

Research on the Content Reconstruction of College English Curriculum of Vocational Undergraduate Programs to Empower Local Industrial Development from the Perspective of Industry-Education Integration

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Abstract: The integration of industry and education is the core pathway for the high-quality development of vocational education in the new era, and it imposes a practical requirement for English courses at vocational undergraduate universities to transition from a “basic and general” focus to one that “serves the industry.”Currently, university English instruction at vocational bachelor’s degree institutions generally suffers from issues such as a disconnect between course content and academic majors, as well as a lack of alignment with local industrial needs, making it difficult to effectively support the goal of cultivating high-end skilled talent. This study, viewed through the lens of industry-education integration, explores the necessity and feasibility of restructuring the content of university English courses at vocational bachelor’s degree institutions, with the aim of identifying practical pathways to empower local industrial development through curriculum reform. The study proposes that the content system of university English courses should be restructured based on local industrial structures, job competency requirements, and professional foreign language application scenarios. It advocates for the construction of a “Language+” modular curriculum system—a trinity of “language fundamentals + professional English + cross-cultural literacy”—to promote deep integration between teaching content and industrial and job chains. Building on this foundation, the study further proposes practical pathways across four dimensions—content development, organizational logic, implementation settings, and value output—to establish a tripartite “government-school-enterprise” collaborative content development mechanism; develop an industry-chain-driven project-based learning ecosystem; create immersive language practice environments that integrate virtual and real-world elements; and expand a “major + English” collaborative social service feedback mechanism. Concurrently, a support and guarantee system is established across four dimensions: institutional frameworks, faculty, resources, and evaluation. Research indicates that the restructuring of English course content at vocational undergraduate universities not only helps enhance students’ professional foreign language application skills and cross-cultural communication competencies but also strengthens the precision and effectiveness of vocational education in serving regional economic development, providing a reference model for the reform of general education courses in the context of industry-education integration.

Keywords: Industry-Education Integration; Vocational Undergraduate Education; College English; Curriculum Content Restructuring; Local Industrial Development; Systematization of Work Processes

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1. Introduction

In February 2026, the Ministry of Education issued the “Opinions on Deepening the Reform of Key Elements in Vocational Education Teaching” (Jiao Zhi Cheng (2026) No.1), which for the first time systematically proposed the working principles of “aligning education with industry needs, guiding education through industry, reforming education based on industry, and promoting education through industry”^[1], marking the entry of vocational education reform into a new phase of “systematic restructuring of key teaching elements.” As the core link between education and industry, courses have been entrusted with the reform mission of aligning with typical enterprise production tasks and mapping out a curriculum competency framework. As a general foundation course with broad coverage and a high proportion of class hours, university English in vocational education directly influences the effectiveness of matching talent cultivation with local industrial needs. However, the current curriculum generally faces a structural dilemma of being “too general and not specialized enough”: teaching content is disconnected from real-world industry scenarios, competency development lacks an industry-oriented focus, and it struggles to support students’ needs for cross-cultural communication in the workplace^[2]. This study directly addresses the core requirement outlined in the “Opinions” to “keep pace with industrial upgrading and technological iteration, and integrate the latest standards into the curriculum.” By restructuring course content to resolve the aforementioned challenges, it aims to drive the transformation of university English from a humanities literacy course to a “language-plus” industry-empowering course. By focusing on the development needs of local industries, this study explores pathways for constructing a modular curriculum system and establishing dynamic update mechanisms. It provides practical tools for implementing the principle of “reforming education based on industry needs” and holds significant theoretical value and practical significance for enhancing the adaptability of vocational education.

2. A Review of the Course Positioning of University English in Vocational Undergraduate Education

2.1 Typological Positioning

As the highest level of the vocational education system, vocational undergraduate education treats University English as a career-oriented general education course that serves both professional studies and future career development, combining humanistic and instrumental dimensions. It supports the development of students’ instrumental language proficiency and cross-cultural professional competence in an international context, aligning with the requirements for cultivating high-end skilled talent.

2.2 Functional Positioning

Moving from foundational general education to vocational empowerment, and transitioning from a single function of humanities education to a “Language+” industry-empowering composite course, it serves the professional competence required to resolve communication issues in technical work using English—rather than being limited to general communication skills—and acts as a bridge connecting language proficiency with local industrial needs.

