

Research on the Construction of University English Curriculum System in Vocational Undergraduate Colleges under the Background of High-Quality Development

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Abstract: The high-quality development of vocational undergraduate education has put forward the requirements of highlighting both the type characteristics and the educational function of the university English curriculum system. Currently, the university English curriculum systems of vocational undergraduate colleges mostly follow the frameworks of vocational colleges or ordinary undergraduate colleges, and there are structural problems such as ambiguous course goal positioning, single course setting structure, heavy emphasis on knowledge and light practice in course content, and single course evaluation methods. The deep constraints stem from the absence of national curriculum standards, weak industry-savvy of teachers, insufficient adaptability of textbooks, and incomplete teaching management mechanisms. This study, based on the three attributes of vocational nature, high-levelness, and practicality of vocational undergraduate education, establishes a theoretical framework for the curriculum system with demand analysis as the orientation and four-dimensional core academic competencies of workplace foreign communication ability, cross-cultural communication ability, language thinking ability, and autonomous learning ability as the goals. It proposes a curriculum content system covering language knowledge and skills, quality education, individualized development, and social needs, designs a "1+X" type curriculum structure, and constructs a comprehensive evaluation mechanism that emphasizes both formative and summative evaluations. It also clearly defines safeguard measures in terms of teachers, textbooks, information technology conditions, and teaching management, providing a reference for the systematic reconstruction of the university English curriculum system of vocational undergraduate colleges.

Keywords: Vocational Undergraduate; University English; Curriculum System; High-Quality Development; Core Academic Competencies

1. Introduction

Professional undergraduate education, as an important component of type-based education, has moved from the stage of policy exploration to the stage of high-quality development. The "Opinions on Promoting the High-Quality Development of Modern Vocational Education" clearly stipulates that the enrollment scale of professional undergraduate education should not be less than 10% of that of higher vocational education. This goal poses urgent requirements for the connotation construction of

professional undergraduate institutions. The university English course, as the core general education course in the professional undergraduate education system, undertakes the dual missions of implementing the fundamental task of fostering virtue and promoting the cultivation of high-quality technical and skilled talents with international perspectives and cross-cultural workplace communication abilities [1]. However, most professional undergraduate institutions are upgraded from vocational colleges, and their university English course systems have various degrees of phenomena such as blindly extending the study period by copying the vocational college system or blindly applying the general undergraduate curriculum system. Problems such as the disconnection between course goals and talent cultivation specifications, the mismatch between course content and industry job requirements, and the deviation of course evaluation from disciplinary core competencies are prominent. Under the background of high-quality development, how to construct a university English course system that not only reflects the type characteristics of professional undergraduate education but also meets the individualized development needs of students has become an urgent theoretical and practical issue to be addressed [2].

This research, based on the three attributes of professionalism, high-levelness, and practicality of professional undergraduate education, systematically examines the current situation and constraints of the university English course system, constructs a course system framework oriented by demand analysis and centered on disciplinary core competencies, and proposes operational construction strategies and guarantee measures. Theoretically, the research expands the research perspective of professional undergraduate foreign language education courses and makes up for the deficiency of existing research in insufficient systematic attention to the professional undergraduate university English course system. Practically, the research provides a path reference for professional undergraduate institutions to optimize the university English course setting and improve the quality of course teaching, helping the course system transform from knowledge-based to ability-based and achieving precise alignment between talent cultivation and industry needs.

