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Research on the Reconstruction of "English+ Major" Teaching Mode under the Background of Industry-Education Integration

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Abstract: Against the background of deepened educational reform emphasizing the integration of industry and education, the disconnection between traditional English teaching and professional education has become increasingly prominent, failing to meet the industry's demand for interdisciplinary and practice-oriented talents. The paper focuses on the reconstruction of the "English+Major" teaching model. Based on the core connotation of industry-education integration and talent cultivation goals, it analyzes the current practical dilemmas in teaching, such as the fragmentation of curriculum systems, the detachment of teaching content from industrial needs, and the weakness of practical links. Combing different scenarios of vocational education and higher education, the study proposes a path for reconstructing the teaching model oriented by industrial needs, constructs a three-dimensional curriculum system of "English proficiency + professional literacy +industrial practice", and develops modular teaching content integrated with industry standards, providing theoretical reference and practical insights for the coordinated development of foreign language and professional education under the background of industry-education integration.

Keywords: "English+Major"; industry-education integration; curriculum reconstruction

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1. Introduction

In recent years, with the continuous deepening of China's educational reform, the integration of industry and education has become a core strategy to promote high-quality development of education and bridge the gap between talent cultivation and industrial demand. This reform emphasizes the close connection between education and industry, requiring education to cultivate talents with both theoretical knowledge and practical skills to adapt to the development needs of the market economy. However, in the field of English education, traditional teaching models have long been disconnected from professional education: English courses focus on general language skills such as listening, speaking, reading, and writing, while professional courses are taught in a manner independent of language. This disconnection leads to a situation where students, despite mastering basic English knowledge, struggle to apply it in professional scenarios and fail to meet the requirements of industries for interdisciplinary talents.

The reconstruction of the "English+Major" teaching model against the background of industry-education integration holds dual theoretical and practical significance. For example, Akkoyunlu (2008) conducted a comparative study on students' learning environment. The results of their study showed that students in the blended learning environment

achieved the most prominent learning effectiveness[1]. Theoretically, it enriches the research results in interdisciplinary education and industry-education integration, providing a new perspective for exploring the coordinated development of foreign language education and professional education. Practically, it helps address the disconnection between English teaching and professional education, enhances students' comprehensive quality and employment competitiveness, and provides talent support for industrial development.

2. Core Basis of Industry-Education Integration and "English+Major" Teaching

The essence of industry-education integration lies in the "organic connection between the education chain, talent chain, and innovation chain". Harald Knudsen believes that all stakeholders in the integration of production and education are key factors influencing this integration, and these stakeholders include schools, enterprises, and the government[2]. Its core goal is to cultivate talents "with strong practical abilities, high professional literacy, and in line with industrial needs." This goal requires that the educational process must be guided by industrial needs, integrate industry standards and job requirements into all aspects of teaching, and achieve the integration of learning and application.

As a globally accepted tool for professional communication, English is inevitably integrated with professional education. On the one hand, the international dissemination of professional knowledge and cross-border cooperation in industrial technologies require English as a carrier. On the other hand, the improvement of English Proficiency can only achieve "precision application" by relying on professional scenarios. The synergy between the two should follow the logic of "taking language as a tool, profession as a carrier, and practice as a link", and form a positive cycle where "English serves the profession and the profession in turn nourishes English."

3. Practical dilemmas in "English+Major" teaching

Against the background of in-depth development of globalization and continuous industrial upgrading, the "English+Major" teaching model has become a key path for cultivating compound and international talents. It plays an irreplaceable role in enhancing talents' cross-cultural communication skills and professional practical competitiveness. However, in terms of current teaching practice, this model has not yet fully exerted its due effectiveness and still faces a series of practical dilemmas, which mainly focus on the following three aspects.

3.1. The curriculum system is fragmented and lacks synergy

Investigations have found that in most institutions, English courses and professional courses fall under different teaching departments, lacking a unified talent cultivation plan. English courses are structured following the linguistic logic of "basic-advanced", while professional courses are advanced in accordance with their knowledge system. There is a lack of connection between the two in terms of teaching objectives, content, and progress. For example, when students majoring in international trade take foreign trade English in their sophomore year, they have not yet systematically taken courses on international trade practices, which leads to a lack of professional support for language learning.

