

Research on the Construction of a Competency Model for International Chinese "Dual-Qualified" Teachers in the Context of Vocational Education Going Global

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Abstract: Against the dual demands of the "going global" of vocational education and the cultivation of talents under the "Chinese Language + Vocational Skills" model, international Chinese dual-qualified teachers have become the core support for the development of cross-border vocational education, yet there remain numerous problems in the construction and competency development of such teacher teams. Based on the COMET vocational competency assessment theory and combined with the practical experience of cross-border vocational education, this paper defines the connotation of international Chinese dual-qualified teachers, analyzes their practical predicaments in cross-cultural teaching, competency integration, curriculum development and other aspects, and constructs a five-dimensional core competency model covering cross-cultural Chinese teaching, vocational skill instruction, international curriculum development, cross-border collaborative education, and sustainable development and innovation. It also proposes cultivation paths from five aspects, including government-enterprise-school collaborative education, modular hierarchical training, and immersive practical training. This study provides theoretical support and practical guidance for the standardized construction of international Chinese dual-qualified teacher teams, and boosts the high-quality development of the "going global" of vocational education.

Keywords: Vocational Education "Going Global"; International Chinese Education; Dual-Qualified Teachers; Competence Model

1. Introduction

With the continued implementation of the Belt

and Road Initiative and the accelerated integration of global vocational education, China's vocational education "going global" has moved beyond a narrow focus on technical export and industrial-capacity cooperation. It has entered a deeper stage of collaboration characterized by the export of standards, innovation in educational models, and joint talent cultivation. A high-quality teaching workforce is essential to the high-quality development of education. Against this background, international Chinese dual-qualified teachers, who combine Chinese language teaching competence with the ability to deliver vocational skills training, have become a key group in cross-border vocational education. The development level of this teaching workforce directly affects the implementation outcomes of more than 400 international cooperation projects, including Chinese Workshops.

At present, although the cultivation of high-quality vocational education teachers is a core task in China's plan to build itself into a leading country in education, the development of international Chinese dual-qualified teachers still lags behind practical demand. Teachers with a background in Chinese language education often lack vocational skills qualifications, while vocational subject teachers tend to have insufficient competence in language teaching. As a result, it remains difficult to achieve the integrated language-and-skills training goals set out in the Chinese Proficiency Standards for Vocational Education. In addition, many teachers lack adequate preparation in cross-cultural adaptation and localized curriculum development.

Existing studies have mainly focused on domestic standards for dual-qualified teachers or on Chinese language teaching competence as a single dimension, while relatively limited attention has been paid to the integration of

language teaching competence and vocational skills training competence. Situated in the distinctive context of cross-border vocational education, this study integrates existing theoretical findings and practical experience to construct a systematic competency model for international Chinese dual-qualified teachers and to explore more targeted pathways for their professional development. In doing so, the study contributes to the theoretical development of internationalized vocational teacher education and provides clearer references for educational authorities, vocational institutions, and partner enterprises in the selection, training, and assessment of international Chinese dual-qualified teachers. It also seeks to support the higher-quality and more sustainable development of China's vocational education "going global" and to contribute Chinese experience and solutions to global vocational education governance.

2. The Connotation of Dual-Qualified Teachers

As a core component of the vocational education teaching workforce, dual-qualified teachers represent a composite form of teacher professionalism that corresponds to the distinctive features of vocational education. The definition of this concept has been continuously enriched through the practical development of vocational education and deepened through academic inquiry. It has therefore become a central issue in the construction of vocational education teaching teams. Based on the practical needs and development demands of vocational education, scholars have interpreted the connotation of dual-qualified teachers from different perspectives, forming several cognitive paradigms with distinct emphases [1].

The first is the competence-integration perspective. This view regards the dual competence of "education and teaching + professional practice" as the defining feature of dual-qualified teachers. From this perspective, dual-qualified teachers are a specialized type of teacher emerging from vocational education practice, possessing both theoretical teaching competence and practical operational ability. In different professional fields, the competence requirements and practice standards for dual-qualified teachers may vary, and their boundaries are mainly determined by the needs of professional teaching in vocational education

and by occupational skills standards.

The second is the dual-qualification perspective. This view takes both a vocational teacher qualification certificate and a corresponding vocational skills level certificate as the core criteria for identifying dual-qualified teachers. It defines dual-qualified teachers as those who possess both teaching qualifications and occupational qualifications. The acquisition and renewal of certificates are regarded as important guarantees for maintaining dual-qualified competence, as well as key benchmarks for teacher recruitment and assessment in vocational institutions.

