

# *Innovation in English Teaching in Vocational Colleges Based on Employment Orientation*

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**Abstract:** With the in-depth development of education reform in recent years, the relevant documents of the Ministry of Education have put forward new requirements for vocational education. The documents point out that the development of vocational college education should be based on the future employment development of students, in other words, it is necessary to strengthen students' professional abilities and comprehensive qualities, and cultivate highly skilled talents. As the main language content for communication and development in modern society, English is an essential ability and accomplishment for students' future work and development. Under the traditional educational background, vocational English teaching is mainly carried out to serve the exam-oriented education model, which restricts and hinders the individual development of students to a certain extent. Therefore, vocational colleges must change traditional educational concepts and methods, design effective teaching activities based on students' employment needs and development goals, and develop students' application abilities and professional qualities. This article will explore the effective development of English teaching in vocational colleges based on employment orientation.

## **1. Introduction**

English is the most widely used language in current international activities. With the development of the times and society, communication and cooperation between countries are becoming increasingly frequent, and English has become a necessary skill for communication between countries. Vocational colleges are the core base for cultivating applied talents. Cultivating students' English ability based on their future development and employment needs is an important task for educational work. This article will analyze the problems existing in the employment oriented English curriculum in vocational colleges and effectively explore the implementation of teaching reform based on multiple approaches such as situational classroom, content optimization, and second classroom expansion.

## **2. Problems in Vocational English Curriculum under Employment Orientation**

### **2.1. The course content is biased towards knowledge points**

Curriculum content is a key factor affecting the development of employment oriented education

activities, as teaching content is fundamental to the entire classroom. English is a language based curriculum content, and developing students' language ability is an important task in curriculum teaching.[1] Therefore, during curriculum development, curriculum content needs to be designed based on the actual needs of talent development. Effectively adjust the teaching content to ensure that teaching activities are carried out based on the employment development of students, ensure the significance and role of English curriculum design in vocational colleges, and form a good impact and positive role for students' subsequent career development.[2] However, according to relevant understanding, based on the development of traditional education and teaching, the arrangement of English courses in vocational colleges mainly focuses on the knowledge of English language grammar. This also leads to teachers' educational and teaching activities focusing on the teaching and infiltration of knowledge points, confusing the significance of vocational English teaching.

## **2.2. The teaching environment is too traditional**

The teaching environment is an important factor that affects students' learning experience. The organization and learning of curriculum activities in the context of employment oriented education development needs to be carried out based on students' employment needs. This requires teachers to deeply analyze the teaching content and students' professional characteristics when designing teaching activities, design diverse teaching environments to drive students' professional feelings and ability development in the process, and ensure the effective value of education and teaching work.[3] However, based on the understanding and analysis of the current teaching situation of English courses in vocational colleges, it is found that at this stage, teachers still use the traditional "lecture classroom" environment when designing English teaching classrooms, guiding students to master relevant content through the explanation of textbook content. Such an environment cannot make students feel the subsequent employment environment, which has a certain limit of drawbacks to the development of students' professional literacy and cognitive abilities.[4]

## **2.3. Lack of practicality in classroom construction**

Building practical classrooms is an important theme in the development of vocational education, and developing students' professional abilities through practical classrooms is one of the most effective ways. The development of vocational English courses should be based on the development needs of students' professional abilities and design a practical classroom environment to enable students to improve their personal mastery of English knowledge and enhance their professional English literacy and ability during practical participation activities. However, based on the analysis and understanding of the current education work, it can be found that the lack of classroom practicality has led to the ineffective development and improvement of students' English vocational skills, which is different from the principles and initial stages of establishing the "employment oriented" teaching model proposed by the new era of education development, and has greatly affected the effective development and improvement of individual students. Indeed, the construction of practical classrooms is an issue that cannot be ignored in the current process of vocational English curriculum reform and development.[5]

