A Discussion on the Model for Cultivating English Talent in Universities in the Context of the Internationalization of the Real Estate Industry

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Abstract As the Belt and Road Initiative gains momentum, the real estate industry urgently requires internationally oriented, specialized English professionals in its globalization process. Optimizing university English talent cultivation models is therefore paramount. Based on ESP teaching principles, this article constructs an ESP curriculum model for the real estate sector. After analyzing challenges in cultivating English talent for the industry, it introduces an output-oriented approach to establish a university English talent development model utilizing the Yu Classroom platform. To validate this teaching model's effectiveness, a pedagogical experiment was conducted with two real estate major classes at a university. Results revealed that after the experiment, the mean vocabulary diversity in essays of the experimental group increased from 14.211 to 22.357. An independent samples t-test showed $t=3.971$ ($P=0.018<0.05$), with vocabulary density also significantly improving ($P<0.05$). Based on this teaching model, students' reading and writing scores, as well as oral expression abilities, showed significant improvement ($P<0.05$). The average satisfaction score for the teaching model reached 4.26 points. Therefore, in the international development of the real estate industry, giving full attention to ESP course design and output-oriented approaches can significantly enhance the quality of English talent cultivation for the real estate sector.

Index Terms ESP teaching philosophy, output-oriented approach, real estate industry, English talent cultivation

I. Introduction

With the deepening development of economic globalization, the internationalization of the real estate industry has become an inevitable trend in its development [1], [2]. On one hand, internationalization can help real estate enterprises expand into broader markets and pursue greater economies of scale [3], [4]. By investing in overseas real estate projects, companies can extend their operations globally and achieve larger-scale business operations [5], [6]. On the other hand, internationalization can also help real estate enterprises mitigate market risks [7]. Amid intensifying domestic market competition, diversified investments in overseas markets offer enterprises more profit opportunities while mitigating operational risks [8], [9]. In the course of internationalization, real estate firms urgently require specialized international talent, yet such professionals remain scarce in the current market [10], [11]. Cultivating such talent presents both an opportunity and a challenge for universities. Enhancing English proficiency for specialized applications within professional fields has become a critical task for the internationalization of the real estate industry[12]–[14].

Universities, as primary institutions for cultivating advanced specialized talent, increasingly emphasize developing students' international literacy alongside critical thinking, innovation, and practical skills [15], [16]. As a highly applied discipline, English programs must prioritize not only language proficiency but also cross-cultural communication abilities, global perspectives, critical thinking, and innovative spirit [17]–[19]. Consequently, establishing a scientifically sound and rational pathway for cultivating internationally oriented talent in English majors—and thereby developing high-level professionals capable of bridging Chinese and Western perspectives while enhancing China's international discourse power and global influence—has become a critical challenge for experts in English education and higher education administration [20]–[23]. As a vital branch of university English education, the quality of talent cultivation in Real Estate English is significantly influenced by training models. This necessitates transforming teaching methods, pedagogical philosophies, and instructional materials. By establishing a "language + specialization + culture + technology" training system, the field must transition from cultivating generalists to producing industry-tailored professionals [24]–[27].

Amid China's rapid economic growth, an increasing number of domestic real estate enterprises are expanding overseas to

actively explore international markets. Against this backdrop, the quality of English talent cultivation has become a critical factor in the industry's international development. This paper begins with the university English talent cultivation model, utilizing ESP teaching principles to construct an ESP curriculum model for the real estate industry. It analyzes existing challenges in cultivating English talent for this sector. Building upon this foundation, the Output-Oriented Approach and Yu Classroom platform are integrated to design a university English talent cultivation model. To evaluate the practical effectiveness of this English talent cultivation model, a teaching experiment was conducted with two groups of students majoring in real estate at a university. The aim is to provide a reference model for enhancing the quality of international talent cultivation in the real estate industry.

II.   Establishing a University English Talent Development Model

University English programs face an awkward predicament in colleges specializing in real estate studies, where students prioritize professional coursework while viewing English classes as optional subjects. However, as the real estate industry globalizes and facilitates the exchange of talent and technology, both society and the sector increasingly demand stronger English skills from graduates. Multidisciplinary technical professionals with practical English proficiency clearly enjoy greater career opportunities. Further cultivating the ability to handle future career-related tasks in English will inevitably become a focal point in reforming university English education models to meet the demands of the real estate industry's internationalization.

II. A.   ESP Theory and Curriculum Design

II. A. 1)   ESP Teaching Theory

English for Specific Purposes (ESP) is a concept introduced in the 1960s by applied linguists in countries such as the UK and the US, contrasting with English for General Purposes (EGP). While EGP focuses on everyday English, ESP targets specialized or professional contexts. ESP primarily falls into two categories: English for Academic Purposes (EAP) and English for Vocational Purposes (EVP/EOP). ESP teaching theory posits three fundamental principles: authenticity, needs analysis, and learner-centeredness.

