

Interest, Conflict and Coordination: An Analysis of Stakeholders in the Reform of College English Education for Specific Purposes

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Abstract

Not enough attention has been paid to the conflict of interests in the reform of college English education and the stakeholders as well as their relations concerning the reform of college English for specific purposes. Built on the stakeholder theory, ten types of stakeholders in the reform of college English education are identified. Through structured interviews with experts, college students, education reformers and conservatives, employers as well as examination center staffs are defined as stakeholders. This paper analyzes the interest demands and conflicts of interest of the five types of stakeholders in the education reform, and proposes a coordination strategy based on the maximization of social benefits: the reformers should be concerned about other stakeholders; the conservatives should make incremental innovations; college students should be empowered; the employers become less dependent on certificates; the test center gradually reduces the official involvement in the English proficiency test.

Keywords

College English for Specific Purposes; Stakeholder Theory; Stakeholder Identification.

1. Raising the Problem

The "University English Teaching Guide" (2020 edition) has added "University English courses are an important part of general education in general colleges and universities" in the nature of the course. The course structure and content are consistent with the 2017 edition. College English is divided into There are three parts: General English Course, English for Specific Purposes and Intercultural Communication Course. Around the new teaching guidelines, college English teaching reforms and controversy continue, especially the English for General Purposes (EGP) and English for Specific Purposes (ESP) which is better? Which is more important? All parties have different opinions, and opinions cannot be unified. The focus of the debate is, can English for specific purposes replace general English? Should CET be abandoned or retained?

The reformists represented by Cai Jigang of Fudan University believe that the English education community in China has deep prejudices and misunderstandings about English for Specific Purposes (hereinafter referred to as ESP). "If this kind of prejudice and misunderstanding is out of ignorance, it is another matter, but if it is out of interest, it has to arouse our attention and worry". This kind of cross-examination points out the difficulties of college English teaching reform. College English education and teaching are non-profit, but those who are involved in education and teaching reform have benefits, and college English teaching reform is no exception. ESP teaching reform is not only a struggle for teaching ideas and training programs, but also a struggle for interests.

ESP teaching reform involves tens of millions of college students, university teachers, social employers, examination centers, publishing houses, training institutions, education authorities and a series of stakeholders. How to correctly identify the stakeholders of the ESP teaching reform, discover the interest demands and conflicts of the relevant parties in the reform, and

propose solutions based on incentive compatibility, coordination and win-win is the problem that this article attempts to explore.

2. The Stakeholder Theory

The stakeholder theory was born in the 1960s and is a corporate governance theory that is opposed to the idea of maximizing shareholder benefits. Ansoff (1965) puts forward, "To formulate ideal corporate goals, it is necessary to comprehensively consider the conflicting claims of many stakeholders of the company. They may include managers, workers, shareholders, suppliers, and customers. ". American economist Freeman (1984) believes that stakeholders refer to "any individual or group that can influence the realization of the enterprise's goals, or can be affected by the process of the enterprise's realization of the goals". That is, "any group or individual that can influence or be affected by the realization of organizational goals". This definition reveals the core of stakeholders, that is, organizations and individuals that can influence the object or are affected by the object.

Mitchell (1997) starts from the Stakeholder Identification the Stakeholder Salience, and summarizes the three characteristics of stakeholders, namely, legitimacy and Power and Urgency. Legitimacy refers to whether a certain group is endowed with legal and moral or specific claims to the enterprise; power refers to whether a certain group has the status, ability and corresponding means to influence enterprise decision-making; urgency refers to a certain requirement of a group that can immediately arouse the attention of corporate management. Any organization or group should meet at least one of the above three characteristics before it can be defined as a stakeholder.

