



From Language Training to Interdisciplinary Learning: A Case Study of Task Reconstruction in Vocational Undergraduate College English

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Abstract

This paper reports a qualitative practice-based case study of task reconstruction in a vocational undergraduate College English course in China. Situated in the emerging policy context of Chinese vocational undergraduate education, the study addresses a pedagogical problem that is increasingly visible in public English courses: students are expected to develop communicative competence, examination readiness, humanistic understanding, professional expression, and interdisciplinary reasoning, yet classroom practice often remains constrained by decontextualised language exercises and test-oriented expectations. Using the unit Bamboo Rhythm: Where Ancient Roots Meet Modern Roads as the central case, the teacher reconstructed a reading lesson into an interdisciplinary learning chain connecting bamboo culture, material properties, engineering processes, sustainable design, knowledge management, peer assessment, and project-based output. Data were drawn from lesson plans, revised teaching slides, classroom interaction records, student notes, knowledge-management sheets, student artefacts, peer-evaluation materials, and reflective teaching documents. The materials were analysed thematically to examine how classroom tasks moved students from familiar experience to disciplinary reasoning, from vocabulary learning to knowledge organisation, and from teacher-led assessment to participatory evaluation. The paper argues that vocational undergraduate College English can function not merely as language training, but as a pedagogical space where language, vocational knowledge, cultural interpretation, and learner agency are integrated through carefully scaffolded tasks.

Keywords— vocational undergraduate education; College English; task reconstruction; interdisciplinary learning.

I. INTRODUCTION

College English in China has long served as a public foundation course for non-English-major students. In vocational undergraduate institutions, however, its role is becoming increasingly complex. It is still expected to support students' basic language development and examination-related needs, especially preparation for College English Test Band 4 and Band 6. At the same time, vocational undergraduate education emphasises professional

application, industrial relevance, complex problem-solving, and the cultivation of high-level technical and skilled professionals. This creates a tension for public English teaching: if College English remains limited to vocabulary explanation, grammar practice, sentence translation, and test preparation, it may fail to respond to the broader educational purposes of vocational undergraduate education.

In the Chinese policy context, vocational undergraduate education is neither a vocationalised

version of general undergraduate education nor a simple extension of junior-college-level higher vocational education. It is expected to reflect the type-specific characteristics of vocational education, maintain the positioning of cultivating high-level technical and skilled professionals, and align professional education with industrial and occupational development (Ministry of Education of the People's Republic of China [MOE], 2021a). The revised Vocational Education Law of the People's Republic of China further emphasises that vocational education is a type of education as important as general education and should support technical skill development, professional ethics, and social participation (National People's Congress of the People's Republic of China, 2022). Although the national English curriculum standard for vocational education currently applies directly to junior-college-level higher vocational education, it remains an important reference point because it defines English as a public foundation course with both instrumental and humanistic value (MOE, 2021b). Similarly, the Guidelines for College English Teaching (2020 edition) positions College English as a course that supports language competence, intercultural communication, autonomous learning, and broader educational development (College Foreign Language Teaching Steering Committee under the Ministry of Education, 2020).

This paper is situated within this policy and pedagogical context. The case involved a large intact class of first-year vocational undergraduate students in engineering-related programmes. The students had relatively adequate receptive language foundations, but many were reluctant to speak, write, evaluate, or use English for disciplinary expression. Three recurring student attitudes were observed during classroom teaching and reflection: "I am not good at English," "Will this be tested?" and "If artificial intelligence can translate, why should I still learn English?" These statements were not treated as individual deficits. Rather, they were interpreted as historically and institutionally shaped responses to prior learning experiences, current assessment pressures, and future-oriented value anxieties.

The study therefore asks how a vocational undergraduate College English reading lesson can be reconstructed from language training into interdisciplinary learning, and how classroom tasks can help students experience confidence, exploration, and tangible learning gains rather than merely

complete isolated language exercises. To address these questions, the paper reports a case of task reconstruction based on *Bamboo Rhythm: Where Ancient Roots Meet Modern Roads*, a reading text that connects bamboo culture, material properties, craftsmanship, engineering processes, and sustainable innovation.