Authenticity is the soul of ESP instruction. The principle of authenticity requires that ESP teaching materials be drawn from real-world texts relevant to learners' professional or occupational fields. Both classroom exercises and extracurricular activities should reflect the socialized context of specialized English. Only the combination of "authentic discourse" and "authentic learning tasks" can truly embody the distinctive features of ESP instruction. The principle of needs analysis requires ESP teachers to understand and analyze students' learning motivations. The learner-centered principle emphasizes that teachers must particularly uphold the central role of students in ESP instruction. The very "specialized nature" of ESP necessitates a learner-centered approach. This principle imposes higher demands on ESP teachers and also offers new directions for English talent development models in the real estate industry [28].

II. A. 2)   ESP Course Design for the Real Estate Industry

The nature of higher education institutions and their talent cultivation objectives necessitate the proactive implementation of ESP instruction. Only when English teaching is grounded in specialized knowledge can students truly grasp the significance of learning English. Applying ESP to real estate English instruction in universities is entirely feasible, and integrating ESP principles into real estate curricula remains an urgent research priority. Compared to general English, the ESP teaching process is unique. Therefore, ESP curriculum design best reflects the distinctive features of ESP instruction, encompassing course needs analysis, syllabus development, teaching effectiveness evaluation, and textbook compilation. This paper constructs a model for ESP courses in real estate programs based on current teaching demands, focusing on three dimensions: course requirements, instructional content, and teaching assessment. The specific framework is illustrated in Figure 1.

(1) Ground teaching in learner needs and clarify ESP instructional objectives. The core theory of ESP is needs analysis, requiring course content to center on learner requirements. Course design should not begin with language training but rather with analyzing the needs of its target audience.

(2) Employ "modular teaching" to structure content comprehensively. Integrating the needs of students, subject-matter instructors, and the market, the ESP curriculum for real estate is divided into three modules: foundational training, communication, and professional literature reading. The Foundational Training Module focuses on mastering real estate terminology, syntactic structures, pragmatic meanings, and contextual understanding. The Communication Module emphasizes oral expression skills, conducting simulated workplace scenarios aligned with students' job roles to reinforce purposeful learning. The Professional Literature Reading Module prioritizes developing proficiency in reading specialized texts and industry-specific written materials.

(3) ESP Instructional Assessment. Given the emphasis on practicality and applicability in ESP courses, assessment of learning outcomes hinges on students' ability to apply English in real-world work settings. Formative assessment is essential to document learning progress and facilitate improvement upon existing foundations.
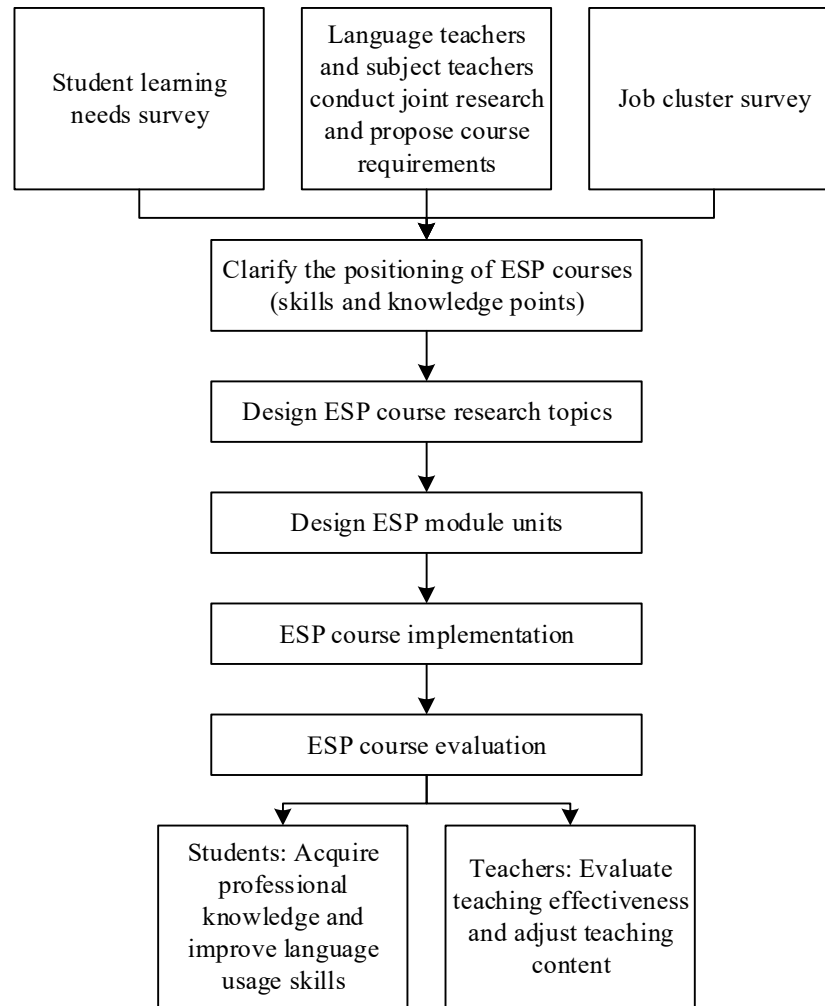
Figure 1: Model of real estate professional course mode

II. B. English Talent Development Model for the Real Estate Industry

II. B. 1) Issues in English Talent Development

(1) The positioning is relatively low-level, neglecting practicality and specificity. Traditional approaches have dominated real estate English instruction in higher education, with most institutions still relying on general English textbooks. Neither the selection of reading materials nor vocabulary choices distinctly reflect the characteristics of English for Specific Purposes (ESP).

