

Original Paper

Research on Exploring Practical Pathways for Integrating Vocational Skills into English Teaching in Higher Vocational Education

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Abstract

Promoting the deep integration of vocational competence and English education is a crucial approach for higher vocational education to fulfill its fundamental mission of cultivating virtue and talent, as well as developing high-quality technical and skilled professionals. Guided by competency-based education, English for Specific Purposes (ESP), and situated cognition theory, this study systematically analyzes current challenges in higher vocational English teaching—such as the disconnect between curriculum content and job requirements, the neglect of professional competence in assessment, and teachers’ lack of practical work experience—after clarifying the connotation and dimensions of vocational competence. The research proposes an integrated six-pronged practical framework: goal integration, content reconstruction, method innovation, evaluation optimization, faculty development, and environmental support. At its core, this framework aims to establish a dual-track educational objective system combining “English application ability” with “professional competence,” develop modular course content based on typical work tasks, implement action-oriented instruction integrating project-based learning with workplace scenario simulations, build a multidimensional value-added assessment mechanism emphasizing both process and industry-academia collaboration, cultivate high-level “dual-qualified” teaching teams, and create collaborative education platforms between schools and enterprises. Through practical implementation across specific majors, results demonstrate that this approach effectively enhances students’ English proficiency and professional competencies, earning broad recognition from enterprises, educators, and students alike, thus providing a replicable model for reforming English education in higher vocational institutions.

Keywords

Vocational College English, Professional Skills and Competence, Practical Pathways

1. Introduction

In recent years, a series of reform initiatives in vocational education have placed new demands on English courses in higher vocational colleges. The “National Vocational Education Reform Implementation Plan,” issued in 2019, explicitly identified “integrating work with study and unifying knowledge with practice” as a key principle for improving talent development quality. Subsequently, the revised “Vocational Education Law” further established the institutional positioning of vocational education at the legal level. This means that English instruction in higher vocational colleges can no longer simply follow the general English teaching models used in undergraduate institutions, but must address a fundamental question: how can a foundational cultural course truly support students’ career development? In reality, the contradiction between shrinking class hours and students’ uneven English proficiency has become increasingly prominent, while differences in demand across various professional fields continue to widen. If teaching continues to rely on the conventional approach of “teaching vocabulary, analyzing grammar, and practicing translation,” classroom engagement and effectiveness will significantly diminish. Meanwhile, an increasing number of higher vocational colleges are promoting coordinated reforms between public foundational courses and specialized programs, requiring English instruction to be closely aligned with job-specific competencies. This convergence of top-down policy drivers and bottom-up reform concerns creates an urgent and unavoidable context for the transformation of English education in higher vocational colleges.

The rapid changes in the industrial sector exert pressure from another aspect. As China moves from “Made in China” to “Innovated in China”, a large number of foreign-related positions now require much more than just the ability to “understand English materials”. Instead, they demand comprehensive skills in using English to complete complex tasks in real workplace scenarios. Modern enterprises need technical skills personnel who not only have basic proficiency in reading English technical documents, but also demonstrate proactive communication awareness, teamwork habits, and cross-cultural understanding abilities in scenarios such as cross-departmental collaboration, cross-border business communication, and on-site technical exchanges. The completion of these tasks cannot rely on isolated language knowledge; instead, it requires practitioners to integrate their English application ability with professional behaviors such as standard work attitudes and good safety awareness, as well as professional qualities such as cross-cultural understanding. The changes in the talent demand in the industrial sector are profoundly driving higher vocational English teaching to shift from “learning English” to “doing things with English”, and the connotation of “doing things” necessarily encompasses multiple dimensions of vocational quality cultivation. Under the joint effect of these two forces, systematically exploring effective paths for the deep integration of higher vocational

English teaching and vocational skills quality becomes an important and urgent topic with both theoretical value and practical urgency.

