

The Path and Practice of Integrating “Jobs, Courses, Competitions, and Certificates” in Higher Vocational English Under the Background of Industry-Education Integration

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Abstract: Under the background of industry-education integration, the exploration and practice of the integration path of “Jobs, Courses, Competitions, and Certificates” have become key initiatives to promote the reform of higher vocational English and improve the quality of talent training. By analyzing job competence requirements, teachers clarify the specific application requirements of English in professional scenarios, then design targeted curriculum modules, and apply resources related to vocational qualifications and skill competitions to the teaching process design, which can closely link teaching content with vocational needs. Therefore, based on the background of industry-education integration, this paper proposes the practical path of integrating “Jobs, Courses, Competitions, and Certificates” in higher vocational English, aiming to promote the reform of higher vocational English teaching and give play to the social service function of vocational colleges.

Keywords: Industry-education integration; Higher vocational education; English teaching; Integration of “Jobs, Courses, Competitions, and Certificates”

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1. Introduction

Facing the requirement of “dual training by schools and enterprises”, English teaching in higher vocational colleges needs to complete the transformation from discipline-oriented to competence-oriented, further deepen industry-education integration, and promote the connection between the education chain, industrial chain, and talent chain. Industry-education integration embeds industry standards into teaching and effectively connects English teaching with vocational job needs through school-enterprise resource sharing and curriculum co-construction. In the process of realizing industry-education integration in higher vocational English teaching, the integrated model of “Jobs, Courses, Competitions, and Certificates” plays an important role. Its application makes

English teaching closer to vocational needs and helps improve students' vocational ability and employment competitiveness. English teachers realize the integration of “Jobs, Courses, Competitions, and Certificates” through the whole chain of “job-oriented standard setting → curriculum transformation → competition training → certificate certification → dynamic feedback and optimization”, continuously deepening the level of industry-education integration, which is in line with the development trend of vocational education and the comprehensive development needs of students.

2. Path of integrating jobs and courses

In the “Jobs, Courses, Competitions, and Certificates” talent training model, the integration of jobs and courses is the core link. It builds a curriculum system by targeting job competence standards, solves the problem of disconnection between learning and application in traditional teaching, and realizes the connection between courses and jobs. Specifically, its implementation path is: design curriculum modules based on the results of job competence analysis; promote the two-way transformation of industry standards and teaching resources through school-based curriculum development ^[1]. By adopting the above measures, teachers build a closed-loop talent training system of “demand-driven → competence-oriented → practical implementation”, which can ensure that higher vocational English courses are closely linked to vocational job needs and break down the barriers between jobs and courses ^[2,3].

2.1. Job competence analysis and curriculum module design

In the link of job competence analysis, teachers need to refine the job competence matrix through systematic research on core jobs. Overall, the English-related competence model mainly includes three dimensions: language knowledge dimension, language skill dimension, and professional literacy dimension ^[4].

- (1) Language knowledge dimension: Covers the mastery of basic knowledge such as vocabulary, grammar, and pragmatics, which is the foundation for students to communicate in English and complete vocational tasks.
- (2) Language skill dimension: Includes listening, speaking, reading, writing, translating and other skills, which are the key for students to communicate effectively in English in professional scenarios.
- (3) Professional literacy dimension: Involves workplace communication etiquette, teamwork ability, cross-cultural communication awareness, and problem-solving ability, which are important guarantees for students to carry out work smoothly in the professional environment.

Next, teachers need to design curriculum modules based on the results of job competence analysis, and build a curriculum group of “culture + language + technology”, thereby breaking traditional disciplinary boundaries, breaking down the barriers between jobs and courses, and realizing the precise connection between curriculum content and vocational needs. Higher vocational English courses can be subdivided into general English modules, industry English modules, and professional English modules. Among them, the general English module focuses on the teaching of basic English knowledge to help students master prerequisite knowledge for learning courses in the industry English module; the industry English module is closely combined with the needs of specific industries, integrates professional scenarios, and focuses on teaching industry-related English vocabulary and expressions; the professional English module further connects with students' majors, highlights professional characteristics, and covers content such as literature reading and technical report writing in specific fields ^[5,6].

