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Discussion on the Cultivation Mode of University English Talents in the Context of Internationalized Development of Real Estate Industry

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SUMMARY: *The rapid development of the real estate industry puts forward higher requirements on the professional English level of practitioners. Therefore, the cultivation mode of English applied talents in colleges and universities is usually reformed in four aspects: teaching objectives, teaching contents, teaching materials and teaching methods. This paper proposes an English teaching mode evaluation model based on MFO-SVM to verify the effectiveness of the English applied talent cultivation mode in colleges and universities. The concept of CDIO is introduced into the evaluation of English teaching mode in science and technology, and teacher-student mutual evaluation, teacher-student self-assessment, student-student mutual evaluation, teacher-teacher evaluation and internship evaluation are taken as inputs to the MFO-SVM model, and the quality of teaching is taken as outputs of the MFO-SVM model, so as to evaluate the English applied talent cultivation mode of colleges and universities. The experimental results show that the MFO-SVM model has high evaluation accuracy and less average evaluation computing time (3.3E-5s). Acting on it in the evaluation system of teaching mode, taking School Z as an example, the evaluation results of the system are consistent with those of English majors. It shows that the university English applied talents training mode can meet the current needs of English talents training in the context of internationalized development of the real estate industry.*

KEYWORDS: *MFO-SVM; CDIO concept; teaching mode evaluation; evaluation system; English talent cultivation*

1 Introduction

Internationalization development is the trend of economic development. At present, the economy of developed countries is still in the doldrums, and preferential policies have been opened to foreign real estate enterprises [1]. The control policies such as purchase restriction, loan restriction and price restriction in Mainland China continue to deepen, and the market risks are gradually intensifying. The real estate industry is suffering from multiple pressures such as insufficient liquidity, rising costs, declining profitability, slowing growth and high debt ratio [2, 3]. The affluent Chinese are looking for investment opportunities overseas after being restricted from purchasing, and Chinese real estate companies have also taken this opportunity to accelerate the pace of internationalization. With the acceleration of economic globalization, the internationalization of China's real estate industry has become an irreversible trend. In this context, English is not only a tool for language communication, but also a bridge connecting technology and market [4-6]. It is the key to promote the globalization of the real estate industry

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to promote the close integration of university English teaching and the real estate industry, and to cultivate composite talents who have both language communication ability and industry professionalism.

However, the current university English talent cultivation model has certain problems, especially in the combination with specific industries, such as the real estate industry. Although the existing education model emphasizes the improvement of students' English proficiency and daily communication ability, it often fails to deeply combine with specific industries, resulting in the cultivated English talents being difficult to be competent for the internationalization of specific fields [7, 8]. Literature [9] argues that students under the traditional university English training mode often lack the sense of innovation, independent learning ability and practical ability, making it difficult to meet the needs of society; therefore, it is proposed to integrate the concept of research-based teaching into the teaching system in order to realize the cultivation goal of innovative talents. With the increasingly deep communication between China and the rest of the world and the continuous expansion of the foreign trade market, driven by the market demand, English has become an international common language, which is widely used in many fields [10]. Literature [11] that a single English professional training mode has been difficult to adapt to the needs of economic and social development, the traditional training mode of English in colleges and universities has reached the time when it must be reformed, and it must be strengthened to cultivate talents, and continuously improve the professional competence of the applied English talents, so as to be able to follow the pace of the rapid development of the economy today.

In the current English education system, the teaching content of general English is still dominant, focusing on improving students' comprehensive skills such as reading, writing, listening and speaking [12]. Among the studies on the innovation of university English talent cultivation mode, literature [13] discusses the current demand and cultivation motivation of applied English talents, analyzes the status quo of the cultivation of applied English talents in colleges and universities, and on the basis of this, combining the status quo and existing problems, puts forward the transformation strategy of the cultivation mode of applied English talents in colleges and universities. Literature [14] launched a study on the internationalization training strategy of business English talents in colleges and universities, based on the analysis of the current situation of business English talents training in colleges and universities, elaborated on the significance of the internationalization training of business English talents, and put forward the following three training strategies. Literature [15] found that students participating in the program showed significant improvement in English proficiency in all sub-tests of listening, reading, and writing/translation compared with traditional English courses, and the feedback from the program teachers further confirmed the positive effect of the program in improving the students' comprehensive language skills and enhancing their competitiveness in participating in national English competitions. Literature [16] argues that English talent cultivation is a systematic project, which involves the integration of education theory, innovation theory and talent development concepts, and its essence is the overall guidance and orientation of thought and spirit, which tries to integrate innovation cultivation theory into the talent education system and eventually implement it into teaching practice. Literature [17] focuses on the innovation of business English teaching in colleges and universities, and explores students' demand and motivation for practice-oriented learning, their perception of vocational education and training pedagogy, and the actual learning effectiveness.

