Career Development Strategies for College English Teachers from the Perspective of ESP

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Abstract. The guide to college English Teaching (Draft) (2015, hereafter called the guide) makes clear that ESP is one of the main contents of College English teaching. At the same time, the guide also pointed out that the quality, level and ability of teachers are the key factors that affect the quality of teaching. College English teachers must be "continuous learning and active participation in teaching research and teaching reform" as the main way of self-development and the realization of personal self-worth. In the current local universities to the application of the transformation of the background, a part of EGP teachers to ESP teachers transformation has become the inevitable times.

This paper aims to combine the current situation of local universities and the problems reflected in the survey, and explore the independent development model of EGP teachers' ESP transformation in local universities and the strategies for English teachers' professional development. This paper will make a deep study of EGP teacher's ESP transformation from the perspectives of ESP teacher's role orientation, knowledge structure and professional knowledge.

1. ESP teaching and the status of ESP teachers in China

In our country, ESP teaching has been put forward for more than 20 years. During this period, the academic circles have made a heated discussion about the status of EUP and ESP in College English teaching. There is no doubt about the importance of ESP teaching in training applied and complex talents. Universities should provide ESP teaching according to their English proficiency. For students poor in English should be the first to learn basic English as the focus, and then ESP elective learning, to enhance their ability to adapt to society; for the students a good foundation in English, can consider ESP early intervention course teaching.

At present, there are two main sources of ESP teaching in Chinese universities. Some of them are English majors and teachers in College English teaching. This kind of basic knowledge of language teachers is solid, rich teaching experience, but the lack of professional knowledge and skills, although some teachers devote professional knowledge to make up for the vacancy, but it is still difficult to freely professional combined with language teaching to guide students to learn. They used the traditional language teaching methods in vocabulary and grammar based on the classroom teaching, when it comes to professional knowledge will feel powerless, it is difficult to help students from a professional point of implementation of the use of language function, ESP will become a professional English translation course teaching simple. The other part is the higher level of English professional teachers, the teachers usually higher education, English language skill, but lack of experience in teaching, their teaching often in professional knowledge oriented, students' language ability is greatly improved. Taking the Department of media management of Shanxi Media College as an example, the Department has set up specialized English in its network major. At present, a number of better English teachers to serve, each assigned a unit, lectures to the way teaching. Because there is no consistent teaching idea and method among each unit, and the students do not understand the teaching process and steps before class, it greatly influences the teaching effect. At the same time, because of
the language teachers lack of teaching experience, and grasp and expand and meticulous analysis, on
the language, so ESP basic teaching mainly depends on its translation expertise. School of
broadcasting system had set up an ESP similar to the English curriculum, but because students basic
English teachers' professional quality control and ESP limitation, the result is not satisfactory, the
Department has been canceled this course. Then, ESP is generated based on the learners' needs of
language teaching and learning methods, the teachers come from? How to determine the features of
the role of ESP teachers? This is a lot of domestic university ESP teaching faces question.

2. Role orientation of ESP teacher in 2 "post method" era

The three principle parameters of particularity, practicality and social feasibility constitute the
framework of "post method" teaching theory, which emphasizes the particularity of specific foot in
foreign language teaching in the social environment, teaching conditions, teaching object, the practice
of encouraging teachers according to the teaching practice and teaching needs continuous reflection,
form their own teaching theories, and implement teaching; feasibility is emphasized the possibility to
form between language teaching and the teaching of the macro social factors, namely the language
teaching society and the times of. On this basis, B. Kumaravadivelu proposed 10 macro strategies.
These strategies advocate language teachers to get rid of the shackles of teaching methods, pay
attention to the study of teaching context, in practice thinking, refining teaching theory, and then
apply it to teaching practice. Robinson points out that the quality of foreign language teaching is
decided by the teacher rather than the teaching method, and the ESP teacher needs to have a very
important quality, namely flexibility. Jarvis will ESP teachers are summarized in 10 aspects, content
involves the analysis of teaching language and situation; assessment, compilation of textbooks and
other teaching resources; design and interpretation of teaching syllabus; teaching strategies; teaching
design; teaching organization; evaluation of teaching effect and so on. ESP teachers are more
prominent than EUP teachers in their particularity, practicability and social feasibility, and their
autonomy and flexibility are also more important. Thus, in the "post method" era of ESP teaching, the
real meaning of teaching does not mean the activities of teachers in the classroom and students, but
refers to the integration of classroom teaching and teachers' personal thinking. The use of various
methods, the selection of various teaching materials and the use of different teaching methods reflect
the comprehensive quality of the teacher's classroom decision-making, personal thinking, academic
interest, experience accumulation and so on. In teaching, the role of ESP teachers is shown in the
following ways.

