

Impact of English Major Talent Cultivation Models on Employment Directions

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Abstract:

This study discusses the impact of the talent cultivation model on the employment direction of English majors from the perspective of the talent cultivation mode. By analyzing the talent cultivation models of English majors in both “Double First-Class” and non-“Double First-Class” universities, and by investigating their employment directions, this paper aims to provide references for optimizing talent cultivation plans for English majors in Chinese universities. The ultimate goal is to address this question.

Keywords: English major graduates; Talent cultivation model; Career direction; Impact; Optimization

With the development of the social economy, the competition in the job market has intensified, and the employment issue of English majors has received considerable attention. As an integral part of China’s higher education, the talent cultivation model of English majors has a profound impact on their career directions. This paper investigates the talent cultivation model of English majors and analyzes the influence of different universities’ talent cultivation models on the employment directions of these students, in hopes of providing insights for optimizing the talent cultivation plans for English majors in Chinese universities.

1. Current Status of Employment Directions for English Majors

1.1 Overview of Employment Directions

Currently, the employment directions of English major graduates are showing a trend of diversification. By understanding different employment directions,

educators can design more optimized cultivation programs.

Education Sector. This is one of the traditional employment directions for English majors. They can choose to become teachers in public or private schools, at middle schools, high schools, or universities, or work as English teachers in various training institutions. With the rise of Chinese language teaching abroad, many English majors have also turned to the profession of teaching Chinese as a foreign language.

Translation Industry. English majors can work as translators in government agencies, public institutions, or translation companies, engaging in positions such as interpreters, translators, and simultaneous interpreters. The translation industry has a wide range of employment opportunities, covering fields such as culture, science and research, business, and law.

Foreign Trade Industry. Since English is the common language of international business, English majors have an advantage in engaging in foreign trade operations, order following, sales, and other areas. They can work in foreign trade companies or cross-border

e-commerce platforms.

Media Industry. English majors can work as editors, journalists, or in operational positions in international channels, foreign language media outlets, or English software companies, responsible for content creation and overseas market promotion.

Internet Industry. With the rapid development of the internet, opportunities for English majors to work in positions such as translation, product development, operations, and business in large internet companies are also increasing.

Tourism Industry. English majors can use their language skills to work as tour guides or translators in travel agencies, scenic spots, and resorts.

In addition, there are foreign enterprises and multinational corporations. English majors can work in positions such as human resources, operations, executive offices, and brand public relations in foreign enterprises and multinational corporations, helping companies with international operations.

1.2 Characteristics of Employment Directions

Diversification. English majors are no longer limited to traditional fields such as education, translation, and foreign trade, but have expanded into multiple sectors including the internet, media, and tourism.

Intense Competition. With the increasing number of English majors, competition has also intensified, especially for positions within the system.

Higher Competency Requirements. English majors need to possess higher levels of language proficiency, professional expertise, and cross-cultural communication skills to adapt to the needs of different industries.

1.3 The Impact of Talent Cultivation Models on Employment Directions

1.3.1 Curriculum Design and Employment Directions

The curriculum design in talent cultivation models is often closely related to specific industries or professions. If a major emphasizes theoretical learning, its graduates may be more inclined towards academic research or the education sector. If the curriculum focuses on the cultivation of practical skills, such as professional skill training and internships, graduates may find it easier to enter industries directly related to these skills, such as engineering technology and foreign trade.

1.3.2 Competency Development and Vocational Adaptability

If a talent cultivation model emphasizes the development of interdisciplinary competencies, such as critical thinking, communication and coordination skills, and team-

work, graduates will have stronger adaptability in the job market and a broader range of employment directions. Conversely, if the model overly emphasizes a specific skill, graduates may have strong employment in a particular field, but their employment directions may be limited when facing industry changes or shifts in market demand.

1.3.3 Internships and Employment Channels

The internship arrangements within talent cultivation models have a direct impact on graduates' employment directions. If a school has established cooperative relationships with multiple enterprises, English majors who gain practical experience through internships will be better positioned to enter these companies or related industries. The quality and quantity of internships also affect graduates' employment choices. For example, long-term and in-depth internship experience may lead English majors to develop a strong interest in a particular industry, thus influencing their employment direction.