With the continuous development of information technology, new media has been widely used in various fields of our life, and literature [18] combines new media technology to put forward some new talent training modes, aiming to improve the comprehensive quality of English talents to meet the social demand for English talents. In addition, for the combination

of university English and industry research, literature [19] based on the requirements of global tourism development on the quality of tourism talents, systematically analyzed the quality structure of composite tourism English talents in coastal cities under the background of global tourism, in order to provide references for the cultivation of composite tourism English talents in coastal cities. Literature [20] starts from the background of the era in which there is a gap between the ability of English talents and the social demand, and explores how to cultivate the applied English professionals in line with the needs of the times by analyzing the current cultivation mode of English majors, mainly from the four dimensions of the curriculum system, teaching methods, teaching management and teaching practice. Literature [21] believes that with the advancement of economic development and open and inclusive policy, enterprises actively carry out international trade cooperation and expand the scale of international business, which urgently need to absorb English talents with solid professional ability and cross-cultural practice ability, so as to lay the foundation for enterprises to carry out international business and subsequent development. Literature [22] in the “One Belt and One Road” initiative in the context of the deepening of the promotion of the research object of higher vocational logistics personnel training, combined with the actual demand for talent, to explore the reform of the logistics professional personnel training mode, put forward a series of reform programs, and analyze the necessity of the reform and specific measures from four aspects. Although the research on the correlation between university English talent cultivation and specific industries (e.g., business, logistics, etc.) has made remarkable progress, there is still a lack of systematic exploration for the real estate industry, and there is still a gap in the relevant cross-research. Therefore, in order to fill this research gap, it is of great significance for the international development of the real estate industry to further expand the university English talent cultivation strategy for this industry.

The current English applied talent cultivation model in colleges and universities effectively realizes interdisciplinary integration in terms of teaching objectives, teaching contents, teaching materials and teaching methods. In order to explore the effect of the current talent cultivation model, this paper proposes an English teaching model evaluation model based on MFO-SVM, and constructs an English teaching model evaluation index system based on the concept of CDIO. By comparing with BP, SVM and ELM, the accuracy of the MFO-SVM model on the evaluation results of English teaching mode is verified. After that, the actual implementation effect of the English talent cultivation model in School Z is evaluated from 2 perspectives: learning outcomes and comprehensive learning effectiveness, and compared with the output of the teaching mode evaluation system based on the MFO-SVM model, which verifies the effectiveness of the English applied talent cultivation model in colleges and universities.

2 Cultivation model of applied English language talents in higher educational institutions

2.1 Teaching objectives

Highlighting the teaching goal of “application for the purpose and practicality”. Real estate is a profession with strong practicality. The teaching goal of English for real estate should be “application-oriented and practical”, oriented to students' jobs and practical needs after graduation, providing students with the knowledge and skills of English for real estate needed for their future jobs, highlighting practical application and strengthening the cultivation of language practice ability.

2.2 Teaching content

Grasp the students' characteristics and choose appropriate teaching contents. Grasp the characteristics of real estate students who already have a certain level of English and professional foundation, find the combination of real estate professional knowledge and English language knowledge, choose appropriate teaching content, take into account the teaching of real estate professional knowledge and English language knowledge, and strengthen the link between theory and practice.

2.3 Teaching materials

Increase the preparation and publication of high-quality teaching materials. The status quo of few and low quality English teaching materials for real estate majors seriously affects their teaching and learning, and it is urgent to increase the preparation and publication of high-quality teaching materials. Teachers of English for real estate majors are generally young and highly educated, with a strong level of English and real estate professional theory and practice, and they are close to students and understand their characteristics and needs, so it is more appropriate for them to play the role of the main force in actively writing high-quality English for real estate majors textbooks to fill the shortage in the country and to promote the teaching and learning of real estate majors in English.