2.1 The builder of ESP teaching theory

In the "post method era" macro strategy under the guidance of ESP, the teacher is no longer the study
and practice of teaching methods of the so-called experts, and should be based on learning the target
needs and the learning needs the establishment of teaching content, design and interpretation of the
teaching syllabus and learning methods, teaching strategy research, the establishment of appropriate
teaching mode, make students the language ability is obviously improved.

2.2 The practitioner of ESP teaching theory

In addition to constructing teaching theories, ESP teachers should also be organizers and instructors
of ESP teaching activities. In a student centered, task oriented ESP classroom, the most effective way
of learning is learner autonomy, not teacher led learning. Good teachers should guide and motivate
students to understand, think and practice in order to achieve the desired skills and improve results.
Teachers in determining the teaching content and teaching methods, in the process of teaching
activities should be in the observer, the supervisor and mentor, and according to the teaching effect of
dynamically regulate the teaching contents and methods.
2.3 Teaching theory researchers

The difference between the researcher of teaching theory and the construction of teaching theory is that they have different emphases in different stages. Research refers to the construction of teaching theory, through the teaching process to gain experience after the review and consideration. University teachers should not only teach and educate people, but also the disseminators of knowledge. They should also explore and study, create knowledge and become a scholar. After the examination of the teaching practice, the teacher should study the content of the teaching again, evaluate whether the teaching purpose is realized, and guide the practice with more mature theory. To sum up, the macro strategy of the "post method" era teaching theory can be used to guide ESP teachers to improve their teachers' abilities and act as good teachers in practice. In Table 1, the teacher's role, "post method macro strategy and ESP teacher's ability to do the corresponding comparison, of course, the macro strategy requirements should be the whole process through teachers, rather than a stage, to do so is to contact the segmentation and clear" post method era "theory of ESP's specific guidance meaning.

3. ESP teacher, transformation, independent development model

The research of teacher's independent development pays more attention to the aspect of self. Chen Zhenhua (2005) believes that independent development is a process in which teachers constantly change their original knowledge and concepts, absorb new knowledge and ideas, improve their abilities and change their roles. The independent development of teachers is an important way for teachers' professional growth, an important manifestation of teacher's subjectivity and an important content of teachers' professional ethics. Different scholars have different opinions, but they have a few things in common:

1) Emphasize teacher's independent consciousness;
2) Emphasize the subjectivity of teachers;
3) Teacher's pursuit of independent development is the embodiment of professional ethics.

The independent development of ESP teachers also has these characteristics. However, due to its cross disciplinary particularity, it has some individual characteristics. The independent development of ESP teachers can carry out a series of activities on the action level to achieve training tasks. From the teacher's role in these activities, these activities can be divided into three categories.

3.1 Teachers as students activities

The common characteristic of this kind of activity is that in the activity, the teacher is in the learner's status and plays the role of knowledge absorption. Such activities include teacher induction, post and post academic education, various studies and training, and lifelong learning.

3.2 Teachers as teachers

The previous survey showed that 60% of the respondents were concerned with the difficulty of subject knowledge, and that 20% of them were concerned with changing the teaching profession frequently, ESP said. Through these three measures, we can alleviate the two concerns of ESP teachers to some extent.

3.2.1 School-based training carried out by experts

School-based training is a school based, based on school resources, through experts to help teachers improve their quality, and build a platform for the independent development of teachers. There are mainly two forms of school-based research: lecture and research, teaching demonstration, observation and communication.

