Challenges to the core principles of ESP teaching in the "Internet +" era

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Abstract: In the modern society with the accelerated pace of internationalization, the exchanges between various countries are becoming closer and more frequent, and the trade between various countries is also increasing. In this context, comprehensive talents who can master both foreign languages and professional knowledge are in short supply. In recent years, ESP (English for Specific Purposes) has become the development direction of foreign language education reform in universities and colleges across the country, and the core principles of ESP teaching have also been challenged. The present article mainly focuses on the challenges to the core principles of ESP teaching in the "Internet +" era.

Key words: ESP teaching; "Internet +" era; challenges

1 Introduction

The traditional teaching concept holds that teaching activities can be carried out scientifically and reasonably as long as the development factors of the profession and the field are controlled. However, teachers do not have a clear understanding of the inner experience and cognition of teachers. If the core principles of ESP teaching in universities can stand up to the challenges of the development of society, it is necessary to make full use of modern information technology, enhance the inner experience and cognition of teachers in the environment of "Internet +", and strive to meet the new challenges of the new era with the power of "Internet +".

2 "Internet +" and its impact on education

In the process of the development of the Internet, "Internet +" is the latest development business form and the innovative practical results of the development of Internet thinking, which promotes the continuous development and evolution of the economic form, and then promotes the sustainable vitality of the social economy. "Internet +" can be popularly understood as the integration of the Internet and various industries, that is, "Internet +" various industries. However, the Internet and various industries are not simply added, but deeply integrated through information technology and Internet platforms to form a new development trend. "Internet +" represents a new social form, which fully integrates the innovation results of the Internet in various fields of social development and economic prosperity, comprehensively improves the innovation capacity and productivity of the society, and creates a broader Internet-based infrastructure and tools [1].

After the introduction of the "Internet +" development strategy in 2015, the education industry has also begun to attach great importance to the historical opportunities of the "Internet +" strategy. Network, digital, information education

system in this field began to focus on construction. The construction of a comprehensive learning society has been proposed, and a large number of innovative people have been trained, which can promote students to achieve all-round development and give full play to the huge role of information technology in the education industry. "Internet +" education represents the integration of the innovative results of the Internet with education, so that the quality and effectiveness of education are comprehensively improved, and teaching is more personalized, refined and scientific. One of the shortcomings of the integration of "Internet +" and teaching is fragmentation. The teaching method under Internet technology can only exist as a supplementary means of traditional education, but cannot completely replace it. Traditional classroom learning can become a cooperative and mutual assistance behavior, but learning based on Internet technology can not realize the mutual communication between students. However, in the "Internet +" environment, the most important learning content of students in the learning process is not knowledge, but values, outlook on life, communication ability, practical ability and healthy mental state. In order to achieve the above teaching objectives, the core principles of teaching need to stand up to challenges [2]. Therefore, in the "Internet +" era, the education industry will face great changes, and the core principles of teaching need to accompany the development of era and meet new challenges.

3 Challenges to the core principles of ESP teaching in the "Internet +" era

English for specific purposes is a subset of English as a second or foreign language. As with any language taught for specific purposes, a given course of ESP will focus on one occupation or profession, such as technical English, scientific English, English for medical professionals, English for waiters, English for tourism, etc.When we teach ESP, the following three core principles should be kept in mind: needs-driven, specificity and relevance.

First of all, ESP teaching should always be based on the needs of students to communicate in specific languages in different professions and fields. Its teaching focus is on the cultivation of students' ability to solve practical work problems and professional skills. Therefore, the content and methods of ESP teaching should be based on the learning needs of learners. Before teaching ESP, we must first conduct a needs analysis. We have to figure out the reason that students need to learn ESP, students' attitudes towards the course, the content that students should master, and the abilities that students should acquire to help them use it in specific situations. In order to analyze the needs of students, we have to collect data through questionnaires, interviews, observations, etc. Only after clarifying the needs of the students, we can begin to prepare for teaching.