Mitchell further proposed a stakeholder identification method, which scores possible stakeholders from the three aspects of legitimacy, authority, and urgency. According to the scores of the stakeholders on various characteristics, the stakeholders will be subdivided into three categories: deterministic, anticipatory and latent. Definitive Stakeholders refer to groups that have legitimacy, power and urgency for corporate issues at the same time, as shown in the area III in Figure 1. Definitive Stakeholders include shareholders, employees, and customers. Expectant Stakeholders refer to groups that maintain close contact with the company and possess two of the above three characteristics, as shown in the area II in Figure 1. Latent Stakeholders refer to groups that have one of the three characteristics, as shown in the area I in Figure 1.

Stakeholder theory not only has a wide range of applications in the field of business management, but with the development of time, it has been continuously expanded to social fields such as sociology, political science, law, ethics, etc., especially in the field of social governance, with good results. However, there are very few applied researches on stakeholder theory in the field of education and teaching, and the literature search only finds a small amount of literature. Leong and Li (2012) took the Macau University of Science and Technology International Tourism Institute as an example to study the reform of college English teaching based on the needs of stakeholders; He Xuexin et al. (2019) found that the various stakeholders in the school reform pursue The process of maximizing benefits promotes the process of school reform. The stakeholder theory has not yet been applied in the field of university ESP teaching reform. There is no research on the identification of stakeholders and their interaction mechanism in the process of university ESP reform in the academic circle, let alone teaching reform practice. This article intends to identify and classify the stakeholders of university ESP teaching reform, analyze the interest appeals and conflicts of interest of the stakeholders of ESP teaching reform, and propose a coordination mechanism based on the maximization of social benefits based on the framework of "appeal-conflict-coordination".

3. Stakeholder Identification

According to Freeman's definition of stakeholders, we define the stakeholders of the ESP teaching reform as those who can influence the ESP teaching reform and all the groups affected by the reform. This article is based on literature research. The possible stakeholders of ESP teaching reform include education authorities, college English teachers, university professional teachers, college students, employers, examination centers of the Ministry of Education, English teaching and research institutions, English training institutions, and English textbook publishing society and so on. Among college English teachers, there are not only promoters of ESP teaching reform, but also those who question and oppose the reform and hope to maintain the current English teaching model. For this reason, we divide college English teachers into two interest groups, reformers and maintenance groups, and study their interest demands separately.

The stakeholders of the above-mentioned ESP teaching reform can be subdivided into those who can influence the ESP reform, those who are affected by the ESP teaching reform, and those who influence each other. Those that can influence ESP teaching reform include education authorities, reformers, maintenance groups, employers, English teaching and research institutions, and the Ministry of Education Examination Center. The stakeholders affected by the ESP reform mainly include college students, university professional teachers, college English textbook publishing houses, training institutions, etc. College English teachers, employers, examination centers of the Ministry of Education, English teaching research institutions, etc., they not only influence the process of ESP reform, but also are affected by the results of ESP teaching reform, and they are related to each other.

According to Mitchell's stakeholder identification and scoring method, this paper has designed the "ESP Teaching Reform Stakeholder Identification Interview Form" that includes the above ten types of stakeholders. Several experts and personalities conducted structured interviews, including 9 experts and teachers from institutions of higher learning and 6 others. In order to better reflect the opinions and attitudes of different regions, different types of universities and college students on the reform of university ESP teaching, the interview subjects of higher education institutions were selected from Beijing, Anhui Province, Yunnan Province and other three regions in the east, middle and west. There are three types of university experts and teachers from 985/211 universities, ordinary universities, and local colleges. Through face-to-face interviews, telephone interviews, and filling out interview forms, ask them about their judgments on the stakeholders of the ESP teaching reform, as well as whether there are any stakeholders that need to be supplemented, and ask them to be aware of the legitimacy, authority, and urgency of each category of stakeholders, etc. Three characteristics are scored. If you vote in favor of a certain characteristic, 1 point is scored, otherwise no points are scored. According to the results of the interview, the respondents did not mention the need to add new stakeholders. The scores of the three characteristics of the stakeholders of the ESP teaching reform are shown in Table 1.