1.3.4 Industry Development Trends and Talent Cultivation

Talent cultivation models need to align with industry development trends. If schools can adjust their talent cultivation plans in a timely manner to adapt to the development of emerging industries and technologies, graduates will have more opportunities to enter high-growth-potential sectors. For instance, with the rise of the digital economy, emphasizing the cultivation of skills such as programming and data analysis will help graduates find employment in fields like the internet and artificial intelligence.

1.3.5 Social Demand and Talent Cultivation

Talent cultivation models need to pay attention to changes in social demand. If the graduates produced can meet the practical needs of society and economic development, their employment directions will be more diverse and flexible, in response to the question.

2. Analysis of the Current Status of Talent Cultivation Models for English Majors in Different Universities

2.1 Overview of Talent Cultivation Models in Double First-Class Universities

2.1.1 Cultivation of Innovative and Entrepreneurial Talents

Some double first-class universities adopt two typical approaches: the open model and the centralized model. The open model focuses on popularizing entrepreneurship

courses among students and expanding the coverage of practical training resources. By creating an overall entrepreneurial culture, it allows innovative and entrepreneurial talents to emerge naturally. It is important to note that in the open model, the course learning and practical training of innovation and entrepreneurship operate independently, making it difficult to form a joint force. The centralized model, on the other hand, emphasizes selecting elite students for specialized innovation and entrepreneurship education. This model selects a few high-level, elite stu-

dents and provides them with specialized, systematic, and high-quality education in innovation and entrepreneurship, shaping talents with targeted goals and emphasizing the centralized cultivation of elites. For example, Zhejiang University's "Innovation and Entrepreneurship Management Enhancement Class (ITP)" from 1999 to 2017 is a manifestation of the centralized model, under which the entrepreneurship rate reached nearly 20%. The main characteristics of the two models are shown in Table 1. [1]

Table 1 Two modes of cultivating innovative and entrepreneurial talents in first-class universities

Culture Element	Open Mode	Centralized Mode
The Ideal of Cultivating Talents	Emerge Naturally	Individualized Instruction
Training Object	Large-scale Coverage	Small-Scale "Captivity"
Talent Selection	Basically No Selection Requirements	Selection of High-quality Students
Education Resource	Universal Education, Freedom of Choice	Elite Education and Systematic Training
Effectiveness Evaluation	Difficult to Clearly Identify	Trainees' Entrepreneurship Can be Tracked

2.1.2 Educational Philosophy and Objectives

The guiding principles of double first-class universities in deepening the "innovation and entrepreneurship" reform include providing talent and intellectual support for achieving the great goal of national rejuvenation, cultivating talents with high-level innovation capabilities and literacy, and improving the quality of talent cultivation through institutional and mechanism innovation. Moreover, double first-class universities each have their own focuses in talent cultivation. For instance, Tsinghua University emphasizes cultivating international top talents in cutting-edge scientific and interdisciplinary fields, while Xi'an Jiaotong University places more emphasis on cultivating specialized and applied talents.

2.1.3 Faculty Development

Double first-class universities pay attention to the tracking investigation and evaluation of educational effectiveness, valuing long-term outcomes rather than just short-term achievements. In addition, the construction of the faculty team is also emphasized, strengthening the supply of "teacher-student collaboration" and "dual-qualified" faculty, enhancing the capacity of the faculty in innovation and entrepreneurship education. This is achieved through a combination of externally introducing high-level talents and internally cultivating high-quality young teachers, to build an excellent faculty team.

2.1.4 Curriculum System Optimization

Double first-class universities clearly define their disciplinary advantages and professional characteristics in

talent cultivation. They engage in differentiated competition with key universities, exploring curriculum system settings that meet the needs of cultivating top innovative talents. Furthermore, they achieve effective articulation between undergraduate and graduate education. As a case study, Ningbo University proposes an "integrated progressive" talent cultivation model, characterized by the integration of "double first-class" construction with the "innovation and entrepreneurship" education system. This model integrates the advantages of characteristic disciplines and multidisciplinary strengths, merges internal and external platforms, and innovates in systems and mechanisms. The enhancement of "innovation and entrepreneurship" capabilities is the comprehensive effect of integrated development, covering professional and technical, business management, and teamwork innovation capabilities. The importance and order of capability enhancement serve as measures for this.