The second is particularity. It contains the specific language and professional goals of the course. The content and goals of the ESP course are specific to the field. Therefore, the vocabulary and sentence patterns of ESP have certain characteristics of its own. Understanding these characteristics can help learners achieve specific goals in specific situations. ESP is a general term. Therefore, the teaching of ESP differs for different majors, and each major has its own special goals for students to achieve. The particularity of the ESP course is to cultivate the expression skills required for successful communication in a professional environment.

The last core principle is relevance which points out that all the content and teaching activities should be carried out around a specific subject. When teaching ESP, we should teach all the knowledge and skills related to the subject or professional field. For example, when I teach tourism English, I will teach students some professional vocabulary and specific expressions related to tourism, and I will also guide them to speak the guide words of famous attractions at home and abroad, familiar with the basic process of the tour guide work, and how to provide assistance when tourists need help, etc [3]. Therefore, all of the teaching content and activities are closely related to their major.

As the environment continues to change, ESP teaching principles have also been challenged. I will illustrate these challenges by taking ESP teaching in colleges and universities as an example.

First, the history of ESP teaching in foreign language departments of colleges and universities is relatively short, so it is inevitable that there will be some problems in course design, textbook selection and teaching methods when these colleges and departments offer ESP courses.

Moreover, at present, the research of ESP teaching is still on the exploration of the teaching methods and teaching practices of individual ESP courses. Many levels of research have not been in-depth and fully developed, such as the use of corpora in ESP teaching, all-round language skills training, in-depth research on ESP language, ESP teacher training, etc., which still need to be conducted in-depth research. Although some aspects of research have received attention, the research has not been comprehensive and in-depth enough to reach a consensus. There are mostly speculative studies, but empirical studies are scarce.

What's more, the ESP teaching method is single, the teaching content is highly random, and the teaching effect is extremely unsatisfactory. Because of the lack of a mature ESP concept and teaching system, and almost all ESP courses are part-time professional teachers, the ESP teaching method is single, the teaching content is highly random, and the content tends to be professional [4]. Therefore, it is not ideal at all. In such an environment, students also tend to view ESP as a means of understanding professional information, rather than as an opportunity to continue to improve their English language skills.

4 The approach of "Internet +" to meet the challenge of ESP core teaching principles

First of all, Internet training and cross-professional collaboration. In the "Internet +" era, teachers no longer need to go to other places to receive ESP teacher training, but only need to use the Internet to break through the restrictions of time and region to learn various ESP professional courses at home and abroad.

Next, make full use of Internet resources. At present, foreign languages in colleges and universities have entered the era of flipped classroom and MOOCs. Teachers can use MOOC and flipped classroom to improve teaching efficiency. At the same time, ESP teachers can also make use of the products of the Internet + era. Wechat, Weibo and other platforms allow learners to use mobile devices to conduct real-time online communication with teachers.

Last, Internet electronic library. Under the Internet technology, college foreign language teachers can browse the electronic library by accessing the Internet and find the teaching materials they need in the massive library resources. In the era of "Internet +", corpus based on Internet technology provides detailed and rich research materials for teachers in the process of foreign language teaching. ESP teachers can also use ESP corpus, statistical principles and computer Internet technology to dig out the features of specialized vocabulary, master the language structure and pattern of specialized foreign vocabulary, and compile ESP vocabulary lists according to different frequencies.

5 Conclusion

Under the background of economic globalization, the core principles of ESP teaching in universities must be able to withstand the postgraduate entrance examination. In the modern "Internet +" era, the core principles of ESP teaching cannot be separated from the support of Internet technology in the process of accepting challenges. In the process of accepting challenges to the core principles of ESP teaching, teachers can make full use of Internet training and writing, Internet resources, Internet electronic library and other ways to realize the ESP transformation more efficiently. The advent of the "Internet +" era has broadened the teaching ideas of foreign language teachers, provided solid technical support for college students' foreign language teachers, and contributed to the all-round development of ESP teaching. What's more, in a changing environment, teachers should pay attention to their communication and functionality in ESP teaching, so as to promote the improvement and strengthening of students' practical application ability of English, and cultivate compound practical English talents that reflect the characteristics of the times and meet the needs of the times.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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