

# Exploration on the Innovative Training Mode of Compound Foreign Language Talents Based on the Construction of the Guangdong - Hong Kong - Macao Greater Bay Area

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**Abstract :** Building the Guangdong - Hong Kong - Macao region into a world - class bay area is an important national development goal, and the construction of an international language environment and the reserve of multilingual talents are necessary ways for the construction of the Guangdong - Hong Kong - Macao Greater Bay Area. This paper sorts out the current situation of foreign language major construction and the demand for compound foreign language talents in the development of the Greater Bay Area, explores the innovative mode of compound foreign language talent training from four aspects, reshaping the education mode of major languages, the education strategy of minor languages, the two - way interaction of cross - cultural competence, and the elite international training of foreign language talents, and puts forward strategies to promote the training of compound foreign language talents in the Guangdong - Hong Kong - Macao Greater Bay Area, so as to provide new ideas for the construction of foreign language majors adapting to the construction of the Greater Bay Area.

**Keywords:** Guangdong - Hong Kong - Macao Greater Bay Area; talent training; foreign language major construction

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## 1 Research Background

In February 2019, the state issued the "Development Plan for the Guangdong - Hong Kong - Macao Greater Bay Area", which clearly pointed out that the Greater Bay Area will be built into a model for the high - quality development of strategic emerging industries, advanced manufacturing and modern service industries, and a world - class bay area and world - class urban agglomeration with vitality and international competitiveness <sup>[1]</sup>. With the acceleration of the open development pattern and industrial structure transformation and upgrading of the Greater Bay Area, the needed talents have shifted from junior and intermediate skilled talents adapting to low - end industrial economy to high - skilled talents leading high - quality economic development. To achieve this, the area needs not only world - class infrastructure but also a first - class international language environment and multilingual talent reserve. Thus, cultivating excellent foreign language talents is vital for its development.

In the Greater Bay Area's development strategy, foreign language major construction and talent training are crucial. With globalization deepening, foreign language ability has become key for national foreign exchanges and economic - social development. The Ministry of Education's "Three Orientations" \* have guided China's foreign language major construction. Combined with the Bay Area's characteristics, exploring compound foreign language talent training strategies and new directions for foreign language majors is effective to supply high - quality talents. By exploring the Bay Area's cultural characteristics and industrial advantages, clearer directions and targeted curriculum settings for talent training can be provided. Besides, strengthening cooperation with Hong Kong and Macao to promote talent training and exchange can offer strong talent support for the Bay Area's international exchanges and cooperation.

\*Three Orientation: The construction of foreign language majors should be oriented to training non - common language talents for national diplomatic strategies and foreign exchanges, compound talents for national and economic - social development needs, and national foreign language strategies under opening - up and globalization.

## 2 Current Situation of Foreign Language Major Construction and Development Needs of the Greater Bay Area

### 2.1 Current Situation of Foreign Language Major Construction

High - quality discipline and major construction are essential for foreign language talent training. Nowadays, cultivating compound foreign language talents is becoming a mainstream trend.

First, more colleges have strengthened cross - integration of foreign language majors with others, introducing "foreign language + major" and "major language + minor language" in training programs. However, some scholars note this model overemphasizes foreign languages, ignoring interaction and integration with other disciplines, leading to superficial 拼接混合<sup>[2]</sup>.

Second, many schools have enhanced connotation construction of foreign language majors, making breakthroughs in disciplines, teaching materials, and methods. While progress has been made in foreign languages for specific purposes, a gap remains in high - end talents mastering multiple skills, failing to meet the Bay Area's high - quality development needs. Training international talents with "excellence in one, proficiency in many, and versatility in one specialty" needs strengthening. Construction of foreign languages for specific purposes, especially non - common ones, still has a long way to go.

### 2.2 Development Needs of the Greater Bay Area

The traditional foreign language talent training mode can no longer meet the Bay Area's development needs, making an innovative compound talent training mode critical.

First, the mode should be market - oriented, aligning with the Bay Area's development needs. Traditional curriculum focusing on foreign language and literature fails to meet diversified social needs. Foreign language majors must connect with China's diplomacy, economy, and opening - up strategies. The Bay Area's foreign language major construction needs to adjust teaching modes and curricula to regional needs. Involving finance, science and technology, logistics, etc., talent training should focus on diversified skills like business negotiation, cross - cultural communication, and information technology. This ensures talents meet market needs and support the Bay Area's development.

