

The Integration and Cohesion of EGP and ESP

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Abstract

In recent years, more and more teachers recognized that the purpose of English teachers is to cultivate students' language ability of practical application in the workplace, and to adapt to the requirements of special purpose in occupation. In this context, focusing on the integration and cohesion of general English teaching (English for General Purpose) and ESP (taught English for Specific Purposes) is very important. This paper outlines the development of EGP and ESP, under the guidance of the necessity of the integration and cohesion of EGP and ESP teaching then elaborated and actively explores effective ways of both integration and cohesion

Key words: ESP; EGP; Integration; Cohesion

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INTRODUCTION

In January 2004, Department of Higher Education issued a "College English Curriculum Requirements" for college English reform and provided a blueprint, which is a programmatic document for our country in the new century foreign language education reform. Today, with the development of the situation, college English teaching is faced with some challenges: First, in terms of freshmen, many college freshmen are not learning English

through the classroom teaching, they have reached the basic college English requirement. The second is in autonomous learning, it has become an important way to learn a foreign language online because widely-used multimedia foreign language teaching methods make a lot of college students self-learning possible. The third is in the quality of teachers, more and more teachers who not only understand English but also understand majors come to this field. The fourth is in the number of teachers, the huge amount of public foreign language teachers, most of whom are traditional English professional background give rise to oversupply; the fifth lies in the education reform, many universities have begun to try teaching entirely in English; the sixth is that graduates of almost all domestic universities, When looking for a job or into the community, have shown the phenomenon that their English can not meet the needs of various industry sectors; the seventh is the information shows that in today's world, 80% of written communication is in English, which reflects the tools of English, while ESP (English for Specific Purpose) is reflected in its proper carrier and format.

As we all know, college English has two properties: the humanities and instrumental. EGP (English for General Purpose) reflects the university's general education in English, is also a college English humanities good carrier. From EGP to ESP, it is not only related to the concept of foreign language teachers and teacher-student understanding of a range of issues, but also involves the direction of college English teaching reform in China. Language is humanistic and instrumental, English is no exception. University English as a General Education (General Education, referred to as: GE) component plays an important role in university education. When people focus on college English teaching positioning functions rather than the humanities, when, EGP and ESP naturally become the center of the discussion on teaching reform, in fact, ESP also includes EAP (English for Academic

Purpose), EOP (English for Occupational Purpose) and the like. In the following part, the relationship between EGP and ESP will be discussed.

1. EGP AND ESP

1.1 The Definition

EGP (English for General Purposes) is intended for general use in English, but also refers to the general English. Its teaching content is to ask the students to understand and master the basic knowledge and skills in the English language, the purpose is to develop students' English listening, speaking, reading, writing and translating skills. Currently, this is the main use of college English teaching mode.

ESP (English for Special Purpose) intended for ESP, includes English and academic English, which is based on a specific purpose and the specific needs of learners and offer English courses, its purpose is to train students to use English in certain work environments and cultivate their communicative competence to carry out the work, including business English, Medical English, electromechanical English, Finance English, Legal English, English literature reading and essay writing and so on.

ESP has the following four essential characteristics: a) curriculum must meet the special requirements of learners; b) it must be related to the content of certain subject; c) ESP emphasis on trying to make the vocabulary, syntax and discourse applicable to a specific profession or career-related situations; d) ESP and EGP are relative.

1.2 EGP and ESP Development

From a historical perspective, before the 1970s, China's college English belonged to the category of EGP, English was considered as a compulsory course, an important part of general education courses designed to improve students' educational level and quality of foreign language, with general language knowledge and skills as their main teaching content, emphasizing more on college English humanities function. From the early 1980s, the rise of science and technology of the future of English, ESP began to receive a wide range of research and practice at the beginning of reform and opening up, which attached importance to training the students who not only understand technology but also are proficient in English. This reflects the tools aspect of college English, therefore, as an important part of scientific English ESP, ESP teaching occupied an important position. From domestic and foreign situation, due to unprecedented economic prosperity after World War II, international exchanges become more frequent, the breadth and depth exchanges greatly increased, ESP was born, which is defined to Stevens (1977, p.92) as a representative,

Broadly defined, ESP coal 'ses are those in which the aims and content are determined principally or wholly not by criteria

of general education (as when English is a school subject in school) but by functional and practical English requirements of the learner.