According to the principle of three equal points of stakeholder classification scores, a score of 1-5 points indicates that the feature value is low; a score of 6-10 points indicates that the feature value is medium; a score of 11-15 points indicates that the feature value is high. A total score greater than 30 is classified as definite stakeholders, and less than or equal to 15 is classified as potential stakeholders. The ones in between are prospective stakeholders. Table 2 is the stakeholder identification table.

Table 1. Statistics of interview survey results

	Legitimacy	Power	Urgency	Total
Authority	5	12	10	27
Reformer	15	12	12	39
Establishment	15	12	12	39
Student	15	6	10	31
Employer	10	9	14	33
Test Center	12	12	10	34
Teacher	2	5	5	12
Educational Institution	10	8	5	23
Publishing House	0	2	5	12
Training Institution	1	0	4	5

Table 2. Stakeholder Identification Table

	Legitimacy	Power	Urgency	Total
Authority	Low	High	Medium	Anticipatory
Reformer	High	High	High	Deterministic
Establishment	High	High	High	Deterministic
Student	High	Medium	Medium	Deterministic
Employer	Medium	Medium	High	Stable
Test Center	High	High	Medium	Deterministic
Teacher	Low	Low	Low	Potential
Educational Institution	Medium	Medium	Low	Anticipatory
Publishing House	Low	Low	Low	Potential
Training Institution	Low	Low	Low	Potential

According to the stakeholder identification table, in the process of ESP teaching reform, reformers, maintenance groups, college students, employers, and examination centers are identified stakeholders; education management departments and college English teaching and research institutions are expected stakeholders; majors Teachers, college English textbook publishers, and English training institutions are potential stakeholders. In order to improve the pertinence of the analysis, this article only analyzes certain stakeholders.

4. The Interest Demands of the Stakeholders in the ESP Teaching Reform

4.1. Reformists

As an advocate and promoter of ESP teaching reform, the interest demands of reformists are mainly reflected in three aspects. First of all, promote the reform of college English teaching across the country, and replace general college English with English for specific purposes (mainly English for academic purposes). The reformists believe that the comprehensive promotion of English for specific purposes and changing the traditional paradigm of college English teaching is a strong demand for scientific and technological innovation capabilities in the development of the country in the new era, and a strategic demand for the construction of an innovative country. The promotion of English for specific purposes across the country is not only an objective need, but also has a realistic basis.

Second, adjust college English teaching goals, take college students' scientific research and technological innovation abilities as college English teaching goals, and build a research-oriented college English teaching model. College English teaching should focus on the cultivation of professional ability of college students. The syllabus should establish an academic English teaching framework driven by scientific research ability. Through the transmission mechanism of the academic English teaching paradigm, students are trained to use English to read scientific research literature, enhance their ability to summarize, and cultivate college students' proficiency Use English to carry out professional learning and academic research.

Third, stop the College English Test Band 4 and Band 6 (hereinafter referred to as CET). CET is a unified national standardized test. The difficulty of the test can neither be high nor low. It can only be a compromise between high and low levels, and cannot take into account the differences in English education levels in different regions. On the one hand, it limits the improvement of the English proficiency of college students who have a good basic level of English and can learn more, which forms the ceiling effect of college English teaching. On the other hand, in order to pass the grade exams, students with poor English foundation are struggling to brush up the questions, which leads to the examination-oriented English teaching.

4.2. Establishmentarians

Maintain the faction. The interest demands of the maintenance faction are mainly concentrated in two aspects. First, the essence of college English teaching is the unity of humanity and instrumentality. After a long period of teaching research and teaching practice, General English teaching has achieved good teaching results and provided a large number of English talents with comprehensive abilities in listening, speaking, reading, and writing for the national economy and social development. English teaching needs reform, but the premise of reform is to maintain stability, that is, to maintain the dominant position of General English in college English education and teaching. The curriculum system of college English should go hand in hand with General English, English for Specific Purposes and English for Intercultural Communication.

