

Probe into the Differences between EAP, ESP and EOP Teaching in College English Teaching

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Abstract. This paper is to probe into the differences between EAP, ESP and EOP teaching in college English teaching. First, the author introduces EAP, ESP, EOP and their definitions. Then he analyzes the feasibilities and necessities to offer EAP, ESP and EOP courses at college on the basis of the improvement of elementary English education in primary school, junior and senior middle school. As for the differences of EAP, ESP and EOP, EAP is just like general English, it adapts to almost all fields or areas, while ESP and EOP are adaptable only to their particular fields or areas. Moreover, he points out EAP courses should adopt “Learning by doing” methodology, including theme-based methodology, task-based methodology, project-based methodology, inquiry-based methodology, case study methodology, inductive methodology and functional methodology etc., while ESP and EOP courses should adopt quite different methodology from EAP courses, which should be task type, cooperation type, project type and exploratory type teaching methodology. Finally, he puts forward some constructive advice on evaluation and test methodology for EAP, ESP and EOP. The novelty of this paper lies in its division of general English and EAP courses into one category, ESP and EOP into the other category and college English teachers should adopt different methodologies when teaching these courses.

1. Introduction

College English Teaching Guideline gives guidance for college English teaching between 2014-2024, which offers principles for each college or university to make their own characteristic college English syllabuses draw up their college English curricula and evaluate their college English teaching. In the *College English Teaching Guideline*, it points out college English course is part of the humanities education of institutions of higher learning, and it has both instrumental and humanism dual characteristics [1]. Besides, in the guideline mentioned above, it also puts forward three general objectives for college English teaching: basic objective, raising objective and developing objective as well as their five requirements for English language skills respectively. In this paper, we'll focus on its instrumental characteristics.

2. Three general objectives and five requirements for English language skills

2.1 Three general objectives

Our country is a large country, and there are differences between colleges and universities in different provinces and regions. College English teaching should carry out classified guidance, the principle of the students' aptitude, so as to adapt to the actual needs of individual teaching characteristics. College English teaching should direct at the actual use of English, focus on the training of students' English application ability. English application ability refers to the ability of communication in English in students' study, living and future jobs.

On one hand, college English teaching should pay attention to the development of students' language abilities, on the other hand, more importantly, college English teaching should further enhance their academic, specific and occupational English communication skills and cross-cultural communication ability in order to render students to communicate in English fluently in their daily lives, professional study and future professional posts in different areas or context situations.

College English Teaching Guideline puts forward three general objectives in college English teaching. Basic objective mainly directs at students whose English level of college entrance examination has reached or nearly reached Level 7 of high school English standard, which is the basic requirement for most college graduates when they have accomplished their college education. Raising and developing objectives direct at students whose English level of college entrance examination have reached or nearly reached Level 8 or 9 of high school English standards, which are higher requirements for the students' English application abilities in their majors. For those who haven't reached Level 7 of high school English standard in their college entrance examination, college or university can appropriately adjust basic objective.

2.2 Five requirements for English language skills

College English Teaching Guideline has put forward five requirements for English language skills respectively for the three general objectives, namely, listening comprehension, spoken English, reading comprehension, writing and translation. In the basic objective, students are required to master basic skills in these five requirements, including listening comprehension: students can understand daily life conversations, simple sound and video materials, relevant level of English lectures and simple instructions of technical terms and directions ;Spoken English: students can communicate in English with groups of people in multiple- turn, make brief speeches in English after preparations and have discussions in English on the topics of their future study and work ; Reading comprehension: students can read English newspapers and magazines in intermediate English on familiar topics and English textbooks, practical writing and simple professional documents with the help of the dictionary ;Writing : students can write their resumes, reading reports, incident reports and common practical writing ; Translation: students can translate either Chinese or English articles into the target language on familiar topics in less difficult English. As for the raising and developing objectives, besides these requirements, *College English Teaching Guideline* puts more emphasis on the students' academic, specific and occupational English development, for example, to listen to native English broadcasting news and programs, professional lectures and international professional conferences, watch native TV programs; Communicate with native professionals on common and professional topics and read their essays in English at international conferences ;Read articles and essays publicly published in professional journals, professional documents and materials; Write their perspectives, expositions, argumentations, professional reports and short professional essays; Translation: translate bilingual languages on culture and social customs both about China and other countries, translate professional documents and materials.

3. Instrumental Characteristics

Before we talk about instrumental characteristics, we have to mention three groups of courses for college English; they are general English course group, English for specific course group and cross-cultural communication course group. Among these three college English course groups, general English group is basic college English. Cross-cultural communication course group is courses for the humanities. English for specific course group is for instrumental characteristics. As for its instrumental characteristics, we usually mention three courses, namely, EAP (English for academic purposes), ESP (English for specific purposes) and EOP (English for occupational purposes). In our teaching practice, we find we have to adopt quite different teaching methodology for these three courses because of its different teaching objectives.

