

Research on the Vocational Use Shift of English Teaching in Vocational College

Yiyi Chen

Guangxi Institute of Occupational Technology, Chongzuo City, Guangxi, China

yyichen0712@163.com

Keywords: Higher vocational colleges, English teaching, Occupational use, Turn to

Abstract: In the context of the development of economic globalization, the exchanges and cooperation between enterprises are getting closer, which not only brings new resources for the development of practice, but also puts forward new requirements based on opening to the outside world. Face the development present situation, the practical English talent as necessities of every enterprise construction development, higher vocational colleges should be on the basis of the integration of previous teaching experience, according to the English teaching experience accumulated in recent years, for professional use English (EOP) to put forward new requirements, such not only can exercise the students' social adaptability, and can optimize the environment of higher vocational English teaching, And thus to build a new teaching model in line with the demand of the post. On the basis of understanding the basic concepts of EOP steering, this paper constructs a new EOP steering scheme according to the current situation of English teaching in higher vocational colleges, and makes a deep analysis of the final results.

1. Introduction

According to the dichotomy analysis proposed by Jordna, ESP is mainly divided into two parts, one is EOP studied in this paper, and the other is EAP, which is more specialized, as shown in the figure below:

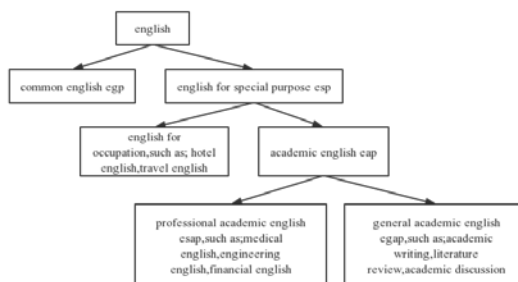


Fig.1 Dichotomy

The essence of EOP education is to rationally select English knowledge related to students' future jobs according to the demands of students' employment positions, and to provide teaching guidance based on students' actual abilities and working positions on the basis of considering their listening, speaking, reading, writing and translation abilities. Although this new teaching scheme involves a wide range, it is too low in professional level and mainly focuses on learning text knowledge and professional information. Therefore, it is more suitable for application in English teaching in higher vocational colleges^[1-2].

2. Analysis of Eop Steering Scheme Based on the Current English Teaching in Vocational Colleges

2.1 Curriculum System

Nowadays, most of the higher vocational college English teaching content mostly very dull or

boring, the overall teaching task focuses on the basic knowledge, although some colleges and universities need to build according to different work practice courses, but because the bridging between each other and expansibility is unreasonable, so it is difficult to guarantee the practice teaching effect, more unable to mobilize students' learning interest, Improve their ability of application and thinking in English. In order to build a new education system based on the EOP transition scheme, English teachers in higher vocational colleges will comprehensively study the practical teaching needs under the guidance of the EOP concept and optimize the design of the internal curriculum system. It is important to note that using the EOP steering scheme does not mean completely abandoning the basic knowledge and structure, but rather optimizing the design on top of it. Compared with the EAP curriculum system constructed by undergraduate colleges, the EOP transition scheme proposed by higher vocational colleges can help students absorb more professional knowledge in text learning, while the former, on the contrary, needs to combine text to acquire professional knowledge and complete language learning. Therefore, English teaching in higher vocational colleges should break through the limitations of EOP and General English (EGP) programs, and rationally develop and design the EOP curriculum system based on the investigation and analysis results of industries, enterprises and experts. For example, based on the occupational needs of environmental protection, tourism and architecture, a targeted English curriculum system is designed and deeply integrated with the EGP content, so as to fully show the industrial characteristics and professional advantages of practical teaching on the basis of optimizing the English teaching content and environment^[3-4].

2.2 Course Content

EOP should develop and build a targeted teaching system on the basis of clarifying occupational demands, and select teaching knowledge according to the industry innovation trend and work tasks, while language skills need to be analyzed one by one in combination with the basic and special requirements of the industry. Then taking a teaching system that EOP class course content to show targeted and distinction between, on the basis of fully demonstrate industry development characteristics and the advantages, show content system in listening, speaking, reading and writing translation ability balance at the same time, combine the high school language infrastructure and learning vocabulary to optimize training, and based on language knowledge, materials and other information to integrate design, This will ensure that higher vocational students' participation in English teaching courses is relevant to their future development. This work is mainly divided into two parts. On the one hand, the content of the leading ideas of the industry or profession, which involves the basic theories, trend changes, common words and expressions related to the development of the industry; On the other hand, Pointers are the content proposed for typical work tasks and process orientation. For example, when learning architectural English, English teachers can design diversified application scenarios according to the English requirements of the current industry, which can not only exercise students' English ability, but also optimize their application awareness. For another example, when learning electrical English, the design and arrangement of teaching emphasis is shown in Representative 1. It should be noted that, in the design and optimization of the EOP transfer teaching content, it is necessary to organize enterprise experts, senior personnel, professional teachers and other forces to actively participate in the course design, which helps to guarantee the suitability and rationality of the EOP transfer content from the basis.