2. Analysis of the Current Situation and Problems

2.1 Current Situation

The university English curriculum systems in vocational undergraduate colleges mostly follow the existing frameworks of vocational colleges or ordinary undergraduate colleges, and have not yet formed an independent form that matches the type of vocational undergraduate education. At the level of curriculum objectives, the formulation of teaching syllabuses lacks systematic demand analysis. It neither fully considers the differences in language foundation, cognitive style, and career development needs between vocational undergraduate students, students of vocational colleges, and students of ordinary undergraduate colleges, nor converts external demands such as free trade zones and regional industries into operational curriculum objectives, resulting in a general curriculum positioning and ambiguous targeting. At the level of curriculum design, the system structure shows a single feature, with classroom teaching accounting for the absolute majority, and the curriculum modules lack direction differentiation and professional alignment[3]. Even a few colleges that distinguish between ordinary undergraduate and art and sports undergraduate programs still cannot change the homogeneity of the curriculum structure. The second-class classroom activities have become formalities due to the lack of goals, and the utilization rate of online teaching platforms is low, failing to truly integrate into the curriculum system. At the level of curriculum content, it focuses on training general English knowledge and basic skills such as listening, speaking, reading, writing, and

translation, and there is a serious shortage of industry English and vocational English supply, which is disconnected from the language service needs of students' majors and future positions. At the level of curriculum evaluation, the final examination remains the dominant method, and the pass rates of CET-4 and CET-6 have actually become the implicit standard for evaluating teaching effectiveness. The weight and validity of formative evaluation are insufficient, making it difficult to effectively reflect the achievement of students' foreign language communication skills and comprehensive qualities in the workplace [4]. The above situation indicates that the university English curriculum system in vocational undergraduate colleges is still in the stage of practical exploration, and its type characteristics and educational functions have not been fully demonstrated.

2.2 Main Constraints of the Current Curriculum System

The completeness of the curriculum system is constrained by multiple structural factors. At the national level, there is no unified standard for undergraduate vocational university English courses yet. Vocational university education started relatively late, and there is a lack of scientific guidance and authoritative references for curriculum construction. Each institution has considerable flexibility in setting course goals, selecting content, and designing evaluation systems. In terms of the teaching staff, university English teachers mostly come from academic programs such as English language and literature, translation studies, etc. The theoretical literacy and industry practice experience of vocational education are weak, and the proportion of "dual-qualified" teachers is low. Teachers lack a deep understanding of the career development needs of vocational university students and the language service scenarios in the industry, making it difficult for them to effectively develop course content and teaching resources that match the job requirements. In terms of teaching materials and resources, the existing materials are mostly written for ordinary undergraduate or vocational college education, lacking a textbook system that is suitable for vocational university talent cultivation specifications. The depth of industry enterprises' participation in textbook development is insufficient, and the integration of micro-lectures, MOOCs, etc., with course content is limited. At the teaching management level, the diagnosis and improvement mechanism for curriculum construction has not been fully established [5]. The feedback information from classroom observations, evaluation of teaching, and inspections cannot effectively guide the dynamic adjustment of the curriculum system. There is also a lack of institutionalized connection paths between evaluation results and curriculum optimization. These factors interact with each other, forming a practical obstacle for the curriculum system to move from fragmented repair to systematic reconstruction. This also determines that the curriculum system construction must make an overall response at the theoretical framework level.

3. Theoretical Framework

3.1 Basic Principles for Curriculum System Construction

The construction of the curriculum system should be based on the type and attributes of vocational undergraduate education, and an overall framework should be established under the dual requirements of scientific and systematic. The scientific principle requires that the curriculum system conforms to the laws of English education and teaching, reflects the progressive and continuous nature of language learning, and the arrangement of course content follows the logical sequence from general language ability to industry language application ability, from basic skill training to comprehensive quality improvement. The systematic principle requires that each course within the system be independent yet interact with each other, with the basic module and the expansion module

forming a vertical connection and horizontal association, maintaining a reasonable class hour ratio between theoretical teaching and practical teaching, and jointly pointing towards the realization of the curriculum system goals. The demand-oriented principle constitutes the fundamental basis for the selection of curriculum content, covering three levels: meeting the needs of the times and national strategic development, cultivating high-quality talents needed for the "Belt and Road" construction and the domestic and international economic dual circulation pattern; meeting the needs of school-based talent cultivation, aligning with the school's educational positioning and professional characteristics; meeting the individual development needs of students, taking into account multiple demands such as language knowledge and skills improvement, academic development, and the cultivation of professional qualities. The practicality principle responds to the essential characteristics of vocational education, requiring that the curriculum content be based on workplace scenarios, strengthening practical teaching links, creating a language training environment close to real work scenarios, and enabling students to develop language application ability and professional qualities in the process of completing typical job tasks [6].

