

The Path of the Connection between Egp and Esp in Shaanxi Universities from the Perspective of Linguistic Economics

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Abstract: The current college English consists of esp and egp, but there are loose and disconnected phenomena in the actual teaching. Based on the human capital theory in language economics, this paper analyzes the current situation and existence of questions in the teaching of egp and esp in Shaanxi universities, and puts forward the path and suggestion of effective connection between egp and esp.

1. Introduction

As the starting point of the Silk Road Economic Belt, the economy of Shaanxi Province will develop rapidly and international exchanges will increase. The College English Teaching Guide clearly states that while the College English Program continues to strengthen English for General Purposes (EPP), it should strengthen the teaching of English for Specific Purposes (ESP). It can be seen that the cultivation and promotion of English's ability to use in the professional field has become a top priority in foreign language teaching and an important aspect of human capital investment. However, traditional English education tends to focus on the input of knowledge, ignoring the improvement of students' practical skills in using language, resulting in a low effective supply rate of English talent. This kind of English education teaching model is more and more difficult to adapt to the needs of Shaanxi's social economic and cultural development in the new era.

Language economics is an emerging interdisciplinary subject closely related to linguistics, economics and education. In 1965, American economics professor Marschak proposed that language is a kind of human capital, an instrumental capital for acquiring knowledge and skills. Foreign language learning is an economic investment of human capital at the expense of time and expense; language also has value and utility. The economic nature of cost and benefit, language learners always want to maximize the learning utility or maximize the cost return (Cai Gyagang, 2016).

In recent years, domestic researchers have introduced the theory of language economics to analyze and study foreign language education and teaching in China. Mo Zaishu (2006) and Yan Xiaoying (2013) studied the construction and development of business English education and teaching based on different perspectives of language economics. Cui Guangying (2009) and Yan Tianli (2012) believe that language economics theory should be used to study sports English, university general English and college English reading courses. Meng Xiao (2014) cultivates English talents from the core theory of language economics, improves English teaching methods and improves English teaching. In the year of 2016, Cai Jigang proposed the time-consuming and inefficient situation of college English teaching from the perspective of language economics. He strongly advocated the instrumentality of college English and carried out English teaching to meet the professional learning needs and future work needs of students.

2. Problems in General English (egp) Education in Universities in Shaanxi Province

English for General Purposes (EPP) is a general-purpose English that has no special purpose in addition to language learning. Learners learn basic language skills such as listening, speaking,

reading, writing, and translating to achieve daily communication purposes. The teaching content is general language knowledge and language skills. At present, students' oral, listening and application skills are not strong, and they cannot meet the needs of cultural exchanges or meet the needs of the labor market. In the long run, a large investment in EGP teaching and learning will only further reduce the return on English capital investment.

3. The current status of the development of English for Specific Purposes (ESP)

The analysis of social survey needs shows that the main purpose of Chinese college students to learn English is to use English as a communication tool to obtain the information needed by the profession through English and express their professional ideas. English for Specific Purposes (ESP) is in line with the current social needs of college English education. Its essence lies in its distinctive English tooling, service and professionalism. It is an English teaching based on specific social and individual needs. Practice. The ESP teaching in colleges and universities in Shaanxi Province started late, the position of ESP curriculum is vague, the nature and characteristics of ESP curriculum are insufficient, and the design of curriculum system is lacking. ESP teaching resources are limited, teachers are weak, and ESP teaching effect is caused. Not good.

4. The path between egp and esp in the perspective of language economics

College students' foreign language learning is an economic investment in human capital production. It can produce the expected benefits of investment after learning the language, help to acquire more knowledge and information, and obtain more human capital. Therefore, foreign language education is an economy. The form of investment in value occupies a particularly important position in social and economic development.

Egp and esp are the two elements to achieve the common teaching objectives of the language, egp is the basis of the language elements of esp, and esp is the extension of the language elements of the industry work content of egp, the transition or articulation between egp and esp, is the egp. The basic language skills and the esp-related industry sector work content, the natural and common content formed by the parts of the respective language base and the industry sector work content to organize the teaching. At present, esp teaching is often a direct transition from egp, resulting in a decline in the effectiveness of some students' language acquisition. As the economic value of English is becoming more and more prominent, it is urgent to improve the effectiveness and efficiency of English education. We must achieve the effective connection between egp and esp teaching, and seek the best benefits of college English teaching.

4.1 Accurate positioning, transform students' concept of "heavy egp, light esp" course

An analysis of the supply and demand of egp and esp talents in the labor market will help to analyze and understand the direction of college English education content in a more economically context. From the over-exposed teaching to the esp teaching process, we investigate the esp education market's demand and investigation, and investigate the needs of the esp talent market. We have changed the concept of "re-egp learning, light esp learning" and accurately locate esp. The teaching objectives are in line with the changes and development of the market for foreign language talents.

4.2 Set up a reasonable egp and esp curriculum system

Under the premise of ensuring the level of internal output and external output, minimizing time investment waste and money duplication of investment, effectively connecting the basic English teaching stage and upgrading the teaching stage, that is, establishing the basic English and specialized needs of modern social talents. The new university English curriculum system with English integration enables students to make a smooth transition in the knowledge and methods of English learning. During the esp learning phase, students should be able to effectively use English skills to communicate and learn in the professional field. For example, in the freshman and sophomore stages, basic courses such as audio-visual courses and reading and writing courses are

offered; courses such as practical translation and intercultural communication, which are based on practical language skills and comprehensive cultural courses, are offered. Junior and seniors offer courses in technical English listening, academic paper writing and other professional needs.

5. Strengthen the construction of esp faculty

According to the cost-benefit analysis, foreign language teachers should update their educational concepts on the basis of solid grasp of English professional knowledge, by reading relevant professional books, supplementing professional knowledge, participating in esp teacher training or interdisciplinary degree study; strengthening English professional teachers and bilingual professional courses. Teachers cooperate with each other to improve the hardware facilities of esp teaching, effectively promote the effective connection between egp and esp, and maximize the benefits of English teaching.

6. Conclusion

The theory of language economics has made us clear the human capital attribute of language, and the effective connection between the implementation of egp and esp teaching is to improve the teaching effect and maximize the teaching benefit. In the future, on the basis of socio-economic and cultural needs, the integration of esp and egp teaching will achieve a hierarchical, gradual and systematic integration, paving the way for the in-depth development of esp teaching, thus realizing the maximum benefit of college English education.

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