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2025 2nd International Conference on the Frontiers of Social Sciences, Education, and the Development of Humanities Arts (EDHA 2025)

Research on the Training Path of Foreign Language Talents in Dual System

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Abstract: This article focuses on in-depth research on the application path of the dual system in foreign language talent cultivation. Detailed analysis of the significance of the dual system in foreign language talent cultivation, which can promote the close integration of school education and enterprise practice, and create a learning environment that fully combines theory and practice for students. Furthermore, an in-depth analysis was conducted on the actual implementation status of the current dual system in foreign language talent cultivation, including the achievements made and the existing problems. In response to the identified issues, this article proposes a series of effective optimization strategies. We hope that through the dual system model, we can effectively cultivate foreign language professionals who highly meet the practical needs of society and possess excellent practical abilities, thereby providing solid and powerful support for comprehensively improving the overall quality of foreign language talents and the comprehensive level of foreign exchange in China.

Keywords: dual system; cultivation of foreign language talents; cultivation path

1. Introduction

In the context of the rapid advancement of globalization, communication and cooperation between countries around the world have become increasingly frequent and in-depth, which has led to a significant trend of increasing diversity and demand for foreign language talents. The traditional foreign language talent cultivation model has gradually exposed a series of urgent problems to be solved in this new situation, among which the most prominent is the serious disconnect between theoretical knowledge imparting and practical application ability cultivation. The dual production, as a widely recognized and mature educational model in the field of vocational education, provides new ideas and practical methods for the cultivation of foreign language talents. It emphasizes the organic combination of school education and enterprise practice, which can enable students to learn foreign language knowledge while accumulating rich practical experience through participating in actual work and projects of enterprises, improving language proficiency and professional ethics. Therefore, exploring the effective training path of the dual system in foreign language talent cultivation is of great practical significance for solving the current problems in foreign language talent cultivation and meeting the diversified needs of society for foreign language talents. This not only helps to improve the quality of foreign language talent cultivation, but also enables China to gain more advantages and opportunities in global competition.

Received: 15 February 2025

Revised: 20 February 2025

Accepted: 06 March 2025

Published: 12 March 2025



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2. The Importance of Cultivating Dual System Foreign Language Talents

2.1. *Adapting to Social Needs and Enhancing the Comprehensive Quality of Talents*

In today's increasingly globalized era, foreign languages have been widely used in many fields such as international trade, cultural exchange, and cross-border cooperation. The demand for foreign language talents in society is no longer limited to solid language knowledge, but more urgently requires them to have the ability to flexibly use language in practical scenarios for efficient communication, coordination, and solving various complex problems [1].

The dual system training model precisely conforms to this social demand. It can accurately connect with these practical needs by establishing a close joint practice mechanism with enterprises. In the dual system mode, students can freely shuttle between two completely different environments, school and enterprise. In school, they can receive systematic and comprehensive education on theoretical knowledge of foreign languages, cultures, etc., laying a solid foundation of knowledge for them. In the practical stage of enterprises, students have the opportunity to put their theoretical knowledge into practice and exercise their practical skills.

In the process of enterprise practice, students can also cultivate professional ethics in real work scenarios. They can personally experience the atmosphere and requirements of the workplace, learn how to abide by work discipline, collaborate with team members, and cope with work pressure. The cultivation of these professional qualities is crucial for students to smoothly enter the workplace and achieve success in the future. Cross cultural communication skills are particularly important in the context of globalization today. In business practice, students often come into contact with colleagues and clients from different cultural backgrounds. Through communication and collaboration with them, students can gain a deeper understanding of the differences and similarities between different cultures, enhancing their cross-cultural communication skills. This cross-cultural communication ability not only helps students better play their role in international communication and cooperation, but also broadens their international perspective and enhances their overall quality.

The dual system training model provides students with a comprehensive development platform through joint enterprise practice. Students continuously learn and grow in both school and business environments, mastering solid theoretical knowledge and possessing rich practical experience and comprehensive professional qualities, thus better meeting social needs and becoming excellent foreign language talents with comprehensive qualities.

2.2. *Enhancing Employment Competitiveness*

In today's fiercely competitive job market, foreign language talents trained through a dual system have obvious advantages. The dual system training model emphasizes the accumulation of practical experience, enabling students to not only master solid theoretical knowledge of foreign languages during the learning process, but also gain rich practical experience through participating in enterprise practice [2].

