Research on the Transformation and Development of EGP Teachers to ESP Teachers in Post-University English Age Based on Computer

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Abstract. The popularization of calculation broadens the use of English in social activities, thus forming a driving force for the transformation of college English teaching from EGP to ESP. By analyzing the present situation, necessity, obstacles and strategic approaches of college English ESP teachers' development and transformation, this paper provides theoretical support for the transformation of college English teachers in the computer age.

Keywords: Computer, College English, Egp, Esp

1. Introduction
With the advent of the computer age, a new revolution has taken place in the industry, including education. Under the background of the big data computer age, English, as the most extensive public basic course in universities, presents complex and diversified characteristics in teaching objectives, teaching mode, teaching means, teaching resources, teaching evaluation and teaching content. College English is the closest learning age for students to use English after entering society[1]. According to the latest college English teaching guide, the main contents of college English teaching are divided into EGP, ESP and cross-cultural communication. These bring unprecedented challenges to college English teachers who undertake this course. How can college English teachers adapt to the requirements of the era of computer big data realize good professional development and complete the smooth transformation from EGP teachers to ESP teachers? It is a question worthy of further discussion[2]. Figure 1 shows the difference between college English EGP and ESP. Through investigation and analysis, this study can understand the current situation of ESP teachers' professional development under the background of information technology, in order to put forward practical strategies to promote career development.
2. ESP status of teacher education

2.1. Foreign status
Britain is one of the countries that began to train ESP teachers earlier. ESP teaching in many non-English-speaking countries is also booming. In order to make up for the shortage of ESP teachers, Russia has launched a large-scale training project aimed at strengthening ESP teacher training and promoting the design and development of ESP teaching materials. Participants will be awarded ESP course teacher certificates at the end of the project, which not only promotes the improvement of the level of ESP curriculum and research, but also enhances the status of ESP teaching and ESP teachers in Russian universities[3-4]. UAE has ESP courses in computer English, medical English and science and technology English. Thailand's largest language school NAVA provides learners with vocational English courses that meet different professional needs.

2.2. Domestic status
ESP teaching in our country is mostly undertaken by EGP teachers. However, most teachers lack relevant teaching experience and research on ESP theory, and the teaching effect is not satisfactory, which objectively makes ESP teaching criticized. Tracing back to the source is caused by the traditional English teaching to the talent training mode. Traditional English majors take the cultivation of linguistics, British and American literature and language skills as the main teaching contents. Especially the cultivation of English normal students is almost completely separated from other disciplines, and lacks the forward-looking consideration of English as a universal language in the world[5]. To a large extent, this makes the knowledge structure of English teachers single, and it is difficult to explain the professional vocabulary, knowledge and phenomena in a particular field in English; in the face of students in various majors, ESP teaching is difficult to carry out easily. The classification of English language teaching as the standard is shown in figure 2.
Figure 2. Classification of English language teaching.

Moreover, some ESP courses in colleges and universities in China are concurrently held by teachers of various specialties, mainly considering that ESP teaching contents often involve knowledge in professional fields, and many of the teaching contents come from highly professional literature. The good academic background of professional teachers makes them have advantages in ESP teaching. There are, however, three main drawbacks to ESP teaching tasks undertaken by professional teachers: first, ESP is still essentially a language course, and the main content of ESP teaching is to meet the language characteristics and communication patterns of a particular field, which requires teachers to be able to develop students' comprehensive language use ability in this particular scenario from the aspects of listening, speaking, reading, writing and translation, while professional teachers often can only explain the professional knowledge involved in the teaching materials, and are far less sensitive to language and grasp the language knowledge points than EGP teachers, Difficult to achieve the teaching objectives of ESP courses. Second, the emergence of ESP courses is to meet the needs of the process of globalization, the cultivation of English talents with strong listening and speaking ability is one of the objectives of ESP courses, and the training of listening and speaking skills is an important part of ESP courses. As a teaching teacher, we should first have strong oral expression ability, and professional teachers are often overstretched in this respect. Therefore, ESP courses taught by professional teachers are prone to speak ESP courses as professional courses and lose their basic attributes as language courses[6]. Thirdly, English classroom teaching should be lively and vivid, and the application of English teaching method has played a vital role in classroom teaching, which is also the ESP course taught by many professional teachers who lack it often lacks vividness, interest and flexibility, so it is difficult to stimulate students' interest and enthusiasm in learning.

