Research on Countermeasures for the Successful Transition From Egp Teachers to Esp Teachers in Colleges Based on Computer Information Technology

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Abstract. The special-purpose English course should combine the specific subject content with the language teaching objective, and the teaching activities should focus on solving the language problems encountered by students, and cultivate the English ability related to the major as the teaching focus. This shows that "a post-college English teaching era emphasizing individuality and diversity has arrived, and the only way for college English teaching to meet international standards is to gradually shift from basic English to ESP teaching". It can be seen that ESP teaching has become a trend in colleges and universities. How to transform EGP teachers into ESP teachers and other problems remain to be solved in the reform of College English teaching in China.

Keywords: Information Technology, Egp Teacher Transformation, Esp Teaching

1. Introduction
The school should pay enough attention to teacher training and curriculum setting in ESP teaching. ESP teachers focus more on practicality and flexibility in teaching content, materials and methods to meet students' future academic and professional need[1-3]. There are still many difficulties for EGP teachers to make the transition to ESP teachers, among which the most prominent problem is the lack of professional knowledge in ESP teaching. Some colleges and universities use specialized course teachers to teach ESP course, but the latter do not have solid English language foundation, English ability is not satisfactory, and lack language course teaching skills, unable to organize relevant teaching activities effectively[4-5].

2. Basic theory of ESP
English for Specific Purposes (ESP) is also known as specialized English in China. ESP originated in the 1960s in Western English-speaking countries and is a branch of English language teaching, as opposed to English for General Purposes (EGP). Hutchinson pointed out that ESP refers to English related to a specific occupation or subject, and is designed to meet the specific purpose and needs of learners. It can be seen that ESP aims to cultivate students' ability to use English in professional fields, which meets learners' different learning objectives and practical application needs[6-8].
It is an interdisciplinary research field, which is not only related to English language ontology and linguistics, but also closely related to students' mastery of professional knowledge of a certain discipline. Academic opinions vary on the classification of ESP. According to the different fields and situations in which English is used, general-purpose English can be divided into SCIENTIFIC English (EST), Business English (EBE) and social Science English (ESS). Each branch can be further divided into professional English (EOP) and academic English (EAP), as shown in Figure 1.

Jordan divides English teaching into EGP and ESP. ESP is divided into EAP and EOP, and academic English includes EGAP and specialized Academic English (ESAP), as shown in Figure 1.

![Figure 1. Basic classification of English teaching.](image)

The instrumental nature of college English is also reflected in special-purpose English, whereby students can acquire relevant abilities to communicate in the academic or vocational fields by learning academic or professional English related to their majors or future jobs." At the same time, the College English Teaching Guide also makes the following arrangements and provisions in the curriculum, that is, "The main content of college English teaching can be divided into three parts: General English, special-purpose English and cross-cultural communication, thus forming the corresponding three categories of courses.

3. Current situation of ESP teaching in colleges and universities

The respondents to the survey were 79 college students. According to the survey results, most of the universities surveyed have conducted ESP (82.28%) considered it necessary to offer ESP courses. The students interviewed also had a variety of learning needs and goals for ESP courses, including direct purpose, such as to earn credits (54.43 percent) and searching for foreign literature (74.40%). And have long-term goals, such as in order to find a job (29.11%) and overseas study (25.32%), etc. But the main goal is to improve the practical application of English in the field of study.
Table 1. The purpose of college students learning ESP.

| Reason                  | Amount |
|-------------------------|--------|
| Look up the literature  | 77     |
| Studying overseas      | 26     |
| Looking for a job      | 26     |
| credit                 | 55     |
| Attend academic meetings| 23     |

At the same time, the questionnaire shows that COMPARED with other English general education courses, ESP courses lack unified and high-quality teaching materials, teachers' mastery of professional knowledge needs to be improved, and ESP classes are taught in a single way (mostly specialized vocabulary teaching and reading + translation).

Although they are proficient in professional knowledge, they often adopt simple translation teaching method, which only combines English with major on the surface, but fails to help students master the language rules, and it is difficult to really improve students' practical application ability and communicative ability in the field of their major, and the teaching effect is not ideal. Therefore, the lack of ESP teachers and the uneven level of ESP are the prominent manifestations of the current situation of ESP teaching in Chinese colleges and universities.

Figure 2. The purpose of college students learning ESP.

4. Development strategies for EGP teachers to transition to ESP teachers

In education, teachers come first. The quality and level of teachers are the key factors affecting the teaching quality. The author discusses this problem from four aspects: teachers' independent development, group collaboration, macro environment and mechanism, and Internet resource utilization.

4.1. Individual independent development

In order to be competent for ESP teaching, EGP teachers must constantly improve their knowledge structure, which mainly includes three aspects: English subject knowledge, professional subject knowledge, ESP theory and teaching method.

ESP teachers are required to have both "extensive" and "complex" professional knowledge. This is also the knowledge bottleneck that needs to be broken in the transition from EGP teacher to ESP teacher. Therefore, ESP teachers should have a positive and open learning attitude towards professional knowledge, and at least understand the basic principles and concepts of the professional field in order to optimize the knowledge structure.

ESP has its own special teaching purpose and content, and its teaching process has its own unique rules and methods. Hutchinson and Waters note that ESP emphasizes "the coordination process
between the individual learner and the community”. When conducting requirements analysis for ESP courses, target-needs and learning needs should be analyzed. At the same time, the teaching theory of ESP is also put forward: register analysis to identify the grammatical and lexical features in a specific register; Discourse analysis, using context to understand how sentences produce meaning in the discourse; Target situation analysis, according to the communicative environment to determine the communicative needs; Learning skills and strategies; A learning-centered teaching principle. Chinese experts further put forward comparative teaching method and case analysis teaching method.

4.2. Group collaborative development
ESP teachers can optimize knowledge structure and make a successful transition through cooperative teaching with specialized course teachers. ESP teachers can learn basic professional theoretical knowledge and professional English vocabulary from teachers of specialized courses, get familiar with English language rules and characteristics in the professional field, and make up for deficiencies in professional knowledge, so as to realize the unification of English language knowledge and professional knowledge. Of course, this is also a two-way learning process, which is beneficial to the improvement of professional course teachers’ English level. There are many ways of cooperative teaching, such as writing textbooks, organizing classroom activities, discussing students’ learning needs, and carrying out effective teaching evaluation. ESP teachers cooperate with professional teachers to carry out ESP courses. In addition, ESP teachers also need to communicate with peers, such as attending relevant seminars and academic conferences, etc., so as to promote their career development by exchanging teaching experience and teaching experience.

5. Conclusion
The deep integration of information technology and foreign language teaching has gradually shown great value that no other educational technology can match. Information technology is no longer just a technical means in foreign language teaching, but will become a revolutionary technology to change the core of foreign language teaching and bring about a fundamental change in the structure of foreign language classroom.

Teachers require the independent efforts of individuals, and are also closely related to group collaboration, macro environment and mechanism, and the assistance of Internet resources. Contemporary college English teachers should seize the opportunity of reform, change the concept of career development, find the breakthrough point of transformation as soon as possible, and strive to become excellent teachers needed by The Times.

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