

Research on the Localized Innovation Development Path of Vocational Undergraduate English Teaching in a Blended Learning Environment

Ling Lin

Department of Foreign Languages Teaching, Hainan Vocational University of Science and Technology, Haikou, Hainan, 571126, China

Abstract: In the context of blended learning, vocational undergraduate English teaching faces the value mismatch between the transplantation of Western teaching theories and the integration of local culture, as well as the practical tensions between the potential of technology empowerment and the risks of fragmented cognition. This study defines localization as a multi-dimensional dynamic process involving value, cognition, and application. It establishes a theoretical framework centered on curriculum ideological education as the value core, cognitive adaptation as the method foundation, vocational needs as the content orientation, and technology integration as the implementation guarantee. The goal is to cultivate internationalized technical and skills talents who are "proficient in their specialties, proficient in language, have culture, and are good at communication". Based on this, it proposes a practice path that includes the parallel reconstruction of course content with "global issues + Chinese perspectives", the dual-track innovation of teaching mode with "online knowledge reserve + offline project practice", the emphasis on both process-oriented and value-added evaluation systems, and the integration of school-enterprise collaboration and cross-disciplinary team collaboration as the guarantee mechanism. This provides theoretical references and practical solutions for vocational undergraduate English teaching to achieve value reconstruction and cognitive adaptation in the integration of localization and internationalization.

Keywords: Blended learning; Vocational undergraduate; English teaching; Localization; Curriculum ideological education

1. Introduction

Vocational undergraduate education, as a type of education within China's higher education system, is tasked with cultivating high-level technical and skilled professionals. In the context of the deepening economic globalization and the increasingly refined international industrial division of labor, vocational undergraduate students not only need to master the core skills in their respective fields but also should possess practical abilities in cross-cultural communication and comprehensive qualities for participating in international competition. Blended learning integrates the advantages of traditional classrooms and digital learning, and by leveraging mobile learning technologies, it breaks the boundaries of teaching time and space, providing technical support for the innovation of

vocational undergraduate English teaching [1]. However, current vocational undergraduate English teaching faces two dual challenges: the selection of teaching content often directly adopts materials from British and American language and culture, ignoring the unique significance of local culture, resulting in difficulties in students' cultural confidence and identity construction; the teaching methods are mainly based on one-way indoctrination, disconnected from actual workplace applications, and the cultivation of cross-cultural awareness is marginalized. Enterprise research shows that more than half of the graduates' English listening and speaking abilities do not meet the job standards, reflecting that the traditional model oriented towards examinations and fragmented content has become difficult to support the cultivation of cross-cultural communication skills and cognitive construction abilities. In a blended learning environment, fragmented learning is prone to causing "attention distraction" and cognitive disintegration, especially for vocational undergraduate students with weak learning foundations and uneven self-regulation abilities. How to achieve the localized reconfiguration of vocational undergraduate English teaching in a blended learning environment, going beyond simple language skills training, and constructing a localized teaching ecosystem centered on curriculum ideological education, integrating industry standards and Chinese culture, has become an urgent theoretical and practical issue to be addressed [2].

This study aims to explore the localized innovative design and application paths of vocational undergraduate English teaching in a blended learning environment. From a theoretical perspective, the research expands the localized application of blended learning theory in the context of vocational undergraduate English teaching in China, enriching the theoretical connotations of value localization and cognitive localization, and providing theoretical support for constructing a localized teaching ecosystem that integrates ideological education in the curriculum, content reliance on cognitive depth, and dynamic feedback in process evaluation. From a practical perspective, the research provides path references for vocational undergraduate English teaching to transform from general English to specialized English and even academic English, helping to cultivate international-minded technical and skilled professionals who are rooted in China and conform to the laws of vocational education.

2. Theoretical Foundation and Practical Challenges

2.1 Theoretical Reconstruction and Localized Connotations of Blended Learning

The core of blended learning lies in the deep reconfiguration of the relationship between the teaching subject. Teachers transform from the end point of knowledge dissemination to the designer and supporter of the learning process, and students shift from passive recipients to active constructors, forming a dual-subject interaction model. This transformation requires teachers to possess high levels of information literacy and deep teaching design capabilities, which constitute the key variables for the success of localized innovation. Mobile learning technology expands the boundaries of learning time and space, but the empowerment of technology does not automatically translate into teaching effectiveness. Its value realization depends on the degree to which teaching design grasps the cognitive laws.