2.3 Value Positioning

English courses at vocational undergraduate universities should not be condensed versions of general undergraduate English courses or extended versions of higher vocational college English courses; they should possess an independent value framework, oriented toward serving regional industrial development and supporting corporate internationalization strategies.

3. Analysis of the Development of Rizhao’s Foreign-Related Industries and the Demand for English Proficiency Among Talent

3.1 Current Status of Foreign-Related Industry Development in Rizhao City

Leveraging its port advantages, Rizhao City is accelerating the development of a high-level open economy. By 2025, the city’s total foreign trade value is projected to exceed 130 billion yuan, with more than 1,600 enterprises engaged in actual import and export activities. Rizhao Port will handle a cargo throughput of 645 million metric tons, with foreign trade volume

reaching 251 million metric tons. The port will launch multiple new shipping routes, establishing itself as an international hub port. In terms of key industries, steel exports reached more than 70 countries, while exports of automobiles and auto parts grew by 16%. Emerging industries such as cross-border e-commerce and bio-jet fuel have become new engines of foreign trade growth. With the upgrading of platforms such as the Rizhao Comprehensive Bonded Zone, Rizhao is comprehensively promoting the efficient conversion of “port traffic” into “industrial growth.” Faced with an ever-expanding international market, Rizhao’s demand for high-quality, internationally-oriented talent is becoming increasingly urgent.

3.2 Analysis of English Proficiency Requirements in Foreign-Related Industries

In the fields of international logistics and port operations, with Rizhao Port serving as the core hub, relevant positions require candidates to have a College English Test Band 4 (CET-4) level or higher, along with the ability to proficiently send and receive English emails and communicate and coordinate with overseas clients. Preference is given to candidates with academic backgrounds in Business English, International Trade, and related fields, with an emphasis on closely aligning theoretical knowledge with practical job requirements—such as shipping operations—to ensure the efficient operation of the port’s foreign-related business.

In the field of international trade, the demand for English proficiency among professionals is characterized by high standards and a trend toward multidisciplinary skills. The threshold for English certification has risen, with CET-6 or an IELTS score of 5.0 becoming basic requirements for foreign trade positions. Professional competence must be comprehensive, requiring familiarity with international trade laws and regulations, settlement methods such as letters of credit and wire transfers, and export documentation procedures. Equal emphasis is placed on practical operations and cross-cultural communication, with the ability to use English to operate platforms like Alibaba International to expand overseas markets and conduct business communications proficiently. Furthermore, positions such as documentation clerks require tracking maritime logistics and reviewing customs declaration documents, highlighting the urgent need in the foreign trade industry of port cities for versatile professionals who are both business-savvy and proficient in English.

In the manufacturing export sector, the demand for talent centers on versatile professionals who can use English as a tool to handle foreign trade operations. Core competencies emphasize fluency in spoken English and proficiency in written English, enabling direct communication with foreign business partners and the handling of trade correspondence. English proficiency is essential throughout the entire process—from client development and business negotiations to document preparation and order tracking.

In the fields of cross-border e-commerce and overseas operations, the demand for English proficiency among talent is characterized by specialization and practical application. A high level of English fluency is required, along with the ability to conduct business negotiations and engage in cross-cultural written communication, as well as the capacity to manage overseas collaboration effectively. English serves as the working language; for example, English editors must develop clients in overseas markets. Strong spoken English skills are essential, and positions such as platform operations for Amazon explicitly require the ability to communicate in spoken English. Preference is given to candidates with academic backgrounds in foreign languages, international trade, and marketing, emphasizing the deep integration of language skills with practical business experience to support core business operations such as overseas market expansion, international platform management, and client development.

In summary, against the backdrop of rapid development in port-related industries and the continuous expansion of foreign trade in Rizhao City, the demand for English proficiency among various types of foreign-related professionals is trending toward diversification, specialization, and higher standards. While the specific focus of English proficiency requirements varies by position—ranging from basic business email handling to the application of specialized international trade regulations, and from cross-border e-commerce platform operations to overseas business expansion and management—all roles require professionals to possess solid foundational English skills, a relevant professional background, and cross-cultural communication abilities. Companies’ core expectations for foreign language talent are shifting from language proficiency alone to a composite set of skills encompassing “language + professional skills + international perspective.”

