

Research on the Linkage Mechanism between College English Teaching and Talent Training Driven by the Needs of Free Trade Port Construction

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Abstract: The construction of Hainan Free Trade Port has raised diversified and professional demands for English talents, while there exists a structural gap between the supply of college English teaching and industrial needs. Following the logic of "demand analysis-adaptation examination-mechanism construction", this study first deconstructs the English competence requirements in language service scenarios of the Free Trade Port and establishes a "three-dimensional quality model" covering linguistic foundation, professional ability, and comprehensive literacy. It then systematically investigates the current situation of college English teaching in Hainan's universities, diagnoses the mismatch between teaching supply and the demands of the Free Trade Port, and analyzes the institutional, resource, and capacity factors restricting effective connection. Finally, based on system theory and synergy theory, this study constructs a four-stage linkage theoretical framework: "demand identification-teaching response-talent output-feedback optimization", designs implementation paths from four core elements: curriculum system, practice platform, teaching staff, and evaluation mode, and proposes a supporting system for mechanism operation from the perspectives of policy support, organizational guarantee, and resource allocation. This research aims to provide theoretical basis and practical guidance for college English teaching reform in Hainan's universities and serve the overall goal of talent support for the construction of the Free Trade Port.

1. Introduction

The construction of Hainan Free Trade Port is a major national strategy personally designed, deployed, and promoted by the national leaders. With the in-depth advancement of the island-wide customs closure operation and the continuous deepening of the strategic positioning of "Three Districts and One Center", Hainan is accelerating the construction of four leading industrial systems: tourism, modern service industry, high-tech industry, and tropical characteristic high-efficiency agriculture, while striving for development in five major directions: seed industry, ocean, aerospace, green industry, and digital economy[1]. This historic process has placed unprecedented diversified

and professional demands on English talents, urgently requiring a systematic response from the university talent training system[2]. How to accurately align with the needs of Free Trade Port construction and cultivate high-quality English talents who "master language, understand professions, excel in communication, and adapt to local realities" has become the core issue of college English teaching reform in Hainan's universities[3].

Reviewing the current situation of college English teaching in Hainan's universities, the problem of supply-demand matching has become increasingly prominent. Although various universities have carried out many beneficial explorations in curriculum design, teaching methods, industry-education integration and other aspects, there still exists a structural gap between teaching supply and the talent demand of the Free Trade Port[4]. The misalignment between teaching objectives and industrial needs, the disconnection between teaching content and work scenarios, the discontinuity between competence training and post tasks, as well as the lack of dual-qualified teachers and insufficient practice platforms, together constitute the deep-seated challenges that must be faced directly in teaching reform. Solving these problems requires transcending the traditional thinking of teaching optimization and systematically constructing a linkage system between college English teaching and talent training from the perspective of mechanism innovation.

Based on the above, this study takes "the linkage mechanism between college English teaching and talent training driven by the needs of Free Trade Port construction" as the research topic, and carries out a systematic study following the logic of "demand analysis-adaptation examination-mechanism construction". It aims to provide theoretical basis and practical guidance for college English teaching reform in Hainan's universities, cultivate and transport more high-quality compound English talents for the construction of the Free Trade Port, and serve the overall national strategy of opening-up.

2. Demand Dimensions and Competence Reconstruction of English Talents for the Construction of the Free Trade Port

2.1 Structural Demand for English Talents in the Industrial Layout of Hainan Free Trade Port

The construction of Hainan Free Trade Port has entered a critical stage of shaping momentum and advancing the island-wide customs closure operation. Its strategic positioning is defined as "Three Districts and One Center": a pilot zone for comprehensively deepening reform and opening-up, a national ecological civilization pilot zone, a zone for serving and guaranteeing major national strategies, and an international tourism and consumption center. Under this strategic framework, Hainan is accelerating the development of a modern industrial system with distinctive local features, focusing on four pillar industries: tourism, modern service industry, high-tech industry, and tropical characteristic high-efficiency agriculture, while striving for further development in five key fields: seed industry, marine economy, aerospace, green industry, and digital economy. Such an industrial layout raises diversified and professional structural demands for English talents, calling urgently for a systematic response from the talent training system in colleges and universities. From the perspective of industrial demand, different sectors show differentiated requirements for English talents. In tourism, with the in-depth development of the international tourism and consumption center, the inflow of foreign tourists keeps growing, creating a strong demand for English talents equipped with cross-cultural communication skills, familiarity with international tourism service standards, and multilingual reception competence[5]. In high-tech industries, accelerated construction of key parks such as Wenchang International Aerospace City and Sanya Yazhou Bay Science and Technology City has intensified international exchanges and cooperation in aerospace technology, Nanfan seed breeding, deep-sea science and technology, etc.,

