

Innovative Countermeasures for Secondary Vocational English Education and Teaching under the Background of Vocational Education Reform

Liguang Zhang

Luoping County Vocational and Technical School, Qujing 655800, Yunnan, China

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Abstract: With the in-depth advancement of China's vocational education reform, the talent training model of industry-education integration and school-enterprise cooperation has become an important development direction. As a key carrier for cultivating technical and skilled talents' cross-cultural communication capabilities and core vocational literacy, secondary vocational English education faces the problems of emphasizing knowledge over application and focusing on examinations over practice. To solve this problem, it is necessary to innovate and reform English teaching, thereby improving the pertinence of secondary vocational English teaching, helping students consolidate application capabilities, enhance vocational competitiveness, and transport compound talents for the high-quality development of vocational education. Based on this, this paper analyzes and studies the innovation of secondary vocational English education and teaching under the background of vocational education reform for reference.

Keywords: Vocational education reform; Secondary vocational English; Teaching innovation

Online publication: February 4, 2026

1. Introduction

In recent years, China's vocational education reform has achieved phased development and achievements. To accurately meet the talent needs of economic and social transformation and comprehensively cultivate students' comprehensive quality and abilities, secondary vocational English education should attach importance to innovative teaching. However, at this stage, the teaching work of some schools has not been reformed, and still focuses on one-way knowledge transmission in teaching, with obvious neglect of the cultivation of students' core English literacy, which also affects the improvement of classroom teaching quality. In this regard, secondary vocational English teaching should change educational concepts, take vocational education reform as the goal, systematically promote curriculum teaching reform, provide more suitable educational positions for students, and promote the development of their application capabilities.

2. Values of secondary vocational English teaching innovation under the background of vocational education reform

2.1. Improving students' comprehensive quality

Under the background of vocational education reform, the innovation of secondary vocational English teaching is of great value for students' knowledge mastery and ability development. As an international universal language, English is an important communication tool and a key channel for students to understand diverse international cultures. In the innovation of secondary vocational English teaching, teachers should focus on innovative reforms, incorporate professional teaching content into teaching, enable students to master vocational English skills, ensure that these abilities directly meet the needs of on-the-job operations, and improve employment adaptability ^[1]. In addition, carrying out the cultivation of cross-cultural literacy helps students adapt to the international development trend of the industry, laying a solid foundation for future academic improvement and career transformation.

2.2. Promoting students' employment development

With the accelerating process of globalization, enterprises have increasingly higher requirements for employees, and good English communication skills have become a requirement for many positions. Reasonably promoting the innovation of secondary vocational English education and teaching helps provide students with better services, helping them master more English knowledge and skills and improve employment competitiveness ^[2]. By means of English teaching innovation, secondary vocational schools can cultivate more talents with excellent skills and good English literacy, thereby meeting enterprises' demand for international talents, helping students realize their personal ideals, and laying a solid foundation for career development.

2.3. Enhancing the competitiveness of secondary vocational schools

Under the current background of educational reform, the innovation of secondary vocational English teaching is critical, it is an important measure to promote the development of secondary vocational schools and enhance their competitiveness. In the era of global economic integration, talents with English application capabilities are more likely to be recognized by enterprises. Secondary vocational schools should appropriately adjust their teaching work according to the current development needs of enterprises, ensure that teaching goals are compatible with enterprise job requirements, and make the school brand recognized by the market. In addition, teaching innovation also helps secondary vocational schools expand cooperation with other foreign institutions, introduce diversified educational tools and resources, and improve the overall quality of education ^[3].

3. Core orientations of secondary vocational English teaching innovation under the background of vocational education reform

3.1. Vocational orientation

The key to vocational education reform lies in being employment-oriented. Secondary vocational English teaching needs to closely follow the main line of innovative development, combining English ability training with actual job requirements. By investigating the vocational positions corresponding to different majors, clarify the core English skills required by the positions, and convert them into teaching goals and corresponding teaching content to ensure that students learn valuable English. It should be noted that vocational orientation is not a simple superposition of English majors, but a systematic investigation to convert job requirements into actionable teaching indicators, ensuring that what is learned is useful.

