

Research on the Target Model and Implementation Path of Bilingual Curriculum Construction in Vocational Colleges under the "Double High Plan"

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Abstract: The "Double High Plan," aimed at constructing high-level vocational schools and programs with Chinese characteristics, is a crucial initiative for implementing the "National Vocational Education Reform Implementation Plan." Under the "Double High Plan," developing bilingual courses in vocational colleges aligns with the trend of vocational education internationalization and is essential for nurturing globally innovative talents. To develop bilingual courses, vocational colleges should establish development goals, devise bilingual course plans tailored to vocational education, create effective incentives for bilingual teaching, and actively practice and promote bilingual course development through teacher training, teaching resource construction, innovative teaching methods, and assessment reform. This approach provides theoretical guidance and practical experience for bilingual course teaching reform and international talent cultivation in vocational colleges.

Keywords: "Double High Plan", Bilingual Courses, Teaching Reform, Vocational Colleges.

1. Introduction

With the issuance of several policy documents, such as the "National Vocational Education Reform Implementation Plan," the "Opinions on Implementing the 'Double High Plan' for High-Level Vocational Schools and Programs with Chinese Characteristics," and the "Opinions on Deepening the Reform of Modern Vocational Education System Construction," the emphasis on strengthening international exchange and cooperation in vocational education has been highlighted. Vocational colleges under the "Double High Plan" must lead the process of vocational education internationalization. By adhering to the principles of openness to promote reform and development, conducting multi-level and broad-field educational exchanges and cooperation, and enhancing China's educational internationalization level, a large number of internationally-minded talents who understand international rules and can participate in global affairs and competition will be cultivated.

Regarding vocational education internationalization, models such as Germany's dual system, North America's CBE model, and Australia's TAFE model have gradually developed their theoretical, systematic, and standardized vocational education characteristics while supporting their respective countries' socio-economic development, promoting the internationalization of vocational education. Nowadays, China has established a unique vocational education model characterized by industry-education integration, school-enterprise cooperation, work-study combination, and knowledge-action unity. A group of internationally recognized vocational colleges plays a crucial role in regional economic development. In innovative practice, leveraging initiatives like "Belt and Road" and "Made in China 2025," China actively explores the models and paths for the internationalization of its vocational education. Among these, bilingual course development in vocational colleges under the "Double High Plan" background holds significant research and practical value. Studying its target models and implementation paths can provide theoretical guidance and

practical experience for bilingual course teaching reform and international talent cultivation in vocational colleges.

2. Necessity of Developing Bilingual Courses in Vocational Colleges under the "Double High Plan"

2.1. Promoting China's Vocational Education to International Advanced Levels

Bilingual course development (referring to Chinese and English in this context) is a key approach for aligning China's higher vocational education with international advanced levels and is one of the most direct and effective means for students to access world-class educational resources. By improving the bilingual course model, China's vocational education can better integrate into the global education system, promoting internationalization and high-quality development, enhancing educational quality and student outcomes, and boosting the reputation and influence of vocational education. Persisting with the principle of education following output, a number of internationally recognized high-level vocational schools with Chinese characteristics can be established, and internationally influential professional and course standards can be introduced. This also promotes academic exchange and cooperation, leveraging advanced educational concepts and resources from renowned domestic and foreign institutions to enhance the international recognition and reputation of China's vocational education.

2.2. Exploring a Bilingual Course Model Suitable for China's Vocational Education

China's vocational education has its unique characteristics and needs. Vocational colleges need to explore and verify a bilingual course model suitable for China's vocational education, providing useful references and guidance for bilingual course development. Studying the target model and implementation path of bilingual courses helps guide vocational colleges in reforming and innovating in areas such

as teacher training, course design, and teaching resource construction, thereby improving educational quality. Bilingual course development also encourages teachers to innovate teaching methods and design quality bilingual courses, enhancing teaching quality and outcomes. By implementing bilingual courses, vocational colleges can attract international educational resources and quality teachers, building an international academic platform and facilitating connectivity between domestic and international education.