highlighting the demand for English talents with scientific and technological backgrounds for specific purposes. Findings from the major project of the National Language Commission, “Research on Language Services in Hainan Free Trade Port”, based on systematic investigations in cross-border trade, financial services, tourism consumption and other key areas, reveal a significant talent gap in English and languages of ASEAN countries in Hainan Free Trade Port. Notably, the research emphasizes the importance of compound talents proficient in both ASEAN languages and English, which highly matches Hainan's geographical advantage of opening up to Southeast Asia. Furthermore, industrial demand for English talents is reflected not only in quantity but also in quality. After the implementation of customs closure, the supervision model of "first-tier liberalization and second-tier control" imposes higher English proficiency requirements for posts in customs practice, border inspection services, foreign-related law enforcement and other fields. Such demand characteristics require colleges and universities to focus not only on language skills but also on the systematic cultivation of composite abilities, including knowledge of free trade port policies, international economic and trade rules, and cross-cultural communication strategies.

2.2 Deconstruction of English Competence Dimensions in Language Service Scenarios of the Free Trade Port

The in-depth advancement of free trade port construction has fostered diverse language service scenarios, whose requirements for English proficiency have gone beyond the scope of traditional language skills, showing distinctive features of multi-dimension, situationality and specialization. From the perspective of language service ecosystem, language service scenarios in the free trade port can be divided into government affairs, finance, tourism, medical services and other key fields, each posing specific functional requirements and stylistic features for English competence. In government affairs services, posts such as exit-entry border inspection at Haikou Meilan Airport, customs clearance services, and foreigner entry-exit administration demand extremely high oral English proficiency. Staff members need not only to use professional terms accurately to complete routine tasks such as document verification and luggage inspection, but also to possess the adaptability to communicate effectively under emergencies. In financial services, with the development of cross-border trade settlement and offshore financial businesses, international banking posts increasingly require competence in business English correspondence writing, application of international financial terminology, and communication in cross-border payment procedures. In tourism services, employees in hotel reception, scenic spot interpretation, and foreign-related tour guiding are expected to use English proficiently for tourism consultation, itinerary arrangement, cultural interpretation and other services. Especially when introducing Hainan's local culture to foreign tourists, they should be capable of international expression of local cultural symbols such as Li ethnic group textile, dyeing, embroidery and weaving skills, and South China Sea marine culture. Based on a systematic analysis of diverse language service scenarios, a multi-dimensional model of language competence adapted to the needs of the free trade port can be established. Breaking through the traditional framework of language skills, this model redefines English competence from three dimensions: First, the “linguistic foundation” dimension emphasizes accuracy and appropriateness, requiring standardized use of English as a working language to avoid misunderstandings or disputes caused by linguistic errors. Second, the “professional competence” dimension highlights the compound feature of "English +", covering specialized knowledge such as business negotiation expressions, interpretation of international rules, and mastery of industrial terminology, so as to deeply integrate language competence with professional knowledge in specific fields. Third, the “comprehensive literacy” dimension includes cross-cultural communication competence, digital thinking and situational adaptability, requiring talents to flexibly adjust

communication strategies in different cultural backgrounds and communication scenarios. The establishment of this competence model provides a more accurate basis for setting teaching objectives in college English education.

