

Research on the Teaching Transformation and Practice of College English Courses in the Context of Industry-Education Integration

Kai Sheng*

Hainan Vocational University of Science and Technology, Haikou 571126, China

**Author to whom correspondence should be addressed.*

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Abstract: Industry-Education Integration serves as a key task of the “Double High Plan” and plays a vital role in deepening Higher Education Reform. With the emergence of new industries, new business models, and new commercial formats, higher education must meet the evolving demands of enterprises to ensure graduates’ specialized knowledge, practical skills, and comprehensive competencies remain balanced. College English, as a basic course in higher education, currently faces a disconnect between teaching aims and industrial needs, thereby limiting the effectiveness of talent cultivation. This paper, grounded in the context of Industry-Education Integration, clarifies the necessity of College English Transformation. It analyzes current challenges in teaching and explores strategies for transformation and implementation centered on expanding teaching resources, building listening and speaking environments, enhancing teaching capabilities, and forming assessment systems. The study aims to provide insights for making progress on the transformation of College English Courses.

Keywords: Industry-education integration; College English courses; Teaching transformation; Teaching practice

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1. Introduction

Industry-Education Integration represents a talent cultivation model that integrates industry with education, enterprises with schools, and production with teaching. Scholars worldwide have conducted extensive research on this concept. Theoretically, it signifies the organic fusion of education and industry. Practically, it emphasizes the deep, sustained, and effective alignment of industrial chains with educational chains to bridge the gap between industrial demands and talent development^[1]. Against the backdrop of free trade port development, Hainan’s international cooperation has deepened across economic, tourism, cultural, and healthcare sectors. This presents opportunities for the internationalization of local industries while simultaneously raising the expectations for English proficiency among professionals. Beyond mastering

specialized knowledge and skills, practitioners must now possess strong English communication and expressive abilities. However, within the traditional teaching paradigm, College English Courses remain disconnected from industry demands. Some instructors lack sufficient awareness of emerging industry needs, trends, and practices, hindering the timely updating of teaching content and methods. Consequently, students often exhibit weak listening, speaking, and applied English abilities, failing to meet corporate development requirements^[2]. Therefore, within the context of Industry-Education Integration, it is imperative to incorporate industry-specific content, deepen the transformation of College English instruction, and help students construct a language competency system characterized by “solid foundations + flexible application.”

2. The necessity of transforming college English instruction in the context of industry-education integration

2.1. Requirements for enhancing curriculum development quality

Under the framework of Industry-Education Integration, the development of College English curricula must align with industry's demands for English proficiency in talent. Curriculum development should not be confined to traditional textbook instruction but must also emphasize cultivating students' English application skills and cross-cultural communication abilities^[3]. This necessitates instructors balancing theoretical knowledge with practical training. Building upon students' foundational grasp of vocabulary and grammar, educators should design practice scenarios closely aligned with professional contexts, creating authentic language application environments to tangibly enhance students' English proficiency and practical skills. Thus, rationally designing teaching content based on textbooks while expanding English application training scenarios to meet industry demands represents essential requirements for improving curriculum quality and achieving the transformation of College English teaching.

2.2. Practical needs for students' future career development

Under the framework of Industry-Education Integration, College English instruction must address students' future professional development needs to enhance their employment competitiveness. The ultimate goal of Industry-Education Integration is to supply talent that meets industry demands, facilitating graduates' smooth transition into the workforce and achieving mutual benefits for all stakeholders. With the rise of new industries, business models, and economic sectors, foreign trade has become a major driver of regional economic development, placing increasingly higher demands on graduates' listening and speaking abilities. However, traditional English instruction has primarily emphasized reading and writing, leaving students' listening and speaking skills underdeveloped^[4]. Therefore, transforming College English teaching by comprehensively utilizing high-quality resources and advanced technologies to cultivate students' listening and speaking abilities, thereby improving their employment competitiveness, represents a practical necessity for their future career development.