2.2. Two-way transformation of industry standards and teaching resources

Curriculum development needs to be closely aligned with industry standards, transforming abstract competence standard requirements into operable teaching content. For example, integrating common terms and professional scenario dialogues in industry English into teaching materials makes the textbook content more vocationally targeted and professionally distinctive. To this end, teachers can promote school-enterprise cooperation, build a school-enterprise resource sharing platform, and transform valuable resources provided by enterprises, such as the latest industry trends, job needs, and practical operation cases, into English teaching materials and cases. Integrating these contents into higher vocational English teaching can not only enrich teaching resources but also provide students with more opportunities to access cutting-edge industry information. At the same time, teachers can also provide feedback students' excellent works to enterprises, providing enterprises with ideas and creativity from campuses, and realizing the transformation of teaching achievements into practical applications. Taking the tourism management major as an example, teachers can encourage students to create a collection of commentaries on local catering customs, organize excellent student works into a book and share them with enterprises, providing resources for enterprises to promote local culture and develop tourism service projects ^[7,8].

3. Path of integrating courses and certificates

The integration of courses and certificates aims to solve the problem of separation between courses and certificates. It systematizes the curriculum system through the assessment standards of vocational qualifications, and improves the quality of vocational education. Teachers can integrate the assessment standards of vocational qualifications into the teaching syllabus of higher vocational English courses, build a virtuous cycle where courses support certificates and certificates feed back into courses, and promote the cognitive development of higher vocational English teaching.

3.1. Alignment of curriculum content with certificate standards

Vocational qualification certificates are authoritative certifications of professional job competencies, and their assessment standards specify in detail the knowledge, skills, and literacy required by practitioners and the standards they need to meet. When constructing higher vocational English curriculum content, teachers can conduct an in-depth analysis of the assessment points of vocational qualification certificates, refine them into specific teaching objectives and learning tasks, and integrate them into all links of English teaching, prompting teaching content to shift from knowledge coverage to competence internalization ^[9]. For example, teachers can take the core qualification certificates corresponding to students' majors as anchors, analyze the assessment dimensions of vocational qualification certificates, and correspond the language knowledge requirements, language skill requirements, and professional literacy requirements among them to the teaching content of higher vocational English courses one by one. This way of decomposing certificate standards and, in turn, designing curriculum modules based on them can improve the connection between curriculum content and certificate standards and highlight the characteristics of vocational education ^[10,11].

3.2. Embedding certificate training into the teaching process

Teachers need to decompose the certificate assessment content into curriculum credit units, realize modular teaching design, and provide a good carrier for students to master the knowledge and skills required by the certificate and improve their professional literacy. The decomposition of qualification review content should

keep each unit independent and interrelated, forming a complete knowledge and skill system. For example, targeting the language knowledge requirements of certificate exams, teachers can design vocabulary learning units and grammar consolidation units; targeting language skill requirements, they can set listening training units, oral expression units, reading comprehension units, writing improvement units, and translation practice units; targeting professional literacy requirements, they can integrate units such as workplace communication etiquette lectures, teamwork project practice, cross-cultural communication case analysis, and problem-solving strategy seminars^[12].

4. Path of Integrating Competitions and Courses

The integration of competitions and courses can motivate for students to learn higher vocational English. Its core lies in realizing the mutual connection between vocational skill competitions and curriculum teaching, promoting teaching through competitions, promoting learning through competitions, and improving the quality of higher vocational English teaching. Teachers can take “competition resource teaching-oriented and teaching process competition-oriented” as the main line, dynamically design teaching content, transform competition resources into teaching resources, and enhance the attractiveness of teaching content to students^[13].

4.1. Optimizing curriculum teaching content

As a vane of cutting-edge industry needs, the question design and scoring standards of vocational skill competitions directly reflect the core dimensions of job competence and can accurately reflect the new requirements of the current industry for talents’ language ability. Through the process of “hierarchical analysis → competence mapping → task design”, teachers can transform competition resources into teaching resources, making teaching content more in line with industry trends and more practical and forward-looking.