The accumulation of practical experience has a crucial impact on students' employment competitiveness. On the one hand, it enables students to stand out in the job search process. Compared with graduates under the traditional training mode, students trained under the dual system have richer practical experience on their resumes, which undoubtedly attracts the attention of employers. Employers tend to hire job seekers who have practical work experience and can quickly adapt to the job position. On the other hand, the accumulation of practical experience also helps students better integrate into the workplace. In enterprise practice, students have become familiar with the working environment and workflow of the workplace, and have learned how to communicate and collaborate with colleagues and superiors. Therefore, when they enter the workforce after graduation, they can adapt to the new work environment faster, reduce the adaptation period

after joining, and improve work efficiency [3]. Foreign language talents trained under the dual system also have stronger career development potential. Their accumulated experience and skills in practice have laid a solid foundation for their future career development. They are able to better understand industry demands and development trends, and are more likely to seize opportunities for career development to achieve personal career goals.

The dual system training model provides a broader career development space for foreign language talents and enhances their employment competitiveness by accumulating practical experience. In the future job market, foreign language talents trained under the dual system will have more advantages and are more likely to succeed.

3. Problems in the Cultivation of Dual System Foreign Language Talents

3.1. Insufficient Depth of Cooperation

In the dual system foreign language talent cultivation model, insufficient depth of cooperation is an urgent problem to be solved. The cooperation between some schools and enterprises is only superficial, lacking a long-term stable cooperation mechanism. This means that both parties may have only signed some formal cooperation agreements, without truly deepening the cooperation in actual operation.

This superficial cooperation may result in limited involvement of enterprises in the development of talent training programs, teaching processes, and other aspects. As important participants in the practical process, the opinions and suggestions of enterprises are crucial for cultivating foreign language talents that meet market demand. However, due to insufficient depth of cooperation, companies may not be able to fully leverage their role in these areas.

For example, in the process of developing talent training programs, companies may not have sufficient opportunities to participate, resulting in a disconnect between the training program and actual job needs. This may make it difficult for students to adapt to the work environment after graduation and meet the actual needs of the enterprise. Similarly, the limited participation of enterprises in the teaching process may also affect the quality of teaching. Enterprises can provide resources such as practical experience and case analysis to help students better understand and apply the knowledge they have learned. But if the participation of enterprises is not high, students may lack these practical opportunities, which will affect their comprehensive quality and employment competitiveness.

In addition, the lack of long-term stable cooperation mechanisms may also lead to instability in cooperative relationships. Schools and businesses may interrupt their cooperation for various reasons, which can have adverse effects on students' learning and development. For example, students may not receive sufficient guidance and support during internships, or may not have access to employment opportunities in companies after graduation.

3.2. Weak Teaching Staff

In the dual system foreign language talent cultivation, the weak teaching staff is an issue that cannot be ignored. The shortage of teachers who understand foreign languages and are familiar with practical operations in enterprises poses a challenge to cultivating high-quality foreign language talents.

On the one hand, teachers who understand foreign languages may lack practical experience in enterprises. They may place more emphasis on imparting theoretical knowledge in their teaching, while not paying enough attention to practical applications. This may make it difficult for students to apply the knowledge they have learned to practical work after graduation, affecting their employment competitiveness. On the other hand, teachers who are familiar with practical operations in enterprises may have deficiencies in language teaching. They may not be able to effectively impart foreign language

knowledge and skills, which can affect students' language proficiency and cross-cultural communication skills.

In addition, the difficulty for teachers to effectively connect theoretical teaching with practical guidance is also a problem. Theoretical teaching and practical guidance are two important links in the cultivation of dual system foreign language talents, which require teachers to have good communication skills. However, due to weak teaching staff, teachers may not be able to effectively combine theoretical knowledge with practical operations, resulting in poor teaching effectiveness.

3.3. Imperfect Curriculum System

In the dual system foreign language talent training model, the improvement of the curriculum system directly affects the quality of training. However, there are many problems in the curriculum system of some schools that urgently need to be solved.

