

Research on EOP Turning in English Teaching in Higher Vocational Colleges and Its Influencing Factors

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Abstract: Higher vocational college English teaching is to train high-quality skilled professionals, and the transition to EOP (English for Occupational Purpose) is the inevitable development of higher vocational English teaching. Under the new situation of rapid development of various industries, the EOP of English teaching in higher vocational colleges can train more excellent talents to meet the development needs of various industries. Higher vocational colleges are higher vocational schools, whose main training objective is to train technical talents. EOP teaching should conform to the development direction of language teaching in higher education and meet the teaching objectives of public English in Higher Vocational colleges, so as to meet the needs of society for higher vocational talents and students' personal needs. By analyzing its connotations and concepts, this paper explores the influencing factors of EOP in English teaching in Higher Vocational colleges, with a view to improving the effect of English teaching in Higher Vocational colleges.

1. Introduction

The basic attribute of higher vocational education is professionalism. Under the professional teaching situation, character design and text input, English teaching in higher vocational colleges should also highlight this attribute. EOP pays attention to cultivating students' ability to communicate effectively in English in the workplace [1]. Higher vocational colleges are the main body of training talents at present. They have provided a large number of high-quality technical and skilled talents for our enterprises and society, and have made important contributions to the development and progress of our economy [2]. As a practical language subject, English has become more and more important in our professional life. The teaching of English in different universities is also different [3]. The EOP turn is based on the reform of teaching concepts, teaching methods, teaching models, teaching evaluation methods, etc. [4]. EOP teaching emphasizes that English learning should be closely integrated with the students' future work, and carry out task activities according to the professional needs of students to improve their language use ability.

Occupation is the basic attribute of higher vocational education, and all majors in higher vocational colleges are highlighting this attribute. How to assist or serve the public English courses of all majors in terms of demand analysis based on the maximum degree of professional linkage [5]. The low ability of students to use English has become an important problem. And the realization of EOP turn is conducive to the realization of the training objectives of Higher Vocational colleges. EOP turn refers to the gradual transformation of English teaching mode into the cultivation of communicative competence with English in the workplace environment [6]. In order to make more people understand and understand the problem of EOP turn in Higher Vocational English teaching [7]. By analyzing its connotations and concepts, this paper explores the influencing factors of EOP in English teaching in Higher Vocational colleges, with a view to improving the effect of English teaching in Higher Vocational colleges.

2. Significance of EOP Turn in English Teaching

In China's higher vocational education, the purpose of running a school is to cultivate excellent compound talents and improve the employment rate, which is also the goal of personnel training. In the process of EOP turning, the three most influential factors are curriculum reform factor, textbook

construction factor and teacher strength factor. With the continuous promotion of information technology and network technology, the personnel training standards of higher vocational colleges are becoming higher and higher, and it is necessary to attach great importance to the EOP turn of English teaching in Higher Vocational Colleges [8]. EOP is not a course, professional English is not the same as professional English, it is a complete language teaching philosophy. Many colleges offer professional English courses, but after graduation, students can't communicate in the workplace, and EOP's teaching model can meet the needs of students' workplaces. English teaching EOP is easy to be affected by many factors. Only by effectively eliminating these influencing factors can we effectively improve the teaching level of English majors.

The lack of attention at the school and social levels has led to the lack of extensive publication of textbooks suitable for higher vocational English, and this is one of the most important factors hindering EOP's turn. The educational policy of higher vocational colleges in China is based on the development of the combination of production and learning. It is based on employment and cultivates skilled professionals for the society. The EOP shift in English teaching in higher vocational colleges can better meet the social requirements for talents in higher vocational colleges [9]. EOP teaching considers learners' professional needs, mainly using occasions and typical work tasks, so that the content of teaching is closely related to the future work of learners. The vocational English content provided by EOP teaching enables students to understand the requirements of English competence in the workplace during their study, and makes classroom teaching activities closely related to workplace life. Furthermore, it can improve students' professional English level, make them better employed, and promote the competitiveness of enterprises in the market.

3. Factors Affecting EOP Turn in English Teaching

English is a tool, and in order to maximize its role, it must be combined with the profession. Most colleges and universities offer compulsory courses in general education for English learning, and the content of the study is too theoretical. The EOP shift in English teaching in higher vocational colleges can promote this goal faster, thus meeting the needs of talents in various industries. Most of the higher vocational colleges have fewer EOP-related courses, which leads to the fact that the content of the study cannot be linked to the reality, which violates the original intention of higher vocational education [10]. The EOP teaching concept conforms to the general trend of higher vocational English reform and explores the ways to combine English courses with professional or industry. The goal of talent training in higher vocational colleges mainly focuses on students' professional skills, while the EOP turn in English teaching also focuses on the improvement of students' professional English ability. Different regions and majors have different requirements for English proficiency. These factors should be taken into account in curriculum reform.

On the whole, the hypothetical model of the relationship between the three dimensions of the English teaching process and the relationship between the three dimensions and the learning effect agrees with the observed data. The path coefficients of the path model are significant. Figure 1 is the dimension of effective classroom environment of English listening in Higher Vocational Colleges and the path analysis model of learning effect.

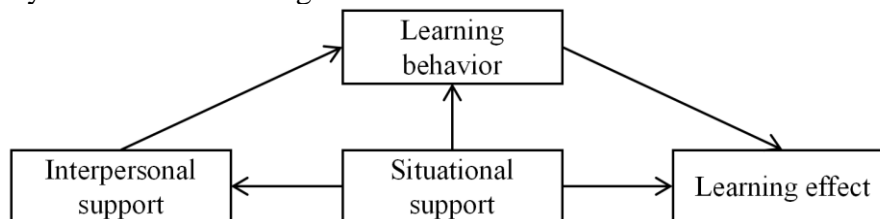


Fig. 1 Path analysis model

According to the survey of social needs and students' English proficiency, try to use the textbooks that students will face in the future to write textbooks to improve students' interest in English learning. English EOP teaching should conform to the development direction of language teaching and meet the goal of higher vocational English teaching, in order to embark on a different path from ordinary

higher education English teaching. The EOP of English teaching in higher vocational colleges can better meet the learning needs of vocational college students. Considering the relative importance of professional knowledge in EOP reform, it is recommended that professional teachers be trained in English. EOP curriculum should follow the English language knowledge learning and give consideration to students' major, and scientifically formulate the curriculum teaching objectives and content. Under the background of great economic and technological progress, higher vocational colleges need to pay more attention to the improvement of students' English proficiency in order to meet the needs of society.

4. Conclusions

The EOP turn of English teaching in higher vocational colleges is very necessary. The social demand for talents and the characteristics of teaching objectives of higher vocational colleges require that English teaching should be changed to practical and adequate use. In the actual English teaching process, in order to improve students' English ability, EOP teaching mode will set up English teaching according to different teaching objectives by encouraging students to interact and cooperate. The EOP turn of English teaching in higher vocational colleges is the inevitable trend of the continuous development of society and economy. It plays a great role in promoting the continuous innovation of English teaching in Higher Vocational colleges. Higher vocational EOP teaching reform conforms to the cognitive law of English language, and combines language learning with professional content and workplace communication. Occupation represents the direction of higher vocational education reform. The EOP reform of vocational English teaching not only has theoretical basis, but also has practical significance and inevitability. In order to adapt the evaluation system to the ever-changing teaching development, with the development of EOP, the school should reform the evaluation system.

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