## **2.4. Incomplete teaching evaluation system**

Teaching evaluation is the main channel and method for testing students' learning outcomes. Evaluation activities can highlight students' learning situation, help them find points that need to be corrected, and enable teachers to make timely adjustments to teaching through the evaluation results, thereby effectively improving teaching effectiveness. However, in the teaching evaluation activities of English courses in vocational colleges, the evaluation system is not scientific, the results of the evaluation are overemphasized, and the process of the evaluation is ignored. Under such

circumstances, students' interest in learning is suppressed. Moreover, most of the current evaluation activities in vocational colleges are aimed at students' mastery of theoretical knowledge, ignoring the observation and evaluation of students' vocational skills and abilities under the employment oriented concept, leading to significant limitations in educational work.

### **3. Effective Strategies for Developing Vocational English Courses under Employment Orientation**

#### **3.1. Introduce excellent content based on professional characteristics**

The vocational English curriculum is designed to enable talents from different professions to master more knowledge and skills in the context of the new era of development, and develop towards a broader environment in their career development. In order to achieve the effective cultivation of talents, the primary guarantee is the matching degree between the curriculum content and the professional development needs of talents. In view of the current stage of the theoretical and general problems in the professional career making curriculum, comprehensive reform of the teaching content is needed. Firstly, it is necessary to analyze the characteristics of the major, and secondly, it is necessary to combine the actual needs of talent development and future planning. Effectively develop talent's learning motivation by introducing diverse English content. Achieve the effective development of talent professional literacy and English skills cultivation in the context of "employment orientation". Therefore, teachers should clarify the actual needs of professional development in the actual construction and development of vocational courses, and comprehensively optimize the teaching content.

The students in higher vocational schools are relatively special, and their learning abilities, foundations, and habits are relatively poor. English is a subject of language nature. In carrying out English teaching activities in vocational schools, it is necessary to arouse students' enthusiasm for English learning through various teaching activities, and help students learn this course easily and happily. For example, the development and construction of vocational English courses based on "employment orientation" should be based on the actual professional situation. For example, in professional activities related to "translation", teachers can optimize the content in actual teaching activities based on different scenarios and professional positions for the future employment development of their majors, such as introducing some excellent national conference translation and expression scene resources, high-quality American film content, and through the introduction of such excellent content, students can effectively understand the scenarios and environments applied in subsequent career development during English learning. Under such a background, on the one hand, it can effectively optimize the environment of vocational English courses, on the other hand, it can provide students with more accurate and excellent learning and growth space. Through such an environment construction, that student can understand the impact of English learning on personal future development, and promote the effective development and implementation of talent cultivation work. Promote the content innovation and reform of vocational English courses in the new era.

#### **3.2. Creating situational classrooms to permeate language education**

Vocational colleges are incubating bases for specialized talents, and the development of students' abilities is the core goal of educational work. Learning English is to enable students to better use this language in their later work, study, and life. Therefore, in daily teaching work, teachers should pay attention to the development of students' language abilities. The method of situational teaching is to conduct educational activities for students through real scene training, thereby allowing students to effectively develop their personal English language application skills through training. In teaching, teachers can use the topics in the textbook to let students design dialogue activities, or they can use the dialogues in the textbook to carry out situational dialogues, allowing students to practice through

situational reduction and performance, effectively developing their personal language skills, and enabling students to effectively develop and improve in a professional environment.

For example, when teaching vocational English courses for flight attendants, teachers should focus on developing students' practical skills and language skills. By contrast, teachers can carry out situational classroom activities to provide students with a good learning environment through the construction of professional scenarios. For example, teachers can construct professional scenarios for flight attendants in an actual teaching environment: When flight attendants such as airplanes/high-speed trains encounter passengers who are foreigners, they need to collect opinions on their riding experiences. In such cases, how should they communicate with passengers. Through this contextualized architecture and environment creation, students can effectively feel the problems that flight attendants and others may encounter in their daily work. Enrich the environment and content of the English classroom, improve and promote the effective development and improvement of students' professional practical abilities and literacy, and utilize situational classrooms to infiltrate language education work, thereby achieving comprehensive training and improvement of students and achieving targeted educational goals and effects.