3. The necessity of EGP teachers to ESP teachers in college english teaching

3.1. The development needs of the computer age

After the further extensive and in-depth application of computers, foreign exchanges have penetrated into various fields, such as politics, economy, medicine, sports, law and so on. However, the reality is that many non-English majors are weak in English, and English majors do not know anything about other subjects. How to link the use of English knowledge with the knowledge of professional subjects and cultivate compound talents who can skillfully use English communication in different scenes is an urgent problem in the process of talent training in colleges and universities. In other words, as the export base of talents in various fields, colleges and universities will lose their significance if they cannot bring up talents to meet the needs of national and social development in the computer age. Therefore, college teachers have a long way to go.

3.2. The repositioning of english teaching in the computer age

Since the English curriculum has been popularized from the basic education stage to today, computer science and technology have developed rapidly. Most kindergartens in the middle and more developed
areas also have English courses. Bilingual kindergartens are everywhere. At the same time, the language level and academic qualifications of English teachers are on the rise. At the same time, the network, film, television, books and other media provide a good learning platform for English learners, and a large number of private English training institutions have also promoted the improvement of English learners' language level to a certain extent.

4. Obstacles to the transformation of college English teachers from EGP teachers to ESP Teachers

4.1. EGP teachers' cross-professional knowledge reserve is not enough

ESP course has the characteristics of cross-disciplinary, which is the combination of professional knowledge and English language ability. A lack of interdisciplinary expertise is a weakness of all English teachers in China, as English teachers generally graduate from humanities and social sciences such as linguistics, literature, translation, etc. They are often competent to teach professional English in the humanities of tourism English, business English, news English, etc. However, they are unfamiliar with the ESP courses in computer English, chemical English, engineering English and other scientific and technological fields, and lose their confidence in front of students with a certain professional foundation and dare not let students discuss a professional topic in depth.

4.2. Schools do not attach importance to ESP teaching

Most college English teachers have heavy teaching tasks, professional title evaluation pressure and so on. As we all know, it is difficult to publish English teaching papers, which directly affects the enthusiasm of college English teachers in ESP teaching. The ESP teaching resources of our country are extremely scarce compared with EGP, and teachers, schools and publishing houses are unwilling to invest too much in the development and construction of ESP resources. ESP successful development of university teaching is inseparable from the support of their schools. A successful university's leadership agrees with the ESP teaching concept and fully recognizes the importance and necessity of college English transformation to meet the challenge of internationalization of higher education.

5. The transformation of EGP teachers to ESP teachers in the post-university English age of computer

5.1. Building ESP teachers by making full use of computer technology

In order to better promote their own professional development, teachers must understand their own professional development problems. Compared with the class hours of professional teachers' week 6-8, most college English teachers undertake 12-14 class hours. The workload is large and the scientific research task restricts the professional development of English teachers. Teachers' professional development plays an important role in teaching quality, student ability, school spirit, teacher team building and school development. This study not only has certain foresight and guiding significance for the career development of college English teachers, including college teachers.

5.2. Improving computer information in colleges and universities

With the improvement of teachers' professional ability, information retrieval ability and network application ability, the traditional teaching mode of colleges and universities will change quietly. College education is no longer a traditional bell, class, standardized classroom, unified teaching materials, fixed teachers, such as assembly line general scene. In the information campus, English learning resources are extremely rich, learning methods are diverse, teachers' roles, teacher-student relations and teaching models are re-shaped, and college English teaching will diversified characteristics.
5.3. Promotion of university English studies

College English is still in a state of uncertainty. In colleges and universities, college English, as a public course, has no major and no academic journal of its own. Only by professional development and professional construction can we guarantee the social status and professional dignity of college English teachers. Special purpose English is an exploration of the process of college English curriculum towards specialization. As a teacher's organization, the university teaching management department and the small management department should realize the importance of ESP teaching and try their best to create a favorable development platform for teachers, and support more policy making and capital investment. This is undoubtedly beneficial to the development of the college, professional development or the development of teachers themselves.

6. Conclusion

It is the long-term plan of college English teachers' career development to think carefully about the career prospect and put it into action actively. At the same time, we should provide the necessary conditions and ways for college English teachers to change their roles more quickly and better meet the needs of college English teaching reform and college talent training goals.

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