2. Research Method

This study comprehensively employs both literature research and questionnaire survey methods to ensure the rigor of theoretical construction and the objectivity of empirical data. Firstly, using the literature research method, the core literature on vocational skills literacy, ability-based education, and vocational English teaching reform at home and abroad is systematically reviewed and deeply analyzed. The aim is to clarify the boundaries of core concepts, build a theoretical analysis framework integrating “sensitivity - ability - curriculum”, and provide theoretical support for the subsequent design of questionnaire dimensions. At the empirical level, representative vocational school students are selected as the survey subjects, and a self-compiled structured questionnaire is used for the survey. The questionnaire compilation strictly follows the process of concept operationalization, converting the four core dimensions of vocational skills literacy - professional knowledge, professional ability, professional awareness, and professional attitude - into observable behavioral indicators, and setting items based on the specific application scenarios of vocational English teaching. During the survey process, stratified cluster sampling and anonymous filling are adopted to ensure the rationality of sample distribution and the authenticity of data collection. After data collection, descriptive statistics and inferential statistics analysis are combined to deeply analyze the current status characteristics, group differences, and integration shortcomings of vocational students’ vocational skills literacy in vocational education, thereby providing quantitative basis and factual foundation for the precise design of subsequent teaching strategies.

3. The Current Situation and Problems of Integrating Vocational Skills Literacy into Higher Vocational English Teaching

3.1 The Design and Implementation of the Current Situation Investigation

This study targeted students enrolled in vocational colleges as the survey subjects. A stratified cluster sampling method was employed to select students from different regions and types of vocational colleges, covering various professional groups such as manufacturing, service, and finance. This approach ensured the representativeness and coverage of the sample. The selection of survey subjects also took into account the grade distribution factors, encompassing different learning stages from lower to higher grades, in order to examine the phased characteristics of integrating vocational skills literacy into English teaching from a developmental perspective. The research tool was the self-developed “Survey Questionnaire on the Current Situation of Integrating Vocational Skills Literacy into English Teaching in Vocational Colleges”. The questionnaire was compiled based on competence-based education theory, specialized-purpose English theory, and constructivist learning theory, closely integrating with the actual situation of vocational English teaching. The operational indicators of

vocational skills literacy were refined into four dimensions: professional knowledge, professional ability, professional awareness, and professional attitude. The design of the questionnaire items followed the principle of conceptual operationalization, converting each dimension into observable and quantifiable specific behavioral descriptions or attitude statements. The Likert five-point scale was used for scoring. Before the formal administration of the questionnaire, experts in the relevant field were invited to review and revise the content validity of the questionnaire, and a small-scale pre-test was conducted to test the item discrimination and reliability of the questionnaire. Based on the feedback results, the wording and structure layout of the items were further optimized to ensure the scientificity and applicability of the survey tool. The questionnaire distribution was carried out through a combination of online and offline methods, with trained researchers organizing centralized filling within the designated time period. Before the administration of the questionnaire, the research purpose, filling requirements, and anonymity principle were clearly explained to the survey subjects to eliminate their concerns and ensure the authenticity and autonomy of the responses. After the questionnaire was collected, the original data were screened one by one, excluding the unqualified questionnaires with regular responses, large-scale omissions, and abnormal response times, to form an effective sample database. Data processing was conducted using SPSS statistical software for analysis, including: presenting the means, standard deviations, and distribution patterns of each dimension through descriptive statistical analysis to depict the overall picture of the current situation of integrating vocational skills literacy; using independent sample t-tests or one-way ANOVA to examine the differences in each literacy dimension among students under different background variables (such as professional category, grade, and English proficiency level). In addition, for the answers to the open-ended questions in the questionnaire, content analysis was used for classification and organization, extracting representative qualitative information as supplementary and supporting evidence for the quantitative analysis results, to enhance the interpretability and richness of the research conclusions.

