

Discussion on Classroom Teaching Reform under EGP+ESP Mode

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Abstract: *In the context of globalization, enterprises no longer prefer people who just only are good at English, but more all-round talents. A simple teaching model cannot meet the current development. The EGP+ESP teaching mode has become the focus. This paper summarizes the problems of the existing EGP+ESP teaching mode, such as poor classroom teaching effects, imperfect practical teaching, unreasonable curriculum setting, nonstandard textbook construction, single talent training method, and insufficient teachers. At the same time, it puts forward corresponding countermeasures in curriculum planning, teaching content, teacher construction and practical teaching.*

Keywords: *All-round talents; Practical teaching; EGP+ESP mode*

1. Introduction

Hutchinson and Waters (1987)^[1] divided English for academic purposes and English for professional purposes into English for general purposes (EGP) and English for special purposes (ESP) respectively. EGP mainly focuses on grammar teaching, knowledge point interpretation and test training, which strengthens learners' basic English knowledge learning and deepens learners' language common core learning. ESP refers to an English learning related to a certain discipline in order to meet certain social needs. It has very clear teaching characteristics, strong pertinence and professionalism, specific and in-depth teaching content, and highlights the practical teaching process, such as computer English, landscape English, accounting English, medical English and other related majors.

The teaching exploration of ESP theory began in the West. For example, the English City University of London established a language learning center. Most of the courses provided by the center are related to Business, Arts Policy and Management, and Engineering. ESP teaching reform has also been launched in Taiwan. ESP teaching theory has been prevailing and based on the feasibility of ESP teaching research at home and abroad and ESP teaching practice, so ESP teaching will be the inevitable trend of college English reform. However, there are more and more prominent problems in the college English teaching system. The ESP teaching research in China is mainly divided into two processes. The first process is the introduction stage of theoretical research, for example, Chen Rong (1985)^[2] introduced the theoretical basis and teaching characteristics of ESP teaching; Fan Yi (1995)^[4] believed that the existence of ESP has social needs, logic and teaching rationale; Liang Jian (1990)^[5] described the development and current situation of ESP in foreign countries; Chen Bingbing (2005)^[3] introduced the overall theoretical framework of ESP teacher training model design. The second process is the practice and development stage. Du Jianying (2011)^[6] carried out a critical exploration of ESP and answered several conceptual issues and disputes in college English education in China; Cai Jigang and Chen Ningyang (2013)^[7] conducted a demand analysis of ESP in the context of the internationalization of higher education; Chong Bin and Tian Zhongshan (2018)^[8] analyzed the main problems in ESP teaching in colleges and put forward relevant countermeasures; Xu Xiaoshu, Sun Yilin and Cai Jigang (2020)^[9] constructed a prototype of TPACK competence framework for English teachers for special purposes in Chinese universities.

2. The necessity of EGP+ESP model teaching

EGP teaching has always been the main mode of English teaching in China, but there are still many disadvantages, such as low learning efficiency, low practicality, unclear professional convergence, and cannot meet the market demand. In the context of globalization, English cannot just meet the needs of oral communication but enterprises need more professional talents, with "English+professional knowledge". In the future, the demand for high-level English talents in the industry will be increasing,

and it will become the focus of college English teaching to deliver a large number of all-round English talents for enterprises. Therefore, the purpose of EGP+ESP mode is to cultivate comprehensive English talents, and integrate this mode into college teaching, which is in line with the development of the times. From the perspective of definition and understanding, EGP is the theoretical basis of ESP, and ESP is a higher level interpretation of EGP. The implementation of EGP+ESP model can generally be divided into three stages: the first stage is general English teaching, which belongs to cohesion and transition. Teachers should let students focus on how to effectively use and communicate in English. The second stage is to focus on business English or related knowledge points, because this knowledge point with high practical value can meet the various needs of the market for talents, and enable students to show their advantages in the fierce workplace environment. The third stage is ESP teaching, which allows students to use specialized terms purposefully in a special environment according to the specific characteristics of specialized disciplines.

Using the EGP+ESP model, college English teachers can offer English courses according to the actual needs of students, and can also cultivate students' ability to use English. The application of the EGP+ESP model in college English teaching can improve students' learning efficiency and build perfect test modes. At the same time, teachers can increase the practical teaching of ESP courses, carry out a variety of ESP extracurricular activities, create more opportunities for off-campus practice, closely combine ESP teaching with professional needs, and become a favorable voucher for students to show their confidence and ability in the fierce competition in the future. In short, colleges and universities take the path of combining EGP and ESP teaching mode, which is of great help to the cultivation of talents.