The disconnection also extends to teaching resources and assessment methods. English teaching teams often focus on language proficiency training with limited access to professional industry materials, while professional course instructors rarely incorporate English application into their teaching resources. In terms of assessment, English courses typically evaluate listening, speaking, reading and writing skills through standard tests, while professional courses assess academic knowledge mastery, with few overlapping evaluation criteria that could drive the integration of the two.

3.2. Teaching content is disconnected from industrial need and lacks practically

The update of teaching content lags behind industrial development. Most English textbooks adopt cases in general scenarios (such as daily conversations, travel English) and lack industry characteristics. The English elements in

professional courses are limited to terminology translation and do not involve real work scenarios (such as cross-border negotiations, technical document writing). To improve the quality of talent cultivation, schools should adjust their talent training programs according to actual employment needs. Some students majoring in manufacturing have reported that the English knowledge learned in class is disconnected from the international operation specifications of enterprise production lines. Just as Ozlme Bak believes that the effectiveness of the integration of production and education is influenced by teamwork, as well as students' autonomy, skills, and training[3]. What's more, the teaching content fails to keep pace with the latest technological advancements and job competency requirements in the industry. English teaching still focuses on basic language knowledge rather than the English application abilities required by emerging industries such as the digital economy and intelligent manufacturing. Professional courses, when involving English, rarely introduce the latest industry standards or cutting-edge technical information in English, making it difficult for students to apply what they have learned to meet the actual needs of future jobs.

3.3. The formalization of practical sessions and low industrial participation

There is a problem in practical teaching where "emphasis is placed on on-campus practice while off-campus practice is neglected": English practice is mostly carried out through classroom simulations, lacking real industrial scenarios. School-enterprise cooperation mostly stays at the level of enterprise visits, failing to conduct in-depth on-the-job practice. The internship positions for vocational college students have insufficient matching with English application needs, and universities lack training in English output for scientific research projects. As a result, students' practical abilities are difficult to improve.

This formality in practical training not only makes it difficult for students to translate theoretical knowledge into practical English application skills but also leads to a disconnection between talent cultivation and industrial demand. Enterprises, due to factors such as cost and management, are often passive in participating in practical teaching, resulting in a lack of effective interaction mechanisms between schools and industries. This situation further weakens the practical orientation of English teaching, making it challenging for students to adapt to the actual language needs of future work positions quickly.

4. Reconstruction Paths of the "English + Major" Teaching Model

Regarding the problems and countermeasures in the integration of industry and education, foreign scholars have put forward many insights. Through research, Stephen Billett and others found that some enterprises lack enthusiasm for the integration of industry and education because they cannot clearly determine whether the trained students meet the talent requirements of the market. To solve this problem, they believe that measures should be taken to mobilize enterprises' participation. For example, establishing industry professional guidance committees, which are responsible for predicting social talent demand and actively participating in the planning and decision-making of applied talent training, such as school professional construction[4]. Through his research, Magued Iskander found that students often need to spend a lot of time adapting after entering enterprises. The reason lies in the inconsistency between the relevant courses offered by schools and the actual talent requirements of enterprises. To improve the quality of talent cultivation, schools should cooperate with enterprises in running schools and adjust talent training programs according to actual employment requirements[5]. Joel Yager and others proposed that schools can, based on their own advantages, run industries relying on the school to provide students with experimental bases and internship positions for the integration of industry and education[6]. According to the views of Kari Laine and others, the integration of industry and education should be combined with local practical needs. Schools and enterprises should cooperate and negotiate to formulate talent training programs based on industry and talent demands, so as to enable the integration of industry and education to achieve optimal results[7]. The existing problems in the current "English + Major" teaching, such as fragmented courses, weak practical training, and simplistic evaluation, essentially stem from the disconnection between language teaching, professional needs, and

industrial practice. Reconstructing the teaching model requires taking “integration”, “practicability”, and “applicability” as core guiding principles. Through systematic reforms, traditional barriers will be broken down to promote in-depth integration between English teaching, professional training, and industrial demands. The specific paths include the following three aspects.

4.1. Construct a Modular Curriculum System to Strengthen Content Integration

With the professional talent cultivation goals as the core, English teaching and professional knowledge are designed into hierarchical modules according to the structure of “Basic English+Professional English + Industry Scenario English”. For example, in engineering majors, English content such as engineering drawing interpretation and equipment operation instructions is embedded; in business majors, scenario-based language training such as international trade negotiations and cross-border e-commerce operations is integrated. This ensures that English learning directly serves the improvement of professional abilities, avoiding the disconnection between language teaching and professional needs.

