HiLL PUBLISHING

The Educational Review, USA, 2025, 9(1), 133-138
https://www.hillpublisher.com/journals/er/
ISSN Online: 2575-7946
ISSN Print: 2575-7938

An Exploration and Practice of Integration of VETS Certificate into College English Listening and Speaking Teaching

Jianghong Kuang

School of Language, Culture and International Education, Liuzhou Institute of Technology, Liuzhou 545616, Guangxi, China.

How to cite this paper: Jianghong Kuang. (2025). An Exploration and Practice of Integration of VETS Certificate into College English Listening and Speaking Teaching. *The Educational Review, USA*, 9(1), 133-138.
DOI: 10.26855/er.2025.01.018

Received: December 27, 2024
Accepted: January 25, 2025
Published: February 24, 2025

Corresponding author: Jianghong Kuang, School of Language, Culture and International Education, Liuzhou Institute of Technology, Liuzhou 545616, Guangxi, China.

Abstract

The integration between English education as a foreign language and VETS, short for vocational qualification certification system, is in line with the demand for talent in employment. The integration of College English Listening and Speaking courses with VETS is conducive to enhancing class participation and experience, enabling students to master practical English communication skills, and laying the foundation for their future careers. The key to the integration of curriculum and certificate lies in the design of the teaching mode, and the key to the teaching mode lies in the conformity of objectives, the docking of contents, and the innovation of teaching methods and evaluation systems. Definitely, these are not sufficient conditions to achieve the ideal effects of the integrated teaching mode. Implementation strategies and safeguard measures, such as the inspiration of study motivation and interest and school-enterprise cooperation, and training base construction, etc., are also important factors to ensure the success of college English listening and speaking teaching.

Keywords

College English listening and speaking courses; integration of curriculum with certificate; teaching mode

1. Introduction

The Vocational English Test System (VETS) is a vocational skill level certificate, authorized by the Institute of Vocational and Technical Education Center of the Ministry of Education of China, to participate in the program 1+X certificate system. VETS mainly examines and confirms the skill level of vocational students, graduates, and employers in society in using English to complete their work. The purpose is to train high-quality international composite technical skills and talents in line with the needs of the current society. Under the background of globalization, the importance of practical English communication competence has become increasingly prominent. According to the International Labour Organization, more than 80% of the world's web content is presented in English, and the ability to communicate in English has become one of the key elements of workplace competitiveness. For enterprises, employees with good English communication skills can participate in international cooperation more effectively, promote business expansion, and enhance corporate image. Therefore, VETS is not only about the personal development of students but also an important way for the country to cultivate international talents and enhance international competitiveness.

The background of curriculum integration stems from the growing demand for highly skilled personnel in society and the need to connect the education system with the vocational qualification system. With the acceleration of globalization,

English, as an international language, has become one of the important indicators to measure the comprehensive quality of talent. The integration of curriculum certificates breaks the barrier between traditional education and vocational certification and realizes the close connection between curriculum content and professional standards. Through the course certificate accommodation, students can directly meet the requirements of vocational positions in the learning process, master practical English communication skills, and lay a solid foundation for their future careers. At the same time, the integration of curriculum and certificate also helps to improve the quality and effect of teaching and urges teachers to constantly update their teaching concepts and methods to meet the needs of professional development. In addition, certificate accommodation can also enhance students' motivation and interest in learning, as a clear career orientation and certificate recognition can stimulate students' enthusiasm and sense of achievement.

Hence, this research aims to provide scientific and reasonable implementation strategies for English speaking and listening teaching from this aspect. In addition, this study will also pay attention to students' learning experience and feedback, and constantly adjust and optimize the teaching mode through regular collection of students' opinions and suggestions to ensure the continuous improvement of teaching quality.

