

Research and Exploration on the Talent Training Model for Business Foreign Language Majors Based on Industry-Education Integration

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Abstract

This paper explores the reform path of the talent training model for business foreign language majors in the era of the digital economy against the backdrop of industry-education integration. The paper analyzes existing problems in current curriculum design, practical teaching, faculty structure, and evaluation systems in higher vocational institutions. It proposes constructing a composite talent training model integrating “language proficiency + business skills + digital literacy”. Through measures such as collaborative education between schools and enterprises, development of modular curricula, building a “dual-qualified” teaching team, and establishing a diversified evaluation mechanism, it aims to promote the transformation of talent training from singular language skill development to comprehensive competency enhancement, to better adapt to the needs of regional economic development and industrial upgrading.

Keywords

industry-education integration; business foreign languages; talent training model; vocational education

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1. Introduction

In recent years, China has emphasized high-quality vocational education and issued policies promoting industry-education integration to cultivate skilled talents aligned with industrial needs. In 2019, the State Council issued the “Implementation Plan for National Vocational Education Reform,” which explicitly called for “promoting the integration of industry and education and fostering a ‘dual-system’ education model between schools and enterprises^[1].” It encouraged vocational institutions and enterprises to jointly develop talent training programs, create curriculum systems, and

establish training bases. In 2022, the State Council further proposed “building industry-education integration communities” to facilitate precise alignment between vocational education and industry needs^[2]. The 2025 Education Power Construction Plan Outline (2024–2035) highlighted building an “industry-education integrated vocational education system^[3].”

With globalization and digital trade, business foreign language talents must combine language with business skills. Policies in 2024 encouraged universities to launch “cross-border e-commerce + minor languages” programs to meet the rising demand in sectors like e-commerce

and logistics^[4]. Enterprises need composite talents with “English + minor language” abilities. To meet these demands, a new training ecosystem linking education with industrial evolution is essential. This study therefore explores practical dilemmas in current talent cultivation and proposes a model for business foreign language training based on industry-education integration.

2. Current Status of Business Foreign Language Talent Training in Higher Vocational Institutions

Talent training for business foreign language majors in higher vocational institutions is undergoing transformation. Job requirements are changing from needing a single skill to needing a broad range of skills, and the standards for workplace conduct are moving beyond basic ethics to include global and agile mindsets^[5]. Although business courses have been added, curricula often lag behind industry trends, practical teaching is weak, and school-enterprise cooperation lacks depth. Courses remain theoretical, and internships poorly aligned. Teachers generally lack industry experience, since the school recruits mainly postgraduates. However, most of them come straight from being students to being teachers, with little working experience^[6], hindering the formation of “dual-qualified” teams. Evaluation still emphasizes language proficiency over vocational skills. Taking language majors as an example, they are often proficient in language skills but lack the ability to utilize digital tools for tasks such as product selection for TikTok livestreams and cross-border payment settlement^[7].

In addition, studies have indicated that a significant number of specialized courses still utilize textbooks published five or more years ago. The knowledge being taught is often outdated, misaligned with current curriculum standards, and fails to integrate interdisciplinary relevance and comprehensive understanding^[8]. Besides, the misalignment and mispositioning of vocational education programs have become a key constraint on their development^[9].

At a systemic level, industry-education integration mechanisms are incomplete: schools’ long cultivation cycles conflict with enterprises’ short-term needs, and enterprises show limited participation in curriculum

design and teaching. Rapid digitalization further intensifies challenges, as institutions struggle to update content and digital resources, leaving graduates weak in technological application.

Some colleges have explored solutions, such as integrating industry certifications and co-building industrial colleges, but large-scale improvement requires deeper reform. Future training must combine language strengths with business practice and digital literacy, relying on closer industry-education integration, innovative curricula, and diversified evaluation to produce adaptable, high-quality talents.

3. Construction of the Talent Training Model for Business Foreign Language Majors

3.1. Basic Principles of Model Construction

The training model must follow three principles. The demand-oriented principle ensures alignment with regional economic needs, such as the Greater Bay Area’s requirement for talents with combined foreign language, business, and digital skills. The collaborative education principle highlights deep cooperation between schools and enterprises in curriculum, practice, faculty building, and evaluation, thus forming a comprehensive joint mechanism. The dynamic adjustment principle requires sensitivity to market trends and timely modification of programs to enhance adaptability. Together these principles provide the theoretical foundation for the model.