3. The current situation and existing problems of EGP+ESP mode teaching

3.1. Poor classroom teaching effect and imperfect practical teaching

Some colleges take EGP courses as optional courses, while some are set as compulsory courses with very low requirements. The teachers in class are also very casual. Most of the teachers follow the traditional EGP teaching method to teach, such as the reading translation method. Teachers interpret the text sentence by sentence and students have few opportunities to participate in the class. The classroom teaching effect is very poor. Some teachers regard the ESP course as a professional vocabulary course. There are no such teaching methods-practical situations-case analysis, achieving diversified teaching. Teachers do not pay enough attention to students' learning in class, and students cannot practice in English after class, which do not enrich and expand their horizons. It is difficult to improve their application ability.

3.2. Unreasonable curriculum and non-standard textbook construction

Firstly, the curriculum is very unreasonable. In order to adapt to the development of the times, many universities have offered ESP courses. Some set up English for special purposes in their senior year, which is out of line with the general English curriculum. Some offer ESP courses in their freshman year, which is very difficult for students. Secondly, the construction of textbooks is also a major problem in ESP teaching. Excellent teaching materials are very important for teaching. At present, there are many problems in the construction of ESP textbooks, such as non-professional compilation, lack of authenticity, single content of textbooks, and lack of balance. The compilation of textbooks is also based on the previous versions, and the content of some emerging professional fields is little mentioned. There are no general ESP textbooks on the market. Most of them are prepared by the team teachers. In addition, the teachers who do not have many years of ESP teaching experience cannot grasp the difficulties. The compilation of textbooks is still confined to the vocabulary and grammar, which cannot be separated from the traditional mode of reading and translation without effectively improve the students' practical application ability. Some textbooks introduce some articles of this major, without after-class exercises, only a few isolated articles, and without editing the original text. Some colleges choose textbooks at will. If they cooperate with some publishers, they choose their textbooks, which lacks rigor.

3.3. Single talent cultivating mode and insufficient teachers

College teaching is positioned in the undergraduate education with the combination of production, study and research. However, the classroom teaching mode is outdated, the talent training mode is

single, and there is no solid foundation and professional/vocational characteristics. It is difficult to cultivate application-oriented talents serving local and society. There is still some distance to truly realize the characteristics of the combination of production, study and research. In ESP classroom teaching, teachers should not only have professional knowledge in relevant fields, but also have solid comprehensive English ability. However, there are roughly two types of teachers who teach English for special purposes in colleges and universities. The first type is professional teachers who are good at their own majors, and the second type is English teachers who are good at English. The teachers of first type have relatively solid professional knowledge, but lacks the relevant cognitive rules of English teaching. Too much attention is paid to the teaching of professional terms and professional knowledge, which is not conducive to improving the level and ability of students' professional English. The teachers of second kind have strong language skills, but their professional knowledge is not enough. In classroom teaching, they pay more attention to the mastery of grammar and vocabulary, and fail to go deep in professional development, and guide students in practice teaching.

4. Coping strategies of EGP+ESP model teaching

4.1. Set up curriculum planning, closely combine with employment needs, update and improve teaching content

Set up appropriate English curriculum plan according to local conditions, closely combine the future employment trend of students in the process of setting up the English subject system, fundamentally ensure the practical value of English courses, and help promote employment. ESP teaching planning should pay more attention to the training of oral communication, listening and other practical abilities. In combination with the needs of the development of the times, the content of the teaching materials should be updated timely to keep with the times, build a complete teaching material system, and better guide the teaching practice activities. In this way, students' English communication ability can be trained and their comprehensive application level can be improved. The first and second stage of teaching design of EGP+ESP mode is the consolidation stage of EGP foundation. Listening, speaking, reading and writing are conducted separately in class, and the special use of basic vocabulary is emphasized. The evaluation system should also be diversified, and the performance evaluation should be diversified at ordinary times. Each class should have evaluation feedback. In the transition stage of junior year, there are professional knowledge teaching and activities in class, such as application class performances, debate, theme film dubbing, and speech. Then it is the practical application of the course, for example, law ESP teaching can be used in English courts, accounting majors can take part in English sandbox competitions, and ecosystem English practice operations. The new model of EGP+ESP is effectively used. In teaching, English is closely connected with the professional knowledge. Associate the vocabulary, phrases and sentence patterns the students master skilfully with the professional knowledge, pay attention to giving full play to students' dominant position in classroom activities, create teaching situations for students, diversify the presentation of teaching content, and comprehensively use the hierarchical teaching method and cooperative learning method to carry out teaching. And promote the transformation of teaching methods, constantly enrich and expand students' horizons, improve English knowledge application skills so as to promote the effectiveness of college English teaching.