The paper makes three contributions. First, it contextualises vocational undergraduate College English as a public foundation course that must respond simultaneously to language development, professional relevance, and student growth. Second, it proposes task reconstruction as a practical design principle for integrating language, content, cognition, culture, and assessment. Third, it provides classroom-level evidence showing how students can be repositioned as participants, knowledge organisers, evaluators, and project producers in an English course.

II. LITERATURE REVIEW

2.1 Vocational Undergraduate Education and College English

Vocational education should not be understood narrowly as low-level skill training. Billett (2011) argues that vocational education involves the development of capacities for working life, occupational participation, personal formation, and institutional contribution. This broader understanding is particularly relevant to vocational undergraduate education in China, where students are expected to develop applied technical competence alongside higher-level cognitive, communicative, and professional abilities.

In this context, English teaching needs to move beyond decontextualised language instruction. English for Specific Purposes (ESP) emphasises that language teaching should be responsive to learners' academic, professional, and communicative needs (Dudley-Evans & St John, 1998). English for Academic Purposes also highlights the role of language in disciplinary participation, knowledge construction, and academic communication (Hyland, 2006). For vocational undergraduate students, this implies that College English should not only train general linguistic accuracy but also support students in explaining processes, describing systems, presenting professional ideas, and evaluating solutions.

At the same time, vocational undergraduate College English cannot be reduced to narrow

occupational English. As a public foundation course, it also carries humanistic and developmental functions. It should help students understand cultural meanings, organise knowledge, communicate across domains, and develop a language-mediated relationship with their professional and social worlds. This dual requirement creates a need for pedagogical designs that are both language-centred and contextually meaningful.

2.2 CLIL, Interdisciplinary Learning, and Task Reconstruction

Content and Language Integrated Learning (CLIL) provides a useful framework for designing language learning that simultaneously addresses content, communication, cognition, and culture. Coyle et al. (2010) define CLIL as a dual-focused educational approach in which an additional language is used for learning both content and language. Dalton-Puffer (2011) further notes that CLIL practice invites attention to how classroom discourse, conceptual development, and subject-related language interact. Cenoz et al. (2014), however, warn that CLIL should not be treated as a vague label; the relation between language and content needs to be theoretically and pedagogically specified.

This caution is important for the present study. Interdisciplinary College English does not mean adding more technical facts or background information to an already crowded English lesson. Rather, it requires task reconstruction: the deliberate redesign of classroom tasks so that language learning, content exploration, thinking development, and assessment are aligned around meaningful learning purposes. In this paper, task reconstruction refers to a process of transforming text-based language learning into a structured learning chain in which students understand content, organise concepts, use language to explain processes, evaluate ideas, and produce tangible outcomes.

Task-based language teaching also informs this design. Ellis (2003) argues that tasks should involve learners in meaning-focused language use while creating opportunities for attention to language form and outcome. In vocational undergraduate College English, this means that tasks should not merely ask students to answer comprehension questions. They should create a need to use language for explanation, comparison, process description, justification, and evaluation. Such tasks can help students move from receptive language knowledge to meaningful language-mediated disciplinary reasoning.

2.3 Project-Based Language Learning and Visible Output

Project-based language learning supports the move from classroom input to visible output. Stoller (2006) argues that project-based learning in second and foreign language contexts can integrate content learning, inquiry, collaboration, language use, and tangible products. A more recent review of project-based learning in higher education also suggests that well-designed projects can support a range of student outcomes, including knowledge development, skills, motivation, and engagement (Guo et al., 2020). In vocational undergraduate education, project-based output is particularly relevant because students' learning should ideally become visible through artefacts, explanations, designs, presentations, or proposals.

For College English, project output can function as a bridge between language learning and professional imagination. It encourages students to use English not only to reproduce textbook knowledge but also to explain choices, describe processes, present designs, and communicate value. In the present case, project-based tasks included bamboo bicycle modelling and heritage-inspired entrepreneurial proposals. These outputs were designed not as optional add-ons but as evidence that students could integrate language knowledge, cultural understanding, vocational literacy, and professional reasoning.

