialized language skills, particularly in the translation of e-commerce content. The sports industry, a major sector within global e-commerce, is characterized by its dynamic nature and the specific linguistic requirements needed to effectively reach global markets. This necessitates a tailored approach to language education, especially in English, which remains the dominant lingua franca of international business. This paper proposes the development of an English for Specific Purposes (ESP) curriculum that focuses specifically on the needs of the sports e-commerce sector (Branzila, 2020).

1.1 The Growing Importance of Sports E-Commerce

Sports e-commerce encompasses a wide range of activities, from the online sale of sports equipment and apparel to the digital marketing of sports events and services. As consumers increasingly turn to online platforms for their sports-related needs, the industry requires professionals who are not only knowledgeable in sports products but also skilled in the nuanced language used to market and sell these products across different cultures and regions. The success of these transactions heavily relies on accurate and culturally sensitive translation, making specialized linguistic skills a critical asset(Ginaya, Somawati, Aryana, & Putra, 2019).

1.2 Challenges in English Translation for Sports E-Commerce

Translating sports e-commerce content poses unique challenges. The language used in this field is laden with specialized terminology related to sports technology, apparel, and marketing strategies. Moreover, cultural nuances must be carefully navigated to ensure that product descriptions, promotional materials, and customer interactions are both engaging and appropriate for diverse global audiences. Traditional translation curricula often fall short in addressing these specific needs, as they typically focus on general language skills without considering the specialized vocabularies and contextual knowledge required in specific industries.

1.3 The Role of ESP in Translation Education

ESP stands as a pivotal educational approach in this context, designed to meet specific needs of learners who require particular language skills for their professional fields. An ESP curriculum for sports e-commerce translation would not only teach foundational translation techniques but also incorporate the specific terminological and cultural knowledge that is essential for success in this industry. This approach ensures that students are prepared to handle the real-world demands they will face in their professional careers.

1.4 Objectives and Structure of the Paper

This paper aims to outline the development of an ESP-based curriculum that enhances the ability of students to perform English translations specifically for the sports e-commerce sector. It will explore the necessary linguistic competencies, examine the specific challenges posed by sports-related content, and propose a comprehensive educational framework that integrates current industry practices with rigorous academic training. The following sections will detail the proposed curriculum's components, discuss methodologies for teaching specialized terminology, and highlight strategies for integrating cultural sensitivity into the translation process.

1.5 A 'Translation Turn' in Teaching ESP

Since the beginning of the twenty-first century, a number of experts have stressed the advantages of using translation when instructing in foreign languages. "Translation is increasingly considered as a good form of intervention targeted at enriching rather than undermining learners' competence and performance capacities." There are benefits to adopting translation in language teaching that should be researched and considered, even though there may be some negatives (Guzikova, Zelenina, & Pokhodzey, 2018). The post-communicative cognitive paradigm is evolving. Every course must be designed to meet the specific ESP teaching and learning needs of each learner. These specific needs guide the selection of resources and teaching methods. Language teachers and students automatically engage in the action or strategy of translation. Despite some possible limitations, its potential should be investigated and used since it could help language learners become more conscious of what they do when they switch between the two languages and thus highlight the areas that might require development. Importantly, teaching ESP and using translation as a method of teaching and learning do not require from ESP learners an in-depth understanding of translation theory, in contrast to what is required of translation students. Witte emphasizes that using translation in the classroom does not need one to be an expert in translation and translation theory. But ESP learning activities that entail translation and the use of L1 can aid in knowledge of specialized topics in ESP classrooms and improve learners' abilities. Researchers continue to bring up the complex problem of ESP and translation as a teaching approach because they believe it merits a deeper analytical examination and requires rethinking (Hong-yue, 2018).