In recent years, training talents for international organizations has become a new trend in foreign language major connotation construction. It reflects the importance of foreign language education for global vision and cross - cultural communication, and highlights such talents' role in promoting international affairs and cooperation. For the Bay Area, cultivating talents with international vision and professional skills is core to becoming a world - class urban agglomeration and participating in international economic cooperation platforms. Learning from international organization talent training experiences can improve the Bay Area's talent team's comprehensive quality and international competitiveness, supporting regional economic prosperity and international influence. It also provides new directions for foreign language education, making it more practical and time - relevant.

Second, the innovative mode should focus on practical ability cultivation. The Bay Area's foreign language major construction should emphasize diversified and practical talent training. Curricula should include international politics, economy, and culture besides traditional language and literature to enhance comprehensive quality. Attention to practical teaching is needed to improve students' operational ability. Cooperation with enterprises and international organizations can provide internships and training, helping students adapt to market and international environments. Real language environments and practical opportunities enable students to improve language application and problem - solving abilities, and better adapt to future work.

The Bay Area's foreign language major construction and talent training is a systematic project requiring joint efforts from the government, colleges, enterprises, and society. Strengthening connotation construction, adjusting teaching modes, enhancing practical teaching, and connecting with industries can promote high - quality development of foreign language majors, supporting regional economic - social development.

## 3 Exploration on the Innovative Training Mode of Compound Foreign Language Talents

### 3.1 Reshape the Education Mode of Traditional Major Languages such as English and Lead a New Era of Foreign Language Learning

English majors face unprecedented challenges: excessive numbers vs. limited social demand, making teaching reform urgent. Innovations can be explored in foreign language teaching theories and talent training modes.

1. Innovation of English talent training mode. English major construction should focus on three core goals: professional knowledge imparting, practical ability improvement, and humanistic quality cultivation. Achieving these relies on content - based and project - led teaching modes. Advocating "classified excellence and return to humanity", it can adopt the "one body, two wings and four integrations" strategy: building a high - quality foreign language education platform with Bay Area characteristics, exploring a talent training mechanism driven by "one - stop training + skill competition" as two wings, and integrating enterprise personnel, projects, culture, and standards into training.

Lower grades focus on basic language skills (listening, speaking, reading, writing, translating). The "content - based" mode combines basic skills with knowledge, building course groups centered on main courses and supported by basic foreign language courses, and an information - based autonomous learning platform for personalized learning.

Emphasizing application, senior grades can adopt the "project - led" mode to cultivate comprehensive quality and practical ability. Focus on practical language application and innovation, building a system integrating knowledge, quality, and practical ability. A "in - class - after - class, in - school - out - of - school" four - in - one practical teaching system should be established <sup>[3]</sup>, creating a ubiquitous English learning atmosphere for natural integration into daily learning, making English a communication bridge.

1. Innovation of foreign language teaching theories: Domestic scholars have proposed cutting - edge theories like "the principle of learning with use", "the compensation hypothesis", and "the continuation theory" to improve teaching quality and efficiency. These inject vitality into teaching practice, marking China's foreign language education shift from relying on foreign theories to independent innovation. Combining theory with practice, applying these theories to teaching explores more effective methods, improving learning efficiency. Learning from foreign advanced experiences and integrating with the Bay Area's reality can deepen foreign language education theory research.

Such reforms address challenges for foreign language majors in the Bay Area, lead new foreign language learning directions, and promote teaching practice innovation.

### 3.2 Minor Languages Serve the National Grand Strategy: Strategies and Practices

Minor language education is vital for national development strategies. In globalization, minor languages play a pivotal role, but China's current minor language education is not optimal. To better serve national strategies, re - examining and adjusting education strategies, focusing on connotation construction, practical teaching, and cross - cultural communication ability cultivation <sup>[4]</sup>, is necessary to cultivate high - quality talents with two - way cross - cultural communication ability, contributing to national prosperity.

First, recognize minor language education's importance. Most domestic foreign language majors are English - related, with few colleges offering minor languages, limiting multicultural exchanges and cross - cultural communication. More colleges should be encouraged to offer minor language majors. For existing ones, deepening connotation construction is key: stabilizing the number of majors, improving teaching quality and talent training level, strengthening discipline construction, and integrating resources to enhance overall strength and competitiveness.