2. Teaching mode of integrating VETS into speaking and listening courses

2.1 Teaching objective conforming to VETS

Clear teaching objectives and requirements are the key to ensuring the quality and effect of teaching. The Vocational English Test System (VETS) is designed to not only improve students' English communication skills but also ensure that they can meet the standards of industry certification and achieve a seamless connection between school study and employment (Mao Kehong, 2025). Specifically, the teaching objectives should cover multiple dimensions such as language skills, communication strategies, cultural literacy, and professional norms.

First, in terms of language skills, specific quantitative indicators are set. With the Chinese English Proficiency Scale as a reference, Level 5 of the intermediate corresponding level scale of VETS (Vocational English Test System) is as follows: In terms of listening, students can understand the oral expression of general topics at a normal speed, obtain the main points and details, clarify the logical relations among them, and understand the basic cultural connotation of the words. They are able to understand the main content when listening to and watching radio, film, and television programs on general topics; In terms of oral expression ability, they can express opinions or communicate with others on daily life topics or are familiar with social hot topics, express clearly, in an organized way, deliver brief personal opinions on topics related to their majors and carry out effective oral communication or negotiation on daily life matters, such as business, travel, shopping, etc. On the basis of the rating scale, combined with the communication skills requirements of mastering the five typical workplace situations of VETS (transaction arrangement, product presentation, research and development, customer service, business promotion, and commodity trading), students are required to master necessary terms and common expression patterns of related topics and can reach vocational standards in listening comprehension and oral expression.

Secondly, the cultivation of communicative strategies is an important teaching goal of English listening and speaking courses. According to Lyle Bachman's "Communicative Language Ability" (CLA) model, language competence, strategic competence, and psychophysiology mechanisms constitute communicative language competence. Among them, strategic competence combines language knowledge, the knowledge structure of language users, and the context, and plays a role in evaluating, planning, and executing when deciding the best way to achieve the purpose of expression. Psychophysiology mechanism mainly refers to the channels and patterns of language use. The communicative language competence model reflects people's basic understanding of communicative language competence and its related aspects, provides basic theoretical guidance for foreign language teaching, and also provides a solid theoretical foundation, specific operational methods, and feasible evaluation principles for the design of language competence tests (Lyle Bachman, 1990). On the other hand, it emphasizes students' ability to flexibly use language strategies in the five typical workplace situations of VETS, cultivates intercultural communication skills, emphasizes the appropriateness, appropriateness, and effectiveness of language use, and ensures that students can confidently communicate in the international workplace.

In addition, cultural literacy and professional norms are also an important aspect of teaching objectives. Understanding business etiquette, workplace rules, and industry norms under different cultural backgrounds, helps cultivate good occupational habits, professional ethics, and teamwork consciousness and comprehensively improves the comprehensive quality of students.

To sum up, the teaching objectives and requirements of the integrated teaching mode of practical English Communication course certification are clear and specific, aiming to cultivate compound talents who have a solid language foundation, know about professional norms, and have good communication skills and cultural literacy through multi-dimensional and all-round teaching design.

2.2 Course contents meeting vocational standards

In the design of the teaching mode integrated with VETS, the close connection between the course content and the professional standard is the core. Vocational English Test System (VETS) focuses on language knowledge and skills, which mainly focus on business English communication ability, cross-cultural communication skills, and the mastery of professional terms. Taking this into account, we have comprehensively optimized the content of college English listening and speaking courses and designed corresponding teaching modules to ensure that the teaching content closely conforms to professional standards.

In the module on Business communication, we take the official textbook of VETS (Vocational English Test System) as a reference and simulate real business scenarios, such as business negotiation, meeting hosting, email writing, etc., so that students can master the core skills of business English in practice. In the cross-cultural communication module, guided by the "Cultural dimension Theory" of Harvard University, students are helped to understand the communication differences in different cultural backgrounds and learn to communicate effectively on the basis of respecting differences. In terms of professional terminology, we have worked with a number of well-known companies to develop a database of professional English terminology and integrate it into the course content. By learning these terms, students can better understand and participate in English communication in business. According to the feedback from enterprises, students trained by our courses can quickly adapt to the working environment after entering the company, and their mastery of professional terms even exceeds that of some old employees.

