

Digital-Age Resource Integration Strategies for the Implementation of English Curriculum Standards in Justice-oriented Vocational Colleges

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Abstract: As the digital age approaches, disruptive reform has taken place in the education sector. The English courses in justice-oriented vocational colleges are the fundamental courses for cultivating high-caliber judicial technical talents. The implementation of English curriculum standards requires high-quality resource integration and support. This study conducts research on the requirements of the “English Curriculum Standard for Higher Vocational Education (2021 Edition)”. On this basis, it integrates the unique typological DNA of justice-oriented vocational colleges and English teaching principles to deeply analyze the connotations, current status and fundamental demands of the resource integration of English curriculum standards in justice-oriented vocational colleges amidst the digital age, focuses on discussing the principles and implementation strategies that resource integration should adhere to, and finally summarizes the practical significance and future trend of resource integration.

Keywords: Digital Age; Justice-oriented Vocational Colleges; English Curriculum Standards; Resource Integration

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1. Introduction

With the deep integration of digital technology and education, digital transformation becomes an inevitable trend in vocational education. The Ministry of Education has issued relevant policies stating that vocational education should integrate technologies like artificial intelligence to achieve the digital transformation of course teaching. Justice-oriented vocational colleges are colleges of technology that specially aim to cultivate grassroots technical professionals in prison management, legal services, community correction, and other sectors. Their English courses aim not only to fulfill the fundamental task of enhancing students’ language application capabilities but also to undertake the significant mission of cultivating students’ international perspectives, legal awareness, and cross-cultural judicial communication competence. Compared to general English courses in standard vocational colleges, specialized foreign language programs characterized by distinct judicial occupational orientation demonstrate unique pedagogical signatures within justice-oriented vocational colleges. Grounded in the macro-context of digital transformation in education and contextualized within the institutional ethos of justice-oriented vocational colleges, this paper presents a comprehensive synthesis of resource integration strategies for enacting English curriculum standards, aiming to generate evidence-informed reference for pedagogical innovation in English teaching at justice-oriented vocational colleges.

2. Core Connotations of English Curriculum Standard Implementation and Resource Integration in Justice-oriented Vocational Colleges amidst the Digital Age

2.1 Core Requirements for the English Curriculum Standards in Justice-oriented Vocational Colleges

The fundamental task of the English curriculum standards is to foster virtue and cultivate talents in justice-oriented vocational colleges, setting the primary objectives, teaching content, and implementation requirements based on the typological distinctiveness of vocational education at junior colleges and the special demands in the judicial domain, and stipulating targeted assessment standards. Compared with the English curriculum standards of other regular vocational colleges, the English curriculum standards in justice-oriented

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vocational colleges place greater emphasis on the practical application of vocational skills cultivation and the enhancement of legal awareness. The curriculum standards state that English teaching should account for both instrumental and humanistic dimensions, enabling students to master fundamental skills in listening, speaking, reading, writing and translation in order to meet the fundamental communication needs in daily living contexts and workplace, integrate with the elements of the justice profession to cultivate students' capabilities to solve rudimentary foreign-related judicial affairs, understand foreign-related legal documents, and conduct cross-cultural exchanges, etc., and moreover, emphasize to inspire students to understand Chinese culture and enhance their cultural confidence. Students should uphold Chinese stance, possess international perspectives, and enable to articulate China's jurisprudential narratives, and propagate its rule-of-law culture through English discourse. In the macro-context of digital transformation, the curriculum standards clearly state that it is necessary to enhance students' information literacy and teachers' information literacy, explore teaching and learning methods in the information environment, fully utilize digital technologies to improve the teaching process, promote the integration of English teaching and information technology, achieve diversified, personalized and systematic provision of teaching resources, and provide technical and resource support for the implementation of the curriculum standards.

2.2 Core Connotations of Resource Integration in Justice-oriented Vocational Colleges amidst the Digital Age

Digital-age English resource integration in justice-oriented vocational colleges is a process in which a readily used resource system with scientific structure, compatible content, and complete functionality is constructed by screening, classifying, reorganizing, optimizing and integrating various types of English teaching resources with digital technologies, based on the talent cultivation objectives in justice-oriented vocational colleges and English teaching realities, under the guidance of the "English Curriculum Standard for Higher Vocational Education (2021 Edition)". Comprehensive integration of resources, including digital teaching resources, paper-based teaching resources, faculty resources, practice resources, and other kinds of resources, is to eliminate the barriers between various resources and enable them to complement each other. Precision integration of resource content is to select resources that align closely with judicial scenarios and are suitable for students' cognition level according to the requirements of the curriculum standards and justice-sector occupational demands, and foreground occupational specificity and pragmatic utility of the resources, and enable the resource content to precisely align with the teaching objectives and content. The deep integration of resource application is to closely integrate the integrated resources with the teaching progress, teaching methods, and evaluation models, maximizing digital resource efficacy, optimizing the teaching procedures, enhancing teaching efficacy, and prompting the curriculum standards to take root and thrive.