Similar definitions can also Robinson (1991, p.2) and Munby: Definitions (1978, p.2) defined found in the ESP. These definitions are reflected in the fundamental difference between ESP and EGP, of course, represent the two attributes of English, namely humanities and instrumentality.

1.3 The Differences

1.3.1 Course Categories Are Different

Currently, EGP, together with "ideological and moral cultivation and legal basis", "Sports and Health", belongs to the "quality and field-based learning" course. While some teachers believe that ESP is a branch of English teaching, in all of professional personnel training programs, ESP is classified as "professional learning areas" or "areas of professional development" course.

1.3.2 Teaching Goals Are Different

EGP mainly trains learners' basic English skills such as listening, speaking, reading, writing and translation, While ESP focuses on training students to use English in a work environment to carry out certain work. The former focuses on training the students' language skills (linguistic competence), "while the latter focus on training the students' communicative competence (communicative competence)", which belong to two different levels.

1.3.3 Modes of Teaching Are Different

The mode of ESP teaching is usually based on the students' professional "needs analysis". the current modes of teaching colleges ESP are: project-based learning, corporate practice teaching, pedagogy and other competitions. The teaching model of EGP curriculum is still purely theoretical teaching mode to teach the pure knowledge of the language, this form of teaching mode is relatively backward, but to consolidate the students' basic language skills, learning to lay for the next foundation.

2. EGP AND ESP COMBINATION

2.1 The Current Situation

Although many well-known scholars such as Professor Liu Runqing, Professor Liu Fagong, Professor Cai Jigang point out in different occasions that college English teaching should be combined with professional English. But how can we effectively combine the two to carry out teaching? in the current colleges teaching, There are two main ideas: a) Some institutions think we should put all of EGP teaching tasks to secondary school, students will come to ESP as soon as they enter universities, so now some colleges have changed university English courses from required courses to electives, students can learn without EGP directly into ESP learning; b)

Some institutions will consider ESP courses as a follow-up study of GEP learning courses, and colleges and universities form a more complete English learning system.

On the other hand, with the globalization of the economy and the internationalization of higher education, students need to

be able to understand English courses and lectures about the English, and can have more fluent and accurate dialogue or discussion on general or specialized topics, can give presentation in English at international conferences and participate in the discussion, can learn to read relatively smoothly professional English literature and information, can write in English brief reports and papers, can translate literature and information with the help of dictionary.

This is the third level of new “course requirements” on College English, the highest level of teaching requirements; it is also teaching requirements of ESP courses. We can see the relationship between basic and specialized English from It. Basic English EGP is the foundation, after laying the foundation, if college students really need to be developed into complex, application-oriented, international-type talent, we must rely on the professional English.

2.2 The Reasons Why We Should Combine EGP With ESP

EGP has long been the core of our college English teaching. The previous “syllabus” has stressed the need to lay a solid foundation for language students, highlighting the centrality of reading. 2004 revised new “curriculum requirements” proposed that it is necessary not only to lay the foundation of languages, but also to focus on training and speaking ability. 2007 revised new “curriculum requirements” divided college English teaching into three stages “general requirements”, “high demand”, and “higher requirements”. The teaching goal of General requirements is still to lay the foundation of language and focus on training language skills. This corresponds with the results of targeting college English teaching as the basis, so English teaching extends from the first semester of the fourth semester. On the other hand, with the globalization of economy and the internationalization of higher education, students need to

be able to understand English courses and lectures on English, and have a more fluent and accurate dialogue or discussion on general or specialized topics, be capable of presenting at international conferences or professional exchange papers and participate in the discussion, to learn to read relatively smoothly professional English literature and information, to aid dictionary translation of specialty literature and information.

This is the third level, that is the new “course requirements” on College English, the highest level of teaching requirements, it is also teaching requirements of ESP courses. Therefore, Basic English EGP is the foundation, after laying the foundation, college students

really develop into complex, application-oriented, international-type talent, we must rely on the professional English.