Meanwhile, a dynamic curriculum adjustment mechanism should be established to regularly investigate industry development trends and job competency requirements. Professional teachers and English teachers should collaborate to revise teaching syllabuses. For instance, in response to new changes in the cross-border e-commerce industry, cutting-edge content such as live-streaming sales English scripts and international logistics dispute resolution should be promptly added to business courses. This ensures that language teaching and professional development progress in sync, preventing content from lagging behind industrial practice.

4.2. Deepen School-Enterprise Collaborative Education and Build Realistic Practice Platforms

Promote the transformation of school-enterprise cooperation from “visit-based” to “in-depth participation-based” and jointly develop practical teaching projects with enterprises: Establish school-enterprise co-built training bases, where frontline technical personnel or business backbones from enterprises participate in teaching, and design English application scenarios around real job tasks (such as foreign-related technical communication, international project reports, etc.); Implement an internship + English assessment mechanism, integrating students’ practical English application abilities during enterprise internships into the evaluation system to urge them to improve their comprehensive “English + major” abilities in real work scenarios.

In addition, implement a dual-track assessment model of “on-the-job practice + English proficiency”, incorporating students’ performance in practical English use during enterprise internships into academic evaluation. For example, students are required to complete at least 3 records of foreign-related business communication during the internship (such as email correspondence with international clients, minutes of foreign-related meetings), which are jointly scored by enterprise mentors and school teachers. Through the pressure of real job positions, students are encouraged to proactively enhance their comprehensive “English + major” application abilities, achieving a connection from classroom simulation to actual combat verification.

4.3. Innovate Teaching Methods and Evaluation Mechanisms, Highlighting Application Orientation

Adopt methods such as project-based teaching and case teaching, using practical problems in professional fields as carriers to drive English learning. For example, students are asked to complete professional project reports in English or simulate speeches at industry international conferences. At the same time, reform the evaluation method: weaken the weight of single written test scores, increase the proportion of practical ability assessment, and introduce multiple dimensions such as enterprise evaluations and industry certification standards. The focus is on examining students’ ability to use English to solve practical problems in professional scenarios, promoting the transformation of teaching from “knowledge imparting” to “ability cultivation”.

In terms of evaluation mechanisms, break the traditional model of “judging success or failure by a single test paper” and build a multi-dimensional and comprehensive evaluation system. In addition to basic written tests, increase

the weight of practical ability assessment, including the writing of professional English reports and the demonstration of English application in industry scenarios. Introduce third-party evaluations by inviting industry experts or enterprise HR to participate in scoring, with emphasis on examining the effectiveness of students' use of English to solve professional problems. Through the transformation of evaluation orientation, the focus of teaching is guided to shift from "knowledge memorization" to "ability output", truly realizing a positive cycle where "English serves professionals and professionalism promotes English improvement".

5. Conclusion

This study explores the existing problems of the "English + Major" teaching model against the background of industry-education integration, identifying core contradictions such as fragmented courses, formalized practice, and simplistic evaluation in current teaching. These issues essentially stem from the disconnection between language teaching, professional training, and industrial needs. Through theoretical analysis and path design, the study proposes reconstruction strategies centered on the construction of a modular curriculum system, in-depth school-enterprise collaborative education, and innovation of multi-dimensional evaluation mechanisms. It verifies the key value of the "English + Major" model in breaking down teaching barriers and achieving precise alignment between abilities and demands. The modular curriculum addresses the problem of "disconnection between learning and application" by hierarchically integrating language and professional content; school-enterprise collaboration fills the formalized defects of traditional practice through real-scenario training; and multi-dimensional evaluation guides the focus of teaching toward ability output. Together, these promote the transformation of teaching from "knowledge imparting" to "practical application."

In summary, the reconstruction of the "English + Major" teaching model represents the concrete implementation of the industry-education integration concept in language education. Its core lies in achieving in-depth coupling between "language instrumentality" and "professional practicality" through systematic reforms. This model not only significantly enhances students' English application abilities and professional core literacy but also strengthens the dynamic adaptation between talent cultivation and industrial needs, providing a practical path for cultivating compound talents with both cross-linguistic communication skills and industry competitiveness. Future research should further explore model adaptation strategies for different majors, as well as application scenarios of digital technology in integrated teaching, continuously improve the long-term mechanism of school-enterprise collaboration, and facilitate the organic connection between the education chain, talent chain, and industrial chain.

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Disclosure statement

The author declares no conflict of interest.

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