(2) English course development lacks theoretical guidance and has failed to establish its own distinctive features. The goal of ESP instruction is to cultivate versatile professionals with both specialized knowledge and English proficiency, tailored to serve the real estate industry. It emphasizes developing English skills aligned with the professional content being served, integrating linguistic and cultural input. However, the primary approach remains a language-oriented curriculum development method, failing to fundamentally meet the professional development needs of university students. Consequently, students often acquire English knowledge and cultural understanding that is largely irrelevant to their field.

(3) Textbooks are detached from practical application, hindering effective teaching. Due to misaligned course positioning, selected textbooks fail to meet professional standards and consequently fall short of societal expectations for student competence. Compounding this, instructors are predominantly general English teachers lacking foundational subject knowledge. Teaching approaches remain rooted in traditional methodologies, resulting in courses resembling "professional English reading" or "translation classes." This renders ESP classes tedious, with students receiving minimal training in core ESP skills like listening, speaking, and writing [29].

II. B. 2)   The Role of the Output-Oriented Approach

With the acceleration of economic globalization and the increasing convenience of information exchange, English proficiency has become one of the essential core competencies for students. Through English communication, students can better integrate into the international community, broaden their horizons, and enhance their cross-cultural communication skills. However, the cultivation of real estate professionals also faces a series of challenges. Traditional teaching models often emphasize the rote memorization of grammar and vocabulary while neglecting the development of practical communication skills. Students' expressive abilities remain constrained by classroom instruction, lacking opportunities for practice and exposure to authentic contexts.

The output-oriented approach plays a crucial role in English instruction. Unlike traditional input-focused teaching, it emphasizes students' practical language application, stressing expression and communication within authentic contexts. This method encourages students to actively apply acquired linguistic knowledge, enhancing their expressive abilities through hands-on practice. Not only does it accelerate language skill acquisition, but it also boosts confidence and motivation, thereby improving learning outcomes. The P4C approach also cultivates students' critical thinking and creative expression, developing their ability to solve problems and articulate viewpoints in authentic communication. Through practical exercises and exchanges, students gain deeper insight into real-world language usage, thereby refining their expressive abilities and communication skills [30].

II. B. 3)   Establishing an English Talent Development Model

The Output-Oriented Approach emphasizes "integration of learning and application," proposing three assumptions: "output-driven," "input-facilitated," and "selective learning." Guided by this philosophy, online and offline activities are designed with language task output as the goal, using attempted output as the teaching starting point, input facilitation as the teaching focus, and evaluation-reflection as the teaching endpoint. Integrating the Output-Oriented Approach with ESP teaching principles, the Yuke Classroom platform was utilized to establish a real estate English talent cultivation model. Its specific framework is illustrated in Figure 2, with teaching components comprising three interconnected processes: "Driving-Facilitating-Evaluating."
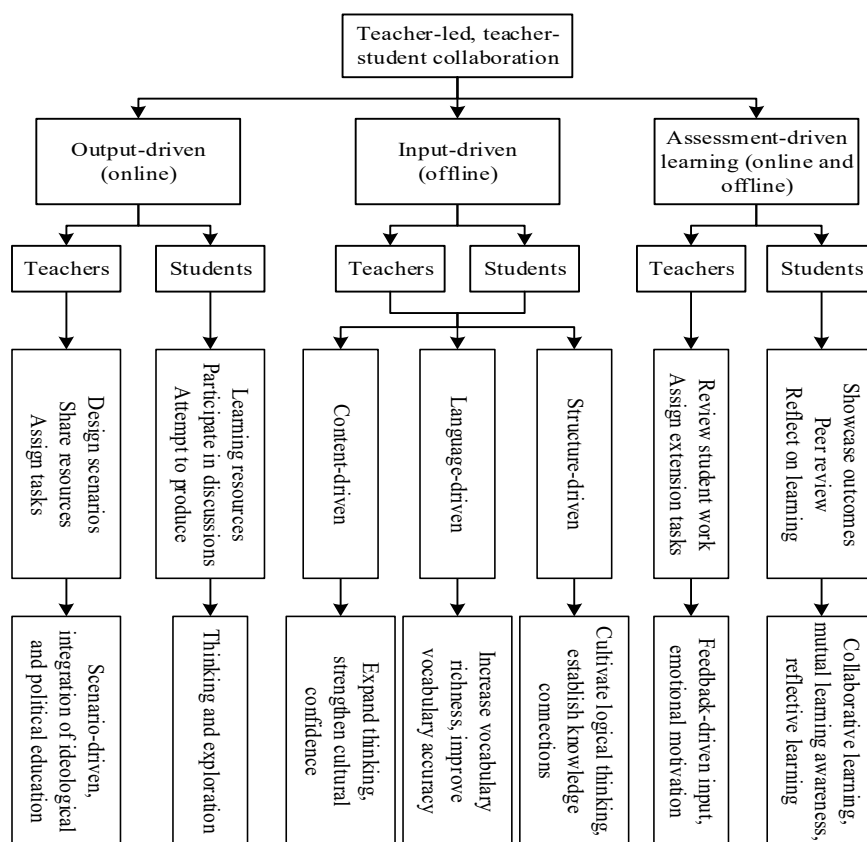