To sum up, through the close connection of course content and professional standards, a set of college English listening and speaking course certificate integration teaching model that meets the needs of professions and is highly practical has been created. This model not only improves students' English communication ability but also lays a solid foundation for their career development.

2.3 The innovation of teaching methods and evaluation system

The innovation of the teaching method and evaluation system is the core of the teaching mode of English listening and speaking courses integrated with VETS.

English listening and speaking courses have obvious communicative characteristics, and the communicative effect depends largely on the situation and motivation. In teaching practice, situational simulation teaching method, project teaching method, and flipped classroom can achieve the teaching goal and teaching effect of the integration of lessons and certificates. Situational simulation teaching provides a simulated environment for students' listening and speaking communicative practice, and stimulates students' learning motivation and interest to the greatest extent. Through the construction of workplace communication scenes, students can play roles in a simulated environment, so as to improve their practical communication skills. For example, to simulate the annual summary meeting of a multinational company, students play the roles of CEO, department manager, secretary, etc., and use English to arrange the meeting agenda, report projects, and discuss problems. This teaching method not only enhances students' language skills but also gives them a deep understanding of workplace culture and the cultural diversity and complexity of different countries and societies.

The project-based teaching method which takes tasks as the core and emphasizes practice and cooperation is also an effective way. Using a project-based approach, students are encouraged to work in teams to complete a series of learning tasks around a specific topic or task. In the process of project implementation, students need to use their English knowledge and professional knowledge to carry out data collection, communication and cooperation, program design, and achievement display. The project teaching method pays attention to practicality and pertinence, which can better help students adapt to the actual work scene.

Compared with traditional teaching methods, the flipped classroom, a modern teaching concept, can enhance students' initiative, promote teacher-student interaction, and meet the personalized learning needs of different students. The bottleneck of traditional English listening and speaking courses is that students are not active in class and do not actively participate. Flipped classroom greatly improves students' autonomous learning ability and class participation through three sections: pre-class video learning, classroom interactive discussion, and after-class practical application.

Multi-dimensional teaching objectives need a multi-dimensional evaluation system. According to the teaching mode of integrating the curriculum and certificate, a diversified and multi-dimensional process evaluation system is constructed, which not only pays attention to the final grades of students but also pays more attention to the performance and progress of students in the learning process. In order to correspond to the teaching objectives and adapt to the teaching methods, the integrated college English listening and speaking course adopts the combination of "formative assessment and final assessment". The formative assessment accounts for 60%, including multiple dimensions such as class participation, group cooperation ability, and project completion. The final assessment accounts for 40%, which mainly examines

students' comprehensive language application ability. In addition, through the "peer evaluation" and "self-evaluation" mechanisms, students are encouraged to learn from each other and self-reflection, forming a good learning atmosphere. At the same time, students are guided to reflect and summarize their own learning process and results. The multi-dimensional evaluation method not only improves the students' critical thinking ability but also enhances their self-cognition and self-management ability.

3. Teaching mode implementation strategies and safeguard measures

3.1 Teaching team building and capacity enhancement

In the exploration and practice of the teaching mode, the construction and ability improvement of teachers are an indispensable part. In order to ensure the smooth promotion of the integration of teaching quality and curriculum certification, it is necessary to take a series of measures to strengthen the professional quality and comprehensive ability of teachers. First of all, a comprehensive assessment of the existing teachers' ability in cross-cultural communication, professional English application, and modern teaching technologies should be conducted, and then a targeted training plan should be formulated, including inviting foreign teachers to conduct cross-cultural communication workshops, organizing special lectures by relevant experts, and conducting modern educational technology training.