2.3 Construction of an English Talent Quality Model in the Internationalization Process of the Free Trade Port

Based on the above analysis of industrial demand and deconstruction of language service scenarios, this study attempts to construct a "three-dimensional quality model" of English talents meeting the needs of free trade port construction. Grounded in the strategic positioning of "Three Districts and One Center" of Hainan Free Trade Port and drawing on advanced experience in training language service talents at home and abroad, the model condenses the core qualities of English talents into three dimensions: linguistic foundation, professional competence and comprehensive literacy, forming a mutually supportive and organically integrated quality structure. The "linguistic foundation" dimension serves as the basis of the talent quality model, emphasizing the accuracy and appropriateness of English application. Different from the generalized requirements for language knowledge in traditional English teaching, the linguistic foundation under the free trade port context focuses more on the standardized use of language in specific work scenarios. This includes accurate pronunciation and intonation for smooth communication, abundant vocabulary to cope with diverse topics, solid grammar to avoid misunderstanding of key information, and flexible pragmatic competence to adapt to different communication situations. Notably, with the rapid development of artificial intelligence, the connotation of linguistic foundation is undergoing profound changes. New-quality foreign language talents need to master strategies for using AI translation tools, develop awareness of human-machine collaboration, and improve the efficiency and quality of language services with the assistance of intelligent technologies. This means that the cultivation of linguistic foundation should not remain at the level of traditional knowledge instillation, but integrate technical literacy to enable learners to complete language tasks collaboratively with technical tools. The "professional competence" dimension highlights the compound feature of "English +" and constitutes the core competitiveness of the talent quality model. It requires talents to master specialized knowledge and application ability in specific fields while possessing language skills. Specifically, in business, they need to be familiar with international economic and trade rules, master business negotiation strategies and understand cross-cultural business etiquette; in law, they need to know the framework of international commercial law, handle foreign-related contract texts and be competent in legal document translation; in tourism, they need to grasp tourism service standards, understand cross-cultural tourism psychology and conduct in-depth cultural interpretation. The "comprehensive literacy" dimension includes patriotism, global vision, digital thinking and cross-cultural adaptability, representing the soul of the talent quality model. Patriotism requires talents to root in Hainan and embrace the whole country, maintain cultural confidence and political stance in international exchanges, and effectively tell China's stories and spread Hainan's voice. Global vision requires talents to understand international rules, acquire regional and country-specific knowledge, and possess global competence to play a role on a broader international stage. Digital thinking requires talents to adapt to the working mode of the digital-intelligent era, equip with information literacy and technical application ability, and use digital tools to improve work efficiency. Cross-cultural adaptability requires talents to understand cultural differences, respect diverse values, flexibly adjust communication strategies, and achieve effective communication in cross-cultural situations.

3. An Examination of the Compatibility between College English Teaching and the Talent Demand of the Free Trade Port

3.1 A Systematic Investigation of the Current Situation of College English Teaching in Hainan Universities

The construction of Hainan Free Trade Port has put forward new requirements for English talents. As the main base for talent training, universities' college English teaching is directly related to the quality and efficiency of talent supply. A systematic investigation of college English teaching in major universities in Hainan is the logical starting point for examining the compatibility between teaching and demand.

From the perspective of curriculum provision, college English courses in Hainan universities generally adopt a modular structure of "general English + elective courses". A teaching survey conducted by the School of Foreign Languages of Hainan University at its Danzhou Campus shows that college English curriculum design balances basic and applied orientations. Classroom teaching attaches importance to individual feedback, guides students to participate effectively in learning, and improves their oral expression and comprehensive English application abilities in a targeted manner.

In terms of teaching content and methods, the traditional teaching model still dominates, but innovative exploration has been gradually launched. Classroom observations reveal that most college English courses are textbook-centered, with teaching content focusing on the transmission of linguistic knowledge, and the relevance to real work scenarios needs to be improved.

From the dimension of teacher development and resource allocation, the construction of teaching staff is a key factor affecting teaching quality. Hainan University suggest that teachers continuously strengthen their professional and research abilities, actively participate in teaching and academic seminars, and improve their personal teaching and research capacity. However, in the training of dual-qualified teachers, there is still a shortage of teachers with industrial background and familiarity with the industrial needs of the Free Trade Port. Under the background of industry-education integration, the lack of dual-qualified teachers has become a common problem restricting talent training in college English courses[6]. In terms of practical training resources, the construction of on-campus and off-campus practical training bases for language services is still in the initial stage, and practical platforms that can simulate real work scenarios are relatively limited.

3.2 Diagnosis of the Gap between Teaching Supply and the Demand of the Free Trade Port

A systematic comparison between the current situation of college English teaching in Hainan universities and the English talent quality model constructed in previous chapter reveals multi-dimensional gaps between teaching supply and the demand of the Free Trade Port. These gaps are reflected not only in the orientation of talent training objectives, but also in specific links such as curriculum content and competence training.

In terms of the matching degree between teaching objectives and industrial demand, current college English teaching is still dominated by the cultivation of general English competence, with insufficient attention to English for specific purposes and compound abilities. The analysis in Previous chapter shows that the construction of the Free Trade Port requires "English +" compound talents, who are not only proficient in language skills but also familiar with professional knowledge and international rules in specific fields such as tourism, law and finance.

