

Research on the Operation and Effectiveness of Practical Teaching for Business English Majors in the Context of Industry-Education Integration and Precision Talent Development

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ABSTRACT

With the rapid advancement of economic globalization and cross-border e-commerce, the cultivation of Business English professionals faces the challenge of a "disconnect between theory and practice." This paper elaborates on the practical teaching model of Industry-Education Integration and Precision Talent Development jointly established by the Business English program in our polytechnic and cross-border e-commerce enterprises. Through real-world projects and supported by a "Dual-mentor, Dual-base" framework, the model aims to seamlessly align talent development with job requirements. This paper systematically analyzes the operational mechanisms, implementation pathways, and educational outcomes of the model, providing practical insights for the integration of industry and education in Business English programs at polytechnics. Additionally, it proposes leveraging new technologies such as artificial intelligence and virtual simulation to create innovative virtual-real combination practical teaching scenarios and establish a diversified evaluation system, thereby enhancing the effectiveness of practical teaching in Business English at polytechnics.

KEYWORDS

Business English; Industry-Education Integration; Practical teaching; Dual mentor system; Virtual simulation technology

1 Introduction

Vocational education is centered on cultivating high-quality skilled professionals, with the Business English program serving as a talent pipeline for fields like foreign trade and cross-border e-commerce. The quality of its education directly impacts the development of these industries. However, under traditional models, this program often suffers from outdated course content, weak practical components, and superficial Industry-Education Integration. These issues result in graduates lacking the job adaptability required to meet the demands of businesses for "language + business + skills" composite talent. To address this, the Business English program at our polytechnic has partnered with relevant cross-border e-commerce enterprises to explore a "Industry-Education Integration and Precision Talent Development" practical teaching model. Supported by a "Dual-mentor, Dual-base" framework, this model achieves deep alignment with enterprise needs throughout the talent cultivation process through initiatives such as co-developed courses and internships with real projects. This paper outlines the operational logic and implementation outcomes of this model and proposes leveraging new technologies like artificial intelligence and virtual simulation to enhance teaching effectiveness. The aim is to provide insights for similar programs undergoing teaching reforms.

2 Literature Review

Practical teaching is a core component of vocational education and serves as a critical vehicle for translating theoretical knowledge into professional skills. Researchers have explored this topic from various perspectives. Chen Yan (2012) advocated for the integration of post, course, certification, and competition, enhancing students' vocational adaptability through project-based teaching and multi-faceted evaluation. Hu Xiaohua (2016), based on the school-enterprise interaction model, emphasized the need to establish an open, systematic, and comprehensive practical platform aligned with regional economic demands to cultivate advanced application-oriented talents. Li Jing et al. (2018) stressed a profession-centered approach, drawing inspiration from the people-oriented modular practical system of Texas State University in the United States to build a hierarchical and comprehensive practical teaching system for Business English. Liang Binbin and Xu Wenjuan (2021) pointed out issues in the practical teaching of English majors, such as vague objectives, incomplete systems, insufficient support, and simplistic evaluations. They proposed constructing standards through market orientation, coordinated course clusters, school-enterprise cooperation, and dynamic feedback. Lin Jiling (2021), focusing on the career-oriented demands of cross-border e-commerce, advocated for building a practical teaching system based on school-enterprise collaboration, integrating virtual and real-world elements and combining training with education. Liang Huan (2024), from the perspective of school-enterprise collaboration, proposed constructing a well-structured, diverse, and well-supported standard system for practical teaching.

To overcome the limitations identified in existing research, this study elaborates on how our polytechnic has deepened collaboration with enterprises. Starting from initiatives such as order-based classes and internship programs, the cooperation has progressively evolved into deeper partnerships involving joint curriculum development and cross-

appointment of faculty. This has fostered an educational framework characterized by resource sharing and shared responsibility for talent cultivation.

3 Operational Mechanisms of the Industry-Education Integration and Precision Talent Development Practical Teaching Model

3.1 Co-building Dual Bases to Achieve Integrated Training Scenarios

Practical training bases serve as the core platforms for practical teaching. In collaboration with enterprises, our polytechnic has established a college-level Cross-Border E-Commerce Talent Incubation Base and a provincial-level Off-Campus Practical Teaching Base. These form an integrated internal-external linkage practical training platform, and achieve seamless integration between training scenarios and actual workplace environments.

The on-campus base is designed according to enterprise standards, featuring functional zones such as operations and customer service. It is equipped with practical training accounts for mainstream platforms like eBay and Amazon, along with logistics management systems. By incorporating real enterprise products and order data, the base provides students with a theory-practice integrated teaching environment. Here, students engage in simulated practical training, including platform operations and order processing. They can also leverage the base for entrepreneurial practices. Additionally, the base serves functions such as employee training for enterprises and industry workshops.