Non - common language majors can adopt the "double foreign languages", "internationalization", and "application" three - in - one training concept, build a "non - common language +" compound talent training mode, and optimize the "minor language + English" double foreign language teaching mode <sup>[5]</sup>.

Following non - common language teaching principles and planning interdisciplinary curricula can enhance students' compound knowledge, understanding of target countries' culture and national conditions, and bilingual ability. Since most students have no prior non - common language exposure, lower grades should focus on compulsory language courses, supplemented by cross - professional electives, strengthening professional courses to improve language skills. Senior grades focus on compound knowledge and ability cultivation: guiding students to take interdisciplinary courses (including

those from other departments/schools) with wider course selection freedom. This cultivates compound talents with international vision and cross - cultural communication ability, meeting national and social needs for diversified, high - quality talents.

### **3.3 Pay Attention to the Two - way Interaction of Cross - cultural Ability in the Training of Foreign Language Talents**

College foreign language teaching should keep pace with the times, focusing not only on language knowledge but also cross - cultural communication ability. Promoting teaching reform and strengthening practical ability cultivation, especially in cross - cultural communication's two - way interaction <sup>[6]</sup>, requires measures like adding Chinese culture elements to teaching content to help students understand and spread it. Providing practical opportunities and cross - cultural platforms through international exchanges, practical teaching bases, etc., is also needed.

In professional courses, teaching should focus on students' in - depth mastery and detailed explanation of target countries' culture, and cultivate their ability to express Chinese culture in foreign languages. Teaching activities should center on forming two - way cross - cultural communication ability. This enables students to understand national conditions and current affairs, use foreign languages to spread Chinese traditional and contemporary culture, showing China's new look. Such learning is more socially relevant, meeting foreign language talent expectations. Students can master foreign languages and become cultural exchange bridges, promoting China's friendly exchanges and cooperation with foreign countries.

### **3.4 Exploration in the Field of Elite International Foreign Language Talent Training**

With national political and economic development, demand for elite international foreign language talents grows, requiring both international language communication and deep cultural exchange abilities. The "Guangdong Industry and Trade Branch Tourism Major" project, a national international education program by Guangdong Polytechnic of Industry and Commerce and China - Zambia Vocational and Technical College, offers new ideas.

Collaboratively operated by the two countries, the project has clear talent training goals, a complete curriculum system, and a professional teaching - management team. Students can "study in one university, obtain diplomas from two countries, and speak three languages", supporting in - depth cultural cognition, understanding, and interpretation. Through distance education, centralized teaching materials, and "mobile campus", students from both countries synchronously learn professional English and Chinese, communicate in Chinese, English, etc., and explore Sino - African humanities, society, geography, and culture. Those passing academic performance receive degrees from both universities. This model supports cultivating top - notch innovative talents and enhancing their international competitiveness.

## **4 Strategies to Promote the Training of Compound Foreign Language Talents in the Guangdong - Hong Kong - Macao Greater Bay Area**

Re - examine and innovate traditional foreign language teaching modes to build a new all - round college English teaching system, centering on training Bay Area international talents, with emphasis on specialized foreign language course construction. Investigate students' actual needs to build a stepped curriculum system. Introduce foreign teachers, fresh doctors with compound academic backgrounds, and high - level professional foreign language teachers to form a high - level teaching team.

The "major + foreign language" compound talent training mode is worth trying. It aims to cultivate international talents with global vision, 通晓 international rules, and cross - language/cultural communication skills. They should master international economy, finance, management, and global governance knowledge, and have abilities as translators, economic - financial analysts, and management consultants in multinational organizations and financial institutions, along with strong innovation awareness and development potential.

To achieve high - level foreign language international talent training, build an interdisciplinary and international training platform, adopt the "major + multiple languages" mode, implement "bilingual teaching", and realize the "one body and two wings" concept: "one body" as solid professional knowledge, "two wings" as strong foreign language ability and

practical ability.

Try "double degrees, double majors" and innovation classes to meet the Bay Area's demand for high - level international foreign language talents.

In short, truly cultivating high - level international foreign language talents suitable for the Bay Area requires more than adding professional courses to traditional foreign language courses or vice versa. Deep cross - integration is needed to enhance students' cross - cultural communication ability, enabling professional communication in foreign languages.

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