However, in the existing curriculum system of universities, the proportion of English for specific purposes courses is relatively low, and modular courses connecting with the demand of key industries have not yet been formed on a large scale. Under the background of industry-education

integration, college English talent training generally faces the problem of disconnection between industry-education objectives, that is, there is a significant deviation between the training objectives set by schools and the actual needs of enterprises. This deviation leads to the fact that graduates often need a long period of adaptive training to be competent in foreign-related business after taking up their posts.

In the connection between teaching content and work scenarios, there is an obvious disconnection between classroom teaching content and real language service tasks in the Free Trade Port. previous chapter deconstructs the requirements of diverse scenarios in the Free Trade Port for English competence from the perspective of language service ecosystem, covering typical tasks in government affairs, financial services, tourism services and other fields.

However, surveys show that current textbook content still focuses on general topics, and materials involving real work scenarios such as Free Trade Port policy interpretation, international business negotiation and cross-cultural service etiquette are relatively scarce. Although students have mastered basic language skills in class, they often speak fluently but respond improperly when facing practical tasks such as border inspection inquiries, foreign guest reception and foreign-related complaints. The disconnection between teaching content and professional standards has become a key factor restricting the quality of talent training.

In the correspondence between competence training and post tasks, the weakness of practical teaching further enlarges the supply-demand gap. Studies on the school-enterprise collaborative education mode of English majors in application-oriented undergraduate universities show that current problems include insufficient depth of school-enterprise cooperation, imperfect cooperation mechanism, low participation of enterprises and different interests between the two parties. Specifically in Hainan universities, although some colleges have tried to establish cooperative relations with foreign-related institutions, internship opportunities for students to deeply participate in real service projects are still limited. Students lack opportunities to practice in typical foreign-related scenarios such as border inspection, customs, Boao State Guesthouse and Consumer Expo during their study, resulting in their understanding of post tasks remaining at the textbook level, and their cross-cultural communication competence and situational adaptability are difficult to improve effectively.

3.3 Analysis of Key Factors Restricting the Effective Connection between Teaching and Demand

To analyze the deep-seated causes of the gap between college English teaching and the talent demand of the Free Trade Port, a systematic analysis needs to be carried out from three dimensions: institutional mechanism, resource conditions and teacher competence. Only by identifying the key factors restricting effective connection can we clarify the reform direction and focus for the subsequent construction of the linkage mechanism.

At the level of institutional mechanism, there is a structural contradiction between the rigid constraints of talent training programs and the dynamic changes of industrial demand. Current university talent training programs are usually revised every four years, while the pace of industrial development and talent demand change in the Free Trade Port is significantly faster. This mismatch in time dimension leads to the adjustment of curriculum provision often lagging behind the change of industrial demand.

Although the complete credit system reform has provided students with more autonomy in course selection, the actual effect of cross-major course selection is limited by the supply of curriculum resources, and the training path of "English +" compound talents has not been fully opened up.

At the level of resource allocation, the construction of dual-qualified teachers and the development of practical teaching platforms face double bottlenecks. Under the background of industry-education integration, the lack of dual-qualified teachers and practical activities is a common problem.

On the one hand, most college English teachers have a background in linguistics or literature, with limited understanding of policies, regulations, business processes and professional terms of key industries in the Free Trade Port, making it difficult for them to undertake the teaching tasks of English for specific purposes. On the other hand, insufficient investment has been made in the construction of on-campus practical training bases and language laboratories that can simulate real work scenarios, and the cooperation depth of off-campus internship bases is limited, so it is difficult for students to obtain high-quality practical training[7]. At the level of teacher competence, teachers' in-depth understanding of Free Trade Port policies, broad cognition of industrial development, and mastery of teaching methods for English for specific purposes directly affect the connection effect between teaching and demand.

Hainan University has paid attention to the confusions and needs of teachers in teaching in the survey, and reminded teachers to explore effective ways of AI-enabled college foreign language courses, which reflects the practical urgency of improving teachers' competence. Faced with the dual challenges of digital transformation and industrial reform, teachers need not only to update their knowledge structure, but also to improve their digital literacy and technical application ability. Practices in some colleges show that encouraging teachers to take temporary posts in enterprises, deeply understand industry trends and technologies, and integrate practical experience into teaching is an effective way to improve teachers' practical ability.