Figure 2: English talent cultivation model

The essence of the teaching model for cultivating real estate English professionals under the output−oriented approach lies in fully leveraging the instrumental value of online education platforms and digital technologies during the input facilitation phase. This involves maximizing the use of high−quality, abundant English self−learning resources as an effective means of delivering high−quality language input. Output tasks aim to help students reinforce and apply the language knowledge acquired through online self−study during offline classroom activities, thereby maximizing the efficiency of knowledge and skill acquisition. This transforms passive reception into active construction. Online learning provides students with essential knowledge preparation for engaging in offline classroom activities, while offline instruction involves teachers designing further facilitation activities based on teaching objectives and students' online learning progress. Only through their close integration and organic cycle can a sound learning ecosystem be established, synergistically enhancing students' motivation for both online and offline learning [31].

III. Teaching Design for Cultivating English Talent in Universities

Against the backdrop of continuous advancement and rapid internationalization within China's real estate−related industries, higher standards are being set for the professional competence of real estate practitioners. The real estate sector places strong emphasis on practical expertise. For teaching objectives in real estate−related professional English, educators should prioritize "application−centered, practical−focused" instruction, guiding students toward meeting the actual demands of their future workplaces. This approach equips students with the specialized real estate skills and professional English knowledge required by their prospective employers, thereby fostering practical application and language proficiency.

III. A. Research Subjects and Survey Questionnaire

III. A. 1) Selection of Research Subjects

To effectively validate the efficacy of the English talent cultivation model constructed earlier, this paper aims to conduct a practical analysis through teaching experiments. Prior to the experiment, the average first−semester English final scores of students in two classes were screened. Two classes taught by the same instructor with similar academic performance were selected for the experiment. Both classes underwent listening and speaking tests using a first−semester freshman−level exam as the pre−test. To ensure fairness, no special training was provided to students in either class before the pre−test, no teaching experiments were conducted beforehand, and students had not practiced with this specific exam. After the test, English scores for both classes were systematically exported and analyzed using SPSS software to evaluate listening and speaking performance. Analysis confirmed comparable overall English proficiency between classes. Through consultations with homeroom and subject teachers, basic student information—including learning motivation, classroom behavior, and personality traits—was gathered.

Based on this analysis, students from both classes were combined into a single group of 90 participants. Using random sampling, 45 students were selected for the experimental group (FDC1), while the remaining 45 formed the control group (FDC2). Group FDC1 underwent instruction using the university English talent cultivation model developed in this paper, whereas FDC2 followed the traditional university English talent cultivation model. Before and after the teaching experiment, comprehensive analysis of both groups' English scores was conducted to validate the effectiveness of the university English talent teaching model designed in this paper.

III. A. 2) Questionnaire Design

Expanding vocabulary, deepening lexical knowledge, enhancing vocabulary usage skills, and strengthening English expression abilities are among the key educational objectives for cultivating English talent in the real estate industry. While vocabulary size and lexical depth serve as two crucial dimensions for assessing learners' vocabulary proficiency, their measurement methods and learners' actual mastery remain challenging to gauge. For university students, the quality and quantity of vocabulary directly impact their cross−cultural language communication abilities, laying a solid foundation for developing high−caliber talent in the real estate sector.

Based on this, this study aims to investigate students' English vocabulary acquisition under the talent cultivation model by examining multiple dimensions of lexical knowledge, with first−year university students selected as the research subjects. Additionally, it surveys real estate majors' satisfaction with the talent cultivation model, focusing on four dimensions: student expectations, application effectiveness, satisfaction levels, and overall impact. The survey employs a five−point Likert scale rated from 1 to 5 (strongly disagree, disagree, unsure, agree, strongly agree) to measure perceptions across five indicators: wholly positive impact, positive outweighing negative, uncertainty, negative outweighing positive, and wholly negative. This framework analyzes the positive and negative effects of the English talent cultivation model on language instruction.

III. B. Teaching Experiments in Talent Development

III. B. 1) Talent Development Process

(1) In the output−driven phase of English talent cultivation, instructors begin instruction with task−based learning, encouraging

students to boldly attempt achieving objectives. Teaching goals are refined into three dimensions: "cognitive mastery," "practical application," and "self-improvement." In the "Cognitive Mastery" dimension, the goal is for students to identify, memorize, and deeply understand core knowledge and professional skills within the English curriculum. Simultaneously, they become familiar with and adhere to the disciplinary norms and academic standards of real estate industry English. In the "Practical Application" dimension, teaching objectives focus on students actively responding to teacher-designed output tasks. Through language output practice activities, they internalize classroom knowledge into personal skills. Students will develop fluency in oral communication, professional documentation writing, and cross-cultural interaction, progressively cultivating self-directed learning abilities and responsibility throughout this process.

