

Design of College English Teaching Activities in Application-Oriented Undergraduate Universities Oriented by the Needs of the Guangdong-Hong Kong-Macao Greater Bay Area

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Abstract: The high-quality development of the foreign trade industry in the Guangdong-Hong Kong-Macao Greater Bay Area has put forward new requirements for scenario-based, post-oriented and practical college English teaching in application-oriented undergraduate universities. Centered on demand orientation, this study adopts Needs Analysis Theory, the Production-Oriented Approach and Situated Learning Theory to construct a college English teaching design framework compatible with the industrial needs of the Greater Bay Area. Based on 52 corporate recruitment data, this study extracts core post competency requirements, designs two teaching cases: English communication for the Canton Fair and written communication for cross-border e-commerce, and forms a progressive practical teaching path of "basic simulation – advanced practical combat". The research shows that this teaching design can effectively connect classroom teaching with the competency requirements of foreign trade posts, improve students' English application ability and workplace adaptability. Under the practical condition of limited school-enterprise cooperation resources, it can provide practical references for college English teaching reform and serving regional economic development in application-oriented undergraduate universities.

Keywords: Guangdong-Hong Kong-Macao Greater Bay Area; Demand Orientation; Application-oriented Universities; College English Teaching; Canton Fair; Cross-border e-commerce.

1. Introduction

The high-quality development of the foreign trade industry in the Guangdong-Hong Kong-Macao Greater Bay Area has significantly enhanced regional openness and international competitiveness. The Development Plan for the Guangdong-Hong Kong-Macao Greater Bay Area explicitly emphasizes strengthening the vitality of the open economy and deepening international economic and trade cooperation, creating an urgent demand for interdisciplinary foreign-related professionals with practical English competence. As the main talent suppliers, local application-oriented undergraduate universities in the Greater Bay Area should accurately align with industrial needs, optimize the college English teaching system, and focus on cultivating application-oriented talents with strong English communication ability and professional literacy, so as to provide talent support and intellectual guarantee for the construction of the Greater Bay Area.

At present, the competence requirements for English talents in the Greater Bay Area have shifted from traditional language knowledge memorization to comprehensive application abilities characterized by scenario-based, post-oriented and practical features, with particular emphasis on oral and written communication in exhibitions and cross-border e-commerce. However, current college English teaching still suffers from disconnection with regional industrial needs, generalized content and weak practical links, resulting in students' insufficient language application ability and difficulty in meeting the requirements of foreign trade posts. Based on the development strategy of the Greater Bay Area, optimizing college English teaching design guided by real post needs has become an important direction of teaching reform in application-oriented undergraduate universities.

2. Needs Analysis of College English Teaching in the Greater Bay Area

Formulating teaching contents based on the development needs of the Bay Area helps universities cultivate talents required for regional economic development. Needs analysis is an important teaching method that facilitates the achievement of teaching objectives. College English courses in local universities, especially application-oriented undergraduate universities, should systematically collect and analyze various needs of enterprise posts for English competence, and then design scientific, systematic, and personalized curricula that meet post competence requirements [1]. Target needs and learning needs constitute the main contents of needs analysis. Curriculum designers should carefully study and analyze these two types of needs and strive to meet them in curriculum development [2].

In needs analysis, policy needs and enterprise needs should be analyzed first to clarify the direction of teaching needs. According to the requirements for foreign-related talents' English communication competence in the Development Plan, such talents should possess solid professional foundations, good cross-cultural communication competence, international thinking and vision, and adaptive capacity to the culture of the Guangdong-Hong Kong-Macao Greater Bay Area [3]. The Development Plan aims to build the Greater Bay Area into a world-class city cluster. Against the international background of frequent foreign-related exchanges, English, as an international language, imposes clear requirements on English talents. They are required not only to master excellent English knowledge and skills but also to fully understand and adapt to diverse cultures, and to analyze and solve problems from an international perspective

in accordance with international market rules and industrial dynamics.