The third is the teaching-practice perspective. This view emphasizes that the connotation of dual-qualified teachers is embodied throughout the whole process of teaching practice. Dual-qualified teachers are understood as those who can undertake both theoretical classroom teaching and practical training guidance. By integrating teaching content with occupational contexts and aligning teaching methods with practical needs, they contribute to the core goal of talent cultivation in vocational education.

The fourth is the professional-development perspective. This view understands dual-qualified teachers as a dynamic form of professional development rather than a static qualification category. It holds that becoming dual-qualified is a continuous process in which teachers update their knowledge, improve their competence, and integrate professional qualities throughout their career development. The development of vocational education and technological progress in industry continue to drive the iterative upgrading of the connotation of dual-qualified teachers [2].

Overall, the connotation of dual-qualified teachers refers not only to teachers' individual competence, qualifications, and professional qualities, but also to the educational logic of vocational education, particularly its emphasis on industry-education integration and the unity of knowledge and practice. With the high-quality development of vocational education and the deepening of the "going global" strategy, the conceptual boundaries of dual-qualified teachers have continued to expand. The concept has gradually moved beyond its initial focus on qualifications and competence to include broader dimensions of professional quality and sustainable development. It has become a key concept for defining the professional attributes

of vocational education teachers and for standardizing their cultivation and training. In the context of the internationalization of vocational education, dual-qualified teachers have been endowed with international attributes and cross-boundary characteristics. The emergence of international Chinese dual-qualified teachers further extends this concept by incorporating multiple requirements, including Chinese language teaching, vocational skills training, and cross-cultural adaptation. As shown in Table 1, international Chinese dual-qualified teachers differ from traditional domestic dual-qualified teachers not only in their

competence structure, but also in their teaching targets, teaching contexts, and professional responsibilities. This gives the concept clear contemporary relevance and strong contextual specificity. Therefore, the connotation of dual-qualified teachers embodies both the essential nature of vocational education as a distinct educational type and the dynamic features of its development. It represents a unity of static qualification requirements and dynamic professional growth, and its continuous enrichment reflects the ongoing professionalization of the vocational education teaching workforce.

Table 1. Comparison between Traditional Domestic “Dual-Qualified” Teachers and International Chinese Dual-Qualified Teachers

Dimension	Traditional Domestic “Dual-Qualified” Teachers	International Chinese Dual-Qualified Teachers
Core features / competence	Possess both theoretical teaching competence and practical operational ability; hold teacher qualification certificates and vocational skills level certificates; have educational teaching competence and professional practical ability; and are able to undertake both theoretical teaching and skills training.	Core competence dimension: Possess Chinese language teaching competence and vocational skills training competence, achieving an organic integration of “language as a tool” and “skills as practical application”. Cross-boundary quality dimension: Be familiar with both China’s and the target country’s vocational education systems, master cross-cultural communication skills and international education regulations, and be able to realize localized adaptation of curriculum standards and international innovation in teaching models. Vocational mission dimension: Undertake the triple mission of “Chinese language dissemination + skills export + cultural mutual learning”.
Competence structure	Emphasizes both theoretical teaching and practical operational ability.	Places greater emphasis on cross-cultural adaptation and cross-border collaborative competence.
teaching target	Students are relatively less differentiated and comparatively unified.	International students with varied language foundations, diverse cultural backgrounds, and different vocational needs.
Teaching context	A unified domestic educational environment.	Requires adaptation to different national education systems, teaching models, and industry standards.
Mission and responsibility	Not clearly defined or emphasized.	Bears the dual responsibility of exporting vocational education standards and disseminating Chinese culture.

3. Practical Difficulties Faced by International Chinese Dual-Qualified Teachers in the Context of Vocational Education “Going Global”

3.1 Insufficient Cross-Cultural Adaptability and a Disconnect Between Language Teaching and Vocational Contexts

The international expansion of China’s vocational education involves cooperation with countries and regions across diverse cultural spheres and linguistic systems. Such cultural and educational diversity makes cross-cultural adaptation a primary challenge for international Chinese language teaching. Students in partner countries often differ significantly in their Chinese proficiency, with complete beginners and learners with prior knowledge studying side by side. This makes it difficult to implement a

unified teaching pace and standardized content design. Meanwhile, the specialized nature of vocational terminology and the abstract features of technical expressions further increase the difficulty of language teaching [3].