Existing courses often struggle to organically integrate foreign language expertise with the practical needs of enterprises. The imparting of foreign language professional knowledge is certainly important, but if it cannot be combined with enterprise practice, the knowledge learned by students will be difficult to apply in practical work. This may result in students feeling overwhelmed and unable to quickly adapt to the work environment when faced with practical work after graduation. The unreasonable proportion of practical courses is also a prominent issue. The dual system emphasizes the importance of practical teaching, but in practical operation, the proportion of practical courses in some schools is too low to meet the needs of cultivating students' practical abilities. The lack of practical courses results in students lacking practical operational experience, making it difficult for them to transform theoretical knowledge into practical skills, which affects their employment competitiveness. The lack of timely updates to course content is also one of the manifestations of an imperfect curriculum system. With the rapid development of society and the continuous advancement of technology, the demand for foreign language talents is also constantly changing. If the course content is not updated in a timely manner, the knowledge learned by students will not be able to adapt to the rapidly changing social demands. This requires schools to closely monitor social dynamics, adjust course content in a timely manner, and ensure the timeliness and practicality of the knowledge students learn. The unscientific curriculum evaluation system is also an aspect of the imperfect curriculum system. At present, some schools' curriculum evaluations mainly focus on exam scores, neglecting the evaluation of students' practical abilities and comprehensive qualities. This evaluation method is not conducive to stimulating students' learning enthusiasm and initiative, nor is it conducive to cultivating students' innovative spirit and practical ability [4].

4. Exploration of Dual System Foreign Language Talent Cultivation Path

4.1. Deepening the Mechanism of School Enterprise Cooperation

In the dual system foreign language talent cultivation model, deepening the school enterprise cooperation mechanism is the key. Schools and enterprises should sign long-term and comprehensive cooperation agreements to ensure the stability and sustainability of their cooperation. The cooperation agreement should clearly define the rights and obligations of both parties, including talent development goals, curriculum system, teaching plan, internship arrangements, and faculty team building.

Establishing a joint training committee is an important measure to deepen the mechanism of school enterprise cooperation. The Joint Training Committee is composed of representatives from schools and enterprises, responsible for coordinating cooperation between the two parties, developing talent development plans, supervising teaching quality, and evaluating student learning outcomes. The Joint Training Committee should hold regular meetings to discuss and resolve issues that arise during the cooperation process, ensuring the smooth progress of the collaboration.

Enterprises should deeply participate in the entire training process of students, provide internship positions and practical projects, and provide feedback on students' practical performance. Enterprises can provide students with a real working environment and practical opportunities, allowing them to learn and grow through practice. Enterprises can also provide professional guidance and training for students to help them improve their practical skills and professional ethics. At the same time, enterprises should provide timely feedback on students' practical performance, providing reference for the school's teaching reform [5].

The school adjusts the teaching content and methods in a timely manner based on feedback, achieving collaborative education between both parties. Schools should adjust their teaching content and methods in a timely manner based on feedback from enterprises, making teaching more closely aligned with actual needs. Schools can also invite corporate experts to participate in teaching activities, providing students with practical experience and career guidance. Through collaborative education between both parties, we aim to cultivate foreign language talents with solid knowledge, strong practical abilities, and professional ethics.

Deepening the mechanism of school enterprise cooperation is the core of the dual system foreign language talent training model. Schools and enterprises should strengthen cooperation, jointly develop talent development plans, provide internship positions and practical projects, provide feedback on students' practical performance, adjust teaching content and methods in a timely manner, and achieve collaborative education between both parties. Only in this way can we cultivate high-quality foreign language talents that meet the needs of society.

4.2. Strengthening the Construction of the Teaching Staff

In the dual system foreign language talent training model, the construction of the teaching staff is a crucial part. In order to cultivate foreign language talents with practical ability and innovative spirit, it is necessary to build a high-quality "dual teacher" teaching staff.

Encourage foreign language teachers to intern in enterprises, participate in practical projects, and enhance their practical abilities. As the main body of teaching, foreign language teachers' practical abilities and industry experience have a significant impact on the quality of teaching. By hanging out in enterprises for training, foreign language teachers can gain a deeper understanding of the actual operation and industry needs of enterprises, combine theoretical knowledge with practical experience, and improve the pertinence and effectiveness of teaching. Meanwhile, participating in practical projects can also expose foreign language teachers to the latest industry trends and technological developments, providing references for updating and optimizing teaching content.