3.2 The Main Existing Problems

3.2.1 Investigation Results on the Current Situation of Integrating Vocational Skills Literacy into Higher Vocational English Teaching

The investigation result is shown in Table 1. According to the survey data in Table 1, the current status of the four issue dimensions is described as follows:

Table 1. Investigation Results on the Current Situation of Integrating Vocational Skills Literacy into Higher Vocational English Teaching

Problem Dimension	Question Item	Mean	Standard Deviation	Agreement Rate
Teaching Content	The content learned in the English class is closely related to the actual requirements of my future job	2.38	0.86	18.7

	position			
	The themes of the texts in the textbook and the case scenarios are closely related to the professional workplace environment of my field of study	2.51	0.91	24.3
	English teachers are capable of organizing teaching content in accordance with specific job tasks when delivering lessons	2.29	0.84	16.5
Teaching Method	The English class mainly focuses on the teacher's imparting of grammar and vocabulary, with students having relatively few opportunities to participate in practical activities	4.12	0.79	78.6
	English practice activities that simulate workplace scenarios are often set up in the classroom	2.14	0.88	13.2
	In English teaching, there are ample interactive sessions such as group collaboration and role-playing	2.45	0.93	21.8
Teaching Evaluation	The grades of the English course are mainly determined by the final exam scores on the examination paper	4.28	0.75	84.1
	The teacher will evaluate my professional attitude and compliance with norms demonstrated during the task completion	2.07	0.82	11.4
	The English assessment includes indicators of professional communication skills and information processing abilities, among others	1.89	0.76	8.6
Teaching Team	The English teacher should have an industry background or work experience in the field of my major or in the business sector	1.95	0.81	9.3
	English teachers can incorporate real business cases and work processes into their classroom teaching	2.23	0.87	15.7
	English teachers can accurately explain the expression norms and industry practices of commonly used English in professional fields	2.41	0.90	22.5

(1) The teaching content is disconnected from the actual vocational demands and lacks job-specific relevance.

Survey data shows that there is a significant disconnection between the teaching content of higher vocational English and the actual vocational needs. In the item “The content learned in English classes is closely related to the actual needs of my future job”, the average score of students was only 2.38, and the approval rate was only 18.7%, indicating that over 80% of students believe that the current English course content is difficult to align with the actual needs of future jobs. Regarding the adaptability of the textbooks, the average score of “The themes and case scenarios in the textbooks are close to the workplace environment of my major” was 2.51, and the approval rate was 24.3%, reflecting that most students failed to perceive the workplace context related to their own professional fields from the textbooks. Particularly notable is that the average score of “English teachers can organize teaching content by combining specific job tasks during teaching” was only 2.29, with an approval rate as low as 16.5%, indicating that teachers have significant deficiencies in the transformation of teaching content into job-oriented forms, and the classroom organization fails to effectively revolve around the typical job tasks of specific positions. From the above three indicators, it can be seen that the job-specific relevance of the current higher vocational English teaching content is generally weak, and the connection between the course materials and the real workplace context urgently needs to be strengthened.

(2) The teaching methods are mainly based on knowledge imparting, with insufficient vocational context experience.

The results of the investigation in the teaching method dimension reveal a particularly prominent tendency of “emphasizing teaching and neglecting experience”. The reverse item “The English class mainly relies on teachers’ imparting grammar and vocabulary, with less opportunities for students to participate in practical activities” had an average score of 4.12 and an approval rate of 78.6%, indicating that nearly 80% of students agree that the classroom still follows the traditional model of knowledge imparting as the main form. In sharp contrast, the two items that directly examine the implementation of situational teaching received low scores: “English classes often have English practice activities set up in simulated workplace scenarios” had an average score of 2.14 and an approval rate of only 13.2%; “English teaching includes sufficient interactive sessions such as group collaboration and role-playing” had an average score of 2.45 and an approval rate of 21.8%. The three sets of data jointly depict the basic form of the current higher vocational English classroom: teacher explanations occupy the dominant position, and teaching activities that carry vocational context experience such as business negotiation simulation, role-playing, and project collaboration are severely lacking in the classroom, and students cannot obtain immersive workplace language application experiences during their school years.

(3) The teaching evaluation focuses on language knowledge while neglecting the vocational quality dimension.