4. Construction of the Linkage Mechanism between College English Teaching and Talent Training Driven by Demand

4.1 Theoretical Framework and Operation Logic of the Linkage Mechanism

The construction of the demand-driven linkage mechanism between college English teaching and talent training should be based on system theory and synergy theory, forming a closed-loop operational framework with four linked stages: demand identification – teaching response – talent output – feedback optimization. The core essence of this framework is to take the needs of Free Trade Port construction as the driving force, break through information barriers between the industrial employment side and the university training side, form a two-way interaction between the demand-oriented logic of teaching reform and the teaching-supported logic of talent supply, and ultimately achieve the deep integration of the education chain, talent chain, industrial chain and innovation chain.

From the perspective of operation logic, the linkage mechanism emphasizes three core pairs of linkage relations: The linkage between major setup and industrial demand requires universities to dynamically adjust their major structures according to the key industrial layout of the Free Trade Port. The linkage between curriculum content and professional standards requires translating post competence requirements into teaching objectives, so that students can master professional skills meeting professional standards during their studies. The linkage between teaching process and production process emphasizes the cultivation of students' competence in real work scenarios.

The operation of the mechanism must follow three basic principles: The forward-looking principle requires predicting the changing trend of talent demand brought by industrial upgrading in the Free Trade Port. The establishment of Hainan International Intelligent Language Service Industry-Education Integration Community precisely focuses on the future development of the language service industry, integrates university and enterprise resources to jointly build practical

training bases, and promotes the deep integration of artificial intelligence technology with the language service industry. The adaptability principle requires maintaining the flexibility of the teaching system to respond quickly to changing demands.

The synergy principle requires forming a multi-stakeholder education pattern involving government, industry, enterprises and universities. Under the synergy mechanism of “government guidance, industry instruction, enterprise participation and university leadership”, all parties perform their respective duties and complement each other's advantages to jointly build a new ecology of industry-education integration. The establishment of this theoretical framework provides methodological guidance and a basis for systematic design for the concrete implementation of the linkage mechanism.

4.2 Core Elements and Implementation Paths of the Linkage Mechanism

Under the guidance of the theoretical framework, the implementation of the linkage mechanism should focus on four core elements: curriculum system, practice platform, teaching staff and evaluation mode, with specific implementation paths designed respectively to form a systematic reform plan.

A modular curriculum system of “General English + English for Specific Purposes + Micro-majors” should be implemented. Around the key industries of the Free Trade Port, compound course modules such as “English + Tourism”, “English + Law” and “English + Cross-border E-commerce” should be developed. In the reconstruction of curriculum content, local cultural elements of Hainan should be integrated. The School of International Language Services of Hainan Normal University has systematically constructed a localized curriculum system, offering courses such as Li Culture and Translation and Studies on Languages and Cultures of South China Sea Region Countries, and organizing students to conduct field investigations in Li villages to systematically explore local cultural symbols. Relying on digital technology, digital English textbooks for the Free Trade Port should be constructed, and a “Multilingual Corpus for Hainan Free Trade Port” covering high-frequency vocabulary in various fields should be developed to make teaching content closer to real work scenarios.

An industry-education integrated practical training base of “factories in schools and schools in factories” should be built, and stable cooperative relations should be established with foreign-related institutions such as border inspection, customs, Boao State Guesthouse and Consumer Expo. The establishment of Hainan International Intelligent Language Service Industry-Education Integration Community provides a new paradigm for the construction of practice platforms. Jointly founded by Hainan College of Foreign Languages, Shanghai International Studies University and Fuzhou Yiguoyimin Group Co., Ltd., the community will, under the synergy mechanism of “government guidance, industry instruction, enterprise participation and university leadership”, build a docking mechanism between industry-education supply and demand, design on-the-job practice projects, and explore characteristic plans for the deep integration of language majors with industries.

A dual-track teacher mechanism of “university distinguished teachers + industry elites” should be established, and enterprise executives and foreign affairs experts should be employed as adjunct professors or practical supervisors.

Industrial standards and enterprise evaluation should be introduced to establish a diversified evaluation system of “on-campus assessment + professional certification + employer evaluation”. Hainan International Intelligent Language Service Industry-Education Integration Community will develop high-quality teaching evaluation criteria, industrial talent evaluation systems and professional teaching resources to provide a basis for diversified evaluation. The development track

of graduates in the construction of the Free Trade Port should be tracked to force continuous teaching improvement by talent quality, and a spiral quality improvement path of “reflection – feedback – improvement” should be established. Drawing on the experience of the School of Chinese Classics and Foreign Languages of Yantai Nanshan University, diversified interactive methods such as student-student, teacher-student and in-group mutual evaluation with in-class encouragement and after-class monitoring should be implemented to promote mutual development of teaching and learning. Through external feedback such as graduate employment quality and employer satisfaction, an objective evaluation of talent training quality can be formed to provide a decision-making basis for teaching reform.