3.2. Practice-driven orientation

Secondary vocational students have the characteristics of weak abstract thinking and prominent concrete thinking. Traditional indoctrinative teaching is likely to cause students to resist learning. The practice-driven orientation is based on students' thinking characteristics, transforming English learning into operable, participatory, and feedback-oriented practical activities. Through scenario simulation, task execution, and achievement inspection, students learn by doing, realizing the simultaneous improvement of language ability and vocational literacy^[4]. In teaching, teachers can construct authentic teaching scenarios, allowing students to communicate through role-playing, fully mobilizing learning enthusiasm.

3.3. Technology empowerment orientation

The vocational education reform clearly proposes to “promote the digital transformation of education and build a new teaching model based on information technology.” The application of tools such as AI technology, virtual simulation, and smart teaching platforms can provide technical support for solving the problems of a lack of real context, insufficient practice opportunities, and difficulty in implementing personalized teaching in secondary vocational English teaching. Technology empowerment is not a simple application of tools, but through the effective integration of technology and teaching, constructs immersive teaching scenarios to ensure the effective development of teaching work. Different technical tools have different advantages and characteristics, which require teachers to choose according to teaching content, ensure the selection of appropriate information-based teaching tools, enhance students' learning experience, and thus improve learning effectiveness^[5].

3.4. Collaborative education orientation

For vocational education reform, industry-education integration is its core development path. The innovation of secondary vocational English teaching should conform to the current development trend of the times and ensure that it meets the professional development needs of students. The collaborative education orientation emphasizes building a ternary education mechanism involving schools, enterprises, and industry associations, integrating enterprises' real resources, industry standards, and job requirements into the teaching practice process, truly making English teaching an important way to connect education and industrial development^[6,7]. Only by taking collaborative education as the orientation and building an education mechanism of resource sharing, responsibility sharing, and win-win interests can English teaching take root in the industrial soil and cultivate talents that meet enterprise needs.

4. Innovative countermeasures for secondary vocational English Education and teaching under the background of vocational education reform

4.1. Innovating teaching content and building a systematic modular system

Teaching content is the carrier for the development of teaching innovation. It is necessary to break the limitations of general English textbooks and develop a modular teaching system that adapts to majors, connects to positions, and links competitions and certificates based on the concept of integrating posts, courses, competitions, and certificates.

First, align with post standards and restructure teaching modules. Schools visit local enterprises and interview industry experts to understand the English core skills required by positions corresponding to different majors, thereby dividing the teaching content into core modules. Each module should take job tasks as the core, integrating cases and materials from real work scenarios to ensure that the teaching content

meets job needs ^[8]; second, integrate competition elements to improve competitive ability. Incorporate the competition content of secondary vocational English skills competitions into daily teaching, allowing students to learn through promoting teaching and learning through competitions. For example, in the business scenario simulation module, learn from the competition rules of the competition, design customer complaint handling scenarios, and let students perform role-playing in groups to improve the flexibility of language application; third, connect with vocational certificates to strengthen skill certification. Combine the requirements of vocational skill level certificates corresponding to majors, and integrate the corresponding content of the certificates into teaching ^[9]. For example, the business English major aligns with the Business English Level Certificate, strengthens skill training such as business negotiations, enabling students to have the ability to obtain certificates while completing teaching tasks, and improving personal employment competitiveness; fourth, develop school-based resources, and jointly compile school-based textbooks with enterprise technical backbones, industry experts, and English teachers. School-based textbooks should highlight practicality, visualization, and scenario-based characteristics, select real imported equipment manuals from enterprises, mark core vocabulary and grammar, and match corresponding practical teaching resources.

4.2. Innovating teaching methods and building a diversified teaching model

The traditional way of teachers lecturing and students listening is difficult to fully mobilize students' learning enthusiasm. It is necessary to innovate and implement a scenario-based task-driven teaching model in combination with students' learning characteristics and teaching content, improving the interactivity and practicality of teaching.