2.4 Teaching methods

Real estate professional English takes into account the characteristics of professional and English language, which determines the specificity of its teaching methods, and needs to actively explore and innovate teaching methods and approaches suitable for it. With the development of information technology, the smart classroom based on AI technology can meet the talent cultivation needs of the real estate industry in the context of international development.The specific applications of AI technology in the smart classroom are as follows:

(1) Before class: AI accurate diagnosis and adaptive pre-study

Students are pre-assessed through the platform, covering EGP language foundation and ESP professional tendency, and the AI algorithm generates personalized ability digital portraits and knowledge maps to accurately locate each student's strengths and weaknesses. Meanwhile, combining the characteristics of different majors and the actual situation of students, the pre-course teaching tasks are carefully designed, and the Super Star Learning Pass platform is used to release the pre-course task points, discussions, homework, quizzes and other ways to supervise the students' learning to complete the teaching tasks, combining the knowledge learning with the ability cultivation, and striving to implement the initial implementation of the basic dimensions, professional dimensions, practical dimensions, and evaluation dimensions put forward in the teaching model.

(2) In-class: AI contextualized interaction and collaboration

In-class teaching is the core link of the smart classroom, teachers combine the teaching content, carefully design the teaching process, and fully use AI and other information technology to optimize and activate classroom teaching. Teachers focus on answering questions based on the pre-course learning situation report, focus on the teaching content of EGP and ESP, implement English teaching centered on social needs, students and learning themes, can use the XIVO whiteboard, AI intelligent voice assistant, AI voice accompaniment, AI virtual simulation technology, etc. to create real career scenarios, carry out contextualized teaching, and use flipped classroom, project-based teaching and other methods to organize student in-depth seminars, scenario simulation and group cooperation activities, etc.

(3) After Class: AI Personalized Consolidation and Extension

By continuously analyzing students' classroom performance and learning trajectories, AI algorithms can automatically generate and push highly personalized learning resources and practice tasks based on their knowledge mastery. For example, with the help of AI dialogue robot to complete the real estate industry complex negotiation simulation, etc., the learning behavior data accumulated in this process provides an objective basis for teachers to reflect on teaching and strategy adjustment. This instant feedback and personalized guidance mechanism based on artificial intelligence better meets the learning needs of students of different levels and helps to enhance their learning confidence. What's more, the smart classroom relying on AI and other information technologies effectively promotes the deep integration of English learning and professional practice by creating highly simulated professional situations.

3 Evaluation of English teaching model based on MFO-SVM

3.1 Evaluation indicators

The basic CDIO education model consists of four basic links: conception, design, realization and operation.The teaching evaluation in the CDIO standard not only emphasizes the comprehensive examination of the teaching system and students' comprehensive ability, but also pays attention to the reverse effect of the assessment results on teachers, students and other stakeholders. The evaluation system of English teaching mode constructed based on CDIO concept in this paper is shown below:

(1) Teacher-student mutual evaluation. Teacher → student: (formative evaluation, summative evaluation), student → teacher: (teacher's professional ability, teacher's teaching ability).

(2) Teacher and student self-assessment. Teacher self-assessment: (student learning outcomes, student evaluation results and peer evaluation suggestions), student self-assessment: (learning process performance and ability enhancement)

(3) Student-student mutual assessment. Group activity performance, participation and contribution.

(4) Teacher-teacher evaluation. Teaching Supervisory Group evaluation, docking professional teacher evaluation and mutual evaluation by teachers of similar courses.

(5) Internship Evaluation. Vocational ability, professionalism and interpersonal skills.

3.2 Evaluation algorithms

Mathematical model of Moth Flame (MFO) algorithm as in Eq. (1) and Eq. (2):

$$M = \begin{bmatrix} m_{1,1} & m_{1,2} & \cdots & m_{1,d} \\ m_{2,1} & m_{2,2} & \cdots & m_{2,d} \\ \vdots & \vdots & \vdots & \vdots \\ m_{n,1} & m_{n,2} & \cdots & m_{n,d} \end{bmatrix} \tag{1}$$

$$OM = \begin{bmatrix} OM_1 & OM_2 & \cdots & OM_n \end{bmatrix} \tag{2}$$

where, d is the number of quantities to be optimized, n is the population size, OM is the fitness of individuals, and M is the spatial location of individuals.

