

Innovative Research on the Construction of the Talent Training System for Business English Majors in the Context of Intelligent Language Service

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ABSTRACT

With the continuous advancement of China's international development, economic exchanges between China and foreign countries have become increasingly close. At the same time, the demand for intelligent language service professionals in various sectors of society has been growing, necessitating flexible adjustments and optimizations in the talent training system for business English majors in Chinese universities. This paper outlines the basic situation of intelligent language service demands in China, explores the construction pathways for the talent training system of business English majors in Chinese universities based on current demands, and discusses strategies to ensure the cultivation of business English professionals in response to intelligent language service needs.

KEYWORDS

intelligent language service; business English; talent cultivation

Over the past 40 years of reform and opening-up, with the development and application of the internet, big data, artificial intelligence, and cloud computing, China's language service industry has encountered unprecedented opportunities for innovative development. Compared to traditional translation fields, the language service industry has a broader scope and more diverse service directions, presenting new opportunities and challenges for language service education and research. *Government Work Report of 2024* for the first time proposed the "AI+" initiative, aiming to strengthen top-level design and accelerate the formation of new productive forces driven by artificial intelligence, thereby promoting high-quality economic and social development in China.

With the deepening of China's opening-up and the continuous advancement of the "Belt and Road" initiative, business English proficiency has become one of the indispensable core competencies for national development. The core of the "Belt and Road" initiative is the "Five Connectivities", namely, policy coordination, infrastructure connectivity, unimpeded trade, financial integration, and people-to-people bonds. And "language connectivity" serves as the foundational guarantee for the "Five Connectivities". To achieve language connectivity, the primary task is the cultivation and development of language service professionals. Since the 1980s, the language service industry has entered China, going through stages of germination, development, stabilization, and growth, and has now entered a period of stability and expansion. Particularly with the proposal of "unimpeded trade" in the "Belt and Road", the trade and business-related language service industry has begun to flourish, leading to a rapid increase in demand for language service professionals. As an interdisciplinary field combining business and English, the business English major bears the responsibility of cultivating talents for "unimpeded trade" in the "Belt and Road" construction.

As a crucial base for cultivating business English professionals, universities need to further deepen educational and teaching reforms. Wang Lifei pointed out that it is necessary to focus on the "New Engineering" and "New Liberal Arts" reforms in higher education in the new era, align with the concept of a community with a shared future for mankind and the "Belt and Road" initiative, and clearly address fundamental questions such as what kind of talents the business English major should cultivate and how to cultivate them in the new era of socialism with Chinese characteristics, thereby improving the quality of talent cultivation.

1 Overview of China's language service industry

Language service refers to the use of language (including written and spoken language, language knowledge, etc.) products and their derivatives (language data, language technology, language art, language service, etc.) to meet the needs of governments, society, families, and individuals. Against the backdrop of China's increasing level of internationalization, the overall scale of the language service industry has expanded significantly, and societal demand for language service has continued to rise.

Wang Lifei proposed that intelligent language service refers to the integration of artificial intelligence (AI) and natural language processing (NLP) technologies to simulate human language understanding and generation capabilities, providing language-related solutions in an intelligent manner. Thus, intelligent language service is rapidly entering a more diverse developmental space.

However, as exchanges between various sectors of Chinese society and external economies become increasingly close, the requirements for intelligent language service professionals are becoming higher. These professionals need to possess a high level of comprehensive literacy. This demand-driven trend necessitates universities to enhance the cultivation of intelligent language service talents, providing society with highly qualified professionals in this field.

2 Construction of the talent training system for business English majors based on intelligent language service demands

The construction of the talent training system for business English majors under the backdrop of intelligent language service has a clear design framework. First and foremost, the current research status and significance of intelligent language service serve as the premise for building the system. On this basis, optimizing the curriculum system, planning the practical teaching system, and establishing a system for the transformation of training outcomes are the foundations for building the talent training system. These foundational efforts promote the construction of a talent training system that focuses on students' comprehensive qualities, which includes professional literacy, management literacy, and artificial intelligence literacy. This innovative research aims to fully enhance students' comprehensive abilities by integrating curriculum, practice, and support mechanisms, in order to meet the demands of the intelligent language services era for talents in the field of business English.

2.1 Foundations of the talent training system for business English majors

In today's era, talent cultivation is the core task of education, while major construction is the cornerstone of talent cultivation. Major construction encompasses multiple aspects, including curriculum design, practical teaching and support mechanisms. The curriculum serves as the vehicle for talent cultivation. A scientific and rational curriculum system can provide students with a systematic knowledge framework, helping them build a solid foundation in their major. Practical teaching acts as the bridge between theory and practice. Through practice, students can transform their acquired knowledge into practical skills and enhance their ability to solve real-world problems. Meanwhile, a well-developed support mechanism is crucial for the smooth progress of talent cultivation. Only by strengthening the basic systems of curriculum, practice and support can the talent cultivation system be perfected, enabling universities to produce high-quality talents that meet the demands of society.

2.1.1 Optimizing the business English curriculum system

In the talent training system of higher education institutions, a well-structured curriculum system can provide strong support. Therefore, universities should optimize and improve the curriculum system based on the needs of intelligent language service, so that the curriculum content better fits the requirements of business English majors and language services. The curriculum system for business English majors should be divided into three compulsory modules: language foundation and business theory, business practice skills, and elective modules for technology and intelligence.

