



# Exploring the Development Model of College Applied English Education Based on the EOP Theory

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**Abstract:** This paper explores the construction of a new model for the development of college applied English education based on the EOP theory. On the basis of analyzing the current situation of applied English education at home and abroad, this paper proposes a development model from the aspects of curriculum design, teaching methods, assessment mechanisms, and faculty development, and puts forward strategic suggestions for implementation. This study provides a theoretical basis and practical path for the reform and development of applied English education, which is of reference value for improving the quality of applied English talent training.

**Keywords:** applied English education, EOP theory, development model, needs-oriented, practical teaching

## 1. Introduction

College applied English education shoulders the heavy responsibility of cultivating high-quality applied English talents, but there are still many problems at present. The EOP theory provides a new perspective for the reform of applied English education. Based on the analysis of the connotation of the EOP theory and the current situation of applied English education at home and abroad, this paper proposes a development model and implementation suggestions based on the EOP theory, aiming to provide reference for promoting the reform and development of applied English education in China.

## 2. Overview of the EOP Theory

The EOP theory, namely English for Specific Purposes theory, is an important branch in the field of English teaching. It emphasizes that English teaching should be designed and implemented according to learners' specific needs and purposes, focusing on practical language application abilities. The EOP theory has undergone a development process from focusing on language forms to paying attention to language functions and contexts. Its main characteristics include being needs-oriented, task-driven, aiming at competency, and application-oriented. The EOP theory provides important theoretical guidance for the development of college applied English education.

## 3. Current Situation of College Applied English Education at Home and Abroad

There are significant differences in the development status of college applied English education between domestic and foreign universities. Foreign universities generally attach importance to applied English education. For example, in the United States, over 1,200 universities offer EOP courses, accounting for 32% of the total number of universities. The Quality Assurance Agency for Higher Education (QAA) in the UK released EOP teaching guidelines in 2015, providing policy support for applied English teaching in universities. In contrast, domestic universities started applied English education relatively late, and the development is relatively lagging. According to incomplete statistics, currently less than 10% of domestic universities offer EOP courses, mainly concentrated in fields such as finance, and medicine. There is a common problem in domestic university applied English education, where there is a focus on English exams rather than practical application, resulting in students' English application abilities not meeting societal demands (Table 1).

Table 1. Trends in the Number of EOP Courses Offered by Domestic and Foreign Universities

Year	USA	UK	Canada	Australia	China	Japan
2010	1000	600	400	300	50	100
2015	1200	700	500	400	80	150
2020	1300	750	550	420	100	180
2023	1350	800	600	450	110	190

## **4. Constructing the Development Model of College Applied English Education Based on the EOP Theory**

### **4.1 Curriculum Design and Selection of Teaching Contents**

The curriculum design of college applied English education based on the EOP theory should be needs-oriented, offering courses tailored to students' demands and career directions according to different professional characteristics. For instance, for students majoring in Business English, courses such as International Trade English and Business Negotiation English could be offered. For students in medical fields, courses like Medical English and Pharmaceutical English could be provided. The selection of teaching contents should closely integrate with professional knowledge and practical application, emphasizing the comprehensive cultivation of language skills and professional abilities. For example, in the International Trade English course, real international trade cases could be selected as teaching materials to guide students in case analysis and role-play, thereby enhancing their English communication and problem-solving abilities. Furthermore, teaching contents should keep pace with industry development trends and cutting-edge dynamics, such as introducing hot topics like artificial intelligence and big data, to enhance the timeliness and foresight of teaching.

### **4.2 Innovation in Teaching Methods and Means**

Under the guidance of the EOP theory, teaching methods and means in college applied English education should be actively innovated. Breaking away from the traditional teacher-centered teaching model, a student-centered approach should be adopted, emphasizing students' active participation and practical application. For example, project-based teaching methods could be employed, encouraging students to engage in real projects to enhance their English application abilities. Situation-based teaching methods could create realistic language contexts, allowing students to strengthen their language skills through simulated practice. Blended teaching, combining online and offline approaches, could utilize MOOCs (Massive Open Online Courses), micro-courses, and other online teaching resources to expand learning time and space, thus improving teaching efficiency. According to surveys, courses adopting blended teaching methods have seen an average grade increase of 12% compared to traditional teaching models, with student satisfaction exceeding 95%. Teachers should also actively utilize multimedia, VR (Virtual Reality), AR (Augmented Reality), and other modern educational technologies to provide students with immersive, interactive learning experiences, stimulating their interest and motivation to learn.

