

Research on the Construction and Practice of an English Curriculum System Based on International Educational Standards



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Abstract: In the context of deepening globalization and educational internationalization, constructing an English curriculum system in line with international educational standards has become a key approach to enhancing students' core language literacy and international competitiveness. This paper focuses on the necessity of building an English curriculum system and analyzes its significant value in meeting the challenges of globalization, connecting with international assessment systems, and promoting the transformation of educational concepts. Based on this, the paper further explores the specific practical pathways for curriculum system construction from four dimensions: reconstruction of curriculum objectives, integration of teaching content, innovation of teaching methods, and improvement of evaluation mechanisms. The aim is to achieve a shift from "knowledge - centered" to "quality - oriented" and to provide theoretical support and practical guidance for the modernization and internationalization of English education in China.

Keywords: international educational standards, English curriculum system, core literacy, curriculum reform, practical pathways

1. Introduction

English, as a global lingua franca, is an essential tool for national external communication and individual development. With the acceleration of China's educational internationalization process, the traditional exam-oriented English teaching model can no longer meet the needs of cultivating talents with an international vision, cross-cultural communication skills, and global adaptability. Therefore, it is urgent to actively connect with international educational standards in terms of curriculum objectives, teaching content, teaching methods, and evaluation mechanisms, and to build an English curriculum

system is systematic, standardized, and highly open.

International educational standards, such as the Common European Framework of Reference for Languages (CEFR), the International Baccalaureate (IB) language courses, and the Cambridge system, provide clear language proficiency levels and teaching frameworks. They have important reference significance for improving curriculum quality and enhancing the global comparability of courses. Therefore, systematically analyzing the necessity of building such a curriculum system and exploring feasible, practical pathways can provide a theoretical basis and implementation strategies for English curriculum reform.

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2. The Necessity of Constructing an English Curriculum System Based on International Educational Standards

2.1 Meeting the needs of talent cultivation in the context of globalization

In the context of the continuous deepening of globalization, international economic exchanges, cultural interactions, and educational cooperation are becoming more and more frequent. This has put forward higher requirements for the cultivation of talents in the new era. Especially in terms of language ability, English, as a global lingua franca, has become an important bridge for cross-cultural communication, academic exchanges, and global employment. However, the traditional English curriculum system often focuses on the teaching of language knowledge, such as grammar and vocabulary and exam-oriented training. It emphasizes the mastery of static knowledge and neglects the cultivation of practical language use ability. This makes it difficult to meet the real-life language needs and communication challenges that students face in international situations in the new era. Students often find themselves at a disadvantage in participating in international exchange programs, applying to overseas universities, and engaging in foreign-related careers due to the lack of cross-cultural understanding, critical thinking, and flexible expression abilities.

Therefore, constructing an English curriculum system based on international educational standards is not only an update of teaching content but also a transformation of educational concepts. By introducing authoritative international standards such as CEFR, IB, and Cambridge, the cultivation of language ability can be systematized, capability-oriented, and stratified. This enables students to achieve balanced development in the four skills of listening, speaking, reading, and writing. At the same time, it also brings about substantial improvement in cultural cognition, values openness, and logical expression. The construction of such a system can effectively enhance students' adaptability to learning, working, and living in a global context. It

helps them to broaden their international vision, strengthen their cultural inclusiveness and cooperation awareness, and thus better integrate into the diversified international community. In this way, students can become composite talents with global competence (Zeng & Gao, 2025).