Secondly, ESP teaching reform should not be applied to all colleges and universities across the country. The level of running universities in my country is different, and the English level of students varies greatly. A considerable number of college students have not a solid English language foundation. It is impossible to carry out scientific research and academic activities in English. It is blind and impractical to implement ESP teaching reform in colleges and universities across the country. The English teaching reform should be different according to the different levels of the school running. The research-oriented ESP teaching reform can be tested first in the double first-class, 985/211 colleges and universities.

4.3. Students

College students' demands for ESP teaching reform are utility-oriented, which mainly depends on the requirements of the talent market for college students' English knowledge structure and English proficiency. College students have two perspectives on the interests of English teaching reform. The ideal ESP teaching reform can completely change the embarrassment of large investment in English learning and small results, free from the current shackles of CET, and truly gain knowledge. Ability to use English language application. From a practical perspective, most college students expect to be able to obtain a qualified and proficiency certificate of English proficiency with half the effort, so as to provide them with a pass that crosses the threshold for their future studies, employment, and further studies.

4.4. Employers

The demands of employers for the reform of college English teaching are communicated through the setting of talent selection conditions such as admission to higher education and

employment. The English requirements of employers for college students are also divided into two types: actual requirements and nominal requirements. Practical requirements mean that employers do require college students to have a high level of English due to work needs, be able to use English proficiently to consult documents and translate materials; carry out academic research and communication; proficiently use English for various business activities. Nominal requirements mean that the employer does not have specific application requirements for English scenarios due to the nature of the work, and there may be no requirements for the English proficiency of college students, but the employer agrees that the English proficiency is highly correlated with the student's learning and work abilities, and the level of English proficiency It can reflect the development potential of college students from one aspect. Based on this belief, employers often require college students to have higher English proficiency. From the perspective of saving talent selection and hiring costs, employers hope to have an English proficiency certificate that can reflect the learning ability and development potential of college students, as a means and tool for selecting, employing, and even eliminating people. As for the meaning of this certificate? How is its reliability and validity? There is no way to consider it.

4.5. Test Centers

As the organizer of CET, the Examination Center of the Ministry of Education, its interest appeal is to further reform and improve the CET-4 and CET-6 on the premise of fully affirming the CET. The national foreign language proficiency test system led by the Ministry of Education Examination Center is a measure to continuously improve the college English test. The test center believes that the China English Proficiency Test (NETS) currently developed and constructed will gradually be integrated with CET, which can provide the society with low-cost English proficiency and level evaluation results.

5. Stakeholder Conflict

5.1. Reformists vs. Establishmentarians: Depth or Breadth?

College English teaching needs to be reformed in time with the development of society and economy. This is the consensus of the reformers and the maintainers, but there are contradictions and conflicts in how and to what extent. From the perspective of the breadth of reforms, the reformists require the implementation of ESP teaching in college English teaching across the country. Academic English should be a compulsory core course for every college student, and it has universal applicability in colleges and universities across the country [13]. College English teaching should be based on adapting to the needs of social and economic development for talents. Compared with general English, English for specific purposes can better meet the requirements of national economic development for college students to directly use English in scientific research, economic and trade activities. After 40 years of development, English teaching in primary and secondary schools has basically achieved full coverage, and the level of English teaching has been improved year by year. The English level of college students has basically reached the level of academic English learning and application. College English for specific purposes, especially the advanced nature of academic English, can not only meet the needs of college students for the acquisition and use of English literature and materials for academic research, but also reduce the fatigue of general English learning and improve the effectiveness of college English learning.

The maintenance group believes that college English teaching should adhere to a scientific view of teaching reform. There are currently more than 1,000 colleges and universities of various types in my country. There are huge regional and category differences between colleges and universities. Compared with universities in the central and western regions, 985/211 and non-985/211 universities, the quality of students is very different, and the foundation and starting

point of college English teaching are very different. For local colleges and universities with a weak foundation in English, it is not suitable for special purpose English teaching. Secondly, ESP teaching requires a certain background of relevant subject knowledge. At present, college English teachers in our country have basically no specific knowledge structure, which cannot meet the needs of ESP teaching, lack of teaching staff as a basis, and blindly promote teaching reforms, and it is difficult to achieve the expected results. Third, the application field of academic English is relatively narrow, and the humanity of General English can build a thick foundation and wide-caliber English knowledge structure for college students, which is more conducive to the employment and future development of college students.