### **4.3 Improvement of Teaching Assessment and Feedback Mechanisms**

Teaching assessment and feedback are crucial for ensuring teaching quality. Assessment in college applied English education based on the EOP theory should adopt diversified assessment methods, comprehensively evaluating students' language knowledge, language skills, intercultural communication abilities, critical thinking skills, etc., emphasizing the combination of formative and summative assessments. For example, learning portfolios could be used for assessment, comprehensively documenting students' performance and progress during the learning process. Practical skills tests could assess students' coping abilities in real language environments. A combination of student self-assessment, peer assessment, and teacher evaluation could enhance the objectivity and accuracy of assessment. Moreover, teachers should promptly collect students' feedback, understand their learning needs and difficulties, and continuously improve teaching methods and content. Regular teaching satisfaction surveys could be conducted to adjust teaching strategies accordingly. Establishing student feedback platforms could encourage students to provide feedback and suggestions at any time. Teaching seminars could be held to summarize teaching experiences and explore paths for teaching reforms.

### **4.4 Faculty Construction and Development**

The EOP theory emphasizes that teachers should possess solid language knowledge, professional knowledge, understand industry development trends and talent needs, and have strong practical teaching abilities. Therefore, universities should strengthen the construction of EOP faculty teams to enhance teachers' teaching levels and professional qualities. On one hand, encouraging teachers to participate in domestic and international academic exchanges and training, learn advanced teaching concepts and methods, and improve teaching research capabilities, such as sponsoring teachers for overseas visits and participation in international academic conferences to broaden their teaching horizons; inviting industry experts to conduct lectures and workshops to share industry experiences and frontier knowledge. On the other hand, establishing sound teacher evaluation and incentive mechanisms, incorporating teaching quality, research achievements, social services, etc., into assessment indicators to stimulate teachers' enthusiasm and innovation, such as setting up awards for outstanding teaching to commend teachers who have made outstanding contributions to teaching reforms; implementing classified management of teachers to provide targeted support and training for teachers in different development directions, helping

them achieve professional development goals.

## 5. Implementation Strategies for the Development Model of College Applied English Education Based on the EOP Theory

### 5.1 Strengthening Top-level Design and Improving Management Mechanisms

The development of college applied English education based on the EOP theory requires schools to strengthen top-level design and improve management mechanisms, as is shown in Figure 1. Schools should establish a leadership group composed of key leaders, relevant functional department heads, faculty leaders, and key teachers to coordinate and plan the development strategy and specific measures for applied English education. The leadership group should establish working groups for teaching supervision, quality assessment, faculty development, etc., to ensure coordinated and orderly progress of various tasks. Schools should formulate medium- and long-term plans and annual plans for the development of applied English education, clarify development goals, implementation paths, and guarantee measures, and establish sound teaching management systems to standardize curriculum design, teaching organization, teaching evaluation, and other aspects. Schools should increase financial investment and establish special funds to support the reform of applied English education, which can be used for curriculum construction, textbook development, practical teaching, faculty training, etc.