Differences in cross-cultural cognition may also lead to conflicts in teaching philosophies and instructional models. The teacher-centered model that has long characterized China’s vocational education may not align well with the student-centered educational philosophy found in some countries. Similarly, collaborative learning practices shaped by a collectivist orientation may encounter barriers when applied to learners accustomed to more individualistic learning habits. These mismatches can easily give rise to misunderstandings in teaching and learning.

More importantly, current international Chinese language teaching still tends to focus on the

cultivation of general language competence. It has not yet been deeply integrated with vocational skills teaching contexts. Teaching materials and classroom content often lack situated language design required for professional operations, nor do they systematically correspond to the actual language needs of vocational positions. As a result, even when students acquire basic Chinese, they may still be unable to use it to understand skills-training procedures or complete workplace tasks. This creates a separation between language learning and skills training, making it difficult to meet the core demand of cross-border talent cultivation: enabling students to learn skills through Chinese and to pursue employment through those skills.

3.2 Fragmented Competence Structure and the Absence of Cross-Disciplinary Integration

The cross-disciplinary integration of “language teaching competence + vocational skills training competence” is the defining feature of international Chinese dual-qualified teachers and a fundamental requirement for supporting cross-border teaching. However, the competence structure of the current teaching workforce generally remains fragmented and one-dimensional.

Teachers with a background in Chinese language education usually possess systematic knowledge of Chinese language teaching theories and methods and are able to design basic Chinese teaching plans with precision. Yet they often lack practical experience in vocational fields and relevant professional skills qualifications. Their understanding of practical training design and vocational curriculum construction is also insufficient. As a result, they find it difficult to accurately identify the key language-teaching points embedded in professional contexts such as mechanical operation, cross-border e-commerce, customs declaration, and logistics. This limits their ability to establish an effective connection between language teaching and skills training [4].

By contrast, teachers with a vocational education background are familiar with the logic of professional skills instruction. They are able to guide students efficiently in practical training and are usually well informed about the latest technical standards and job requirements in their industries. However, they often show clear limitations in Chinese language teaching. Some

teachers lack precision in Chinese expression and find it difficult to explain specialized concepts such as “tolerance fit” and “customs declaration procedures” in accessible language. Their mastery of Chinese teaching methods, such as situational teaching and task-driven instruction, is also relatively weak, making it difficult for them to stimulate international students’ interest in language learning.

This fragmentation of competence easily leads teaching practice into an imbalanced pattern of either “emphasizing language while neglecting skills” or “emphasizing skills while neglecting language.” It prevents the formation of a positive interaction in which language supports skills acquisition and skills learning, in turn, reinforces language development. Consequently, it seriously constrains the teaching quality of cross-border vocational education.

3.3 Weak Capacity for Curriculum Development and Localized Transformation, and the Absence of an Adaptive Curriculum System

The integration of internationalized curriculum standards with localized adaptation is a core component of vocational education “going global.” As the key actors in cross-border curriculum construction, however, international Chinese dual-qualified teachers face dual constraints in both curriculum development and localized transformation.

Most teachers lack systematic competence in international curriculum development. They are still accustomed to directly adopting domestic vocational education curricula and teaching content without making targeted adjustments according to the industrial development realities, job-position needs, and cultural backgrounds of the target countries. This often results in a serious mismatch between curriculum content and local market demand. For example, directly applying core courses from China’s manufacturing-oriented vocational education to an agriculture-based Southeast Asian country may fail to meet its needs for industrial development and talent cultivation.

At the same time, the localization of Chinese vocational education standards also faces multiple obstacles. Vocational qualification certification systems and technical operation standards vary significantly across countries. This requires teachers to deconstruct, reorganize, and adapt domestic vocational education

standards. Yet existing teachers often lack an in-depth understanding of the vocational education systems in target countries, as well as the professional capacity required for standards transformation. As a result, they are unable to achieve effective alignment between Chinese and foreign vocational education standards.

In addition, teachers also show evident weaknesses in the development of digital teaching resources, the compilation of bilingual textbooks, and the design of practical teaching plans. These limitations make it difficult to construct an integrated “Chinese language + vocational skills” curriculum system suitable for cross-border teaching, and directly affect the overseas implementation of the “Chinese language + vocational skills” education model.

3.4 Insufficient Capacity for Cross-Border Collaborative Talent Cultivation and the Lack of a Multi-Dimensional Teaching Support System

Vocational education “going global” is a systematic undertaking involving multiple actors, including Chinese vocational institutions, partner institutions in target countries, and cooperative enterprises. Effective capacity for cross-border collaborative talent cultivation is therefore an important guarantee for international Chinese dual-qualified teachers in their teaching practice. At present, however, teachers’ preparation in this respect remains clearly insufficient.