2. Literature Review

Any educational system's goals and objectives must be met by a teaching team that is particularly qualified and driven. The research on how instruction is delivered and how people learn has seen a significant shift in

perspective throughout time. Education has traditionally been viewed as an intellectual connection between the instructor and the student, where the teacher determines what the student needs to know and how to present that knowledge. Literature has looked at how a teacher and student connect as well as optimal strategies for guiding. Such literature has placed a lot of emphasis on improving teacher quality as a key element in achieving better guiding. According to research, the teaching faculty is the most fundamental element of every educational system and plays a fundamental role in achieving its goals. Increased supervision ultimately leads to more innovative educational initiatives that address the demands of the modern science and technology period. Additionally, it leads to the creation of fresh educational initiatives, carefully crafted curricula, and student-centered teaching resources. The current professors should possess more than just a theoretical understanding of their field. They should possess sufficient technical and practical knowledge to facilitate guidance and solve issues. These skills and methods are primarily learned by participation in activities that promote professional growth throughout one's life. By providing in-service preparation programs, numerous educational foundations all around the world assist in the growth of their teaching staff.

2.1. English for Specific Purposes (ESP)

In any event, many academics contend that teaching English to speakers of other languages frequently now includes ESP. The United States started to take centre stage as the world's economic and migratory hub following World War II. In order to finish their education in their new surroundings or to communicate at work, many immigrants required to learn English. Several attempts were made to define Scientific English (EST) in the late 1960s and early 1970s to address student demands. Since then, one of the best-known subfields is Teaching English for Specific Purposes (ESP). This is because numerous textbooks and educational programs have been created to reflect its uniqueness; magazines have been created around the world to encourage its progress, and for distributors to showcase the strain. It's hard work, and it's evident from the numerous conferences that continue to be held to promote its notoriety. The first edition of the Diary of English for Specific Purposes was published in 1980, cementing its reputation as a recognized academic discipline. Asian ESP, like IATEFL and TESOL's ESP SIG Assemblies active in public conferences, is a contemporary example of a public and global journal dedicated to the discussion of ESP.

A phenomenon in the fields of EL T and EFL, ESP pinpoints the growing demand for English to satisfy the unique requirements of various professions and the features of formal language use to learn how to react (Huang, 2019). It has thrived for a variety of reasons, such as the shift in etymology from is used in actual circumstances, which prompted the creation of English language

programs for particular user groups, and thirdly, the development of language learning neuroscience. In order to provide Yemeni EFL teachers who are currently teaching ESP with proposed INSET modules, the current review's objective is to evaluate alternative ESP teaching approaches. As mentioned in chapter one, as we enter the twenty-first century, ESP teachers face unprecedented challenges, particularly in terms of ensuring lifelong professional progress and utilising technology advancements. To work in the ESP teaching specialty, teachers must have sufficient understanding of recent developments in the field of teacher education.

2.2. Technical and Vocational English as Sub-Field of ESP

ESP is a broad area of English language instruction, that focuses on all aspects of instruction for specific goals like: B. Academic, extracurricular, and vocabulary-related goals. ESP's mission is to help students improve their language skills so they can complete their studies and prepare for their future careers. One of his predecessors in ESP research. The two main ESP subgroups that he differentiates are English used for word-related purposes and English used for educational purposes. The three ESP course types that Carter suggests are English as a Limited Language, English for Academic and Word-Based Purposes, and English with Specializations. The term "English for Specific Purposes (ESP)" is widely used to describe a variety of acronyms and subcategories that have become well-known in the ELT sector. EWP (English for Workplace), EOP (English for Word Related Purposes), and EVP (now known by his E4 WP designation) are examples of variations that fall under this category (It is sometimes called "English for Professional Purposes"). In English, science and technology are referred to as EST. English for Specific Academic Purposes (ESAP), which covers specific demands in a number of professions like sports commerce, law, and medicine, is comparable to English for Academic Purposes (EAP). The EAP emphasises the general academic validation abilities required to pursue a specific degree or focus in English.

2.3. ESP Course Design and Teaching Strategies

ESP is "an approach to language instruction in which all decisions concerning content and manner are oriented on the learner's learning goals," according to some designers. ESP adheres to the same standards and is a "special case of the general category of technical language training". The same principles apply whether the language is being taught or studied (Insani, Suherdi, & Gustine, 2018).

3. Research Methods

3.1 Approach and plan for the research

This study compared and described how students' and teachers'

perceptions of effective ESP education using a descriptive sequential mixed technique. In order to improve the study's validity and reliability, information triangulation was performed. Utilizing qualitative data from interviews, quantitative data from surveys were thoroughly evaluated.

