

# Some Thoughts on Promoting the Construction of Bilingual Curriculum in Higher Vocational Education under the "Double High Plan"

Qian Zhang

School of General Education, Wenzhou Polytechnic, Wenzhou, Zhejiang 325035, China

---

**Abstract:** The "High-Level Higher Vocational Schools and Programs Construction Plan with Chinese Characteristics" (referred to as the "Double High Plan") is an important measure for implementing the "National Vocational Education Reform Implementation Plan." The construction of bilingual courses in higher vocational education under the "Double High Plan" is a necessary approach to align with the internationalization trend of vocational education and to cultivate internationally-oriented innovative talents. To develop bilingual courses, vocational colleges should formulate bilingual curriculum construction plans based on the realities of vocational education, establish effective incentive mechanisms for bilingual teaching, and actively engage in the construction of bilingual teaching teams, the development of bilingual teaching resources, innovation in bilingual teaching methods, and reform of assessment methods. These efforts will provide both theoretical guidance and practical experience for the reform and development of bilingual course teaching and the cultivation of international talent in higher vocational colleges.

**Keywords:** "Double High Plan", Vocational Colleges, Bilingual curriculum development, Teaching Reform.

---

## 1. Introduction

From the perspective of international vocational education models, whether it is Germany's dual system, North America's CBE (Competency-Based Education) model, or Australia's TAFE (Technical and Further Education) model, these systems gradually formed into theoretical, systematic, and standardized vocational education models while supporting their respective countries' economic and social development, thus advancing the internationalization of vocational education.

Today, China has developed a vocational education model with Chinese characteristics, centered around the integration of industry and education, school-enterprise cooperation, work-study integration, and the unity of knowledge and practice. A number of vocational colleges with international standards are playing a crucial role in supporting regional economic development. In the process of innovation and practice, it is essential to actively explore the internationalization models and pathways of Chinese vocational education, using initiatives such as the "Belt and Road" and "Made in China 2025" as carriers. Among them, the development of bilingual courses in higher vocational education under the "Double High Plan" holds significant research and practical value. By studying its development path, we can provide theoretical guidance and practical experience for the reform and development of bilingual course teaching and the cultivation of international talents in higher vocational colleges.

## 2. Development Framework

### 2.1. Formulating a Bilingual Curriculum Development Plan

Bilingual courses refer to either an entire curriculum with an international orientation or specific courses within the curriculum that exhibit international characteristics, often

taught in a language commonly used in the global academic community [1]. The construction of bilingual curricula in higher vocational education under the "Double High Plan" should take into account the realities of vocational education. Institutions must develop a bilingual curriculum construction plan aligned with their school positioning, talent cultivation goals, academic discipline development, and actual course conditions.

The planning process can be initiated by the school's academic administration, with guidance from the teaching affairs committee. A dedicated institution should be established to conduct extensive research and advance bilingual curriculum construction. First, schools should consider the characteristics and positioning of China's higher vocational education. Institutions participating in the "Double High Plan" must assess the current state and needs of their curriculum and prioritize bilingual curriculum development in their key disciplines and majors. Next, specific subjects and disciplines should be selected for bilingual curriculum implementation. To maintain the integrity of professional knowledge, the curriculum design should define the scope and proportion of bilingual instruction, determine suitable course content, integrate subject characteristics with English teaching, and set clear teaching objectives and evaluation criteria.

Additionally, the principles and methods of bilingual course design should be explored, ensuring a balance between language proficiency and professional knowledge in different fields. Key elements of bilingual curriculum construction—such as course design, curriculum structure, textbook development, teacher training, faculty allocation, and teaching environment support—must be examined in terms of their roles and interrelationships in the implementation process.

## **2.2. Defining Language Proficiency Requirements and the Proportion of Instruction in a Foreign Language**

The successful implementation of bilingual courses depends on both teachers' and students' language proficiency. Teachers and students must reach a certain level of foreign language competence, which is considered a fundamental condition for fully implementing instruction in a foreign language [2]. One of the key challenges in bilingual curriculum construction is overcoming language barriers that negatively impact course delivery.

From a faculty perspective, teachers involved in bilingual instruction must be proficient in English and capable of conducting high-level teaching in the language. This includes reading extensive English-language literature, preparing English lecture notes, delivering specialized knowledge in English, and managing the classroom using English. Consequently, institutions must enhance their bilingual faculty resources by establishing training and support systems, including foreign language training programs, professional development initiatives, evaluation mechanisms, and incentive structures. These measures will improve teachers' bilingual teaching capabilities and equip them with the confidence and skills to effectively deliver bilingual courses.