Affected by language barriers, time-zone differences, and cultural gaps, teachers often find it difficult to communicate efficiently with teaching management teams in target-country institutions and with technical personnel in partner enterprises. This weakens teaching coordination and prevents effective alignment among teaching content, practical training resources, and assessment standards. In addition, teachers often lack a deep understanding of the teaching management rules of target countries, as well as the learning habits and cognitive characteristics of international students. In areas such as attendance management, assignment guidance, and academic discipline building, they lack adaptive implementation mechanisms, making it difficult to ensure effective teaching management.

When emergencies arise in cross-border education, such as failures of teaching facilities, student safety issues, or cross-cultural conflicts,

teachers generally lack systematic response plans and practical experience. As a result, they may be unable to resolve operational risks in a timely and efficient manner.

Meanwhile, with the increasing adoption of new teaching models such as cross-border online instruction and virtual simulation training, digital teaching competence has become indispensable for cross-border education. Yet the current teaching workforce still struggles to meet the practical needs of “Chinese language + vocational skills” cross-border teaching in areas such as the application of digital technologies, the operation of online teaching platforms, and the development of virtual training resources. The absence of a multi-dimensional teaching support system further limits the effectiveness of cross-border collaborative talent cultivation.

4. Construction of the Competency Model for International Chinese Dual-Qualified Teachers

4.1 Foundations for Constructing the Core Competency Model of International Chinese Dual-Qualified Teachers

4.1.1 Theoretical foundation

The construction of the competency model for international Chinese dual-qualified teachers is supported by multidisciplinary theories, among which the COMET model of vocational competence assessment provides the core basis for dimensional design and offers a scientific analytical framework for model construction. COMET integrates key concepts in vocational education, including action orientation, vocational competence, and work processes. Its central logic is to define an individual’s level of vocational competence by assessing their performance in completing holistic work tasks in authentic occupational contexts. This logic is highly consistent with the composite work characteristics of international Chinese dual-qualified teachers, whose professional practice involves “language teaching + skills training + cross-border collaboration”. In essence, their cross-border teaching practice unfolds through a series of work tasks centered on “Chinese language delivery, skills implementation, and multi-party collaboration”. The COMET model’s emphasis on practical competence therefore corresponds well to the competency requirements of this process [5].

More specifically, COMET decomposes

vocational competence into requirement, content, and action dimensions. This structure offers a direct reference for classifying the competency elements of international Chinese dual-qualified teachers. In the requirement dimension, the progressive hierarchy from nominal competence to functional competence, processual competence, and holistic design competence corresponds to teachers' developmental trajectory from basic language teaching and skills instruction to the integrated design of cross-border curricula. The content dimension, which emphasizes the developmental pattern from novice to expert, can guide the model in setting differentiated competency indicators according to teachers' professional stages. This ensures that competency requirements conform to the logic of cognitive development while remaining practically operable. The action dimension, with its focus on complete work tasks, provides a way to integrate otherwise scattered tasks such as language teaching, skills training, and cross-border communication. It thus helps construct a competency system covering the full workflow of teachers and prevents the fragmentation of competency elements.

In addition, COMET's use of open-ended comprehensive test tasks to ensure vocational validity also provides methodological support for the subsequent development of competency assessment tools for international Chinese dual-qualified teachers. This ensures that the model is not only theoretically rigorous but also adaptable to the complex practical scenarios of cross-border teaching [6].

4.1.2 Practical foundation

The cross-border education practices accumulated in the implementation of China's vocational education "going global" strategy provide a solid practical foundation for constructing the competency model of international Chinese dual-qualified teachers. In recent years, Chinese vocational institutions have launched a series of cooperation projects in countries along the Belt and Road, forming a rich body of practical cases. For example, when Wuxi Vocational Institute of Commerce jointly established the China–Laos Railway College with Laos, teachers were required to explain railway track maintenance technologies in Chinese while adapting their teaching to the learning habits of Lao students. When Zhejiang Institute of Mechanical and Electrical

Engineering established the China–Thailand Rayong College in Thailand, teachers needed to transform mechanical processing courses into bilingual teaching content and align them with Thai industrial standards.

While these projects explored pathways for integrating "Chinese language + vocational skills", they also clearly revealed existing teachers' competence gaps in areas such as cross-cultural skills teaching and localized curriculum adaptation. These problems provide practical evidence for identifying the core competency elements that the model should cover. Some vocational institutions have also piloted the cultivation of international Chinese dual-qualified teachers, further enriching the practical reference dimensions of the model.