3.2.2 Strengthens collaborative teaching with professional teachers and peers

Cross disciplinary expertise makes ESP teachers face heavy pressure. Setting up the ESP teaching and research section at the school level, establishing the cooperation mechanism between ESP teachers and professional teachers, and clarifying the division of labor between the two, can ease the anxiety of
ESP teachers about interdisciplinary knowledge. It is also possible to set up inter school ESP Research Association to break the poor situation of ESP teachers' individual combat. Can also be in the existing framework of College English teaching and research, according to the school's discipline allocation and English teacher's specialty, according to Hutchinson and Waters (2002) three points, divided into three ESP group. From the perspective of subject categories will be divided into three categories: ESP science and Technology (English for Science and Technology English EST), English (English for Business and business Economics EBE) and Social Science (English for Social Science English ESS). These three categories cover almost all the subjects offered by the university. ESP teachers can enhance communication and learning within the group and make progress with each other.

3.2.3 Teaches certain subjects relatively regularly
In the teaching process, combining their respective strengths, the best English teacher Professor fixed certain subjects of basic English and general English academic, and insist on learning basic knowledge of these disciplines, and once the opportunity matures can engage in professional English teaching. Learned in the investigation, in some schools, some specialized requirements, a few English teachers with their interest has been professor of professional not too strong professional, professional English courses such as logistics, social work and computer etc.

3.3 Teacher as researcher's activity
The teacher is not merely a practitioner in the teaching activities, but a reflective practitioner. He must make a rational reflection of his teaching activities from third aspects, find problems, find solutions, and propose ways to improve them and further improve them. The research activities of teachers are mainly teaching reflection and action research. The premise of the development of teaching reflection is that teachers have the spirit of questioning and reflective thinking. Action research is produced and carried out in the process of teaching and practice. It is the participation of teaching theory workers and practical workers in order to study and solve the practical problems of education and teaching. Action research usually has five steps: identifying research questions; understanding relevant research; developing research plans; implementing research; summarizing and Rethinking (Yan Ling, 2011:292). At present, EGP teachers in Colleges and universities have been marginalized trend, ESP teachers' academic status is not high, in order to change the current unfavorable situation, mainly rely on their own efforts, ESP teachers must become researcher teachers, raise the level of scientific research, teaching and research, in order to realize their own value. It is carried out by teaching theory workers and practical workers, aiming at solving practical problems in education and teaching.

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4. Professional development of teachers in College English in the 4 and ESP Curriculum
ESP teaching requirements, in order to effectively carry out ESP teaching must be starting from the demand of the curriculum, textbook construction, teaching methods and teaching staff construction in the course of the foundation, and improve the teaching evaluation in each stage of teaching, finally realize the talents training target. The realization of students' comprehensive language ability depends on what kind of teachers master of language teaching, therefore, in the field of ESP teaching, this new teaching idea in a more broad requirements for teachers also give the teachers' roles in multiple identities, namely: teaching, curriculum designers and materials suppliers, partners, researchers and evaluators. As a teacher to perform these roles must be careful analysis of their own shortcomings,
knowledge and ability to update and re-training, improve their comprehensive quality and professional quality, accurate positioning, select feasible way, take the professional road of sustainable development.

4.1 ESP teaching theory and skills learning and research

College English teachers are the subject of ESP teaching, is the main force, ESP research result, must renew the teaching idea, to set up the course of ESP, the status of implementation of teaching, learning and research, has become both language and linguistics, educational psychology and other aspects of knowledge through learning and research, and learners are learning the discipline of general knowledge of qualified E teachers SP, able to assume the responsibility of ESP teaching assessment as researchers, managers and researchers.

4.2 Determine the direction of ESP curriculum development

English language and literature or linguistics most college English teachers are graduated from the traditional, for other professional knowledge is lacking, therefore, professional direction should advocate and encourage teachers to choose their own interest, expertise, and through various channels such as education, self-learning and non-learning methods to strengthen the discipline of English majors knowledge, develop their potential, enhance their learning ability and adaptability, good knowledge and skills well prepared for the successful transformation.