For students participating in bilingual courses, language-related courses should be integrated into their academic programs. For example, general English courses offered in the first year can help build a solid language foundation, providing essential support for subsequent bilingual courses. In specialized bilingual courses, the focus should shift away from language acquisition to ensure that subject courses do not become English language classes.

Regarding the proportion of instruction in a foreign language, higher vocational bilingual courses should primarily adopt an English-led, Chinese-assisted teaching model. The specific approach should be tailored to the language proficiency of both instructors and students. A multi-tiered bilingual teaching structure may be implemented, including preparatory instruction in Chinese, English introductory methods, blended English-Chinese instruction, and full-English immersion models [3].

## **2.3. Establishing an Effective Quality Assurance and Incentive Mechanism**

To ensure the successful implementation of bilingual courses, higher vocational institutions must establish a scientific teaching evaluation system and incentive mechanisms. Various strategies should be employed to encourage participation from different departments, professional groups, and faculty members, enhancing their enthusiasm and initiative in bilingual curriculum construction and reform. Measures such as funding support for newly introduced bilingual courses, resource development for bilingual teaching materials, and workload-based rewards can be implemented.

Following the implementation of bilingual courses, institutions should continuously assess their effectiveness and impact. Collecting feedback from students and teachers can help identify challenges and areas for improvement. Close monitoring of students' academic performance and development within bilingual courses is essential. A combination of quantitative and qualitative research methods should be used to evaluate students' English proficiency,

subject knowledge, intercultural communication skills, and professional competencies. These assessments will provide valuable insights into the impact of bilingual education on student learning and serve as a scientific basis for further curriculum optimization.

For bilingual course evaluation, institutions should establish dedicated bilingual teaching assessment committees, composed of teaching committee members and experts with high English proficiency and strong teaching capabilities. Mechanisms such as regular class observations, student feedback collection, and bilingual teaching forums should be implemented to ensure ongoing quality assurance. A structured feedback system should be established to propose continuous improvements, thereby guaranteeing the quality and sustainable development of bilingual courses.

## **3. Implementation**

### **3.1. Selecting an Appropriate Bilingual Teaching Model**

Bilingual teaching models mainly include immersive bilingual teaching, transitional bilingual teaching, maintenance bilingual teaching, and dual bilingual teaching. Immersive bilingual teaching primarily uses a non-native language for instruction, allowing students to be fully immersed in a second-language learning environment. This model is more suitable for students with strong language abilities and is widely adopted in courses for international students. Maintenance bilingual teaching begins with instruction in the native language and gradually introduces the second language at a relatively low proportion. Transitional bilingual teaching serves as an intermediary between immersive and maintenance bilingual teaching, where students initially learn in their native language before progressively incorporating the second language, ultimately transitioning to an immersive bilingual learning environment. Dual bilingual teaching involves the use of both languages in the same class, with teachers and students alternating between them for communication and instruction. Before implementing a bilingual teaching model, institutions should conduct thorough research, considering the characteristics and positioning of students in China's higher vocational education system. The selection of an appropriate bilingual teaching model should be based on students' English proficiency, the nature of their discipline, and the difficulty level of the course.

### **3.2. Strengthening the Bilingual Faculty Team**

The development of a bilingual faculty team in higher vocational education should be based on the existing faculty structure and adopt a combination of three strategies: "bringing in," "sending out," and "local training." Schools can introduce foreign teachers, international scholars, and experts while also recruiting domestic professionals with bilingual teaching capabilities to establish a high-quality bilingual teaching team. For the existing faculty, regular bilingual teaching training, specialized language learning programs, and targeted pedagogical development should be provided. Bilingual teachers must have a solid foundation in general English, be proficient in professional English, and actively participate in overseas study programs or academic exchanges. Additionally, schools should implement incentive mechanisms, such as adjusting teaching workload calculations with a weighting coefficient or providing

rewards for outstanding bilingual courses and educators. Ultimately, these measures will help form a well-structured bilingual faculty team. The construction of bilingual courses in higher vocational education places higher demands on faculty, requiring teachers to possess strong English language proficiency, flexible teaching strategies, and the ability to select appropriate teaching materials and resources. While this presents both challenges and opportunities, it encourages teachers to continuously enhance their bilingual teaching skills, professional expertise, and cross-cultural communication abilities to meet the demands of internationalized vocational education.