Localization in this study is defined as a multi-dimensional dynamic process, covering three levels: value, cognition, and application. Value localization takes the implementation of ideological education in the curriculum as the path, integrating socialist core values, patriotism, and professional ethics into the entire process of English teaching. Cognition localization targets the preference for concrete and practical cognition characteristics of vocational undergraduate students, establishing a structured integration mechanism for fragmented resources, guiding students to connect micro-lesson

knowledge points into a systematic knowledge map through discourse analysis, and achieving "breaking the parts into a whole". Application localization connects English ability cultivation with China's "going global" strategy for enterprises, cultivating international technical skills talents who serve the output of Chinese technical standards [3]. The essence of localized English teaching is to integrate the Chinese social reality, vocational scene demands, and cross-cultural communication ability cultivation into the teaching content and practice step systematically, rather than simply implanting vocabulary and cultural knowledge.

2.2 The Realistic Challenges of Localizing Professional Undergraduate English Teaching

The localization transformation of professional undergraduate English teaching encounters multiple structural obstacles. There is a significant mismatch between the supply side and the demand side. The traditional model that is oriented towards examinations and features fragmented content is unable to support the cultivation of cross-cultural communication skills and cognitive construction abilities. Enterprise research data shows that more than half of the graduates do not meet the language proficiency standards for their positions, reflecting a serious disconnection between the course content and the actual language service needs in the workplace. The integration of course ideological education shows a superficial characteristic. English teaching not only imparts language knowledge but also transmits Western values. Students face a binary risk of either "total acceptance" or "total rejection", lack systematic training in expressing Chinese culture in English, and thus have difficulty accurately communicating Chinese culture in international exchanges, resulting in a "Chinese culture aphasia" phenomenon. The transplantation of Western teaching theories lacks adaptive modifications. Mainstream theories such as communicative approach and task-based teaching ignore the learning habits, cultural background, and cognitive patterns of Chinese students. Teachers have insufficient understanding of the concept of teaching localization, and local classrooms involving cultural comparison and in-depth reflection are prone to complex discussions. Teachers generally lack the ability to guide the class and shape values [4].

The cognitive challenges brought by the blended learning environment are also not to be ignored. Mobile learning expands the learning time and space, but it is prone to causing "attention distraction" and cognitive disintegration. This is particularly prominent for professional undergraduate students with weak learning foundations and uneven self-regulation abilities. If fragmented learning lacks a structured integration mechanism, it will exacerbate the fragmentation of the knowledge system and the accumulation of cognitive load, making technological empowerment become a cognitive burden. These challenges interweave and constitute the realistic starting point for the innovation of professional undergraduate English teaching localization, which also determines that the construction of the theoretical framework must make systematic responses to value guidance, cognitive adaptation, and technology integration.

3. Theoretical Framework

3.1 Basic Principles of Localized Innovation

The theoretical framework of localized innovation is supported by four principles: value leadership, cognitive adaptation, career orientation, and technology integration. The value leadership principle establishes curriculum ideological education as the core engine of localized innovation, requiring English teaching to not only impart language knowledge but also carry cultural missions, integrating socialist core values, patriotism, and professional ethics into the entire teaching process,

making the language classroom an important platform for cultivating moral character, avoiding students falling into the binary dilemma of "total acceptance" or "total rejection" in the input of Western culture[5]. The cognitive adaptation principle responds to the preference for concrete and practical cognition characteristics of vocational undergraduate students, establishing a structured integration mechanism for fragmented resources, guiding students to master the overall structure of the text through discourse analysis theory, connecting micro-lesson knowledge points into a systematic knowledge map through logical main lines, achieving organic connection between pre-revision of fragmented time and in-depth integration of core classes, and resolving the risks of "attention distraction" and cognitive dispersion in the blended learning environment. The career orientation principle is based on career demand analysis, integrating real work scenarios into teaching content, with the cultural depth of the course content presenting a stepwise progressive trend as students' abilities improve, making the cultivation of English skills closely aligned with industry standards and language service requirements of positions. The technology integration principle utilizes mobile learning technology and digital platforms to achieve complementary functions of online knowledge acquisition and personalized practice, offline practice deepening and interactive collaboration, enabling technology empowerment to truly transform into teaching efficacy rather than cognitive burden.