3.2 Target Positioning of the Curriculum System

The target positioning of the curriculum system 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. The talent cultivation goal of the English courses for vocational undergraduate universities should be defined as: cultivating high-quality technical and skilled talents who can conduct effective oral or written communication in English in a cross-cultural context, in learning, life, and foreign-related workplaces. This goal inherently requires the curriculum system to simultaneously take into account the deepening of language thinking abilities and the development of comprehensive qualities, so that graduates not only possess a language application level higher than that of vocational colleges but also have workplace practical abilities distinct from ordinary undergraduate education. The core disciplinary literacy constitutes the operational expression of the curriculum goal, covering four dimensions: workplace foreign language communication ability, cross-cultural communication ability, language thinking ability, and autonomous learning ability. Workplace foreign language communication ability points to students' practical ability in completing business communication, customer development, and business negotiations in foreign-related work scenarios; cross-cultural communication ability requires students to understand the differences between Chinese and Western cultures and flexibly adjust communication strategies in workplace interactions; language thinking ability emphasizes the rational cognition of language rules and critical thinking in language application; autonomous learning ability provides internal driving force support for students to cope with industry dynamic changes and sustainable career development. The overall goal of curriculum system construction can be summarized as building a scientific, systematic, and demand-oriented university English curriculum system, with the achievement of core disciplinary literacy as the evaluation benchmark, and guiding the selection of curriculum content, structure setting, teaching implementation, and evaluation design throughout the entire process.

4. Strategies and Assurance Measures

4.1 Construction of Curriculum Content System

The selection of curriculum content should be based on the analysis of system requirements. A

modular content framework should be formed in four dimensions: language knowledge and skills, quality education, individualized development, and social needs. The language knowledge and skills module covers comprehensive English, English listening, English reading, advanced oral English, etc., aiming to solidify students' language foundation and enhance their comprehensive application abilities in listening, speaking, reading, writing, and translation. The quality education module includes courses such as an overview of British and American countries, comparison of Chinese and Western cultures, and telling Chinese stories in English, integrating socialist core values and the modern craftsmanship spirit of diligence, innovation, and dedication into the teaching content, and strengthening the cultivation of professional qualities and cultural confidence [7]. The individualized development module provides courses such as CET-4 and CET-6 tutoring, English for postgraduate studies, and English speeches, responding to the diverse demands of students for academic advancement and interest expansion. The social demand module offers courses such as e-commerce English, tourism English, and financial English, connecting to the language service needs of industry positions, and strengthening the ability for foreign-related communication in the workplace. The selection of content should follow the principle of "practicality as the main focus, with sufficiency as the limit", scientifically evaluating the practicality and difficulty of the content, and promptly absorbing the latest English language knowledge and industry-specific knowledge to ensure that the curriculum content is both contemporary and appropriate.

4.2 Construction of Curriculum Structure System

The curriculum structure should follow the progressive and continuous laws of language teaching and learning, be centered on students, and comprehensively consider the admission level, graduation requirements, and professional training objectives, forming a "1 + X" type curriculum structure. "1" is the basic module of comprehensive English courses, which is compulsory for non-English major students and aims to lay a common foundation for core subject literacy, ensuring that all students meet the graduation requirements and degree awarding conditions of vocational undergraduate education. It is recommended to be offered in the first to third semesters, with four class hours per week, emphasizing the sequential and progressive nature between courses and implementing differentiated teaching based on students' admission levels. "X" is the expansion module of various courses, covering cultural literacy, language skills, and workplace English, allowing students of different interests, levels, and needs to choose freely. It is recommended to be offered in the fourth to sixth semesters, with two to four class hours per week, emphasizing the horizontal differences of different courses, forming a school-based, relatively independent, effectively connected, practical-education integrated, dynamic and open curriculum structure. The proportion of class hours for theoretical teaching and practical teaching must be clearly stipulated, strengthening the practical teaching step, highlighting the practical characteristics of vocational education.

