

English Integrated Teaching Reform and Practice Based on "English Curriculum Standards for Middle and Higher Vocational Integration Education in Shanghai"

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Abstract: *This paper conducts an in-depth study on the reform and practice of English integrated teaching based on the "English Curriculum Standards for Middle and Higher Vocational Integration Education in Shanghai"[1]. By analyzing the current situation of curriculum construction, it elaborates on the innovation points, theoretical significance, and application value of the teaching reform project. The goals of the project construction are clarified, including knowledge goals, moral education goals, and professional quality goals, and specific explanations are provided from the aspects of curriculum setting, teaching content, and teaching methods. The goals of the teaching reform are achieved through diversified teaching methods, practice and application orientation, the introduction of modern technology support, interdisciplinary integration, evaluation method reform, and cross-cultural communication cultivation. This teaching reform project aims to improve students' English language proficiency, comprehensive abilities, and professional qualities, and promote the reform of the secondary-higher vocational integration professional curriculum, providing a useful reference for cultivating high-quality talents that meet the needs of society.*

Keywords: *Vocational Education; English Teaching Reform; Curriculum Integration*

1. Introduction

With the advancement of the new curriculum reform, the secondary-higher vocational integration major has attracted more and more attention. In order to cultivate more practical and adaptable talents, our school actively responds to the call of the national education reform and comprehensively promotes the construction and practical research of the secondary-higher vocational integration professional curriculum based on the new curriculum standards. This teaching reform project is based on the "English Curriculum Standards for Secondary-Higher Vocational Integration Education in Shanghai" to reform and practice the integrated English teaching, aiming to improve the quality of teaching and enhance the comprehensive quality of students.

2. Review of the Current Situation of Curriculum Construction

2.1. Review at the National Guidance Level

In 2022, the Shanghai Municipal Education Commission issued relevant curriculum standards, clarifying the core literacy, ability framework, curriculum goals, and other contents of the discipline. Among them, the English curriculum standard reflects the characteristics of the type of vocational education, requires the organic integration of ideological and political elements into the curriculum content, the textbook covers typical text types, deeply integrates digital technology, and attaches importance to the cultivation of students' listening and speaking abilities.

2.2. Review of the Current Situation of This Curriculum Construction

At present, there are problems such as the repetition of professional courses in the separate training of secondary and higher vocational education, the poor learning status of students from secondary vocational schools, the insufficient combination of the traditional teaching mode with the actual work

scenario, and the inability of the curriculum setting to meet the needs of students. Therefore, it is necessary to reform and optimize the "Higher Vocational English" course.

3. Innovation Points, Theoretical Significance, and Application Value of the Teaching Reform Project

1) Innovation Points

(1) The secondary-higher vocational integration training focuses on the connotation construction of curriculum integration, integrates secondary and higher vocational colleges into one, and carries out integrated design.

(2) The training emphasizes the combination with the actual work scenario to cultivate students' ability to apply English in actual work.

(3) The program offers personalized curriculum setting, flexibly adjust the curriculum according to the needs and English proficiency of students from different majors.

(4) The program introduces interactive teaching modes to stimulate students' interest and enthusiasm in learning and improve their learning effects.

2) Theoretical Significance

This integration opens up the connection between secondary and higher vocational education, follow a hierarchical, reasonable, and spiral curriculum model to reduce the training time without lowering the training standards, and enhance students' English language proficiency and professional abilities, as well as their comprehensive qualities.

3) Application Value

(1) The reform improves students' English language proficiency so that they can communicate fluently in English in actual work.

(2) The reform enhances students' comprehensive abilities, enables them to solve practical problems, and adapt to different work environments and cultural backgrounds.

(3) The reform promotes the reform of the secondary-higher vocational integration professional curriculum, provides reference for the reform of other courses, and promotes the development of high-quality education as a whole.

4. Goals of the Project Construction

(1) Knowledge Goals

The project aims to enable students to master the basic knowledge and skills of English, have preliminary listening, speaking, reading, writing, and translation abilities, be able to read and translate English materials related to business with the help of a dictionary, conduct simple oral and written communication in foreign-related daily communication activities and business activities, and lay a certain foundation for further improving their English application ability in the future. At the same time, students should be able to obtain corresponding socially recognized English certificates during their school years.