The data of the evaluation dimensions is most prominent in the four question modules, reflecting a significant deviation between the assessment orientation and the training goals. The statement “The English course grades mainly depend on the paper-and-pencil test scores at the end of the term” has a mean value of 4.28, ranking first among all questions, with an approval rate of 84.1%, indicating that the vast majority of students believe that the final written test is still the almost sole basis for grade assessment. At the same time, the two questions related to vocational quality evaluation have the lowest scores among all questions: “Teachers will evaluate my professional attitude and norms demonstrated in task completion” has a mean value of only 2.07, with an approval rate of only 11.4%; “The English assessment includes indicators of professional communication skills, information processing abilities, etc.” has a mean value even lower than 2, only 1.89, and the approval rate drops to 8.6%. The data shows that the current vocational English teaching evaluation system still focuses on language knowledge memorization and exam-taking abilities, and vocational attitude, communication norms, information processing, etc. are hardly included in the assessment scope. Therefore, the guiding function of the evaluation is difficult to play a substantive role in promoting the comprehensive vocational ability development of students.

(4) The vocational practical experience of the teaching staff is lacking, and the dual-teacher quality needs to be improved.

The survey results of the teaching staff dimension are also not optimistic. “English teachers have the industry background or enterprise work experience in the field of my major” has a mean value of only 1.95, with an approval rate as low as 9.3%, indicating that more than 90% of students believe that their English teachers lack actual industry experience. In terms of converting enterprise practice into teaching resources, “English teachers can introduce real enterprise cases and work processes into classroom teaching” has a mean value of 2.23, with an approval rate of 15.7%, reflecting the teachers’ insufficient ability to transform and apply real enterprise materials. In terms of professional English teaching ability, “English teachers can accurately explain the expression norms and industry conventions of common English in professional positions” has a mean value of 2.41, with an approval rate of 22.5%, although slightly higher than the previous two items, it is still at a low level. From the above data, it can be seen that the “dual-teacher” quality of the vocational English teaching staff is overall weak. They lack the accumulation of industry front-line practical experience and have not yet formed the mature ability to integrate industry knowledge and language teaching, which is one of the key bottlenecks restricting the effective integration of vocational skills into English teaching.

3.2.2 Investigation results on the current situation of integrating vocational skills literacy into higher vocational English teaching

Table 2. Comparison of Differences among Students of Different Professional Categories in Each Dimension of the Question (M $\pm$ SD)

Professional Category	Teaching Content	Teaching Method	Teaching Evaluation	Teacher Team
Manufacturing (n=386)	2.41 $\pm$ 0.82	4.05 $\pm$ 0.76	4.12 $\pm$ 0.78	2.18 $\pm$ 0.85
Service (n=412)	2.28 $\pm$ 0.87	4.17 $\pm$ 0.81	4.25 $\pm$ 0.74	2.24 $\pm$ 0.83
Finance (n=448)	2.42 $\pm$ 0.84	4.08 $\pm$ 0.79	4.18 $\pm$ 0.81	2.19 $\pm$ 0.89
F Value	2.163	1.874	1.952	1.561
P Value	0.115	0.154	0.142	0.210

Table 2 presents the perception differences among students majoring in manufacturing, service, and finance in four dimensions: teaching content disconnection, teaching method dominated by indoctrination, evaluation neglecting professional qualities, and lack of dual-qualification teachers. From the mean comparison, although the scores of the three professional categories fluctuated slightly in each dimension, they tended to be highly consistent overall. In the “teaching content disconnection” dimension, the means of the manufacturing and finance categories were both 2.41 and 2.42 respectively, while the service category was slightly lower at 2.28. In the “method dominated by indoctrination” dimension, the service category had the highest score of 4.17, while the manufacturing and finance categories were 4.05 and 4.08 respectively. In the “evaluation neglecting professional qualities” dimension, the service category was also slightly higher at 4.25, while the other two categories were around 4.15. In the “lack of dual-qualification teachers” dimension, the means of the three categories were concentrated between 2.18 and 2.24, with very little difference. However, the variance analysis results showed that the F values for the four dimensions were 2.163, 1.874, 1.952, and 1.561 respectively, and the corresponding p-values were all greater than the significance level of 0.05, indicating that there were no statistically significant differences in the perception of these four issues among students of different professional categories. This result indicates that the problems of teaching content disconnected from job requirements, teaching method dominated by indoctrination, evaluation system neglecting professional qualities, and lack of dual-qualification teachers are not unique to a specific professional category, but are common problems in current higher vocational English teaching. Their manifestation degrees in different majors are basically the same. Therefore, the proposed teaching improvement strategies do not need to be designed specifically for a certain type of professional category, but should be planned from an overall and systematic perspective to address these structural contradictions across various majors.