This study collected recruitment data of enterprises for English talents in three representative cities of the Greater Bay Area: Guangzhou, Shenzhen, and Dongguan. Based on post requirements, it analyzed the core competence needs of enterprises for English talents, so as to provide references for curriculum design and teaching of college English in universities. According to 52 pieces of post information, five core requirements are identified: oral communication competence, written communication competence, cross-platform communication competence, language certificate requirements, and cross-cultural adaptability. Oral communication competence has the highest frequency, among which keywords such as “fluent oral English”, “business negotiation”, and “exhibition communication”

appear most frequently, totaling 75 times. For written communication competence, keywords such as “English email writing/replying”, “English written expression”, and “online customer service text response” appear most frequently, totaling 82 times. The above keywords mainly correspond to posts such as foreign trade salesman, cross-border e-commerce operation, and exhibition reception. In addition, keywords such as “adaptation to foreign merchants’ communication habits” and “cross-time-zone communication” in cross-cultural adaptability appear most frequently, totaling 16 times. The proportion of each core competency in the job requirements is shown in Figure 1. The data shows that enterprises in the Bay Area have the highest demand for oral and written English communication competence, and have relatively high requirements for cross-platform and cross-cultural competence.

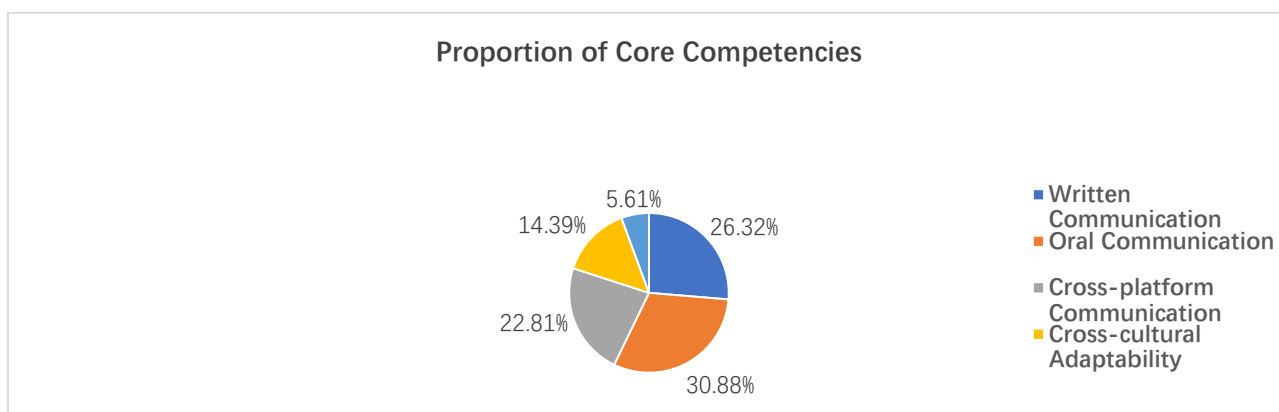


Figure 1. Proportion of Core Competencies

At present, problems exist in the connection between college English talent training and the economic development needs of the Bay Area, mainly including the lack of medium and long-term planning for foreign language talent training, the shortage of interdisciplinary foreign language talents, and the weak relevance between curriculum setup and Bay Area needs. Therefore, to meet the demand for English talents in the Guangdong-Hong Kong-Macao Greater Bay Area, it is necessary to innovate teaching modes, reorient talent training models, and build a brand-new college English curriculum and teaching system. Regular and in-depth surveys on enterprises’ needs for foreign language talents should be carried out to timely and objectively analyze the current situation and development trend of the English talent market. Real data should be used to guide foreign language teaching, innovate teaching contents, enrich practical teaching links, realize a talent training model adapted to local economic development needs, and align curriculum setup with the employment market [4]. Driven by content-based and project-led teaching modes, a characteristic teaching mode and system for the Greater Bay Area should be built with English professional knowledge imparting, practical ability improvement, and humanistic quality cultivation as the three core objectives[5]. Meanwhile, modern educational technology should be fully utilized to provide diverse real scenarios for teaching and enable students to improve their English application ability in practice.

