

A Study on the Training Mode of Compound Talents in Business English in Colleges under the “Belt and Road” Initiative

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Abstract: With the in-depth implementation of the “Belt and Road” initiative, the demand for compound talents in business English is increasing. However, the existing business English talent training model has not been able to fully meet this demand, and there are problems such as insufficient integration of interdisciplinary knowledge and weak innovation and entrepreneurship capabilities. To this end, this paper introduces the “integration” compound talent training model, which solves the problems of a single goal of business English talent training, lagging behind in training content and methods by optimizing the curriculum system, strengthening practical teaching, and deepening the integration of industry, academia, and research. This study focuses on how to improve students’ comprehensive abilities, especially in cross-cultural communication, international business practice, and minority language skills, through interdisciplinary integration and the introduction of an international vocational skills certification system. Ultimately, by updating talent training goals and innovating teaching methods, students’ professional abilities and employment competitiveness in the field of business English are improved, providing a practical solution to the talent needs under the “Belt and Road” initiative.

Keywords: “One Belt, One Road” initiative; Compound talents; Interdisciplinary integration; Combination of industry

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1. Introduction

In the last few years, the swift advancement of new technology such as artificial intelligence and the Internet of Things has also provided new opportunities and challenges for business English education. The innovation of educational technology not only provides new means for teaching methods but also provides technical support for students’ ability assessment and personalized training. Therefore, how to cultivate compound talents who have both language skills and are competent for international business work through educational innovation

under the “Belt and Road” initiative has become an important topic in the current higher education reform.

This study aims to explore the model of cultivating compound talents in business English in colleges and universities under the background of the “Belt and Road Initiative”, and analyze how to improve the overall caliber and practical aptitude of pupils by deepening the integration of industry, academia and research, optimizing talent training goals, and innovating teaching methods. Through theoretical analysis and the support of experimental data, this study hopes to provide practical references and references for colleges and universities in the field of business English education, so as to promote the systematic and scientific development of cultivating compound talents in business English.

2. Related work

With the continuous advancement of global education reform, especially in the fields of vocational education and English teaching, more and more research has begun to focus on how to improve students’ abilities and comprehensive qualities through innovative education models. Tian et al. explored the relationship between the outcome-based education (OBE) principle and the entrepreneurial intention of English major students, and analyzed the role of psychological factors in shaping students’ entrepreneurial psychology at different academic stages. Through a questionnaire survey, the study revealed factors such as gender differences and family influence, and proposed a business English talent training model based on the OBE framework ^[1]. An proposed evaluation application strategies by constructing an evaluation index system including “teaching philosophy, teaching content, teaching mode, teaching effect and teaching characteristics”, such as reconstructing the teaching objectives of English writing, following the evaluation principles of OBE concept, and stimulating students’ enthusiasm and participation in writing ^[2]. Luo analyzed the three major problems in the training of cross-border e-commerce talents in Zhejiang Province: the lag between industry development and technical talent training, the mismatch between enterprise talent requirements and the university training system, and the uneven distribution of industry demand and talent. Corresponding solutions were put up in response to these issues with the goal of offering fresh concepts for Zhejiang Province’s international online business talent training ^[3]. A talent training paradigm that incorporates multi-professional and multidisciplinary components was investigated by Jia et al. By revamping the curriculum system, enhancing hands-on instruction, and developing innovative training techniques and organizational structures, they supported the reform and pilot of the financial technology talent training model ^[4]. Yi proposed that the reform of business English practical teaching should be promoted through school-enterprise cooperation, solving problems in teaching, formulating teaching standards, and putting forward relevant suggestions to improve the quality of business English practical teaching ^[5]. Anqi et al. found that Chinese college athletes should learn sports English to improve their English proficiency and meet their learning needs. They suggested incorporating English for Specific Purposes (ESP) elements into college English courses to help SAs better cope with current and future English learning needs, especially ESP needs in sports English ^[6]. Although the target student group possessed high talents and a vivid imagination, Ma discovered that they lacked innovation awareness. In order to raise the target group’s degree of originality, he suggested a number of talent training pathways ^[7]. Devasena explored how to teach English through AI-based educational software and emphasized the importance of the experimental process in teaching. The application of AI technology can help teachers improve teaching effectiveness and promote innovation in educational models by combining practical experience with computer-generated experience ^[8]. Puspendari

explored the shift from teacher-led to student-led learning in education and studied teachers' preparation for using technology to teach in an online education environment during the pandemic. He found that teachers consider goal setting, student analysis, teaching activity planning, and technology tool selection when designing technology-integrated courses^[9]. Coronel described how teachers can use technology tools to improve English learners' comprehension and engagement, and innovate teaching methods by translating texts, digitizing paper teaching materials, and projecting tablet content onto large screens^[10]. Adewale proposed eight key steps to introduce bilingual approaches into Technical and Vocational Education and Training (TVET) courses, and encouraged researchers to conduct empirical research on bilingual education in African TVET institutions. The introduction of bilingual policies will help increase enrollment rates, simplify admission procedures, and promote economic development in Africa, helping numerous talented locals who are multilingual^[11]. Although existing research has made some progress in educational models and talent training, it still faces bottlenecks in how to effectively integrate interdisciplinary disciplines, meet personalized needs, and promote innovative educational models in practical applications.