### **3.3. Constructing the Second Classroom and Developing Professional Literacy**

The concept of second classroom construction was proposed in the context of long-term educational reform, which is mainly aimed at developing talents' professional abilities and creating social classrooms in combination with practical activities. According to relevant research, the second classroom is the most intuitive and effective way to develop students' professional qualities and abilities. In the teaching activities in the second classroom, students can truly feel the atmosphere of professional work, promote the introduction of their identity, provide them with more work experience, and thereby generate a deeper understanding of their own profession. In order to improve students' professional literacy, schools can arrange for students to conduct practical activities in the second classroom, deeply experience the professional environment in the process, and develop teachers' professional cognition in the process, Promote the effective development and improvement of teachers' professional English skills, language literacy and abilities, and achieve good educational goals and effects.

For example, vocational English courses are designed to develop students' future professional abilities. When designing courses, teachers can build a social second classroom, such as integrating with relevant enterprises, building a practical classroom environment, leading students to experience the professional environment in the process, and developing their professional abilities. For example, in the major of catering services, teachers can reach cooperation agreements with relevant catering industries. Schools provide professional talents for enterprises, and enterprises provide a practical activity environment for schools during the cultivation of talents. This provides students with the opportunity to participate in the process of social practical activities, and then experience the application scenarios and skills of English in the actual catering service industry from a practical environment, In this way, the practical application skills of talents can be effectively developed, while the professional quality of talents can be developed through the practical environment, promoting the effective promotion of talents in the actual social development.

### **3.4. Improve curriculum evaluation based on employment needs**

Assessment and evaluation activities are tests of students' learning outcomes. In previous vocational English curriculum education activities, teachers used the mastery of students' professional skills as the sole criterion for assessment. However, with the reform of education, this unitary evaluation model cannot promote the improvement and development of students' professional literacy. Teachers should conduct comprehensive investigation and evaluation in accordance with the needs of modern social occupations for talents. It includes the mastery of students' professional skills, the

investigation of their personal qualities, and their professional qualities. Based on this, in the context of the development of employment-oriented education, teachers can change the previous unified investigation method, establish a comprehensive evaluation system in the context of professional talent development, comprehensively evaluate them in the actual teaching work of vocational English courses, effectively evaluate students' professional abilities and literacy, and ensure the effective implementation of employment-oriented education.

For example, the development of employment oriented English curriculum evaluation in vocational colleges requires the establishment of a complete evaluation system. It includes students' professional cognition, professional expression ability, professional thinking, learning ability, and many other aspects. Through the improvement and establishment of this curriculum teaching evaluation system, a comprehensive and effective evaluation of students' performance and discovery of learning in each teaching activity is conducted in actual English teaching activities. In addition, it is necessary to expand more evaluation methods and methods, such as self-evaluation activities, group mutual evaluation activities, social activity evaluation, and other evaluation methods. By improving the testing content and evaluation methods, students can more comprehensively and profoundly discover their personal shortcomings, thereby enabling them to achieve good development in vocational English courses, effectively implementing employment oriented thinking in education and teaching evaluation activities, and improving the talent cultivation efficiency of vocational colleges.

#### 4. Conclusion

In summary, based on the needs of economic development and global change, English has become one of the necessary skills for talent development at this stage. As a key curriculum content that runs through China's education system, English is irreplaceable in both educational activities and social development. In the English teaching work in vocational schools, if teachers want to carry out in-depth reform in teaching, they should base their teaching activities on the current employment oriented educational development background. The development and organization of teaching activities should comprehensively consider the future career development needs of students, change the traditional curriculum teaching mode, and incorporate employment needs into actual vocational English teaching activities, effectively develop students' professional abilities and qualities, and promote the effective implementation and development of education and teaching reform.

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