This teaching design takes two typical cases as practical carriers, and the formed design path and operation plan only provide a reference dimension for teaching practice. Teaching cases in other real scenarios can also be adaptively designed following the needs analysis thinking of this study. Stress

resistance is also crucial. Students should first become familiar with processes, professional terms, and communication skills, and then receive training through the industry-education integration and school-enterprise cooperation mode to increase difficulty and pressure, forming a progressive learning model with a difficulty ladder. Moreover, it is difficult to find education-oriented enterprises matching the needs of universities and achieve win-win cooperation. Therefore, classroom simulation is used to lay a solid foundation first. Whether students participate in school-enterprise training or go to work directly later, they will have a certain foundation and will not be in a panic when facing employment posts.

In response to the insufficient complexity and difficulty of on-campus training pointed out by existing research, a progressive practical teaching path of “basic simulation – advanced practical combat” can be constructed. Classroom cross-border e-commerce simulation tasks are set as the basic stage of practical teaching. Through standardized business process drills and situational language application training, students can consolidate their core operation cognition of cross-border e-commerce and English communication foundation. On this basis, school-enterprise cooperation is further promoted, and real business scenarios with higher difficulty are introduced for practical training. This makes up for the shortcomings of on-campus training in complexity and challenge, realizes the capability leap from “simulated cognition” to “practical application”, and effectively meets the practical ability needs of talents in the cross-border e-commerce field of the Greater Bay Area.

3. Theoretical Framework and Principles of Demand-Oriented College English Teaching Design

3.1. Theoretical Basis

Needs Analysis Theory, the Production-Oriented Approach, and Situated Learning Theory jointly form the theoretical support system of this teaching design. They undertake the functions of logical starting point, operation framework, and legitimacy defense respectively, providing a complete theoretical basis for application-oriented undergraduate universities to carry out college English teaching reform in response to the foreign trade industry needs of the Greater Bay Area.

Needs Analysis Theory is the logical starting point and core methodology running through the entire teaching design of this study. The dual framework of target needs and learning needs proposed by Hutchinson & Waters in 1987 divides needs into two dimensions. The former refers to the knowledge, skills, and qualities required by learners in future workplaces, and the latter focuses on the learning conditions, task ladders, and support systems necessary for learners to move from their current level to the target level. In this study, the investigation conducted in Chapter 2 based on 52 recruitment data of enterprises in the Greater Bay Area is essentially a systematic sorting of target needs. It clarifies the specific requirements of posts such as foreign trade salesman, cross-border e-commerce operation, and exhibition reception for core competencies such as oral English communication, written expression, and cross-cultural adaptation, completing the post competence portrait of “what enterprises need”. The college English teaching activity design developed in this chapter transforms enterprises’ target needs into operable, evaluable, and achievable learning needs in class, clarifying the tasks, processes, and scenarios through which students can improve their competence.

Needs analysis is not a one-time task in the early stage of curriculum design, but a dynamic adjustment mechanism running through the whole process of teaching objective setting, content screening, activity organization, and effect evaluation. It ensures that college English teaching in application-oriented undergraduate universities always takes the real needs of regional industries as the guide, avoiding the disconnection between teaching contents and post competence, and between language learning and practical application.

The Production-Oriented Approach provides an operable framework that can be directly implemented for the teaching activity design of this study. Proposed by Wen Qiufang in 2015, the Production-Oriented Approach takes output-driven, input-enabled, selective learning, and teacher-student collaborative assessment as core links. It breaks the traditional college English teaching mode of “input first, output later, separation of learning and application”, emphasizes stimulating learning motivation with real output tasks, supporting task completion with precise input materials, and improving learning efficiency with independent selective learning. It adapts to the ability requirements of “immediate post employment and rapid adaptation” for application-oriented talents in enterprises of the Greater Bay Area.

