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Research on Classroom Teaching Reform Supporting the Cultivation of High-Quality English Talents in Colleges and Universities

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Abstract: In the new era, China's opening-up and the development of internationalized industries have imposed new requirements on college English talent cultivation, namely high quality, compound ability, and application orientation. Traditional college English classrooms generally suffer from fixed teaching content, simplistic training formats, and a disconnection between learning and application, making it difficult to meet society's diverse demand for foreign language talents. High-quality English talents are no longer defined solely by basic language knowledge; greater emphasis is now placed on language output, cultural critical thinking, and professional adaptability. This paper defines the core components of high-quality college English talent cultivation, identifies the educational objectives of classroom teaching reform, and explores reform methods in classroom teaching models, learning formats, resource development, and evaluation systems, as well as school-enterprise collaboration and other dimensions. These discussions offer theoretical and practical reference for improving college English teaching quality and cultivating high-quality foreign language talents.

Keywords: College English, teaching reform, high-quality talents, talent cultivation, classroom innovation

1. Introduction

As a core general education course in higher education and a major vehicle for cultivating internationalized talents, college English is increasingly important as all sectors become more internationalized. Society's requirements for foreign language talents are no longer limited to test-oriented proficiency; instead, they demand high-quality compound talents equipped with language ability, cultural literacy, and professional service competence. Supported by classroom teaching reform, optimizing the education system and reshaping the classroom education model to remedy the shortcomings of traditional teaching are key measures for colleges and universities to cultivate high-quality English talents and meet the talent needs of the new era.

2. Characteristics of High-Quality College English Talents

2.1 Ability to produce accurate language output

As one of the most basic and core competencies of high-quality college English talents, the ability to produce accurate language output differs from ordinary students' superficial language memorization ability. High-quality English talents' language output ability emphasizes accuracy, standardization, and logicality, and requires flexible adjustment of language expression according to different situations (Lü, 2022). At the level of written output, such talents can produce English writing with rigorous sentences, clear logic, and appropriate wording, avoid grammatical errors and expressive pitfalls, and meet the normative logic of English written expression. At the level of oral output, they can achieve standardized pronunciation, fluent expression, and accurate meaning, clearly convey their opinions, and avoid vague expression and semantic deviation.

2.2 Cross-cultural empathic interpretive competence

Cross-cultural empathic interpretive competence is a core literacy that high-quality college English talents in the new era must possess, and it is a key characteristic distinguishing internationalized talents from ordinary language talents. Language is essentially a carrier of culture. English learning is not only the study of linguistic symbols but also the understanding of and tolerance toward different countries' ways of thinking, values, and cultural customs. Cross-cultural empathic interpretive competence requires students to have a solid cognitive reserve of Chinese and Western cultures and to clearly distinguish differences in thinking, etiquette, and expression between China and other countries. In cross-cultural settings, they can respect cultural diversity, abandon a single cultural perspective, and understand the behavioral logic and

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values of foreign cultures from the perspective of tolerance and empathy.

2.3 Professional scenario service competence

Professional scenario service competence is regarded as a core practical skill for high-quality English talents in higher education institutions to adapt to the job market and meet industry needs, fundamentally solving the problem of traditional English talents being "strong in general language skills but weak in professional application" (Sheng, 2023). Most college English teaching is general-purpose language teaching, and its content is detached from professional scenarios. The language knowledge students possess cannot connect with industry work requirements, and after entering employment, it is difficult for them to quickly adapt to foreign language tasks in their positions. High-quality English talents possess scenario-based service competence in relevant professional fields and can deeply integrate general English knowledge with their major and industry positions, applying language ability in a professional manner. They can use English to process foreign language materials, industry documents, and international information in their professional fields, and read professional English terminology, industry standards, and technical literature.

