



The Feasibility Study Model Design and Development of College English EGP to ESP Transformation Education in the Context of Big Data

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Abstract. Under the background of English reform in China, it is inevitable for EGP teachers to transform into ESP teachers. Based on the examination and reflection of the current situation of English Teaching in higher vocational colleges, this paper analyzes the difficulties faced by the transformation, puts forward the strategies for EGP teachers to transform into ESP teachers, and points out that the transformation can be completed by determining the direction of transformation, self-learning and promotion, and cooperating with professional teachers.

Keywords: Higher vocational education · EGP teachers · ESP teachers · Transformation

1 Introduction

EGP (English for general purpose), also known as general English, refers to the basic English knowledge taught at school. It emphasizes that students understand the basic language structure of English, including vocabulary and grammar. General purpose English focuses on the cultivation of students' language ability, and its main purpose is to help language learners master various language skills. ESP (English for specific purposes) refers to the English related to a specific occupation or subject, which is an English course based on the specific purpose and needs of learners. The purpose of ESP course is to cultivate students' ability to work in English in a certain working environment. In the ESP teaching stage, through professional learning, improve students' English language application ability in a certain industry or discipline.

2 The Present Situation of English Teaching in Higher Vocational Education

According to the author's investigation, the parallel mode of "EGP and ESP" is widely used in Higher Vocational Colleges in China, but the scale of the two kinds of English teaching is quite different. Due to the influence of the traditional teaching mode for a

long time, higher vocational colleges in China are used to taking CET-4 and CET-6 and College English proficiency test as the standard to test the effect of English teaching [1]. Therefore, EGP course is very common, and students of almost all departments and majors are required to participate in the above-mentioned test. In contrast, there are great differences in ESP courses offered in various vocational colleges. As shown in Fig. 1. Taking Henan Vocational College of economics and trade as an example, there are 11 departments in our college, including 3 departments with ESP courses, 44 specialties, and 8 specialties with ESP courses. There are 9 ESP courses in our college, with 2–4 classes per week and different semesters. It is not difficult to see that the teaching and management of EGP in China is relatively systematic and standardized, and the teaching materials, class hours, semester settings, teaching software and hardware are very stable. However, ESP teaching is not optimistic, which is mainly manifested in the randomness of curriculum setting, uneven teaching conditions and imperfect teaching equipment, resulting in students’ insufficient understanding of FSP course and low enthusiasm for professional English learning, It pays attention to the students’ English language foundation and the cultivation of language application ability, and basically conforms to the guiding ideology of the trial implementation of the basic requirements for English Teaching in Higher Vocational Education (hereinafter referred to as the “basic requirements”) promulgated by the Department of higher education of the Ministry of education in 2000, but it deviates from the concept of employment oriented and ability oriented higher vocational education.

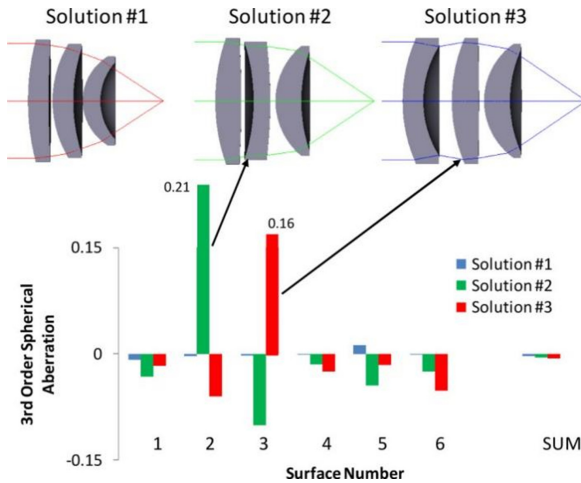


Fig. 1. Current distribution

3 The Inevitability of the Transformation from EGP Teachers to ESP Teachers in Higher Vocational Colleges

3.1 Characteristics of Higher Vocational Education

With the rapid development of China's economy and economic globalization in the 21st century, the society's demand for foreign language ability has shown a trend of diversification and specialization. Higher vocational education is positioned as "training technology, management and skill talents in production and service", and its teaching core is "ability standard". For higher vocational college graduates, the purpose of learning English is to obtain professional information through English, and to express professional ideas by using English as a communication tool. In a certain sense, the teaching of Higher Vocational English is ESP teaching. At present, the teaching of EGP and ESP in Higher Vocational Colleges in China is still difficult to meet the comprehensive skills that students must master in professional communication [2]. If higher vocational English teaching only focuses on EGP and ignores ESP, it will not conform to the development of the times and the needs of the industry. It can not reflect the characteristics of higher vocational teaching itself, and the efficiency of teaching practice will be very low. In view of the current situation of teaching in higher vocational colleges, the reform of Higher Vocational English teaching is imperative. Although the EGP course will exist for a long time in most schools, almost all colleges and universities realize the current situation, esp should be the main direction of Higher Vocational English Teaching in China, so the transformation of Higher Vocational EGP teachers to ESP teachers will become inevitable.