In the course of training, pay attention to the combination of theories and practices. For example, in the intercultural communication workshop, teachers can improve their intercultural communication ability in practice by simulating international business negotiations and cultural exchange activities. In the professional English application lectures, through case analysis, role-playing, and other ways, teachers have a deep understanding of the actual demand for English in all walks of life, so as to give profession-orientation training to students. In addition, modern teaching models such as "flipped classroom" have been introduced to encourage teachers to use information technology to innovate teaching methods and improve teaching results.

In order to evaluate the training effect, there should be a strict assessment and feedback mechanism to match the training. Through student evaluation, peer review, and self-reflection, the teaching ability of teachers is comprehensively evaluated. In addition, it is important to emphasize the continuous development of teachers. By setting up teaching research projects and encouraging teachers to participate in academic exchanges at home and abroad, we provide teachers with opportunities for continuous learning and growth. Only a team of teachers who continue to learn and improve can cultivate more high-quality talents with international vision and cross-cultural communication skills.

3.2 Inspiration of study motivations and interest

Stimulation of students' learning motivation and interest is the key to ensure the quality and effectiveness of teaching. In order to effectively enhance students' engagement and enthusiasm for learning, a series of learning strategies need to be adopted.

Firstly, the project-based learning (PBL) method is adopted to enable students to master English communication skills in the process of solving practical problems. For example, in the simulated international trade negotiation project, students need to use their English knowledge to communicate and negotiate, which is close to the professional scene of the learning method and greatly stimulates their learning motivation. According to the survey data, students who participate in project-based learning have improved their learning enthusiasm and satisfaction by about 30% compared with traditional teaching methods.

Secondly, the use of gamified learning elements, such as the establishment of scores, challenges, etc., to transform the English learning process into an interesting competition. This approach not only enhances the fun of learning but also promotes an atmosphere of healthy competition among students. According to educational psychologist Mihaly Csikszentmihalai's "flow" theory, people experience a heightened sense of pleasure and satisfaction when they are fully immersed in an activity. The purpose of gamified learning design is to guide students into this "flow" state, so as to effectively enhance their learning interest and motivation.

Moreover, it focuses on personalized teaching, using big data and artificial intelligence technology to analyze students' learning behaviors and preferences, and tailor-made learning plans and resources for them. This personalized teaching approach allows each student to develop in-depth in their areas of interest, thereby further enhancing their motivation to learn. It is also very important to build a learning community and encourage mutual assistance and cooperation among students in English listening and speaking courses. Through group discussion, role play, and other activities, students can not only improve their English communication ability in practice but also stimulate new learning inspiration and motivation in mutual learning and communication.

3.3 School-enterprise cooperation and training base construction

School-enterprise cooperation and the construction of a practical training base play a crucial role. The purpose of school-enterprise cooperation is to cultivate students' working skills and promote their high-quality employment (Lin Yuna, 2024). As a local application-oriented undergraduate college, we have established in-depth cooperation with a number of well-known local enterprises. These companies not only provide real work scenarios for the course but also directly participate in the development and updating of the course content. Through school-enterprise cooperation, the course content is closely connected with professional standards, so that students can have access to cutting-edge knowledge and skills in the field during the learning process.

Schools and enterprises with appropriate conditions can provide facilities and venues for the practice of listening and speaking communicative language. For example, advanced simulated business conference rooms, video call systems, and other equipment can simulate real work scenarios such as transnational business negotiations and customer exchanges. During the practical training in the base, students put English into use, so as to deepen the understanding and memory of the course content.

On the other hand, enterprises in cooperation can also provide a large number of real cases and data for case analysis and discussion. Typical work scenarios, such as the VET Certificate examination, enable students to be exposed to the actual situation of the profession during the learning process. Through case studies, students can not only learn practical English communication skills but also understand the operation mode and rules. The practice training base can also adopt a project teaching method, that is, to carry out teaching activities focusing on the actual projects of enterprises. Students are divided into several groups with each group responsible for a specific project task, such as completing an English business report, participating in a simulated business negotiation, etc. This teaching method can not only stimulate students' learning interest and motivation but also cultivate their teamwork ability and problem-solving ability.