For the MFO algorithm, the flame is another key, as in Eq. (3) and Eq. (4):

$$F = \begin{bmatrix} F_{1,1} & F_{1,2} & \cdots & F_{1,d} \\ F_{2,1} & F_{2,2} & \cdots & F_{2,d} \\ \vdots & \vdots & \vdots & \vdots \\ F_{n,1} & F_{n,2} & \cdots & F_{n,d} \end{bmatrix} \tag{3}$$

$$OF = \begin{bmatrix} OF_1 & OF_2 & \cdots & OF_n \end{bmatrix} \tag{4}$$

where, F is the individual spatial position and OF is the individual adaptation.

Flame is the optimal position of the moth, updating the flame position can get the optimal position of the moth, so the MFO algorithm, as in equation (5):

$$MFO = (I, P, K) \tag{5}$$

where, K is the algorithm end function, P is the moth movement function, and I is the moth population size.

The moth-flame position update strategy, as in equation (6):

$$M_i = S(M_i, F_j) \tag{6}$$

where S is the spiral function, M_i is the position of the ird individual, and F_j is the j th flame.

The spiral function for the flight of individual moths is defined as in equation (7):

$$S(M_i, F_j) = D_i e^{rt} \cos(2\pi t) + F_j \tag{7}$$

where $t \in [-1,1]$, r are spiral shape constants, D_i is the distance between the j th flame and the i th moth, $D_i = |F_j - M_i|$.

To improve the convergence speed of MFO, the number of flames *flameno* is adaptively updated as in Eq. (8):

$$flameno = round\left(N - \frac{N-1}{T} \cdot l\right) \tag{8}$$

where l and T are the current and maximum number of iterations, respectively, and N is the maximum number of flames.

3.3 Evaluation model

3.3.1 SVM model

SVM nonlinear model as in equation (9):

$$\begin{aligned} &\min \Phi(\omega,\xi)=\frac{1}{2}\|\omega\|^2+C\sum_{i=1}^{l}\xi_i \\ &s.t.\ \begin{cases} y_i\left[\omega^T\varphi(x_i)+b\right]\geq 1-\xi_i \\ \xi_i\geq 0, i=1,2,\cdots,l \end{cases} \end{aligned} \tag{9}$$

where ξ_i and C are the slack variables and penalty factors, respectively.

The Lagrangian function of the SVM model, as in equation (10):

$$L\left(\omega,b,\xi,a,\beta\right)=\Phi(\omega,\xi)-\sum_{i=1}^{l}a_i\left\{y_i\left[\omega^T\varphi(x_i)+b\right]-1+\xi_i\right\}-\sum_{i=1}^{l}\beta_i\xi_i \tag{10}$$

SVM decision function as in equation (11):

$$f(x)=sign\left[\sum_{i=1}^{l}\alpha_i y_i K(x,x_i)+b\right] \tag{11}$$

where $K\left(x,x_i\right)$ is the kernel function.

In the paper, RBF is used as the kernel function of SVM as in Eq. (12):

$$K(x_i,x_j)=\exp\left(-\gamma\left\|x_i-x_j\right\|^2\right) \tag{12}$$

3.3.2 Objective function

Penalty factor C and kernel parameter γ directly affect the accuracy of the SVM model. For the penalty factor C, the larger the penalty factor C is, the higher the approximation of the model will be, and the higher the degree of fitting, but too large a penalty factor will lead to a decrease in the generalization ability of the model. For kernel function γ, it mainly affects the classification accuracy of the SVM model. Therefore, in the process of constructing the SVM model, the penalty factor C and the kernel parameter γ must be optimized so that they reach the optimal value. In this paper, the MFO algorithm is used for the optimization of penalty factor C and kernel parameter γ, and classification accuracy T is used as the objective function. The classification accuracy T is defined as in equation (13):

$$T=\frac{right}{total}\times 100\% \tag{13}$$

where $total$ is the total number of samples and $right$ is the number of correctly categorized samples.

3.3.3 Algorithm flow

The algorithm flow of English teaching mode evaluation based on MFO-SVM is as follows:

Step1: The data are normalized and divided into two parts, one part is the training set and one part is the test set.

Step2: The MFO parameters are set: the maximum number of flames N, the current number of iterations t, the moth population size M, the spiral shape constant r and the

maximum number of iterations T.

Step3: Calculate the objective function value for each moth according to Eq. (13) and find the best moth position and the best flame adaptation value.

Step4: If $t > T$, output the optimal solution, i.e., the spatial location of the flame. Instead, update the number of flames and the position of moth flames.

Step5: Calculate the objective function value for the moths and also record and save the position of the moths and flames.