3. THE COHESION OF EGP AND ESP

3.1 The Necessity

there are two basic phases in College English teaching: the first stage is the foundation stage, language teaching, language interpretation and training is given priority to, allowing the students to learn a language phenomenon, training the students’ basic language skills, helping students to understand and master the English language and to lay the good English basis; The second stage is the professional English learning phase, the phase of ESP, mainly cultivating students’ ability to use language in the field of specialty, helping students to use English as a communication tool, and makes every effort to adapt to the needs of society and the needs of work. Taking a subsequent ESP teaching is a wide range, different from the conventional classroom teaching on both theory and practice, paying more attention to in the teaching method in vocational ability as the standard, thus the design of the ESP course content reflects that the professional ability is considered as the main line, including the required professional knowledge, reading, writing and translating skills, etc., through the teaching content and the actual practice, thus helping students to form the professional skills to in this major.

3.2 The Cohesion

3.2.1 Teaching Department

In order to have a better reflection of the characteristics of fully combining the ESP teaching and EGP teaching, effectively improve the students’ English application ability and professional skills, and to ensure the continuity and consistency of linking to the ESP teaching, universities should first take ESP teaching planning and management into consideration, especially under the guidance of the administrative department so as to strengthen the cohesion of each teaching sector and organizations. ESP teachers get into each other’s classroom, evaluate, have academic communications, cooperate with each other in the teaching aspect, formulate the overall teaching plan, optimize the combination and organizing teaching activities, teachers of the ESP course should work together on choosing teaching materials and courseware, developing auxiliary data item bank, set up the second classroom teaching resources effectively in order to achieve overall consistency.

3.2.2 The Teaching Contents

With actual situation as the starting point, the universities should focus on their own characteristics and set up their own teaching goals. On the premise of professional development, the universities should take teachers’

strength and the quality of students as a whole, not only to cultivate the basic knowledge of English in primary stage but also pay attention to the training and career related English ability and skills in the future. ESP teaching combines language skills training with professional knowledge learning, it is the extension of EGP teaching, with its teaching objectives more clear, that is, to cultivate students' ability to apply professional English in the actual situation. Therefore, it is more targeted, professional and practical. So on ESP course content, teachers should fully consider the students' needs and market demand and the relationship between the basic knowledge of English and professional skills so that they can help the students to consolidate the basic knowledge, train the ability of application in the field of professional, mastering many skills while specializing in their own fields.

3.2.3 The Faculty of ESP Teaching

Implementation of ESP teaching is up to the teaching faculties with both professional knowledge and strong command of English, So colleges and universities should make effort on ESP teachers' growth and development and create conditions to integrate The teachers. Language teachers should cooperate with specialized course teachers to form a teaching team, design teaching as a whole, organize and coordinate the teaching activities, develop teaching materials. Additional policies should be made to ensure that a foreign language teachers' participation in various forms to study, have professional English teachers training, and encourage young teachers has a master's degree in other professional fields and match the professional qualification certificate, to the "double Teacher type" direction, so as to ensure the integrity and consistency of English teaching.

3.2.4 The Teaching Mode

The cohesion of teaching mode should not only follow the general rules of language teaching, but also highlight its professionalism and more Occupational characteristics, so in English teaching, strengthen students' professional language and the cultivation of language skills should be given the priority, namely, ESP teaching by itself, must take the student as the center, therefore, the teacher to use various kinds of teaching methods to let the students to participate in the activities of classroom teaching in the process of ESP teaching. According to the teaching materials, teachers can design topic discussion, group learning, debates, etc., to strengthen and improve the language ability of students in various activities, to achieve professional research capabilities and the ability of using language, or use the internet or multimedia teaching, simulate and create a real language environment and working scenes, add strong English listening and speaking ability of students training, let the students be familiar with the real language environment.

3.2.5 The Curriculum

In order to achieve the natural cohesion between EGP and ESP, we can set up two different courses: the required courses and elective courses. For compulsory Settings, in grade one, we can focus on the basic knowledge of language, fully exercise the students' ability of listening, speaking, reading and writing translation to lay a solid foundation specially for later uses of English; in second grade set, we can combine EGP with ESP courses by taking EGP courses as a basis and focus on strengthening English listening and speaking in working environment. While in the third grade, according to the future demand for English talents of specific settings we can focus on specialized English courses, complete the transition from EGP to ESP learning. In the setting of courses, colleges and universities can set up corresponding courses according to the characteristics of students and training objectives.