From the perspective of the depth of reform, the reformists hope to start with the "University English Teaching Guide" to determine the dominant position of ESP teaching. Although the "University English Teaching Guide" (2020 Edition) regards English for specific purposes as one of the main content of teaching, it is juxtaposed with general English and cross-cultural communication English, but it positions college English as a public basic course and general education. In fact, it is to accept the view that "my country's future college English teaching should be based on general English and general English teaching". This is still quite far from the reformists' desire to make English for specific purposes as the core curriculum. The reformists demand that the teaching model of the all-round development of listening, speaking, reading, writing, and translation for college students be broken, and a comprehensive shift to specialized English that meets the professional learning needs of college students. Ability to learn from, communicate, innovate ideas and scientific research. The "Guide" (2020 edition) refers to the "Chinese English Proficiency Scale" and divides the three levels of college English into general description and individual skill description. The general description adopts the reformist concept, and the individual skill description maintains General English. Teaching requirements in five areas: listening, speaking, reading, writing and translation.

Regarding the issue of who will be responsible for the teaching of English for specific purposes, the reformists believe that public English teachers should not only teach, but also teach and be able to teach English for specific purposes. The maintenance school believes that the knowledge structure of public English teachers cannot meet the needs of ESP teaching, and its transformation is time-consuming, laborious, and ineffective. In any case, it does not reach the level of professional teachers. It tends to be taught by bilingual professional teachers.

5.2. Reformists vs. Students: Right or Power?

In the reform of university ESP teaching, the rights of university students are beyond doubt. In the reform of college English teaching, although the interests of all stakeholders are different, the starting point is for students to receive better English education, so that students have an English knowledge structure and knowledge level that are compatible with the development needs of the times. Ensuring that college students benefit the most from the ESP teaching reform is the starting point and the foothold of the reformists. However, on the issue of college English teaching reform, the power of students has always been lacking. How to reflect the student's dominant position? This problem has never been solved well. When discussing the pros and cons of college English teaching reforms, students' power often rests on filling out questionnaires. Reformers and sustainers have their own opinions. The application of the results of the questionnaire is also different due to the different wishes of users. Gave very different results. In this reform for the vital interests of students, the main body of interest of students has never been empowered.

5.3. Reformists vs. Employers: Nominal or Actual?

Compared with employers' demands on college students' English proficiency, both nominal and actual, ESP teaching reform is a double-edged sword. For the nominal requirements of employers, ESP is obviously not as advantageous as General English. The national CET based

on General English teaching and its certificate provides a simple and easy way to match the nominal requirements of employers. Employers can pass the CET certificate, which is convenient to identify the future development potential of college students (provided that their English proficiency can reflect the learning and development abilities of college students), and help employers select talents at low cost. However, employers' nominal requirements for college students' English proficiency will inevitably lead to test-oriented English learning, and the varying degrees of CET certificates have become tools for employers to screen and eliminate talents, resulting in a huge waste of social education resources.

For the actual requirements of employers, English for specific purposes has a good degree of compliance. The teaching orientation of special purpose English is academic English and professional English related to majors, which highlights the instrumental characteristics of college English and can better meet the needs of employers for college students' practical work and learning scenarios. However, due to the lack of a universal and widely accepted evaluation system and evaluation standard for English for specific purposes, employers need to organize tests and evaluations for talent selection, which increases the cost of hiring candidates and is not conducive to employers' low-cost talents. Evaluation, there is a conflict between the two at this node.