In addition, the Ministry of Education's "Support Plan for the Cultivation of Distinguished Teachers in Online Higher Education" clearly emphasizes abilities such as cross-cultural teaching strategies, digital teaching resource development, and international curriculum design. These requirements are highly consistent with the cross-border teaching needs of international Chinese dual-qualified teachers. The practice-oriented approach advocated by the plan also builds a bridge between theoretical modeling and practical application, ensuring that the extraction of competency elements is both rooted in practice and capable of guiding practice.

4.1.3 Realistic foundation

The construction of the competency model for international Chinese dual-qualified teachers is grounded in three realistic dimensions: demand, supply, and field-based investigation. Together, these dimensions form a logically coherent research basis. Under the dual orientation of vocational education "going global" and the international cultivation of "Chinese language + vocational skills" talent, countries along the Belt and Road have developed increasingly specific expectations for composite teaching personnel. Teachers are expected not only to possess both Chinese language teaching competence and professional vocational skills training competence, but also to demonstrate cross-cultural collaborative qualities, so that they can adapt to the industrial development realities and teaching contexts of different countries. This constitutes the core demand-driven motivation for constructing the model.

The current supply of international Chinese

dual-qualified teachers further highlights the practical necessity of model construction [7]. Existing teacher groups are often characterized by a single disciplinary background. Teachers trained in Chinese language education generally lack vocational skills qualifications and practical industry experience, while teachers with a vocational education background tend to have clear deficiencies in Chinese teaching methods and language instructional design. Both groups face difficulties in integrating language and skills teaching and therefore struggle to meet the practical needs of cross-border vocational education.

Furthermore, field-based research on cross-border vocational education provides an important basis for screening and calibrating the competency elements of the model. Through in-depth investigations involving educational authorities in different regions, higher vocational institutions, institutional administrators, professional experts, frontline teachers, and students, the core competencies required of international Chinese dual-qualified teachers can be identified from multiple perspectives. This approach prevents the model from remaining a purely theoretical deduction and keeps it closely connected to the actual scenarios of cross-border teaching. It also ensures that the model's competency dimensions and elements respond to the strategic needs of vocational education internationalization while retaining practical value for implementation.

4.2 Basic Framework and Content of the Competency Model for International Chinese Dual-Qualified Teachers

4.2.1 Basic framework

The construction of the competency model for international Chinese dual-qualified teachers follows the logical pathway of “theoretical support, practice orientation, and demand adaptation”. Taking the internationalization of vocational education as its core context and composite competence as its defining feature, the model establishes a five-in-one core competency framework (see Figure 1). In this framework, cross-cultural Chinese language teaching competence serves as the foundation, vocational skills training competence functions as the core, international curriculum development competence acts as the key link, cross-border collaborative talent-cultivation competence provides support, and sustainable

development and innovation competence supplies the driving force. These five dimensions are mutually connected, mutually supportive, and organically integrated, together forming the core competency system of international Chinese dual-qualified teachers.

The framework is designed according to four basic principles. First, the principle of comprehensiveness requires the model to cover the core competency elements needed for cross-border teaching by international Chinese dual-qualified teachers, thereby avoiding omissions in competency dimensions. Second, the principle of specificity requires the model to focus on the distinctive scenario of vocational education “going global” and to highlight differentiated competencies such as cross-cultural adaptation and vocational skills integration. Third, the principle of operability requires each competency dimension to include specific competency indicators, thereby providing practical references for subsequent training, assessment, and evaluation. Fourth, the principle of dynamism requires the model to be continuously adjusted and optimized in response to trends in vocational education internationalization, technological progress, and changes in market demand.

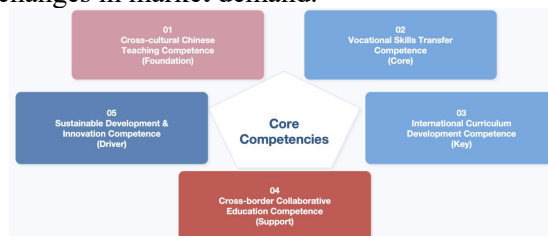


Figure 1. Connotation of the “Five-in-One” Core Competencies

4.2.2 Basic content

The five core competencies of international Chinese dual-qualified teachers each have a distinct functional orientation while remaining organically integrated. Together, they constitute a composite competency system that meets the needs of vocational education “going global”. The overall structure of this five-in-one competency model is presented in Figure 2.