According to the ability requirements of VETS, college English listening and speaking courses are closely integrated with work scenarios, so that students can experience life in study and apply knowledge in work. This teaching mode not only improves students' English communication ability but also lays a solid foundation for their future career development.

4. Conclusion

College English listening and speaking courses incorporate the concept of VETS, open up learning channels, broaden English learning methods, improve students' English communicative ability and comprehensive quality, and improve their adaptability to society. There are three key aspects of course certificate integration: First, the teaching objectives should be consistent with VETS, reflecting corresponding vocational English goals; At the same time, the course content and professional standards are to ensure the practicability of teaching content and its cutting-edge traits; Secondly, teaching method and evaluation system are the key factors to realize and guarantee teaching effects. Diversified teaching methods such as project-based learning and situational simulation can greatly stimulate students' learning interest and enthusiasm, and improve students' participation in English listening, speaking, and communication courses. To construct an evaluation system combining formative evaluation and terminal evaluation, so as to be truly "student-centered". In addition, the construction of school-enterprise cooperation and training base also provides a strong guarantee for the implementation of the teaching mode. In the practice training base, students can not only get in touch with the real workplace environment but also exercise their English communication skills and professional literacy through practical projects. To sum up, the exploration and practice of English communication courses integrated with certificates not only improves students' career competitiveness but also provides a useful reference for college English teaching reform.

Funding

"Exploration and Practice of Blended Teaching Mode Based on OBE Concept and VETS" (2022ZJY2238), and "Research on Innovative Path of Interpreting Teaching with the Assistance of IT" (220706335225551), Liuzhou Institute of Technology New Liberal Arts Research and Practice project "Based on the New Liberal Arts Concept of Reading-Translation Integrated English Quality Education Path Exploration" (2022JGGW002) phased results; Liuzhou Institute of Technology crosswise project "Guangdong Jinhaiyan cross-border e-commerce talent training research", "translation quality control research", "translation contract" phased results.

References

Bachman, L. F. (1990). Fundamental considerations in language testing. Oxford University Press.

Lin, Y. (2024). Innovation of English teaching mode in higher vocational colleges under the background of "1 + X" certificate system. *Journal of Taiyuan City Vocational and Technical College*, *9*, 118.

Liu, Y., & Li, J. (2018). Design of application-oriented technical talent cultivation program based on OBE concept. *China Vocational Education*, *4*, 72-76.

Mao, K. (2025). Teaching reform and practice of professional curriculum system based on the integration of professional education and curriculum certification. *Curriculum Teaching*, *5*, 129.

Wang, J., Zhu, Z., & Li, M. (2017). Outcome-oriented: From certification concept to teaching mode. *China University Teaching*, *6*, 77-82.

Wang, W. (2017). Exploration and practice of multi-dimensional collaborative teaching mode oriented to learning outcomes. *China University Teaching*, *5*, 74-77.

Xia, J., Cheng, C., & Wang, Q. (2016). PDCA cycle: Research on optimizing outcome-oriented physical education curriculum scheme. *Journal of Chengdu Sport University*, *1*, 114-119.

Yang, H., & Liu, Y. (2021). A contrast study of "1+X" certificate VETS levels standards and vocational college English course standards. *Language and Culture Study*, *1*, 77-80. https://doi.org/10.19954/j.cnki.lcr.2021.01.015.

Zhou, C., Liu, Y., Yao, D., et al. (2016). Research on innovative model of undergraduate graduation internship based on OBE concept. *Experiment Technology and Management*, *10*, 19-22.

Zhou, H., Zhou, P., & Huang, X. (2018). Application-oriented talent cultivation strategy based on OBE concept. *China Adult Education*, *14*, 27-30.