3.2 Target Positioning of Localization Innovation

The target positioning of localization innovation needs to establish a differentiated value coordinate between the "academic English" orientation of ordinary undergraduate education and the "career English" orientation of vocational college education. It aims to cultivate internationalized technical skills talents who have an international perspective, are rooted in China, and follow the laws of vocational education. This goal inherently requires the curriculum system to simultaneously take into account the deepening of language application ability and the cultivation of cultural dissemination ability, so that graduates not only possess higher language practical levels than those of vocational colleges but also have career adaptation capabilities distinct from those of ordinary undergraduate education. The target system is comprehensively laid out from three dimensions: "knowledge and skills", "process and methods", and "emotional attitude and values". The knowledge and skills dimension not only requires students to master English listening, speaking, grammar, vocabulary and other knowledge, but also emphasizes practical application ability in real career scenarios; the process and methods dimension focuses on guiding students to master efficient learning strategies and cultivate autonomous and cooperative learning abilities; the emotional attitude and values dimension stimulates learning interest through the integration of diverse cultural materials and cultivates cross-cultural inclusiveness and cultural confidence, achieving the coordinated development of language ability and comprehensive literacy [6].

The core value of localization innovation lies in transcending simple language skill training and constructing a localized teaching ecosystem that integrates the value guidance of course ideological education, content reliance on cognitive depth and dynamic feedback of process evaluation. This ecosystem takes course ideological education as the core value, cognitive adaptation as the method foundation, vocational needs as the content orientation, and technology integration as the implementation guarantee. The four elements support and interact with each other, jointly pointing to the cultivation of technical skills talents with Chinese sentiments and international competitiveness. This theoretical framework provides a systematic and appropriate theoretical support for the design

of subsequent practical paths, enabling the reconstruction of course content, innovation of teaching models, reshaping of evaluation systems and construction of guarantee mechanisms to be carried out under a unified value logic.

4. Practical Pathway

4.1 Localization of Course Content

The localization of course content should go beyond the single logical arrangement based on Anglo-American cultural cues and shift to a parallel structure of "global issues + Chinese perspective". While retaining the classic Western cultural content, systematically increase local cultural content such as Chinese philosophy, traditional art, modern technology, social development and business cases, so that the textbook can achieve a balanced cultural dimension. Implement the "CBI + Ideological Education" strategy, using content-based teaching as the carrier, compile school-based textbooks that integrate Chinese technological development cases and enterprise internationalization stories, introduce industry standards to develop "work page" courses, and make the course content align with the language service needs of real positions. Build a "mini corpus of Chinese English", including real texts such as China Daily, CGTN reports, Chinese white papers, and Chinese film documentaries with English subtitles, for task-driven teaching to use, providing teachers with vivid resources for local cultural English expression. Break down cultural knowledge and language skills into modular micro-lessons and embed interactive exercises, create a scenario case library closely related to local industries, so that students can complete knowledge input in fragmented time and achieve the unity of cultural understanding and language application in deep classroom practice.

4.2 Localization Innovation of Teaching Mode

The localization innovation of teaching mode should construct a dual-track model of "online knowledge reserve + offline project practice". The online stage completes structured learning of vocabulary, grammar and background knowledge, and the offline classroom transforms into a "workplace simulation cabin". Students complete real projects such as product English promotion, business negotiations, and cross-border e-commerce live streaming in groups. In an action-oriented way, they cultivate teamwork and the ability to solve complex problems. Taking the international business English course as an example, a teaching closed loop of "scenario-driven - task-oriented - cultural integration" can be constructed. Online, a "10-week micro-course + cultural comparison resource library" is built, and micro-lessons are designed around a business scenario theme each week. Through real Chinese business examples, English expressions and cultural background knowledge are taught, and the comparison resource library systematically sorts out the core differences in negotiation concepts and communication styles between Chinese and Western business cultures. The offline classroom transforms into a high-level practical scenario where students play the main role and teachers act as guides. Activities such as scenario role-playing, case analysis and cultural evaluation, English telling Chinese stories, and cross-border simulation cooperation projects are carried out. From the perspective of the intelligent agent matrix, the decision-making layer is jointly formulated by the school and enterprises for English course standards, the collaboration layer conducts interdisciplinary collaboration between English teachers and professional teachers, and the execution layer uses big data and artificial intelligence to achieve personalized adaptive teaching. The unit design of comparing Chinese and Western cultures runs throughout, through themes such as family values, education models, festival customs, and negotiation styles, to cultivate students' critical

thinking and cultural discrimination.