3.2 Participants and setting

They had not received any formal training in ESP instruction or done any official ESP preparation courses. The student participants were now enrolled in or had previously completed an ESP course. In general, they expressed a desire to participate in this review. Everyone who was a member received the questionnaire. Each and every respondent received the utmost respect and dignity. They received information on pertinent ethical matters that the Academic Committee demanded (Jian, 2019). At each of the five colleges under investigation, every student was required to take around one ESP course.

The ESP course was incorporated into the educational plans to increase the students' English proficiency for job performance and to give them the language skills they needed to read sources in their field of study to raise their academic success. These ESP courses were typically taught by specialists themselves. For instance, BE received his education from business-focused teachers who were familiar with BE terminologies. To increase students' language use and skills, the present reforms mandated giving English language teachers access to ESP courses.

3.3 Collecting data process

He issued questionnaires to his five universities in Vietnam in order to gather measurable data. Prior to member approval, regulatory approval was attained. The significance of respondents' comments to the success of the review was underlined by the researchers when distributing the questionnaire. Vietnamese explanations were given to respondents for each item on the questionnaire in order to make it more relevant. The questionnaire was developed in both English and Vietnamese (Johns & Price, 2014). In-depth interviews in sociology provide additional information and are useful when factors or variables from previous studies are not yet known, but they also carry the risk of corona impacts and inaccurate responses from participants. Researchers used a simple interview technique to guide participants to the intended question. The researcher sent a pre-request using the e-mail address provided by the survey participant. Five teachers and 15 of her students were interviewed and accepted as participants. Respondent responses were reviewed and refined to improve survey accuracy (Kang, 2015).

3.4 Data Evaluation

The SPSS AMOS software was used to analyze the survey's data (IBM

Partnership, Armonk, NY). First, researchers deleted inaccurate, insufficient, and false data from the information collection. The results of the Correlated Variables Analysis were then used to evaluate the questionnaire's usefulness (N=248) (CFA). This comprises Bartlett tests, such as sphericity, head components, and Kaiser eigenvalues larger than one criterion, as well as the Kaiser-Meyer-Olkin (KMO) and KMO tests (Lo & Lin, 2019). Tiny coefficient suppression that is lower than the Promax Pivot. For each item, the revised item completion correlation value has been exceeded. 6. In the uncommon situation that only one item is omitted, Cronbach's alpha for each variable is lower. The above loads with 7 variables. 4 were produced. Then, we assessed how students and teachers felt about ESP training using habituation tests (Kolmogorov-Smirnov and Shapiro-Wilk tests), descriptive metrics, correlation coefficients, and independent-samples t-tests (Table 1). No obvious difference between information and normal delivery was found in habituation tests (p > 0.05). This demonstrates how widely known information has spread.

Table 1: Outcomes of the Normalcy Test

FACTOR		PARTICIPANT KOLMOGOROV $ MIRNOW			SHAPIRO-WILK		
		STATISTIC	DF	SIG.	STATISTIC	DF	SIG.
TASK-BASED LANGUAGE TEACHING	Teacher	142	42	168	515	42	522
	Student	146	124	183	456	124	578
LANGUAGE USE	Teacher	155	42	105	374	42	410
	Student	166	124	121	523	124	525
CORRECTIVE FEEDBACK AND ASSESSMENT	Teacher	142	42	207	452	42	340
	Student	187	124	172	386	124	512
APPLICATION OF TECHNOLOGIES	Teacher	163	42	262	467	42	327
	Student	170	124	184	502	124	553
DISCIPLINE SPECIFICATIONS	Teacher	198	42	163	457	42	305
	Student	172	124	102	502	124	508
CULTURE	Teacher	142	42	257	378	42	403
	Student	154	124	106	428	124	642
GRAMMAR TEACHING	Teacher	102	42	254	517	42	658
	Student	183	124	134	462	124	647

The responses of interview participants were analyzed using topics. He also divided the interview data into seven major topics because the interview questions had a questionnaire-like nature (see Table 1). With the aid of content-based research techniques, new themes and subtopics were discovered (Maguddayao & Tulauan, 2019). Decoding, reviewing the data, finding fresh

themes and categories, repeatedly reading the data again to sharpen themes and categories, and refining thematic categories. The researcher's grouped new notions into a constructed framework as a result of this study's descriptive sequential structure (see Table 1).