3. Objectives of Classroom Teaching Reform in Supporting the Cultivation of High-Quality College English Talents

3.1 Building a classroom ecosystem integrating learning and application

The central objective of classroom teaching reform is to thoroughly break the current separation between theory and practice and to establish a new classroom ecosystem that combines learning with application and applies learning to practice. The focus of classroom reform is to improve students' language application ability, reconstruct the classroom teaching structure, reduce the transmission of mechanical knowledge points, and strengthen practical and application-oriented teaching links (X. Chen, 2025b). Supported by diversified classroom activities, authentic teaching scenarios, and life-oriented and career-oriented tasks, students can complete closed-loop learning that includes knowledge absorption, ability training, and practical application in class. By reshaping the classroom ecosystem, students' passive listening and mechanical drilling are transformed, and students are guided to actively participate in language output, communicative inquiry, and practical use, making the classroom a core site for language accumulation, ability improvement, and literacy cultivation. This gradually addresses the learning problem of "learning without applying well and applying without precision," ensures that knowledge learning and ability cultivation proceed simultaneously, and lays a solid classroom foundation for cultivating high-level English talents.

3.2 Cultivating compound foreign language competence

The talent market in the new era requires foreign language talents to shift from a single-language type to a compound and comprehensive type. The competitiveness of graduates who possess only language skills is continuously weakening, while individuals equipped with language ability, cultural literacy, professional vision, and practical ability are more sought after by the market. Teaching reform is no longer limited to the transmission of language knowledge; it simultaneously cultivates multidimensional competencies such as language ability, cultural critical thinking, practical application, and occupational adaptability (Tan, 2025). While consolidating students' ability to produce accurate language output, training in cross-cultural critical thinking, international vision, and workplace application ability is also conducted, remedying the deficiencies of traditional teaching in cultural education, practical education, and vocational education. Through systematic classroom reform, students can master language tools while also possessing cultural literacy and professional adaptability, enabling them to meet the diverse scenario needs of academic research, international exchange, and industry services. This comprehensively improves students' comprehensive foreign language competence and core employment competitiveness, meeting the need to cultivate high-quality compound English talents for internationalized development in the new era.

4. Methods of Classroom Teaching Reform in Supporting the Cultivation of High-Quality College English Talents

4.1 Implementing issue-based in-depth reading

Issue-based in-depth reading is the main classroom reform approach for breaking through superficial English learning and cultivating students' critical thinking and accurate language ability. Issue-based teaching sets inquiry issues around unit texts, hot topics, and cultural themes, abandons fragmented interpretation of knowledge points, and organizes text integration, resource expansion, and whole-class inquiry around core issues (Gong, 2025). In teaching, teachers set core topics that integrate knowledge, critical thinking, and contemporary relevance, leading students away from the trap of literal translation of texts and guiding them to conduct in-depth reading of text logic, language features, cultural connotations, and value viewpoints. The classroom is no longer mainly a site of teacher transmission but primarily a site of students'

independent reading, group inquiry, and viewpoint output. Centered on themes, students sort out textual threads, extract core viewpoints, distinguish language differences, interpret cultural connotations, and produce personal reflections and English viewpoints based on the reading content. The whole process forces students to actively organize language knowledge, internalize text content, and exercise logical critical thinking, effectively improving their abilities in text interpretation, language summarization, and viewpoint output. Long-term issue-based in-depth reading can thoroughly transform students' superficial and mechanical learning methods, help students construct deep and systematic English learning thinking, continuously strengthen the cultivation of accurate language output ability and cultural critical thinking, and solidify the classroom foundation for cultivating high-quality English talents.