The core concept of the Production-Oriented Approach is fully reflected in the two teaching cases designed in this study: Canton Fair exhibition communication and cross-border e-

commerce written communication. Clear output tasks are set at the beginning of the course, such as the 3-minute booth promotion in the Canton Fair scenario and the 5-day simulation operation week in the cross-border e-commerce scenario, to activate students’ learning needs through task-driven methods. Targeted input materials such as exhibition negotiation script banks, cross-border e-commerce email step templates, and platform copy specifications are provided around output tasks to avoid generalized language knowledge teaching. Students can carry out selective learning according to their weak links such as oral fluency and written expression standardization to achieve personalized competence improvement. The high compatibility between the Production-Oriented Approach and the demand orientation of the Greater Bay Area makes it the preferred teaching theory for application-oriented undergraduate universities to carry out scenario-based and practical college English teaching.

Situated Learning Theory provides a theoretical justification for the effectiveness of high-fidelity classroom simulation teaching. Proposed by Lave & Wenger in 1991, Situated Learning Theory holds that learning is not an isolated knowledge memory, but a social process of legitimate peripheral participation in a community of practice. Real workplace scenarios are important carriers for competence acquisition. Although real post internships have irreplaceable practical value, some application-oriented undergraduate universities currently face practical constraints such as insufficient school-enterprise cooperation resources, limited cooperation depth, and difficulty in covering all internships. Relying entirely on off-campus training cannot meet the practical learning needs of all students.

Against this background, this study justifies classroom simulation teaching based on Situated Learning Theory. When simulation tasks are based on desensitized real enterprise data, follow real industrial work processes, and restore real workplace pressure and communication scenarios, classroom simulation itself is a legitimate peripheral participation, and students enter a quasi-practice community highly close to the real workplace. Combined with the nine elements of authentic situational learning proposed by Herrington & Oliver, the simulated Canton Fair booth and cross-border e-commerce store designed in this study have core characteristics such as real tasks, real processes, real audiences, and real pressure, and can build a cognitive bridge for students to the real workplace. Situated Learning Theory does not restrict practice to physical workplaces, but emphasizes task authenticity and social interaction, which provides theoretical support for application-oriented undergraduate universities to carry out high-quality practical teaching under limited school-enterprise resources.

3.2. Design Principles

Based on the three theoretical foundations, the characteristics of the foreign trade industry in the Greater Bay Area, and the talent training orientation of application-oriented undergraduate universities, this study establishes four college English teaching design principles to ensure the precise connection between teaching activities and regional needs, post competence, and student development.

The first is the principle of regional adaptation. Teaching contents closely fit the foreign trade industry map of the Guangdong-Hong Kong-Macao Greater Bay Area, focusing on advantageous industries such as exhibition economy, cross-border e-commerce, and intelligent manufacturing

export. With iconic regional scenarios such as the Canton Fair and cross-border e-commerce platforms as teaching carriers, core abilities such as exhibition communication, business negotiation, English email writing, and cross-platform customer service response, which are frequently demanded by enterprises in the Greater Bay Area, are integrated into teaching links. This avoids the disconnection between general English teaching and regional industry needs, and realizes the core goal of college English teaching serving local economic development.

The second is the principle of ability ladder. Following the progressive difficulty path of “basic simulation – advanced practical combat”, gradient tasks are set according to students’ cognitive level and ability foundation to gradually improve task complexity, communication pressure, and professional requirements. The basic stage mainly focuses on classroom simulation, providing sentence scaffolds, template references, and instant teacher feedback to help students consolidate their language and operation foundation. The advanced stage mainly focuses on school-enterprise practical combat, introducing real enterprise business and post tasks to improve students’ practical response ability and realize a smooth transition from simulated cognition to practical application.

The third is the principle of technology integration. Modern educational technologies such as virtual simulation, AI oral assessment, cross-time-zone cooperation platforms, and online corpora are fully used to restore real foreign trade work scenarios. AI voice simulators are used to simulate accents of merchants from different countries, virtual simulation technology is used to build Canton Fair booth scenarios, and time zone conversion tools and online cooperation platforms are used to restore the cross-time-zone work rhythm of cross-border e-commerce. Technology empowerment improves the situational authenticity of teaching and students’ learning efficiency.