4.3 Support System and Safeguard Conditions for Mechanism Operation

The sustainable operation of the linkage mechanism requires a systematic support system constructed from three levels: policy support, organizational guarantee and resource allocation, so as to provide solid safeguards for the implementation of various reform measures.

It is suggested that education authorities incorporate the effectiveness of serving the Free Trade Port construction into the performance assessment of universities, and set up special funds to support the reform of “foreign language +” compound talent training. The Regulations on the Promotion of Talent Development in Hainan Free Trade Port, implemented in June 2025, has established a full-chain safeguard system for “attracting, cultivating, employing and retaining talents”. Article 8 of Chapter II clearly implements the “Four-party Talents” Gathering Plan, providing an institutional basis for foreign language talent training in the new era. The Hainan Provincial Government should formulate preferential tax policies and other incentives to encourage enterprises to participate in school running, so as to solve the current dilemma of insufficient motivation of enterprises and government in running schools. At the provincial level, the Department of Vocational Education and Adult Education of Hainan Provincial Department of Education has explicitly proposed giving full play to the professional advantages of Hainan College of Foreign Languages in multilingual talent training and international language services, and promoting the coordinated development of the education chain with the industrial chain, innovation chain, technology chain and talent chain of the Free Trade Port.

Universities should be promoted to establish industry-education integration coordination institutions led by university leaders, and a regular dialogue mechanism between secondary colleges and industrial enterprises should be set up. Colleges should set up industrial development advisory committees, inviting representatives from industries and enterprises to participate in the revision of talent training programs to ensure that training objectives are in line with industrial needs. Han Liang, Vice Mayor of Wenchang Municipal People's Government, stated that the city will continue to support the development of Hainan College of Foreign Languages and provide policy guarantees for the construction of the community. Drawing on the experience of the Faculty of Foreign Languages, Ningbo University, a Center for Language Intelligence and Industry-Education Integration should be established, with industry experts appointed to form an expert committee, and enterprise executives and human resources directors employed as student career planning supervisors, so as to build a full-chain education system of “strategic guidance – process participation – individual guidance”.

Investment in language practical training bases, digital teaching platforms and bilingual case libraries should be increased. Under the principle of “co-construction, sharing and win-win results”, Hainan International Intelligent Language Service Industry-Education Integration Community will integrate government, university and enterprise resources to build itself into a collaborative innovation platform and talent training base with demonstration and leading roles. Meanwhile, the

teacher development support system should be improved to enhance teachers' teaching and research capabilities in serving the Free Trade Port construction through special training and visiting studies. Hainan University suggests that teachers continuously strengthen their professional and research abilities, actively participate in teaching and academic seminars, and improve their personal teaching and research capacity. Through diversified resource allocation, a solid material and intellectual support will be provided for the sustainable operation of the linkage mechanism, ultimately forging a high-quality English talent team who “master language, understand professions, excel in communication and adapt to local realities”, and offering strong support for Hainan to become “an important gateway for China's opening-up to the outside world”.

5. Conclusion

This study systematically constructed a theoretical framework and practical path for the linkage mechanism between university English teaching and talent cultivation under the demand-driven framework of free trade ports. The study holds that the key to resolving the structural contradiction between teaching supply and industrial demand lies in establishing a two-way interaction between the demand-oriented teaching reform logic and the talent supply logic for teaching support. At the practical level, a curriculum system of "general English + specialized English + micro-specialization" should be aligned with industrial demands, a training platform of "school-based factory, factory-based school" should be connected with working scenarios, a teacher mechanism of "university experts + industry elites" should be linked with industry standards, and an evaluation method of "in-school assessment + professional certification + employer evaluation" should be integrated with employment requirements, to form a new educational ecosystem with deep integration of industry and education. Future research can further explore the reshaping effect of artificial intelligence technology on foreign language talent cultivation, as well as the collaborative path for the cultivation of bilingual and English-combined talents in ASEAN countries, to provide more solid talent support for the construction of free trade ports.

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