

# The creation of a continuum model for the transformation of College English from EGP to ESP—A Case Study of ESP teaching for Non-English Majors in Application-oriented Universities

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**Abstract:** College English reform is a hot issue in China's higher education. In the context of the transformation and development of colleges and universities, we should pay attention to the importance of the research on the creation of continuum model of College English transformation from EGP to ESP, mainly taking the teaching of ESP for Non-English Majors in Application-oriented Colleges and universities as an example, and clearly put forward the curriculum system of continuum model from EGP to esp, This paper discusses the curriculum and the selection of teaching contents, hoping to provide relevant references for the successful transformation of Application-oriented Colleges and universities. In the process of social development, various fields will also have greater competition intensity. On the basis of accelerating the process of internationalization, the international integration of various fields can be deepened. Based on the current situation of curriculum teaching in Application-oriented Colleges and universities, The creation and application of the continuum model of College English transformation from EGP to ESP, hoping to cultivate more excellent talents for the country and society through China's College English classroom.

## 1. Introduction

With the deepening of economic globalization, College English education has deepened. There are obvious differences in training objectives between Application-oriented Undergraduate Colleges and other research-oriented colleges. In the process of ESP teaching for Non-English Majors in application-oriented colleges, creating a continuum model of College English transformation from EGP to ESP is conducive to the application of knowledge and teaching practice in the teaching of application-oriented colleges, Cultivate compound talents with strong application ability and excellent comprehensive quality, and the development goal is to guide students to engage in modern front-line service work. Application-oriented Undergraduate Colleges and universities focus on application, supplemented by subject education. Organically combine applied teaching and subject teaching to establish a new educational model, which requires undergraduate colleges to pay attention to innovative methods in English courses. In order to meet the needs of social change, they need to break the stereotypes in English classes, and explore how to master professional terms within the scope of their majors through the application of EGP and ESP teaching models according to different degrees of professional ability of college students, So as to improve students' professional English quality, so that students can use professional English to engage in their favorite activities. English teaching is divided into general English, also known as basic English, and special purpose English. General English focuses on the acquisition of basic English language skills, such as grammar and vocabulary, as well as the improvement of basic skills such as listening, speaking, reading, writing and translation. In other words, conventional English takes vocabulary and grammar as the core to train students' basic skills. English is a relatively independent subject, which includes not only instrumentality but also professionalism. Instrumentality is mainly reflected in good language application ability and solid basic skills. The existence of solid basic skills also meets the foundation and needs of the development of science and technology and market economy under socialism, and is also a prerequisite for the cultivation of compound talents majoring in English. Therefore, if we

want to cultivate talents with all-round development in the new era, we should take strengthening students' English skills as the starting point.

Based on the EGP teaching mode, learners can carry out simple communication in combination with English without restrictions on topics, regions and occupations, and can also deal with many types of English language tests freely. From primary school to senior high school, National English teaching takes general English as the mainstream. At the same time, applied undergraduate colleges offer courses such as English extensive reading, intensive reading, oral English, grammar, pronunciation and listening, which are also the scope of EGP teaching. It can be said that the whole process of basic education of EGP teaching mode. Nowadays, combining the EGP model to train college students, so that they can be more comfortable and confident to achieve ideal results in various tests, but they lack the specific context of applied language communicative competence. The reason is that the essence of general English is English language teaching, that is, to master the common core of English, which will not be affected by learners' intention and occupation, and there will not be much difference in grammar, vocabulary and ideation function. The common core of English language is not that learners master all the contents, but only as the basis of language expression. ESP refers to special-purpose or academic English, which refers to English related to a certain type of special occupation and discipline. Courses are offered according to learners' special purposes and special needs, such as tourism, finance and legal English. It aims to provide students with a communication skill for applying English to work in a special working environment. ESP includes professional academic English, also known as industry English, which is abbreviated as ESAP; Of course, there is general academic English, referred to as EAP. The former helps students master professional syntactic structure, discourse features and professional vocabulary, and helps students prepare for professional courses or future related work in terms of language and content; The latter helps students learn bilingual courses or lay a good skill foundation in professional learning and research. According to Strevens' summary, ESP courses have the following characteristics: meeting the needs of special learners; The content is related to special occupations and majors; Grammar, vocabulary and discourse teaching are carried out in the context of special occupation and specialty; It is in sharp contrast to ordinary English. It can be found that ESP is a kind of learner centered teaching mode, which is the application of English working skills in learners' special working environment. Or it can be said that ESP teaching mode pays more attention to practicability. It has strong pertinence and practicability for students' English application ability related to occupation in the future, and can make students apply what they have learned.

