

Construction of Academic English as the Core of College English Teaching Mode

Jia He

Changchun university of Science and Technology, Changchun, China

hj_julia@hotmail.com

Abstract. Academic English teaching is the essential access which must be passed to achieve the goal of college English Teaching. This paper analyzes the necessity and inevitability of academic English teaching in building EGP + EAP mode as the core of the college English teaching mode.

Keywords: Academic English, EGP, EAP.

1. Introduction

With the advent of the era of economic globalization and internationalization of higher education, the demand for English proficiency is increasingly high. This requirement is not only reflected in basic knowledge of listening, speaking, reading, writing and translation, but also in academic English featured by learning original English materials, participation in academic lectures, academic reading, academic forums and academic communicative competence. Only by having a certain amount of basic academic English, so as to grasp a lot of specialized vocabulary and improve the professional level. This requires us to carry out college English teaching reform in order to adapt to the international situation. This provides a clear direction for college English teaching reform.

2. Necessity of Extending Academic English Teaching.

2.1 Academic college English teaching is in line with the "student-centered" teaching philosophy

Higher education should be "student-centered." Students are the core of education, all courses have to be offered based on the needs of students. With the advent of the era of economic globalization and internationalization of higher education, English proficiency of contemporary college students is rapidly improved, their English learning needs are not only satisfied with simple everyday spoken English communication. They also want to finish the task of the specialized courses when studying abroad; possess the ability to retrieve the foreign literature at the time of graduation, and publish high quality papers. Academic English teaching combine expertise and English maximize students' exposure to English in the process of specialized teaching; achieve subtle purpose of learning English.

2.2 Academic English is the way college English teaching reform

College English teaching reform is in process , almost all of the reforms focus on improving the English proficiency of students. However, in the course of reform, hours of college English courses are compressed to reduce credit. How students learn useful knowledge in a limited period of time, to be useful for future work and learning has become the priority our reform pioneers must consider. College English teaching purposes should no longer focus on the basic of the language training. The college English teaching goal is to train students in English learning expertise, discussion, research and ability to communicate. Specifically, only through academic learning English, students will be able to understand the professional vocabulary and articles related to the application of English learning advanced foreign expertise to discuss and study English in professional direction, which is bound to help students continue to studies after work. Therefore, academic English teaching is the way college English reform must go through.

3. Academic English teaching status quo

3.1 Lack of faculty

Currently, the university's academic English mainly borne by the basic courses of English teachers and professional teachers. Due to the lack of basic English Teachers professional direction of knowledge, so the current academic teaching English teaching mode basically adopt a comprehensive English teaching, listening, speaking, reading, writing, teaching translation of basic knowledge of the language-based, with emphasis on students teaching English in everyday conversations, and did not really involve expertise. Instead, specialized teachers, although a wealth of expertise, can not use English teaching, so specialized teachers teaching academic English is also changed into Chinese teaching, just mention the professional vocabulary related to the teaching process, did not meet with the English professional purposes. Is the essence of academic English language teaching, the teaching process in language teaching methods should be used. Specialized teachers teaching language knowledge is not the system, teaching effectiveness is low. Therefore, lack of teachers teaching academic English became the biggest obstacle.

3.2 Insufficient Emphasis on academic English teaching

At present, one of the main standards of College English teaching is the university English, four/six level rate is compulsory , many colleges and universities consider too many exams in English language teaching, through the university English four/six level of test as the ultimate goal of English language teaching. Even the university English four/six level is connected with certificate and graduation together. Failure to pass the exam will result in postponing graduation. This kind of wrong thinking not only led to the situation English teachers in the process of language teaching ignores students communication in English, but also make the students learning focus shifted to the exam, Make the purpose of English learning, deviated from the ultimate goal of English language teaching.

3.3 lack of scientific and reasonable curriculum system

Academic English needs to have the corresponding knowledge system, curriculum planning, teaching methods and evaluation methods, and these are now the shortcoming of academic English teaching. There is no scientific curriculum planning, knowledge is incomplete, outdated teaching methods, single evaluation methods, academic English teaching material is not mature, but also hindered the academic teaching of College English teaching mode in academic English as the core of the EGP+EAP mode.