5.4. Reformists vs. Test Centers: Give up or Improve?

The conflict between ESP teaching reform and examination center is obvious and direct. The reformists believe that CET, led by the Examination Center of the Ministry of Education, has become the baton for college English teaching in colleges and universities across the country due to its official background. The goal of college English teaching has been alienated to reach the standard of English proficiency, which leads to different levels of test-oriented college English teaching, which deviates from the original intention of English language ability training. At the same time, standardized, objective-based English proficiency testing methods have severely restricted the cultivation of college students' thinking and innovation abilities. In view of this, CET should be abandoned immediately. Contrary to the opinions of the reformists, the test center insists that after many reforms, the reliability and validity of CET have been continuously improved, which provides a comparable scale for measuring the level of college English teaching. It has the characteristics of strong objectivity and high credibility. There is a high degree of social acceptance. The problems of CET can be improved through continuous optimization of the English proficiency test system. What CET needs is improvement rather than abandonment.

6. Stakeholder Coordination

The interests of those involved in the reform of college English teaching are latent and concealed. Although the goal of education and teaching reform is clear, the reform concepts, reform ideas, and reform paths are relatively complicated. The relationship between teaching effect and teaching reform is not simple and direct. The verification of teaching effect is not only time-consuming, but also non-deterministic. All these have brought great difficulties to the design and construction of the benefit coordination mechanism.

The contradictions and conflicts of stakeholders in the ESP teaching reform are certain, but all stakeholders have a consensus on the importance of college English in the cultivation of talents and the importance of the knowledge structure of college students. It is the greatest common divisor for stakeholders to further improve the quality and effect of college English teaching reforms and to meet the needs of talents for social and economic development in the new era. The coordination of the interests of stakeholders in ESP teaching reform should aim at maximizing social interests. The five parties of reformers, maintenance groups, college students, employers, and examination centers should interact to build an interest coordination

mechanism and explore corresponding reform strategies. Only in this way can we further advance the ESP teaching reform.

6.1. Reformists

Reformists should pay attention to the feelings of existing stakeholders and seek coordination of their interests. This is a key factor for the continuous progress and success of reforms. The reformists should gradually advance the reform of college English teaching based on the idea of pragmatic advancement, and constantly adjust the reform path and method in the reform. Continuous and gradual promotion of teaching reform is the only way to the success of ESP teaching reform.

In terms of the breadth of reform, it is necessary to vigorously promote college English for specific purposes in colleges and universities across the country. At the same time, it is also necessary to understand that colleges and universities have different rhythms and different modes in ESP teaching reform due to the limitations of different regions, different levels, and different educational goals. With advocacy as the mainstay, and restraint as the supplement. Avoid moving from the idiom of General English to the shackles of ESP. In terms of the depth of reform, colleges and universities are encouraged to set up special-purpose English with their own characteristics in accordance with their school-running goals. Special-purpose English is not only English for academic purposes, but also English for other special purposes. Encourage colleges and universities to independently set up English teaching modules, and determine the credit allocation for general English and English for specific purposes according to the characteristics of the school.

6.2. Establishmentarians

The needs of social progress and the development of the times for the knowledge structure of talents have forced college English teaching to change the traditional general English teaching concept. The structure and content of college English teaching continue to change, which is the main theme of college English teaching in the new era. Unchanging is relative, change is absolute. Compared with general public English teaching, college English for specific purposes is a more effective teaching mode that meets the needs of social and economic development, and is a more direct teaching method to improve college students' learning ability and application ability. The maintenance school teachers must change their attitude of holding on to the housekeeping skills of General English. General English, a one-third of acres, must gradually change to English for specific purposes with the development of the times. College English teachers should not only teach special purpose English, but also special purpose English. While changing teaching concepts, they must also eliminate fear. The true core of ESP teaching is still language teaching, which is interdisciplinary and core language skills teaching rather than content teaching. At the operational level, colleges and universities can adopt the reform model of stock fine-tuning and incremental innovation. For the old teachers who have been engaged in general English teaching for a long time and have weak learning ability, they still focus on general English teaching. For teachers with strong learning ability as well as young teachers, they are required to switch to specialized English teaching. It is necessary to vigorously expand the width of teaching, increase the depth of teaching, and adapt to the needs of continuous optimization of the knowledge structure of talents in the social and economic development of the new era.