Step6: Record and save the optimal spatial position of the moths and return to Step4.

4 Empirical analysis

4.1 Evaluation model validation

4.1.1 Data sources

In order to test the effectiveness and superiority of the English teaching mode evaluation method based on MFO-SVM proposed in the previous paper, 200 sets of English teaching mode evaluation index data were collected in the middle of 2021~2025 in accordance with the English teaching mode evaluation index system of colleges and universities constructed in this paper, among which 160 sets of data were used as training data and 40 sets of data were used as test data.

4.1.2 Experimental setup

Three evaluation methods are selected for comparison in the study, including BP, SVM and Extreme Learning Machine (ELM), and the experimental simulation environment is Windows 10, with a CPU of 2.80GHz, 16GB RAM, and the programming language Matlab.The specific parameter settings are shown below:

(1) BP: number of input nodes 30, number of intermediate nodes 60, number of output nodes 1.

(2) SVM: same as BP.

(3) ELM: same as BP.

(4) MFO-SVM: maximum number of iterations 100, maximum number of flames N=50, moth population size M=10, spiral shape constant r=1.5.

4.1.3 Analysis of results

Based on the above parameters, this subsection compares the performance of BP, SVM, ELM and MFO-SVM methods using the test set.

All methods are evaluated using the English teaching model evaluation test set data, and the mean square error change curve during model training is shown in Figure 1. It can be seen that the MFO algorithm can effectively improve the evaluation performance of the SVM network to avoid falling into the local optimum, and its mean square error is lower than that of other algorithms after 34 iterations, indicating that the MFO algorithm is able to improve the evaluation accuracy of the model.

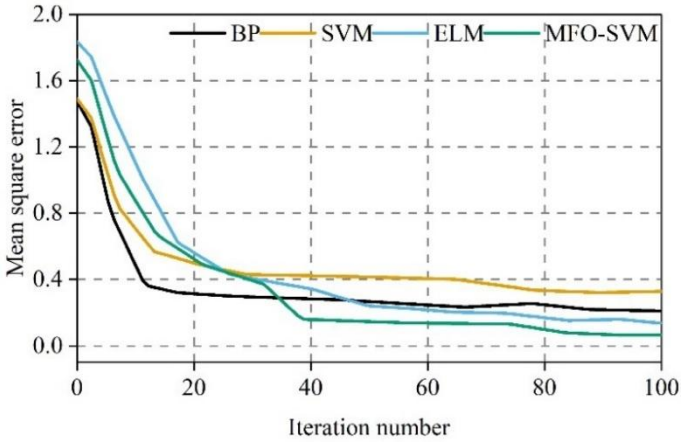
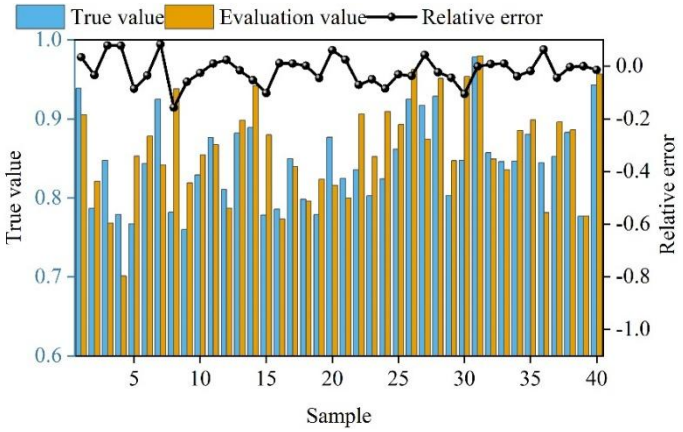
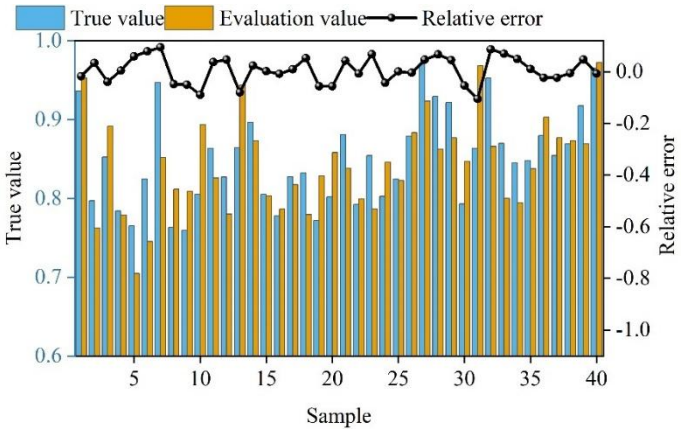