3. Current Status and Challenges of Resource Integration in the Implementation of English Curriculum Standards in Justice-oriented Vocational Colleges amidst the Digital Age

3.1 Current Status of Resource Integration

With the development of the educational digital strategy and the implementation of curriculum standards, justice-oriented vocational colleges have begun to attach importance to the integration of English teaching resources, and have achieved some results in the integration and construction of resources. Most colleges have increased their investment in digital teaching resources, introducing MOOCs, micro-lectures, online learning platforms, etc., and also established on-campus English teaching resource libraries. Based on the justice-sector occupational characteristics, the colleges have developed English teaching resources suitable for judicial scenarios, attempting to integrate digital resources with classroom teaching to promote the innovation in teaching methods. Moreover, resource sharing awareness among educational institutions has gradually strengthened, sharing partial excellent English teaching resources by leveraging the establishment of teaching consortiums and the implementation of collective lesson preparation, providing certain resource support for the implementation of curriculum standards. Educators are continuously improving their digital teaching capabilities. Teachers have begun to utilize digital

technologies to obtain, select and apply teaching resources, thereby improving the teaching progress, enhancing teaching efficacy, and facilitating the orderly implementation of resource integration ^[1].

3.2 Primary Challenges in Resource Integration

Although justice-oriented vocational colleges have achieved certain results in English resource integration, there are still many problems in the actual operations, impeding the effective implementation of the curriculum standards, failing to be leveraged. Resources are scattered and fragmented, lacking systematic integration. Various resources are scattered across various platforms. Teachers and students have difficulty finding and using resources, and overmuch redundant resource construction results in resource waste. Persistent disparities and misalignment exist between resource content and justice-sector occupational demands. Most of the existing resources use general English content, lacking English materials specifically for justice-sector occupational scenarios such as prison management, legal services, and community correction, failing to align with the requirements of the curriculum standards for cultivating students' judicial vocational English application capabilities, nor can they meet the career development needs of justice students. The mechanisms are not well-established for resource integration ^[2]. The application of digital resources is not thorough enough. Teachers still adhere to the traditional teaching methods and merely simply represent and playback digital resources.

4.Resource Integration Principles for the Implementation of English Curriculum Standards in Justice-oriented Vocational Colleges amidst the Digital Age

4.1 Curriculum Standard-Alignment Principle

Curriculum Standard-Alignment Principle is a principle for English resource integration in justice-oriented vocational colleges. English resource integration in justice-oriented vocational colleges is carried out strictly in strict conformity with the requirements of the “English Curriculum Standard for Higher Vocational Education (2021 Edition)”, centered on the core objectives, teaching content and implementation requirements of the curriculum standards, to ensure that the integrated resources can effectively support the implementation of the curriculum standards. During the process of resource selection, classification and reorganization, it is necessary to concentrate on cultivating students' language application capabilities, justice-sector occupational competence and intercultural communicative competence, emphasize the pragmatic utility and targeted relevance of the resources, and ensure the close-knit interconnections of the resource content and the teaching objectives and content, thereby meeting the learning needs of students and the teaching requirements of teachers.

4.2 Justice-Sector Occupation Articulation Principle

Justice-sector Occupation Articulation Principle is the English resource integration characteristic in justice-oriented vocational colleges. It makes the English resource integration in justice-oriented vocational colleges distinguish them from that in other vocational colleges. The resource integration, grounded in the institutional ethos of justice-oriented vocational colleges and the talent demands in the justice industry, underscores the justice-sector occupation orientations of the resources, selects and integrates English teaching resources related to justice-sector occupational scenarios, integrates judicial knowledge with English language skills, and renders students interdisciplinary talents who are well-versed in English and understand justice-sector occupational scenarios, and exposure to the common English expression modalities and communication methods in justice-sector occupational contexts when learning English, thereby enhancing their vocational English proficiency ^[3]. When conducting resource integration, it is necessary to consider the real-world needs of prison management, legal services, community correction, and other justice-sector positions, embedding relevant judicial terminologies into the content, such as foreign-related judicial procedures and cross-cultural judicial communication cases, to ensure that the integrated content meets the growth needs of justice students, and provide strong support for students to carry out foreign-related judicial exchanges in the future.

4.3 Digital-Enabling Transformation Principle

Digital-Enabling Transformation Principle is a principle for English resource integration in justice-oriented vocational colleges amidst the digital age. It leverages the advantages of digital technologies to enable digital resource integration. When integrating resources, it is essential to actively utilize digital technologies such as big data, artificial intelligence and cloud computing to convert various resources into digital formats, make improvement, and establish digital resource platforms, enabling centralized management, efficient locating and ready utilization of resources. Various digital teaching resources should be integrated, including MOOCs, micro-lectures, online question banks, virtual simulation experimental teaching resources, etc., empowering the full exertion of interactivity, individuation, and shareability of digital resources, transcending temporal-spatial constraints, providing personalized learning resources for students and efficient teaching aids support for teachers [4].