4.3 Broaden the scope of expertise and establish lifelong learning belief

Social linguist Strevens said: "in a broad sense, ESP education or all of the major objectives and content, not by the common goal of education to determine, but by learning English and the functional requirements of the actual decision" [9]. Therefore, ESP teaching based on the needs of learners involves all aspects of different fields, which requires that ESP teachers must keep pace with the times and establish the belief of lifelong learning. First of all, to adjust the structure of knowledge, expand their knowledge, to make up for the lack of professional knowledge, as soon as possible and be familiar with the relevant professional knowledge, understand the development and frontier related professional, can accurate and fluent expression of professional knowledge, to reduce and eliminate errors in teaching; secondly, we should change education idea, change teaching the way, improve teaching skills, develop actively ESP curriculum based on the social needs and student development direction, become both higher professional English skills, and familiar with the specific requirements of application of English and professional English in professional practice in the environment of qualified ESP teachers; thirdly, ESP teachers can also according to the needs of teaching do not choose to listen to some regular professional subject to broaden access to relevant professional knowledge and understanding of the target channel, training and other professional talents, strengthen the teaching Pertinence.

4.4 Create ESP teacher cooperation community, through the reorganization of resources to achieve professional complementarities

For the professional development of teachers, teachers need more school-based learning based on daily work, self-starting, both external support and internal peer support. Discover and improve your practical wisdom in your daily work so as to achieve continuous professional growth. [10] ESP is not only related to the language knowledge, but also relates to various industries in all aspects of society, therefore, such problems often in teaching: lack of knowledge of language teachers professional field of students, can not be completely and in place, from a professional point of view to help students understand the learning content, but can not add professional knowledge frontier while the relative lack of language teaching, and teachers professional theory and skills. The face of this situation, teachers can create a community in the way of cooperation and cooperation teaching horizontal communication across disciplines, which helps teachers to help ESP teachers to understand the
relevant professional knowledge, and language teachers and professional teachers can help solve the problem of language, the promotion of bilingual teaching of professional teachers.

4.5 Based on the development of school-based curriculum and teaching materials of ESP, realize the consciousness of professional development

The current college English textbooks generally focus on the subject of literature and history, and fail to reflect the new theories and standards in a timely manner, which is not compatible with the training target of applied talents. A qualified ESP teachers need professional needs for students of each specialty in our school to understand and analyze the development by means of teaching, enrich and improve the knowledge structure, expand the academic vision, initiative and creativity, so that their professional knowledge is constantly updated and rich, achieve professional development consciousness.

4.6 Through the school based and school enterprise training platform to enhance professional skills

School based training is an important way for teachers' professionalization. The main purpose is to combine the teaching practice, and to make full use of the resources inside and outside the school to build a training platform for the lack of professional knowledge and skills. First, the school through research, mutual observation and exchange between teachers, various forms of training, lectures, seminars and other forms to achieve the teaching skills of teachers to improve the ESP; second, the school according to the actual situation and its demand to develop a series of training system, in order to go out of the way, let the teachers and teaching ESP the effectiveness of College exchanges, learn from the advanced teaching concepts and teaching methods, and even let the teacher to a high level of college training, school or study abroad, so that teachers can improve their professional skills, broaden their horizons; third, the use of social resources, with the enterprise joint training mode to establish teacher training practice base in the relevant enterprises, make the teachers practice experience, learn professional knowledge in practice, or hire experts to give lectures and other business schools, let the teachers in these schools offer learning opportunities And platform to improve their practical ability and promote their own professional growth.

5. Epilogue

In order to meet the needs of social and economic development, the direction of running a school in many colleges and universities in transition to cultivate applied talents, English as an international exchange of common tools can not be regarded as pure language courses to learn. ESP after college English teaching age, school and teachers must establish the idea that English education students should really need to meet the social needs of the professional, industry, occupation, English learning values must be evaluated by practicability in actual work, English is a the tools of science, the purpose of English learning is to learn more professional knowledge or other more easily into other fields. College English teachers should be a complex and applied talents with a strong English language ability, intercultural communicative competence and extensive non English major knowledge. After adapting to the teaching reform in College English times, College English teachers must be transformed into specialized ones.

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