### 3.3. Developing Bilingual Teaching Resources

Before formally launching bilingual courses, relevant professional groups and teaching research departments should promptly update bilingual course standards, curriculum design, syllabi, and teaching plans while preparing bilingual electronic lesson plans. Additionally, both online and offline bilingual teaching resources and materials should be developed to better support instructional goals. If the knowledge structure of a course is similar in both domestic and international contexts, original foreign textbooks, international reference materials, and high-quality online teaching resources can be used. However, if there are significant differences in knowledge systems, professional groups and course teams should integrate domestic and international teaching materials and supplement them with self-compiled lecture notes. The development of bilingual teaching resources and materials helps teachers deliver bilingual instruction more effectively while enabling students to take an active role in their learning. By utilizing high-quality bilingual textbooks and digital resources, students can independently review course materials, retrieve missed information, and compensate for any lack of interaction in bilingual classrooms, thus enhancing their learning experience.

### 3.4. Innovating Bilingual Teaching Methods and Improving the Assessment System

Compared to standard courses, bilingual teaching requires distinct instructional approaches. First, it is essential to analyze the experiences and practices of different countries and regions in bilingual course construction for higher vocational education. By learning from successful cases and lessons, institutions can understand the latest trends and demands in international talent cultivation. Incorporating advanced international educational concepts and teaching methods, such as flipped classrooms, can help align subject knowledge with international standards, enabling students to grasp cutting-edge knowledge and developments in their fields. This provides valuable insights for the development of bilingual courses in China's higher vocational education sector. Furthermore, bilingual course construction often involves interdisciplinary integration, with the overall goal of cultivating students' comprehensive skills, innovative abilities, and problem-solving competencies through cross-disciplinary instruction. Therefore, assessment methods should reflect the unique characteristics of bilingual teaching by evaluating students' language proficiency, subject knowledge, and global perspectives. Final assessment results and course evaluations should be used to continuously adjust bilingual teaching objectives, instructional strategies, and assessment criteria. This will enhance students' employability

and better align their skills with the needs of globalization, ultimately fostering world-class professionals.

## 4. Conclusion

The construction of bilingual courses is a complex systemic project that requires support and collaboration from multiple stakeholders, including the Ministry of Education, higher vocational institutions, teachers, and students. Under the framework of the "Double High Plan," the development of bilingual courses in higher vocational education presents an opportunity for academic exchange and cooperation between domestic vocational institutions and international vocational education institutions and organizations.

Higher vocational institutions participating in the "Double High Plan" should actively encourage and deepen bilingual teaching reforms by continuously exploring pathways for bilingual course development. This includes fostering an internationalized teaching and research environment, promoting interdisciplinary integration, enhancing teachers' international teaching standards and cross-cultural communication skills, and cultivating students' overall competencies, innovative abilities, and problem-solving skills.

By nurturing globally competent, innovative talents, bilingual course construction will further drive the internationalization of higher vocational education. Additionally, it will provide policy recommendations to support the expansion and implementation of bilingual vocational education nationwide, ultimately contributing to the global integration of vocational education.

## Acknowledgment

This research was conducted under the framework of the "Double High Plan," and the author would like to express sincere gratitude to all those who contributed to this paper. The author acknowledges the financial support provided by the Wenzhou Polytechnic's 2022-2023 academic year "14<sup>th</sup> Five-Year Plan" Teaching Construction and Teaching Reform Research Project (Project No. WZYzd202303), which made this research possible.

## References

- [1] Hu, J. (2007). Analysis of the development of curriculum internationalization in Chinese universities. *China Higher Education Research*, (09), 69-71. <https://doi.org/10.16298/j.cnki.1004-3667.2007.09.020>
- [2] Gu, Y., & Dong, L. (2005). Experiences, lessons, and implications of bilingual education in Hong Kong. *Modern Foreign Languages*, (01), 43-52, 109-110.
- [3] Zheng, D., & Dai, W. (2013). A decade of bilingual education research in Chinese universities: Review and prospects. *Foreign Language World*, (01), 54-61.
- [4] Han, L., & Yu, S. (2013). Reflections on several issues in the reform of bilingual education in higher education. *Education Science*, 29(06), 35-41.
- [5] Fu, J., Hu, T., & Yang, P. (2021). Exploration of the bilingual teaching reform model for turfgrass science at Northwest A&F University under the "Double First-Class" construction background. *Pratacultural Science*, 38(09), 1882-1888.
- [6] Wang, J. (2019). Bilingual course construction in higher education: Review and reflection. *Contemporary Educational Science*, (03), 24-29.

[7] Pei, R. (2014). Research and practice of the "Four-in-One" strategy for the internationalization of higher education. *Heilongjiang Higher Education Research*, (11), 65-67.

[8] Wu, J. (2011). Preliminary exploration of bilingual teaching reform in vocational education professional courses. *Vocational Education Forum*, (32), 28-29.