The off-campus base, located within enterprise premises, encompasses departments such as operations, warehousing, and customer service, offering students authentic job positions and business projects. Under the guidance of enterprise mentors, students participate in hands-on tasks such as product selection and listing optimization. Enterprises provide dedicated workstations and living facilities to ensure the quality of internships. The model of building foundations on campus and honing skills off campus facilitates a smooth transition for students from campus learners to workplace professionals.

Furthermore, the polytechnic and enterprises have established a resource-sharing mechanism for the bases. On-campus resources are made available to enterprises for employee training, while enterprises open their real projects and provide technical experts. Together, they formulate management protocols, clarifying responsibilities for teaching, safety regulations, and other requirements to ensure the standardized operation of the bases.

3.2 Implementing the Dual Mentor System to Build a Dual-qualified Teaching Team

To address the issues of on-campus teachers lacking practical experience and enterprise experts lacking teaching skills, the project implements a Dual-mentor system. The polytechnic and enterprises mutually appoint faculty to form a composite teaching team, ensuring the quality of practical instruction. Enterprise mentors, composed of business experts from the enterprises, participate in the design of talent cultivation plans and curricula, incorporating enterprise standards. They are responsible for teaching practical courses, providing on-the-job guidance, evaluating student internship performance, and training on-campus teachers. On-campus mentors, consisting of key faculty from the college, primarily focus on teaching theoretical courses, solidifying students' language and business foundations. They engage in enterprise practices to enhance their operational skills, bridge theoretical and practical teaching, and provide guidance on academic and career planning.

A collaborative mechanism of monthly meetings and semester-based seminars has been established between the polytechnic and enterprises. On-campus mentors are required to work at enterprises for no less than three months per year, while enterprise mentors participate in teaching training for no less than 40 hours annually. This mutual appointment and training approach enhances the overall quality of the team. Additionally, a diversified evaluation system has been developed, incorporating "formative evaluation (60%) + summative evaluation (40%)" and "enterprise evaluation (50%) + school evaluation (30%) + student self-evaluation (20%)". Formative evaluation covers classroom performance, project completion, and other ongoing aspects, while summative evaluation adopts a "theory + practice" approach, jointly assessed by dual mentors. Enterprise evaluations emphasize job-specific skills and professional competence, school evaluations focus on learning and application abilities, and student self-evaluations emphasize reflection and improvement. The evaluation covers dimensions such as professional skills, professional competence, and learning ability, utilizing both quantitative and qualitative methods to ensure a comprehensive, objective, and scientific assessment.

3.3 Constructing a "Five-in-One, Course-Certificate Integration" Curriculum System

Centered on the 12 core tasks and 8 core competencies required for cross-border e-commerce positions, the polytechnic and enterprises have broken away from the discipline-oriented curriculum system to construct a "Five-in-One" framework integrating talent cultivation, curriculum development, teaching reform, innovation and entrepreneurship, and promoting learning through competitions. This framework incorporates vocational qualification standards to achieve course-certificate integration. The curriculum system is divided into three main modules: the Language Foundation Module, which includes courses such as Business English Listening and Speaking and Business

English Interpretation to strengthen language application skills; the Business Core Module, featuring courses like International Trade Practice to cultivate professional business qualifications; and the Practical Skills Module, with courses such as Cross-border E-commerce Practice to enhance job-specific competencies. The content of each module is jointly developed by the polytechnic and enterprises, integrating real-world cases and tasks.

The teaching approach adopts a model of integration of teaching, learning, and practice, organizing instruction through project-driven activities and situational simulations. For example, the Cross-border E-commerce Practice course uses Amazon Operations for 3C Products as a project, where students work in groups to complete end-to-end tasks. An online resource repository has also been established to support students' self-directed learning.

Innovation and entrepreneurship education is conducted within the on-campus base, where the Innovation and Entrepreneurship course is offered. Enterprise experts deliver lectures and provide guidance, while the polytechnic offers venues, technical support, and funding to incubate student-led entrepreneurial projects. Dual mentors provide the whole-process guidance to refine business models, facilitating the commercialization of these projects. To promote learning through competitions, students are organized to participate in events such as POCIB and OCALE. Competition content is integrated into regular teaching, and specialized training teams are formed under the guidance of dual mentors to assess teaching effectiveness through competitive performance.

Course-certificate integration incorporates standards from certifications such as the Cross-border E-commerce Specialist into the curriculum. "1+X" certification-oriented courses are offered, enabling students to take certification exams upon course completion. This achieves graduation with certification, enhancing their employability.

3.4 Implementing the "2+0.5+0.5" Phased Cultivation Model

Based on students' cognitive development and career progression pathways, the project implements a "2+0.5+0.5" phased training model, dividing the three-year program into three progressive stages of foundation building, practical enhancement and employment alignment.

Through collaboration with enterprises in establishing order-based classes, the first two years constitute the on-campus foundational phase. This stage focuses on language and business knowledge instruction, combined with simulated training in on-campus bases. Students master basic platform operations and business processes, while establishing professional awareness through enterprise visits and industry lectures.