3.3 Types of English Proficiency Requirements and Job Distribution in Foreign-Related Industries

Types of Talent Needs	Typical Competency Requirements	Distribution of Key Positions
International Logistics and Port Operations	Sending and receiving emails in English, communicating with foreign captains, processing cargo survey documents, and cross-cultural communication	Ship Agency, Shipping Operations, Cargo Surveyor, Customs Broker
International Trade and Business English	Business Negotiations, Responding to Inquiries, Reviewing Letters of Credit, Customs Clearance Procedures, Cross-Cultural Communication	Foreign Trade Representative, International Trade Manager, Documentation Specialist, Overseas Sales Representative
Manufacturing Export Operations	Industry-specific terminology, export process management, overseas customer relationship management, cross-cultural communication	Foreign Trade Sales Representative and Export Documentation Specialist for the Steel, Automotive, and Machinery Industries
Cross-Border E-Commerce and Overseas Operations	Platform Operations, Overseas Social Media Marketing, Product Promotion, Cross-Cultural Communication	Cross-Border Operations Specialist, International E-Commerce Specialist, Cross-Border E-Commerce Live Streaming Specialist

4. The “Alignment Dilemma” Between the Content Design of University-Level English Courses in Vocational Education and Industry Needs

A survey of institutions in Rizhao City offering vocational bachelor's degree programs revealed that the current content of university-level English courses exhibits significant structural misalignment with actual industry needs across various dimensions, including program objectives, textbook selection, teaching implementation, assessment methods, and faculty allocation. This misalignment is not an isolated, incidental deviation in a single aspect, but rather a systemic mismatch rooted in multiple factors, including the logic of curriculum development, teaching operational mechanisms, and faculty development pathways.

4.1 Ambiguity in Course Objectives

The survey indicates that while the current university English curriculum design at vocational undergraduate institutions acknowledges the vocational education principle of “serving majors and empowering careers” at the conceptual level, it remains heavily constrained by the inertia of general undergraduate discipline-based education in practice. Curriculum standards are formulated in reference to the general framework of the **Guidelines for University English Teaching (2020 Edition)**, which is primarily aimed at general undergraduate institutions. The guidelines' recommendations for the allocation of class hours between “General English” and “English for Specific Purposes” fail to address the unique “job-oriented” needs of vocational undergraduate education, thereby failing to effectively fulfill the mission of “building job-specific language proficiency” that university English programs in vocational colleges should undertake.

4.2 Imbalance in Curriculum Content Structure

Currently, approximately 70% to 80% of the total class hours for undergraduate university English in vocational education are allocated to the English for General Purposes (EGP) module—which includes basic grammar instruction, general reading practice, and writing on everyday topics. The teaching content focuses primarily on everyday communication and general cultural topics, rarely addressing the logic of language use in industrial contexts. The English for Occupational Purposes (EOP) module occupies a clearly marginal position within the curriculum; typically, only a small number of industry-specific or business English courses are offered as electives in the third or fourth semesters, accounting for less than 20% of total class hours. After two academic years of university English study, students find it difficult to effectively transfer the language knowledge and skills they have acquired to actual job tasks.

4.3 Textbook Content Is Disconnected from Industrial Contexts

Textbook content is severely decontextualized and lacks tasks embedded in industrial contexts. Currently, vocational undergraduate institutions generally adopt general-purpose textbook series such as New Target University English and New Horizon University English, which were developed for general undergraduate institutions. In terms of content selection, task design, and unit organization, these textbooks adhere to the general education philosophy of general higher education. The

selected texts primarily focus on humanities and social science topics, popular science readings, and narratives of daily life, while the exercises emphasize the practice of linguistic forms and the development of reading comprehension skills^[3], with very little coverage of workplace scenarios or language communication situations.

4.4 Rigid Teaching Methods and Assessment Mechanisms

At the level of teaching methods, although concepts such as project-based learning and situational simulations have been widely advocated, classroom instruction remains dominated by teacher-led lectures and passive student reception due to the rigid constraints imposed by the content frameworks of standard textbooks and the fixed total number of class hours. Students lack opportunities to apply language to solve problems in real or highly realistic professional contexts. Classroom interaction largely remains at the level of sentence pattern drills and information extraction, with insufficient practice in deep communication and negotiated discourse.

In terms of assessment methods, summative written exams still dominate, with assessment content focused on vocabulary and grammar knowledge, reading comprehension, and short essay writing. There is limited evaluation of students' ability to apply English in professional scenarios such as drafting foreign trade correspondence and oral communication with clients. The evaluation criteria emphasize the level of memorization of linguistic knowledge rather than the quality of task completion, causing students to prioritize test preparation over practical application in their learning motivation, thereby further entrenching the cycle of "learning without application."