6.3. Students

Nearly tens of millions of college students graduate every year in our country. The effectiveness of college English reform is directly related to their personal future development, and through them affects the country's social and economic development. In the ESP teaching reform, college students are the biggest stakeholders, but they only have rights but no power. The lack

of channels and carriers for the interests of college students, especially the CET of the national unified examination, essentially deprives students of their right to speak on the issue of English teaching reform. Are college students learning general English or special purpose English? The right to choose should also partly return to students. The future career development, personal value realization, and learning preferences of college students should be paid attention to and concerned by the reform of college English teaching. The inner motivation of college students' English learning lies in adapting to the continuous improvement of college students' English proficiency in the era of innovation and the competitive talent selection mechanism. The learning choice based on individual development needs has a huge difference in learning effect compared to the prescribed learning mode. College students should also understand that English learning is closely related to personal ability building and career development, and college English learning is by no means limited to CET. Qualified schools should provide multi-module English teaching resources for students to choose, abandon general English standard thinking, and meet the English needs of different students. ESP teaching reform should continue to improve the depth of teaching, and constantly explore the methods and standards of college English assessment based on training goals.

6.4. Employers

The demand of employers for college students' English level and structure is the potential and biggest baton for college English teaching reform. At present, the teaching of general English in colleges and universities occupies the leading position in college English teaching, which is related to the dependence of employers on the college English certificate. For the ESP teaching reform to be effective, the employer's selection philosophy must be linked to the teaching reform. Employers should change the belief that college students' English level certificates are linked to their learning ability, and gradually reduce their dependence on college English level certificates. Especially those employers that have only nominal requirements for college students' English proficiency should change their concepts. For employers with actual requirements, in the selection and appointment of talents, the criteria for selecting and appointing talents should be set according to the nature of the position, and strive to achieve accurate and effective employment. Employers set the requirements of college students' English proficiency and English knowledge structure according to job requirements, which will be reversely transmitted to colleges and universities through the job market. This kind of teaching demand based on market demand will more effectively promote the reform of college English teaching in colleges and universities.

6.5. Test Centers

The College English Level Test, led by the Examination Center of the Ministry of Education, has promoted the English learning of college students to a certain extent, giving college students a common criterion for measuring and comparing their English proficiency. However, this common criterion also restricts college English teaching and reform, and objectively creates a ceiling for college students' English learning. The implementation of ESP teaching reform is to remove the ceiling of English teaching, so that special purpose English can better serve the future work and study of college students.

Although the college students' English test has constrained us, if we do not have this common criterion, we will fall into chaos and confusion. Before there is a practical alternative, it is obviously unrealistic to simply abolish the college English test. From the perspective of maximizing social benefits, gradually weakening the official nature of the College English Test, and actively exploring a diversified and socialized college student English proficiency test system that meets the needs of my country's social and economic development is a feasible move that meets the concerns of stakeholders. The gradual socialization of college students' English proficiency test and the reduction of employers' reliance on grade certificates are the

key to fundamentally changing the current state of college English test-oriented education and further promoting the in-depth reform of ESP teaching.

7. Conclusion

College English teaching reform is always on the road, and education reform must take the maximization of educated interests and the maximization of social interests as the fundamental goal. Proceed from the concerns of stakeholders, discover the demands and conflicts of stakeholders in teaching reform, and seek a mechanism for coordination of interests. The reformists should be concerned about the feelings of stakeholders; the maintenance faction adopts stock fine-tuning and incremental innovation; university students empower; employers reduce certificate reliance and enhance accurate knowledge of people; the test center gradually weakens the official background of the college English proficiency test.

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