4. ESP TEACHING ABROAD

4.1 Academic Researches on ESP Teaching Abroad

Since the early 1960s, ESP has become one of the most important areas of EFL teaching. Now international journals dedicated to ESP discussion as well—established. Such as "English for Specific Purposes", "Asian ESP Journal", "ESP World" and so on. The teaching of ESP has been a lively and stimulating part of ELT. Many linguistics scholars concentrate on the teaching of ESP. Hutchinson & Waters wrote a book *English For Specific Purposes: A learning-centered approach*, which mainly stresses the development and application of ESP course on the basis of the learning-centered approach. It is considered to be one of the most representative works in ESP field. Sysoyve introduces a framework for the development of all ESP course. Particularly, he suggested that course development be viewed as an on-going process, with necessary changes by the teacher to suit students' interest and needs, even while the course is in progress. Basturkmen provides in her book *Developing Courses in English for Specific Purposes* an introduction to the goals of ESP and its different branches, and advices for developing and teaching ESP courses. Her book not only reminds us. but also provides us with examples of the wide range and depth of possibilities and challenges in developing and teaching courses in ESP.

In the early 1970s, more and more teachers got to realize that a humanities or literary based language education approach was not suitable for students who had specific academic or professional interests. From then on, ESP teaching was applied by many higher schools. In these schools, ESP teaching concentrates not only on the recognition of particular structures of sentences or

word combinations, but also on the choice of terms and meanings of words in different types of texts.

In the history of ESP work, various approaches have been chiefly adopted. The approaches are register analysis. Identifying the grammatical and lexical features of different registers; rhetorical analysis, identifying the organizational patterns in texts; the functional / notional approach, associated with The Focus Series and the textbooks The Nucleus Series and the dominant genre analysis of today (Swales, 1990; Bhatia, 1993). They are all valuable approaches to text analysis because they begin from the idea that the texts used in the particular situation such as academic writing, business or other professional activities, have unique characteristics that distinguish them from other text. Wherever the ESP needs lies.

4.2 Practical Studies on ESP Teaching Abroad

In recent years, a number of studies on ESP teaching have been made through investigations. In 2001, a wide-range investigation on ESP teaching in colleges was made in Russia. It was found that many problems existed in ESP teaching are related to teaching methods, teachers' quality, teaching materials. Then a program was put forward to provide the qualified ESP teachers with training, develop suitable teaching methods and so on. In Japan, ESP curriculum classification is very detailed. Almost every profession has its own professional English which can effectively meet the needs of professional learners. Apart from Japan, some other countries have done a better job which includes Western European countries, Australia and Hong Kong which has close ties with Britain. For they have already had the practice for a long time, and their effect is obvious, we can learn a lot from them.

To highlight specialized ESP, its content must be professional, whereas the textbooks, as a carrier of teaching content, directly determine the effect of ESP teaching, in this regard, both British and American have started quite early and have laid good foundation, and therefore also made great achievements to meet the needs of national experts as well as students, they study their basic English knowledge structures in different countries as well as the learner's learning objectives, so that students who are not native English-speaking countries can do a better job on learning English.

There are three main topics related ESP teaching theory. The first topic is to introduce the ESP theory and overseas research achievement. For example, Cheng (1995) introduces the origins, developments, features and classifications of ESP. She points out that the establishment of the ESP theory system is necessary for Chinese situation. The second topic is to make ELT reform in universities. Cai (2004) concludes that college English teaching will shift gradually to ESP according to needs analysis, finally, it concerns ESP should exist from theory to teaching practice. Fan (1995) presents three reasons for it social requirements, logical requirements and pedagogical requirements. However, in contrast to overseas systematic studies, domestic studies of ESP teaching have not entered the mature and flourishing stage (Qin, 2003). Therefore, every foreign language scholar and teacher have responsibilities to improve and perfect ESP teaching in China.

CONCLUSION

Although the current situation of ESP teaching is not satisfactory, but with the further deepening of the reform of college English teaching, this trend ESP gradually replaces EGP is a necessity. I believe that as long as we conscientiously sum up the various problems encountered in the current ESP teaching, college ESP teaching will be greatly improved, and we can also see the emergence of more and more highly qualified ESP professional teachers.

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