Ninety-four percent of respondents fully recognize the enhancement of "innovation and entrepreneurship" capabilities, with only six percent believing that there is no improvement in professional and technical or business management skills. The learning ability of professional and technical knowledge, the business execution ability in business management, and the communication ability in teamwork are the top choices, with the most significant perceived improvement among all grades. Specifically, sixty-eight percent, forty-seven percent, and fifty-three percent of respondents reported significant improvement in these areas, respectively. Professional and technical skills, strategic decision-making, and collaborative inno-

vation capabilities show the most visible levels of innovation, with their importance steadily increasing across all grades. These results show no significant professional bias.

It is evident that the integration of “innovation and entrepreneurship” with professional education has achieved significant results. The improvement in talent quality and capabilities is universally recognized. [2]

2.1.5 Innovation in Cultivation Models

Exploring the “undergraduate-postgraduate” integrated cultivation model, implementing the “3+1+2” undergraduate-postgraduate integrated cultivation, to promote the intersection and integration of undergraduate and graduate education. In addition, double first-class universities have improved the selection and elimination mechanisms to ensure the cultivation of top innovative talents, establishing incentive systems to encourage outstanding talents to stand out.

Moreover, double first-class universities focus on leveraging professional characteristics and advantages, building high-level teaching faculty through a combination of external recruitment and internal cultivation, implementing systematic construction and institutional innovation to improve efficiency and quality of talent cultivation. Double first-class universities have different focuses in their exploration and practice of talent cultivation, such as Tsinghua University emphasizing the cultivation of international top talents, Xi'an Jiaotong University focusing on the cultivation of specialized and applied talents, and Ningbo University proposing the “integrated progressive” talent cultivation model, integrating disciplinary strengths and resource platforms for systems and mechanisms innovation. The overall is to cultivate talents who can meet the requirements of modern development, with high-level innovation capabilities and entrepreneurial spirit.

2.2 Overview of Talent Cultivation Models in Non-Double First-Class Universities

2.2.1 Precision in Talent Cultivation Goals

Non-double first-class universities clearly define the differences in talent positioning between higher vocational, undergraduate, and secondary vocational education, achieving more precise talent cultivation, developing targeted and efficient talent cultivation plans to meet the diverse needs of society for English talents. The professional setup should align closely with market demands to avoid significant deviations. Schools adjust the curriculum based on the characteristics of the regional industrial structure to enhance the practical abilities of English majors. In addition, schools pay attention to improving the listening and

speaking skills, as well as the translation skills (including interpretation and written translation) of English majors. Furthermore, encouraging English majors to take courses related to internet software, such as computer technology applications, social media operations, short video planning, and production, to adapt to the times. At the same time, schools are increasing the combined directions of English with other professions, such as “Law + English,” “Journalism + English,” to enhance the diverse abilities of English majors.

2.2.2 Strengthening the Construction of Dual-Qualified Faculty

To improve teaching quality and the practical abilities of English majors, higher education institutions need to accelerate the construction of dual-qualified teacher teams, enhancing teachers' comprehensive vocational skills and teaching levels through internal cultivation and external recruitment. Strengthening the training of career guidance teachers, establishing a high-quality, professional, and specialized career guidance team. Higher education institutions actively carry out precision career guidance, guiding English majors to rationally self-assess and establish correct employment views. Institutions should attach great importance to career guidance work, combining the comprehensive employment situation of contemporary English majors and the basic reality of graduates to actively carry out precision career guidance. Guiding students to rationally self-assess, establish correct employment and career selection views, cultivate professional awareness, clarify career goals, and lay a good foundation for the career development of English majors. [3]

2.2.3 Optimizing and Perfecting the Talent Evaluation System

Abandoning the traditional single evaluation method, establishing a diverse comprehensive talent assessment system that corresponds to the modern “1+X” academic degree certificate system, oriented towards promoting employment and driving the reform and innovation of curriculum teaching. The implementation of the “1+X” certificate system is a comprehensive innovation among the 20 vocational education guidelines and an innovative deployment of vocational education reform in the context of the new era. “1” mainly refers to the academic degree certificate, while “X” refers to various professional skill level certificates. Academic degree certificates effectively reflect the quality of basic talent cultivation in schools, while vocational skill certificates embody the comprehensive capabilities of English majors in their professional activities and career planning. With the advancement of the “1+X” certificate system, it promotes the effective in-

tegration of academic degree certificates with vocational grade certificates, optimizes the curriculum system, guides social forces to actively participate in the vocational education process, providing momentum for educational reform, and more fully meeting the practical needs of the market, opening up a sustainable development path for technically skilled applied talents. [4]

2.2.4 Building Training Bases and Deepening Industry-Education Integration

Through cooperation with enterprises, establishing on-campus training and practice bases, allowing English majors to participate in practical operations to enhance their practical abilities, while enterprise professionals enter the classroom to impart practical work experience. Strengthening school-enterprise cooperation, signing cooperation agreements, providing internships and employment opportunities for English majors, and introducing the part-time tutor system from enterprises to improve the practical operation abilities and adaptability of English majors for future work. In addition, some colleges set up employment websites, accommodate enterprise residency, strengthen school-enterprise communication, and provide a free communication platform for enterprises and English majors.