Since participant responses had already been vetted and clarified in interviews, differences between quantitative and qualitative descriptions were handled by using qualitative descriptions. To address the main research issues, we merged the findings from student surveys and interviews. By demonstrating qualitative and quantitative correlations between student and teacher opinions, a second research goal was met.

4. Results

4.1. Students' opinions of successful ESP instruction in sports E-commerce

An overview of Vietnamese ESP students' (N = 215) perceptions of several ESP educational areas was obtained through descriptive insights (see Table 2). The seven categories utilized in ESP training were supported by the majority of students (M > 3.0). They extremely valued the use of language, technological application, discipline requirements, and social issues in ESP education (M > 4.0). Their evaluations didn't completely disagree, as seen by the standard deviations (SD .7). The reliability values were satisfactory (>.7). Fig.1 shows results.
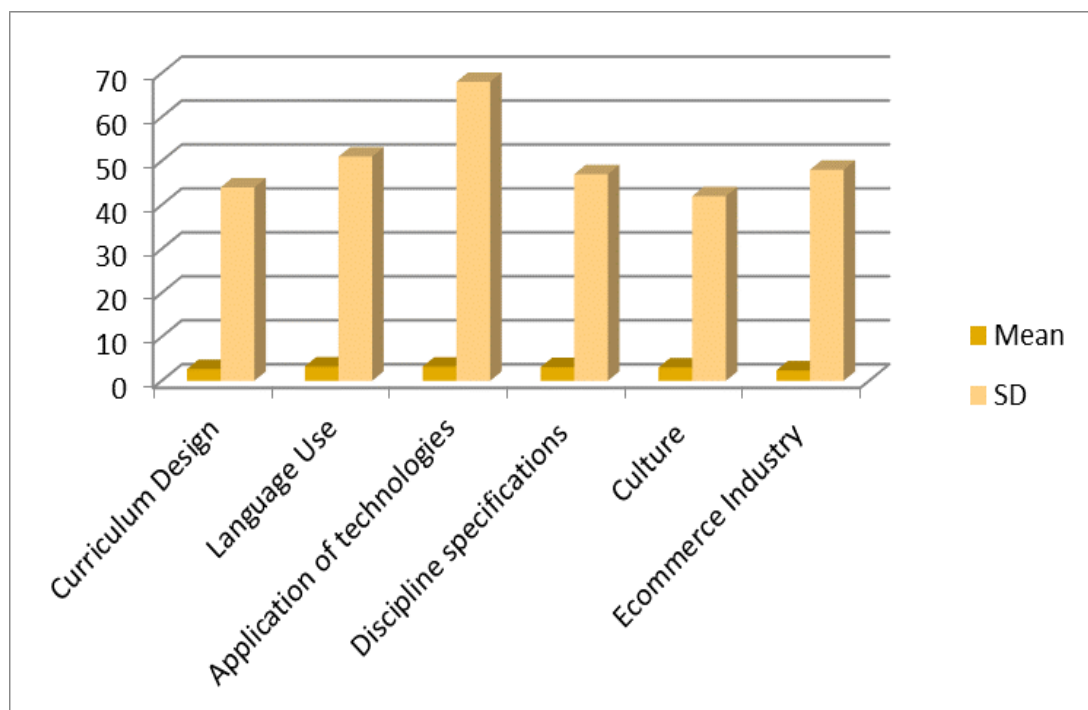

Figure 1: Responses from students to the questionnaire

In most cases, the students' answers during the interviews supported and interpreted their evaluations. It was thought that including content in ESP lessons would encourage students to engage in fruitful discussions about that material (Nguyen, Chester, Herber, & Lugg, 2020). Language accuracy, particularly with regard to technical words, was also unusually expected because ESP was thought to be discipline-based. The pupils stated a wish to have numerous opportunities to utilize English in ESP homeroom when it came to language use.

Some of them, nevertheless, felt that it shouldn't be a rule because it would be extremely difficult for people with low proficiency levels. If students were unable to articulate themselves in English, they should be allowed to speak in their original tongue. Though emphasis on punctuation can limit and deter pupils from speaking and communicating, language structure was thought to be important. The students unanimously agreed that the reviewing method should incorporate online engagement and learning. They recommended using virtual entertainment to stimulate students' minds and feelings while they learn (Nosratinia & Fateh, 2017). Correction feedback and assessment rated indirect corrections highly, but they were assumed to be case-by-case corrections, as they affect comprehension of lower-level students.