First, introduce modern multimedia equipment. In the network information age, the Internet has brought more convenience to English teaching. To this end, English teachers should meet the requirements of the current era development, effectively use different technical resources to carry out teaching, and present the content of English teaching in a more interesting form. Among them, teachers can introduce video and animation elements in teaching to highlight teaching and mobilize students' enthusiasm for learning English. In addition, teachers should also introduce micro-course resources in teaching to systematically explain key and difficult knowledge, allowing students to better solve problems encountered in the learning process and improve learning effectiveness. After the course teaching, teachers send classroom content and after-class tasks to students through online platforms, allowing students to log in to the online platform to complete tasks after class, which helps improve learning efficiency. In addition, teachers can also communicate with students online, reasonably use multimedia technology to transform the taught knowledge into intuitive and vivid learning content, and mobilize students' learning enthusiasm ^[10]. Second, carry out project-based learning. Design interdisciplinary projects in combination with talent training programs, allowing students to integrate English, professional knowledge, and vocational skills in the process of project implementation. Before the teaching work starts, teachers set project goals to lay the foundation for subsequent project teaching. During project implementation, let students complete the project through group cooperation, jointly solve problems and conduct exploration, and finally present the project results in the form of PPT reports. Third, the application of situational teaching methods. As a medium of communication, teachers should create teaching scenarios consistent with the teaching theme, present a vivid and lively teaching atmosphere, and promote communication and cooperation among students to achieve good teaching results ^[11]. For example, teachers can set up a "train game" in teaching, divide students into two groups, each letter corresponds to a carriage, and English letters correspond to furniture. Mismatched letters will reduce a carriage. The length of the train is determined by solitaire, and the longer one

wins. Such games help students deepen their understanding and memory of vocabulary, thereby achieving good learning results.

4.3. Innovating teaching evaluation and establishing a systematic teaching system

Traditional secondary vocational English evaluation mainly relies on final written examinations, which are difficult to fully reflect students' English abilities and vocational literacy. To this end, it is necessary to follow the principle of promoting learning and teaching through evaluation and build a systematic teaching evaluation system.

First, enrich evaluation subjects to ensure the joint participation of teachers, enterprises, and students. Teacher evaluation requires teachers to assess students from aspects such as language foundation, task completion, and classroom performance. Enterprise evaluation requires enterprise tutors to evaluate students' English application performance during internships and practical training^[12]. Student self-evaluation and mutual evaluation require students to evaluate their own learning processes and results. Members within the group also need to evaluate each other in terms of cooperation attitude, contribution, and task completion. Second, enrich the evaluation content. Language foundation should account for 30% of the evaluation, including vocabulary, grammar, and reading comprehension. Vocational application should account for 50% of the evaluation, including focusing on assessing on-the-job English practical abilities. Vocational literacy should account for 20% of the evaluation, including learning attitude, teamwork, communication skills, and professional etiquette. Third, diversify evaluation methods. Evaluation methods should include formative evaluation, summative evaluation, and practical evaluation. Formative evaluation includes classroom interaction performance, task completion, and group cooperation results. Summative evaluation includes scores after comprehensive examinations, involving written tests and practical operations. Practical evaluation includes results in skills competitions and the acquisition of vocational certificates^[13].

4.4. Innovating guarantee systems and building a collaborative support mechanism

The realization of teaching innovation is inseparable from a sound guarantee system. Schools should strengthen system construction, optimize teacher training, and ensure resource investment.

In terms of system guarantee, build a sound policy and incentive mechanism. Schools should formulate documents such as the "Implementation Plan for Secondary Vocational English Teaching Reform," clarifying the goals, content, responsibilities, and specific division of labor for teaching innovation. Establish an incentive mechanism to commend and reward teachers who actively participate in teaching reform and achieve excellent results, and provide bonuses to students who achieve excellent results in English skills competitions and vocational certificate examinations^[14]. In terms of teacher training, carry out vocational English teaching ability training, inviting vocational education experts and excellent secondary vocational teachers to share teaching experience. In addition, schools should organize teachers to actively participate in information-based teaching training, learn the use of AI tools, virtual simulation platforms, and smart teaching systems, and improve information-based teaching capabilities. In terms of resource guarantee, build English training bases, including cross-border e-commerce training rooms, business English training rooms, and virtual simulation training centers, equipped with complete hardware facilities. Invest funds to purchase high-quality teaching resources, including cross-border e-commerce virtual simulation platforms and AI oral evaluation systems, to provide support for information-based teaching^[15].

5. Conclusion

In summary, in secondary vocational English teaching, students are the main body of learning, and teachers are the guides of teaching. To this end, teachers should implement the educational concept of comprehensive education in teaching, continuously enrich teaching content, adjust and change teaching methods, optimize teaching evaluation mechanisms, improve educational guarantee systems, and further improve the effectiveness of English teaching. In the future, the innovation of secondary vocational English teaching should keep up with the development trends of vocational education reform and industrial development, continuously deepen educational reform, make English teaching an important course supporting students' career development and serving industrial transformation and upgrading, and inject more strength into vocational education.

Disclosure statement

The author declares no conflict of interest.

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