

Training System of English Emergency Language Talents under the Multicultural Background of Free Trade Port

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Abstract: English is the universal language in the world. With the establishment of free trade port and the development of trading, the demand for English talents in China is also rising. For the exchange and development of economy and culture, China needs to provide a training system for emergency language talents, provide diversified talents for the free trade port, and promote the occurrence of transactions and the display of culture. This paper mainly uses the methods of survey, interview and performance test to collect the relevant data of English emergency personnel training. The survey data shows that the comprehensive score of emergency talents of English majors in China is generally above 80. With the influence of the talent training model, the scores of the experimental group have been improved.

1. Introduction

In the context of the national strategy of the "the Belt and Road", China has closer exchanges with countries around the world. As a communicative tool, English has been paid more and more attention. The construction of the free trade port has put forward the vast demand for English talents. In order to better meet the needs of the training of English emergency language talents in the future, provide effective information for the industry in the future, and explore the methods of training English emergency language in the context of the current free trade port. In view of the current situation of the shortage of emergency language talents, this paper believes that language training should be actively carried out in various forms and at different levels, and special institutions or departments should be established to train the existing English talent team.

There are many theories related to the study of multicultural and English emergency personnel training in the Free Trade Port. For example, some experts believe that the exhibition industry will enter a stage of rapid development, and the demand for English professionals will increase significantly [1-2]. In order to further meet the demand for business English talents in the China Free Trade Zone, some experts need to start adjusting the talent training objectives, optimizing the curriculum system and promoting the cooperation between schools and enterprises [3-4]. In addition, some experts said that colleges and universities should pay special attention to the

research of business English talent training mode, and combine the needs of society to continuously improve the construction of curriculum system [5-6]. Under the background of Free Trade Port culture, language ability is an important factor in its comprehensive national strength. Scientific and effective training and development of comprehensive capability can improve the reserve of English emergency language talents.

This paper first studies the basic introduction and development of free trade ports. Secondly, it briefly discusses the background of multiculturalism. Then it analyzes the relevant system and mode of English emergency personnel training in detail. Finally, the training direction of emergency language talents is studied through investigation. Finally, relevant data and conclusions are obtained through systematic statistical calculation.

2. Training of English Emergency Language Talents under the Multicultural Background of Free Trade Port

2.1 Development of Free Trade Port

A free trade port is a port area that allows foreign ships, goods and funds to enter and leave freely within a country and outside the customs control station. The goods entering and leaving the port area or most foreign goods are duty-free, and commercial activities such as modification, processing, long-term storage or sales can be carried out in the port area. Taxes are only paid when the goods are brought into the taxable territory of the country where the port is located.

The reason why the free trade port area is developed is mainly because of its superior geographical location, good port and advanced transportation, loading and unloading equipment, as well as the preferential treatment of goods exempt from import and export tariffs and customs supervision, as well as the storage of goods, classification selection, and conversion [7]. By attracting foreign cargo ships, expanding transit trade, giving play to the role of commodity distribution centers, and achieving the purpose of obtaining foreign income.

The grey prediction model can be used to analyze the development of a free trade port. First of all, it is necessary to accumulate the data of the free trade port:

$$A^0 = (A^0(1), A^0(2), \dots, A^0(M)) \quad (1)$$

Including:

$$A^1 = \sum_{n=1}^l A^0(N) \quad (2)$$

The superscript of A^1 represents a cumulative generation. Its corresponding whitening differential equation is:

$$\frac{cA}{cs} + xA^1 = y(A^1)^2 \quad (3)$$

Where x is called the development coefficient.

In such a big environment, the interconnection policy between regions and ports came into being. After the completion of the Waigaoqiao Free Trade Zone in Shanghai, seven free trade zones across the country began to interconnect with the port. The policy of interconnection between customs and ports is based on the "seamless connection" between customs and ports. This is a special monitoring area closed and managed by the customs. In this region, the customs has simplified the customs clearance procedure to the maximum extent and realized the rapid flow of goods through the regionalized, networked and electronic customs clearance mode under the fully closed supervision

conditions. The implementation of regional and port connectivity can promote the interconnected development of international ports, shipping and modern logistics industries, highlight the rapid flow of domestic and foreign goods, and improve the integration of port operations and the efficiency of customs supervision in the customs area [8-9].