2.4 Motivation, Knowledge Construction, and Assessment

Students' willingness to participate is shaped by motivation, perceived value, emotional experience, and opportunities for agency. Self-determination theory suggests that autonomy, competence, and relatedness are important conditions for sustained motivation (Ryan & Deci, 2000). Pekrun's (2006) control-value theory of achievement emotions also indicates that students' emotions are closely related to perceived control and task value. In the present case, students' negative English-learning memories, examination-oriented thinking, and AI-related doubts were interpreted as pedagogically meaningful signals rather than simple resistance.

Learning also requires students to actively organise knowledge. Fiorella and Mayer (2015) argue that generative learning occurs when learners actively select, organise, integrate, explain, visualise, or apply knowledge. Cognitive load theory similarly reminds teachers that students may struggle when complex

tasks are introduced without sufficient scaffolding (Sweller, 1988). For this reason, the case design used familiar life processes, structured knowledge-management templates, and staged tasks to help students move from everyday understanding to professional reasoning.

Finally, formative and peer assessment were important to the reconstruction. Black and Wiliam (1998) show that assessment can support learning when evidence of student understanding is used to adapt teaching and guide next steps. Nicol and Macfarlane-Dick (2006) argue that feedback should support self-regulated learning by helping students understand standards, compare current performance with desired performance, and act on feedback. Topping (1998) demonstrates that peer assessment can support student achievement and attitudes when carefully structured. More recently, Carless and Boud (2018) use the concept of feedback literacy to describe students' capacity to understand, interpret, and use feedback. In this study, assessment was therefore reconstructed as a learning task: students were invited not only to receive feedback but also to evaluate answers, notes, processes, learning difficulties, and improvement possibilities.

III. METHODOLOGY

3.1 Research Design and Questions

This study adopts a qualitative practice-based case study design. Case study research is appropriate when researchers seek to understand a contemporary phenomenon in its real-life context and when the boundaries between the phenomenon and its context are not easily separated (Yin, 2018). The purpose of this paper is not to claim causal effects or statistically measured learning gains. Rather, it is to examine how one vocational undergraduate College English unit was reconstructed and what classroom-level pedagogical affordances emerged from that reconstruction.

The study was guided by three research questions:

1. How was a College English reading unit reconstructed into an interdisciplinary learning chain in a vocational undergraduate classroom?
2. What forms of student participation, knowledge organisation, and evaluative activity became visible through the reconstructed tasks?
3. What pedagogical affordances and limitations does the case suggest for vocational undergraduate College English teaching?

3.2 Context and Participants

The case was situated in a first-year College English course in a vocational undergraduate university in China. The students were mainly from engineering-related programmes, and the class size was approximately 60 to 70 students. The class represented a common public-course teaching context: large enrolment, mixed learning foundations, limited opportunities for individualised feedback, and strong pressure to balance examination preparation with broader language development.

The students generally had acceptable receptive language foundations, but many lacked confidence in oral or written output. Some had strong CET-related expectations; others questioned the value of learning English in the age of AI translation. These features made the classroom an appropriate site for examining how task reconstruction could respond to language-learning reluctance, instrumental thinking, and future value anxiety.

3.3 Teaching Unit and Intervention

The main unit was Bamboo Rhythm: Where Ancient Roots Meet Modern Roads. The text discusses bamboo culture, traditional craftsmanship, bamboo as an engineering material, and bamboo bicycles as an example of sustainable innovation. The teacher reconstructed the unit around the guiding question: How can a plant become an engineering material and a carrier of cultural innovation?

The intervention was not a single activity but a learning chain. It began with students' existing life experience, moved to text comprehension and process language, expanded into cultural and material reasoning, and culminated in project-based output. The main task sequence included: (a) activating familiar procedural knowledge through daily-life examples; (b) reading and analysing the bamboo bicycle text; (c) organising key concepts through knowledge-management notes; (d) discussing material properties and engineering processes; (e) using English to explain processes and judgements; (f) conducting peer and teacher-supported evaluation; and (g) producing project artefacts such as bamboo bicycle models or culture-based innovation proposals.