2.2.5 Curriculum and Skill Certificate Alignment

Aligning professional courses with relevant vocational skill certificates to ensure that English majors not only master professional knowledge but also obtain corresponding skill certifications. Encouraging English majors to strive for skill level certificates while obtaining academic degree certificates to enhance their professional competitiveness.

3. Analysis of the Impact of Talent Cultivation Models on Employment Directions

Through the research on the talent cultivation models mentioned above, the impact on employment directions can be analyzed.

3.1 Curriculum Setup and Employment Direction

The curriculum setup in talent cultivation models directly affects the employment direction of graduates. If the curriculum emphasizes theoretical learning, graduates may be more inclined towards fields such as education and academic research; if the curriculum focuses on practical skill development, graduates are more likely to enter industries directly related to these skills, such as engineering

technology and foreign trade.

3.2 Ability Cultivation and Professional Adaptability

If a talent cultivation model emphasizes the cultivation of interdisciplinary abilities, such as critical thinking, communication and coordination skills, and teamwork, then graduates will have stronger adaptability in the job market and a broader range of employment directions. Conversely, if too much emphasis is placed on a single professional skill, the employment direction of graduates may be limited.

3.3 Internships and Employment Channels

Internships are an important aspect of talent cultivation models, and internship experience has a direct impact on the employment direction of graduates. Cooperation between schools and enterprises, providing internship opportunities for English majors, helps them understand the industry and accumulate experience, thus influencing their employment choices.

3.4 Industry Development Trends and Talent Cultivation

Talent cultivation models need to align with industry development trends. If schools can adjust talent cultivation plans in a timely manner to adapt to the development of emerging industries and technologies, graduates will have more opportunities to enter high-growth-potential industries.

3.5 Social Demand and Talent Cultivation

Talent cultivation models need to pay attention to changes in social demand. Graduates who can meet the practical needs of society and economic development will have more diverse and flexible employment directions. Specific to different types of universities, the impact of their talent cultivation models on employment directions is as follows.

3.6 Double First-Class Universities

These universities focus on the cultivation of innovative and entrepreneurial talents, offering both open and centralized models of cultivation, producing talents with high-level innovation capabilities and entrepreneurial spirit. In addition, double first-class universities have different focuses in talent cultivation, such as Tsinghua University emphasizing the cultivation of international top talents, Xi'an Jiaotong University focusing on specialized and applied talents, and Ningbo University proposing the "integrated progressive" talent cultivation model.

3.7 Non-Double First-Class Universities

These universities accurately position talent cultivation goals, emphasize the construction of dual-qualified faculty teams, optimize the talent evaluation system, build training bases, deepen industry-education integration, and align courses with skill certificates. These measures help English majors adapt to the diverse needs of society for English talents and enhance their practical abilities and professional competitiveness.

4. Optimization Suggestions

4.1 Strengthening Market-Demand Oriented Curriculum Setup

Colleges and universities should closely monitor changes in market demand, cooperate with industry and businesses to co-design curriculum systems, ensuring that the content of the courses meets both academic standards and the practical needs of the industry. At the same time, interdisciplinary courses should be increased to cultivate the comprehensive qualities and innovation capabilities of English majors. The most important aspect is to integrate practical experience into academic courses, with one key teaching strategy being the combination of practical experience with academic theory. This includes introducing laboratory operations, field trips, case analyses, and simulation of real-world scenarios into the curriculum. In this way, English majors can gain application experience of theoretical knowledge in practical operations and develop problem-solving skills. Such curriculum improvements not only deepen the understanding of knowledge content by English majors but also lay a solid foundation for their future career development, bridging the gap between theory and practice.

