This study focuses on establishing a model for developing ESP (English for Specific Purposes) courseware for practice of participating in international trade fairs. The content of the courseware includes six sections: requirements for participating in a trade fair, virtual website of a trade fair, conversation practice, writing practice, hyper-linking of global websites of trade fairs and terminology. The courseware integrates the introduction of specialized knowledge with the five basic skills of English learning: reading, listening, speaking, writing and translation. A test and evaluation system combined with a self-checking or reference function is created in order that learners can examine for themselves immediately and understand their learning progresses and achievements. The courseware has been used and evaluated by 51 students in the four-year program of the Applied Foreign Languages Department at a technical university. At the end of the pilot use of the courseware, a questionnaire was administered to elicit the students’ responses concerning the suitability of the courseware content and its usage, and language acquisition. The results show that most students are satisfied with the courseware.

Key words: English for Specific Purposes, courseware, e-learning, trade fairs
Introduction

With the rapid development and fierce competition of business and industry, business communities around the world have deemed English language skills an important tool for competing globally. Furthermore, competence in English has also played a pivotal role in the success of individuals' careers. In addition, a high level of professional skills and experience are also required for the job market. This development trend makes English for specific purposes (ESP) much more discussed during last few years.

ESP is well known as a learner-centered and content-based approach to teaching/learning English as a foreign language, which meets the needs of learners who need to learn English for use in their specific fields, such as business, science, technology, medicine, leisure, and academic learning. There are two main problems in ESP development in Taiwan: the first is a lack of qualified ESP teachers who have pedagogical skills, real work experience, and knowledge; the other is a lack of relevant curricula and materials that can reflect or meet the needs of the job market so that students can get more practice and skills before entering the job market (Wu, 2003; Wang, 2004; Lai, 2005). With recent progress in information technologies, integrating technology with instruction has become a very effective tool for learning (Robly, 2003; Rosenberg, 2001; Tsai and Wang, 2006). Thus, the development of ESP courseware and related teaching/learning approaches could be a useful way to overcome the problems.

Accordingly, the aim of this study is to establish the ability of the higher vocational education system to develop ESP courseware through which students or
learners from different fields are able to upgrade their level of knowledge about the development in industry as a whole, to improve English skills, and to gain relevant abilities applicable to the job market. In addition, with the development of ESP courseware, we hope to promote its related teaching/learning approaches through e-learning systems in order that problems occurring in the development of ESP courses in Taiwan could be overcome. Of course, it is also expected that the development of ESP courseware can allow creating a new orientation in English instruction, which could make Applied Foreign Languages/English departments in vocational universities different from general Foreign Languages/English departments in the traditional universities in Taiwan.

Literature review

One of the goals of foreign language education identified by The Ministry of Education (2004) for vocational educational systems is to provide students with the foreign language ability and advanced professional knowledge that are necessary to succeed in the job market. Thus, the ESP instruction has been gradually emphasized for the last few years. The background analysis for each courseware was done by reviewing literature and surveying related courseware on the market. In fact, most ESP courseware for business focuses on training English reading and conversation skills. Since international trade is the most active commercial activity in Taiwan, it is important to promote the development of related courseware in higher vocational education to enable students to learn practical knowledge and help them enhance their abilities and competitiveness for entering the job market.

With the explosive growth of e-learning, there is currently a technological
revolution taking place in higher education. E-learning is a learner-centered educational system. An e-learning system must enable learners to learn whenever, wherever and whatever the learners want to learn according to their learning objectives. It also must offer learners a learning environment with a high degree of freedom so that learners can choose appropriate learning content themselves and understand their learning progress and achievement (Rosenberg, 2001). This value and benefit corresponds to the requirement of ESP, in which content and method are based on the learner's needs. Thus, e-learning would be the powerful technology that supports new approaches to ESP teaching and learning.

Several developed countries have invested a large amount of money to improve related hardware and software of e-learning systems. However, some problems have been encountered, and much effort has been exerted to overcome these problems in the United States (Willis, Thompson and Sedara, 1999, Ertmer, 1999). Drawing lessons from the American experience, Song et al. (2005) have recently suggested that the development of instruction-oriented software is one of the most important issues in promoting the e-learning industry in Taiwan.

Courseware, also called instruction or educational software, is widely used in higher education as an integral part of the courses. However, the success or failure of courseware depends on the quality of its content. Thus, it is very important for content providers to effectively integrate and coherently organize source materials including texts, audio or video tapes, images, animation movies etc, so that the content will be in place before the implementation of the courseware.

According to content vehicles, there are two types of courseware: CD-Title and Web-Title. The common feature of these two types is that their content is digitally...
stored and transmitted, and is represented by multimedia and hypertext. In general, the content features of digital materials or courseware are as follows: (Lin, 1999; Chiang, 2003; Lee, 2004)

1. Integration: they include features of several media (audio, video, images, text, pictures and animated movies etc...) to communicate learning information.
2. Interaction: they provide mutual communication between learners and the computer so that learners’ motivation and participation are enhanced.
3. Familiarity: they provide users with a user-friendly environment.
4. Non-linearity: they provide more resources and information for learners by hypermedia, and an on-line inquiry function is also provided.
5. Simultaneity: they provide latest developments or information for learners through the Internet.
6. Virtuality: they provide a virtual world that nearly looks like the real one through computers, which will promote learning interest and efficiency.