4. Design of Practical Paths for Integrating Vocational Skills Literacy into Higher Vocational English Teaching

Based on the survey results, this article proposes a six-part integrated practical approach: “target integration - content reconfiguration - method innovation - evaluation optimization - teacher support - environmental support”.

4.1 The Target Integration: Establish a Dual Educational Goal of “English Application Ability + Professional Ethics”

The primary task in resolving the difficulties of higher vocational English teaching is to reshape the curriculum goal system, transforming the single “language knowledge-oriented” approach into a dual-track education framework that emphasizes both “English application ability and professional quality”. This framework should achieve a hierarchical progressive design in the vertical direction: the basic general literacy covers all the common abilities that all professional students need, such as workplace general English communication, cross-cultural understanding, information acquisition and processing, forming the foundation of the curriculum goals; the professional characteristic literacy focuses on specific professional categories and refines core English application ability indicators for specific job groups, such as the ability to read technical drawings and equipment manuals in equipment manufacturing majors, and the ability to interpret foreign reports and write business letters in finance majors, achieving precise and differentiated training goals. Horizontally, the dual goals must achieve the organic unity of language skills and professional behavioral norms, that is, embedding the corresponding professional quality requirements simultaneously in each language ability indicator. For example, under the language goal of “able to make product promotion in English”, it is necessary to clearly state “the expression should follow the principle of honesty” and “the statement should be reasonable and evidence-based, reflecting professional rigor” so that students can subconsciously cultivate professional awareness and attitudes while improving language skills. This interwoven goal system not only ensures that English teaching does not deviate from the main channel of vocational education in cultivating technical and skilled talents, but also provides a clear logical starting point for subsequent content selection, method design, and evaluation standards formulation.

4.2 The Content Reconfiguration: Develop Modular Courses Driven by Professional Scenarios

Guided by the dual-line goals, the teaching content must transform from the “disciplinary knowledge system” to the “professional context module”, and the course content should be deconstructed and reorganized based on typical work tasks. The core strategy of content reconfiguration is to develop modular English teaching units based on typical work tasks, dividing the course into independent modules such as “professional communication”, “technical document reading”, “foreign service”, “meetings and reports” that have a high degree of job correspondence. Each module takes the real work scenario as the entry point, the task completion as the driving force, and the language application as the means, enabling students to acquire language skills and exercise abilities in the process of completing specific professional tasks. At the same time, the course content should consciously explore ideological

and political elements such as industry stories, craftsmanship spirit, and professional ethics, and weave them into the narrative logic of teaching cases - for example, in the foreign trade module, using the case of Chinese enterprises “going global” as the material, which not only trains students’ business English communication skills but also conveys the values of honest operation and responsibility - making ideological and political education no longer an additional link disconnected from language learning, but an inseparable part of the teaching content. In terms of textbook form, the traditional flat, long-cycle revision textbook model should be changed, and instead, efforts should be made to vigorously promote the construction of school-enterprise co-created loose-page, work manual-style textbooks and corresponding digital resource libraries, incorporating real enterprise cases, job operation norms, and industry dynamic information into teaching materials in a timely manner, so that the textbooks can become open teaching carriers that can be continuously updated, flexibly combined, and adapted to different professional needs, fundamentally solving the structural contradiction of the disconnection between teaching content and vocational needs.