4.2 Implementing Modular Teaching

Courses should be divided into core modules and elective modules, allowing English majors to choose different modules based on their personal interests and career plans, enhancing the flexibility and relevance of the curriculum. In formulating educational plans, we need to fully value the personalized growth needs of English majors and increase the proportion of elective courses in the theoretical teaching system. In the field of general education, elective courses covering various areas such as natural sciences, humanities and social sciences, economic management, and arts and sports can be set up. In professional courses and teacher education courses, a variety of elective courses such as tourism translation, scientific translation, and translation technology can be provided. At the same

time, the credit proportion of elective courses should be increased to meet the diverse learning interests and future development needs of English majors. This approach helps cultivate the comprehensive qualities and innovation capabilities of English majors, laying a solid foundation for their future career paths.

4.3 Strengthening Practical Teaching

Increase the proportion of practical teaching segments such as experiments, internships, and training, establish stable cooperative relationships with enterprises and institutions, provide English majors with ample practical opportunities, and enhance their practical operation abilities and employability. Among these, internship and cooperative education programs are crucial, as they provide English majors with opportunities to gain practical experience in a professional environment and apply what they have learned in real-world settings. By participating in actual projects in enterprises, English majors can acquire practical skills and build networks. The cooperation between higher education institutions and industry partners provides internship opportunities and support services for English majors, thus enhancing their employability. In addition, skill training seminars are also worth emphasizing. These seminars focus on improving English majors' interpersonal communication, communication, teamwork, and leadership skills. This type of training can be offered as extracurricular activities or standalone courses, led by professionals, and helps develop soft skills through practical exercises and role-playing. Mastering these skills is vital for the success of English majors in the workplace.

4.4 Establishing an Industry-University-Research Integrated Model

Through cooperation with enterprises and research institutions, an industry-university-research integrated talent cultivation model is established, allowing English majors to be exposed to the latest technology and management knowledge during their learning process, thus enhancing their innovation and practical abilities. When developing talent cultivation plans for English majors, we must balance the allocation of class hours between basic and specialized courses to ensure a reasonable proportion between the two. Additionally, it is important to balance the relationship between theoretical teaching and practical teaching, carefully arranging the teaching content to avoid unnecessary repetition of knowledge points. Schools should aim to consolidate the professional theoretical knowledge of English majors while starting from the practical innovation abilities required by enterprises for English professionals, and establish a talent culti-

vation system that emphasizes practice and innovation. Furthermore, when compiling the syllabus for specialized courses, schools should consider the future development needs of enterprises and organically integrate enterprise requirements for talents with talent cultivation objectives. It is very necessary to invite industry experts to participate in the revision and optimization of the curriculum system during this process, as this ensures that the course content meets both academic standards and the practical needs of enterprises. Strengthening school-enterprise and local cooperation can follow the principles of “bringing in” and “going out.” “Bringing in” refers to the introduction of enterprise resources, hiring enterprise managers and front-line staff to conduct practical teaching on customs declaration, document operation, foreign trade processes, and business communication through lectures, reports, or classes. It also involves actively cooperating with localities to provide external services and drive teaching through project-based approaches. “Going out” refers to

teachers and students stepping out of the classroom and engaging internationally. [5] Such practices not only help to consolidate the professional theoretical foundation of English majors but also enhance their ability to adapt to the workplace, laying a solid foundation for the career development of English majors.

4.5 Strengthening Career Planning and Employment Guidance

To assess the mastery of career planning abilities by English majors, the study employed a questionnaire survey method, collecting data through a series of designed questions. As shown in Figure 1, it presents the awareness of English majors regarding market demands.

Topic Item: Based on your social experience, what skills or qualities do you think enterprises value most when selecting English majors?