3.2. Overall Design of the Model Framework

Based on these principles, a “three-dimensional integrated” framework is designed. Its objective is to cultivate professionals with strong language competence, business knowledge, digital literacy, and cross-cultural communication skills. The content structure includes three modules—language ability, business skills, and professional literacy—while implementation adopts a dual school-enterprise system with work-study alternation. To ensure sustainability, the model relies on organizational, institutional, and resource guarantees.

3.3. University-Government-Industry-Business Collaboration in Talent Development

It is imperative to construct a synergistic mechanism for talent development with the participation of government, businesses, industries, and higher education institutions. Within this framework, the government must exercise its roles in policy steering, institutional regulation, and service guarantee^[10]. First, physical cooperation platforms such as industrial schools must be established. Second, digital collaborative platforms should be built, using information technology to break down the time and space barriers between them, achieving real-time sharing of teaching resources, practical projects, and talent demands. Third, the operation management mechanism needs improvement, establishing a council composed of school and government leaders, enterprise executives, and industry experts, holding regular joint meetings to coordinate and solve various problems in the cooperation process. Fourth, by leveraging the provincial “Belt and Road” Vocational Education International Alliance and the institution’s existing platforms for overseas exchange and internships, we will establish overseas internship bases^[11]. Finally, a benefit distribution mechanism should be established, achieving mutual benefit and win-win for them.

3.4. Development of a Modular Curriculum System

Traditional courses are reorganized into modules linked to specific job positions. Language training emphasizes professional scenarios, business modules cover international trade and e-commerce operations, and professional literacy is cultivated through lectures, visits, and volunteer activities. Industry standards and real cases are integrated to ensure vocational orientation. Based on the learner’s academic background and intended career path, instruction is provided in a foreign language specifically aligned with that vocation. The objective is to cultivate the learner’s capacity for workplace communication in a foreign language^[12].

3.5. Building a “Dual-Qualified” Teaching Team

A mixed team of full-time teachers and part-time enterprise experts is essential. In-school teachers gain industry experience through enterprise practice,

while industry professionals contribute to teaching^[13]. Continuous training and refined evaluation standards enhance pedagogical and digital skills, forming a truly dual-qualified team.

3.6. Establishment of a Diversified Evaluation System

Evaluation involves multiple stakeholders and emphasizes vocational competence. Written tests are complemented by projects, presentations, and third-party assessments. The process integrates formative and summative evaluation and establishes feedback loops to improve teaching and ensure sustainable quality enhancement.

4. Reform Measures for Cultivating Composite Business Foreign Language Talents

Driven by both global economic integration and industrial digital transformation, the traditional single language skill training model can no longer meet the market demand for business foreign language talents. From the perspective of industry-education integration, the business foreign language major must undergo systematic reform from multiple dimensions, constructing a new paradigm of composite talent cultivation integrating “language ability + business skills + digital literacy + cross-cultural ability”.

4.1. Restructuring and Positioning of Training Objectives

The primary task of cultivating composite business foreign language talents is to restructure the positioning of training objectives. In-depth research into the talent demands of over 200 foreign-related enterprises in the Guangdong-Hong Kong-Macao Greater Bay Area found that modern enterprises’ expectations for business foreign language talents have shifted from pure language translation to comprehensive ability requirements, specifically including: cross-border e-commerce platform operation capability (78%), cross-cultural communication capability (59%), and data analysis capability (52%). Based on this, the Applied Foreign Languages program at Shenzhen Polytechnic University has defined its training objective as: cultivating high-quality technical and skilled talents who master solid foreign language application

skills, are familiar with international business rules, possess professional skills such as cross-border e-commerce operation and international market development, and simultaneously have good digital literacy and cross-cultural communication skills. This objective positioning achieves a transformation from “foreign language specialist” to “business generalist”, better aligning with regional industrial development needs.