The fourth is the principle of flexible industry-education connection. In view of practical problems such as difficulty in promoting in-depth school-enterprise cooperation and high resource matching costs in application-oriented undergraduate universities, a flexible connection strategy is adopted. High-fidelity classroom simulation is used as a pre-compensation link for school-enterprise cooperation to reduce students’ future post-adaptation thresholds. Before formal school-enterprise signing, a lightweight cooperation mode such as virtual settlement of enterprise data and remote evaluation guidance is adopted to gradually promote in-depth industry-education integration and realize the seamless connection between teaching and posts.

4. Design of College English Teaching Activities Oriented by the Needs of the Greater Bay Area: Two Typical Cases

Based on the results of needs analysis and the actual situation of college English teaching in application-oriented undergraduate universities, this study designs two typical teaching activities: Canton Fair exhibition English communication and cross-border e-commerce written and cross-platform communication. They fully cover the core English competence needs of foreign trade enterprises in the Greater Bay Area and provide replicable solutions for scenario-based and practical teaching.

4.1. Case 1: Design of Exhibition English Communication Ability Training Activity Based on the Canton Fair

This case closely focuses on high-frequency needs such as exhibition communication, business negotiation, and adaptation to foreign merchants’ communication habits in the needs analysis. It aims at the problems of weak exhibition oral ability and insufficient scenario response ability of students in application-oriented undergraduate universities, and constructs a complete exhibition English communication teaching system with a 4-class-hour teaching unit.

In terms of demand mapping, the case connects posts such as exhibition reception, foreign trade salesman, and overseas sales representative in foreign trade enterprises of the Greater Bay Area. The core tasks include English product promotion, price negotiation, customer appointment, cross-cultural etiquette response, and emergency problem handling, which accurately match enterprise post competence requirements. Teaching objectives are divided into three dimensions: language, skills, and quality. Language objectives require students to master common exhibition sentences, English expressions of product parameters, and inquiry and counter-offer negotiation scripts. Skill objectives require students to complete a 3-minute fluent booth promotion in a simulated noisy environment and identify non-verbal communication characteristics of merchants from different regions. Quality objectives focus on cultivating students’ workplace stress resistance, quick response ability, and professional image management awareness.

The teaching activity process is divided into three stages with a total duration of 4 class hours. The first stage is input enablement, lasting 1 class hour. By playing live videos of previous Canton Fairs and analyzing excellent booth reception cases, students are helped to perceive real exhibition communication scenarios. Meanwhile, industry terminology packs, negotiation strategy templates, and cross-cultural communication manuals are issued to consolidate the language and knowledge foundation.

The second stage is simulation construction, lasting 2 class hours. Students form export enterprise exhibition groups in teams, select advantageous products of the Greater Bay Area such as smart home appliances, 3C accessories, and textiles and garments, complete material preparation such as booth design posters, product catalog cards, and Chinese-English price lists, and conduct role-play. Members take turns to act as exhibitors and purchasers, and AI voice simulators are used to generate English with different accents to improve listening adaptability.

The third stage is stress test, lasting 1 class hour. Emergency scenario cards such as “temporary 30% price cut by customers”, “sample transportation delay”, and “translation equipment failure” are set. Students are required to put forward feasible solutions in English within a specified time to strengthen workplace response ability.

This case provides technical and resource support relying on the online cloud exhibition resources of the Canton Fair official website, iFlytek Hearing simultaneous interpretation tools, and mobile phone green screen shooting equipment. Students can use green screens to record booth promotion videos for self-evaluation, peer evaluation, and teacher evaluation. Expected outputs include group booth reception plan documents covering product selling points, competitive product analysis, cross-cultural scripts, and individual 3-

minute English promotion videos, which are included in the formative evaluation system of the course to comprehensively test students' learning effects.

4.2. Case 2: Design of Written and Cross-Platform Communication Ability Training Activity for Cross-Border E-Commerce

This case targets high-frequency needs such as English email writing, online customer service text response, and cross-time-zone communication in the needs analysis. It breaks through the static teaching paradigm of traditional practical writing, implants real work characteristics such as multi-platform, immediacy, and cross-time-zone, and cultivates students' core written communication ability of cross-border e-commerce with a 6-class-hour teaching unit.