(2) The Facilitation Phase constitutes a crucial component of the English talent cultivation model, grounded in the Input Facilitation Hypothesis and Selective Learning Theory. The Input-Induced Hypothesis posits that appropriately timed input, driven by output motivation, can induce effective student production and enhance output quality. Selective Learning Theory emphasizes guiding students to identify and process key elements within input resources based on their specific output needs, facilitating in-depth processing, practice, and memorization to meet the personalized language development requirements of vocational students at varying proficiency levels.

(3) The evaluation phase serves as the final component of the output-oriented English talent cultivation model, with its core objective being to enhance learning outcomes through assessment. In this stage, both teachers and students jointly become the primary agents of instructional evaluation. Together, they establish a set of output assessment criteria before the course commences. Evaluation activities encompass not only student self-assessment and peer evaluation but also the teacher's comprehensive summative assessment, forming a multidimensional, all-encompassing evaluation system.

III. B. 2) Instructional Experiment Design

This teaching experiment investigates the applicability of the English talent cultivation model based on Yuke Classroom and the Outcome-Oriented Approach in university English instruction. Taking New Horizons University English, Third Edition, Volume 1 as an example, the textbook comprises five units, each containing two articles of varying lengths with logical continuity between them. The material thoughtfully reflects contemporary developments and the characteristics of the new generation of university students, featuring timely content and diverse themes. The overall selection of texts emphasizes a blend of intellectual depth and engaging content, with arrangements designed to spark the collision and complementarity of viewpoints. This approach stimulates students' critical thinking and innovative mindsets, cultivating their ability to examine issues from multiple perspectives. The curriculum prioritizes integrated language application, combining input with output, and merging online and offline learning. The accompanying Unipus foreign language learning platform provides teachers and students with abundant teaching and learning resources, effectively enabling blended learning.

Aligned with the teaching objectives and disciplinary characteristics of university English courses, language instruction should prioritize diverse and effective assessment methods. Blended learning facilitates formative assessment, enabling instructors to scientifically evaluate teaching effectiveness by monitoring students' online collaborative learning duration and outcomes. Analysis of assessment results informs instructional improvements. The selected first unit, themed "Fresh Start," targets first-year university students. Its entire structure addresses various challenges faced by freshmen upon enrollment, offering the institution's perspective to pave new paths for students' future academic and campus life. This content is highly suitable for a blended learning model, where teaching is accomplished through flipped + blended approaches across three dimensions: language foundation, language application, and language practice.

IV. Validation of University English Talent Cultivation Models

In today's era of global economic integration, China is witnessing a surge in cross-border real estate transactions. The rapid development of the real estate industry has placed higher demands on the service standards and capabilities of professionals in the field. Mastering authentic, precise, and internationally standardized real estate English is undoubtedly essential for facilitating transactions and preventing misunderstandings. This is particularly crucial for an outstanding real estate agent. However, real estate English instruction has long remained focused on foundational English teaching, as if foreign language education and professional training were unrelated, each operating independently. While basic English forms the foundation for professional English, real estate English possesses distinct characteristics in its common vocabulary, specialized terminology, and idiomatic expressions—a feature particularly pronounced in this field.

IV. A. Students' English Vocabulary Proficiency

IV. A. 1) Lexical Diversity and Uniqueness

As an indicator of learners' lexical richness, lexical diversity is commonly measured by the morpheme-to-morpheme ratio. This metric varies with text length, rendering it incomparable across essays of different lengths. To better assess lexical diversity among students in different training models, this study employs the Uber index for lexical diversity measurement. Before and after the teaching experiment commenced, two groups of students—FDC1 and FDC2—each wrote 10 essays.

Vocabprofile, a lexical analysis tool, was used to track changes in lexical diversity. The lexical diversity summary for each essay in the corpus was calculated using the Uber index. The calculated results underwent independent-samples and paired-samples t-tests using SPSS software. The changes in vocabulary diversity across different training models are presented in Table 1. In the table, P < 0.05 indicates a statistically significant difference between the two groups.

Based on the data, the mean vocabulary diversity in FDC1 students' essays increased from 14.211 to 22.357 before and after the teaching experiment. The independent samples t-test yielded $t=3.971$ ($P=0.018 < 0.05$). This indicates that after implementing the university English talent cultivation model developed in this paper, the vocabulary diversity in the essays of students in the FDC1 group significantly improved, effectively enhancing students' vocabulary diversity in English writing. For FDC2 students, however, the vocabulary diversity index changed by only 6.44% before and after instruction. Although an improvement occurred, the overall magnitude was small, and the independent samples t-test revealed no significant difference ($t=0.472$, $P=0.279>0.05$). This confirms that the English talent cultivation model proposed in this paper can enhance students' lexical diversity compared to traditional teaching methods. This enables students to better meet the diverse language expression demands in the international development of the real estate industry, laying a foundation for facilitating transactions within the sector.

Table 1: Vocabulary diversity of student composition

Test	FDC1		FDC2		t	P
	Means	STD	Means	STD		
Pre-test	14.211	5.428	14.307	5.931	0.258	0.492
Post-test	22.357	2.835	15.229	4.805	2.875	0.021
t	3.971		0.472		–	
P	0.018		0.279			

Based on the established difference in lexical diversity between the two groups of students' essays, this study further introduces lexical uniqueness analysis to examine their lexical changes before and after the teaching experiment. Lexical uniqueness (LO) measures the degree of exclusivity in word choice within a given text. Post-hoc comparisons of pre- and post-data for both groups yielded intergroup lexical uniqueness development curves and difference comparisons, presented in Figure 3 and Table 2 respectively.