2.2 Multicultural

Culture is an important basis for the development of a country or region, and also the key to the cohesion and creativity of a nation. Free trade port is a comprehensive port. It can not only serve as a place for goods trade, service import and export and other activities in a region, but also serve as a bridge for international cultural exchange and cooperation and the dissemination of advanced concepts, knowledge, information and technology.

The construction of China's free trade zone is to closely link China's traditional culture with the world economy and achieve regional coordinated development and common prosperity in the open field [10]. At the same time, it has also promoted the all-round progress of China's socialist spiritual civilization and patriotism education. The "the Belt and Road" strategy provides new opportunities for port diversification. Strengthen multilateral cooperation to build the "Maritime Silk Road" platform. Actively promote cultural and trade exchanges and cooperation, and explore innovative models and paths in promoting the reform of Chinese-funded enterprises.

2.3 Training of English Emergency Talents

In the training system of emergency language talents, in addition to the influence of language environment, cultural background and social factors should also be considered. In the context of the Free Trade Port, language is more widely used and its content is more abundant. But at the same time, there are also huge differences between various cultures in the free trade zone. For the development of English skills, the most fundamental goal of college English teaching is also the initial main content of building undergraduate English majors in China. Its design goal mainly focuses on students' five basic skills of listening, speaking, reading, writing and translating into English. After analyzing the current situation of the training of English emergency language talents under the multicultural background of the Free Trade Port, we can find that the main form of the training is to offer language public compulsory courses and professional foreign language courses in China's universities [11-12].

With the increasing demand for English professionals in China, the development of English skills alone cannot meet the needs of social development. On the one hand, a large number of graduates with English skills can only meet the general needs of interpretation and translation. For the translation or language research of very difficult professional texts and documents, not only the social demand is low, but also the high level required makes it difficult for English graduates to continue learning. On the other hand, as a continuation of the college entrance examination model, both academic English level 4 and professional English level 8 lack the oral examination as an integral part, and most students lack the ability to apply English.

The English of emergency talents is formulated according to the requirements of specialization to seek new changes in the changing socio-economic situation. With China's accession to the World Trade Organization, simple English vocational training can only train mediators for communication, but it can not allow students to acquire English knowledge in their field of work. Therefore, the entry of English majors into the stage of compound talents is actually a stage from mastering language to mastering knowledge. From the perspective of development, there are two foreign language expert training modes in China, namely. Foreign language experts. English specialization

is the representative of the latter model. Their purpose is to cultivate unique talents with high-level English knowledge and master relevant professional knowledge[13-14].

The training of English majors meets the needs of the society for the reform of English majors, but also reflects some problems in the development of English majors. On the one hand, many college English majors believe that English is the basis for students to be willing to meet social needs and open up new professional directions for English. The establishment of vocational guidance classes has increased the breadth of students' knowledge, but also diluted the curriculum of English majors. This will help cultivate some students who have neither learned English well nor understood their professional content.

3. Experimental Design and Process

3.1 Purpose of the Experiment

The outbreak of the global COVID-19 epidemic highlights the importance and urgency of emergency language services in public emergencies. Hainan is a multi-ethnic and multi-dialect region. Its geographical environment is complex and natural disasters occur frequently. With the promotion of the construction of Hainan Free Trade Port, the international population flows frequently. Based on the above reasons, Hainan is bound to become a high incidence area of public emergencies, and the demand for emergency language services will increase, and the types will also be diversified. In the event of a major natural disaster or public crisis, due to the language barrier, the rescue is not timely, the information channel is not smooth, and other negative public opinions such as insecurity, instability, incomprehension, and stigmatization are triggered, which will seriously affect the international reputation and health, safety, and stable development of Hainan Free Trade Port, and endanger the implementation of the national strategy. Therefore, it is urgent to formulate emergency language management strategies, establish a normalized language emergency mechanism for Hainan Free Trade Port, build emergency language service capabilities, and cultivate and reserve emergency language service talents. This paper intends to discuss the construction of the English emergency language education resource system from the aspects of talent training plan formulation, curriculum setting, teaching resource development, practice platform construction, evaluation system construction, etc.

The comparative analysis of the implementation effects of the 2019 foreign language training plan and the 2022 foreign language training plan reveals the following problems:

Does the training mode for emergency applied foreign language professionals established under the guidance of people-centered and capability-oriented educational theory really improve students' learning autonomy, comprehensive language availability and other learning-related skills, and promote the development of students' personality? Do students prefer the emergency vocational training mode of "student-centered and skill-oriented"? Timely summarize the problems existing in the implementation of the emergency personnel training plan, so that the whole school teachers and students can find and solve the problems in time, and promote the reform in time. This paper summarizes the advantages and disadvantages of the training mode of emergency applied talents, aiming to provide reference for the reform of the training mode of foreign language professionals in local ordinary colleges [15].