3. Challenges in college English course teaching in the context of industry-education integration

3.1. Monotonous design in college English course curriculum

Currently, universities of similar types but different majors often employ identical English textbooks.

While textbook editions may vary across institutional tiers, the core instructional content remains largely homogeneous. In classroom instruction, some instructors primarily deliver textbook content without integrating student needs or disciplinary characteristics to expand knowledge. This approach overlooks the diverse English application requirements of students across different majors^[5]. Given the relatively fixed nature of College English curricula and their weak connection to professional development, some students lose interest in learning and fail to proactively explore relevant English knowledge.

3.2. Insufficient training in listening and speaking skills

The teaching objectives of College English Courses are often inadequately designed. In real-world industry settings, listening, speaking, and translation skills are frequently essential for job performance^[6]. However, in College English Courses, some instructors prioritize reading and writing abilities as primary teaching goals. They assess student learning outcomes predominantly through written examinations, placing insufficient emphasis on listening and speaking training. The limited implementation of practical listening and speaking activities hinders the balanced development of students' overall English proficiency^[7].

3.3. Enhancing requirements for teachers teaching competency

College English instructors require improved digital literacy and application skills. The digital era provides technological opportunities for developing teaching resources and innovating pedagogical models^[8]. Yet, some educators maintain outdated teaching philosophies and demonstrate limited enthusiasm for understanding and utilizing digital technologies^[9]. In course delivery, younger faculty often employ digital tools and resources, while senior instructors rarely utilize such technologies, indicating a disparity in digital teaching capabilities.

3.4. Promoting requirements for insufficiently comprehensive assessment methods

College English course evaluations primarily rely on written examinations, with excessive weighting assigned to test scores. This approach lacks assessment of students' listening and speaking abilities, resulting in an incomplete evaluation system^[10]. Under the traditional assessment framework, students often focus on memorizing knowledge points and mastering test-taking techniques. While this may yield high scores, it fails to genuinely enhance their English conversational and practical application skills.

4. Transformation and practical strategies for college English courses teaching in the context of industry-education integration

The challenges hinder the alignment of College English curricula with frontier industry demands. This can lead students to perceive English learning as “useless,” making it difficult to instill the importance of professional English and limiting future career development. The following sections propose targeted directions for teaching transformation and explore practical strategies.

4.1. Focusing on industry application frontiers to expand course resources

College English constitutes a vital component of foundational liberal arts curricula. Under Industry-Education Integration, teaching content should reasonably incorporate expanded resources tailored to students' disciplinary backgrounds. By converting cutting-edge industry materials into pedagogical assets and integrating them into the teaching framework, students gain essential support for understanding specialized

English terminology ^[11]. Specifically, instructors should adopt a differentiated approach. By researching industry demands for English proficiency across disciplines such as business, engineering, and computer science, they can selectively curate digital teaching resources as supplementary and expansive classroom content. This enables students to acquire foundational English skills while learning to understand professional development trends through English. For instance, leveraging local foreign trade enterprises, instructors can research common English conversation scenarios and industry news in the economic and trade sectors. They can develop reading materials and scenario-based simulations to expand foundational English knowledge relevant to the major, such as world cultures, Chinese and international etiquette, and business negotiation procedures, laying the groundwork for specialized English learning.