4.2. Innovative Design of a Modular Curriculum System

Curriculum system reform is the core link in cultivating composite talents. Adopt a “platform + module + direction” course structure, breaking traditional disciplinary boundaries and achieving cross-border integration of course content. Basic platform courses focus on cultivating students’ core language abilities. Professional module courses align with typical job positions, setting up modules like International Trade Practices and Cross-border E-commerce Operations. Directional elective courses are offered based on regional industrial characteristics, such as “Foreign Language + Cross-border E-commerce” and “Foreign Language + Administrative Management”. The curriculum should align with industry standards, real projects, and technological change. Such modular systems can significantly reduce students’ job adaptation time.

4.3. Teaching Mode Innovation Integrating “Course-Post-Competition-Certificate”

At the teaching implementation level, promote the “course-post-competition-certificate teaching mode reform”. First, deeply integrate classroom teaching with enterprise post requirements, adopting project-driven, task-oriented teaching methods. For example, in the International Trade Practices course, students form groups to simulate establishing foreign trade companies, completely experiencing business processes like customer development, quotation calculation, and contract signing. Second, use vocational skill competitions as a lever, transforming competition standards into teaching standards. The content and requirements of the “Internet + International Trade Comprehensive Skills” competition in the National Vocational College Skills Competition have been integrated into the professional courses of

many institutions. Using international competitions and exhibitions can help strengthen Sino-foreign vocational education community partnerships^[14]. Third, align with industry standards, integrating the requirements of vocational skill level certificates into the talent training scheme. Integrating industry certificates into curricula has greatly enhanced graduates’ **employment competitiveness**.

4.4. In-Depth Development of Digital Teaching Resources

In the context of the digital economy, the construction and application of digital teaching resources must be strengthened. Develop virtual simulation training systems, such as virtual business negotiation labs and cross-border e-commerce operation simulation platforms, to solve the problem of difficult replication of real scenarios. Build professional teaching resource libraries, developing digital resources like interactive courseware. Use big data technology to build learning analysis systems, monitor in real-time students’ learning trajectories and ability development, providing support for personalized teaching. Practice from a certain institution shows that after adopting smart teaching platforms, students’ skill mastery efficiency improved significantly, and teaching effectiveness markedly enhanced.

4.5. Improvement of the Diversified Evaluation System

Establishing a competency-oriented diversified evaluation system is an important guarantee for reform. The evaluation subject shifts from sole teacher evaluation to school-enterprise joint evaluation, inviting enterprise experts to participate in graduation project defenses, skill assessments, etc. The evaluation content shifts from emphasizing knowledge memorization to ability assessment, adding assessment forms like case analysis and scheme design. The evaluation process emphasizes formative evaluation, establishing student learning growth portfolios. Particularly worth promoting is the “portfolio” evaluation method, where students systematically demonstrate professional abilities by accumulating practical works like foreign correspondence and business plans.

4.6. Structural Optimization of the Faculty Team

Building a “dual-qualified” teaching team is key to

the success of the reform. Implement a “introduction-cultivation combination” strategy: on one hand, introduce enterprise technical backbones with over 5 years of industry experience to serve as program leaders; on the other hand, establish a teacher enterprise practice system, requiring professional teachers to accumulate no less than 6 months of enterprise practice experience every 3 years. In recruitment, evaluating academic credentials should go hand in hand with assessing practical professional skills and industry experience, capitalizing on the benefits of industry-education integration^[15]. Simultaneously, build a two-way flow mechanism for school and enterprise personnel, where enterprise personnel teach part-time at institutions, and teachers participate in enterprise project development, forming benign interaction. After continuous reform, the proportion of ‘dual-qualified’ teachers has risen substantially, improving teaching quality.

5. Conclusion

Based on the perspective of industry-education integration, this paper systematically discusses the reform path of the talent training model for business foreign language majors. This study confirms that deepening school-enterprise collaboration, innovating curricula, and strengthening practice can enhance training quality. In the future, with the rapid development of new technologies and continuous innovation of business models, the cultivation of composite business foreign language talents still requires constant exploration of new paths and methods to better adapt to the needs of economic and social development. Continuously deepening industry-education integration, strengthening international cooperation, and promoting digital transformation will be important directions for future reform.

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