Firstly, the compulsory module for language foundation and business theory in business English. This part of the curriculum should be designed as required courses, mainly including the basic content of business English majors: courses of English listening, speaking, reading and writing, courses of language and culture, introduction to business, international trade, etc. These courses should ideally be scheduled during the first and second years, allowing students to learn the knowledge and skills contained in these courses at the foundational stage.

Secondly, the compulsory module for business practice skills. These courses can effectively enhance students' practical skills in the field of business English, and can be designed in combination with industry-academia practices, such as language service industry planning, big data technology and language applications, etc. These courses can be scheduled during the third and fourth years, and need to be optimized and designed in accordance with students' professional directions.

Thirdly, the elective module for technology and intelligence. Courses such as *Introduction to Artificial Intelligence* and *Data Science and Big Data Analysis* can combine the teaching of technology knowledge with the cultivation of language skills, in order to strengthen the cultivation of technology and intelligence language skills for business English students, such as translation skills in information technology, writing skills in scientific and technical terminology, and the use of information translation tools.

2.1.2 Planning the practical teaching system for business English majors

In the process of cultivating business English professionals, the practical teaching module is crucial, as it largely

determines the overall effectiveness of talent cultivation activities. When conducting practical teaching activities, universities can fully integrate internet-based information technologies to significantly enhance the efficiency of practical teaching in business English programs, while also effectively reducing the construction costs of the practical teaching module.

In addition, the practical teaching system for business English majors should be redesigned to include practical courses in international business, international trade, and foreign translation, thereby strengthening students' practical skills in business English.

2.1.3 Establishing a guarantee system for talent cultivation outcomes

When cultivating business English professionals, universities need to establish a relatively comprehensive guarantee system for the transformation of talent cultivation outcomes, improving the efficiency of talent cultivation transformation and ensuring that the talent cultivation activities achieve the expected results.

Universities should gradually improve the credit system, converting students' participation in practical projects into credits, and establish mechanisms for transforming talent cultivation outcomes to ensure the effectiveness of practical teaching.

2.2 The core of the talent training system for business English majors—building a comprehensive quality-oriented talent cultivation system

2.2.1 Strengthening the cultivation of professionalism

In the current language service industry in China, social enterprises have set higher standards for the service level of talents, while simultaneously demanding greater professional ethics. Therefore, graduates in business English from universities are required not only to possess solid language and business knowledge but also to demonstrate good professional ethics and a strong service consciousness to meet market demands, enhance employability, and promote personal development.

Universities should optimize the business English curriculum system by adding courses of professionalism, integrating them into specialized courses, and incorporating real business cases. They should strengthen practical teaching through industry-university cooperation to establish internship bases, conduct simulation training, organize professional ethics activities, and encourage social practice. Additionally, universities should improve the evaluation system by adopting diversified assessment methods, focusing on process evaluation, and incorporating enterprise feedback. When revising talent training programs, business English programs should be guided by professionalism, aiming to enhance students' teamwork, communication skills, service spirit, integrity, dedication, and business ethics.

2.2.2 Strengthening the cultivation of management quality

As an interdisciplinary field combining business and language, business English encompasses not only international trade and business but also knowledge of business administration. With the further advancement of the "Belt and Road" initiative, China's external cooperation activities have increased, leading to a growing demand for management quality in business English professionals.

Management quality primarily includes project organization and coordination skills, product promotion capabilities and project management knowledge. Therefore, business English programs should strengthen the cultivation of students' management quality within their talent training systems to meet the demand for language service professionals in enterprises' international management operations.

2.2.3 Strengthening the cultivation of AI literacy

With the rapid development of artificial intelligence (AI) and natural language processing (NLP) technologies, the language service industry is transitioning toward intelligence and automation. Business English professionals are now required not only to possess language proficiency and business knowledge but also to master intelligent tools (such as smart translation, speech recognition, and data analysis) to enhance work efficiency. Additionally, the demand for technically versatile talents in enterprises is increasing, making business English professionals with AI literacy more competitive in the job market. Cultivating AI literacy helps students adapt to the future technology-driven workplace and enhances their career development potential.

Therefore, business English programs in universities need to strengthen the cultivation of AI literacy among students. First, the curriculum system should be optimized by adding AI-related courses, such as *Applications of Intelligent Translation Tools*, and integrating intelligent technologies into traditional courses. Second, interdisciplinary collaboration

should be promoted by partnering with fields like computer science to offer cross-disciplinary elective courses, broadening students' knowledge. Third, students' technical application abilities should be developed through case-based teaching and simulated training, enabling them to master the use of intelligent tools. Through these measures, universities can cultivate versatile talents who are proficient in both business English and AI literacy, meeting the demands of the industry.

3 Conclusion

In summary, the current demand for intelligent language service professionals in Chinese society is increasing, while there is a shortage of high-quality international talents. In this context, the talent training system for business English majors in Chinese universities should be optimized and adjusted, focusing on curriculum content, practical teaching, talent cultivation outcomes, and comprehensive quality development to improve the overall effectiveness of business English talent cultivation. Only in this way can universities achieve better results in the cultivation of business English professionals, providing high-quality talents for China's intelligent language service industry.

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