4.3 Localization of the Evaluation System

The localization of the evaluation system requires a change from the traditional approach dominated by summative examinations, and the establishment of a multi-dimensional framework that encompasses process evaluation, outcome evaluation, and developmental evaluation. The process evaluation indicators should include three dimensions: online learning behavior, offline classroom performance, and value-added evaluation.. Online learning behavior should cover video viewing duration and completion rate, online tests and exercises, forum discussions and interactions, while offline classroom performance should cover group project presentations, classroom interactions and question-and-answer sessions. The evaluation subjects should expand from a single teacher to the student themselves, peers, and enterprise mentors. Enterprise mentors participate in the evaluation of project practical sessions, directly introducing industry standards into the classroom, and establishing a self-evaluation and peer-evaluation mechanism that helps cultivate reflective abilities. The evaluation content should incorporate the dimension of internationalization capabilities, adding IELTS-style listening and speaking tests, simulating real international communication scenarios such as academic lecture listening and discrimination, and role-playing of cross-border business negotiations, and introducing the scoring standards of third-party authoritative evaluation institutions. The assessment of local cultural output should highlight "the depth of content in the Chinese context", testing students' fluency and accuracy in explaining the connotations of local culture in English, making the evaluation truly guide students to become a two-way bridge for "telling Chinese stories well" and "mastering world wisdom".

4.4 Localization Construction of the Guarantee Mechanism

The localization construction of the guarantee mechanism should be carried out from four dimensions: teacher development, school-enterprise collaboration, interdisciplinary teams, and digital and intelligent platforms. In terms of teacher development, reform the teacher evaluation system to encourage teaching innovation, support teachers in participating in localized teaching research projects and teaching reform practices, enhance teachers' cultural heritage in China and cross-cultural communication skills, and encourage teachers to form research teams to build "micro-linguistic corpora of Chinese English". In terms of school-enterprise collaboration, establish a school-enterprise collaborative education mechanism, set up "enterprise English studios" to enable students to truly learn and practice, and have enterprises deeply participate in the construction of English course resources and the formulation of evaluation standards, making enterprises no longer merely internship bases but cooperative entities deeply integrated into English course construction. In terms of interdisciplinary teams, establish interdisciplinary teams of English teachers and professional teachers, carry out "professional English" joint teaching, achieving the organic unity of language ability cultivation and professional quality improvement. In terms of digital and intelligent platforms, utilize platforms such as U-campus to run the entire teaching process, release preview materials and tasks before class, conduct real-time interaction and in-class quizzes during class, assign personalized homework and push extended learning resources after class, and achieve dynamic teaching adjustment and personalized learning diagnosis through the tracking of all process data, making technology truly serve the achievement of the localization teaching goals.

5. Conclusion

This study focuses on the localization innovation of vocational undergraduate English teaching in a blended learning environment, revealing its dual challenges: the value mismatch between the transplantation of Western teaching theories and the integration of local culture, and the practical tension between the potential of technology empowerment and the fragmentation of cognitive risks. The study defines localization as a multi-dimensional dynamic process at the levels of value, cognition, and application. It establishes a theoretical framework with curriculum ideological education as the core value, cognitive adaptation as the method foundation, vocational needs as the content orientation, and technology integration as the implementation guarantee. The goal is to cultivate international technical-skilled talents who are "proficient in their profession, fluent in language, have cultural knowledge, and are good at communication". Based on this, it proposes a practical path of parallel reconstruction of course content with "global issues + Chinese perspective", dual-track innovation of teaching mode with "online knowledge reserve + offline project practice", equal emphasis on process-based and value-added evaluation systems, and a four-in-one combination of school-enterprise collaboration and interdisciplinary team linkage as the guarantee mechanism. Localization is not a simple substitution of the Western model, but a systematic reconstruction based on the Chinese context, serving Chinese learners, and telling Chinese stories. In the future, more case samples can be expanded and quantitative research methods can be introduced to promote the continuous optimization of the localized vocational English teaching model.

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