4.3 Course Implementation and Evaluation System Construction

The course implementation should focus on enhancing students' core subject literacy, breaking through the limitations of traditional knowledge-injection teaching methods, and adopting task-driven teaching methods, situational teaching methods, and discussion-based teaching methods. With the aid of information technology, a teaching context close to the workplace should be created. Teachers should implement the "gold course" standards to meet the requirements of the "two natures and one degree" of the course, carefully design multi-level and diverse teaching activities, so that

students of different levels can master language rules through experience and practice, and deepen their understanding of professional positions, professional spirit, and social responsibilities. The evaluation system should change the practice of using the pass rates of CET-4 and CET-6 as implicit assessment standards, and establish a comprehensive evaluation mechanism. The evaluation subjects should be diversified, with teachers, students, and teaching managers participating together; the evaluation methods should be diversified, combining teacher evaluation, peer evaluation, and self-evaluation; the evaluation process should be diversified, with formative evaluation and summative evaluation being equally emphasized, and the weight of formative evaluation should be significantly increased, covering dimensions such as classroom performance, homework tests, online learning, and oral tests. The second classroom and online autonomous learning should be included in the course implementation system. Through carriers such as academic competitions, club activities, and foreign language culture festivals, a new teaching system with the first classroom as the main base, online autonomous learning and the second classroom as auxiliary will be constructed.

4.4 Guarantee Measures for the Implementation of the Curriculum System

In terms of the support for the teaching staff, English teachers should be encouraged to participate in vocational education learning and training and enterprise practice to enhance their "dual-teacher qualities", and experts from outside the school should be invited to teach on campus. A combination of full-time and part-time staff should be adopted to create a "dual-teacher" teaching team that can integrate English and the major. In terms of the support for textbooks and teaching resources, encouragement should be given to the development of textbooks through school-enterprise cooperation, connecting with industry and enterprises, and combining with the school's major settings and characteristic teaching contents. Digital teaching resources based on forms such as micro-lectures and MOOCs should be created to provide support for students' online learning and autonomous learning. In terms of the support for information technology teaching conditions, equipment such as computers, language laboratories, and smart classrooms should be equipped. Deepen school-enterprise cooperation to strengthen the construction of on-campus and off-campus training bases, providing real vocational scenarios for language practice training. In terms of teaching management support, establish teaching evaluation systems such as classroom observation, evaluation of teaching, and inspection tours, regularly conduct diagnosis of course construction level and teaching quality, use the evaluation feedback mechanism to guide the dynamic adjustment of the curriculum system, and effectively improve the teaching effectiveness of the courses.

5. Conclusion

This study is based on the policy background and type positioning for the high-quality development of vocational undergraduate education. It systematically examines the structural deviations in the university English curriculum system in terms of target positioning, course design, content selection, and evaluation methods. It reveals the constraints such as the absence of curriculum standards, weak professional quality of teachers, insufficient adaptability of textbooks, and incomplete teaching management mechanisms. On this basis, it establishes a theoretical framework for the curriculum system with the triple attributes of vocationality, high-levelness, and practicality as its foundation, guided by demand analysis, with the four-dimensional core academic competencies of workplace foreign language communication ability, cross-cultural communication ability, language thinking ability, and autonomous learning ability as the goals. It proposes a curriculum content

system covering language knowledge and skills, quality education, individualized development, and social needs, designs a "1+X" type curriculum structure, and constructs a comprehensive evaluation mechanism that emphasizes both formative and summative evaluations. It also clearly defines safeguard measures in terms of teachers, textbooks, information technology conditions, and teaching management. The research provides a path reference with both theoretical depth and practical applicability for the university English curriculum system of vocational undergraduate institutions to move from fragmented repair to systematic reconstruction. Subsequent empirical research can be conducted to test the applicability of the curriculum system in different institutions and majors, and promote the high-quality development of vocational undergraduate foreign language education.

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