Cross-cultural Chinese language teaching competence serves as the foundational competence. It requires teachers to integrate language teaching with vocational contexts in cross-cultural settings. Teachers should not only possess a solid command of the Chinese language and the ability to teach Chinese for vocational purposes, but also be able to

accurately identify language elements embedded in vocational scenarios and design differentiated teaching plans. At the same time, they should master cross-cultural adaptation strategies and develop a scientific teaching evaluation system, so as to resolve conflicts arising from cultural differences and comprehensively assess students' ability to use Chinese in practical contexts [8].

Vocational skills training competence is the core competence. Teachers need to have both a solid foundation in professional theories and corresponding vocational skills qualifications. They should be able to demonstrate professional skills proficiently, break down complex skills into teachable steps, and integrate craftsmanship, professional ethics, and occupational norms into practical training. In this way, they can help students develop a stronger sense of professional identity.

International curriculum development competence is the key competence. Teachers should be able to achieve two-way adaptation between Chinese vocational education standards and the needs of target countries. They need to reconstruct curriculum systems based on a work-process-oriented approach and develop integrated teaching resources that combine Chinese language learning with vocational skills training. They should also be competent in digital resource development and diversified curriculum evaluation design, so as to meet the requirements of cross-border blended teaching models.

Cross-border collaborative talent-cultivation competence functions as the supporting competence. Teachers are expected to possess strong bilingual communication and cross-border teaching management abilities. They should be able to coordinate effectively with Chinese and foreign institutions as well as partner enterprises, formulate management systems suited to international students, and promote school-enterprise collaboration. They also need emergency response capacity, enabling them to build collaborative educational synergy and properly handle various unexpected situations in cross-border education.

Sustainable development and innovation competence provides the driving force for professional growth. Teachers should develop a strong awareness of lifelong learning, actively follow developments in international vocational education and Chinese language teaching, and

innovate teaching models and methods in light of the characteristics of cross-border education. They should also rely on research and teaching inquiry to solve practical teaching problems, broaden their vision through participation in international exchanges and cooperation, enhance their professional influence, and ensure that their own competence develops in step with the evolving demands of cross-border teaching.

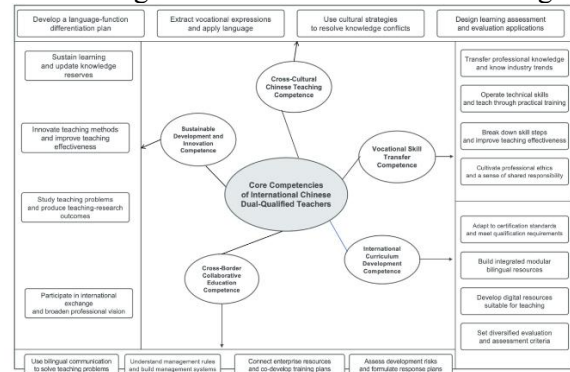


Figure 2. A “Five-in-One” Core Competency Model for International Chinese Dual-Qualified Teachers

5. Training Pathways for Enhancing the Competence of International Chinese Dual-Qualified Teachers

5.1 Establishing a Government–Institution–Enterprise Collaborative Training Mechanism to Integrate Multi-Party Resources

The cultivation of international Chinese dual-qualified teachers requires coordinated efforts among government departments, educational institutions, and enterprises, so as to form a collaborative training mechanism characterized by resource integration, complementary strengths, and shared responsibility [9].

At the government level, policy guidance and resource coordination should be strengthened. Relevant authorities should formulate development plans for international Chinese dual-qualified teaching teams, establish special funding schemes, and support the implementation of cross-border teacher training programs. It is also necessary to establish qualification certification standards for international Chinese dual-qualified teachers, clarify competency requirements and certification procedures, and standardize the development of this teaching workforce. Meanwhile, cooperation with educational

authorities in target countries should be enhanced to build cross-border teacher exchange platforms and provide policy support for teachers' overseas practice and professional exchange.

At the institutional level, vocational colleges and universities should assume the primary responsibility for teacher cultivation. Specialized training bases for international Chinese dual-qualified teachers should be established by integrating multidisciplinary resources in Chinese language teaching, vocational education, and cross-cultural studies. Professional training teams should also be formed. In addition, Chinese institutions should establish teacher exchange mechanisms with overseas partner institutions, carry out joint training and teaching exchanges, and promote the improvement of teachers' cross-cultural teaching competence.