3.4 Data Sources

Data included teaching plans, revised teaching slides, online classroom interaction records, handwritten student notes, knowledge-management templates, teacher comments on student notes, student

artefacts such as function-based career-planning diagrams, peer-evaluation materials, classroom observation materials, and reflective teaching notes. These materials were naturally generated during routine teaching and were used to examine how students were invited to participate, organise knowledge, connect disciplines, and produce evidence of learning.

3.5 Data Analysis and Trustworthiness

The analysis followed a thematic approach informed by Braun and Clarke (2006). First, the teaching materials and reflective notes were reviewed to identify the intended pedagogical logic of the intervention. Second, classroom interaction records, student notes, and student artefacts were examined for recurring forms of participation, language-mediated reasoning, knowledge organisation, and assessment activity. Third, emerging themes were compared across data sources to identify convergent evidence and to avoid relying on a single type of classroom material.

To strengthen trustworthiness, the analysis used data triangulation across teaching plans, interaction records, student notes, artefacts, peer-evaluation materials, and teacher reflection. The teacher-researcher role was also treated reflexively. Because the author designed and taught the unit, the analysis could benefit from rich contextual knowledge but also carried the risk of positive bias. For this reason, claims are presented cautiously as pedagogical affordances observed in one classroom case rather than as generalisable effects.

3.6 Ethical Considerations

All student names, student numbers, avatars, and other personally identifiable information were removed from the manuscript. Student examples are discussed in anonymised and aggregate form. If classroom screenshots or student artefacts are reproduced in a later version of the manuscript, consent and institutional ethical procedures should be confirmed according to the author's local requirements. The manuscript is prepared for double-blind review and does not include identifying author information.

IV. CASE DESIGN: RECONSTRUCTING A READING UNIT INTO AN INTERDISCIPLINARY LEARNING CHAIN

4.1 Starting from Student Experience Rather than Student Deficit

The reconstruction began with a diagnostic understanding of students' learning experiences. The statement "I am not good at English" was interpreted as the result of accumulated negative learning memories. For many students, English had long been associated with mechanical memorisation, repetitive exercises, score anxiety, summative judgement, and teacher-centred correction. It would be unrealistic to reverse these impressions through direct persuasion. The pedagogical response was therefore to provide small but concrete experiences of competence: low-threshold speaking opportunities, short classroom responses, and tasks that allowed students to feel that they could prepare, speak, be heard, and improve.

The statement "Will this be tested?" reflected present-oriented instrumental thinking. Instead of rejecting examination needs, the design used them as a point of entry. CET-related writing and translation concerns were connected with expression selection, generalisation, process description, and logical organisation. In this way, test-related needs were not abandoned, but they were widened into broader communicative and cognitive tasks.

The statement "If AI can translate, why should I learn English?" reflected future-oriented value anxiety. The design responded by reframing English as a tool for questioning, judging, organising, explaining, and using technology intelligently. The aim was not to compete with AI in speed or mechanical translation, but to help students see the continuing value of human judgement, cultural interpretation, and professional communication.

4.2 From Life Process to Engineering Process

One key design move was to begin with familiar life experience. For example, students were asked how to describe the process of cooking a local dish or preparing roast duck/goose legs. This everyday task helped students generate a simple procedural structure: selecting ingredients, processing, cooking, and finishing. The teacher then guided students back to the process described in *Bamboo Rhythm*: selecting mature bamboo stalks, splitting them into strips, drying them under controlled heat, and binding them with plant-based resins.

This move reduced the distance between students' existing knowledge and the disciplinary content of the text. It also helped students understand that procedural language was not only useful for daily-life description but also for engineering explanation. The familiar process functioned as a scaffold for

disciplinary reasoning and lowered the cognitive entry cost without lowering the intellectual demand of the task.