4.2 Conducting collaborative communicative inquiry

As a student-centered classroom teaching model that emphasizes language output, collaborative communicative inquiry can effectively solve problems in traditional classrooms such as students speaking casually, weak communication, and insufficient output. Traditional English classrooms are mostly one-way lecture models, with limited teacher–student and student–student interaction. Students lack opportunities for oral communication, viewpoint discussion, and English expression, and language output training time is insufficient, resulting in problems such as awkward speaking, timid expression, and weak communicative ability. Collaborative communicative inquiry divides the class into several learning groups and uses communicative tasks, topic discussions, and situational exchanges as carriers of classroom activities (X. Chen, 2025a). According to teaching progress, teachers set communicative themes that fit the learning content, covering daily communication, cultural discussion, workplace scenarios, and academic topics. Group members have clear division of labor, share information, converse in English, and complement each other's viewpoints. Around the topic, members independently organize language, conduct English discussions, and complete viewpoint reports. Through cooperative communication, they continuously correct expression errors, enrich sentence pattern accumulation, and improve language fluency. Groups conduct outcome presentations, mutual viewpoint evaluation, and communicative supplementation, creating a classroom atmosphere in which everyone participates and everyone produces output. Throughout the process, teachers provide guidance, error correction, and timely advice, targeting students' Chinglish expressions, grammatical gaps, and logical problems. This classroom model significantly increases the duration of students' English output in class, enables every student to participate in language communication practice, overcomes timidity in collaborative inquiry, promotes communicative ability, and exercises logical expression, comprehensively strengthening students' language application and cross-cultural communication abilities.

4.3 Integrating authentic task carriers

Authentic task carriers are a core teaching tool for breaking through the barrier between learning and application and cultivating students' professional scenario service ability. Traditional English classroom tasks are mostly after-class exercises, recitation and dictation, and short passage imitation. These formats are simple and detached from reality, real life, and workplace scenarios, so students cannot transform knowledge learned in class into practical and applicable skills and find it difficult to adapt to the foreign language requirements of professional positions. Classroom teaching reform, guided by the principle of applying learning to practice, introduces life-oriented, career-oriented, and academic practical work and deeply binds classroom learning to actual application scenarios (Yang, 2025). Considering students' professional characteristics, industry foreign language needs, and daily application scenarios, teachers design diversified classroom tasks such as English resume writing, translation of abstracts of industry foreign language literature, international scenario communication simulations, product English introductions, and academic viewpoint summaries. All classroom tasks are aligned with real application scenarios, abandoning formalistic and ineffective training, enabling students to use vocabulary, sentence patterns, and grammar knowledge while performing authentic tasks and actively adjust language expression to meet scenario needs. Through task practice, students become familiar with professional English terminology, master workplace expression logic and formal stylistic norms, and accumulate scenario-based language use experience. Based on task performance, teachers provide targeted comments on students' language accuracy, scenario adaptability, and expression standardization, helping optimize students' application ability. Continuous training with authentic tasks can effectively eliminate the disconnection between learning and application, align students' English ability with diverse scenarios such as life, academic study, and the workplace, and solidly cultivate the professional scenario service competence that high-quality talents must possess.

4.4 Using digital resources as an empowering foundation

Digital teaching resources provide important support for college English classroom reform in the new era, breaking the limitations of traditional

textbook content, enriching classroom teaching formats, and broadening students' learning horizons. Traditional English teaching relies only on textbooks and courseware, suffering from single resources, outdated content, and rigid formats. It cannot meet the needs of high-quality talents for diversified and internationalized learning, and the vision and dimensions of classroom education are limited. Classroom reform, supported by various digital teaching platforms, online resources, and intelligent learning tools, creates a new digitally empowered classroom (W. Chen, 2025). Teachers integrate high-quality foreign language reading resources, international hot news, bilingual cultural materials, and industry English databases with classroom teaching content, simultaneously expanding teaching resources and remedying deficiencies such as outdated textbook content and narrow coverage. Classroom teaching uses intelligent pronunciation correction tools, online interactive platforms, and virtual communication scenarios for precise language training. With the support of digital platforms, tiered learning tasks are arranged, and listening, speaking, reading, and writing resources are pushed according to students' ability differences, achieving individualized instruction. Visual resources such as short videos, bilingual documentaries, and international open courses intuitively present cultural differences between China and other countries, authentic English expressions, and industry foreign language application scenarios. Digital empowerment not only enriches classroom content and teaching formats but also expands learning time and space, enabling students to access authentic, idiomatic, and cutting-edge English resources both in and out of class, continuously improving language accumulation, cultural cognition, and international vision, and comprehensively helping cultivate the multidimensional literacy of high-quality English talents.

