

Feasibility Study on the Transformation of College English EGP to ESP

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Keywords: EGP; ESP; English Teaching

Abstract: EGP (English for General Purposes) and ESP (English for Specific Purpose) have become the two mainstreams of English teaching and research. ESP teaching has higher requirements for teachers, requiring teachers to have a solid English language foundation and teaching skills. EGP teaching is also based on needs, analyzing the specific needs of students' communication with internal communication level, and its curriculum design is closely related to demand analysis. At present, the reform of teaching quality in our country needs to strengthen the construction of undergraduate teaching team and high-level teachers, and explore effective teaching methods and models. The education system should strive to improve the professional quality of English and non-English related professional knowledge, and explore the suitable professional development direction with a positive attitude.

1. Introduction

From the perspective of English teaching in China, EGP and ESP have become the two mainstreams of English teaching and research. At present, the reform of teaching quality in our country needs to strengthen the construction of undergraduate teaching team and high-level teachers, promote the construction of bilingual teaching curriculum, and explore effective teaching methods and modes [1]. Improve college students' professional English level and their ability to use English directly for scientific research. Focus on training basic English language communication skills and strengthening students' basic English language knowledge [2]. Mainly rely on the basic knowledge of English pronunciation, vocabulary, syntax, grammar and so on.

Under the training of EGP pedagogy, students can read some literary works, conduct simple communication, and cope with common language proficiency tests. The EGP teaching model has a big gap with the knowledge needs of modern society [3]. In the actual teaching process of local applied colleges, the teaching content is seriously out of line with the teaching objectives, and it is difficult to cultivate a high level of general English EGP [4]. ESP teaching content is closely related to learners' study, employment and occupation [5]. It mainly focuses on training learners to understand professional English knowledge and professional English working ability. ESP is an English course based on learners' specific purposes and needs. Its purpose is to cultivate students' communicative competence in using English to work in a certain working environment.

2. Materials and Methods

ESP highlights its academic and professional uses, and is more closely related to all sectors of society. It is a necessary continuation and expansion of EGP teaching and an effective way to cultivate multi-skilled and versatile foreign language talents in today's society. As a common language for students to learn, EGP can cultivate students' language skills and help them master the universality of English. ESP is to help learners have professional English [6]. ESP teaching regards practicality as the starting point and the center of teaching, extracts the English application ability which is suitable for the vocational field, and forms a teaching approach with strong pertinence and practical ability training as the center. In order to realize the EGP's transition to ESP, the college English course must change the current situation in which EGP dominates the world and re-set it.

For the requirements of the new curriculum reform for junior high school English teachers, more

than half of the teachers feel that some of their educational concepts need to be updated, and should also comprehensively improve their business level [7]. There are also significant positive correlations between learning behavior, interpersonal support, and situational support. It shows that the three dimensions are related to the learning effect, which further reflects the high internal consistency of the overall scale. As shown in Table 1.

Table 1 3D correlation analysis results of effective classroom environment construction

	Learning behavior	Interpersonal support	Situational support	Learning effect
Learning behavior	1	0.619	0.431	0.717
Interpersonal support	0.776	1	0.578	0.556
Situational support	0.654	0.626	1	0.642
Learning effect	0.438	0.565	0.631	1

ESP teaching requires college English teachers to have a complete understanding of their existing knowledge, to sort out their own knowledge structure, and to make reasonable adjustments in combination with other professional courses in our college. Demand analysis theory is the foundation of ESP teaching course and an indispensable part of ESP. In China, the public English teaching in most colleges and universities mainly focuses on the basic English teaching, that is to say, EGP teaching occupies the main position in the current college English teaching. Because ESP focuses on the ability to use English language skills related to a particular major, it still needs to be based on good English language skills. Efforts should be made to improve the professionalism of English majors and non-English related professional knowledge, and to explore the professional development direction that suits them with a positive attitude.

3. Result Analysis and Discussion

In the specific curriculum setting, colleges and universities should differently set the time and class hours of EGP and ESP teaching according to the situation of their students, so that the two can be properly matched in the college English teaching. College English teachers should be compound teachers, that is, they must have a solid knowledge of the basics of English language, as well as English knowledge in other disciplines [8]. EGP teaching is also based on needs, analyzing the specific needs of students' communication with internal communication level, and its curriculum design is closely related to demand analysis. The single and traditional college English teaching mode is the repetition and expansion of the English knowledge that has been learnt before, which may lead to students' learning-weariness.

After the implementation of the first stage of ESP-supported English listening and speaking teaching, a phase test should be conducted. The main content of the test is the three modules learned at this stage. The results of the test are not only the basis for evaluating the learning effect of students at this stage, but also the basis for adjusting the strategy in the second stage. The test results are shown in Figure 1.

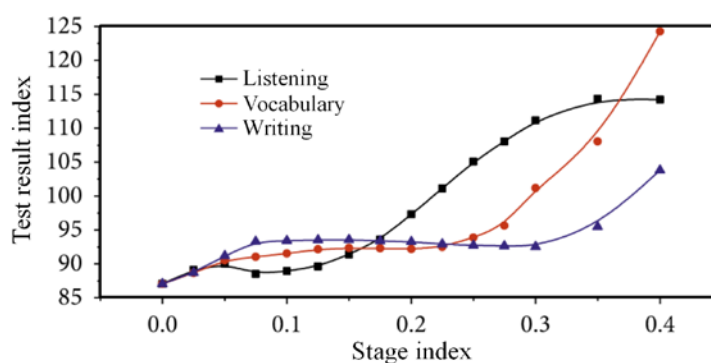


Fig. 1 Comparison of written test scores of listening, vocabulary and writing

Good teachers are an important guarantee for the quality of teaching. ESP teaching has higher requirements for teachers, requiring teachers to have a solid English language foundation and teaching skills. To adapt to the teaching requirements of the post-university English era, it is essential to realize the transformation of college English teachers. Learning College English in this state will lead to students' poor learning state and even directly affect the rate of passing CET-4 and CET-6 and the employment rate of students. Through ESP teaching, students can only use authentic language expression in the target scene by mastering relevant vocabulary terms, understanding language features, and learning to analyze the features of discourse structure and language expression.

4. Conclusions

The gradual shift of College English teaching from EGP to ESP is to meet the new requirements of the society for talents under the new situation, and is the inevitable trend of College English teaching reform. In order to meet the needs of social and economic development, many colleges and universities are turning to cultivate applied and compound talents. Nowadays, the public English teaching mode in Colleges and universities can hardly meet the higher requirements of the society for high-quality talents. The English education that students receive should be able to meet the professional, professional, and professional needs of the society. The value of English learning must be assessed in terms of practicality in actual jobs. Teaching should be combined with a certain aspect of professional knowledge or a certain discipline to form a new teaching model that is in line with the development of the times.

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