3.2 Subjects

The construction concept of emergency language service teaching resource system: take the response to social needs (emergencies) as the guidance, and train qualified emergency language service personnel as the goal. The structure of the talent training system is shown in Figure 1:

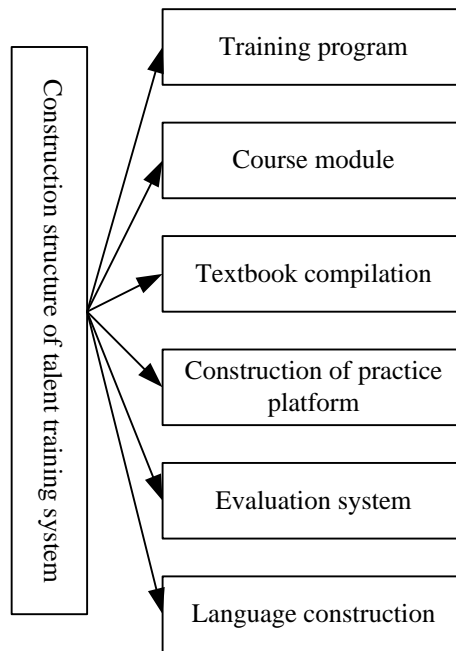


Figure 1: Construction Structure of Talent Training System

Talent training program: define the knowledge, ability and quality requirements of emergency language service talents, and cultivate compound talents who can skillfully use English and relevant professional knowledge to effectively communicate and quickly solve problems in emergencies.

Course module: on the basis of setting up courses related to English language knowledge and skills, professional optional courses are precisely set up for industries marked with emergency language service needs, such as tourism, medical and health, maritime, aviation, and psychology courses.

Textbook compilation, case development, and digital resource construction.

Practice platform construction and joint development of courses. Cooperation between school and government, school and enterprise, integration of industry and education, and collaborative education.

Evaluation system. Build a three-dimensional evaluation system integrating academic evaluation, industry evaluation and social evaluation.

Others: corpus (multilingual) construction.

This study investigated the comprehensive scores of the second major of the College of Foreign Languages in 2019 and 2022, and analyzed the effectiveness of implementing the emergency vocational training plan using the data of the independent Excel 2013 sample test T and SPSS statistical software. Details of each subject are shown in Table 1:

Table 1: The Experimental Group of the Respondents

	Male	Female	Class hour
Language major	4	24	332
Medical specialty	15	10	360
Aviation	3	15	372
Tourism	10	10	321
Maritime discipline	20	9	354

We can see that among the second foreign language learners, most of them are girls, and fewer are boys. In order to ensure the reliability and effectiveness of this experiment, based on the importance of humanism and skill education theory for emergency training of applied foreign language experts, this experiment adopts three experimental methods: questionnaire survey, performance test and personal interview (with emphasis on learning attitude interview). Subsequently, the experience will be discussed and analyzed around the central theme of talent development. The results of the experimental group and the control group were compared and analyzed. The cultivation of the experimental group was carried out by setting up professional elective courses from the industries with emergency language service needs, and by means of school-government, school-enterprise cooperation, industry-teaching integration, and collaborative education.

3.3 Questionnaire

This questionnaire is based on the main factors affecting talent development: curriculum system, teaching methods, management mechanism and practical teaching, and combines practical experience with teaching experience. The questionnaire consists of two parts: students' learning ability and comprehensive language skills. The learning ability questionnaire defines teaching methods and curriculum system as two influencing factors. The comprehensive language skills questionnaire identifies two influencing factors: management mechanism and practical teaching. At the end of the spring semester in 2022 and 2023, 60 questionnaires were distributed to the two student groups, of which 110 were withdrawn and 105 were valid. The investigation and analysis confirmed the development of learning related skills of middle school students in the two cycles, such as learning ability and comprehensive language use.

The examination passed adopts the comparison method before and after the test to measure the students' participation in the national general foreign language examination and their comprehensive scores. Although the results of the college entrance examination are comprehensive, it also helps to monitor the quality level of learning-related skills and learning level. After the exam, the observation point is the score of the last basic course in the fourth semester and the success rate of the fourth national foreign language exam. The final exam is a set of standardized CECS questions improved by teachers.