4.5 Lack of Industry Experience Among Faculty

The vast majority of college English instructors at vocational undergraduate institutions have academic backgrounds in linguistics or literature; their knowledge base centers on language teaching theory and English language and literature, lacking systematic industry knowledge. Most instructors entered teaching positions immediately after graduation and have never engaged in practical foreign-related business operations on the front lines of enterprises. Consequently, when translating abstract industry needs into concrete classroom content, they struggle due to a lack of industry experience. The disconnect between practical skills and theoretical instruction prevents them from meeting the standards of "dual-qualified" instructors.

In summary, the challenge of aligning the content of undergraduate English courses in vocational education with industry needs is not due to the imbalance of a single factor, but rather a complex problem involving five interrelated dimensions: program objectives, content structure^[4], textbook selection, teaching evaluation, and faculty competence. To address this challenge, it is imperative to begin by restructuring the course content, using industry needs as the logical starting point, and establishing a curriculum development and implementation mechanism capable of systematically correcting deviations.

5. A Proposal for the Modular Reconstruction of Curriculum Content Based on the Systematization of Work Processes

5.1 Theoretical Framework

The theory of work process systematization is a key theory in the field of vocational education, emphasizing that curriculum content should be selected and sequenced based on real-world work processes. This theory was proposed in the 1990s by German vocational education scholar Felix Rauner and his team, with the core objective of bridging the gap between school education and the real world of work. Its core elements include work-process orientation, systematic design, and action-as-learning. Work-process orientation refers to breaking away from the traditional disciplinary system and using the complete task processes of real-world occupations as the organizational logic for learning content. Systematic design involves transforming typical sequences of work actions into learning scenarios; through comparison, transfer, and reflection, students master the common patterns and strategic knowledge across different tasks. Action-Based Learning emphasizes complete action patterns, where students experience the entire process—from task definition to feedback on outcomes—through hands-on practice, thereby cultivating comprehensive professional competencies.

The content is grounded in the Content-Based Instruction (CBI) methodology: a pedagogical approach that organically integrates language instruction with subject-matter content. It breaks away from the artificial separation of language form and content found in traditional language teaching, advocating that language learning should occur through meaningful subject

content or themes. By applying this methodology, language learning is integrated into industry- or career-related themes to foster the professional competence needed to use language to solve communication problems in technical work.

5.2 Logical Starting Point

Shift from the logic of disciplinary knowledge to the logic of local export-oriented industrial chain demands and the logic of work practice.

5.3 Principles for Restructuring Course Content

- ① Demand-Oriented Approach. Guided by the needs of local export-oriented industries, we will conduct research on English proficiency requirements for positions in relevant industrial sectors and translate real-world language tasks into course objectives. We will integrate language proficiency with professional competence to bridge the gap between academic learning and practical application, thereby making college English courses an effective vehicle for empowering students' career development.
- ② Dynamic and Open. We will construct a modular curriculum system and establish a content-update mechanism to regularly incorporate corporate case studies and new technologies. This will ensure the curriculum remains aligned with industry practices, continuously adapts to changes, and empowers students' lifelong development.
- ③ Task-Driven. Transform typical industry scenarios into comprehensive learning tasks that integrate knowledge, skills, and competencies, organized according to a progressive logic. Embed language learning within professional contexts to achieve deep integration between "learning by doing" and actual work processes, ensuring that what is learned is put into practice.
- ④ Teachable and Assessable. Clarify teaching objectives and implementation pathways to ensure practicality; involve enterprises in the assessment process. Establish a closed-loop interaction among teaching, learning, assessment, and industry needs to ensure the course's practical effectiveness.