Figure 1: The average square error curve in the model training process

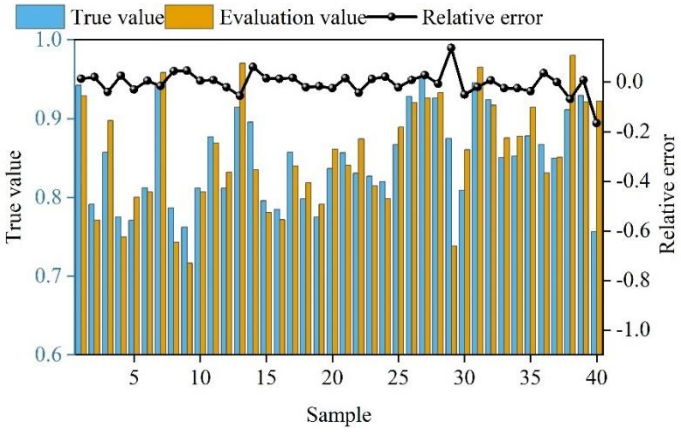
The evaluation results of different algorithms of English teaching models on 40 test sample data from 2021 to 2025 are shown in Fig. 2, and (a) to (d) represent the evaluation results of BP, SVM, ELM and MFO-SVM methods, respectively. The statistical results show that the evaluation error of the English teaching model evaluation model constructed based on MFO-SVM on the test set data in this paper is less than 0.068, which is smaller than that of the other modeling methods, indicating that the English teaching model evaluation model designed in this paper has a high rating accuracy.



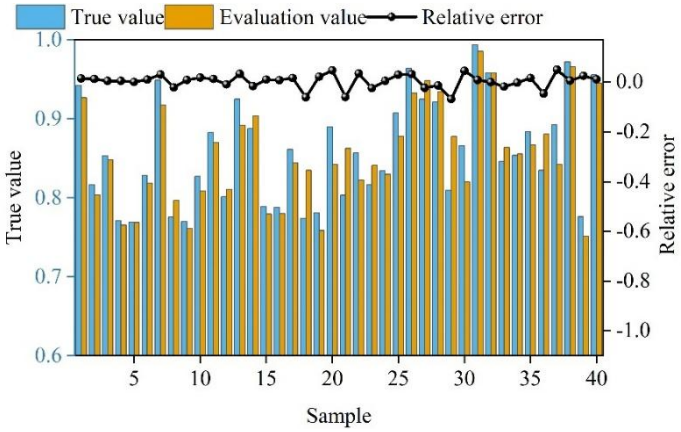
(a) BP



(b) SVM



(c) ELM



(d) MFO-SVM

Figure 2: Different methods test the results of the sample evaluation

The performance statistics of the MFO-SVM evaluation method with other methods run 30 times are shown in Table 1. The performance statistics include MAE, RMSE, MAPE, R-Squared, and evaluation time, and the mean and variance of each metric for 30 runs are counted. Among them, MAE, RMSE, MAPE, R-Squared, and evaluation time of MFO-SVM are superior both in terms of mean and standard deviation. Comparing with other algorithms, HOA-CNN has a small evaluation error and its robustness is good, while the mean value of evaluation time is only 3.3E-5s, which is also robust.

Table 1: Algorithm performance index comparison

		BP	SVM	ELM	MFO-SVM
MAE	Mean	0.051	0.0371	0.0259	0.0066
	SD	0.00403	0.00303	7.3E-3	9.37E-4
RMSE	Mean	0.0536	0.0382	0.0231	0.0107
	SD	0.0042	0.00345	0.00171	8.82E-4
MAPE	Mean	0.0011	8E-3	6E-3	2E-4
	SD	1.11E-4	1.957E-4	4.84E-4	2.34E-5
R-Squared	Mean	0.919	0.9683	0.9817	0.9934
	SD	0.00719	0.00425	0.00129	2.99E-4
Time	Mean/s	0.00475	0.00415	1.48E-4	3.3E-5
	SD	4.66E-4	0.00161	2.7E-5	2.1E-4

4.2 Analysis of the Effectiveness of the English Talent Cultivation Model

This chapter takes 280 students who have completed English study in 4 batches from 2022 to 2025 in the English major of School Z as the research object, and evaluates the actual implementation effect of the university English talent cultivation model in the context of the internationalized development of the real estate industry from 2 perspectives, namely, learning outcomes and comprehensive learning effectiveness.