All students agreed that detangling language was important given the use of project-based language learning. The ESP course was supposed to present two important overlapping problems: language and discipline knowledge, thus language rearrangements were kept in mind to produce a peaceful environment in the classroom. Although it wasn't a major focus of an ESP course, syntax was viewed by the students as an important tool for language development. ESP instructors were urged to make decisions based on their students' language skills as opposed to strictly adhering to the curriculum's specified syntax focuses.

4.2. Comparison of teachers' and students' opinions of what constitutes effective ESP instruction

Several significant discrepancies between student and teacher perceptions of good ESP education were found in a thorough assessment of both groups (see Table 2). All of the points made in the ESP lessons were generally agreed upon by ESP trainers. The majority of teachers (M > 4.0) supported task-oriented language training, language use, corrective feedback, and assessment.

Corporate language training and punctuation training respectively received the greatest (M=4.25) and lowest (M=3.57) scores. The scale reliability for the framework as a whole and for each category exceeded 0.7, and the adjusted item and absolute correlation exceeded 0.5.

Table 2: An Overview of What Students and Teachers Think Makes ESP Instruction Effective

CATEGORY	RANK	TEACHERS' BELIEFS (N=32)				STUDENTS' BELIEFS (N=215)		
		Mean	SD	CITC	Reliability		Mean Difference	P
CURRICULUM DESIGN	1	3.14	34	543	735	2.87	56	11
LANGUAGE USE	2	3.32	30	454	703	327	02	16
CORRECTIVE FEEDBACK AND ASSESSMENT	3	3.23	46	458	636	2.83	11	05
APPLICATION OF TECHNOLOGIES	4	2.85	35	635	608	3.24	26	08
DISCIPLINE SPECIFICATIONS	5	2.98	43	532	725	3.11	22	02
CULTURE	6	2.57	11	551	718	3.02	24	11
E-COMMERCE INDUSTRY	7	2.46	25	565	742	235	22	24

The t-test results suggested a survey of how students and teachers view effective ESP formation (see Table 2). Subject Specifications, Remedial Feedback and Assessment, Procurement-Based Language Instruction, and Integration of Social Topics in ESP Lessons. There are relative mean differences of 0.47, 0.22, 0.33, and 0.35. However, there were unnecessary differences between teacher and student perceptions of language use, technology use, and syntax education ($p > 0.05$). Survey responses from students and teachers were analyzed, and the results confirmed and clarified remarks from interviews. Every theme found was normally taken into account by a framework intended to teach ESP. Their various worldviews may be to blame for the two groups' disparate educational backgrounds (Pang, 2021). The students had never heard of or been educated about task-based language education, despite the professors' enthusiasm for it, which was mostly influenced by the courses they were attending for their master's degrees. We also discovered that the teacher's inability to integrate her subject-matter expertise into her ESP instruction was a result of her lack of preparation (explanation of terminology, review of subject-related subjects, etc.). Teachers raised the point that some pupils would find it strangely time-consuming and meaningless to address faults indirectly. On the other side, because direct modification may make them appear unprofessional in front of the class, some students had a negative reaction to it. It was because Teachers believed that online engagement should be promoted, despite the fact that students wanted to be recognized for it since it has a positive impact on their learning. However, they maintained that all online work submitted for recognition must pass quality assurance. The professors acknowledged that there was potential for

improvement in the way students communicated with one another outside of the classroom. Overall, the concerns stated by the ESP Education Act were shared by both students and instructors. Students believed that her ESP training should be discipline-based, while teachers did better than students in language instruction that was task-based. These two He groups were less united in their support for explaining syntax, but they were unanimous on the use of language (Pinying, 2018).

