

# *Discussion on the Reform of Civil Service English Course Based on ESP Theory*

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**Abstract:** This paper starts with the ESP theory, discusses the current situation and problems of college English teaching, analyzes the necessity of ESP teaching reform and puts forward the model and new method of college English ESP teaching reform, and makes a comparison of three methods with language-centered and skill-centered learning as the center.

## **1. ESP is extremely meaning**

The essence of professional English is ESP. ESP is an acronym for English for Specific Purposes, as opposed to English for General Purposes (EGP). Specialized English is generally divided into academic use of English and work use of English. English for Academic Purposes refers to the use of English for various academic exchanges, such as reading English literature, writing English papers, defending papers and attending international academic conferences.

English for Occupational Purposes or English for vocational Purposes refers to the use of English to complete various tasks. Work Use of English includes the whole process of daily communication between students in job search and application, as well as in the industry.

## **2. English course standard definition**

### **2.1. The meaning of the course standard**

The etymology of English curriculum standards is divided into two types: curriculum and syllabus. The American curriculum tradition has little difference between the two, while the British curriculum tradition points the curriculum to the national curriculum standards and syllabus is subordinate to the curriculum standards. For course design. Although curriculum standards differ by country and region differences, the basic structure of current curriculum standards is clear, including four different aspects of curriculum objectives, course content, implementation methods and assessment feedback. The English language curriculum standards (syllabus) are generally established based on content goals and performance goals and are essentially the embodiment of education and reality education. The content standard emphasizes the mastery and reserve of language knowledge and language skills, which is the presupposition of the expected goal, while the performance goal focuses on the language acquisition, learning progress and experience of the

students and the realization of specific teaching tasks. Nunan (1988) argues that the performance goal should include at least three elements in the language syllabus or standard, the description of the learner's ability, the application conditions and the evaluation of performance. Some scholars have divided the goal of language courses into real-world goals and teaching goals, there is still a gap in language application between teaching goals and real-life scenarios. Therefore, the focus on the language curriculum objectives is the focus on the learner's learning process<sup>[1]</sup>.

## 2.2. Types and organization of course labels

The diversity of English course content is reflected in different types of syllabus, which are mainly divided into two types: synthetic and analytical (analytic). The former is to learn the various parts of the language and gradually realize the language acquisition. Outline type. The latter emphasizes the organization of language from the perspective of communication and less considers the systemic nature of language. From the syllabus, more attention is paid to the learning outcomes and the learning process. It is generally considered that the comprehensive syllabus emphasizes the content and structure of the school. The organization and arrangement of the syllabus is the core issue of the syllabus. White (1998) points out the contents of various syllabuses. The standards of the organization are different, but there are still rules for the preparation of specific types of outlines. First, the outline structure of the topics is arranged in the order of language coverage, the frequency of use and the degree of difficulty. The influence of interest and emotion and the relevance of learners are the outline structure of the combination of clues; again, the curriculum structure constructed by the difference of the effectiveness of language function, situationality and social and cultural differences. It can be seen that this horizontal arrangement only solves the organization of the content, but does not involve the vertical difficulty level of the content. The difficulty level of the language structure should be kept as consistent as the natural acquisition order of the language and the choice of the scene should be more focused. The authenticity of language and scene and the difficulty of content theme should consider the knowledge and professionalism of the content itself<sup>[2]</sup>.

## 2.3. Evaluation of the course standard

The evaluation of curriculum standards depends on the awareness of language, learners and evaluation by subject experts, teachers and researchers in the curriculum development body. Whether it is a final evaluation based on the final learning outcome or a formative evaluation oriented to the promotion of learning progress should point to the improvement of the curriculum. As the text form of the curriculum standard, the course objectives, content and evaluation should be consistent, which is the consistency of content validity. At the same time, the duration of the curriculum standards has a lasting effect and the accurate description of the curriculum standards should be synchronic and predictable. In order to improve the curriculum standards as the basic concept of dynamic development, White (1983) draws on Rogers' curriculum improvement viewpoint that the curriculum improvement should consider the relative advantages, compatibility, experimentation, observability, social connection and complexity of the curriculum. In short, the formulation of the curriculum evaluation method is based on the measurement of the reliability and validity of the curriculum objectives and curriculum content and should take into account the role of curriculum-related factors in the formulation of curriculum standards<sup>[3]</sup>. The curriculum evaluation indicators are shown in Table 1.