In terms of demand mapping, the case connects posts such as cross-border e-commerce operation, platform operation assistant, and independent station customer service. The core tasks include product copy optimization, complaint email handling, instant chat response, overseas social media interaction, and cross-time-zone response, which fit the talent competence needs of the cross-border e-commerce industry in the Greater Bay Area. Teaching objectives are also divided into language, skill, and quality dimensions. Language objectives require students to master the step structure and politeness strategies of functional writing such as product description, dispute appeal, and logistics inquiry. Skill objectives require students to adjust written expressions according to platform rules and complete cross-time-zone customer email responses within 24 hours. Quality objectives focus on cultivating students' awareness of digital trade ethics and establishing professional concepts such as compliant operation, customer privacy protection, and avoiding over-commitment.

The teaching activity process is divided into three stages with a total duration of 6 class hours. The first stage is basic simulation, lasting 2 class hours. Students are guided to compare the language style differences of three mainstream cross-border e-commerce platforms: Amazon, AliExpress, and Temu. Single-skill training is carried out, such as writing main titles within 20 words, five-point descriptions within 100 words, and A+ page copies within 150 words. Basic email writing is conducted to reply to two typical complaints: wrong size and logistics delay, to consolidate basic writing ability.

The second stage is integrated training, lasting 3 class hours. With the simulated store operation week as the core task, students operate virtual cross-border e-commerce stores in groups and complete the whole-process tasks such as product listing, inquiry reply, bad review handling, claim appeal, promotion planning, and weekly review report writing in turn. Meanwhile, cross-time-zone variables are added to simulate the real cross-border e-commerce work rhythm.

The third stage is reflection and transfer, lasting 1 class hour. Students compare the gap between classroom simulation tasks and real cross-border e-commerce enterprise post competence models, draw personal ability radar charts, clarify the improvement goals of the subsequent school-enterprise training stage, and realize the transfer of learning results to workplace competence.

This case relies on self-built cross-border e-commerce English corpora, commercial version of Grammarly, time zone converters, Outlook calendar sharing and other tools to provide support, ensuring the authenticity of teaching scenarios and accuracy of expressions. Expected outputs

include group virtual store product page collection PDF and English weekly operation report, as well as personal complaint email processing portfolio, which presents the learning improvement process with comparison drafts before and after revision, and comprehensively reflects the development of students' written communication ability.

4.3. Implementation Strategies of the Progressive Practical Teaching Path

To ensure the continuous improvement of teaching effects and make up for the lack of complexity in on-campus simulation training, this study constructs a progressive practical teaching path of "basic simulation – advanced practical combat" and formulates three specific implementation strategies.

In terms of difficulty control, the task complexity in the basic simulation stage is low, and sufficient sentence scaffolds and instant feedback are provided for students to help them build learning confidence. The task complexity in the advanced practical combat stage is greatly improved. Real enterprise orders and business processes are introduced. Students receive orders through the industrial learning cloud platform, and enterprise tutors provide full guidance and pay symbolic commissions, forming a micro-circulation of teaching and production.

In terms of flexible start of school-enterprise cooperation, in view of the difficulty of school-enterprise connection in application-oriented undergraduate universities, the virtual settlement mode is adopted. Enterprises provide desensitized business data, students complete analysis reports in project groups and feed back to enterprises, and enterprises provide remote comments to reduce cooperation costs and connection difficulties.

In terms of special training for stress resistance, emergency stress events are set in both cases to guide students to establish a three-in-one stress resistance mechanism of process rehearsal, language reserve, and emotion regulation, and improve workplace adaptability and response ability.

5. EVALUATION and Feedback Mechanism of Teaching Activity Implementation Effect

5.1. Diversified Evaluation Subjects

To ensure the objectivity and comprehensiveness of evaluation results, this study constructs a diversified evaluation subject system and changes the traditional single teacher evaluation mode. Students conduct self-evaluation based on the teaching activity output list to independently assess the goal achievement and competence improvement. Peer evaluation uses standardized rubrics to cross-score booth promotion effects, store operation results, written expression quality, etc. Enterprise evaluation invites HR, operation supervisors, exhibition directors of foreign trade enterprises in the Greater Bay Area to comment on students' simulated outputs from a professional perspective, focusing on evaluating whether the results meet industry norms and post requirements, and realizing the unification of campus evaluation and workplace evaluation.