4.3 From Vocabulary to Knowledge Management

Another design move was the use of a knowledge-management template. Students were asked to organise knowledge into three categories: declarative knowledge, procedural knowledge, and strategic knowledge. Declarative knowledge answered "What is it?" Procedural knowledge answered "How is it done?" Strategic knowledge answered "When and why should it be used?" Students also marked their perceived level of mastery.

This template was used to organise vocabulary, concepts, processes, and strategies. For instance, confusing forms such as emergent, emerging, and emergency could be distinguished not only by meaning but also by word class, collocation, context, and common errors. Teacher comments encouraged students to reorganise unclear notes into what/how/why categories. Thus, note-taking became a visible process of knowledge structuring rather than a private act of copying.

4.4 From Cultural Understanding to Engineering Mindset

The Bamboo Rhythm unit also moved from cultural understanding to professional reasoning. Students first explored bamboo culture, Chinese poetic associations, traditional craftsmanship, and the relationship between cultural memory and modern innovation. However, the lesson did not stop at cultural appreciation. Students were guided to consider material properties, process control, stability, reliability, constraints, and sustainability.

Engineering mindset was introduced as a way of thinking rather than as a set of technical facts. Students were asked to identify the stages of engineering thinking. In online classroom interaction, they produced responses such as defining the problem, designing a solution, implementing it, and testing or iterating. These answers were not treated as fixed technical definitions. Instead, they were used as evidence that students were beginning to use process language to conceptualise professional problem-solving.

4.5 From Language Points to Interdisciplinary Task Entrances

The reconstruction also extended beyond the Bamboo Rhythm unit. Several language points were

used as interdisciplinary task entrances. The word formula was connected not only with the Chinese meaning "公式" but also with Descartes, analytic geometry, variable relationships, and logical explanation. Students were encouraged to explain relationships behind formulas rather than merely translate terms.

The phrase career path was connected with function graphs. Students used mathematical curves to represent imagined professional development: linear growth, staged transition, fluctuation and recovery, or accelerated development after accumulation. In this way, mathematical modelling became a tool for self-understanding and career expression.

The term falsification was connected with scientific spirit, critical rationality, evidence, verification, and engineering truth-seeking. These examples show that language points can become conceptual bridges linking English, mathematics, physics, philosophy, career planning, and professional judgement. The design therefore treated vocabulary as an entry point into thinking rather than as an isolated unit of memorisation.

4.6 From Classroom Learning to Project-Based Output

The learning chain culminated in two types of individual project output. One option asked students to design a bamboo bicycle model using CAD or SolidWorks-related modelling tools and submit screenshots, explanations, and, where possible, model files. The other option asked students to develop a culture-inspired innovation or entrepreneurship proposal, drawing on Chinese cultural or intangible heritage resources and presenting the concept through a concise visual document or slides. Both options required students to explain the source of inspiration, the design logic, the integration of cultural and technical elements, and the value of the proposed product or idea.

These outputs were designed to assess more than English vocabulary. They required students to mobilise language knowledge, cultural understanding, process explanation, design judgement, and presentation skills. In this sense, the projects served as evidence of integrated learning rather than as supplementary homework.

V. FINDINGS

5.1 Task Reconstruction Enabled Movement from Familiar Experience to Disciplinary Reasoning

The first affordance was the movement from familiar experience to disciplinary reasoning. Students could more easily enter the lesson when the starting point was a familiar life process. Once they had described how a dish was prepared, they could more readily understand the procedural logic of bamboo processing. This did not simplify the disciplinary content; rather, it created a bridge from everyday procedural knowledge to engineering process expression.

Classroom interaction records showed that students were able to produce process-related responses when asked about engineering mindset. Some identified stages such as problem definition, design proposal, implementation, and testing iteration. Others used similar but differently worded sequences such as goal setting, system design, optimisation, and implementation. These variations suggest that students were not merely repeating the teacher's wording. They were attempting to organise professional thinking through process language.