The construction of College English teaching mode of EGP+EAP is the inevitable requirement of the reform of College English teaching, EGP is a basic course of College English language teaching, the teaching focus is on vocabulary, grammar, reading, writing and translation of basic language skills, in twenty-first Century with the arrival of the economic globalization, in order to lay the foundation of the language communicative competence in College English teaching. So the university curriculum becomes the comprehensive English course. The purpose of this course is to cultivate students' listening speaking reading and writing by means of comprehensive ability, to lay a good foundation of English language; enable students to achieve the university English four levels of tests. So in a sense, general English Teaching in Colleges and universities is the whole teaching process of repetition. Especially after the general English course changed to four/six level of test classes, some students think that the lack of challenge of university English learning, what they think is not learned in the university English class, also do not have what progress, so, it is not difficult to understand the phenomenon of learning burnout. At the same time, general English can satisfy students' requirement through four/six level of test and simple daily communication needs, and can not meet the needs of social and professional. Students do not have to study professional learning, academic English ability. This requires the university English teaching reform of general English and academic English to meet the needs of students at different levels, namely the construction of university English teaching mode in EGP+EAP.

EGP and EAP are complementary to each other, to promote the university English teaching mode in EGP+EAP and not in academic English instead of general English, but EGP and EAP are organically combined together. Outstanding academic English teaching center of gravity position. General English teaching focuses on language ability training lay a solid language foundation for teaching English, academic English teaching as the following courses of general English teaching,

focus on the professional knowledge of English teaching, to improve the ability of using English for professional learning and work of students. Therefore, colleges and universities can be reasonably arranged according to the students' English level and English curriculum needs. EGP and EAP are organically combined together, forming a perfect university teaching mode, to further improve the students' language ability and learning ability. The relationship between EGP and EAP is to promote each other, complement each other.

Through the EGP learning, students can master the basic knowledge of the language, for language basis, improve the ability of language communication. At the same time, EGP can also meet the teaching requirement through the College English four levels of tests needs, increasing employment weights. However, major courses in Colleges and Universities under the background of educational internationalization of the students' English ability request more and more high, not only require students to have basic English communication ability, but also require students to have the ability of professional learning and research in English. This requires the College English teaching mode be reformed, should be the focus of teaching mode from the basic English to English learning. In order to adapt to the new situation of students and the social demand for English language skills. Emphasis on professional knowledge, learning, discussion and communication skill in English. The cultivation of students' communicative skills and Strategies of academic, oral communication ability and academic writing communication skills, such as the ability to listen to lectures, learning English and notes, to participate in academic discussions and writing literature papers and reports etc. The focus of College English teaching mode is the inevitable result of academic English.

4. Conclusion

Academic English teaching is not only the College English teaching reform goal, but also the direction of the development of university teaching reform. We should try to solve the academic English is not only the emphasis of academic English teachers, but the degradation in curriculum system is not perfect, pave the way forward to the construction of college English curriculum mode, EGP+EAP.

Acknowledgement

This paper is sponsored by the Jilin Social Science Fund Project "The development of academic English ability of college students in Jilin in the context of Globalization" Item Number: 2014wy12

References

- [1] Dudley-Evans, T. M. St. John. *Developments in ESP* [M]. Cambridge: Cambridge University Press, 1998.
- [2] Dudley-Evans, T. and M. St. John. *Developments in English for Specific Purposes: A Multi-Disciplinary Approach* [M]. Cambridge: Cambridge University Press, 2002.
- [3] Ewer, J. R. G. Latorre. *A Course in Basic Scientific English* [M]. London: Longman, 1969.
- [4] Halliday, M. A. K. *An Introduction to Functional Grammar* [M]. Second edition. London: Edward Arnold, 1994.
- [5] Halliday, M. A. K., A. McIntosh, P. Stevens. *The Linguistic Sciences and Language Teaching* [M]. London: Longman, 1964.
- [6] Halliday, M. A. K. *Language As Social Semiotic: The Social Interpretation of Language and Meaning* [M]. London: Edward Arnold, 1978.
- [7] Hamp-Lyons, L. English for Academic Purposes [A]. In Carter R. and D. Nunan. (eds.). *The Cambridge guide to Teaching English to Speakers of Other Languages* [C]. Cambridge: Cambridge University Press, 2001.