5. Discussion

The current review investigated what good ESP instruction meant to instructors and students. ESP teaching options in different L2 environments were suggested, despite the data's limitations to the Vietnamese context. The beliefs of students and teachers were compared, and some parallels and differences were found (Poehner, van Compernolle, Esteve, & Lantolf, 2019). Two teachers and students were the ones who first realized the significance of the learning process, the strategies used, the behaviours necessary, and the use of language. They concurred with these ESP teaching and learning priorities based on their assessment. To promote student participation in the classroom and encourage a focus on learning, teachers used a task-based language teaching technique. This shows that learning, rather than instruction, was the main objective of classroom activities. ESP instructors should put less emphasis on lectures and more on getting students involved in the learning process. In addition, abilities that were thought to be important for future academic achievement and student employment were given priority. The emphasis was on language use and BE-related themes, similar to the study room. Overall, the exercises followed subjects for ESP courses. After learning, needs, skills and methods, discipline, and language, he should priorities language learning as his fifth priority in the teaching and learning process. The findings revealed that both students and teachers had favorable opinions of ESP instruction. Independent-samples t-test results revealed no difference between student and instructor beliefs for her three observable areas of language use, technology use, and instructional sentence construction. This outcome demonstrates how attentive teachers are to their students' needs. The significance of these categories is acknowledged in these two samples as well. In the study room, they placed a lot of focus on language use but little on sentence structure construction. I anticipated that you would communicate clearly, not that you would be sexual. Instead of simply transmitting knowledge of sentence form, they thought that teaching syntax should be done to increase students' capacity to utilize language effectively. We can understand people better through their opinions. To achieve this, the materials must relate her ESP classroom techniques to work- and academic-related context (Ramadan, 2021). There were considerable differences between the perspectives of teachers and students. According to the questionnaire's student-teacher rating correlations, there were notable differences in how students and teachers perceived

disciplinary requirements, task-based language education, corrective feedback and evaluation, and cultural integration. According to one theory, a person's educational background, pertinent knowledge, environment, and activities may affect how they view the outside world. It may be essential for ESP teachers to be aware of students' perspectives, objectives, and expectations in order to identify any gaps that may need to be filled. It is not necessary for teachers to support every student's opinions. Teachers are permitted to teach students how to change if their opinions turn out to be stunting their development. When they notice that their practice conflicts with their values. Unfavorable student behaviour, subpar performance, and discontent may result from these disparities. The body of ESP literature has been enriched by this work. In order to find out how students and teachers perceive excellent ESP training, the current evaluation conceptually used a pedagogical framework for effective ESP teaching. The current review identified three key restrictions. First off, given the study's participant population was exclusively Vietnamese (N = 248), the findings mostly confirmed Vietnamese opinions on ESP training. Research on the beliefs of students and teachers in different situations is possible. It is also geared toward BE students. Finally, the majority of the data came from self-reports. Additional study may incorporate information from homeroom observations and provide new insights into ESP instruction (Radyuk & Pankova, 2017).

6. Conclusion

The rapid growth of the global sports e-commerce market demands a specialized approach to language and translation education, particularly in English, which serves as a lingua franca in international commerce. This paper has highlighted the critical importance of incorporating English for Specific Purposes (ESP) theory into the curriculum design for English translation in the sports e-commerce sector. By focusing on the unique linguistic and cultural nuances of this field, an ESP-based curriculum can significantly enhance the communicative effectiveness and technical proficiency of students aspiring to work in sports-related e-commerce. Throughout this study, it has become evident that both students and educators encounter diverse challenges and perspectives when engaging with specialized sports e-commerce content. These challenges underscore the need for a curriculum that not only teaches general e-commerce translation but also delves deeply into the sports-specific jargon and marketing techniques that are pivotal in this industry. The proposed curriculum aims to bridge these gaps by integrating updated research findings and practical teaching strategies that are directly applicable to the sports e-commerce context. Key to this curriculum is the development of a comprehensive framework that includes rigorous training in technical vocabulary, contextual understanding of sports products and services, and the application of cultural knowledge in translation practices. This approach ensures that students are not only translating language but are also translating

cultural and contextual cues that define the consumer experiences in sports e-commerce. Moreover, the need for continuous adaptation and learning within ESP practices has been emphasized. As the sports industry evolves, so too must the educational strategies used to teach its language and translation. This necessitates an ongoing dialogue between educators, industry professionals, and learners to ensure that the curriculum remains relevant and effective in preparing students for the challenges of real-world translation. In developing an ESP-based curriculum for English translation in sports e-commerce is not merely an academic exercise but a necessary step towards fulfilling the industry's demand for skilled translators who are well-versed in the specific linguistic landscapes of sports commerce. By tailoring educational practices to meet these specialized needs, we can equip future professionals with the tools necessary for success in a competitive and ever-changing market. (Sela & Luke, 2020).