The finding is significant because it shows how interdisciplinary learning can remain language-centred. Students were not expected to master engineering content at a professional level. Rather, they were guided to use English and English-supported concepts to recognise sequence, causality, constraint, and judgement. Such reasoning is essential for vocational undergraduate students who need to explain technical or professional processes in accessible language.

5.2 Knowledge Management Made Learning Processes Visible

The second affordance was the visibility of knowledge construction. The knowledge-management template helped students move beyond fragmented vocabulary notes. By distinguishing declarative, procedural, and strategic knowledge, students were encouraged to ask not only "What does this word mean?" but also "How is it used?" and "Why is it important in this context?"

Handwritten notes and teacher comments showed that students could use tables, arrows, comparison columns, examples, and correction marks to reorganise confusing knowledge. For instance, when students confused related word forms, the teacher's feedback asked them to classify the differences in terms of meaning, form, context, and usage. This turned feedback into a resource for improving knowledge structure. The process also helped the teacher identify

where students' understanding was incomplete or unstable.

This finding connects task reconstruction with self-regulated learning. Students were not only completing tasks; they were learning how to monitor the type and depth of their understanding. Knowledge management therefore became a bridge between language learning and learning-to-learn competence.

5.3 Participatory Assessment Repositioned Students as Evaluators and Designers

The third affordance was the repositioning of students in assessment. Instead of relying only on teacher judgement, the classroom used dynamic student roles. Based on language foundation, cultural knowledge, academic performance, and learning goals, students were grouped as "breakthrough," "specialised," and "comprehensive" groups rather than as A, B, and C groups. This avoided deficit labelling while still recognising different learning needs.

In classroom questioning, the breakthrough group could answer first to check basic understanding and memory. The specialised group then evaluated the response, focusing on application and flexible use. The comprehensive group added comments on accuracy, completeness, transfer, and expression quality. This sequence allowed students at different levels to participate meaningfully.

Assessment was also extended to learning enthusiasm, classroom notes, learning process, difficulties, and improvement suggestions. Students could evaluate not only whether an answer was correct but also whether the note structure was clear, whether the learning process was complete, and where the next improvement should occur. Cross-class question design was also proposed: one class could design questions for another class around lesson content or CET-related skills. In this process, students moved from test-takers to question designers. They had to consider what knowledge point was being tested, what ability was required, where the difficulty lay, and why the answer was valid.

This finding shows that assessment can become part of task reconstruction. When students participate in evaluation, they are not only judged by standards; they learn to interpret, apply, and question standards. Such participation supports learner agency and makes learning growth more visible.

5.4 Project-Based Output Provided Evidence of Integrated Learning

The fourth affordance was the production of tangible learning evidence. The project tasks required students to move beyond classroom comprehension and produce artefacts that connected language learning with design thinking, cultural interpretation, and professional imagination. In the modelling option, students needed to explain a chosen bicycle type, justify the use of bamboo-related material features, and present the structure or design logic through screenshots and written explanation. In the innovation proposal option, students needed to identify a cultural inspiration, explain how it was transformed into a product or service concept, and present the value of the idea.

These outputs provided evidence that students could mobilise multiple forms of knowledge. They had to use language to explain a design, not merely to translate a sentence. They had to connect cultural meaning with material or product logic, not merely describe cultural symbols. They had to make choices under constraints, which is central to vocational and engineering-oriented learning.

The finding should be interpreted cautiously. The project outputs do not prove measurable gains in English proficiency. However, they indicate that reconstructed tasks created opportunities for students to use English as a medium of explanation, organisation, and presentation. This represents a meaningful expansion of what College English learning can make visible.

VI. DISCUSSION

6.1 Reframing Student Resistance as a Design Problem

This case suggests that student resistance should be interpreted contextually. Students' negative memories, examination orientation, and AI-related doubts are not simply individual weaknesses. They are shaped by previous schooling, current assessment systems, and changing technological conditions. A productive response is not direct confrontation but experience design. When students experience competence, exploration, and tangible gain, they may gradually rebuild their relationship with English learning.