5. Digital-Age Resource Integration Strategies for the Implementation of English Curriculum Standards in Justice-oriented Vocational Colleges

5.1 Constructing Systemic Digital Resource Systems to Resolve Fragmentation Dilemmas

In response to current status of scattered and fragmented resources, justice-oriented vocational colleges should establish systematic digital resource systems based on the requirements of the curriculum standards and the justice-sector occupational demands to pool various resources and integrate them for utilization, build unified on-campus English teaching resource platforms, identify and categorize the existing various digital resources, including general English resources, judicial vocational English resources, digital teaching tools, and online learning resources, etc., to construct a resource retrieval and sharing mechanism, enabling teachers and students to conveniently obtain the resources they need, thereby preventing redundant resource construction and resource waste, and categorize and build the resources, dividing the resources into fundamental English module resources, judicial vocational English module resources, cross-cultural communication module resources, etc. according to the teaching modules of the curriculum standards and the requirements of justice-sector occupational positions, and subdividing each module into different kinds of resources, ensuring that resource structure is rational and well-structured, and enables to meet the needs of varying teaching components and learning needs.

5.2 Prioritizing Justice-Sector Occupational Demands to Optimize Resource-Curriculum Articulation

Optimizing resource-curriculum articulation is an important factor for ensuring resource integration efficacy and meeting the requirements of curriculum standards. Justice-oriented vocational colleges should focus on the justice-sector occupational demands and promote the integration of resource content with justice-sector occupational scenarios, conduct thorough research on the justice industry role requirements, understand the English proficiency requirements in positions such as prison management, legal services, and community correction, and learn about the main content and key skills of judicial vocational English, select and organize teaching resources to ensure that the content of the selected resources aligns with the occupation realities, and amplify the development and integration of judicial vocational English resources, compiling English textbooks covering judicial terminologies, foreign-related judicial documents, cross-cultural judicial exchanges, and foreign-related law enforcement procedures based on the needs of the justice-sector occupational demands to integrate justice instructional content with English application skills, making the resources to align more with real-world application requirements [5].

5.3 Refining Resource Integration Mechanisms to Strengthen Strategic Coordination Safeguards

A sound resource integration mechanism is an essential safeguard for the effective implementation of resource integration and the establishment of a long-term mechanism. Justice-oriented vocational colleges should make coordinated arrangement within institutions and establish sound resource integration mechanisms, build special resource integration teams, consisting of departments such as the Academic Affairs Office, the Foreign Language Teaching Department, and the Justice Department, clearly defining the responsibility area of each department, uniformly advancing resource integration, making long-term and short-term resource integration plans as well as

implementation plans to ensure the orderly implementation of resource integration, establish a resource selection, review and updating mechanism, enacting clear resource selection criteria and review procedures to ensure that the integrated resources meet the requirements of the curriculum standards and the justice-sector occupational demands, with high quality, and equally establish a dynamic resource updating mechanism, updating and improving the resources at any time according to curriculum teaching innovation and justice industrial advancement to ensure the temporal relevance and appropriateness of resources. It is also necessary to establish a resource application evaluation mechanism, regularly assessing the resource application efficacy, collecting feedback from teachers and students, and improving the resources based on the evaluation results, thereby refining the benefits of resource application and the achievements of the educator group, and increase the financial and technical investment in resource integration, establishing and refining the digital teaching equipment and resource platforms to provide strong material and technical support for resource integration.

6. Conclusion

The digital age has provided an unprecedented opportunity for the efficient resource integration during the implementation of English curriculum standards in justice-oriented vocational colleges, and has equally posed new challenges. Resource integration, as a key initiative for the implementation of the English curriculum standards, can enhance teaching quality and cultivate interdisciplinary judicial talents. Guided by the curriculum standards and in accordance with the requirements of the justice-sector occupational demands, various resources can be integrated by leveraging digital technologies. Current English resource integration in justice-oriented vocational colleges still faces challenges such as fragmented resources, low adaptability, incomplete mechanisms, and insufficient faculty capabilities, seriously impeding the implementation of the curriculum standards. Therefore, justice-oriented vocational colleges should adhere to the principles of Curriculum Standard-Alignment, Justice-sector Occupation Articulation, and Digital-Enabling Transformation, address the challenges in resource integration by constructing systemic digital resource systems, prioritizing justice-sector occupational demands to optimize resource-curriculum articulation, refining resource integration mechanisms to strengthen strategic coordination safeguards, and amplify faculty resource integration to enhance application capabilities, and construct resource systems that conform to the curriculum standards, meet the justice-sector occupational demands, and possess pragmatic utility and targeted relevance.

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