$$\begin{cases} \left(\frac{\partial w}{\partial t} + Fw \right) = 0 \\ w|_{t=0} = w_0^o \end{cases} \quad (1)$$

$$u(T) = M_T(w_0 + u_0) - (M_T w_0) \quad (2)$$

$$Ju_0 = \|M_T(w_0 + u_0) - (M_T \cdot w_0)\| \quad (3)$$

3.2 The Difficulties Faced by the Transformation of EGP Teachers to ESP Teachers in Higher Vocational Colleges

ESP teachers are language teachers first, and they should have the language teaching quality of foreign language teachers; secondly, professional teachers should have professional knowledge quality of professional teachers. Only when they are combined can ESP teachers be qualified for ESP teaching tasks. The author believes that ESP teaching is in line with the actual situation, but the most basic requirement is to have good English language ability, strong teaching ability and necessary professional knowledge to be qualified ESP teachers. At present, the EGP teachers in higher vocational colleges are composed of English teachers from domestic English majors, non English majors and relevant professional teachers of "returnees" non English majors. They will face three difficulties in the process of transformation. First, EGP teachers in English major mainly

study language origin and lack of professional knowledge; secondly, non English majors tend to be professional and solid, but their English language level, especially oral English is poor; third, relevant professional teachers of “returnees” who are not English majors, although language and specialty are close to teaching requirements, However, they do not know or adapt to the current situation and background of Vocational Education in China, and neither of them can meet the needs of ESP teaching.

4 Strategies for the Transformation of EGP Teachers to ESP Teachers in Higher Vocational Colleges

In view of the fact that there is no special teacher training team for ESP teachers in China, a large number of EGP teachers need to turn to ESP teaching. Therefore, EGP English teachers should prepare for this change ideologically and psychologically, and enhance their cognition of ESP.

4.1 Determine the Direction of Transformation

There are many kinds of ESP courses in higher vocational colleges, such as business English, tourism English, Exhibition English, hotel English, Secretary English, financial English, art English, etc. As shown in Fig. 2. All ESP courses are closely related to related professional content, so EGP teachers should first determine their own transformation direction. For the above three types of EGP teachers, the transformation direction can be determined according to their own interests, original majors, second degree and other aspects, so as to achieve targeted.

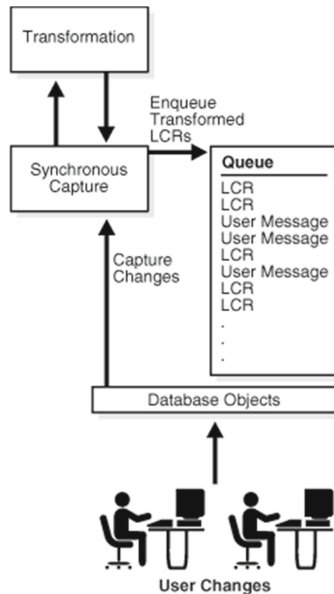


Fig. 2. Determine the direction of transformation

4.2 Self Learning and Improvement

According to he Wenxian's basic model of ESP teacher education, ESP teachers should have knowledge infrastructure (professional knowledge, skills, attitude) and professional practice. EGP teachers should purposefully and directionally add relevant professional basic knowledge to the knowledge structure as the "hardware" for transformation. EGP teachers are mostly "language type" or "combination of English and literature" talents. The problem of single knowledge structure has been mentioned in the survey of many experts. Secondly, EGP teachers can enhance their professional knowledge and practical skills by actively participating in professional training, further study and temporary training in enterprises. At the same time, they can understand the actual needs of students, which is very conducive to the follow-up ESP teaching [3]. Thirdly, get the professional qualification certificate of related major. The examination of qualification certificate is undoubtedly a pass for EGP teachers, which promotes the transformation of EGP teachers and the establishment of self-confidence.