Table 1 EGP related courses

EGP	extensive reading
	intensive reading
	oral language
	grammar
	voice
	hearing

Table 2 ESP related courses

ESP	Travel
	Law
	Finance

There are great differences with ESP in teaching content and goal. EGP teaches the general rules of language, focusing on the cultivation of the basic skills of learning and humanistic quality; ESP focuses on cultivating learners' ability to work with English as a medium. However, without EGP as the basis, even if students are proficient in professional theories, it is difficult for them to use English to carry out normal communication. In addition, the integration and improvement of EGP and ESP with professional knowledge is very beneficial to broaden students' horizons and enhance students'

basic language skills. They are sadly regarded as two different aspects to achieve the same teaching goal.

## **2. Disadvantages of continuum model of College English transformation from EGP to ESP**

With the increasingly frequent exchanges between China and the world, the specialization and diversification of English ability has become a new development trend. The society also pays more and more attention to talents who are proficient in foreign languages and can skillfully use professional English. EGP + ESP teaching mode is the most effective way to cultivate compound talents. However, there are many problems in the actual teaching process, which seriously affect the teaching quality.

### **2.1 Teaching mode**

For application-oriented majors, first of all, we should pay attention to practical operation. However, some colleges and universities still use the method of translation teaching. EGP teaching is the main means of English classroom teaching. Teachers dominate the classroom and adopt the indoctrination teaching mode. English courses are generally divided into four steps: listening, speaking, reading and writing. The classroom teaching method of reading and writing takes teaching materials and texts as the carrier to teach grammar points, Teaching methods and teaching links are carried out around basic words or vocabulary, lacking new ideas. Moreover, the English level of learners is uneven. Some students choose application-oriented undergraduate colleges precisely because their English performance is not satisfactory. In this case, if they do not selectively supplement the foundation, but blindly set up EGP or ESP teaching mode, not only the students' English level will not be improved, but also they may have learning weariness. Both EGP and ESP are representatives of functional language school. They carry out English courses according to students' specific requirements and needs. Therefore, teachers should master the correct teaching mode in English classroom and avoid distorting ESP teaching.

### **2.2 Teaching staff**

For ordinary colleges and universities, there is a lack of special bilingual teachers. Teachers who meet the standards should have five characteristics: they must be qualified English teachers; Be able to control the rhythm of the classroom and have their own unique design concept; Is a qualified teaching and research personnel; Having a dual identity and a partnership with other teachers and learners; According to students' majors, use EGP + ESP teaching method to evaluate and conduct teaching test in time. Some application-oriented colleges and universities mainly use college English teachers with high English level to teach. Due to the lack of professional course teachers and taking ESP teaching as a secondary subject, teachers can not find the correct teaching method, resulting in students being unable to learn practical knowledge. They also reduce the role of professional theory in practice according to the traditional teaching method of English-Chinese translation. Some colleges and universities began to use professional teachers to set up ESP teaching tasks, carry out teacher team training in a planned and orderly manner, and improve the overall level of application specialty by improving their own quality.

### **2.3 Teaching resources**

Due to the neglect of ESP teaching mode in Colleges and universities, the degree of teaching materials used by application-oriented undergraduate students is different. Many colleges and universities choose a single way. Some of the teaching materials used by students are commonly published College English teaching materials, and most of them follow the trend to buy bilingual teaching materials used by key universities. These textbooks seriously deviate from the purpose of professional teaching and can not meet the needs of students and society. Colleges and universities lack the thinking of cooperation with enterprises, and the school enterprise cooperation mode rarely appears on campus, resulting in the ESP teaching mode being limited to the classroom, which affects the further improvement of teaching quality.