5.4 Framework for Restructuring Course Content

Establish a "Language+" modular curriculum system based on a "trinity" of language fundamentals, professional English, and cross-cultural competence. Based on the characteristics and needs of local industrial clusters, develop professional English course modules aligned with industries such as international logistics and smart manufacturing. Explore ways to organically integrate industry standards and job-specific skill requirements into course modules, thereby transforming course content from "general" to "general + specialized."^[5] Effectively equip students with general workplace language skills, practical professional English proficiency, and cross-cultural professional competence.^{[6][7]}

- ① Language Fundamentals Module: This module cultivates students' English listening, speaking, reading, and writing skills. It offers course modules in English listening and speaking, as well as reading and writing, to solidify their language foundation and support their future studies.
- ② Professional English Module: This module focuses on project-based English learning centered around Rizhao's foreign-related industries.^[8] Tailored to the needs of different majors, professional fields, and job roles, it provides practical training in real-world professional scenarios. For example, the Modern Logistics Management program—which focuses on international logistics and port operations—offers a Port Logistics English module based on real business processes at the Port of Rizhao. The International Economics and Trade program—which focuses on international trade and manufacturing exports—offers English modules on business negotiation, smart manufacturing, and foreign trade order tracking, using real-world case studies from companies such as Jinma Group. The Cross-Border E-Commerce program, which focuses on cross-border e-commerce and overseas operations, offers a Cross-Border E-Commerce Operations English module aligned with operational scenarios on platforms such as Alibaba International and TikTok.
- ③ Cross-Cultural Competence Module: The Cross-Cultural Communication English course covers topics such as cross-cultural communication skills, cross-cultural business communication, analysis of cultural taboos, and practical cross-cultural communication exercises, fostering students' cross-cultural sensitivity and adaptability in the workplace.

The "three-in-one" modular curriculum design facilitates a substantive transformation of students' competencies. The foundational language module lays a solid groundwork for sustainable development, while the vocational English modules—which are deeply integrated with Rizhao's local industrial clusters, such as port logistics, smart manufacturing, and cross-border e-commerce—ensure that classroom content aligns precisely with job standards, enabling a transition from general

language training to specialized vocational empowerment. At the same time, the cross-cultural competence module broadens students' international perspectives and communication strategies, enabling them to flexibly navigate cultural differences in real-world international business scenarios.

This curriculum framework is designed to effectively cultivate students' core competencies across three dimensions. First, solid foundational skills in general workplace language to ensure basic communication and continuous learning abilities; second, professional English application skills precisely aligned with local industry needs, ensuring students can quickly become competent in specific roles such as international logistics, foreign trade order processing, and cross-border e-commerce operations upon entering the workforce; and third, deep and transferable cross-cultural professional competence, equipping them with keen adaptability and collaboration skills in multicultural environments. This program helps students become versatile, high-level skilled professionals capable of solving practical problems and driving business development through the use of English.

6. Restructuring University English Curriculum Content to Empower Industrial Practice in Rizhao

6.1 Establishing a Tripartite Collaborative Mechanism for Vocational English Content Development

To address the disconnect between the decontextualized, generic expressions found in current university English textbooks and the practical needs of Rizhao's local industries, a tripartite collaborative content development mechanism involving "government, schools, and enterprises" will be established to shift the focus of course content from disciplinary logic to job-specific logic. The Rizhao Municipal Bureau of Commerce, as the policy guide for industry-education alignment, is responsible for identifying the strategic needs of the region's export-oriented industrial development and the structural requirements for foreign language proficiency among technical and skilled workers, thereby providing industry-oriented guidance for the directional positioning of course content; college English teachers at vocational institutions, as the teaching implementers, undertake the task of adapting authentic language materials for instructional use, transforming raw materials into task-based teaching content that aligns with the principles of language learning; export-oriented enterprises, as the demand initiators and resource providers, open up resources such as work documents and operational procedures for their international-facing positions, providing linguistic examples for the courses. The curriculum development team, composed of these three parties, regularly conducts industry needs surveys and pedagogical seminars to establish a closed-loop operational mechanism encompassing "industry needs, corpus collection, corpus processing, classroom implementation, and effectiveness feedback." The core value of this mechanism lies in facilitating a paradigm shift in curriculum content development—from individual teachers' experiential selections to a system-driven model of industry-education collaboration—thereby providing a long-term guarantee for the industry relevance and dynamic updating of teaching materials.