4. Experimental Analysis

4.1 Pre-Test Results

First, test the learning ability and academic performance of the students in the experimental group and the control group. This test is mainly measured by the comprehensive scores of English professionals in their second major, and compared with the post-test test to verify the effectiveness and success of constructing the applied talent development plan. The details are as follows:

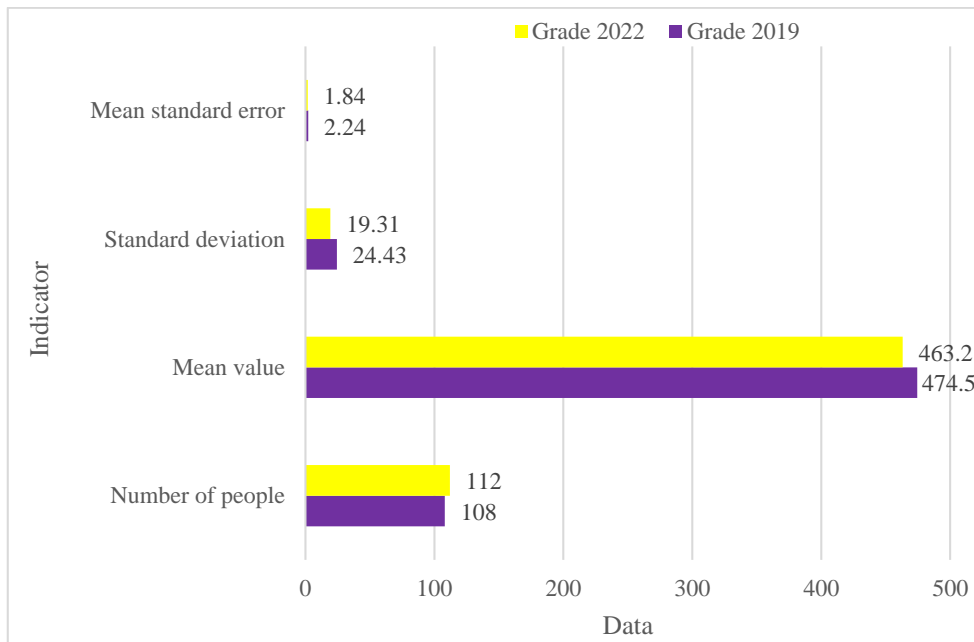


Figure 2: Comparison between the Average Score and Standard Deviation of the Two Groups of Students