4.2.1 Evaluation of Students' English Learning Achievement

Students' English learning performance was evaluated in five aspects, namely, language ability (X1), professional application ability (X2), intercultural literacy (X3), practical ability (X4) and comprehensive literacy (X5), and the ratings were divided into grades of A~E five, corresponding to 100~90, 89~80, 79~70, 69~60, and less than 60 points, respectively. The results of students' assessment and evaluation were summarized, and the statistical results obtained are shown in Figure 3. Most of the students' assessment and evaluation results are concentrated in the two grades A and B. Among them, 269 of them have more than 80 points in practical ability (X4), which fully demonstrates that the university English talent cultivation model is able to effectively improve students' practical ability.

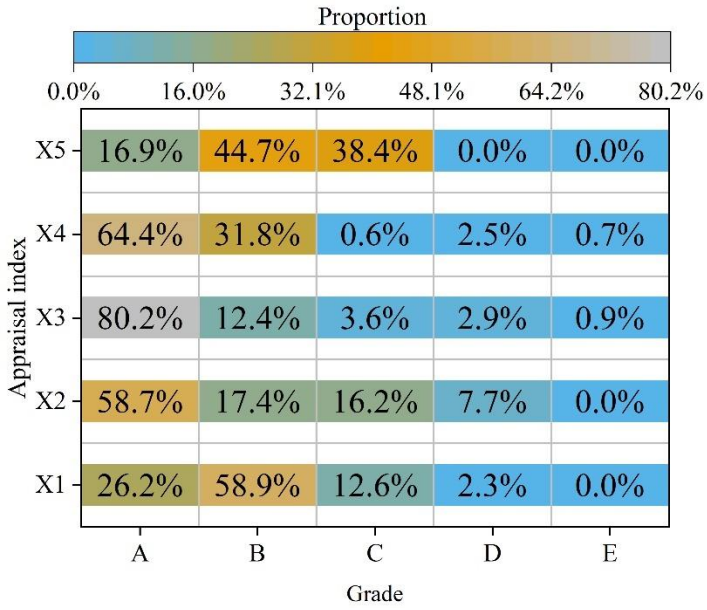


Figure 3: Student assessment results

4.2.2 Analysis of Students' English Learning Effectiveness

Questionnaires were distributed to 280 students for a survey. The questionnaires were scored using a five-level evaluation system of "very agree, agree, basically agree, disagree, and very disagree", with the score range being "5 to 1". A total of 270 valid questionnaires were collected, with a valid recovery rate of 96.43%.

The questionnaire contains the following 13 questions:

T1: In-depth understanding of the industry targeted for employment during undergraduate studies.

T2: An in-depth understanding of the practical application of the program studied during undergraduate studies.

T3: Awareness of occupational safety was established during undergraduate studies.

T4: Familiarity with industry and professional standards during undergraduate studies.

T5: Understanding of the basic work content of the future workplace during undergraduate study.

T6: The ability to quickly adapt to the work environment during the initial period of participation in the workplace.

T7: During the undergraduate study, they have gained comprehensive and applied knowledge of the specialty that cannot be directly acquired through books, the Internet, and other means.

T8: Other professional knowledge related to the specialty and humanities and social sciences acquired during undergraduate studies.

T9: The ability to synthesize and apply the knowledge acquired to solve real-life problems has been acquired during undergraduate studies.

T10: Acquired the ability of active, independent and cooperative learning during undergraduate study.

T11: Become more self-disciplined and confident during undergraduate studies.

T12: Interested in learning during undergraduate studies.

T13: Abilities and qualities are effectively enhanced during undergraduate studies.

The study describes the internal consistency of the indicators in the questionnaire through the Cronbacha coefficient, and the reliability analysis of this questionnaire is shown in Table 2. Based on the analysis of reliability, it can be deduced that the value of Cronbach`s alpha coefficient is higher than 0.8, which indicates that the developed questionnaire has ideal reliability indicators, the indicators are consistent and the questionnaire is reliable.