The fifth semester serves as the enterprise practical training phase. Through the course Enterprise Classroom, students enter off-campus training bases and participate in real projects under the guidance of dual mentors. They undertake tasks such as operations and promotion, adhere to enterprise regulations, and follow a mechanism of daily log, weekly summary, monthly evaluation to enhance job adaptability.

The sixth semester is the internship phase. Students select internship positions based on their career plans, independently complete work tasks, and undergo joint evaluation by the school and enterprise. Outstanding performers are offered direct employment contracts with the partnering enterprises, achieving the integration of internship and employment.

This model addresses the traditional challenges of internship adaptation difficulties, enabling students to gradually develop into skilled practitioners and competent experts, thereby ensuring a smooth transition from campus to the workplace

3.5 Establishing a School-Enterprise-Association Collaborative Education Mechanism

To integrate resources and expand platforms, the polytechnic has partnered with the Guangdong Cross-Border E-Commerce Industry Association to establish a tripartite collaborative education ecosystem involving schools, enterprises, and associations, thereby enhancing the industry relevance of talent cultivation. The association plays a bridging role by providing resource support. Among its over 500 member enterprises, several have established internship and employment partnerships with our college, regularly supplying industry reports and job market demands.

Enterprises actively participate in the talent cultivation process, with industry experts contributing to curriculum validation and serving as competition judges. They also facilitate the implementation of industry standards by integrating cross-border e-commerce professional standards, co-developed with the association, into teaching practices. Additionally, enterprises collaborate with the college to offer skill enhancement training programs for students and professionals.

This tripartite collaboration fosters an educational model characterized by complementary advantages and resource sharing. The establishment of the school-enterprise-association collaborative education mechanism breaks down barriers between academia and industry, effectively integrating the college's educational resources, enterprises' industrial expertise, and the association's industry networks. This synergy creates a holistic educational framework based on complementary advantages, resource sharing, and collaborative development, which not only elevates the quality of talent cultivation but also strengthens the capacity of vocational education to support regional economic development.

4 Practical Teaching Outcomes

Through the implementation of this practical teaching model, students' practical teaching outcomes have significantly improved. A survey shows that 95% of participants believe the practical teaching greatly enhanced their professional skills, 91% of students felt it improved their professional competence, and 80% of students reported that it strengthened their awareness of innovation and entrepreneurship. The project has also contributed to improved academic engagement in the program, with class attendance reaching 93%, homework completion rate at 90%, and cross-border e-commerce certification pass rate at 92%, representing increases of 15%, 10%, and 18%, respectively, compared to before the project's implementation. The average employment rate for Business English graduates has exceeded 95% for three consecutive years, with a 100% employment rate for project participants. The average starting salary of participants was nearly one thousand yuan higher than that of non-participants. Partner enterprises recognize the graduates' "strong adaptability and solid skills" and are willing to offer long-term employment. The project has also provided a platform for teacher development, significantly enhancing their teaching, research, and social service capabilities, creating a virtuous cycle of "mutual growth between teaching and learning."

In terms of teaching capabilities, 90% of teachers have been awarded the dual-qualified title, one teacher was named a college-level distinguished educator, two teachers won provincial-level teaching competitions, nearly 20 project-based courses were developed, and two courses were recognized as college-level high-quality courses. In research, the team has led nearly 10 provincial and municipal research projects, published over 20 academic papers, and authored three textbooks (one of which is a provincial-level planned textbook). They have also obtained two patents and three software copyrights. In social services, the team has provided six horizontal technical services to enterprises, generating over 2.2 million yuan in horizontal funding. Additionally, they have incubated more than ten entrepreneurial teams, facilitated the registration of two companies, and received over ten innovation and entrepreneurship awards, enabling a transition from job seekers to startup founders.

5 Conclusion

The model of Industry-Education Integration and Precision Talent Development serves as an effective practice for deepening industry-education integration in the Business English major. Through four major innovations of collaboration between dual entities, the Five-in-One, Course-Certificate Integration Curriculum System, the Dual-mentor and Dual-base practical training framework, and the tripartite linkage ecosystem, a multi-win outcome has been achieved for the school, enterprises, and students. Since the implementation of the project, student beneficiaries and employment quality have significantly improved, teacher capabilities have been comprehensively enhanced, and the overall level of major development has continuously risen, forming replicable practical experience. Of course, some challenges have emerged during the project's implementation, which require ongoing improvement and refinement in future work. Future research may explore the following directions in greater depth: First, investigating more operational and sustainable long-term mechanisms for school-enterprise cooperation. Second, leveraging new technologies such as artificial intelligence and virtual simulation to innovate virtual-real integration practical teaching scenarios. Third, establishing a diversified and process-oriented evaluation system involving multiple stakeholders, including the government, industry, enterprises, and schools. Fourth, examining how the practical teaching system can empower regional economic development and play a more substantial role in social services such as rural revitalization and educational support.

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