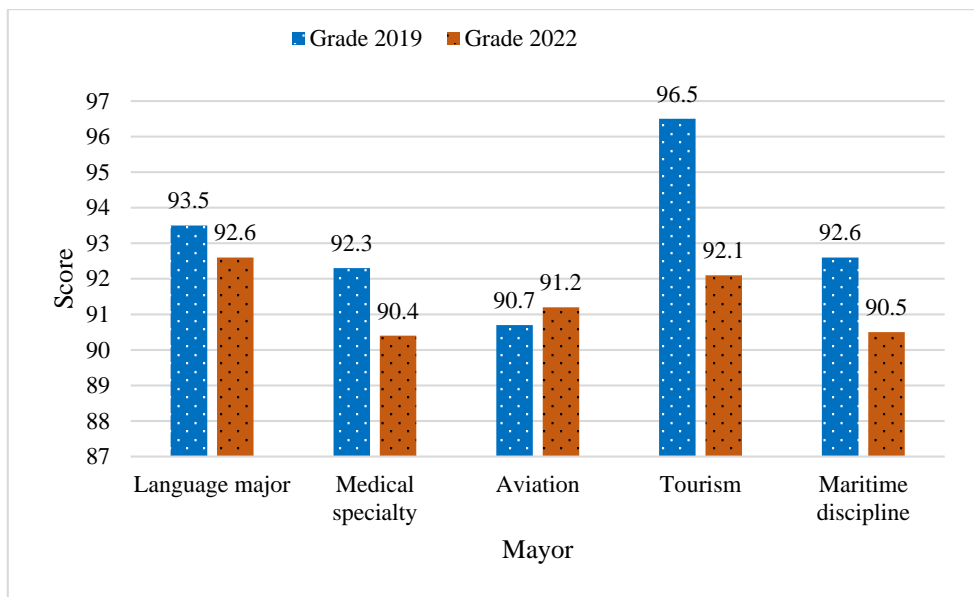


Figure 3: English Major Students' Second Major Score

As shown in Figure 2, we can see that the average score of the comparison group is 474.5, 11.3 higher than the 463.2 of the experimental group in 2022. The standard deviation in 2019 is 24.43, and the standard deviation in 2022 is more than 19 points. As shown in Figure 3, the scores of foreign language majors in their second major (foreign language, medical treatment, navigation, aviation, tourism, etc.) show that the scores of the comparative group are higher than those of the experimental group. Before the experiment, the results of the comparison group were generally better and the individual differences were slightly larger, while the results of the test group were generally lower, but the individual differences were small. If the result of the benchmark group after 1 year of talent training is the same or better than that of the benchmark group, it can prove that the experience is successful.

4.2 Post-Test Results

At the end of the spring semester in 2019 and 2022, the results of two groups of studies and their results in the first semester of TEM-4 foreign language were collected in the final examination of the fourth semester of the compulsory core course of English, and the results were evaluated using Excel 2013 and SPSS statistical software.

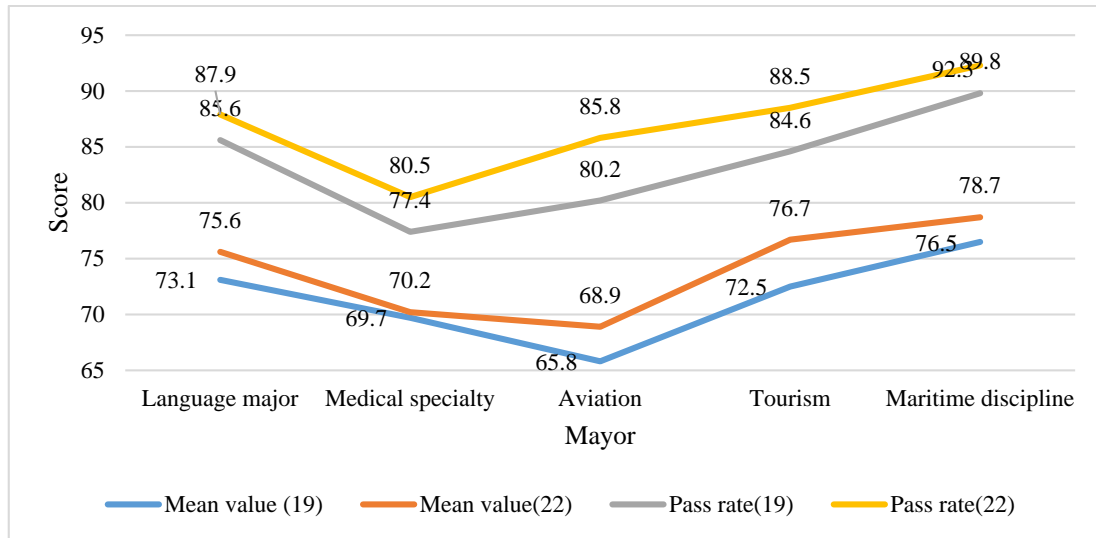


Figure 4: Comparison of the Scores of the Two Groups of Students

As shown in Figure 4, we can see that in the test of students, the average score of students in Grade 22 is higher than that of students in Grade 19, which shows that the result of the experiment is good. In the training of English emergency talents, maritime affairs has the highest score. After relevant experiments, the highest average score is more than 90 points. In order to verify the effect of applying the foreign language vocational training model based on the orientation of students and the development of students' practical skills under the guidance of humanistic theory and capability-based education theory, it is helpful to improve learning autonomy, comprehensive language availability and learning-related skills.

5. Conclusion

The cultural background of the Free Trade Port is diverse. In emergencies, different countries and nationalities will collide and rub. Therefore, we should strengthen the analysis of language changes in the language communication environment. In order to deal with this phenomenon, we should actively adopt various effective strategies. This paper believes that work should be carried out from the following three aspects: first, establish and improve the goal of building an English language talent team under the multicultural background of the Free Trade Port. The second is to strengthen the research and analysis of emergency handling ability and coping skills used in cross-cultural communication. Third, on the basis of building a good cross-cultural communication environment, we should provide better publicity carriers for it. In the face of emergencies, we need to have good language communication skills and coping skills, and be able to master relevant emergency words to help us train emergency talents.

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