2.2 Connecting with international authoritative assessment systems to improve course quality and comparability

At present, the international development of English curricula not only demands a modern transformation in teaching objectives and content but also calls for the alignment of the curriculum evaluation system with international standards to enhance the scientific nature, standardization, and global comparability of the curriculum. International education standards such as the CEFR (Common European Framework of Reference for Languages), the IB (International Baccalaureate language courses), and Cambridge English have all established clear language proficiency levels, systematic curriculum design concepts, and highly reliable and valid evaluation mechanisms. These standards have become a reference template for the construction of curriculum systems in many countries and regions around the world. They emphasize the "operational" and "application-oriented" nature of language ability descriptions, which not only cover the degree of language knowledge acquisition but also focus on the use of language in real contexts, such as communicative competence, cultural understanding, and critical expression. By aligning with these authoritative international standards, the domestic English curriculum system can obtain specific guidance in terms of structural design, curriculum content arrangement, proficiency target setting, and assessment tool development. This alignment can promote the logic and systematization of the curriculum content and effectively improve the quality of the curriculum. At the same time, this alignment can also significantly enhance the "transferability" of the curriculum, that is, the language proficiency outcomes obtained by students after completing the domestic curriculum can be

widely recognized and accepted by international educational institutions (Wang, 2022). For students who intend to apply to overseas universities, participate in international exchange programs, or take international language proficiency tests, this curriculum system can provide a solid ability foundation and qualification support, enabling them to have stronger academic abilities and language literacy in international competition. Therefore, the construction of an English curriculum system that aligns with international education standards is not only conducive to promoting the depth and breadth of domestic curriculum reform but also an important measure to enhance students' international competitiveness and broaden their development pathways. It also lays a sustainable institutional foundation and practical guarantee for the international development of English education in our country.

2.3 Promoting the transformation of educational concepts and the renewal of curriculum content

In traditional English teaching, the classroom often centers on vocabulary and grammar training, with the teaching objectives focusing on the accumulation of language knowledge and the improvement of exam scores, neglecting the cultural background, ways of thinking, and communication strategies in the practical use of language. This "knowledge-based" teaching model has revealed problems such as weak adaptability and poor applicability when dealing with today's complex and changing international environment. In contrast, international education standards such as CEFR and IB language courses place greater emphasis on the "student-centered" concept, focusing on the development of critical thinking, cross-cultural awareness, cooperative abilities, and independent learning skills, and highlighting the practical function of language as a tool for social interaction. Against this backdrop, the construction of an English curriculum system based on international education standards is not only the optimization of curriculum content but also a profound transformation of educational philosophy. Its core lies in promoting the

shift of teaching from "teaching knowledge" to "cultivating abilities" and "promoting literacy", guiding teachers to transform from a single role of knowledge transmitter to that of learning facilitator and learning designer. At the same time, this system emphasizes the inquiry and comprehensiveness of the curriculum, encouraging teachers and students to engage in project-based learning, interdisciplinary tasks, and cooperative inquiry around real-world problems, thereby enhancing students' comprehensive language application ability and cross-cultural communication skills. The curriculum content also tends to be more diversified and open, covering real-context materials such as global hotspots, social issues, and cultural differences, enabling students to continuously deepen their understanding and thinking about the world in the process of language learning. Overall, international education standards provide a clear direction for the renewal of curriculum content and the innovation of teaching methods, which is conducive to building a more scientific, open, and efficient English education system, comprehensively improving the quality of education, and serving the goal of cultivating compound international talents in the context of the new era (Luan, 2022).

3. Construction and Practical Pathways of an English Curriculum System Based on International Educational Standards

3.1 Restructuring curriculum objectives with international core literacy as the orientation

In the process of constructing an English curriculum system based on international educational standards, the restructuring of curriculum objectives is the primary and core element. The key is to orient the objectives towards international core literacy, thereby comprehensively enhancing students' integrated language use ability and cross - cultural communication literacy in a global context. Traditional English courses mainly focus on knowledge mastery, emphasizing grammatical rules, vocabulary accumulation, and exam - taking skills while neglecting the practical communicative

function of language learning and its cultural understanding value. This makes it difficult to meet the real - life needs of contemporary students for learning, communication, and development in a complex and diverse international society (Wang, 2020). Therefore, it is urgent to shift the curriculum objectives towards modern educational concepts centered on “ability - based” and “literacy - oriented” approaches, emphasizing the functions of language as a thinking tool, a medium of communication, and a carrier of culture.