4.3 The Method Innovation: Implement Action-oriented Blended Teaching

The transformation of teaching content to the vocational scenario module inevitably requires a shift in teaching methods from “teacher-led instruction” to “student-led practice”, with the action-oriented teaching philosophy serving as the overarching principle. A blended teaching model integrating online and offline elements and combining virtual and real scenarios should be constructed. In the core part of classroom teaching, project-based learning and task-driven teaching methods should be widely adopted. With challenging vocational projects as the driving force, language knowledge acquisition and vocational skills training should be integrated within the complete process of project planning, implementation, presentation and evaluation, enabling students to develop language skills and comprehensive practical abilities simultaneously in the process of “learning by doing and applying what they have learned”. In response to the practical difficulties of some vocational scenarios that cannot be realistically replicated in the classroom, virtual simulation technology and workplace scenario simulation methods should be fully utilized to design highly realistic immersive practice activities such as business negotiations, cross-cultural receptions, English interviews, and technical exchange meetings. Students can repeatedly practice in a safe and repeatable error-avoidance environment, reducing anxiety caused by real workplace communication and enhancing their confidence and accuracy in language application. Additionally, the boundaries of the classroom should be broken, and flipped classrooms and on-site enterprise teaching should be organically combined: the learning of language knowledge and basic skills is completed online before class, while class time is used for discussion, practice, and targeted guidance from the teacher; at the same time, students are systematically organized to enter cooperative enterprises to complete English practical tasks in production sites or service frontlines, such as giving English tours of the workshop to visiting foreign guests, assisting in handling foreign trade correspondence, and participating in foreign customer

receptions, etc., so that the learning process moves from simulation to reality and extends from the school to the workplace.

4.4 The Evaluation Optimization: Establish a Multi-dimensional Value-added Evaluation System

The transformation of teaching content to the vocational scenario module inevitably requires a shift in teaching methods from “teacher-led instruction” to “student-led practice”, with the action-oriented teaching philosophy serving as the guiding principle. A blended teaching model integrating online and offline elements and combining virtual and real scenarios should be constructed. In the core part of classroom teaching, project-based learning and task-driven teaching methods should be widely adopted. With challenging vocational projects as the driving force, language knowledge acquisition and vocational skills training should be integrated within the complete process of project planning, implementation, presentation and evaluation, enabling students to develop language skills and comprehensive practical abilities simultaneously in the process of “learning by doing and applying what they have learned”. In response to the practical difficulties that some vocational scenarios cannot be realistically replicated in the classroom, virtual simulation technology and workplace scenario simulation methods should be fully utilized to design highly realistic immersive practice activities such as business negotiations, cross-cultural receptions, English interviews, and technical exchange meetings. Students can repeatedly practice in a safe and repeatable error-avoidance environment, reducing anxiety caused by real workplace communication and enhancing their confidence and accuracy in language application. Additionally, the boundaries of the classroom should be broken, and flipped classrooms and on-site enterprise teaching should be organically combined: the learning of language knowledge and basic skills is completed online before class, and class time is used for discussion, practice, and targeted guidance from the teacher; at the same time, students are systematically organized to enter cooperative enterprises to complete English practical tasks in production sites or service frontlines, such as giving English tours of the workshop to visiting foreign guests, assisting in handling foreign trade correspondence, and participating in foreign customer receptions, etc., so that the learning process moves from simulation to reality and extends from the school to the workplace.

4.5 The Teacher Support: Build a “Dual-qualified” English Teaching Team

The evaluation reform is the key lever that can drive the overall transformation of the teaching system. The evaluation of English teaching in higher vocational colleges must break away from the single mode of relying solely on the final written exam, and establish a multi-dimensional value-added evaluation system that combines process evaluation with terminal evaluation, and integrates language dimensions with quality dimensions. In terms of the evaluation structure, the weight of process evaluation should be significantly increased. The performance of students in various aspects such as project task completion, classroom simulation activities, and group collaboration should be included in the evaluation scope. And an electronic portfolio should be established for each student to systematically record the phased achievements, reflection logs, peer evaluation records, and evidence

of the trajectory of quality development during the learning process, so that the evaluation truly serves the learning process rather than merely making judgments on learning outcomes. In terms of the evaluation standards, it is necessary to design vocational quality evaluation scales parallel to language ability, and decompose the quality indicators such as teamwork, responsibility awareness, cross-cultural communication, information discrimination ability, and professional etiquette into observable and describable behavioral grading standards, so that the abstract vocational quality evaluation gains an operational handle and also clarifies the direction of students' efforts in quality development. In terms of the evaluation subjects, a dual-evaluation mechanism involving schools and enterprises should be implemented. Enterprise mentors should evaluate and provide feedback on students' English application ability and professional behavior norms demonstrated in on-site practical training and internship in enterprises, and the real judgments from employers should be included in the final grades of students. The fundamental value of this evaluation system lies not only in measuring students' learning outcomes more comprehensively and fairly, but also in leveraging the evaluation-oriented function to guide students to shift their focus from merely pursuing test scores to continuously paying attention to their comprehensive vocational abilities.