4.2. Pay attention to the study of English theoretical knowledge, constantly improve the comprehensive quality of teachers, and build a high-quality team

Teachers are the main body to promote the effective use of the new EGP+ESP model. In line with the development of the times, they need to update knowledge, strengthen theoretical knowledge learning, change traditional teaching methods, effectively carry out practical teaching activities, pay close attention to the requirements and changes of the employment market for talents, and link English teaching with students' professional knowledge learning. Through taking part in training, attending lectures and engaging in advanced studies and academic visits, teachers can continuously improve themselves, master the teaching process and knowledge related to EGP+ESP, integrate these knowledge into daily teaching activities, enhance the communication with professional teachers between colleges, and build an excellent teaching team to improve the teaching quality. At the same time, in the teaching process, the design of learning-centered curriculum modules is no longer teacher-centered. Teachers guide learners to determine learning attitudes, requirements and potentials, and form a correct view of learning. The analysis of learning situations should not focus on a single student, but should focus on

multiple subjects, that is, the active interaction between teachers and each student, and between students and students, to jointly construct the meaning of learning. It is also necessary to analyze the language situation (the target situation of students) that learners need in academic and professional situations, determine a clear language view, and clarify the skills and knowledge required by the target situation, so as to improve students' English autonomous learning and professional ability.

4.3. Give full play to school-based research and school-enterprise cooperation, increase students' practical learning opportunities, and improve students' ability to use English

Colleges and universities are positioned in the undergraduate education combining production, learning and research. The college English teaching mode based on EGP+ESP has both solid foundation and professional characteristics. It is the basis for local undergraduate colleges to cultivate applied talents serving the local and society, and it is the school-running feature that truly realizes the combination of production, learning and research. With school-based research and training, school-enterprise cooperation means establishing training bases in enterprises, giving full play to the discipline and professional advantages of the school and enterprise industry resources, innovating the school-enterprise cooperation mode, and injecting new vitality into the development of schools and enterprises. Build a normalized communication and exchange mechanism between the two sides, and strive to achieve the resonance and integrated development of schools and enterprises at the same frequency so as to form a joint force for talent cultivation through the combination of "points, lines and areas". Deepen the quality of talent training, build internship and employment platforms, put the theoretical knowledge into practice, carry out a variety of ESP extracurricular activities, create more extracurricular practice opportunities, closely combine ESP teaching with professional needs, and carry out teaching purposefully and directionally. Promote the transformation of teaching methods, constantly enrich and expand students' horizons, improve English knowledge application skills, so as to provide more complex English talents for enterprises.

5. Conclusion

Compared with the traditional college English teaching mode, the EGP+ESP mode has made corresponding changes in teaching stages, textbooks and teaching modes. The biggest feature of the EGP+ESP model is to effectively integrate English with the majors, closely link English with the professional knowledge in teaching. Students master the vocabulary, phrases and sentence patterns associated with the professional knowledge. Pay attention to play the main role of students in classroom activities, create teaching situations for students, diversify the ways of teaching content presentation, and flexibly use classroom performances, debates, speeches and other forms. Carry out a variety of ESP extracurricular activities, create more extracurricular practice opportunities, closely combine ESP teaching with professional needs, promote the transformation of teaching methods, strengthen students' English practical skills, constantly enrich and expand students' horizons, improve students' comprehensive quality, and better adapt to today's fierce employment competition, and cultivate comprehensive talents to meet social needs. EGP+ESP mode is one of the effective ways to improve the quality and efficiency of college English teaching.

The EGP+ESP teaching mode is consistent with English teaching laws and can highlight the characteristics of college education. The teaching model focuses on basic education, pays attention to the direction of students' professional development, and enables students to better carry out English for special purposes on the basis of mastering English for general purposes, and helps them better understand professional English knowledge, which is an extension of the teaching model. Its extension basis is students' majors, the extension core is students' professional development needs, and the extension purpose is to integrate English skills and professional knowledge. The purpose of improving students' comprehensive English quality is to cultivate high-quality professional talents and highlight the characteristics of education.

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