As illustrated, both FDC1 and FDC2 groups exhibited distinct trends in essay lexical distinctiveness before and after the teaching experiment. Specifically, under the talent cultivation model, the vocabulary uniqueness of FDC1 increased by 2.436 points, while under the traditional English teaching model, FDC2 only improved by 2.74%. Furthermore, single-factor ANOVA revealed a significant difference in vocabulary uniqueness between the two groups after the teaching experiment ($F=21.518$, $P<0.01$). Post-comparison tests revealed no significant difference in lexical distinctiveness between FDC1 and FDC2 before the teaching experiment. This reflects heterogeneity in students' English vocabulary application and highlights the circuitous nature of traditional teaching methods in developing lexical distinctiveness. After the teaching experiment, the mean differences between FDC1 and FDC2 both showed significant variations ($P<0.01$). This indicates that integrating ESP teaching theory with the Output-Oriented Approach, combined with the blended online-offline teaching model of Yuke Class, can significantly enhance students' lexical uniqueness. This facilitates students' mastery of more real estate-related vocabulary to express unique ideas, thereby further promoting the development of their cross-cultural communication skills.
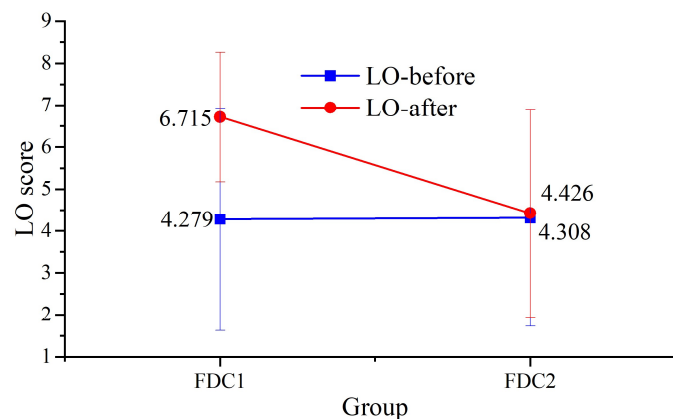

Figure 3: The development curve of lexical uniqueness

Table 2: Comparison results of differences in the uniqueness of vocabulary

Group	Test	FDC1–FDC2	Standard error	Sig.	95% CI	
					Lower	Upper
FDC1	Before	−0.029	0.503	0.195	−3.274	0.351
	After	−0.147	0.279	0.027	−4.861	−1.267
FDC2	Before	0.029	0.358	0.283	−0.329	1.228
	After	−2.407	0.142	0.006	2.754	6.484

IV. A. 2) Changes in English Vocabulary Density

Lexical density is another crucial parameter for lexical richness, serving as a measure for evaluating discourse competence development. Relevant studies suggest lexical density is calculated as the ratio of content words to total words in a text. Building upon this foundation, this study determines lexical density by calculating the ratio of content words to the total number of clauses within a text. In this study, part-of-speech tagging software was employed to annotate words in student compositions. Antconc was used to retrieve nouns, verbs, adjectives, and adverbs—i.e., the quantity of lexical items. The total number of clauses across ten compositions from each student group was manually calculated. Figure 4 illustrates the developmental trend of lexical density in student writing.

The figure reveals that prior to the teaching experiment, the lexical density of essays from both FDC1 and FDC2 groups remained below 2.75. Notably, the lexical density of FDC2 group essays exhibited significant fluctuations and extreme instability. This indicates that both groups possessed a low level of lexical density mastery before the experiment, limiting their ability to employ a broader vocabulary to express relevant meanings. Following the teaching experiment, both FDC1 and FDC2 students demonstrated varying degrees of improvement in vocabulary density, with increases of 49.83% and 38.82%, respectively. This indicates that as teaching progressed, students received greater English language input and increased opportunities for speaking and writing, leading to a sustained upward trend in vocabulary density. Relatively speaking, the vocabulary density of FDC1 students increased more rapidly than that of FDC2 students. This partially demonstrates the effectiveness of the university English talent cultivation model designed in this paper, which can better assist students in mastering the characteristics of English language usage relevant to the real estate industry, gradually bringing their vocabulary and syntactic usage closer to that of native speakers.
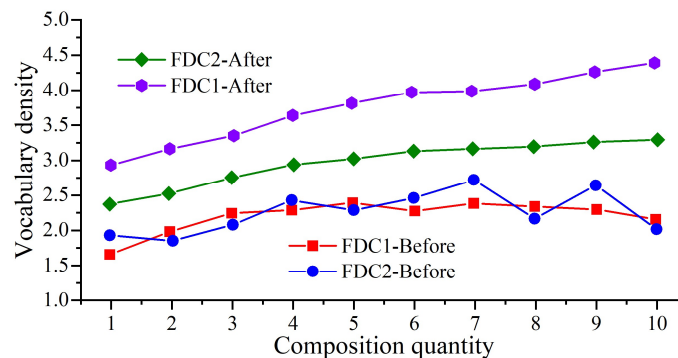