4.6 The Environmental Support: Build a Platform for Collaborative Education between Schools and Enterprises

The systematic transformation of teaching objectives, content, methods, evaluation, and faculty requires the overall upgrade of the supporting environment to take root. Therefore, efforts must be coordinated from three levels: on-campus training spaces, off-campus practice bases, and second-class classroom activities. A deeply integrated educational environment between schools and enterprises should be constructed. On campus, functional and well-equipped vocational English training rooms and workplace culture experience centers should be established. The training rooms should be equipped with facilities such as simulated business negotiation areas, virtual reality language training equipment, and multimedia case discussion rooms. The workplace culture experience center can have functional zones such as enterprise history exhibitions, industry etiquette experience areas, and international workplace norms display areas, allowing students to have an immersive experience of workplace culture as soon as they enter the campus. This provides a powerful supplement to classroom teaching from the perspective of environmental education. Off campus, the English practical projects of internship and training bases should be deeply developed based on close cooperation enterprises. English application tasks should be embedded in the enterprise's job practice plans - such as arranging students to participate in real tasks like updating English content on the enterprise website, compiling bilingual versions of foreign affairs reception plans, and proofreading English product manuals - to avoid superficial internships that are merely "tourist-style". Students should complete the dual training of language application skills and professional qualities while creating actual value for the enterprise. On this basis, the educational space should be further expanded to the rich and diverse second-class classroom activities. Activities such as vocational English competitions, industry volunteer services,

foreign affairs exhibition volunteer services, and cross-border e-commerce live-streaming practices should be organized to promote learning through competitions and training through services, enabling English learning and professional quality cultivation to extend from the classroom to the outside, and achieving continuous reinforcement and deepening in more real and authentic situations.

5. Conclusion

The reform of higher vocational English teaching is a systematic project centered on integrating professional qualities. It involves the complete reconfiguration of the entire chain, including target positioning, content structure, teaching methods, evaluation mechanisms, teacher training, and environmental support. The four major problems revealed through the investigation, such as the disconnection between teaching content and job positions, the predominance of rote learning in teaching, the neglect of professional qualities in evaluation, and the lack of dual-qualification of teachers, all have common structural characteristics. They must be solved from an overall perspective. Therefore, the six-dimensional reform framework proposed in this study, namely “target integration - content reconfiguration - method innovation - evaluation optimization - teacher support - environmental support”, constitutes a logically coherent and mutually supportive closed-loop system. Guided by the dual-line goals of “English application ability + professional qualities”, with modular courses in vocational contexts as the carrier, action-oriented blended teaching as the path, multi-dimensional value-added evaluation as the lever, dual-qualified teams as the guarantee, and the collaborative education platform between schools and enterprises as the support, it jointly aims at the core goal of serving the cultivation of high-quality technical and vocational talents. The fundamental path of the reform lies in breaking the long-standing division between language teaching and vocational training, deeply embedding the English course into the professional talent cultivation system, achieving the dual-line unification of language and quality in teaching goals, the two-way integration of teaching content between schools and enterprises, the two-way transformation of teaching methods between knowledge and action, the two-way participation of evaluation mechanisms within and outside the school, and thereby effectively breaking the “disconnection between learning and application” predicament and enhancing the contribution and support of higher vocational English teaching to students’ career development. This approach responds to the specific problems revealed in the investigation and is more in line with the overall trend of vocational education evolving from a knowledge-based to a competency-based and then to a quality-based model. It provides a systematic solution for higher vocational English courses to accurately position themselves and demonstrate their value in the overall context of technical and vocational talent cultivation.

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