In specific practice, it is necessary to fully draw on and benchmark against internationally accepted curriculum standard systems, such as the CEFR (Common European Framework of Reference for Languages), the IB language curriculum syllabus, and the Cambridge English grading system. These systems clarify the language proficiency levels that students should reach at each learning stage and refine them into specific listening, speaking, reading, writing, and translation skill indicators. These indicators should then be localized and redesigned in combination with students’ cognitive development levels and social life backgrounds. The curriculum objectives should reflect the shift from static mastery of language knowledge to dynamic use of language ability, focusing on the integrated development of language skills and the cultivation of practical language application ability. At the same time, it is important to strengthen the task - oriented and communication - oriented curriculum design concept. By guiding students to complete language tasks in real or simulated contexts, such as role - playing, speeches and debates, project cooperation, and cross - cultural exploration, language learning is no longer confined to textbook content but extended to practical activities. This promotes the coordinated development of students’ language ability, thinking quality, cooperative consciousness, and cultural understanding in multiple aspects. Through the restructuring of objectives, the English curriculum system will shift from mainly “teaching language knowledge” to focusing on “cultivating comprehensive language literacy,” achieving a high

degree of integration between language learning and students’ overall development.

3.2 Integrate curriculum content to build a diversified and open teaching resource system

In the process of constructing an English curriculum system based on international educational standards, the integration of curriculum content is a crucial link to achieve the implementation of teaching objectives. Compared with the traditional English teaching model which centers on textbook content and language knowledge points, modern internationalized curriculum content emphasizes the principles of “authenticity, contextuality, and diversity.” It strives to place language learning in real-life contexts and cross-cultural communication backgrounds, enabling students to expand their thinking boundaries and improve their comprehensive quality while acquiring language skills (He, 2020).

Firstly, introducing internationally authoritative textbooks such as Cambridge English and Oxford Discover is an important means to promote the internationalization of curriculum content. These textbooks, developed in accordance with international educational standards, not only offer highly authentic language input and realistic language environments but also incorporate a wealth of cultural elements, interdisciplinary topics, and communicative task designs. This helps students develop real language application abilities in a variety of language situations. The introduction of authentic materials such as original English readings, English news reports, TED talks, and case studies of international public welfare projects can also greatly enrich the diversity of language input, expand students’ exposure to audio-visual language, and enhance their understanding of global cultural and social issues.

Curriculum content should also actively integrate with the United Nations Sustainable Development Goals (SDGs), global hot topics, and diverse cultural background materials from various countries, such as environmental protection, climate change, technological ethics, social equity, gender

equality, and other issues. This helps students place language learning in a broader global context. Through reading, discussion, writing, and expression exercises centered on these real-world problems, students not only improve their language skills but also cultivate international understanding and a sense of responsibility through critical thinking and communication.

3.3 Innovate teaching methods to build a student-centered learning ecosystem

In the process of implementing the English curriculum system based on international educational standards, the innovation of teaching methods is a core link to achieve the transformation of curriculum concepts and stimulate students' learning vitality (Yang et al., 2020). Traditional English teaching is generally teacher-dominated and lecture-centered, with a rigid classroom structure and limited student participation, which is difficult to meet the comprehensive training requirements of language practical application ability, cooperative spirit and thinking quality in the international standards. Therefore, building a student-centered learning ecosystem has become an important direction of teaching reform.

Firstly, a variety of teaching organization forms should be actively introduced, such as Project-Based Learning (PBL), Task-Based Language Teaching (TBLT) and flipped classroom, to drive the learning process with real tasks and stimulate students' learning motivation and active participation awareness. In the PBL model, students conduct cross-stage and cross-skill project exploration around real or simulated problems, such as planning a simulated international conference or making a global culture-themed display board, constantly strengthening their comprehensive language ability in language expression, information collection, team communication and result display. TBLT emphasizes the authenticity and functionality of language tasks, such as booking tickets, writing complaint letters, organizing travel itineraries and other situational tasks, to improve students' language application ability in real contexts. The flipped classroom, by

using pre-class video learning and in-class discussion and communication, gives students more classroom discourse power, promotes in-depth understanding and multi-dimensional interaction.