(2) Moral Education Goals

The project seeks to integrate ideological and political work throughout the entire process of education and teaching, moves in the same direction as ideological and political theory courses, and collaborates in educating students. It conducts comparisons between Chinese and Western cultures, integrates ideological teaching into language teaching, guides students to establish a correct worldview, outlook on life, and values, inherit and carry forward the excellent traditional Chinese culture, expand their horizons, learn to respect others, and fulfill their social responsibilities.

(3) Professional Quality Goals

The project aims to improve students' workplace communication and cross-cultural adaptation abilities, gain an in-depth understanding of the work processes and rules in different professional fields, possess comprehensive professional qualities and employment competitiveness, learn to make reports,

communicate, collaborate, solve problems, and build a good professional image in the workplace.

5. Contents of the Project Construction

(1) In terms of curriculum setting

The project strengthens communication and collaboration with cooperative secondary vocational colleges to ensure the consistency of class hours and the uniformity of teaching modes. We carefully divide the teaching tasks of the secondary and higher vocational stages to achieve an organic transition and close connection. In accordance with the requirements of "systematic planning and integrated design of the curriculum content and teaching requirements, presenting a spiral progression and gradual ascent" in the "New Curriculum Standards of Shanghai", this curriculum construction is committed to creating a coherent teaching system.

Considering that students in the secondary-higher vocational integration program have a relatively long period of study at school, they may experience a lack of learning goals and motivation. Currently, in the secondary vocational stage, except for the in-school English course exams, students do not have other tasks of obtaining certificates or taking proficiency tests, which easily leads to their slack in learning. Therefore, we have advanced the Practical English Test for Colleges (PRETCO) that was originally faced in the higher vocational stage to the secondary vocational stage. In this way, most students have passed the PRETCO A/B level test when entering the higher vocational college, so they can take the College English Test Band 4 and Band 6 in the first year of enrollment.

In addition, the setting of weekly class hours varies according to different majors:

Teaching arrangement of Higher Vocational English (PRETCO-A) is applicable to business management majors (accounting, e-commerce, hotel management), which is shown in Table 1:

Table 1: Teaching arrangement of Higher Vocational English (PRETCO-A)

	Semester 1	Semester 2	Semester 3	Semester 4
Weekly Class Hours	4	4	4	3
Total Class Hours in the Semester	72	72	72	48
Total Class Hours	264			

Teaching arrangement of Higher Vocational English (PRETCO-B) is applicable to engineering majors (jewelry art, automotive, computer, electromechanical), which is shown in Table 2:

Table 2: Teaching arrangement of Higher Vocational English (PRETCO-B)

	Semester 1	Semester 2	Semester 3	Semester 4
Weekly Class Hours	4	4	4	2
Total Class Hours in the Semester	72	72	72	36
Total Class Hours	252			

(2) In terms of teaching content

In the selection of teaching content, this project has sorted out the teaching materials and resources suitable for higher vocational English teaching, focusing on selecting texts and topics closely related to the professional fields of the students, so that students can apply language skills to actual work scenarios. Given that higher vocational students usually face employment pressure, English teaching should focus on cultivating the English abilities and skills required in practical work, such as business communication, workplace communication, technical description, etc., highlighting the orientation of vocational application. At the same time, this project plans to closely combine the teaching content with real life and current affairs hotspots to fully stimulate students' interest in learning and thinking ability.

For example, in the English teaching of business management majors, practical cases such as business negotiations and marketing can be introduced to allow students to conduct English communication through simulated scenarios and improve their language application ability in the business field. For students majoring in engineering, materials related to their majors, such as technical documents and operation instructions, can be selected to help them master professional terms and expressions and improve their English communication level in the engineering field.

(3) In terms of teaching methods

This project actively advocates the "Production-Oriented Approach (POA)" proposed by Professor Shu Dingfang, a foreign language teaching theory with Chinese characteristics, aiming to effectively solve the problem of "separation of learning and application" in English teaching in Chinese colleges and universities[2]. In the teaching process, emphasis is placed on the application of heuristic teaching, cooperative learning, and task-driven learning methods. Through the guidance of teachers and the active participation of students, combined with the online and offline learning mode, students' awareness and enthusiasm for autonomous learning are fully stimulated, thereby significantly improving students' learning effects.