4.5 Establishing a developmental evaluation mechanism

A scientific evaluation system is crucial for guiding the implementation of classroom reform, regulating students' learning direction, and improving education quality. Traditional college English teaching evaluation emphasizes final written examination scores, with a single evaluation method and one-sided dimensions. It only examines students' ability to memorize knowledge while ignoring language output, practical application, cultural critical thinking, and classroom participation as core literacies, causing students to value tests and neglect ability development. This is difficult to align with the goals of high-quality talent cultivation. Classroom reform has constructed a whole-process, multidimensional, and diversified developmental evaluation mechanism that completely breaks the model of determining scores by a single examination. Evaluation subjects include teacher evaluation, group mutual evaluation, and student self-evaluation. Evaluation content covers classroom participation, oral output, task completion, group collaboration, in-depth inquiry, and final assessment. Emphasis is placed on process-based growth records, incorporating students' daily classroom speeches, issue inquiry results, communicative task presentations, and digital learning into the evaluation system, with attention to students' staged progress and ability growth rather than a single test score. Targeted assessments are conducted on students' language accuracy, critical thinking ability, and scenario application ability, accurately identifying students' learning weaknesses. Developmental evaluation can actively guide students to change their learning concepts, focus on language use and comprehensive literacy improvement, and avoid test-oriented learning errors. At the same time, it helps teachers accurately understand the learning situation, dynamically adjust teaching methods, continuously optimize classroom education effects, and provide institutional guarantees for cultivating high-quality English talents.

4.6 Establishing a school-enterprise linkage classroom channel

School-enterprise linkage is an important reform pathway for aligning English teaching with industry needs and cultivating students' professional scenario service ability. Traditional college English classrooms are closed and campus-based, and teaching is detached from actual industries. Teachers lack experience in frontline industry foreign language teaching, classroom content deviates from the actual needs of positions, and graduates find it difficult to quickly adapt to workplace foreign language work. Classroom teaching reform breaks through campus teaching barriers, builds a school-enterprise collaborative classroom education channel, and promotes the introduction of industry resources into the classroom. The linkage involves foreign trade, cross-border e-commerce, foreign-related services, international enterprises, and other related industries. Senior enterprise practitioners and foreign-related position backbones are invited to participate in classroom teaching, explain industry foreign language application norms, workplace communication skills, and professional English application scenarios based on real job work cases, and then set up school-enterprise co-built featured classrooms and teaching content tailored to job needs. Targeted professional teaching is conducted in industry English translation, foreign-related communication, business English application, and foreign language material processing. Based on the transformation of real enterprise work tasks into classroom practical training projects, students can

encounter workplace foreign language practical training content in school classrooms and become familiar with the workflow and ability requirements of positions. School-enterprise linkage opens a barrier between campus teaching and workplace application, brings classroom teaching closer to industry standards and job needs, effectively improves students' professional English application ability, shortens the distance between campus learning and workplace employment, and cultivates high-quality compound English talents that meet market needs.

5. Conclusion

In the new era, high-quality college English talents are comprehensive talents integrating accurate language output, cross-cultural critical thinking, and professional scenario service competence. Supported by classroom teaching reform, this paper proposes multidimensional education reform measures such as issue-based reading, collaborative inquiry, authentic tasks, digital empowerment, developmental evaluation, and school-enterprise linkage to reshape educational objectives. These measures can effectively solve problems in traditional English teaching such as the disconnection between learning and application and single literacy. Continuously deepening classroom innovation and optimizing teaching models based on talent needs can comprehensively improve the quality of college English education, cultivate more high-quality foreign language talents adapted to internationalized development and aligned with industry needs, and contribute to the high-quality development of foreign language education in colleges and universities.

Conflict of Interest

The author declares that she has no conflicts of interest to this work.

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