Hire experts with rich experience in foreign language application from enterprises as part-time teachers, regularly give lectures and lectures on campus, and impart practical skills and the latest industry trends. Enterprise experts have rich practical experience and industry background [6]. Their joining can bring students more practical teaching content and case analysis, helping them better understand and master foreign language knowledge and skills. In addition, enterprise experts can provide students with career planning and employment guidance, helping them better adapt to future career development.

In order to ensure the smooth construction of the teaching staff, schools also need to establish corresponding incentive mechanisms and guarantee measures. For example, for foreign language teachers who work in enterprises for training, schools can provide certain subsidies and rewards to encourage them to actively participate in practical activities. For the hired enterprise experts, the school can provide certain salary and welfare benefits to attract them to teach and hold lectures on campus. At the same time, schools also need

to strengthen the training and management of their teaching staff, improve their teaching level and professional ethics [7].

Strengthening the construction of the teaching staff is an important guarantee for the dual system foreign language talent training model. By encouraging foreign language teachers to intern in enterprises and hiring enterprise experts as part-time teachers, we can build a "dual teacher" foreign language teaching team, improve teaching quality and talent cultivation level, and cultivate more foreign language talents with practical ability and innovative spirit for society.

4.3. *Optimizing the Curriculum System*

In the dual system foreign language talent cultivation model, optimizing the curriculum system is the key to cultivating high-quality foreign language talents. Building a curriculum system centered on foreign language proficiency, integrating multiple modules such as professional ethics [8], cross-cultural communication, and professional practical skills, can comprehensively enhance students' overall quality and competitiveness.

- 1) With foreign language proficiency as the core, ensure that students have a solid language foundation. Foreign language is the core content of cultivating foreign language talents. Students need to master basic skills such as listening, speaking, reading, writing, and translation, and possess good language expression and communication abilities. In terms of curriculum design, emphasis should be placed on imparting basic language knowledge, such as grammar, vocabulary, phonetics, etc., while strengthening language practice training, such as oral practice, writing training, translation practice, etc., to enhance students' language proficiency.
- 2) Integrating professional competence modules to cultivate students' professional awareness and ethics. Professional ethics is one of the essential qualities for foreign language talents, including professional consciousness, professional ethics, and professional skills. In terms of curriculum design, emphasis should be placed on cultivating students' professional awareness and ethics, such as teamwork spirit, innovation spirit, sense of responsibility, etc. At the same time, vocational skills training should be strengthened, such as office software application, business etiquette, marketing, etc., to enhance students' professional competitiveness.
- 3) Integrating cross-cultural communication modules to cultivate students' cross-cultural communication skills. Cross cultural communication is one of the essential skills for foreign language talents. Students need to understand language, customs, values, etc. in different cultural backgrounds and possess the ability of cross-cultural communication. In terms of curriculum design, emphasis should be placed on cultivating students' cross-cultural communication skills, such as cross-cultural communication theory, cross-cultural communication skills, cross-cultural communication practice, etc., in order to improve students' cross-cultural communication abilities.
- 4) Integrating professional practical skills modules to cultivate students' professional practical abilities. Professional practical skills are one of the essential abilities for foreign language talents. Students need to master certain professional knowledge and skills, and have the ability to solve practical problems. In terms of curriculum design, emphasis should be placed on cultivating students' professional practical abilities, such as professional course practice, enterprise internships, graduation projects, etc., to improve students' professional practical abilities.
- 5) Increase the proportion of practical courses, adopt project-based teaching method, introduce real enterprise projects into the classroom, and enable students to improve their foreign language application ability and problem-solving

ability in the process of completing projects [9]. Practical courses are an important way to cultivate students' practical abilities. Through the study of practical courses, students can combine theoretical knowledge with practice, improve their practical skills and problem-solving abilities. Adopting project-based teaching method, real enterprise projects are introduced into the classroom, allowing students to improve their foreign language application ability and problem-solving ability in the process of completing projects. The project-based teaching method takes projects as the carrier, students as the main body, and teachers as the leader. Through the implementation of projects, it cultivates students' teamwork spirit, innovation spirit, and practical ability. Introducing real enterprise projects into the classroom, allowing students to learn and practice in a real work environment, and improving their professional competence and employment competitiveness.