2.3. Cultivating Internationally Competitive Innovative and Versatile Talents

Bilingual course development aims not only to enhance students' professional knowledge and foreign language skills but also to cultivate their international perspective and competitive awareness. Given the diverse student backgrounds, bilingual courses can broaden students' subject knowledge and professional skills, improving their overall quality and career competitiveness. For international students, bilingual courses provide opportunities for cultural exchange and mutual learning, fostering progress and improvement through shared course experiences. The "Bilingual + Professional Skills" approach aims to cultivate a cohort of innovative, versatile talents with international perspectives who understand global rules and can engage in international affairs and competition, thereby enhancing the international influence of China's vocational education.

3. Target Model for Developing Bilingual Courses in Vocational Colleges under the "Double High Plan"

3.1. Developing a Bilingual Course Development Plan Aligned with Vocational Education Realities

Bilingual courses refer to courses with international tendencies or those using internationally common academic languages for instruction [1]. In developing bilingual courses under the "Double High Plan," vocational colleges should consider vocational education realities, developing a bilingual course development plan and target model aligned with the college's positioning, talent cultivation, discipline and professional development, and course construction realities. Initially, the college's teaching management department can lead the initiative, with the teaching work committee's guidance, establishing a specialized body and conducting extensive research to advance bilingual course development. This involves understanding the current state and needs of the college's course system and international exchange needs, prioritizing the development of advantageous disciplines and specialties. The plan should specify the bilingual teaching disciplines, course construction plans, and consider the characteristics and positioning of China's vocational education. Key elements include determining the scope and proportion of bilingual teaching, suitable course content, integration of English teaching with discipline characteristics, and establishing clear teaching objectives and evaluation standards. Analyzing key elements of bilingual course development, such as course settings, design, textbook development, teacher training, faculty allocation, and teaching environment support, and exploring course design

principles and methods to balance language proficiency and professional knowledge cultivation across various disciplines.

3.2. Establishing Language Proficiency Requirements and Instructional Language Proportion for Bilingual Courses

Bilingual course development must address the negative impact of language barriers on course development. Teachers and students must meet certain foreign language proficiency levels for successful bilingual instruction [2]. Teachers need to be proficient in English for high-level instruction, reading extensive English literature, writing English lecture notes, and delivering professional knowledge in English while managing the class in Chinese. This demands high bilingual faculty resources, necessitating the establishment of foreign language training plans, teacher quality enhancement, evaluation and incentive mechanisms to improve bilingual teaching levels and ensure confidence in delivering bilingual courses. For students, integrating language courses into discipline construction is crucial, with foundational English courses in the first year supporting subsequent bilingual courses. Professional bilingual courses should prioritize content over language learning, adopting an English-dominant, Chinese-supplemented instruction mode, accommodating varying English proficiency levels through multi-level bilingual teaching approaches, including Chinese support, English introduction, English-Chinese integration, and full English immersion [3].

3.3. Establishing Effective Quality Assurance and Incentive Mechanisms for Bilingual Teaching

Effective incentive mechanisms are essential for promoting active participation in bilingual course development. Measures include funding for new bilingual courses, support for teaching resource libraries, and rewards for teaching workload. Continuous evaluation of the actual effects and impacts of bilingual course development is necessary, gathering feedback from students and teachers to identify and address issues. Monitoring student learning outcomes under bilingual courses through quantitative and qualitative research helps assess their language proficiency, professional knowledge, intercultural communication skills, and vocational competence development, providing a scientific basis for improving and optimizing bilingual courses. Establishing bilingual teaching evaluation bodies, comprising teaching committee members and experts with high English proficiency and teaching abilities, is crucial for regular course evaluations, collecting student feedback, and conducting bilingual teaching seminars, ensuring continuous quality improvement and sustainable development of bilingual courses.