This interpretation aligns with self-determination theory and achievement emotion research. Students are more likely to participate when they experience a sense of competence, see value in tasks, and feel that the classroom allows safe participation. In the present

case, task reconstruction created such conditions by starting from familiar experience, building scaffolded pathways, and making growth visible through notes, evaluation, and projects.

6.2 College English as a Bridge Between Language and Vocational Learning

At the curricular level, College English can act as a bridge between language and vocational learning. In this case, the Bamboo Rhythm unit was not reduced to reading comprehension. It was reconstructed into a learning chain involving cultural interpretation, material understanding, process expression, engineering judgement, sustainable design, and project output. This aligns with the vocational undergraduate requirement for integrated development of knowledge, skills, professional literacy, and complex problem-solving.

The case also contributes to discussions of CLIL and ESP in vocational contexts. It shows that interdisciplinary English teaching does not have to mean adding more technical content to an already crowded language lesson. Rather, the central task is to identify meaningful conceptual bridges and transform them into tasks that students can enter, understand, express, evaluate, and produce. In this sense, task reconstruction offers a practical response to the concern that CLIL or interdisciplinary teaching may remain a slogan unless the language-content relationship is made operational.

6.3 Assessment as Shared Knowledge Construction

At the assessment level, growth becomes visible when evaluation is distributed and formative. Teacher feedback remains important, but students also learn by evaluating answers, notes, processes, difficulties, and questions. When students become evaluators and question designers, they begin to understand standards, task logic, and knowledge structure more deeply. This changes assessment from a final judgement into a shared learning process.

This implication is particularly important for large public English classes. In such classes, it is difficult for the teacher to provide detailed individual feedback to every student at all times. Carefully structured peer assessment and role-based evaluation can expand the feedback network while helping students develop evaluative judgement. However, such assessment requires scaffolding. Students need clear criteria, differentiated roles, and opportunities to revise their understanding.

6.4 International Relevance of a Local Chinese Case

Although this study is situated in a Chinese vocational undergraduate classroom, its relevance is not limited to China. Many higher education contexts face similar pressures: students may hold instrumental attitudes toward language learning, public foundation courses may struggle to demonstrate relevance, and teachers may be asked to support both disciplinary development and transferable competences. The case therefore offers a transferable principle rather than a fixed model: meaningful interdisciplinary language learning requires diagnostic understanding, task alignment, scaffolded knowledge organisation, participatory assessment, and visible output.

At the same time, the local context should not be erased. The emergence of vocational undergraduate education in China, the role of CET-related expectations, and students' AI-related doubts shape the specific problem addressed in this study. Making these local conditions explicit allows international readers to understand both the contextual particularity and the broader pedagogical relevance of the case.

VII. CONCLUSION

This paper has presented a practice-based case study of task reconstruction in a vocational undergraduate College English course in China. By reconstructing Bamboo Rhythm into an interdisciplinary learning chain, the course connected language training with cultural understanding, engineering process, knowledge management, participatory assessment, and project-based output.

The study argues that vocational undergraduate College English should not be understood merely as a supporting course for language tests. It can become a pedagogical space where students regain confidence, explore relationships between self and world, organise knowledge, explain professional processes, and make learning growth visible. The case also shows that task reconstruction requires more than adding interdisciplinary materials. It requires teachers to read student experience, design accessible task pathways, scaffold knowledge organisation, and mobilise students as participants in assessment.

The study has limitations. It is based on one teacher's classroom practice and relies on qualitative process materials rather than experimental measurement. The evidence illustrates classroom-level affordances but cannot establish causal effects or

generalisable proficiency gains. Future research should collect systematic student reflections, pre- and post-task writing samples, peer-assessment data, project rubrics, and follow-up interviews to examine how task reconstruction influences language development, student engagement, and interdisciplinary competence over time.

Nevertheless, the case offers a practical and theoretically grounded model for rethinking public English teaching in vocational undergraduate education. It suggests that when language tasks are carefully reconstructed, College English can move from language training toward interdisciplinary learning and visible student growth.

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