4.2. Empowering language learning with digital intelligence technologies to create listening and speaking environments

Traditional College English instruction often lacks sufficient listening and speaking practice scenarios, hindering the development of students' oral communication and conversational skills. The advancement and application of digital and intelligent technologies present new opportunities for listening and speaking instruction ^[12]. In College English teaching, instructors should prioritize listening and speaking training in alignment with Industry-Education Integration needs. By leveraging digital tools and platforms, they can create task-based, collaborative, and blended learning environments to cultivate students' interest and proficiency in listening and speaking ^[13]. At the implementation level, instructors should leverage big data and artificial intelligence technologies to identify high-quality English resources from open channels based on textbook content, student learning profiles, and professional development needs. They should conduct listening and speaking activities through blended learning approaches combining online/offline and virtual teaching methods to stimulate student engagement. Online instruction can adopt a micro-learning approach. Teachers can distribute listening and speaking resource packs before class, including vocabulary, phrases, functional sentences, and task lists. They may also encourage advanced learners to use smartphones or tablets to collect listening materials relevant to their interests or majors. In offline listening and speaking instruction, teachers should analyze data to understand students' pre-class preparation and cognitive levels. Utilizing teaching platforms, they can deliver resources of varying difficulty on the same theme to reduce comprehension barriers. Subsequently, teachers can leverage AI and virtual simulation technologies to create immersive thematic scenarios for listening and speaking practice. This facilitates peer-to-peer, teacher-student, and human-computer interactions, enabling students to apply knowledge in realistic dialogues. In human-computer dialogues, students with weaker foundations can identify expression issues and practice repeatedly without the anxiety of peer correction. Those with stronger English can refine their grammar and vocabulary usage to enhance language application skills.

4.3. Strengthening digital technology training to enhance digital teaching capabilities

Industry-Education Integration demands that College English instructors develop teaching resources and master digital technology applications. Currently, insufficient digital literacy among some English teachers constrains the expansion of teaching resources and innovation in pedagogical models ^[14]. Therefore, universities should prioritize faculty digital transformation. Systematic training programs should be designed around MOOCs, smart platforms, virtual simulation technology, and generative AI. Through blended online/offline training and collaborative teaching research, the value, application methods, and implementation

pathways of digital technologies should be promoted. Organizing digital skills teaching competitions and incentivizing faculty to enhance digital teaching application capabilities by selecting exemplary Courses can be effective. Concurrently, faculty should shift from traditional teaching paradigms by actively participating in digital-themed collective lesson planning and case studies to share practical insights. Leveraging digital platforms, they should develop more practical, engaging, and innovative digital teaching resources, continuously updating College English teaching repositories to enhance the subject's appeal. Furthermore, digital tools can be utilized to design extracurricular activities such as online English corners, digital dubbing competitions, and cloud-based translation training to ignite student enthusiasm. By connecting with corporate resources through digital platforms, students can secure practical opportunities in translation and cross-border communication, honing their language skills through real-world tasks. This “training-empowerment + practical implementation” approach elevates faculty standards and strengthens the foundation for Industry-Education Integration.

4.4. Reforming assessment methods to enhance comprehensive English proficiency

Traditional single-examination assessments deviate from the practice-oriented philosophy of Industry-Education Integration. College English Courses must comprehensively reform their evaluation systems around the principles of “comprehensiveness, practicality, and process-based assessment.” First, assessment content should be expanded by incorporating classroom dialogue performance and workplace communication skills into listening and speaking evaluations. Second, assessment formats should be diversified beyond single exams by introducing practical assessments such as English workplace presentations and cross-cultural communication exercises. Third, formative assessment should be strengthened by incorporating classroom participation and digital learning progress while reducing the weight of final written exams. Involving corporate evaluators can ensure more comprehensive and objective assessment outcomes. By establishing a diversified assessment system, students are encouraged to prioritize practical English application skills, thereby continuously enhancing their overall English proficiency^[15].

5. Conclusion

In summary, amid the transformation and internationalization trends across various industries, Industry-Education Integration serves as a crucial guiding role in advancing Higher Education Reform and Development. Meanwhile, College English Courses holds a pivotal position within the public course system, functioning as a key discipline for cultivating students' foreign language proficiency. It must align with the trends of Higher Education Reform while closely addressing the demands of Industry-Education Integration on talent cultivation and course teaching. Specifically, we should develop strategies such as developing industry-specific resources, strengthening listening and speaking training, enhancing digital teaching capabilities, and changing assessment methods to enhance students listening, speaking, reading, writing, and translation skills, simultaneously, to meet the job requirements. Ultimately, the excellent graduates support for the development of new industries, new business models, and new commercial formats.

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