### **3. Teaching strategies of EGP + ESP mode for College English courses in Applied Undergraduate Colleges**

#### **3.1 Construction of continuum model of EGP and ESP**

With the continuous downward shift of the training focus and task in the basic language knowledge stage of English curriculum, the basic education stage will bear more responsibility for language training. After six years of formal classroom study in primary school and middle school, plus various extracurricular English counseling given by parents, in theory, 12 years is enough to help students master the basic language knowledge of English and have basic daily oral communication skills. Therefore, from the strategic level, the state should consider the positioning and connection of English courses in primary basic education, middle school secondary education and university higher education. After all, unlike other courses, English is one of the few courses offered from primary school to university in China's education system. According to the current development and reform trend of higher education, China's higher education in the future will develop in the direction of academic research, applied technology and vocational education. The positioning and connection of College English in the three different types of colleges and universities should also be treated differently. As far as application-oriented colleges and universities are concerned, focusing on developing the continuum model course from EGP to ESP should be the reform road for the development of College English in this type of colleges and universities. The continuum model from EGP to ESP mentioned in this paper refers to how to transition from general English courses to special English courses in the four semesters of College English. In other words, the continuum model is the re integration and setting of teaching materials, class hours, teaching methods and teachers, so as to meet the positioning of the school to the greatest extent, And the demand of the market for talents in English knowledge. The author believes that the content of EGP course should not be completely eliminated in applied universities. Because under the current college entrance examination enrollment system in China, we cannot deny that the overall college entrance examination scores of students recruited by application-oriented universities are much lower than those of students recruited by academic research universities, but higher than those of vocational education colleges. Therefore, it can be judged that it is necessary to continue to strengthen the reserve of basic English knowledge, However, it is not necessary to set up English courses focusing on basic language skills training in the precious four semesters, and such a teaching model can not highlight the school running characteristics of application-oriented universities. Make supporting reforms in students' English curriculum evaluation. According to the current CET-4 model, it is obviously not feasible, because this evaluation model does not correspond to the 1 + 3 or 2 + 2 model we adopt. We should consider adopting double standards to examine both students' EGP ability and ESP ability, or completely give up examining students' EGP level and only use students' ESP level to examine students' English application ability.

#### **3.2 Optimize the allocation of English teaching resources**

Based on EGP + ESP mode, teachers must pay attention to the optimal allocation of English teaching resources. Teaching resources are the prerequisite guarantee for the realization of educational objectives and the implementation of education. The correct understanding and utilization of teaching resources plays a decisive role in the normal operation of the teaching system. Based on the EGP + ESP mode, in the process of College English Course Teaching in application-oriented undergraduate colleges, we should give full play to and mobilize students' dominant position, take the reform of English teaching methods as the main line, pay attention to the all-round cultivation of students' innovative ability and core ability, and enable students to have all-round development of intelligence, thinking and ability, The premise of all this is the optimal allocation of teaching resources, which has become a powerful means for English teachers to give full play to the function of classroom education and improve teaching efficiency. In order to further enrich and integrate teaching resources, College English courses in Applied Undergraduate Colleges Based on EGP + ESP mode should make full use of multiple teaching resources in the network, schools, society, families and various media, and put students' learning into a broad background.

### 3.3 Create a good teaching atmosphere for students

Based on the EGP + ESP mode, teachers should create a relaxed and pleasant learning atmosphere for students in the classroom and make students transition from rigid and passive learning state to active and active state. Let students be in a happy atmosphere, stimulate their fun in English learning, and realize the real meaning of teaching in fun. Therefore, teachers need to use encouraging and affirmative words to encourage students in and out of class. We should have keen insight, be aware of the advantages of students in time, and feed back the evaluation results to students in time. Teachers should give enough care, trust and respect to students in ordinary teaching. The relationship between teachers and students should be harmonious and democratic interpersonal relationship. Teachers and students should be in an equal position to study and discuss, so that students can be relaxed physically and mentally, further promote their flexible learning and application of English knowledge, and cultivate a compound type that can truly serve the country and society practical personnel

### 4. Conclusion

The reform and development of College English has always been a hot issue in the field of higher education in China. With the continuous improvement of the quality of basic English education in China, the English level of freshmen has been greatly improved compared with the past, which is an indisputable fact. In this context, setting up follow-up courses of EGP has become the consensus of most English teaching workers. Combined with the development characteristics of Application-oriented Colleges and universities, this paper puts forward that the continuum model from EGP to ESP should be adopted in the English Curriculum of Application-oriented Colleges and universities. However, the success or failure of the model involves a series of supporting reforms such as teachers, student evaluation, teaching materials, teaching contents and even teaching methods, which need more attention and action in the future. In the future research, it is also hoped that more researchers can put forward new views and suggestions on the model from the evaluation of teachers, teaching materials and students.

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