Table 1 Curriculum evaluation indicators

Index	Compatibility	Experimentation	Observability
Weight	0.1225	0.4164	0.4611

### 3. College English Teaching Status and Problems

Today, there are many colleges that use four or six levels to measure college English teaching, resulting in an unprecedented large-scale exam-oriented teaching, creating a large number of high-scoring and low-energy "scorpion English" and "dumb English" learners. College English teaching is restricted by the syllabus, teaching thoughts are relatively lagging behind, teaching is still mainly based on cultivating reading and it has great limitations and cannot adapt to the changes of the times. The English teaching at the basic stage and the English teaching in colleges and universities are all different. There is a lack of stage, level and graduality; the lack of integrity of students' English education from primary school to university leads to duplication of teaching content, thus reducing students' enthusiasm<sup>[4]</sup>.

#### 3.1. The necessity of college English ESP teaching reform

At present, large-scale and systematic college English teaching is limited to freshmen and sophomores and the final goal is to pass the National College English Test Band 4 and 6. In addition to the scattered professional English (mainly professional teachers rather than English teachers) in the third and fourth year, students rarely come into contact with English. By the time of graduation, many students reported that there was almost no knowledge of English. The author believes that English learning as a process of gradual accumulation should run through the university and transition from the ordinary college English course to the college English ESP course. The focus of college English is on ESP, because ESP teaching is connected with English learning and professional practice. Bridge. The author believes that the key problem of college English teaching in China is the disconnection between college English teaching and student major. There is no continuous college English teaching design within four years and there is no reasonable planning of general English teaching to special-purpose English teaching to bilingual teaching within four years. Progressive conversion. In order to fundamentally solve the problems faced by college English, it is necessary to change traditional concepts, keep up with the requirements of the development of the times and reform the teaching model<sup>[5]</sup>.

#### 3.2. Modes and methods of college English ESP teaching reform

(1) A new model of college English teaching for four years without interruption. The current EFL (English as a foreign language) consists of two major branches: General English and English for Specific Purposes. General English and specialized English are not two parts of opposites. In fact, both have linguistic co-nuclear parts at the lexical, syntactic and discourse levels. General English is the foundation for specialized English and English for special purposes is an extension and continuation of general English teaching. For follow-up English after the 4th and 6th grade exams, it is necessary to teach the professional-related factors and language knowledge and skills through the establishment of ESP courses, study the practical differences in English and change the existing EGP teaching that is out of touch with the needs of society and students. Improve and optimize university public English teaching for the organic integration of EGP and ESP teaching.

(2) New approach to ESP curriculum design. The main new method is shown in Figure 1.

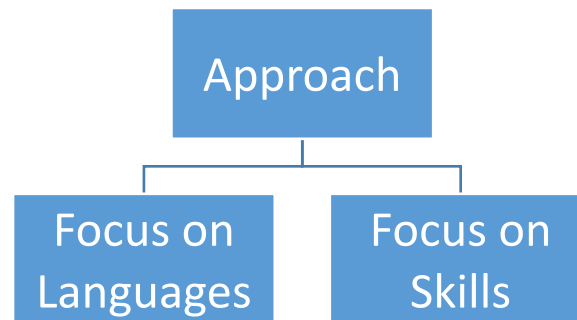


Figure 1 New approach to ESP curriculum design

This is the most common and simple course design method for ESP curriculum design. The language-centered curriculum design is designed to directly combine the results of the target scenario analysis with the course content. It takes the learner as the starting point, formulates the syllabus through analysis of each stage and then compiles the textbook according to the outline and finally designs the evaluation procedure to verify the mastery of the project.

Focus on skills. The theoretical basis for skill-centered curriculum design is that any language behavior contains skills and strategies for generating and understanding discourse. Skill-centered is to abandon the superficial language behavior and focus on the cultivation of language skills. Therefore, the teaching goal of the skill-centered curriculum should be balanced with both language behavior and language ability.

### 3.3. Comparison of the three methods of curriculum design and the degree of consideration of learners

Through the comparison of the above three methods, it is found that the language-centered curriculum design neglects the learner, the content of the course does depend entirely on the target scenario analysis and the learner is not deeply understood; the skill-centered curriculum design is claiming to focus on the learner, but because of the over-reliance on scenario analysis, the learner is not fully taken into account, the learner is only used to determine the target situation needs; and the learning-centered method is designed as a dynamic The process of coordination allows learners to be considered at every stage. The three course design methods are high.

## 4. Conclusion

The ESP theory combines the learning mode of learning English, learning professional knowledge and training the special purpose English expression ability "trinity", which has strong practicality. College English teaching should be guided by ESP theory throughout the curriculum, teaching process and teaching evaluation. ESP theory is used to analyze the basic attributes of college English teaching, so that teaching is targeted, meet the target needs and students' learning needs and actively explore the corresponding teaching methods in teaching, mobilize students' enthusiasm for learning and let them participate to the maximum extent. In teaching, we will improve the quality of college English teaching so that graduates can truly adapt to market needs.

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