Table 2: Reliability analysis

Cronbach`s Alpha	Cronbach`s Alpha Based on Standardized Items	N of Items
0.863	0.874	13

In general, the value of sampling adequacy reflects the internal structural validity of the questionnaire of the questionnaire sample. The results of Bartlett and KMD test of this questionnaire are shown in Table 3, so it can be seen that the KMD coefficient value of the questionnaire is 0.944 and the probability of significance is 0.00 < 0.01, which indicates that the questionnaire variables have many factors in common, and it has a high structural validity.

Table 3: Validity analysis

Kaiser -Meyer-Olkin Measure of Sampling Adequacy		0.944
Bartlett`s Test of Sphericity	Approx.Chi-Squeare	11251.633
	Df	340
	Sig	0.000

The final statistics of students' English learning outcomes are shown in Figure 4. It can be seen that the number of students who gave a score of "4" or "5", that is, those who expressed "strong agreement" or "agreement", accounted for more than 20%. This indicates that the majority of students agree with the application-oriented talent cultivation model.

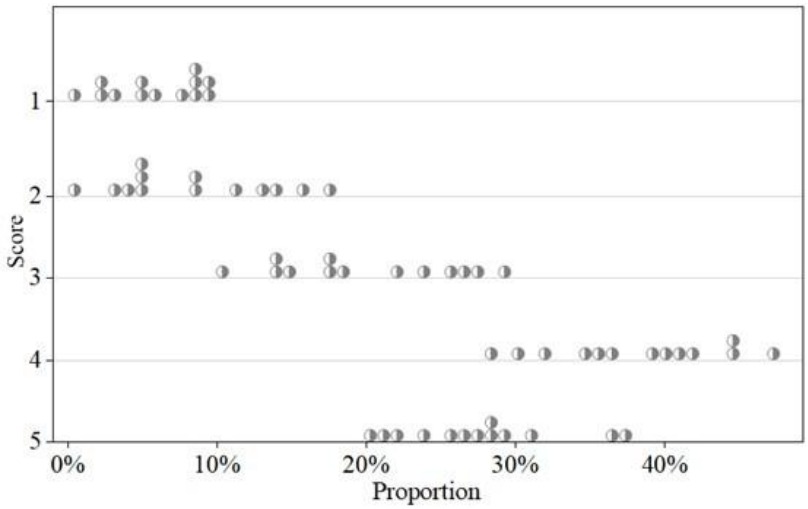


Figure 4: Student English learning effect

4.2.3 Application of the teaching model evaluation system

4.1 Chapter verifies the validity of the English teaching mode evaluation model constructed in this paper, and the model is used in the teaching mode evaluation system to evaluate the English teaching mode of Z school again and test the gap between it and the actual evaluation results.

This paper adopts the Microsoft.NET framework to establish a system service platform, which can withstand 20,000 students to evaluate the quality of the course at the same time. As a hosted and secure program execution environment, the framework can simplify the development and deployment process and enable the conversion of the system programming language.

Applying the teaching mode evaluation system based on the MFO-SVM model to evaluate the English teaching mode of School Z, the evaluation results of the system are consistent with the evaluation results from the perspectives of learning outcomes and comprehensive learning effectiveness, which indicates that the MFO-SVM model constructed in this paper is able to accurately evaluate the English teaching mode, and at the same time, it shows that the English applied talent cultivation mode of colleges and universities is suitable for English teaching in the context of internationalization development. English teaching of real estate majors.

5 Conclusion

In order to explore the application effect of university English talent cultivation model in the context of internationalized development of real estate industry, this paper uses the data collected from the quality evaluation of English teaching model in universities from 2021 to 2025 to verify the accuracy of the English teaching model evaluation method based on MFO-SVM. Comparing it with BP, SVM and ELM, the MFO-SVM model proposed in this thesis has a higher accuracy in evaluating the English teaching mode, and the evaluation error on the test set data is less than 0.068, which makes the evaluation more accurate and objective. Taking School Z as an example, we explore the students' learning achievement and learning effect under the application-oriented talent cultivation mode. Most of the students' academic performance under this model is above 80 points, and they are in favor of the applied talent cultivation model. The evaluation results of the English teaching mode of School Z based on the MFO-SVM model teaching mode evaluation system are consistent with the actual results, indicating that the current English teaching mode can meet the needs of English talent

cultivation in the context of the international development of the real estate industry. However, colleges and universities still need to continue to strengthen the training of teachers and continuously improve their teaching skills and teaching level, only in this way can they really cultivate English application talents in line with the background of internationalization development.

About the Author

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