4. Implementation Pathways for Bilingual Course Development in Vocational Colleges under the "Double High Plan"

4.1. Selecting Suitable Bilingual Teaching Models

Bilingual teaching models include immersion, transitional, maintenance, and dual bilingual teaching [4]. Immersion

involves instruction in a non-native language, suitable for students with strong language abilities, commonly used in international student courses. Maintenance uses native language initially, gradually introducing the second language with a lower proportion of usage. Transitional blends immersion and maintenance, starting with native language instruction, gradually transitioning to second language immersion. Dual bilingual teaching alternates between two languages within a single course. Before implementing bilingual teaching, vocational colleges should conduct thorough research, considering student characteristics, professional nature, and course difficulty to select an appropriate bilingual teaching model.

4.2. Strengthening Bilingual Faculty Development

Bilingual faculty development should employ strategies of "bringing in," "sending out," and "local training." Colleges should reasonably introduce foreign teachers, scholars, or experts, and domestic talents with bilingual teaching abilities to form high-quality teaching teams. Regular bilingual teaching training for existing faculty, including language learning and training, is necessary. Encouraging faculty to pursue overseas studies or further training and implementing incentive mechanisms, such as workload multipliers and rewards for excellent bilingual courses and teachers, ultimately forms a well-structured bilingual teaching faculty. This also provides opportunities and challenges for teachers, motivating them to enhance bilingual teaching and cross-cultural communication skills, adapting to the internationalization of vocational education.

4.3. Constructing Bilingual Teaching Resources

Before implementing bilingual courses, relevant professional groups and research departments should update bilingual course standards, designs, syllabi, and teaching plans, developing electronic bilingual lesson plans. Building online and offline bilingual teaching resources and textbooks supports teaching plans and goals. For courses with similar or minor differences between domestic and international knowledge systems, using original foreign textbooks, reference materials, and online resources is feasible. For courses with substantial differences, new bilingual teaching materials should be compiled, integrating domestic and foreign course standards and related materials, focusing on students' professional knowledge acquisition and language skills improvement. Actively developing high-quality MOOCs and online open courses with international influence, leveraging digital platforms and media, aids in enhancing bilingual course quality and promoting international exchange.

4.4. Innovating Bilingual Teaching Methods and Evaluation Models

The teaching methods for bilingual courses should differ from those of ordinary courses [5]. Firstly, it is essential to compare the experiences and practices of different countries and regions in the construction of bilingual vocational courses, understand their successful cases and lessons, analyze the latest trends and needs in the cultivation of international talents, and draw on advanced international concepts and teaching methods such as flipped classrooms. This integration of disciplinary knowledge with international standards helps

students better understand and master cutting-edge knowledge and the latest developments in their fields, providing a reference for the construction of bilingual vocational courses in China. Bilingual courses involve the interdisciplinary integration of subjects, with the overall goal of cultivating students' comprehensive qualities and innovative abilities through cross-disciplinary teaching, thereby enhancing their ability to solve complex problems. Therefore, the assessment methods for these courses should reflect the characteristics of bilingual teaching, emphasizing the comprehensive qualities of language learning, disciplinary knowledge, and international perspectives. By evaluating the final assessment results and course evaluations, the goals, methods, and assessment indicators of bilingual teaching should be promptly adjusted to enhance students' employment competitiveness and meet the demands of globalization, ultimately aiming to cultivate world-class talents.

5. Deepening Bilingual Teaching Reform under the "Double High Plan"

The construction of bilingual courses is a complex systemic project that requires support and collaboration from the Ministry of Education, vocational colleges, teachers, and students. The construction of bilingual courses in vocational colleges under the "Double High Plan" will provide opportunities for academic exchange and cooperation between vocational colleges and international vocational education institutions and educational organizations. Double High Plan institutions should particularly encourage and deepen bilingual teaching reform by continuously exploring the target models and implementation paths for bilingual course construction, creating a conducive international teaching and research environment, promoting interdisciplinary integration, enhancing teachers' international teaching levels and cross-cultural communication abilities, and cultivating vocational students' comprehensive qualities and innovative abilities. This effort aims to improve their capacity to solve complex problems and to cultivate innovative international talents, thus promoting the international development of vocational education and providing policy recommendations for the internationalization of vocational education. This will support the promotion and support of bilingual vocational courses nationwide.

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