4. EAP Teaching Methodology

4.1 The Feasibilities and Necessities of EAP Course.

Above all, English level has been improved step by step during elementary education stage, especially since we carried out the English subject reform in primary school, junior and senior middle school, a series of English subject reform including New Standard, New Curricula, New Textbooks, New Teaching Methodology and New Research Achievements for English subject have all

established comparatively solid fundament for college English, which provides feasibilities to offer EAP, ESP and EOP courses at college.

On the other hand, after we have had some years of EAP teaching, we have accumulated fairly sufficient teaching materials and experience on this aspect. Moreover, in the developed countries or regions in the world, EAP is either compulsory or subsidiary course in the universities worldwide, so it is quite necessary to offer EAP course to our students in China in order to link with the international scientific and technological development.

4.2 EAP Teaching Methodology.

EAP, as it is defined, is English for academic purposes. It not only enables students to learn English, but more importantly, it renders students to master international academic norms and methodology as well as scientific and creative thinking modes such as logic thinking mode, critical thinking mode, creative thinking mode and comparative thinking mode through the learning of EAP[2]. To certain extent, it adapts to almost all scientific and technological fields or areas.

As for the teaching methodology, we should adopt “Learning by doing” advocated by modern international educators. To be more specific, it includes: theme-based methodology, task-based methodology, project-based methodology, inquiry-based methodology, case study methodology, inductive methodology and functional methodology etc.

As for the task of EAP teaching, to start with, we should instruct students how to read academic documents and make notes, especially critical reading, selective reading and index reading. Then, we should also instruct them how to write scientific and technological essays, including the selection of different categories of essays and titles and how to write abstract, quotation remarks and conclusions. What’s more, we should instruct them how to make academic speech and do demonstrations including full preparation and statement of the essay. Finally, it comes to the cultivation of students’ listening skills on how to listen to lectures made by scholars from different countries and different cultural background, including paying special attention to opening remarks, main arguments, professional vocabulary, idiomatic usages and shorthand writing.

5. ESP and EOP Teaching Methodology

5.1 Characteristics of ESP and EOP.

ESP and EOP, as they are defined, are English for specific purposes and English for occupational purposes. They bear more similarities than differences. They are different from general English and academic English in that general English and academic English are adaptable to almost all fields or areas, while ESP and EOP have their specific and occupational features, they can not adapt to any other fields or areas. ESP and EOP direct at learners’ present or future professions to design a series of learning situations [3]. Due to their specific and occupational features, we should consider the following three factors before we give lectures.

5.1.1 Need Analysis.

Before we give lectures, we should analyze some information of students, including: their majors at college, present or future professional or occupational information, individual information, English study information, the content they need to learn and their methods to learn the course etc. Besides, Professor Helen Basturkmen thinks the need analysis should also include analysis of process of ESP and EOP courses’ development, such as the analysis of course objective situation, analysis of target conversation, analysis of learner’s factors and analysis of teaching factors.

5.1.2 Analysis of Specific Conversations.

ESP and EOP are, doubtlessly, courses to teach specific or occupational conversations in some certain fields or occupations, so they must be detailed, correct and reproductive of the real working environment. As for the teachers, they should do some investigation work to get the information on what language skills, themes and language features students need to learn.

5.1.3 Arrangement of Courses.

Arrangement of courses is very important in that we must make decisions about the ranges, content of the courses and selection of textbooks according to certain different teaching objects.

5.2 Methodology of ESP and EOP.

ESP and EOP teaching should follow the rules of foreign language learning, according to the characteristics of the teaching content, give full consideration to students' individual different characteristics of majors and learning styles, use appropriate and effective teaching methods. The choice of teaching methods should reflect the flexibility and adaptability, the purpose is to improve the teaching effect and learning efficiency. To sum up, we can use task type, cooperation type, project type and exploratory type teaching methodology to take teachers as guides, students as the main body of teaching, transforming teaching activities from "teaching" to "learning", teaching process from the focus on the aim of "teaching" to focus on the needs of "learning" to form a constant state: teachers act as guides, students as active participators. Teachers should also make full use of Internet teaching platform to provide students with self-study means and rich teaching resources to render students to transform from "passive learning" to "active learning".

6. Evaluation and Test of EAP, ESP and EOP

Evaluation and test is important means to check the quality of teaching and learning, which promote college English curriculum construction and development. As one part of college English courses, the evaluation of EAP, ESP and EOP include the curriculum system of each link, which should comprehensively use various evaluation means to deal with the internal evaluation and external evaluation, the relationship between formative assessment and final assessment. To some extent, we should transform from the traditional final evaluation to formative evaluation to promote the development of curricula in this field. The aim of evaluation of EAP, ESP and EOP curricula is to build college English course "college-based evaluation system combined with other diversified evaluation system of comprehensive evaluation", which include : course design, teaching objectives, teaching methods and means, teaching content, evaluation and testing, teaching management, teachers' development, etc.

According to *College English Teaching Guideline*, evaluation and test of five requirements for English language skills should also add to the evaluation and test of EAP, ESP and EOP.

7. Conclusion

With the improvement of English level of elementary education, EAP, ESP and EOP teaching is feasible and necessary for college English teaching. In order to link with the advanced scientific and technological development in the developed countries and regions in the world, we should cultivate our students into international compound talents.

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9. References

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