6.2 Developing a Project-Based Learning Ecosystem Driven by Industrial Chains

Traditional college English courses are organized around thematic units, and there is a structural mismatch between how knowledge is presented in these courses and the logic of language use in industrial practice. The key to overcoming this challenge lies in constructing project-based learning units that allow language knowledge to be organically integrated through real-world tasks. Specifically, by selecting industry cases with distinct regional characteristics—such as Wuzheng Group's cross-border delivery of agricultural machinery for export or the international marketing of Rizhao green tea—we design a project chain centered on typical work scenarios such as "Overseas Client Development and Maintenance" and "Cross-Border Business Negotiations and Contract Signing." Building upon the linguistic dimension, each project unit organically integrates industry knowledge and cross-cultural communication strategies, enabling students to simultaneously enhance their language proficiency, deepen their understanding of the industry, and develop a sense of professional identity as they complete project tasks. The underlying logic of the project chain design lies in its reconstruction of the curriculum's knowledge map based on the actual logic of industrial operations, transforming language learning from context-free skill drills into a competency-building process embedded within the industrial chain.

6.3 Creating Immersive Language Practice Environments That Integrate Virtual and Real-World Experiences^[9]

True language proficiency cannot be acquired without authentic or highly realistic pragmatic environments. English courses at vocational undergraduate universities must move beyond the knowledge-imposition model confined to the classroom and establish a dual-track practice system combining “virtual simulation and on-site immersion,” enabling students to make the leap from “learning English” to “using English to get things done” in diverse scenarios. On campus, leveraging existing smart foreign language training centers and virtual simulation training bases, digital technology is used to construct highly realistic language interaction scenarios—such as cross-border e-commerce negotiations, international conferences, and port and vessel scheduling. Through teaching strategies like situational simulations, role-playing, and real-time feedback, these efforts reduce students’ cognitive load and psychological anxiety when they encounter real-world international contexts. Off-campus, English classes are systematically extended to industrial sites such as the Rizhao Port docks, Jinma Group’s production lines, and green tea export processing workshops, where language practice activities that integrate on-site instruction with job shadowing are conducted. At the same time, urban cultural spaces such as the Rizhao City Museum and Ocean Park are incorporated into the practical teaching system, allowing students to recognize the intrinsic connection between language proficiency and urban service capabilities through authentic interactions—such as providing guided tours and translation services to foreign visitors. The profound significance of this integrated practical system lies in breaking down the boundaries between the classroom and society, transforming language learning into a bridge connecting the campus with industry, and individual development with urban development.

6.4 Establishing a Synergistic “Major + English” Mechanism for Social Service Feedback

English courses at vocational undergraduate universities should break away from the outdated notion that language services are limited to translation services^[10]. Building upon students’ respective disciplinary backgrounds, they should establish a social service mechanism centered on “disciplinary competence as the foundation and practical English application as the means,” thereby translating course outcomes into concrete actions that empower Rizhao’s industries and urban development. This approach embeds students’ English learning achievements within their disciplinary competence framework, truly realizing a virtuous cycle where “learning is applied to practice, and practice strengthens learning.”

These four pathways—covering content sourcing mechanisms, organizational logic, implementation venues, and value delivery methods—together form a comprehensive practical framework for restructuring the content of English courses at vocational undergraduate universities to empower local industrial development. Among them, the tripartite collaborative content development mechanism addresses the question of “what to teach” by ensuring that the language materials used in the classroom are sourced from real-world industrial contexts; the project-based learning ecosystem addresses the structural issue of “how to organize,” ensuring that language knowledge is organized according to job-specific logic rather than disciplinary logic; and the practice environments that integrate virtual and real-world elements address the spatial issue of “where to learn.” This ensures that language learning takes place in an environment that stimulates authentic communicative needs; the “Major + English” social service mechanism addresses the question of “why learn,” ensuring that course outcomes directly address the genuine needs of local industries and urban development^[11]. This transforms the university English curriculum from an isolated on-campus teaching activity into an integral component embedded within the economic and social development chain of the Rizhao region, thereby fulfilling the mission of vocational undergraduate education to “be rooted in the local community and serve industry.”

7. Support and Guarantee System for the Implementation of Curriculum Content Restructuring

7.1 Institutional Guarantees: Establishing a Curriculum Governance Framework for Industry-Education Collaboration

First, institutionalize the tripartite collaboration mechanism among “government, schools, and enterprises.” Clearly define the boundaries of responsibilities, collaboration processes, and decision-making authority among the Commerce Bureau, educational institutions, and enterprises in curriculum content development to ensure the routine operation of content development; Second, establish a system for dynamic curriculum content updates, creating an annual content revision mechanism based on industry needs surveys. Conduct regular industry needs surveys and curriculum content suitability

assessments each academic year to ensure that teaching content remains dynamically aligned with industry practices; Third, establish a credit recognition system for industry-education integration courses, incorporating students' participation in corporate practical projects, social language services, and other activities into the course credit system. This will create a pathway for mutual credit recognition between classroom learning and industry practice, providing institutional incentives for students to “step out of the classroom and into the industry”.