Teachers should also make full use of modern digital technology to build a blended learning platform, expand the time and space boundaries of language learning, and enhance the personalization and flexibility of students' learning. Through online oral training systems (such as AI oral scoring tools), intelligent writing correction platforms (such as Grammarly, Quillbot), bilingual reading platforms, international remote teaching platforms and so on, students can obtain high-frequency and high-quality language input and output practice both on and off campus. In addition, by carrying out international virtual exchange projects (Virtual Exchange Programs) and participating in international student communities, students can directly interact with overseas peers in language and cultural exchanges, and temper their expression and cross-cultural communication abilities in real contexts (Yuan, 2019).

3.4 Improve the evaluation mechanism and strengthen formative assessment and international accreditation

In the process of constructing an English curriculum system based on international educational standards, establishing a scientific and rational evaluation mechanism is a crucial link in ensuring curriculum quality and promoting students' all-around development. At present, the evaluation system is no longer limited to a single summative exam score, but places greater emphasis on the process role of formative assessment, the comprehensive examination of multi-dimensional abilities, and the applicability and international recognition of evaluation results.

Firstly, the evaluation framework should be designed around multiple dimensions such as language knowledge mastery, language application ability, thinking and expression, and cultural understanding, to ensure that the evaluation content covers not only the basic knowledge of language but

also practical language use, critical thinking ability, and cross-cultural communication awareness. Multi-dimensional evaluation helps to present students' comprehensive language literacy in an all-encompassing manner, avoiding an overemphasis on grammar and vocabulary, and promoting balanced development of students' skills in listening, speaking, reading, and writing.

Secondly, the implementation of formative assessment mechanisms is key to enhancing teaching effectiveness and learning quality. Formative assessment focuses not only on students' final learning outcomes but also on their performance and growth during the learning process, including class participation, group cooperation, project progress, and independent learning records. At the same time, peer review and self-reflection activities are encouraged, enabling students to identify their strengths and weaknesses through evaluating others and reflecting on their own learning process, and to cultivate the ability for independent and lifelong learning. This type of evaluation not only enhances students' position as the main body of learning but also promotes interactive feedback between teachers and students, which is beneficial for teachers to flexibly adjust teaching strategies according to students' actual needs (Luo, 2017).

In addition, the evaluation system needs to actively connect with internationally authoritative language proficiency exams such as Cambridge English, TOEFL Junior, and IELTS, to establish a diversified international accreditation pathway, providing effective guarantees for students' further education, employment, and international exchanges. By aligning with these international exam standards, the curriculum evaluation not only gains authoritative recognition but also motivates students to improve their language abilities in accordance with international standards, enhancing the global competitiveness of the curriculum. After completing the course, students can obtain widely recognized language proficiency certificates, which will help them smoothly enter overseas universities or participate in international projects, expanding their

development opportunities.

Conclusion

In summary, constructing an English curriculum system based on international educational standards is a vital measure to achieve the modernization of education and its alignment with international practices. By clarifying the curriculum goals oriented by core literacy, integrating diversified and authentic curriculum content, innovating student-centered teaching methods, and perfecting the scientific and diversified evaluation system, it is not only possible to effectively enhance students' comprehensive language application ability and international understanding, but also to promote the deep transformation of English education concepts and practices.

In the future, curriculum reform should continue to make efforts in policy guidance, teacher training, resource construction, and localization integration to ensure that international standards take root in the local context and truly realize a new situation of English education that is "oriented towards the world and based on China."

Conflict of interest

The authors declare that they have no conflicts of interest in this work.

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