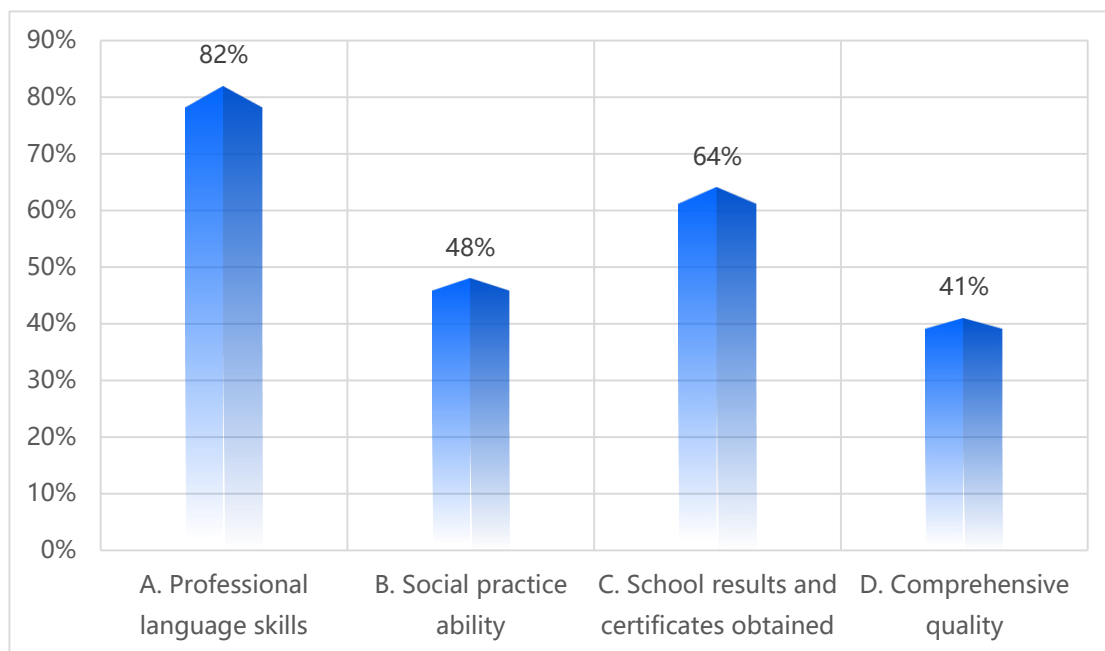


Figure 1 English majors' perception of market demand

It can be seen that 82% of English majors think that professional language skills are the ability that enterprises attach important to, 64% of English majors think that school achievements and certificates are highly valued by enterprises, only 48% of English majors think that social practice ability is the ability that enterprises attach importance to, and only 41% of English majors think that comprehensive quality is value by enterprises. The statement reflects a certain deviation between market demands and educational outcomes, where practical social skills and comprehensive qualities often surpass the importance of

academic achievements and certificates obtained during the time English majors spend at school. This should be emphasized in the talent selection and evaluation process. Therefore, providing comprehensive career planning and employment guidance services for English majors to help them clarify career goals and improve job-seeking skills is particularly important. Universities can collaborate with industries to offer practical operation and experiential learning opportunities for English majors, such as industry-sponsored projects, internships, and research collaborations. Such partnership relationships not only enrich the

learning experience of English majors but also enhance their employability, while providing industries with technically skilled graduates. Industry mentorship programs are equally important, as they pair English majors with experienced professionals to provide guidance and support in learning, career development, and other areas. Universities can establish mentorship programs through collaboration with alumni networks, professional associations, and enterprise partners, fostering meaningful interactions between English majors and mentors, helping them gain industry insights and broaden their career development prospects.

4.6 Establishing a Dynamic Adjustment Mechanism

Regularly assess the effectiveness of talent cultivation and timely adjust cultivation plans in response to industry development and feedback from English majors, ensuring that the cultivation model keeps pace with the times. Conduct periodic evaluations of educational effectiveness, making dynamic adjustments to talent cultivation plans based on industry trends and feedback from English majors, to ensure that the education model stays abreast of changes in the times and market demands, thus enhancing its relevance and effectiveness. This process involves formative assessment in educational evaluation theory, aiming to optimize educational outputs through continuous monitoring and feedback mechanisms to meet the ever-changing requirements of professional literacy. Through the above optimization measures, the quality of the talent cultivation model can be effectively improved, enhancing graduates' adaptability to employment, broadening their career directions, and meeting the diverse needs of society and economic development.

5. Conclusion

The talent cultivation model for English majors should be based on the principle of serving national and social economic development, grounded in market demands, strengthening practical teaching, enhancing faculty

strength, implementing personalized cultivation, improving employment guidance, and promoting international exchanges to cultivate more English professionals with innovative spirit and practical abilities. This not only helps improve the employment quality and satisfaction of graduates but also contributes wisdom and strength to the social and economic development of our country. In the future practice of talent cultivation, universities, governments, enterprises, and society should all participate together to jointly promote the reform and innovation of English major talent cultivation models, collectively contributing to cultivating qualified builders and reliable successors for the realization of the Chinese dream of the great rejuvenation of the Chinese nation.

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