- 6) At the same time, according to market demand and industry development trends, timely update course content to ensure that the talents cultivated meet the requirements of the times. Market demand and industry development trends are important basis for updating course content. Course content should be closely integrated with market demand and industry development trends, updated and adjusted in a timely manner to meet the needs of social development. The school should establish a curriculum content update mechanism, evaluate and adjust the curriculum content regularly, and ensure the progressiveness and practicality of the curriculum content [10].

Optimizing the curriculum system is the core of the dual system foreign language talent cultivation model. Building a curriculum system centered on foreign language ability, integrating multiple modules such as professional ethics, cross-cultural communication, and professional practical skills, increasing the proportion of practical courses, adopting project-based teaching methods, introducing real enterprise projects into the classroom, and updating curriculum content in a timely manner according to market demand and industry development trends can comprehensively enhance students' comprehensive quality and competitiveness, and cultivate high-quality foreign language talents that meet the requirements of the times.

4.4. Expand Practice Platform

In the dual system foreign language talent cultivation model, expanding practical platforms is an important way to cultivate students' practical abilities and international perspectives. In addition to regular corporate internships, it is also necessary to actively explore diversified practical platforms, such as international volunteer services, practical exchanges in overseas cooperative education projects, online remote collaboration with foreign enterprises, etc., to broaden students' international horizons and exercise their ability to use foreign languages in different cultural backgrounds.

- 1) International volunteer service is a very meaningful practical activity that allows students to improve their foreign language proficiency and cross-cultural communication skills while helping others. Students can participate in activities organized by international volunteer organizations to help local people abroad and engage in communication and cooperation with them. In this process, students need to use foreign languages to communicate and interact with local people, which can help them improve their foreign language proficiency and cross-cultural communication skills.
- 2) The practical exchange in overseas cooperative education projects is also a very good platform for students to learn and live in a foreign learning environment, improve their foreign language proficiency and cross-cultural communication skills. Students can participate in overseas cooperative education programs, study and exchange at foreign universities, and engage in communication and

cooperation with local students and teachers. In this process, students need to use foreign languages to communicate and interact with local students and teachers, which can help them improve their foreign language proficiency and cross-cultural communication skills.

- 3) Online remote collaboration with foreign companies is also a very good practical platform, which allows students to cooperate and communicate with foreign companies in China, improving their foreign language proficiency and cross-cultural communication skills. Students can participate in online remote collaboration projects with foreign companies to collaborate and exchange ideas, and complete project tasks. In this process, students need to use foreign languages to communicate and interact with foreign companies, which can help them improve their foreign language proficiency and cross-cultural communication skills.

Expanding practical platforms is an important component of the dual system foreign language talent cultivation model, which can help students improve their practical abilities and international perspectives, and cultivate foreign language talents with international competitiveness. Schools should actively explore diversified practical platforms to provide students with more practical opportunities and development space.

5. Conclusion

Dual production, as an innovative foreign language talent training model, has demonstrated enormous potential and advantages. It provides students with learning opportunities that combine theory and practice by closely integrating school education with business practice, enabling them to better adapt to the needs of social development. However, in the process of implementing the dual system, there are also some challenges. For example, the depth and breadth of school enterprise cooperation need to be further strengthened, the construction of the teaching staff also needs to be continuously improved, and the optimization of the curriculum system and the expansion of practical platforms also need to be continuously promoted. In order to fully leverage the advantages of the dual system and cultivate more high-quality foreign language talents that meet the needs of social development, we need to continuously deepen school enterprise cooperation, strengthen teacher construction, optimize the curriculum system, and expand practical platforms. We also need to constantly explore and innovate, constantly improve the dual system training mode, and make greater contributions to China's foreign exchange and cooperation. The dual system provides a potential path for foreign language talent training. We should make full use of this model, constantly improve the quality of foreign language talent training, and make greater contributions to China's foreign exchange and cooperation.

Funding: This is a phased research achievement of the Special Project of Shandong Provincial Social Science Planning Research, "Research on the Innovation of Foreign Language Talent Training Path under the Dual System of Higher Education" (Project No.: 24CRWJ72).

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