7.2 Faculty Support: Forging a “Language + Industry” Dual-Competence Team of University English Instructors

Promote the transformation of university English instructors from mere “language instructors” to “language application mentors.” Establish institutionalized pathways for faculty to gain industry experience. Focus practical training on foreign-related business positions closely tied to Rizhao's industries, enabling faculty to gain practical inspiration for curriculum development through concrete understanding of industrial operations. Form teaching teams with two-way faculty mobility between the university and industry. Recruit key personnel from enterprises with expertise in foreign-related business to serve as part-time instructors or course advisors, creating a collaborative model where “on-campus faculty are responsible for adapting language instruction, while industry mentors are responsible for introducing real-world industrial contexts.”

7.3 Resource Support: Building a Teaching Support Platform That Integrates Virtual and Real-World Elements

At the hardware level, digital technologies are used to build virtual simulation systems for language interaction—such as those for cross-border e-commerce negotiations and port and vessel scheduling—while incorporating industrial sites like the Rizhao Port terminals and Jinma Group's production lines into the regular resources for English practical instruction. In terms of digital resources, we leverage the resources of over 700 enterprises aggregated on Rizhao's Industry-Education Integration Information Platform to collect authentic work documents and business correspondence from foreign-related enterprises. After adapting them for educational purposes, these materials form a continuously updated database of industry-specific English case studies.

7.4 Assessment and Support: Establishing a Career-Oriented, Multi-Dimensional Assessment System

First, we are shifting from summative assessment to a combination of “formative and summative” assessment. We have significantly increased the weight of formative assessment in the overall evaluation, incorporating factors such as the quality of task completion in project-based learning, language performance in virtual simulation scenarios, and the depth of student engagement in on-site industrial practice into the assessment framework. Second, we are shifting from knowledge testing to competency assessment. The focus of assessment shifts from the memorization of vocabulary and grammar to the quality of language task completion in professional contexts. Third, introduce third-party industry participation in evaluation. Invite corporate business managers to participate in the review of student project outcomes. Incorporate students' language output in community service as an integral part of course evaluation, ensuring that assessments truly reflect students' ability to “get things done in English.” Implement a collaborative evaluation system comprising “institutional evaluation + corporate evaluation + evaluation of community service outcomes” to establish an assessment framework oriented toward formative learning and professional competence.

Conclusion

English courses at vocational undergraduate universities should move beyond a narrow understanding of language as a service and, grounded in students' professional backgrounds, establish a service mechanism centered on “professional competence as the foundation and practical English application as the purpose.” By adopting a curriculum development philosophy that takes “industry needs as the logical starting point,” we can shift the focus of course content from a disciplinary knowledge framework to one driven by the needs of the industrial chain. A three-in-one modular curriculum system comprising “language fundamentals + professional English + cross-cultural competence”—developed based on the theory of Work Process Systematization and the Content-Based Instruction (CBI) methodology—can facilitate a structural transformation of course content from “general” to “general + specialized.” At the theoretical level, this study introduces the theory of Work Process Systematization into the reform of general foundation courses in vocational undergraduate education, thereby expanding its scope of application; it proposes the transformation thesis of “Language+” industry-empowering courses, providing theoretical

support for the typological positioning of foreign language education in vocational undergraduate education. On the practical level, this study draws on real-world industrial scenarios in Rizhao—such as port logistics, export manufacturing, and cross-border e-commerce—to construct a regionally rooted curriculum content restructuring plan and implementation pathway, providing a practical reference for university English teaching reform at similar institutions.

The restructuring of university English curriculum content in vocational undergraduate education is, in essence, a philosophical shift in education from a “discipline-centered” to a “vocational-centered” approach. This transformation requires not only that curriculum developers possess the ability to translate industry-specific language needs into instructional content, but also that institutional administrators provide space for institutional innovation, and—most importantly—that the industry actively participates in the entire talent development process. Only through the collaboration of these three parties can the university English curriculum truly serve as a bridge connecting the campus with industry and linking language proficiency with career development, thereby providing a sustainable supply of outward-oriented, high-end skilled talent to support the high-quality development of the regional economy.

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