Specifically, teachers can design various practical tasks, such as group projects and theme speeches, to allow students to apply the knowledge they have learned in the process of completing the tasks and improve their language output ability. At the same time, using the online learning platform, rich learning resources and interactive communication opportunities are provided to promote cooperative learning and knowledge sharing among students[3].

(4) Integrating ideological and political elements into the curriculum

Achieving the goal of ideological and political education through English language teaching is one of the important features of this project. The project utilizes the teaching content of cultural understanding and humanistic quality to strengthen students' cultural cognition and values education. For example, through cultural elements such as literature, movies, and works in the course, students are inspired to think deeply about issues such as cultural diversity and humanistic care; through social practice and volunteer service activities in the course, students' sense of social responsibility and civic consciousness are cultivated, and students are encouraged to actively participate in social services to cultivate their sense of social responsibility and civic consciousness.[4]

6. Methods and Approaches to Achieve the Goals of the Teaching Reform

(1) Diversified Teaching Methods

The project adopts various teaching methods, such as the Production-Oriented Approach, heuristic teaching, cooperative learning, and task-driven learning, to stimulate students' interest and enthusiasm in learning and cultivate their autonomous learning ability and problem-solving ability.

(2) Practice and Application Orientation

The project focuses on applying English language skills and professional knowledge to actual work scenarios and projects. Through simulated workplace communication, project practice, internships, and other practical activities, students can experience and apply the knowledge they have learned to strengthen their practical application abilities.

(3) Introduction of Modern Technology Support

The project utilizes multimedia technology and Internet resources to provide students with rich learning materials and an online learning platform. By using educational technology tools such as online learning platforms, teaching videos, and learning apps, provide personalized learning support and feedback to improve students' learning effects.

(4) Interdisciplinary Integration

The project integrates English teaching with other related professional courses to promote interdisciplinary learning and the cultivation of comprehensive abilities. It cooperates with relevant professional teachers to organically combine English language skills with professional knowledge to help students better understand and apply English knowledge[5].

(5) Focus on Evaluation Method Reform

The project changes the traditional paper-and-pencil test evaluation method, introduces diversified evaluation methods such as project presentations, oral reports, and practical operations to comprehensively assess students' English abilities and comprehensive qualities, and timely adjust teaching strategies.

(6) Cross-Cultural Communication Cultivation

The project adds cross-cultural communication teaching content to cultivate students' cross-cultural

awareness and cross-cultural communication abilities. It guides students to pay attention to communication differences and cultural conflicts in different cultural backgrounds, and cultivates students' cross-cultural adaptation ability and resource integration ability.

7. Conclusion

Through the reform and practice of English integrated teaching, this teaching reform project has achieved certain positive results. Students' English language proficiency, comprehensive abilities, and professional qualities have been significantly improved. They have shown better performance in listening, speaking, reading, writing, and translation, and are able to apply English more effectively in practical work scenarios and cross-cultural communication.[6]

Moreover, the integration of curriculum ideological and political elements has not only enhanced students' cultural awareness and values, but also promoted their all-round development. The diversified teaching methods and evaluation approaches have stimulated students' learning enthusiasm and autonomy, and cultivated their critical thinking and problem-solving skills[7].

However, we also recognize that there is still room for further improvement and refinement in the teaching reform. For example, we need to continue to explore more effective ways to personalize teaching and meet the diverse needs of individual students. Additionally, we should keep up with the rapid development of technology and update teaching resources and methods to provide students with a more immersive and interactive learning experience.

In the future, we will continue to summarize experience and lessons learned from this project, and make continuous efforts to improve the teaching quality and effectiveness of the secondary-higher vocational integration English curriculum. We believe that by constantly optimizing the curriculum design, teaching methods, and evaluation system, we can better cultivate high-quality talents who meet the needs of society and the development of the times.

Overall, this teaching reform project has made valuable attempts and achievements in the field of secondary-higher vocational integration education, and we look forward to seeing more positive changes and progress in the future.

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