Figure 4: The development trend of vocabulary density

IV. B. Student Learning Outcomes and Satisfaction

IV. B. 1) Student Reading and Writing Pre- and Post-Test Scores

This study employed a pre-post test design within a quasi-experimental framework. Prior to the experiment, both classes underwent a reading comprehension writing test to ascertain the literacy levels of students in the FDC1 and FDC2 groups. This assessment aimed to determine whether significant differences existed between the two groups, thereby establishing their eligibility as experimental subjects. Following the instructional experiment, literacy tests were administered to both groups again, with results compared to analyze changes in literacy performance under different teaching models. The comparison of reading and writing scores between the two groups and the results of the independent samples t-test are presented in Tables 3 and 4, respectively.

As shown in Table 3, prior to the teaching experiment, the reading and writing scores of the two classes differed only slightly. The mean scores for the FDC1 and FDC2 groups were 13.68 and 13.72, respectively, with a difference of just 0.04 points between the two groups. The standard deviations for reading and writing scores in the two groups were 2.914 and 3.048, respectively, indicating similar levels of dispersion between the classes. This suggests that the differences in reading

comprehension levels among students in the two groups were not substantial. Combined with the results of the independent samples t-test in Table 4, the two-tailed Sig value of 0.831 was greater than 0.05. This indicates that there was no statistically significant difference in reading and writing scores between the two classes, and their levels were comparable. After one semester of teaching experiments, the mean reading and writing scores for the FDC1 and FDC2 groups were 18.37 points and 14.15 points, respectively. The FDC1 group scored 4.22 points (29.82%) higher than the FDC2 group. Moreover, the standard deviation of post-test reading and writing scores for the FDC1 group was 1.872, lower than that of the FDC2 group. This indicates that the dispersion within the FDC1 group was smaller than that of the FDC2 group, suggesting a gradual narrowing of the gap in reading and writing scores within the group. The independent samples t-test results for the post-test reading and writing scores show a two-tailed Sig value of 0.031, which is less than 0.05. This indicates a significant difference ($P<0.05$) in the post-test reading and writing scores between the FDC1 and FDC2 groups. Thus, after one semester of experimental instruction, it is demonstrated that compared to traditional English teaching models, the university English talent cultivation model integrating ESP teaching philosophy and the Output-Oriented Approach more effectively enhances students' reading and writing abilities, laying a foundation for students to develop an international perspective.

Table 3: The results of the students' reading and writing tests before and after

Test	Group	N	Means	STD	Means.STE
Pre-test	FDC1	45	13.68	2.914	0.404
	FDC2	45	13.72	3.048	0.415
Post-test	FDC1	45	18.37	1.872	0.327
	FDC2	45	14.15	2.839	0.389

Table 4: Independent sample t test results of literacy scores

Test	–		Levene test		t test of the mean equation				
Before	–		F	Sig.	t	Sig.(2-tailed)	Mean difference	95% CI	
								Lower	Upper
	Let's say the variance is equal		0.251	0.638	0.215	0.831	–0.04	–1.315	1.025
	Let's say that the variance is not equal		–	–	0.215	0.831	–0.04	–1.315	1.028
After	–		F	Sig.	t	Sig.(2-tailed)	Mean difference	95% CI	
								Lower	Lower
	Let's say the variance is equal		0.274	0.665	2.349	0.031	4.22	0.127	3.286
	Let's say that the variance is not equal		–	–	2.349	0.031	4.22	0.127	3.286

IV. B. 2) Students' Oral Expression Skills

For professionals in the real estate industry, possessing fluent oral communication skills is essential to help the sector establish a firm foothold in cross-border transactions. Based on this premise, this paper conducts a comprehensive analysis of the oral expression abilities of students in Group FDC1. The evaluation of students' oral expression skills focuses on four dimensions: information retrieval ability (K1), language knowledge mastery (K2), oral expression techniques (K3), and text evaluation and analysis (K4). Internationally renowned experts were invited to conduct manual scoring. The correlation coefficients and paired sample t-test results for the oral expression abilities of the two groups are presented in Tables 5 and 6, respectively.

As shown in Table 5, the pre-test and post-test mean scores for the FDC1 group improved across all dimensions: information retrieval (1.81 points), linguistic knowledge (2.37 points), oral expression techniques (2.65 points), and text evaluation analysis (2.61 points). Moreover, the standard deviation for each dimension of English oral expression decreased between pre- and post-tests, with relatively greater progress observed in students' oral expression techniques and text evaluation and analysis skills. Furthermore, the correlation coefficients between pre-test and post-test scores for information retrieval, language knowledge mastery, oral expression skills, and text evaluation/analysis in the FDC1 group all exceeded 0.6. The Sig values for each dimension of oral expression were all less than 0.01, indicating a significant correlation between pre- and post-test oral expression performance in the FDC1 group.