At the enterprise level, enterprises should provide practical support. Leading enterprises in relevant industries should be selected as teacher practice bases, offering teachers opportunities for workplace practice, technical training, and project participation, thereby improving their vocational skills. Enterprises should also participate in the formulation of teacher training programs and the implementation of teaching activities, so that job requirements and technical standards can be incorporated into training content. This will ensure the relevance and practicality of teacher cultivation.

5.2 Implementing a Modular and Tiered Training Model to Precisely Enhance Core Competencies

Based on the five-in-one competency model for international Chinese dual-qualified teachers, a modular and tiered training system should be established to achieve targeted cultivation.

First, training content should be organized into modules. Five core modules may be developed. The cross-cultural Chinese language teaching module should cover vocational Chinese teaching methods, cross-cultural communication skills, and bilingual teaching competence. The vocational skills enhancement module should provide targeted skills training courses according to different professional fields and invite industry technical experts to teach. The international curriculum development module should include localized adaptation of curriculum standards, bilingual textbook writing,

and digital resource development. The cross-border collaborative management module should cover cross-border teaching management, school-enterprise cooperation, and emergency response. The sustainable development and innovation module should include innovative teaching methods, research capacity enhancement, and international communication skills.

Second, training should be implemented in tiers according to teachers' competence levels and career development stages. The entry level should target newly recruited teachers and focus on basic competence training, including the fundamentals of Chinese language teaching, basic vocational skills, and norms for cross-border teaching. The enhancement level should target teachers with some teaching experience and emphasize competence strengthening, including advanced cross-cultural teaching, practical curriculum development, and deeper cross-border collaboration. The expert level should target backbone teachers and focus on innovation-oriented training, including the integration of teaching and research, leadership in international projects, and the enhancement of industry influence.

Third, flexible training methods should be adopted by combining online and offline learning, theory and practice, and domestic and overseas training. Online training may rely on MOOCs, virtual teaching and research offices, and other platforms to support regular learning. Offline training may include intensive training sessions, workshops, and classroom observations. Domestic training should strengthen theoretical foundations and teaching skills, while overseas training should provide immersive practice and cross-cultural exchange.

5.3 Building Immersive Practice Platforms to Strengthen Practical Competence

Practice is the core pathway for improving the competence of international Chinese dual-qualified teachers. It is therefore necessary to establish diversified immersive practice platforms that allow teachers to develop their abilities in real cross-border teaching and vocational practice contexts.

First, overseas teaching practice platforms should be established. Teachers may be selected to undertake three- to six-month teaching placements at overseas partner institutions, where they participate in the whole teaching

process, including curriculum design, classroom teaching, student management, and school-enterprise coordination. Such authentic cross-cultural teaching contexts can improve teachers' cross-cultural Chinese language teaching competence and cross-border collaborative talent-cultivation competence [10]. Second, enterprise workplace practice platforms should be developed. Teachers may be arranged to undertake one- to two-month workplace practice in domestic or overseas partner enterprises, participating in production operations, technological research and development, and project implementation. Through this process, they can become familiar with job requirements, technical standards, and work processes, thereby improving their vocational skills and practical teaching competence.

Third, cross-border teaching project practice platforms should be created. Teachers should be encouraged to participate in "Chinese language + vocational skills" international cooperation projects, such as overseas vocational skills training, cross-border joint education programs, and coaching for international skills competitions. Through project implementation, teachers can develop comprehensive abilities in curriculum development, cross-border coordination, and emergency response.

Fourth, cross-cultural exchange practice platforms should be strengthened. Activities such as international Chinese language teaching seminars and international forums on vocational education can provide teachers with opportunities to communicate with foreign peers. Teachers should also be encouraged to participate in overseas cultural visits and educational exchanges, so as to deepen their understanding of target-country cultures and improve their cross-cultural communication competence.

5.4 Advancing a Digital Empowerment Initiative to Innovate Training Methods

The deep application of digital technologies brings new momentum to the cultivation of international Chinese dual-qualified teachers. To advance digital empowerment, training models and methods should be innovated through platform construction, resource development, tool application, and community building, with the aim of improving both the quality and efficiency of teacher cultivation.

First, an integrated digital training platform should be established to create a personalized learning ecosystem. A dedicated online training system for international Chinese dual-qualified teachers can be developed through modern information technologies. This system should integrate diverse digital resources, including bilingual teaching materials, videos of vocational skills operations, typical cases of cross-cultural teaching, and online simulation scenarios for practical training. It would provide teachers with a one-stop platform for independent learning. With the help of big data technologies, teachers' learning trajectories, competence weaknesses, and training progress can be dynamically tracked and accurately analyzed. Based on the results, customized training content and targeted learning suggestions can be provided, making the training process more responsive to individual developmental needs.