In addition, in order to raise the learner’s motivation and interest in learning consistently, the following elements should be considered (Lin, 1999; Robly, 2003):

1. It is important to decrease the pressure of learning, increase cognitive ability, develop better learning attitude and characteristics, and nurture frequent and practical usage of multimedia materials.
2. Utilizing technology to create an interactive and diverse learning environment will be the trend of the new generation. Multimedia usage and design should not distract the user’s attention or lose his or her interest.
3. Topics of materials should be based on daily life. They should not only help incorporate the learner’s prior experience but also help acquire new
knowledge through experience and usage.

4. The program runs like a computer game. This allows learners to be challenged while enjoying the system.

5. Evaluation systems are established with challenging questions to evaluate the learner’s independent thinking and problem solving ability. Learners can participate in the online self-examination that also provides answer keys.

Even if the above advantages are included in digital materials, the user’s ability should also be considered. If the learner cannot integrate all the information or knowledge, the information will not be effectively used (Chiang, 2003). Therefore, the content, the style of the media, and design of the interface must be considered when producing digital materials or courseware.

**Courseware Design**

According to the Lai’s study, English for International Commerce has not been provided for students. The aim of this study is to develop ESP courseware for practice of participating in international trade fairs in order to meet the needs of related industries as soon as possible and help students establish relevant ability and knowledge for entering the job market. The basic steps used to create the courseware in this study are shown in Fig 1.

The background analysis for the courseware was done by reviewing literature and surveying related courseware on the market. In fact, there is little ESP courseware for the target topic through which related special knowledge and English skills can be learned at the same time. That is the reason to design courseware for students in higher education, or people working in or interested in the field was undertaken. Thus,
the courseware can be used for education or for job training.

<table>
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<th>Background Analysis</th>
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![The basic steps used to create the courseware](image)

Designing e-learning materials is a multi-disciplinary task that emphasizes coordination and integration of different fields of study. The courseware developed in this study focuses on intermediate-level students and people from all walks of life. The design concept of the courseware is mainly based on practical on-the-job application and integration of the English skills of listening, speaking, reading, writing and translation. In order to facilitate learning in a user-friendly environment, the courseware is designed based on learners' needs (Alessi & Trollip, 2001; Fan, 2003).
1. The courseware provides basic and consistent e-learning material to suit learners’ needs.

2. The courseware creates a user-friendly environment based on learners’ qualities and experiences to help learners become familiar with the learning material.

3. The courseware uses audio and video elements to increase the motivation and interest of learners and promote effective learning.

4. The courseware provides quick and easy-to-get information for learners. An evaluation system with answer keys is also included in the courseware.

5. The courseware includes various multimedia techniques such as Html, .mp3, Photoshop, and Flash to facilitate learning.

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**Fig 2** Six sections shown on the main page of the courseware.

The content of the courseware incorporates related ESP and multimedia functions, and other related software or technologies to integrate all aspects of resources into the system. In addition, the content is in both English and Chinese and is based on simplicity and consistency. Translations are also provided for greater ease
and better understanding. The content of the courseware includes six sections: requirements for participating in a trade fair, a virtual website of a trade fair, conversation practice, business letters, hyper-linking of global websites, and terminology. The design and structure of the courseware content are explained below, shown in Fig 2.

1. Requirements for Participating in a Trade Fair:
   Tasks and responsibilities required before and during a trade fair are explained. The learning units for applying English skills include Listening and Speaking Practice, Text Reading and Translation.

2. Virtual Website
   A virtual website of a trade fair with an online problem solving and reference system is designed through which learners can learn how to prepare for and budget for trade fairs.

3. Conversations
   A series of conversations for exhibitors and visitors is provided so that learners can practice.

4. Letter Writing
   Some practical business letters used for the preparation and registration of international trade fairs are given.

5. Hyper-linking of Global Websites
   According to features of the industry development in our country, several official websites are super-linked in order to provide a richer and self-motivated environment for learners.
with a self-checking and a reference system in order that learners can examine themselves immediately.

The courseware developed in this study has been used and evaluated by 51 students in the four-year program of the Applied Foreign Languages Department at a technical university. At the end of the pilot use of the courseware, a questionnaire was administered to elicit students' responses concerning its effectiveness. The overall average score for the courseware was 3.92, which means that most students chose "Satisfied" as the answer to the questions. This indicates that students were satisfied with the courseware.

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國際參展實務專業英文教育軟體之研發

摘要
因應數位學習時代的來臨，本研究在於結合實際參展專業英文、多媒體以及資訊科技，研發以參加國際商展實務為主題之教育軟體，藉由網路教學或自學平臺系統，提供學校教學、職場訓練或自學所需。軟體中規劃「參展注意事項」、「虛擬商展網站」、「參展常用會話」、「參展常用書信」、「重要商展網站」與「商務常用字彙」六個學習主題，以訓練學習者建立對於該專業英文的認知，並進行「聽、說、讀、寫、譯」五項英文技能的訓練。另設計情境模擬的評測問題，引導學習者進行線上之參展演練，增進問題解決能力，提升因應職場挑戰之實務經驗。本軟體開發後，經科技大學應用外語系高年級學生測試使用，並根據專業認知、語言習得、教材內容、軟體功能等問題，進行學習同意度調查分析，結果顯示大多數學生滿意本教育軟體之教學與學習成效。本研究乃在建立開發研製專業英文教育軟體之技術與經驗，以期透過內容之編選設計，與產業實務結合，在學習英語文之基礎上，藉由數位學習的方式，建立傳達專業知識與職能之橋樑，培養兼具英文能力與職場技能之實務人才，以發揮應用外語的實質內涵與功效，縮短學校教育與產業需求間的落差，展現技職教育體系『務實致用』之理念與目標。

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