As shown in the paired sample test results in Table 6, the t-values for the pre-test and post-test comparisons of students' information retrieval ability, language knowledge mastery, oral expression skills, and text evaluation and analysis ability were –8.326, –5.648, –9.772, and –6.595, respectively, with Sig (two-tailed) values all below 0.01. This indicates that under the ESP-based, output-oriented university English talent cultivation model, the FDC1 group's information retrieval ability, language knowledge mastery, oral expression skills, and text evaluation/analysis ability exhibited significant differences compared to their pre-experiment test scores. Evidently, the ESP-based, output-oriented university English talent cultivation model exerts a significant impact on the oral English expression abilities of the FDC1 group students.

Table 5: The ability of oral expression and correlation coefficient

Index	Test	Means	STD	Means.STE	CC	Sig.
K1	Before	5.42	1.428	0.215	0.638	0.005
	After	7.23	0.936	0.143		
K2	Before	6.38	2.257	0.234	0.794	0.002
	After	8.75	1.484	0.212		
K3	Before	5.51	1.736	0.256	0.685	0.000
	After	8.16	4.248	0.203		
K4	Before	6.24	2.503	0.358	0.614	0.003
	After	8.85	1.229	0.187		

Table 6: Test of expression ability matching sample t

–	Pairing	Means	STD	95% CI		t	Sig.(2-tailed)
				Lower	Upper		
K1	Before – After	−1.81	1.124	−1.852	−1.051	−8.326	0.000
K2	Before – After	−2.37	1.315	−1.476	−0.079	−5.648	0.000
K3	Before – After	−2.65	1.382	3.239	−2.186	−9.772	0.000
K4	Before – After	−2.61	2.239	−2.324	−0.345	−6.595	0.002

IV. B. 3)   Student Satisfaction Analysis

Regarding student satisfaction with the university English talent cultivation model, this study primarily investigates four dimensions: student expectations, application effectiveness, satisfaction levels, and overall impact. Data collected from the survey questionnaire were organized and analyzed using descriptive statistical methods to assess the current situation, yielding student satisfaction results as shown in Table 7. As shown, the mean scores for student expectations, application effectiveness, satisfaction level, and overall impact all exceed 4 points, indicating "satisfied" on the five-point Likert scale. This demonstrates that the university English talent cultivation model constructed in this study significantly enhances student satisfaction, effectively meets students' learning experiences, and provides high-quality talent support for promoting the international development of the real estate industry.

Table 7: Descriptive statistic

Index	Min value	Max value	Means	STD
Student expectations	1.00	5.00	4.273	0.325
Application effects	1.00	5.00	4.015	0.461
Satisfaction degree	1.00	5.00	4.538	0.278
Comprehensive impact	1.00	5.00	4.194	0.439

Building upon this foundation, this paper further investigates whether gender differences influence outcomes in university English talent cultivation models. Students from the FDC1 group were selected for differential analysis, with specific results presented in Table 8. The results of the differential analysis indicate that the P-values for all dimensions in the Levene's test of variance were greater than 0.05. This suggests that no significant differences exist between genders across different dimensions. It can therefore be inferred that gender does not influence students' experiences with the application of the university English talent cultivation model.

Table 8: Variance analysis

Index	Male	Female	t	P
Student expectations	4.16±0.35	4.27±0.28	−1.105	0.064
Application effects	4.07±0.29	4.13±0.35	−0.993	0.116
Satisfaction degree	4.39±0.32	4.28±0.34	−0.816	0.428
Comprehensive impact	4.24±0.47	4.11±0.26	−1.078	0.241
Total	4.22±0.33	4.20±0.31	−0.841	0.087

Based on the student satisfaction survey, overall students expressed high satisfaction with the ESP-based, output-oriented university English talent development model, with only a minority reporting average satisfaction. Most students indicated willingness to continue learning through this model and its associated intelligent software, while expressing desire to collaborate with teachers and peers using both online and offline methods to overcome challenges. Additionally, many students suggested the model could benefit from pre-loading richer teaching resources and more refined instructional design. Regarding application outcomes, the majority of students reported that this model significantly stimulated their interest in learning. It enabled them to acquire more systematic knowledge, deepened their understanding and mastery of concepts, enhanced their ability to prepare before class and review afterward, greatly increased the frequency of communication with teachers and peers, improved their communication and collaboration skills, and was seen as beneficial for lifelong development.

V.   Conclusion

Cultivating English talent for the real estate industry not only enhances the ability to effectively communicate China's story to the world but also strengthens China's voice in international real estate transactions, thereby better serving the global community. Based on this premise, this paper integrates ESP teaching principles with the Output-Oriented Approach to construct a university English talent development model tailored for the real estate sector. A teaching experiment was conducted using real estate majors from a university as case subjects. Results indicate that the designed university English talent cultivation model significantly enhances students' lexical diversity and uniqueness while increasing their lexical density. It also improves reading, writing, and oral expression skills to a certain extent, fully meeting students' English learning needs and providing a reliable talent foundation for the international development of the real estate industry.

Although this study achieved certain results, limitations exist in sample selection and teaching experimentation. For instance, the sample size was limited to two classes from a single university, restricting its generalizability. Furthermore, the teaching experiment process lacked further optimization of instructional procedures, potentially introducing measurement errors. Consequently, future research will expand the sample scope and integrate the latest research on the Outcome-Oriented Approach to refine the teaching experiment methodology, aiming to enhance the accuracy and practical applicability of research conclusions.

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