Table 1 the Emphasis Of Eop Teaching

First semester	Introduction to basic vocabulary
The second semester	EOP Basic Sentence
The third semester	Equipment manuals and high-tech literature
The fourth semester	Electrical skill certificate English test question explanation

2.3 Teaching Mode

The EOP teaching program must fully demonstrate two teaching concepts, on the one hand, it is the guidance to complete professional tasks, on the other hand, it is to guide students to participate

in the main body. Both of them put forward new requirements for practical English teaching ability based on the demands of different industries or posts. In this context, based on the previous English teaching experience in higher vocational colleges, it is very important to choose appropriate teaching methods for EOP to turn to content system. The common teaching methods include role-playing, TBL task teaching method and CBI content teaching method. For example, when students majoring in hotel service master relevant basic knowledge, they should also skillfully use it in practical training, and have the consciousness and ability to deal with unexpected problems. At this time, situational teaching method and role-playing method can be used to complete teaching tasks faster. Through the selection of representative language communication scenarios, the real simulation of each link of the hotel service, and the design of the teaching task requires the use of language skills to complete the task, which can not only enhance the sense of reality of classroom teaching guidance, but also can enrich the professional students' application experience.

2.4 Teaching Evaluation

When constructing the teaching evaluation system, the English teachers in higher vocational colleges must make clear the differences of the requirements of different industries and positions on the English ability of professionals, and make scientific adjustments according to the practical development and professional knowledge. In this context, EOP should reform toward constructivism, pay attention to the construction of student-centered classroom environment, and use the sense of cooperation and practical inquiry activities to complete the independent construction of knowledge. In order to better meet the needs of EOP teaching in vocational colleges after the reform, the actual teaching evaluation should also break through the limitations of the traditional mode and focus on the learning process, learning ability, independent inquiry, social nature and communicative ability. Under the trend of the continuous optimization of the EOP teaching system, the evaluation of English teaching in higher vocational colleges should also be reconstructed. Taking the participating students as the main body of development, a new teaching evaluation system is constructed on the basis of paying attention to the process change and multiple ways. It should be noted that in the teaching demand analysis and evaluation work, it is not only necessary to understand the individual needs of participating students, but also to deeply explore and evaluate the requirements of social environment, post forms and employers for teaching work. Taking learner evaluation as an example, common evaluation methods are mainly divided into two kinds: on the one hand, learners make independent evaluation or mutual evaluation; On the other hand, a portfolio is constructed for participating learners. In the summative evaluation, it mainly involves learning results, works and standardized tests of industrial language.

3. Effect Analysis

Based on the current teaching situation in higher vocational colleges, the rational use of EOP steering scheme can carry out targeted tests and training for the knowledge and skills that students have learned. Teachers can conduct in-depth analysis according to the completion of each student and according to the scoring standards. At the same time, a camera can be used to record the whole process, which can not only better observe students' learning process and participation in practice, but also compare and analyze the specific performance of students after completing the module learning tasks. Based on the analysis in Table 2 and Table 3 below, it can be seen that the two represent the test results of students' vocational English proficiency before and after the establishment of the EOP teaching system.

Table 2 Test Results Of Students' Vocational English Proficiency Before the Establishment of Eop Teaching System

Test items and full scores		English teacher rating	Professional teacher rating	Score of front-line teachers in preschool education institutions
Pronunciation	5 minutes	1.3 points	2.2 points	1.6 points
Tone	5 minutes	1.4 points	1.8 points	1.6 points

	es			
Tone	5 minutes	1.3 points	1.4 points	1.1 points
Reread	5 minutes	2.6 points	2.1 points	2.2 points
Even read	5 minutes	2.2 points	2.2 points	2.4 points
Rhythm	5 minutes	2.1 points	1.9 points	2.7 points
Body language	5 minutes	2.4 points	2.5 points	2.3 points
Read a story	10 points	2.4 points	3.2 points	3.4 points
Tell a story	25 points	12.5 points	11.2 points	13.7 points
Acting out stories	30 points	1.80 points	11.4 points	14.1 points

Table 3 Test Results Of Students' Vocational English Ability after the Establishment of Eop Teaching System

Test items and full scores		English teacher rating	Professional teacher rating	Score of front-line teachers in preschool education institutions
Pronunciation	5 minutes	4.2 points	4.2 points	4.1 points
Tone	5 minutes	4.2 points	4.3 points	4.2 points
Tone	5 minutes	4.3 points	4.3 points	4.2 points
Reread	5 minutes	4.3 points	4.4 points	4.2 points
Even read	5 minutes	4.1 points	4.5 points	4.5 points
Rhythm	5 minutes	4.5 points	4.5 points	4.6 points
Body language	5 minutes	4.8 points	4.7 points	4.3 points
Read a story	10 points	9.8 points	9.1 points	9.3 points
Tell a story	25 points	20.9 points	21.8 points	20.1 points
Acting out stories	30 points	25.7 points	23.5 points	26.8 points

In order to further verify the unique advantages of EOP teaching system, and its application in higher vocational college English teaching of application value, in combination with the above to plan for a period of time after teaching, need to choose to participate in the experimental class and not involved in EOP to class, this paper compares and analyzes the specific results are shown in table 4 below, These are the vocational ability test results of students in classes that did not participate in the EOP special program.