First, teachers can systematically analyze the question structure and evaluation standards of national and provincial skill competitions, extract core competence elements such as language knowledge, language skills, and professional literacy involved, and integrate them into English courses as supplementary content. For example, when analyzing the questions of oral English skill competitions, it is found that they focus on assessing participants’ immediate response ability, accurate expression ability, and cross-cultural communication ability in specific professional scenarios, and corresponding teaching content can be designed. After clarifying the content to be supplemented, teachers design a case library, collecting excellent cases from previous competitions to provide intuitive learning materials for students. These learning materials are divided into different levels according to difficulty and function, forming a three-stage resource package of “question analysis → strategy extraction → simulation training”. The first-stage resource package focuses on the questions themselves, helping students understand the key points and difficulties of competition tasks through detailed analysis of competition questions; the second-stage resource package focuses on strategy extraction, guiding students to summarize successful experiences from excellent cases and learn problem-solving skills and communication strategies; the third-stage resource package allows students to practice repeatedly in an environment close to real competitions through simulation training to improve their practical ability.

4.2. Competition standards driving the reform of curriculum assessment

While optimizing curriculum teaching content, teachers should embed competition scoring standards into the curriculum evaluation system, transforming teaching evaluation from knowledge memory to ability application,

and more comprehensively evaluating students' learning outcomes. Specifically, teachers need to benchmark evaluation dimensions, design higher vocational English curriculum assessment scales according to competition scoring rules, and integrate competition elements into the teaching evaluation link; strengthen process evaluation in combination with competition scoring rules, correspond students' performance in the curriculum learning process, such as classroom participation, teamwork ability, and project completion, to the corresponding dimensions in the competition scoring, and provide students with timely and accurate feedback. For example, since fluency and accuracy of language expression are important indicators in competitions, teachers can set oral expression tasks in curriculum assessment to examine the level and improvement of students' language expression ability^[14,15].

4.3. Hierarchical competition system realizing ability progression

Based on the results of curriculum assessment, teachers should build hierarchical competition tasks of “basic → advanced → elite” to build a ladder for students' ability progression. Among them, the basic level requires full participation, mainly for lower-grade students, including basic competition projects such as service scenario drama performances and cultural micro-commentary competitions, aiming to help students familiarize themselves with professional scenarios and master basic English language knowledge and skills. The advanced level is aligned with provincial competition requirements, requiring the selection of potential students, the establishment of competition workshops, and the integration of a dual-tutor system, aiming to improve students' comprehensive language application ability and professional literacy through systematic training. The elite level is aligned with national competition training activities, integrating real industry projects, aiming to enable students to show excellent language ability and innovation ability in national competitions through high-intensity and high-level training. The elite-level competition tasks are derived from real competition projects but will be appropriately expanded and deepened, integrating the latest industry trends and practical cases to make them more in line with students' majors.

5. Conclusion

In summary, the integration of “Jobs, Courses, Competitions, and Certificates” in higher vocational English and the realization of “dual training by schools and enterprises” are key initiatives to improve students' vocational ability and employment competitiveness. Under the background of industry-education integration, teachers should rely on the integration of “Jobs, Courses, Competitions, and Certificates” to deepen industry-education integration, promote vocational education reform, and promote the connection between the education chain, industrial chain, and talent chain. Guided by the concept of industry-education integration, teachers explore the paths of integrating jobs and courses, courses and certificates, and competitions and courses, transform industry standards into teaching resources, embed certificate training into the teaching process, and drive the reform of curriculum assessment methods with competition standards, which is in line with the development trend of vocational education and students' development needs.

In the future, the exploration of the integration path of “Jobs, Courses, Competitions, and Certificates” in higher vocational English will be more in-depth, mainly reflected in the following aspects:

- (1) Continuously pay attention to industry trends, timely adjust and optimize curriculum module design to ensure that teaching content is highly consistent with vocational job needs;
- (2) Strengthen cooperation with enterprises, jointly develop curriculum resources with enterprises, realize

the co-construction and sharing of teaching resources, and provide students with more abundant and practical learning materials;

- (3) Integrate vocational qualification certificate training and skill competitions into the teaching process to stimulate students' learning interest and enthusiasm, and effectively improve students' practical ability and professional literacy;
- (4) Establish a dynamic feedback mechanism, and continuously adjust and optimize the integration path of "Jobs, Courses, Competitions, and Certificates" according to students' learning effects and career development.

Disclosure statement

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