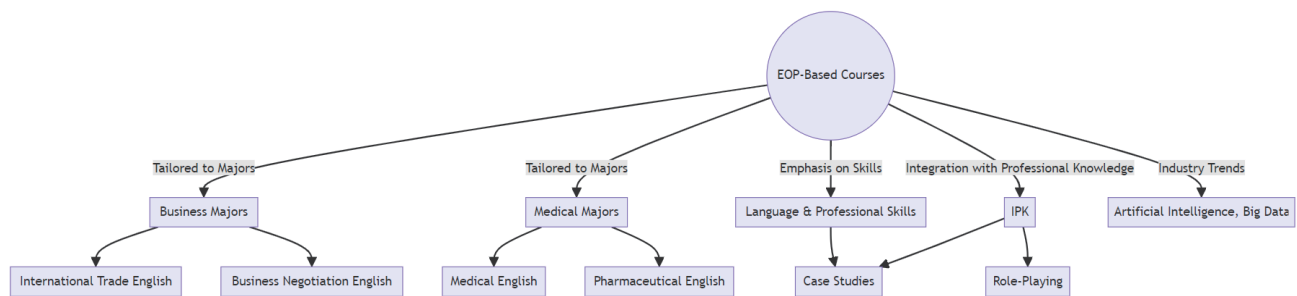


Figure 1. Strengthening Top-level Design and Improving Management Mechanisms

### 5.2 Deepening School-enterprise Cooperation and Promoting Integration of Industry and Education

The EOP theory emphasizes the close integration of college applied English education with industry and enterprise needs to cultivate applied English talents that meet market demands. Therefore, schools should actively strengthen cooperation with enterprises, establish stable school-enterprise cooperation relationships, and promote the integration of industry and education. On one hand, schools can hire enterprise experts as part-time teachers or guest professors to participate in the construction and teaching guidance of applied English courses, providing students with industry-leading knowledge and practical experience. For example, Shanghai International Studies University has hired executives from multinational companies as guest professors for MBA courses, significantly improving the pertinence and effectiveness of teaching. On the other hand, schools should jointly establish internship and training bases with enterprises to provide students with real language application environments and practical training opportunities. For instance, Beijing International Studies University has cooperated with several large domestic enterprises to establish a Business English training center, regularly organizing student internships in enterprises to participate in practical work such as business negotiations and project planning, enhancing students' employability.

### 5.3 Emphasizing Practical Teaching to Enhance Students' Application Abilities

College applied English education should focus on improving students' practical language application abilities, thus practical teaching is essential, as is shown in Figure 2. It is crucial to set aside sufficient time for practical teaching activities by reasonably allocating teaching hours. Schools should also diversify practical teaching formats, conducting activities such as case analysis, thematic discussions, and project practices to enhance students' problem analysis and problem-solving abilities. Teachers should carefully design practical courses, selecting tasks closely related to students' majors and real work situations, guiding students to comprehensively apply English skills such as listening, speaking, reading, writing, and translation. It is also necessary to establish a quality assurance system for practical teaching, formulate scientific quality standards, strengthen process management and assessment, incorporate assessment results into the comprehensive evaluation system for students, guide students to apply what they have learned, and improve the pertinence and effectiveness

of practical teaching.

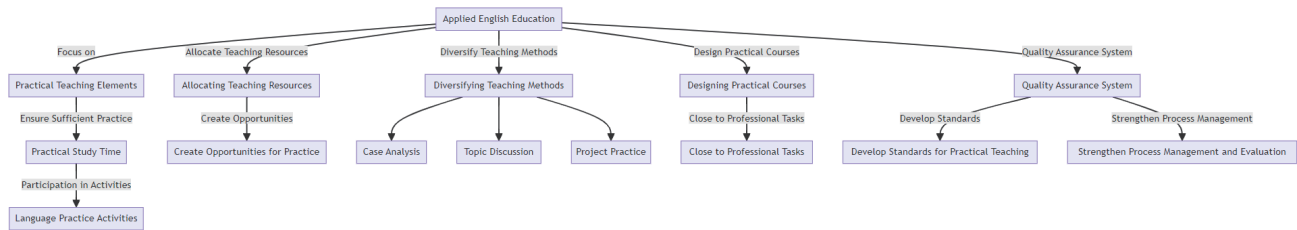


Figure 2. Emphasizing Practical Teaching to Enhance Students' Application Abilities

## 5.4 Advancing Informationization Construction to Promote Educational Reform

The deep integration of information technology and education is imperative in line with the EOP theory. Schools should adapt to the trend of informatization development, strengthen informationization construction, and promote educational reform in applied English education. It is essential to build a digital teaching resource library, develop MOOCs, micro-courses, and other online courses tailored to different professional needs, and provide students with richer and higher-quality learning resources. Schools can integrate high-quality teaching resources from inside and outside the university, encourage teachers to actively participate in online course development, and continuously expand the coverage and influence of the resource library. Innovative informationized teaching models should be explored, such as blended teaching and flipped classrooms, to fully utilize information technology tools, mobilize students' initiative and enthusiasm for learning, and improve teaching efficiency and quality. Teachers should change their teaching concepts, learn and master informationized teaching skills, and actively carry out teaching method reforms. Schools should also build a smart teaching management platform, utilize big data analysis technology to provide data support for teaching diagnosis, learning situation analysis, etc., realize refined and scientific teaching management. By mining and analyzing data, comprehensive understanding of students' learning conditions can be obtained to provide a basis for personalized teaching and continuously improve the quality of talent cultivation.

## 6. Conclusion

The development model of college applied English education based on the EOP theory is an inevitable choice to meet the needs of talent cultivation in the new era. This model, focusing on needs, competency, integrating language learning with professional knowledge, and emphasizing practical application and intercultural communication abilities, requires effective implementation strategies. Schools should strengthen top-level design, deepen school-enterprise cooperation, emphasize practical teaching, and advance informationization construction, while also focusing on faculty construction to enhance teaching quality. The EOP theory points out the direction for applied English education, and it is believed that through comprehensive implementation of the EOP concept, college applied English education will usher in a new era of vigorous development, making greater contributions to the country's economic and social development and the cultivation of international talents.

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