

The Combining Interactive Mode of EGP and ESP

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Abstract. The combining interactive mode of EGP and ESP in college English teaching can help to cultivate students' ability to practice English and also to consolidate the foundation of English subject knowledge. It is helpful for students, business and teachers.

1. Introduction

The basic requirements of college English teaching clearly puts forward the required courses-comprehensive English, language skills, language application, language and culture and English majors and elective courses should be combined, making sure that students of different levels in English application ability get adequate training and improvement. College English should focus on the main content of English language knowledge and application skills, mainly cultivating the students' English application abilities, to make them communicate effectively in English in the future study, work and social activities. In addition, the college English curriculum requirements also puts professional English as a required course into the college English course system. Cai Jigang pointed out 10 years ago, with the advent of the era of cultural diversity, English for special purposes (ESP) closely connected with professional or purpose of a particular subject will be the inevitable developing trend of college English teaching in our country, and the status of pure English language skills courses will be gradually weakened. So college English teaching should not only teach EGP(English for General Purposes), that is the language basic knowledge of English, but also the ESP (English for Special Purposes) which is related with the specific profession or majors.

2. The comparison and contrast of EGP and ESP

Above all, no matter in accordance with regulations of the outline or the suggestion of experts, ESP is not isolated with EGP in college English course system. EGP is taking a general knowledge and skills for teaching purposes, whose stress is the basic skill in English. ESP is training the student to work in a specific industry in the application ability of English. Students' learning goal is more clear, so as to adapt to the future career. But, at present most of the colleges and universities pay more attention to EGP, while pay less attention to ESP, taking ESP and EGP in a state of imbalance in the long run. EGP course dissevers the relationship between English and professions engaged by college students, not stimulating students' learning enthusiasm. While ESP course is difficult, and doesn't match well with the learning ability of college students. Thus, the most suitable mode for college students' English teaching is to integrate ESP and EGP, putting the basic English language ability and the application ability synchronized together. ESP course is the reinforce and improvement of EGP. It is the way to improve the quality of college English teaching, to cultivate inter-disciplinary talents. Only in this way can maximally mobilize the enthusiasm of students learning, maximally enhance their competitive ability to workplace, then college English teaching can play its proper role, otherwise it will cause the waste of manpower, material and financial resources.

3. The research at home and abroad

ESP appeared in the early 1960s. After forty years of development, it has now become one of the most prominent areas of the world's EFL (English as a Foreign Language) teaching. Because the ESP is associated with a particular subject, it is different from EGP. After decades of development,

the studies of ESP teaching in European and American countries has formed a system. A lot of the experts and monographs have appeared. In addition to Europe and the United States, Japan, Thailand and other countries and regions also have the ESP courses. In 1965, the book *Technical English Structure* by Herbert is regarded as the first ESP teaching materials. The purpose of the book is to let students having some basic English knowledge can take part in professional English training. These students need to have the ability to use special syntax in the writing of science and technology, and be able to read the specific literature some professions need.

The rise of ESP teaching in China appeared in the 1970s. It is defined as a science and technology English by most colleges and universities. Compared with the ESP teaching research abroad, the domestic ESP teaching research is 20 years later than the former. As early as in 1978, professor Yang Huizhong published two papers, introducing concepts of ESP and recommending the teaching materials abroad at the same time. In the 1980s, papers about the ESP teaching are rare. In the 1990s, the domestic study of ESP theory and teaching paper continues to increase, such as Cheng Shilu (1995), Fan Yi (1995), Zhao Xueai (1999) and so on. But these articles only introduce the theory of the origin, concept and classification of ESP in foreign countries, almost not studying the deficiency of the ESP teaching and some difficulties in the teaching process. Under the premise of the continuous development of economic globalization in the 21st century, the society needs the compound talents possessing professional knowledge and relatively high level of English. So in the new market economy situation, a lot of research papers about changing teaching idea, effective ESP teaching appeared. Not only a boom in the number of articles published compared with before, but also the research range and domain of ESP in China are more extensive and diversified. In 2002, Zeng Wen-xiong studied ESP teaching methods. In 2004, Cai Jigang explored the relationship between ESP and EGP (2010). Gao Chaqing (2010), Zhu Cuihua (2015), Cai Yucheng (2011) discussed teachers' professional development under the teaching mode of ESP and EGP in this paper. Xia Li (2014), Chen Yi (2014), Bao YuHua (2014) discussed a combination of English teaching model on ESP and EGP. Han Liwei (2014) explored the aptness of college English teaching to ESP, so that the research results can be applied into the college English teaching, implementing the effectiveness of college English teaching. Wen Pilan (2016) discussed the combined ESP and EGP teaching mode in the public English teaching in vocational colleges. Domestic related research for EGP and ESP is very extensive, but the combining interactive mode of EGP and ESP in college English teaching is not much.

4. Conclusion

Building the combining interactive mode of EGP and ESP in college English teaching conforms to the current college English teaching outline requirements and meets the needs of the teachers development in colleges and universities. Teachers shoulder three responsibilities, that is cultivating students, scientific research and serving the society. From the aspects of cultivating students, adopting the combining interactive mode of EGP and ESP can improve the students' employment and cultivate graduates of higher social recognition. In terms of scientific research, engaging in the teaching and research of EGP and ESP can improve teachers' English level, promoting to strengthen international cooperation and exchanges, especially is helpful for young teachers in reading and writing English literature. The combining interactive mode of EGP and ESP in college English teaching will become the new direction for English linguistics and pedagogy research, and will be more practical than British and American literature. In terms of the servicing the society, the combining interactive mode of EGP and ESP in college English teaching can strengthen professional teachers' English level and the professional skills, combining the teachers' professional knowledge with enterprise needs to provide technical services for the enterprise.

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