Second, integrated virtual simulation training resources should be developed to reduce the cost of practice-based training. According to the teaching characteristics of different vocational fields, virtual simulation systems integrating Chinese language teaching and skills training can be designed. These systems may highly simulate overseas cross-cultural teaching scenarios and enterprise production contexts in target countries, allowing teachers to conduct teaching rehearsals, skills operations, and cross-cultural response training in virtual environments. This can overcome the limitations of time, space, and cost in offline practice and improve the efficiency and effectiveness of practical teacher training.

Third, diversified digital teaching tools should be promoted to enhance teachers' digital teaching competence. Systematic training should be provided to help teachers master online teaching platforms, intelligent bilingual translation tools, virtual collaborative whiteboards, cross-border online communication tools, and other practical technologies. Teachers should also be encouraged to integrate artificial intelligence into cross-border teaching practice. Through intelligent test banks, Chinese speech assessment, and intelligent analysis of international students' learning conditions, teachers can carry out more personalized teaching and improve the precision and effectiveness of cross-border instruction.

Fourth, collaborative digital learning

communities should be established to promote cross-regional knowledge sharing. Digital learning communities for international Chinese dual-qualified teachers can be built through professional social media, online vocational education forums, and virtual teaching and research offices. These communities can break down barriers among regions, institutions, and disciplines, and promote cross-regional and cross-disciplinary teaching exchange and cooperation. Through such communities, high-quality teaching experience can be shared, distinctive teaching resources can be co-developed, and cross-border teaching problems can be jointly addressed, thereby forming a collaborative force for improving teacher competence.

5.5 Establishing a Normalized Evaluation and Incentive Mechanism to Ensure Sustainable Training Outcomes

A scientific and reasonable evaluation and incentive mechanism is an important guarantee for the continuous improvement of international Chinese dual-qualified teachers' competence. A normalized system should be established that is competence-oriented, combines process and outcome evaluation, and involves multiple participants.

First, a diversified evaluation indicator system should be constructed. Based on the five-in-one competency model, evaluation indicators should cover multiple dimensions, including teaching effectiveness, skills level, curriculum development, cross-border collaboration, and research innovation. A combination of teacher self-evaluation, student evaluation, peer evaluation, enterprise evaluation, and expert evaluation should be adopted to assess teachers' competence comprehensively and objectively [11].

Second, process evaluation and summative evaluation should be integrated. Teachers' performance in training, teaching practice, research and teaching inquiry, and international exchange should be included in the evaluation scope. Through regular assessments and staged evaluations, the whole process of teachers' competence development can be tracked. Summative evaluation may be conducted through qualification certification, review of teaching achievements, and skills assessment, in order to examine teachers' overall competence.

Third, incentive mechanisms should be

improved. Evaluation results should be linked to professional title promotion, position appointment, performance-based remuneration, and awards for excellence. Teachers with outstanding competence and performance should be given recognition, rewards, and promotion opportunities. An innovation fund for international Chinese dual-qualified teachers may also be established to support teaching innovation and research projects, and to encourage teachers to participate actively in international exchange and cooperation. In addition, teacher competence development portfolios should be created to record teachers' growth trajectories and provide guidance and support for their professional development.

6. Conclusion

In the context of vocational education "going global", the construction of a competency model for international Chinese dual-qualified teachers is both a response to the need for integrated "Chinese language + vocational skills" talent cultivation and a necessary exploration in the development of an internationalized vocational teaching workforce. Based on COMET theory and informed by cross-border educational practice and empirical investigation, this study proposes a five-in-one competency model and corresponding training pathways. The model provides an operable framework for the standardized cultivation of this group of teachers and addresses the current lack of a systematic competency framework integrating language teaching and skills training.

It should be noted that the competency model needs to be dynamically optimized in response to global industrial transformation and the development of vocational education. The emergence of new fields such as digital trade and green manufacturing, for example, will require the model to incorporate additional indicators related to digital skills and sustainability-oriented teaching. Future research may conduct discipline-specific empirical studies to further refine the competency priorities of teachers in different professional fields. It is also necessary to strengthen international collaborative validation so as to enhance the model's adaptability across national and educational contexts. Ultimately, this work is expected to support the deeper integration of Chinese vocational education standards and the "Chinese +" brand into the global vocational

education system, and to provide a solid teaching workforce for cultivating more internationally oriented technical and skilled talent.

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