Table 4 the Vocational Ability Test Results of Students in Classes That Did Not Participate in the Eop Special Program

Test items and full scores		English teacher rating	Professional teacher rating	Score of front-line teachers in preschool education institutions
Pronunciation	5 minutes	3.1 points	3.4 points	2.9 points
Tone	5 minutes	2.2 points	2.3 points	2.4 points
Tone	5 minutes	2.5 points	2.2 points	2.1 points
Reread	5 minutes	2.5 points	2.3 points	2.3 points

	es			
Even read	5 minutes	2.4 points	2.8 points	2.4 points
Rhythm	5 minutes	3.2 points	3.2 points	3.2 points
Body language	5 minutes	2.2 points	2.3 points	2.4 points
Read a story	10 points	4.2 points	5.0 points	6.2 points
Tell a story	25 points	13.2 points	14.0 points	14.2 points
Acting out stories	30 points	11.5 points	12.0 points	15.4 points

Students in the experimental group and the conventional group were tested on English skills, and the content of the test was analyzed in accordance with the above table. Finally, the results were explored based on the calculated average score, and the scores were performed in the percentage system. Among them, the average score of the experimental class students who participated in the EOP switching scheme was 73 in English pronunciation module, 84 in story module and 90 in game role-playing module. By comparing the calculation results obtained in Table 4 above, the average score of students in the conventional group reached 63 in the speech module, 68 in the story module and 80 in the game role-playing module. It can be seen that under the guidance of the EOP teaching system, students can complete practical teaching tasks faster and master higher levels of knowledge and skills than students in classes that did not participate in the experiment. This also further verifies the application value of EOP in English teaching in higher vocational colleges.

At the same time, in the questionnaire designed for vocational students and employers and the implementation of EOP course, more than half of the students think that the traditional teaching mode and the middle school English teaching content are repetitive, while the new classroom constructed by combining the EOP transition scheme has been supported and recognized by most of the students. In the organizational unit of choose and employ persons to participate in the survey can be found, all units and managers think EOP steering solution can replace the traditional teaching mode, and be connected to the content and forms of practical training base, such not only can satisfy the requirement of post responsibility and unit of choose and employ persons development needs, and can be applied to the students' English, on the basis of consciousness and ability, Continue to expand the practice of English knowledge. Therefore, under the background of new era in order to build a systematic teaching system based on professional use demand, and increase the professional knowledge, language and practical application, proportion of teaching must be studied from the perspective of the field in the past teaching experience accumulated, much to learn from the domestic and foreign outstanding teaching case, reasonable use of modern technology concept, This can not only enrich the content and form of English teaching in higher vocational colleges, but also exercise the English application level of higher vocational students in the continuous innovation and cultivate their correct language quality^[5-6].

4. Conclusion

To sum up, the most important thing for the EOP steering scheme proposed based on the English teaching work in higher vocational colleges is to conduct comprehensive optimization design based on all kinds of influencing factors, which involves course system, teaching content, teaching form, teaching evaluation and other aspects. According to the implementation effect analysis of the diversion program outlined above, EOP can not only design teaching forms that meet the job requirements in combination with the demands of career development, but also lay a foundation for the subsequent implementation of English teaching in higher vocational colleges.

References

- [1] Yi M . A Study on the Strategies of Classroom Construction of English E-Teaching in Higher

Vocational Colleges[J]. Advances in Higher Education, 2020, 4(10).

[2] Qiu D . Study on the Mixed English Teaching Model in Higher Vocational Colleges Under the Background of Big Data[J]. Journal of Physics: Conference Series, 2021, 1852(3):032013 (7pp).

[3] Yuhong Ni . A Study on the Shift of EOP in English Teaching in Higher Vocational Colleges and Its Influencing Factors [J]. Foreign Language Society, 2013, 000(004):90-96.

[4] Xiaoyi Liu . Journal of Chengdu Normal University, 2015, 31(002):50-53.

[5] ning An. Research on ESP Teaching in Higher Vocational Colleges [D]. Northeast Normal University, 2011.

[6] Rui Li . Research on the Present Situation of ESP Teaching in Vocational Colleges [D]. Dalian Maritime University, 2009.