REFERENCES

Branzila, C. I. (2020). Online teaching English for Business and Economics in the time of pandemics. *Review of Economic Studies and Research Virgil Madgearu, 13*(2), 27-36.

Ginaya, G., Somawati, N. P., Aryana, I., & Putra, I. (2019). Improving students' communicative competence through inductive method using authentic materials. *Journal of Language Teaching and Research, 10*(5), 1080-1088.

Guzikova, V., Zelenina, L., & Pokhodzey, G. (2018). TEACHING MASTER STUDENTS OF THE DIRECTION «MUSICAL EDUCATION» TO CONDUCT A SCIENTIFIC DISCUSSION IN A FOREIGN LANGUAGE. *The Education and science journal, 20*(3), 182-202.

Hong-yue, C. (2018). Counter-Balancing between CBI and FFI from the Perspective of the Early Immersion Teaching of Mandarin Chinese in the USA. *Overseas English, 15*, 237-241.

Huang, Y. (2019). A study of CBI on the Reading for the TESOL. *International Journal of Social Science and Education Research, 2*(10), 81-84.

Insani, H. N., Suherdi, D., & Gustine, G. G. (2018). UNDERGRADUATE STUDENTS'PERSPECTIVES IN USING EDMODO AS AN EDUCATIONAL SOCIAL NETWORK. *English review: Journal of English education, 6*(2), 61-68.

Jian, M. (2019). The Construction of CBI Teaching Mode of Higher Vocational English Based on Professionalization. Ship Vocational Educ. 007 44–45. . *Ship Vocational Educ*, 44-45.

Johns, A. M., & Price, D. (2014). English for specific purposes: International in scope, specific in purpose. In. M. Celce-Murcia, D. Brinton & M.A. Snow (Eds.), Teaching English as a second or foreign language, (4th ed., pp. 471-487). Boston: National Geographic Learning.

Kang, N. (2015). The comparison between regular and flipped classrooms for

EFL Korean adult learners. *Multimedia-assisted language learning, 18*(3).

Lo, Y. Y., & Lin, A. M. (2019). Curriculum genres and task structure as frameworks to analyse teachers' use of L1 in CBI classrooms. *International Journal of Bilingual Education and Bilingualism, 22*(1), 78-90.

Maguddayao, R., & Tulauan, C. L. T. (2019). MOOCing and Languaging: the CBI Experience. *Asian EFL J, 24*, 399–428.

Nguyen, L., Chester, A., Herber, A., & Lugg, A. (2020). First year transition through a cultural lens: Face strategies of Vietnamese students. *Student Success, 11*(2), 82-90.

Nosratinia, M., & Fateh, N. H. (2017). The comparative effect of collaborative strategic reading and content-based instruction on EFL learners' reading comprehension. *International Journal of Applied Linguistics and English Literature, 6*(6), 165-173.

Pang, Y. (2021). Full-English Teaching Study of Audit and Assurance Service. *International Journal of Business and Management, 14*(12), 121-121.

Pinying, C. (2018). A Comparative Study on Engagement Resources in American and Chinese CSR Reports. *English Language Teaching, 11*(11), 122-135.

Poehner, M. E., van Compernolle, R. A., Esteve, O., & Lantolf, J. P. (2019). A Vygotskian developmental approach to second language education. *Journal of Cognitive Education and Psychology, 17*(3), 238-259.

Radyuk, A. V., & Pankova, V. Y. (2017). Developing Business English skills using case studies in the framework of multilevel education.

Ramadan, R. (2021). An improved group teaching optimization based localization scheme for WSN. *International Journal of Wireless and Ad Hoc Communication, 3*(1), 08-16.

Sela, S. T., & Luke, J. Y. (2020). English as Medium of instruction implementation for communication and sustainability in 4.0 era. *Ethical Lingua: Journal of Language Teaching and Literature, 7*(2), 395-404.