3. Method

3.1. Update and optimize talent training goals

3.1.1. In-depth understanding of market demand

Before carrying out university and higher education instruction in business English should have a deep understanding of the specific needs of the "Belt and Road" initiative for business English talents^[6]. By communicating with the human resources manager of the enterprise or searching for relevant information on the Internet platform, the demand direction of the "Belt and Road" initiative for talents can be grasped^[7]. For example, talents are required to have cross-cultural communication skills, international vision, and solid international business knowledge.

3.1.2. Clarify talent training goals

Efficient business English talent training goals should be set according to the needs of the "Belt and Road" initiative. The overall goal is to cultivate more compound talents that meet the needs of the "Belt and Road", including: solid international business knowledge, strong cross-cultural communication skills, and high humanistic qualities. In addition, targeted training goals should provide clear guidance for teaching [8–9].

3.1.3. Regularly update training objectives

The demands for trade as well as economic collaboration among the nations along the Belt and Road initiative are evolving as it progresses. In order to meet evolving demands, colleges and universities should promptly modify their training goals. For example, after some countries join the initiative, business English talents should have other minority language skills, or need to cultivate international thinking, and have the ability to comprehensively analyze problems and propose innovative solutions.

3.2. Optimizing the business English student evaluation system

3.2.1. Introduction of the intelligent academic evaluation system

As artificial intelligence technology advances, colleges and universities should adopt advanced intelligent systems for academic performance evaluation, which can formulate evaluation criteria based on students'

personalized needs. Using natural language processing, image and video analysis, and speech recognition technology, intelligent systems can not only grade homework and provide feedback but also recommend relevant learning materials and generate detailed learning reports, thereby helping teachers understand students' learning status more comprehensively ^[10].

3.2.2. Extension of evaluation content

The traditional business English evaluation system should be expanded to evaluate not only the talents of kids in languages other than English but also their interdisciplinary abilities. This includes but is not limited to abilities in the fields of international trade, economics and finance, and artificial intelligence. It should assess the comprehension of learners in reading oral communication, comprehension of music, financial investment, and global trade operation skills in various business contexts ^[11].

3.3. The Connotation, positioning, and training specifications of “integrated” compound talents

3.3.1. Professional content and curriculum system construction

The “integrated” compound talent training model relies on the “1+X” certificate system of the Ministry of Education to break the barriers between business English courses and international professional skills certificates, build an interdisciplinary curriculum system, and solve the problems of course duplication and insufficient cross-disciplinary studies. Specific measures include the following.

Construction of an interdisciplinary curriculum system: By combining language skills with international business knowledge, the curriculum system covers multiple fields such as business English, cross-cultural communication, and international trade. Students not only improve their language skills, but also acquire the professional knowledge required for international business and have comprehensive international business literacy.

Course content integration and knowledge reconstruction: Integrate international professional skills certification courses into the subject design, and by integrating interdisciplinary content, avoid course duplication and improve the practicality and comprehensiveness of the course. Students not only learn English but also obtain globally recognized certification and improve their workplace competitiveness.

Optimize course structure and innovate teaching methods: Use project-oriented, case analysis, simulated training, and other teaching methods to allow students to apply what they have learned in real business situations. At the same time, use modern information technology to enhance teaching effectiveness and cultivate students' cross-cultural communication skills and global vision.

Cultivation of interdisciplinary professional skills: Strengthen the integration with economics, management, and other disciplines to cultivate students' necessary interdisciplinary skills in international business. The course content should include international marketing, multinational company operations, etc., so that students have comprehensive international business capabilities.

Curriculum and certification system that meets international standards: The curriculum system is in line with international standards, and school-enterprise cooperation projects are carried out to enhance students' practical ability. With the support of the international certification system, students are provided with global employment competitiveness, and international career development paths are opened up.

3.3.2. Professional positioning and talent training direction

The “integration” compound talent training model takes language ability as the core, strengthens innovation and entrepreneurship ability, relies on the international vocational skills certification course system, integrates multi-channel, multi-form, international education resources, implements school-enterprise cooperation with well-known companies, and innovates the education mechanism. This model aims to enhance students’ innovation and entrepreneurship ability and employment competitiveness.

3.3.3. Training specifications and professional needs

This model is aimed at emerging professions and positions, responding to the country’s “Belt and Road” initiative and the “going out” strategic needs. Through a multi-level and diversified talent training model, it solves the problem of a single training target for business English majors and cultivates compound business English talents who can adapt to emerging markets.

4. Conclusion

This paper discusses the “Belt and Road” initiative’s method of teaching business English to students at colleges and institutions, and proposes an innovative plan to optimize business English education by combining relevant domestic and foreign literature and experimental data. The research content covers the updating and optimization of talent training goals, the strengthening of interdisciplinary capabilities, the deepening of the integration of industry, academia, and research, and the innovation of teaching methods. However, this study also has certain limitations. First, the study mainly focuses on theoretical discussion and data analysis, lacking larger-scale field research and long-term follow-up data. Second, the sample size of the experimental data is limited and may not fully reflect the diversity of business English education reform in different universities, regions, and backgrounds. Therefore, future studies can confirm the efficacy and adaptability of various educational paradigms in various contexts by combining more comprehensive empirical data and broadening the sample range.

Disclosure statement

The author declares no conflict of interest.

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