5.2. Adapted Evaluation Indicators

Combined with the demand characteristics of the Greater Bay Area and the talent training objectives of application-oriented undergraduate universities, this study constructs a C-

SCE evaluation framework including four dimensions: communication ability, scenario adaptation, stress resistance, and development.

Communication ability focuses on oral fluency, written integrity, and cross-cultural adaptation, with data from promotion video analysis and email text analysis. Scenario adaptation focuses on task completion compliance and industry terminology accuracy, with data from activity task sheets and process records. Stress resistance focuses on emergency response speed and solution feasibility, with data from stress test videos and on-site performance. Development focuses on students' willingness to participate in school-enterprise training and self-evaluated improvement of post competence, with data from after-class questionnaires and follow-up interviews. Evaluation indicators are closely connected to post needs to avoid pure knowledge assessment divorced from practice.

5.3. Feedback Iteration Mechanism

To achieve continuous teaching optimization, this study establishes a closed-loop feedback mechanism of "design – implementation – evaluation – iteration". After each round of teaching activities, students' learning experience, learning difficulties, and improvement suggestions are collected synchronously. The evaluation opinions of enterprise tutors on teaching contents, task settings, and competence requirements are sorted out. Teaching materials such as Canton Fair exhibition categories, cross-border e-commerce platform rules, and industry script templates are updated in a timely manner. Teaching activity processes and difficulty settings are revised to keep college English teaching in line with the development dynamics of the foreign trade industry in the Greater Bay Area and continuously improve the quality of application-oriented talent training.

6. Conclusion and Prospect

6.1. Conclusion

Against the background of high-quality foreign trade development in the Guangdong-Hong Kong-Macao Greater Bay Area, college English teaching in application-oriented undergraduate universities has presented highly post-oriented, scenario-based, and practical characteristics. Exhibition oral communication and cross-border e-commerce written communication have become core competence demands. Supported by Needs Analysis Theory, Production-Oriented Approach, and Situated Learning Theory, this study establishes four design principles: regional adaptation, ability ladder, technology integration, and flexible industry-education connection. It constructs two typical teaching cases of Canton Fair exhibition English and cross-border e-commerce written communication, and forms a progressive practical path of "basic simulation – advanced practical combat".

This design can effectively make up for the problems of traditional teaching such as disconnection with regional needs and weak practical links. Research shows that college English teaching design oriented to real post needs in the Greater Bay Area can significantly improve students' language application ability and workplace adaptability. Under the practical

condition of limited school-enterprise cooperation resources, it is a feasible scheme for application-oriented undergraduate universities to cultivate applied foreign trade English talents. It can effectively shorten the post-adaptation period of graduates and provide talent support for the development of the foreign trade industry in the Greater Bay Area.

6.2. Limitations and Future Directions

This study has certain limitations. The needs analysis sample only covers three cities in the Pearl River Delta: Guangzhou, Shenzhen, and Dongguan, and does not include foreign-related commercial post data in Hong Kong and Macao. The global representativeness of the demand portrait for the Greater Bay Area needs to be improved.

Future research can expand the scope of investigation, add post demand data of Hong Kong and Macao enterprises, and build a more complete competence model of foreign trade English talents in the Greater Bay Area. Meanwhile, with the rapid development of generative artificial intelligence technology, AIGC has broad application space in scenarios such as automatic generation of cross-border e-commerce copies, virtual training for exhibition negotiation, and cross-cultural communication simulation. Subsequent research can explore the deep integration of AI technology and demand-oriented college English teaching, further reduce the technical threshold of simulation teaching, improve situational authenticity and teaching personalization, and provide richer practical paths for college English teaching reform in application-oriented undergraduate universities.

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