4.3 Cooperation with Professional Teachers

In many higher vocational colleges in China, it is a common phenomenon that language teachers seldom communicate with professional teachers. In order to complete the transformation from EGP teachers to EGP teachers, it is very important to actively communicate and cooperate with professional teachers. EGP teachers are no doubt experts in language teaching, but they are laymen in their profession. EGP teachers can cooperate with professional teachers to optimize ESP teaching. For example, we can audit the courses of relevant professional teachers, assist EGP teachers to analyze students' needs, provide reading bibliography, jointly select textbooks, teaching contents, design teaching links, and even cooperate in the development of ESP courses.

5 An Overview of Teachers' Teaching Skills

At present, teaching skills still occupy a pivotal position, so what is the connotation of teaching skills? In the face of the rapid development of society, what teaching skills should teachers have in the new era? This is the first question we should think about.

5.1 The Meaning of Teaching Skills

There are different views and standpoints on the connotation of teaching skills in academic circles, which can be summarized as follows: (1) art theory. This view holds that teaching skills are not only the key to classroom teaching, but also an important indicator to weigh teachers' teaching art. (2) Experience says. The author thinks that teaching skills are the accumulated experience of educators in teaching activities, and the level of teaching skills is measured by experience. (3) Activity mode. That is to say, teaching skill is a very common way of activity that usually has a certain effect on teaching activities in order to achieve certain purposes required by teaching. In a word, teaching skill appears in the form of operational activity or mental activity. Its essence is a stable operational activity or mental activity mode that can effectively promote students' learning.

5.2 Characteristics of Teaching Skills

(1) Professional. Professional orientation is the primary characteristic of teachers' teaching skills. That is to say, the teaching skills used by teachers in teaching subjects in their respective fields are special and cannot be replaced with each other. For example, Chinese teachers need strong language skills, mathematics teachers need mathematical logic skills, art teachers need space combination skills. These directional teaching skills are different from the general simple imitation, because it contains complex activities such as input, coding and output of the internal and external environment of teaching [4]. It is a kind of creative skills, which can only be produced after special continuous training.

(2) Mutual inductance. The mutual inductance of teaching skills shows that in the actual teaching activities, teachers are the leading role of teaching activities, and students are the main body of teaching activities. Emotional communication between teachers and students is also an important way for teachers to carry out emotional teaching activities. For example, the Pygmalion effect refers to the mutual inductance of teaching skills. In other words, the effect of teaching skills is to convey teachers' high teaching enthusiasm to students. Teachers and students inspire each other and collide with creative sparks, so as to promote the efficient teaching activities.

(3) situational. The situational nature of teaching skills is determined by the characteristics of teaching objects and the suddenness of teaching activities. On the one hand, students are not only the main body of teaching activities, but also independent individuals. Teaching activities change rapidly without the teacher's will. This requires teachers in the face of different teaching situations, to fully mobilize the existing teaching experience, calm judgment and thinking, take effective methods and strategies, individualized teaching.

5.3 The Significance of Improving Teachers' Teaching Skills

- (1) It is helpful to improve the quality of teachers and cultivate their professional ability. Teachers' teaching skills run through the whole process of teaching activities and are an important part of teaching activities. In this process, teachers should pay attention to the development of their own basic teaching skills, such as language expression skills, classroom introduction skills, instructional design skills, and at the same time, they should keep pace with the times, innovate and develop teaching media, extracurricular activities, and independent inquiry skills.
- (2) It is conducive to improving learning efficiency and promoting students to learn better. Teaching process is a two-way interactive process between teachers and students. Teachers play a leading role in teaching activities, while students are the main body of learning. Teachers play a key role in improving students' learning efficiency. There is a positive correlation between teachers' teaching skills and students' learning effect. With the improvement of teachers' teaching skills, students' learning efficiency will be improved. It should be noted that since students are the main body of learning, the development of teachers' teaching skills should adapt to students' actual needs and personality characteristics, and organize teaching on this basis, so as to better promote students' learning.

6 Epilogue

Under the background of China's English teaching reform, it is feasible for EGP teachers to transform into ESP teachers through self positioning and promotion and teaching cooperation with professional teachers. Teachers, as an important aspect of the basic ability of vocational education, directly affect the quality of teaching and the cultivation of compound talents. How to solve the reasonable transformation from EGP teachers to ESP teachers in higher vocational education has important practical significance for the development of higher vocational education.

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